Book Two

Lesson One
The Consonant Sounds [m] and [n]

1   You can hear the sound [m] at the end of *rum*. You can hear the sound [n] at the end of *run*.

In the words below [m] is spelled <m> or <mm>; [n] is spelled <n>, <nn>, or <kn>. Underline the letters that spell [m] and [n]:

     s<u>m</u>allest   swi<u>mm</u>er   <u>n</u>ever   pla<u>nn</u>ing

     ru<u>nn</u>ing   e<u>n</u>ough   <u>m</u>usic   dru<u>mm</u>ed

     do<u>n</u>e   di<u>nn</u>er   <u>kn</u>ow   <u>m</u>other

     a<u>n</u>imal   su<u>mm</u>er   childre<u>n</u>   ca<u>nn</u>ot

2   Sort the sixteen words into these two groups:

Words that contain the sound . . .

[n]	[m]
running	*smallest*
done	*animal*
animal	*swimmer*
enough	*summer*
dinner	*music*
never	*drummed*
know	*mother*
children	
planning	
cannot	

3   Now sort the words that contain [m] into these two groups:

Words in which [m] is spelled . . .

<m>	<mm>
smallest	swimmer
animal	summer
music	drummed
mother	

4   Sort the words that contain [n] into these three groups:

Words in which [n] is spelled . . .

<n>	<nn>	<kn>
done	running	know
animal	dinner	
enough	planning	
never	cannot	
children		

5   Two ways to spell [m] are   <m>   and   <mm> .
    Three ways to spell [n] are   <n> ,   <nn> , and   <kn> .

☞ !!! ☜

Watch the Middles!

children	
child	ren
child	ren
child	ren
children	

cannot	
can	not
can	not
can	not
cannot	

Teaching Notes.

Items 3 and 4. You might ask the students to find the two words in which the <mm> is due to twinning: *swimmer* and *drummed*, and the two with <nn>: *running* and *planning*. The one with <nn> due to simple addition is the compound word *cannot*. *Summer* and *dinner* have their double consonants due to the VCC pattern and the short <u> and <i>.

Watch the Middles. In *children* the <ren> echoes an old double plural. In some dialects of Old English plurals were formed with an [r] ending, in other dialects with an [n] ending (as in *oxen*). Apparently speakers of the dialect with [n] didn't recognize the [r] ending as a plural, so they added [n], giving us a double plural. A similar double plural occurs in *brethren*.

The spellings of [m] and [n] are discussed in more detail in Book Five. For more on [m] and its spellings see *AES*, pp. 423-29; for more on [n], pp. 429-35.

Lesson Two
The Consonant Sound [ŋ], Eng

1   You can hear the sound _[m]_ at the end of *rum*. You can hear the sound _[n]_
       at the end of *run*. At the end of *rung* you can hear the sound [ŋ]. The sound [ŋ]
       is called **eng.**

2   Most of the time [ŋ] is spelled <ng>, as in *rung*. But sometimes [ŋ] is spelled <n>.

3   Say the word *think*. There is a [k] sound right after the [ŋ]: [thiŋk]. Put an X
       beside each word that has a [k] right after the [ŋ]. Counting *think*, there are
       three:

       think _X_   going _____   thanks _X_

       uncle _X_   along _____   things _____

4   Say the word *tangle*. There is a [g] sound right after the [ŋ]. Put an X beside
       each word that has a [g] right after the [ŋ]. There are four:

       finger _X_   hungry _X_   song _____

       being _____   single _X_   language _X_

5   In *think* the <k> spells [k], and [ŋ] is spelled <n>. And in *single* the <g> spells [g],
       and [ŋ] is spelled <n>. But in most words [ŋ] is spelled <ng>.

6   When there is a [k] or a [g] sound right after the sound [ŋ], [ŋ] is spelled _<n>_ ,

       but everywhere else it is spelled _<ng>_ .

☞ !!! ☜

Word Squares. All but two of the following words contain the sound [ŋ], spelled either
<ng> or <n>:

Four-letter word: dark
Five-letter words: thank, going, uncle, being
Six-letter words: finger, single, uncles, thinker
Seven-letter words: sunning, monkeys, further, dogging, landing
Eight- and nine-letter words: language, hungriest

		u		b						
f	i	n	g	e	r		d	a	r	k
u		c		i		h	o			
r		l	a	n	g	u	a	g	e	
t		e		g		n		g		
h				g	o	i	n	g		
e				r		n				
r			s	i	n	g	l	e		
			e		a		u			
			s	u	n	n	i	n	g	
			t		d		c			
			t		i		l			
		t	h	i	n	k	e	r		
		a		g		s				
		n								
m	o	n	k	e	y	s				
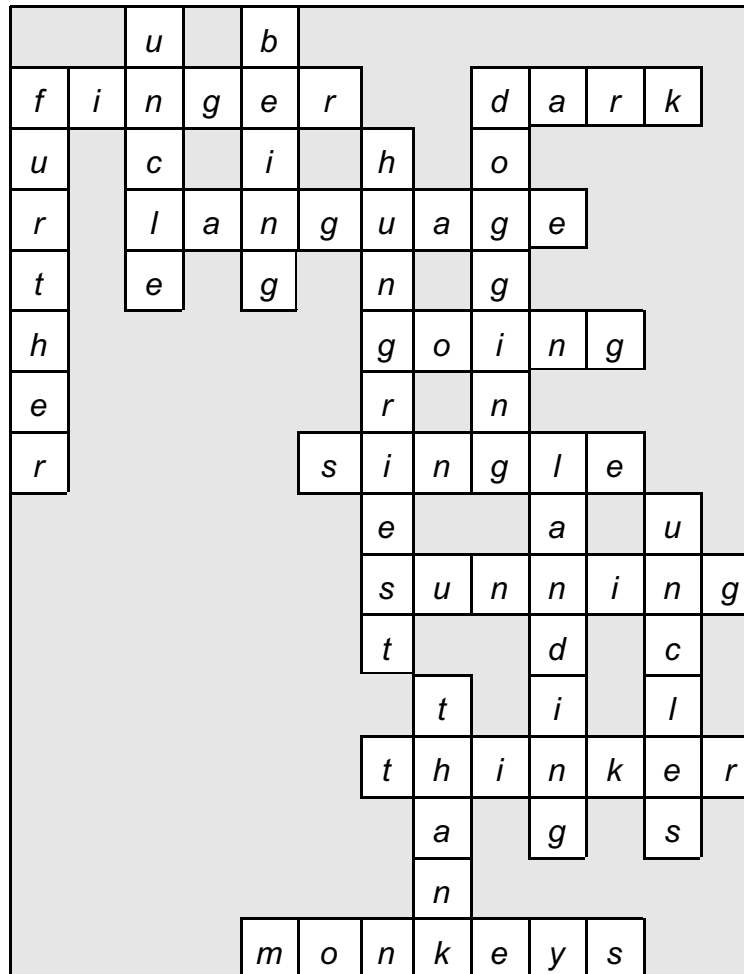
The two words that do not contain [ŋ] are _____dark_____ and _____further_____.

Teaching Notes. The two different spellings of [ŋ] reflect a bit of language history: In Old English [ŋ] was not a separate sound; it was a variation of [n], the sound that [n] assumed before [k] or [g]. In Old English the spelling <ng> was always pronounced as two sounds: [ŋg], the way it is in, say, *single* or *finger*. Over the centuries, because of all the words containing [ŋ] that were adopted from languages like French and Latin, [ŋ] evolved into a separate sound. Its spelling still reflects that Old English pattern.
For more on [ŋ], see *AES*, pp. 435-38.

Lesson Three
More About Eng, [ŋ]

1 When there is a [k] or a [g] right after the sound [ŋ], [ŋ] is spelled _<n>_ , but everywhere else it is spelled _<ng>_ .

2 Underline the letters that spell [ŋ]:

think   goi<u>ng</u>   tha<u>n</u>ks

u<u>n</u>cle   alo<u>ng</u>   thi<u>ng</u>s

fi<u>n</u>ger   hu<u>n</u>gry   so<u>ng</u>

bei<u>ng</u>   si<u>n</u>gle   la<u>ng</u>uage

3 Sort the words into the matrix. Be careful! When you get done, two squares should be empty!

	Words with [g] or [k] right after the [ŋ]:	Words with no [g] or [k] after the [ŋ]
Words with [ŋ] spelled <n>	think thanks uncle language finger hungry single	
Words with [ŋ] spelled <ng>		being going along things song

How to Spell [ŋ]? When the sound [ŋ] has the sounds _[g]_ or _[k]_ right after it, it is spelled _<n>_ . Everywhere else it is spelled _<ng>_ .

☞ !!! ☜

Watch the Middles! Fill in the blanks. As you read and write the word parts, spell them out to yourself, letter by letter.

something	
some	*thing*
some	thing
some	thing
something	

anything	
any	*thing*
any	thing
any	thing
anything	

everything	
every	*thing*
every	thing
every	thing
everything	

nothing	
no	*thing*
no	thing
no	*thing*
nothing	

sunny		
sun	*n*	*y*
sun	n	*y*
sun	*n*	y
sunny		

swimmer		
swim	*m*	*er*
swim	m	*er*
swim	*m*	er
swimmer		

Lesson Four
The Consonant Sounds [f] and [v]

1 You can hear the sound [f] at the end of *leaf.*   You can hear the sound [v] at the end of *leave*.

2 Usually [f] is spelled <f>, but sometimes it is spelled <ff>, sometimes <ph>, sometimes <gh>.

The sound [v] is spelled <v> — except in one word, where it is spelled <f>. Underline the letters that spell [f] and [v]:

e<u>v</u>en	a<u>f</u>ter	enou<u>gh</u>	e<u>v</u>ery
sa<u>f</u>ely	<u>ph</u>one	fi<u>v</u>e	lau<u>gh</u>
<u>v</u>isitor	co<u>ff</u>ee	<u>f</u>urther	<u>f</u>ollow
ga<u>v</u>e	ele<u>ph</u>ant	handcu<u>ff</u>s	li<u>f</u>e
<u>f</u>i<u>f</u>th	o<u>f</u>	sti<u>ff</u>	<u>f</u>ather

3 Now sort the words into these groups. One word goes into two groups:

Words with [f] spelled <f>:		
safely	*five*	*life*
fifth	*further*	*father*
after	*follow*	

Words with [f] spelled <ff>:	Words with [f] spelled <gh>:	Words with [f] spelled <ph>:
coffee	*enough*	*phone*
stiff	*laugh*	*elephant*
handcuffs		

Words with [v] spelled <v>:		Word with [v] spelled <f>:
even	five	of
visitor	every	
gave		

4 Four ways of spelling [f] are _<f>_ , _<ff>_ , _<gh>_ , and _<ph>_ .

5 **How Do You Spell [v]?** Except in the word _of_ , [v] is spelled _<v>_ .

* * * * *

Word Find. Find the twelve words that contain the sound [n]:

elephant   know   dinner   never
century   brown   cannot   children
phone   planning   running   sound

```
        C
  P  H  D
  L  I  I              K  N  O  W
  A  L  N  R  U  N  N  I  N  G
  N  D  N           P
  N  R  E  L  E  P  H  A  N  T
  I  E  R           O     E        C
  N  N              N     V        A
  G  B  S           E     E        N
  R  O  C  E  N  T  U  R  Y        N
  O  U                             O
  W  N                             T
  N  D
```

Write the twelve words in alphabetical order:

1 _brown_   5 _dinner_   9 _phone_
2 _cannot_   6 _elephant_   10 _planning_
3 _century_   7 _know_   11 _running_
4 _children_   8 _never_   12 _sound_

Teaching Notes.

Item 5. The statement that [v] is spelled <v> except in *of* is a good and useful one. But it does omit some complications that you may or may not want to bring up to your students. The consonant letter <v> is a fairly new addition to our alphabet. Earlier <v> was simply a variant form of <u>, and the two were used to spell both the consonant sound [v] and various vowel sounds. It was not until the 17th century that our present distinction between the letters <u> and <v> was firmly fixed. The constraint against doubling <v> parallels that against doubling <u>. Double <u> became a separate letter, <w>, which in print actually looks like double <v>! It is this constraint against doubling <v> that leads to words like *ever* and *never* rather than *evver and *nevver. However, in a few very recent formations <vv> does occur: *revved* and *revving* from *rev*, itself clipped from *revolution*; *divvy* from *dividend* or *divide*; *savvy* from the Spanish *sabe*; and *flivver*, of unknown origin.

A second minor spelling of [v] occurs in just three words: *calve, halve,* and *salve*, and their inflected forms, in which [v] is spelled <lv>. The reason for the <l>'s having fallen silent is not clear. Notice that the [l] persists in words like *salvage* and *valve*. For more on [v], see *AES*, pp. 373-77; for [f] see pp. 377-384. For the alternation between [f] and [v], as in *life/live, shelf/shelves, elf/elves, wolf/wolves, half/halve, etc,* see *AES*, pp. 374.

If you would like to have the students work with <lv> spelling of [v], you might have them do the following worksheet:

One More Spelling of [v]

How Do You Spell [v]? Except in the word _____, [v] is spelled _____.
That is a good and useful rule, but there is one other spelling of [v] that occurs in only three words. Find the three words in the following list and then fill in the blanks:

even	gave	halve
visitor	calve	every
of	five	salve

How Do You Spell [v]? Except in the words _____, _____, and _____ in which

it is spelled ____ and in the word ____ in which it is spelled ____, [v] is spelled _____.

One More Spelling of [v]

How Do You Spell [v]?

Except in the word __of__ , [v] is spelled __<v>__ .

That is a good and useful rule, but there is one other spelling of [v] that occurs in only three words. Find the three words in the following list and then fill in the blanks:

even	gave	halve
visitor	calve	every
of	five	salve

How Do You Spell [v]? Except in the words __calve__ , __halve__ , and __salve__ in which it is spelled __<lv>__ and in the word __of__ in which it is spelled __<f>__ , [v] is spelled __<v>__ .

Teaching Note. If students should ask about the silent final <e> in *calve, halve,* and *salve*, tell them that in English we tend to avoid ending words with <v> or <u> and that we sometimes use a silent final <e> to insulate, or cover up, a <v> or <u> that otherwise would come at word's end. This use of <e> as an insulator is studied in Book 4, Lesson 17. Also, see *AES,* p. 147.

Lesson Five
The Consonant Sound [s]

1 You can hear the sound [s] at the beginning and end of *stops*.

2 Underline the letters that spell [s]. It is spelled three different ways:

a<u>s</u>ked	acro<u>ss</u>	<u>s</u>ingle	on<u>c</u>e
<u>c</u>entury	pla<u>c</u>ing	i<u>c</u>y	<u>s</u>chool
colde<u>s</u>t	ki<u>ss</u>	elephant<u>s</u>	gue<u>ss</u>

3 Way #1: [s] is spelled <u> *<s>* </u> in five of the words.

   Way #2: [s] is spelled <u> *<c>* </u> in four of the words.

   Way #3: [s] is spelled <u> *<ss>* </u> in three of the words.

4 Sort the words into these three groups:

Words with [s] spelled . . .

Way #1:	Way #2:	Way #3:
asked	*century*	*across*
coldest	*placing*	*kiss*
single	*icy*	*guess*
elephants	*once*	
school		

5 Three spellings of [s] are <u> *<s>* </u>, <u> *<c>* </u>, and <u> *<ss>* </u>.

☞ **!!!** ☜

Word Squares. Each of the following words contains the sound [s], spelled either <s>, <ss>, or <c>. Fit the words into the squares.

Three-letter word: icy
Four-letter words: kiss, once, song
Five-letter words: asked, cents, guess, sound
Six-letter words: across, resell, summer, thanks
Seven-letter words: century, coldest, guessed, hardest, hottest, nearest, placing,
 spotted, started, starter, stopped, sunning, swimmer
Eight-letter words: lightest, smallest, surprise
Nine-letter words: elephants, hungriest, something

Teaching Notes.

Item 5. These three—<s>, <ss>, and <c>—are the major spellings of [s], accounting for about 97% of the instances of [s]. But the other 3% are quite a tangle—for instance, in *scene, psychology, listen, waltz, sword, isthmus*, and one pronunciation of *schism.* The minor spellings of [s] are discussed in Book Eight. For more on [s], see *AES,* pp. 397-406. The <c> spelling of [s] is the soft <c>; the distinction between soft and hard <c> is discussed in Book Three.

Word Squares. You might warn the students that this is a very difficult Squares, especially with all of those seven-letter words. They shouldn't feel bad if they are unable to finish it. In fact, this Squares is large and difficult enough that it might provide a good occasion for some small group competition.

Lesson Six
The Consonant Sound [z]

1 You can hear the sound [z] at the beginning and end of *zebras*.

2 Underline the letters that spell [z] in each of these words. It is spelled three different ways:

alway<u>s</u>	mother<u>s</u>	<u>z</u>ipper	ha<u>s</u>
the<u>s</u>e	mu<u>s</u>ic	follow<u>s</u>	<u>z</u>oo
tho<u>s</u>e	pri<u>z</u>e	surpri<u>s</u>e	bu<u>zz</u>

3   Way #1: [z] is spelled <u><s></u> in eight of the words.

Way #2: [z] is spelled <u><z></u> in three of the words.

Way #3: [z] is spelled <u><zz></u> in one of the words.

4 Sort the words into these three groups:

Words with [z] spelled . . .

Way #1:		Way #2:
always	*music*	*prize*
these	*follows*	*zipper*
those	*surprise*	*zoo*
mothers	*has*	

The word with [z] spelled Way #3 is <u>*buzz*</u> .

5 Three ways to spell [z] are <u><s></u> , <u><z></u> , and <u><zz></u> .

6 Three ways to spell [s] are <u><s></u> , <u><c></u> , and <u><ss></u> .

7 The letter that sometimes spells [z] and sometimes spells [s] is <u><s></u> .

☞ ! ! ! ☜
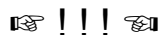
Word Scrambles. Each of the strings of letters below can be unscrambled to spell a word containing the sound [s] or [z]. We've told you in each case whether the word

contains [s] or [z]:

wasaly	_always_	[z]
heets	_these_	[z]
swollof	_follows_	[z]
ziper	_prize_	[z]
dakes	_asked_	[s]
cone	_once_	[s]
locdest	_coldest_	[s]
glines	_single_	[s]
shoet	_those_	[z]

Teaching Notes. Although we associate the sound [z] with the letter <z>, [z] is spelled with <z> only about half as often as it is with <s>. The reason is that [s] and [z] are a voice-pair, which means that they are essentially the same sound except that [z] is voiced and [s] is unvoiced. When we utter a voiced sound, we vibrate our vocal cords; when we utter a voiceless sound, we do not vibrate them. But when unvoiced [s] has voiced sounds before or after it, it tends to become voiced, making it sound like [z]. For instance, that is why the plural suffix -s it _cats_ is pronounced [s], but in _dogs_ it is pronounced [z]: The [t] in _cats_ is unvoiced; the [g] in _dogs_ is voiced. So we get the two plurals [kats] and [dogz]. The spellings of [z] are discussed in Book Eight. For more on [z], see _AES_, pp. 391-97.

Lesson Seven
Test One

Words	Fill in the blanks
0. summers	[s] = _<s>_ [m] = _<mm>_ [z] = _<s>_
1. *planning*	[n] = _<nn>_ [ŋ] = _<ng>_
2. *elephants*	[f] = _<ph>_ [n] = _<n>_ [s] = _<s>_
3. *zoos*	[z] = _<z>_ and _<s>_
4. *once*	[n] = _<n>_ [s] = _<c>_
5. *surprise*	[s] = _<s>_ [z] = _<s>_
6. *finger*	[f] = _<f>_ [ŋ] = _<n>_ [g] = _<g>_
7. *different*	[f] = _<ff>_ [n] = _<n>_
8. *language*	[ŋ] = _<n>_ [g] = _<g>_ [j] = _<g>_
9. *century*	[s] = _<c>_ [n] = _<n>_
10. *hungriest*	[ŋ] = _<n>_ [s] = _<s>_ [t] = _<t>_

Lesson Eight
The Suffixes *-ed* and *-ing*

1   Read these two phrases: *Last week* and *Right now*.

        Think about which phrase can go at the beginning of this sentence:

               He is calling his sister.

        Think about which one can go at the beginning of this sentence:

               He called his sister.

        Write the phrases *Last week* and *Right now* into the correct blanks:

            <u>*Last week*</u>   he called his sister.

            <u>*Right now*</u>   he is calling his sister.

2   A **free base** is an element that carries the basic meaning of a word and can stand free by itself as a word. A **suffix** is an element that goes after the base and cannot stand by itself as a word.

        Analyze *called* and *calling* into a free base and a suffix:

Words	= Free Base	+	Suffix
called	= *call*	+	*ed*
calling	= *call*	+	*ing*

3   The suffix *-ed* adds the meaning "in the past" to words, as in *Last week he call**ed** his sister.* The suffix *-ing* adds the meaning "still going on," as in *Right now he is call**ing** his sister.*

4   In *They showed us the books* what meaning does *-ed* add to *showed*?

        <u>*"in the past"*</u>

5   In *They are showing us the books* what meaning does *-ing* add to *showing*?

        <u>*"still going on"*</u>

6   Fill in either *-ed* or *-ing*. Show any twinning:

        a. The game end<u>*ed*</u> two hours ago.

        b. The plane is land<u>*ing*</u> right now.

c. Last night we spot_ted_ a mouse in our house.

d. She is play_ing_ the piano now.

e. The old store burn_ed_ down yesterday.

f. The rain stop_ped_ two hours ago.

g. They can_ned_ pears all day last Saturday.

h. They are still help_ing_ us all they can.

Teaching Notes.
Item 6. As a follow-up discussion you might try changing the phrases in any of the first seven sentences that specify the time (*two hours ago, right now*, etc.) so that you shift the time from past to present or vice versa. Then ask the students to make the necessary changes in *-ed* and *-ing* in the sentences.

Notice that we are not dealing here with the difference between past tense and present tense verbs. To be sure, in *He called his sister* the verb *called* is in the past tense. But in *He is calling his sister* the present tense verb is actually *is*; *calling* is a present participle. Verbs are defined in Lesson Eight of Book Three. Present participles are not discussed in the *Basic Speller*, but past participles are discussed in Lesson 32 of Book Four.

For now we are simply concerned to introduce the students to the two common suffixes *-ed* and *-ing*.

Lesson Nine
How to Hear the Suffixes *-ing* and *-ed*

1 Sometimes we say a word like *fishing* so that it sounds like *fishin'*. And sometimes we say *going to* so that it sounds like *gonna*: *I'm gonna go fishin'.* But although the suffix *-ing* is pronounced different ways, it is always spelled <ing>!

2 The suffix *-ed* is also pronounced different ways, but it is always spelled <ed>.

These three words each contain the suffix *-ed*. Say them very carefully:

<div align="center">

needed   showed   asked

</div>

In *needed -ed* sounds like [id]. In *showed -ed* sounds like [d]. In *asked* it sounds like [t]. But although *-ed* is sometimes pronounced [id], sometimes [d], and sometimes [t], it is always spelled <ed>!

3 Say each of the following words. In each one decide whether *-ed* sounds like [id], [d], or [t]. Put the right pronunciation of *-ed* in each blank:

headed *[id]*	helped *[t]*	crabbed *[d]*
longed *[d]*	called *[d]*	wanted *[id]*
guessed *[t]*	fueled *[d]*	opened *[d]*
ended *[id]*	fished *[t]*	numbered *[d]*
planned *[d]*	nodded *[id]*	admitted *[id]*
kicked *[t]*	owned *[d]*	watered *[d]*
spotted *[id]*	reached *[t]*	warmed *[d]*
started *[id]*	laughed *[t]*	followed *[d]*

<div align="center">

☞ ! ! ! ☜

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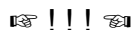
Word Flow. The puzzle below is a **flow chart**. It flows from the top, at the arrow head, to the bottom, where the nine blank lines are.

The boxes with square corners contain **elements**. Each time you flow from the top to the bottom of the puzzle, you add elements together to spell a word. With this Word Flow you can go through nine times, spelling nine different words, one for each of the nine blank lines.

A box with rounded corners states **conditions** that must be met before you can go through that box. For example, you only go through the box that says "Only with

twinning" if you are spelling a word that contains twinning. So you have to think and decide which condition box to go through.

As you spell out the nine words, write them into the nine blanks:

| Hot | Swim | Hard | Near | View | Follow |

Only with Twinning   **Only with Simple Addition**

-er **"More"**   *-est* **"Most"**   *-er* **"One that does"**

hotter	hottest	swimmer
harder	hardest	viewer
nearer	nearest	follower
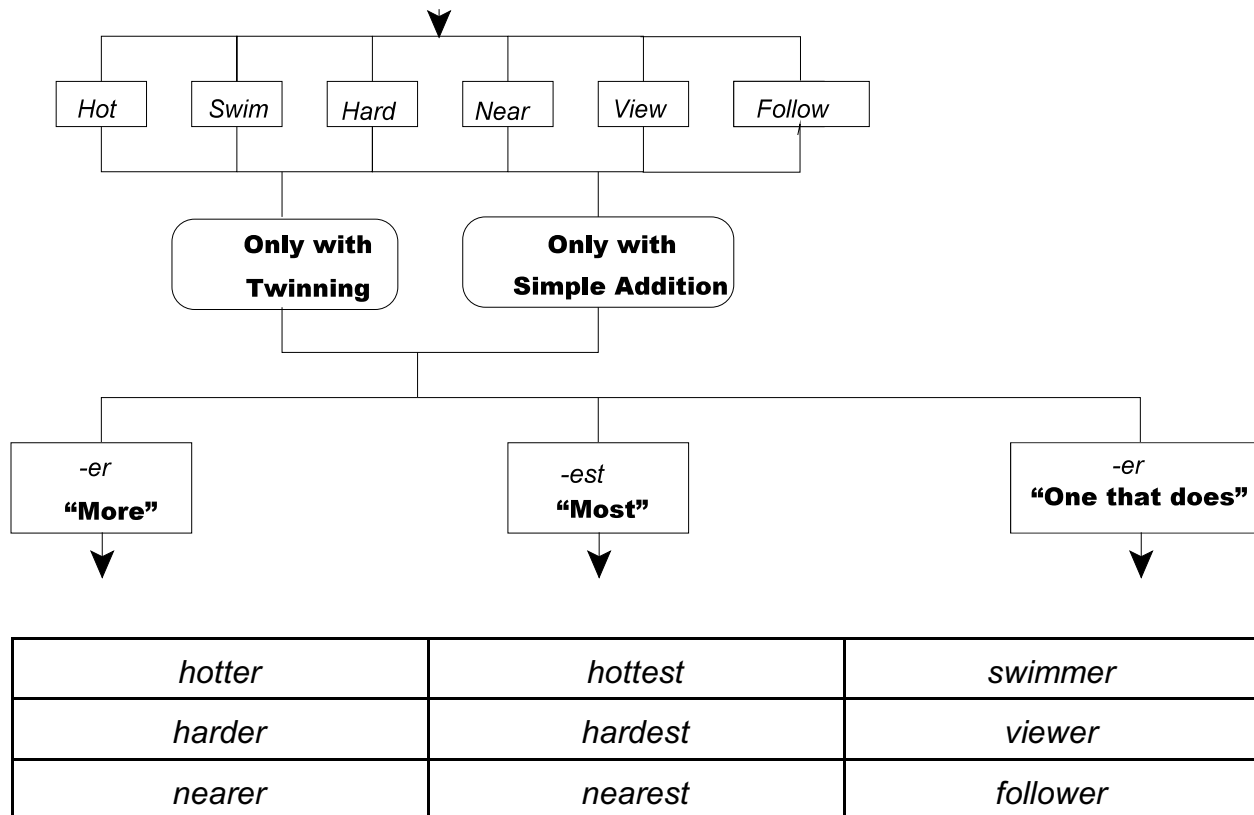
Teaching Notes.
Item 2. Later, in Lesson 29 of Book Four, students will study those few surviving old verbs in which the past tense ends in [t] spelled <t>, as in *burnt, slept, felt, kept, sent, lost*, etc. But for now the main point is to get the students to see and hear that although *-ed* and *-ing* can each be pronounced in different ways, their spellings remain constant.

Word Flow. This Flow is similar to the ones with which the students worked in Lesson 31 of Book 1. The main difference is the presence of the boxes that state conditions. One problem here is to be sure that the students know which condition controls each word. You could have them actually draw a line from the start to each word, perhaps color-coded, so that it is clear which condition box they went through for each word. Or you could ask them to tell the class which condition box they went through for a particular word and then ask them why they went through the box they did—that is, why that condition prevails.

Lesson Ten
Practice Hearing *-ed*

1   How is the suffix *-ing* always spelled?   <u>*<ing>*</u>

   How is the suffix *-ed* always spelled?   <u>*<ed>*</u>

2   Read these words. Listen carefully to the suffix *-ed*:

headed	helped	crabbed	longed
called	wanted	guessed	fueled
opened	ended	fished	numbered
planned	nodded	admitted	kicked
owned	watered	spotted	reached
warmed	started	laughed	followed

3   Sort the words into these three groups:

Words with *-ed* pronounced . . .

[id]	[t]	[d]	
headed	helped	called	crabbed
wanted	guessed	opened	longed
ended	fished	planned	fueled
nodded	laughed	owned	numbered
started	kicked	warmed	followed
admitted	reached	watered	
spotted			

☞ **! ! !** ☜

Watch the Middles!

animal	
anim	*al*
anim	al
anim	*al*
animal	

lightest	
light	*est*
light	est
light	*est*
lightest	

thinker	
think	*er*
think	er
think	*er*
thinker	

fishhook	
fish	*hook*
fish	hook
fish	*hook*
fishhook	

admit	
ad	*mit*
ad	mit
ad	*mit*
admit	

bicycle	
bi	*cycle*
bi	cycle
bi	*cycle*
bicycle	

Teaching Notes.

Watch the Middles.

With the compound word *fishhook* the main point is to be sure students remember that second <h>. The concatenation <shh> is odd enough to tempt spellers to simplify it to <sh>. It is another instance of simple addition at work. Students will study compounds like *fishhook* in Lesson 14.

1   Below are seven words in which *-ed* is pronounced [id]. Divide each one into a free base and the suffix *-ed*. Show any cases of twinning:

Word in which *-ed* is pronounced [id]	=	Free Base	+ Suffix
headed	=	*head*	+ *ed*
wanted	=	*want*	+ *ed*
ended	=	*end*	+ *ed*
nodded	=	*nod + d*	+ *ed*
waited	=	*wait*	+ *ed*
spotted	=	*spot + t*	+ *ed*
started	=	*start*	+ *ed*

2   Listen to the last sound in each of the seven free bases. All seven end in one of just two sounds. What are these two sounds? _[d]_ and _[t]_

3   The suffix *-ed* is pronounced _[id]_ when it is added to words that end with the sounds _[d]_ or _[t]_ but it is still spelled _<ed>_ .

☞ ! ! ! ☜

Word Flow. This Word Flow allows you twenty-one passes from top to bottom to spell twenty-one different words. Remember to watch out for the condition boxes.
Here are the correct
answers:

```
                              ↓
  ┌──────┬──────┬──────┬──────┬──────┬──────┬──────┐
┌─────┐┌──────┐┌──────┐┌──────┐┌───────┐┌───────┐┌──────┐
│ zip ││ spot ││ open ││ call ││follow ││ start ││ own  │
└─────┘└──────┘└──────┘└──────┘└───────┘└───────┘└──────┘
```

Only with twinning   **Only with simple addition**

```
  ┌──────────┬──────────────┐
┌──────┐  ┌──────┐   ┌──────────────┐
│ -ed  │  │ -ing │   │     -er      │
└──────┘  └──────┘   │  "One that   │
   ↓         ↓       │    does"     │
                     └──────────────┘
                            ↓
```

zipped	*zipping*	*zipper*
spotted	*spotting*	*spotter*
opened	*opening*	*opener*
called	*calling*	*caller*
followed	*following*	*follower*
started	*starting*	*starter*
owned	*owning*	*owner*

Lesson Twelve
Why *-ed* Has Different Pronunciations

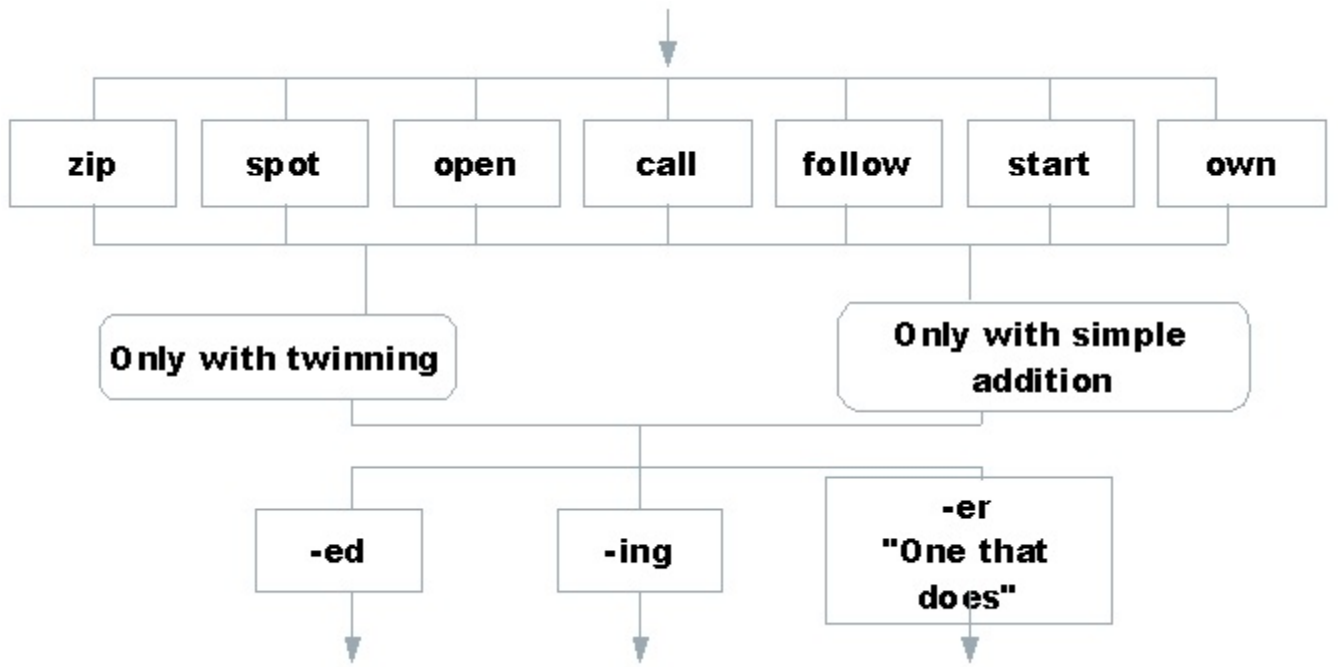1   Below are six words in which *-ed* is pronounced [t]. Divide each one into a free base and the suffix *-ed*:

Words in which *-ed* is pronounced [t]	=	Free Base	+ Suffix
helped	=	*help*	+ *ed*
guessed	=	*guess*	+ *ed*
reached	=	*reach*	+ *ed*
laughed	=	*laugh*	+ *ed*
fished	=	*fish*	+ *ed*
kicked	=	*kick*	+ *ed*

2   Listen to the last sound in the six free bases above. Each of them ends in one of six different sounds. List the sounds below:

[p]	[s]	[ch]	[f]	[sh]	[k]

3   The suffix *-ed* is pronounced _[t]_ when it is added to words that end with the sounds _[s]_ , _[f]_ , _[p]_ , _[ch]_ , _[sh]_ , and _[k]_ .

4   The suffix *-ed* is pronounced [id] whenever it is added to words that end with the sounds _[d]_ or _[t]_ .

5   Now you know when *-ed* is pronounced [id] and when it is pronounced [t]. Everywhere else it is pronounced [d].

6   The suffix *-ed* is pronounced _[t]_ when it is added to words that end with the sounds _[s]_ , _[f]_ , _[p]_ , _[s]_ , _[ch]_ , and _[sh]_ ;. it is pronounced _[id]_ when it is added to words that end with the sounds _[d]_ and _[t]_ ; and everywhere else it is pronounced _[d]_ .

The suffix *-ed* is always spelled _<ed>_ .

☞ ! ! ! ☜

Word Squares. You'll find some hints here and there:

Four-letter words: open, hard, kind, fuel
Five-letter words: could, would
Six-letter words: opener, number, kinder, should, fueled
Seven-letter words: hardest, kindest, fueling,
Eight-letter words: numbered, numberer
Nine-letter word: numbering

								o	p	e	n	e	r				
								p									
		n		h	a	r	d	e	s	t							
		u		a				n									
n	u	m	b	e	r	i	n	g			k						w
u		b		c		u					i						o
m		e				m			k	i	n	d	e	s	t		u
b		r				b			i		d			h			l
e		e		f	u	e	l	i	n	g			c	o	u	l	d
r		r		u		r			d					u			
e		e		e					e					l			
d		f	u	e	l	e	d		r					d			

Teaching Notes.

What is involved in the three pronunciations of *-ed* is that same distinction between voiced and unvoiced sounds that was discussed back in Lesson 6 and earlier in Lesson 14 of Book 1. In general, in English we avoid putting certain voiced and an unvoiced consonants together. In Lesson 6 it was pointed out that [s] and [z] are identical sounds except that [s] is unvoiced and [z] is voiced. It was also pointed out that in the plural *dogs* the <s> is pronounced [z], [dogz] while in the plural *cats* it is pronounced [s], [kats]. That difference is due to the fact that [g] and [z] are both voiced, so they go together, while [t] and [s] are unvoiced, so they too go together. But we avoid mixed combinations such as *[gs] and *[tz]. For more on this tendency to avoid mixed voicing, see *AES*, pp. 73-76.

In the case of the suffix *-ed* the reasoning goes as follows: (1) After the unvoiced sounds [s, f, p, ch, sh, k] *-ed* has the unvoiced pronunciation [t]. (2) After all voiced sounds except [d] it has the voiced pronunciation [d]. And (3) after [t] and [d] the vowel [i] is inserted to avoid the endings [tt] and [dd], which would be difficult to pronounce

and inevitably would be simplified to [t] and [d]. Such a simplification would cause the loss of the spoken distinction between present and past tense. So the three pronunciations of *-ed*, which might at first seem like a perverse and unnecessary complication, are in fact part of a larger logical and ruly pattern.

Item 3. The suffix *-ed* is also pronounced [t] after [th], but this is only in the words *berthed, unearthed, toothed*, and *frothed*.

Lesson Thirteen
Compounds Like *Blackbird* and *Catbird*

1   Compound words like *somebody* and *anyplace* simply combine two separate words into one: What used to be *some body* combines to become *somebody*; *any place* combines to become *anyplace*. Two words become one.

But notice this pattern: A **blackbird** is a **bird** that is **black**.

The compound *blackbird* doesn't just combine *black* and *bird* into one word. It gives us a short way to say "bird that is black."

There are several compound words that fit this same pattern. Fill in the blanks:

A bird that is black is a ___*blackbird*___.

A bird that is blue is a ___*bluebird*___.

A berry that is black is a ___*blackberry*___.

A board that is black is a ___*blackboard*___.

A print that is blue is a ___*blueprint*___.

A room that is dark is a ___*darkroom*___.

A man who is English is an ___*Englishman*___.

A cat that is wild is a ___*wildcat*___.

Lands that are wet are ___*wetlands*___.

Paper that is waste is ___*wastepaper*___.

2   Now try some the other way around:

A blackbird is ___*a bird that is black*___.

A redbird is ___*a bird that is red*___.

A hothouse is ___*a house that is hot*___.

A nobleman is ___*a man who is noble*___.

A madman is ___*a man who is mad*___.

Lowlands are ___*lands that are low*___.

A longhouse is ___*a house that is long*___.

Bluegrass is ___*grass that is blue*___.

A flatcar is __*a car that is flat*__ .

Gentlewomen are __*women who are gentle*__ .

A wildfire is __*a fire that is wild*__ .

3　　Now think about this pattern: A **catbird** is a **bird** like a **cat**.

To understand the compound *catbird* you need to understand how a catbird is like a cat. A catbird has several calls, one of which sounds like a cat's mewing. So a catbird is a bird that is like a cat because of the way it sounds.

See if you can figure out these:

If a catbird is a bird that is like a cat because of its sound, then a starfish is a

__*fish*__ that is like a __*star*__ because of its __*shape*__ .

A firefly is a __*fly*__ that is like a __*fire*__ because of its __*light*__ .

Try some the other way around:

A fish that is like the sun because of its color is a __*sunfish*__ .　　　A

fish that is like a cat because of its whiskers is a __*catfish*__ .

A fruit that is like bread because of its texture is __*breadfruit*__ .

Teaching Notes.

Work with compound words adds a semantic factor to the kind of analysis students do in many of their tables and in Watch the Middles. It also can help them see that words do have a logic and a structure to them. It can help them see unity and patterning where most likely they did not see it before. And it can reinforce the power of the Rule of Simple Addition.

Lesson Fourteen
Compounds Like *Hilltop* and *Fireplace*

1   In the previous lesson you saw that a compound like *catbird* shortens the phrase "bird like a cat." Compounds like *hilltop* and *snowball* shorten phrases that are very similar:

> A hilltop is the top **of** a hill.
> A snowball is a ball **of** snow.

Fill in the blanks:

> A fingertip is the *tip* of *a finger* .
>
> A heartbeat is a *beat* of *a heart* .
>
> A raindrop is *a drop of rain* .
>
> A windstorm is *a storm of wind* .
>
> A fireball is *a ball of fire* .

2   Now try some the other way around:

> The cap of the knee is the *kneecap* .
>
> The side of the mountain is the *mountainside* .
>
> The shore of the sea is the *seashore* .
>
> At the circus the master of the ring is the *ringmaster* .
>
> When you stand on the moon, the shine of the earth is *earthshine* .

3   Here is a similar pattern:

> A fireplace is a place **for** fires.
> A flowerpot is a pot **for** flowers.

Fill in the blanks:

> An armhole is a *hole* for the *arm* .
>
> Wallpaper is *paper* for the *wall* .
>
> A bookcase is a *case* for *books* .
>
> A shoestring is *a string for a shoe* .
>
> Earphones are *phones for the ears* .

An armband is a ___*band for an arm*___.

A battleship is a ___*ship for battle*___.

A birdcage is a ___*cage for birds*___.

A boathouse is a ___*house for boats*___.

A classroom is a ___*room for classes*___.

4   Try some the other way around:

A bell for the door is a ___*doorbell*___.

The time for dinner is ___*dinnertime*___.

A hook for fish is a ___*fishhook*___.

A cloth for dishes is a ___*dishcloth*___.

A spread for the bed is a ___*bedspread*___.

A rack for books is a ___*bookrack*___.

A house for boats is a ___*boathouse*___.

A line for clothes is a ___*clothesline*___.

Ware for dinner is ___*dinnerware*___.

A ring for the ear is an ___*earring*___.

A shade for the eyes is an ___*eyeshade*___.

A brush for the hair is a ___*hairbrush*___.

Cuffs for your hands are ___*handcuffs*___.

A shoe for a horse is a ___*horseshoe*___.

A house for ice is an ___*icehouse*___.

A tie for the neck is a ___*necktie*___.

A track for races is a ___*racetrack*___.

A yard for ships is a ___*shipyard*___.

Teaching Notes.

A sharp-eyed student may wonder why "a place for fires" and "a pot for flowers" become *fireplace* and *flowerpot* rather than *firesplace and *flowerspot. The answer to that good question goes back several centuries. Old English had many noun inflections, including three different numbers (singular, plural, duo), three different

genders (masculine, feminine, neuter), and several different cases (nominative for subjects, accusative for direct objects and the objects of certain prepositions, dative for indirect objects and the objects of many other prepositions, and genitive for possessive and other functions). When the speakers of Old English formed compounds, they stripped away all those complex inflections and used the uninflected stem, losing any indication of number, gender, and case.

This practice set the pattern for English compounds in general. Normally when we form compounds in which the first component is logically plural, we strip away its plural suffix. The only known cases that don't are *woodsman*, *spokeswoman* and a few others, often with *man* or *woman* as the second component. This stripping away even affects those nouns that do not form their plural with the addition of *-s:* for instance, *footstool*, *footwear*, and similar *foot* compounds, which expand out to "a stool for the feet," "wear for the feet," are not *feetstool, *feetwear. In *clothesline* the plural suffix is not lost, but then *clothes* is unusual in that it does not have a singular form.

Perhaps a good short answer for the students should the question arise would be "We don't keep the plural suffixes in compounds because we are following a pattern that started many hundreds of years ago when English was still a young language."

Lesson Fifteen
Review of Suffixes and Procedures

1   Combine the following free bases and suffixes. Watch for and show any cases of twinning, as we have done with *running*:

Free Base	+ Suffix	= Word
run + *n*	+ *ing*	= *running*
small	+ er	= *smaller*
brown	+ est	= *brownest*
swim + *m*	+ er	= *swimmer*
plan + *n*	+ ed	= *planned*
drum + *m*	+ er	= *drummer*
think	+ ing	= *thinking*
go	+ ing	= *going*
thank	+ ed	= *thanked*
be	+ ing	= *being*
stiff	+ est	= *stiffest*
laugh	+ ed	= *laughed*
follow	+ er	= *follower*
sound	+ est	= *soundest*
ask	+ ing	= *asking*
cold	+ er	= *colder*
kiss	+ ed	= *kissed*
school	+ ing	= *schooling*
guess	+ ed	= *guessed*

2   Analyze each of the following words into a free base plus a suffix. Show any cases of twinning, as we have done with *running*:

Word	= Free Base	+ Suffix
running	= *run + n*	+ *ing*
laughing	= *laugh*	+ *ing*
sounding	= *sound*	+ *ing*
asked	= *ask*	+ *ed*
coldest	= *cold*	+ *est*
kissing	= *kiss*	+ *ing*
schooled	= *school*	+ *ed*
guessing	= *guess*	+ *ing*
stiffer	= *stiff*	+ *er*
being	= *be*	+ *ing*
thanking	= *thank*	+ *ing*
going	= *go*	+ *ing*
thinker	= *think*	+ *er*
drumming	= *drum + m*	+ *ing*
planner	= *plan + n*	+ *er*
swimming	= *swim + m*	+ *ing*
browner	= *brown*	+ *er*
smallest	= *small*	+ *est*

3   One suffix spelled <er> adds the meaning *"more"* ; and one suffix spelled

 <er> adds the meaning *"one that does"* .

4   Which suffix adds the meaning "most"? *-est* .

5   Which suffix adds the meaning "still going on"? *-ing*

2:15:2

Lesson Sixteen
Test Two

Words	Fill in the blanks
0. *fished*	<ed> = _[t]_ [sh] = _<sh>_
1. *called*	<ed> = _[d]_
2. *ending*	[n] = _<n>_ [ŋ] = _<ng>_
3. *helper*	Suffix means _"one that does"_
4. *reached*	[ch] = _<ch>_ [t] = _<ed>_
5. *headed*	<ed> = _[id]_
6. *wanted*	[n] = _<n>_ Free base + suffix = _want + ed_
7. *opener*	Free base + suffix = _open + er_
8. *watered*	Free base + suffix = _watered_
9. *following*	[f] = _<f>_ [ŋ] = _<ng>_
10. *laughed*	[f] = _<gh>_ [t] = _<ed>_

2:16:1T

Lesson Seventeen
Review of the Vowel Sounds [u], [ủ], [ū], [yū]

1   You can hear the sound [u] in *duck*.
    You can hear [ủ] in *bull*.
    You can hear [ū] in *tuna*.
    You can hear [yū] in *mule*

2   Underline the letters that spell [u], [ủ], [ū], and [yū]:

    d<u>o</u>ne   c<u>u</u>be   m<u>oo</u>ns   sh<u>ou</u>ld

   c<u>ou</u>ld   b<u>u</u>zzer   rev<u>iew</u>   t<u>oo</u>

    <u>u</u>se   r<u>u</u>le   b<u>oo</u>ks   g<u>oo</u>d

    c<u>u</u>b   f<u>u</u>ll   w<u>ou</u>ld   s<u>o</u>me

3   Sort the words into these three groups:

Words like *duck* with [u]:	Words like *bull* with [ủ]:	Words like *tuna* with [ū]:	Words like *mule* with [yū]:
done	*could*	*rule*	*use*
cub	*full*	*moons*	*cube*
buzzer	*book*s	*too*	*review*
some	*would*		
	should		
	good		

4 Sort the words with [ủ] into these three groups:

Word with [ủ] spelled <u>:	Words with [ủ] spelled <oo>:	Words with [ủ] spelled <ou>
pull	*look*	*could*
	good	*would*
		should

5 Three ways of spelling [ủ] are __<u>__, __<o>__, and __<ou>__.

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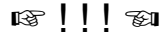
Word Changes.
1. Write the word *should* in the blank:.......   __should__

2. Take away the first two letters and put a <w>
   at the front of the word:....................   __would__

3. Take away the second vowel and the second
   consonant in the word and put another <o>
   in front of the <d>:.........................   __wood__

4. Change the <w> to the seventh letter of
   the alphabet:................................   __good__

5. Change the first <o> to the letter that comes
   three places after <o> in the alphabet, and
   then change the <d> to the letter that comes
   in between <v> and <x> in the alphabet:....   __grow__

6. Change the first consonant in the word to
   the second consonant in the alphabet:....   __crow__

7. Change the <w> to another <o>, and then put
   a <k> at the end of the word:................   __crook__

8. Take away the second consonant in the word.............
                                                       __cook__

9. Change the first letter of the word to the
   letter that comes right before it in the
   alphabet:....................................   __book__

Riddle: Someone who steals from a library is a __book__   __crook__.
                                                Word #9   Word #7

Teaching Notes. Since distinguishing among these four sounds may prove difficult for some students, you may want to look at the Teaching Notes for Lesson 23 in Book One.

Item 2. You may want to point out the similarity in sound and spellling among *could, should,* and *would*. Try some cloze sentences, inserting each of the three in turn: *They*

_____ *go right now.   They* _____ *eat their broccoli*. Ask the students to discuss the changes in meaning from one of the three to another.

The *too, two, to* homophones are discussed in Lesson Nine of Book 5.

Lesson Eighteen
Review of Long and Short Vowel Patterns

1 We use 'v' to mark __*vowel*__ letters.   We use 'c' to mark __*consonant*__ letters.
Draw a tic-tac-toe sign: __#__ .

2 Mark the first vowel in each of these words with a 'v'. Then mark the next two letters either 'v' or 'c'. If you get to the end of the word before you have marked all three letters, use the tic-tac-toe sign to mark the end of the word. Remember that if a word has more than one vowel letter, you start marking with the first one:

baby	bottle	brush	closed	alcohol
vcv	vcc	vcc	vcv	vcc
dance	doggy	coffee	likely	made
vcc	vcc	vcc	vcv	vcv
summer	rule	scene	selling	zipper
vcc	vcv	vcv	vcc	vcc
shut	has	thin	when	different
vc#	vc#	vc#	vc#	vcc

In words that end VC# mark the letter in front of the 'v' either 'v' or 'c'.

3   Six of these words have the pattern __*VCV*__

        Ten have the pattern __*VCC*__ .

        Four have the pattern __*CVC#*__ .

4 Sort the words into this matrix:
Words with the pattern . . .

	VCV	VCC		CVC#
Words with long vowels	*baby* *rule* *scene* *closed* *likely* *made*			
Words with short vowels		*dance* *summer* *bottle* *doggy* *brush* *coffee* *selling*	*alcohol* *zipper* *different*	*shut* *has* *thin* *when*

5 In the pattern VCV the first vowel is *long* but in the pattern VCC the

vowel is *short* . And in the pattern CVC# the vowel is also *short* .

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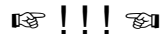
Watch the Middles!

whiteness	
white	*ness*
white	ness
white	*ness*
whiteness	

ripeness	
ripe	*ness*
ripe	ness
ripe	*ness*
ripeness	

likely	
like	*ly*
like	ly
like	*ly*
likely	

cutely	
cute	*ly*
cute	ly
cute	*ly*
cutely	

Teaching Notes.

Watch the Middles. The suffix *-ness* turns adjectives into nouns. Students will study *-ness* in Book Five. The suffix *-ly* in these Middles turns adjectives into adverbs. Students will study this *-ly* in Book Seven. (The other suffix *-ly*, which turns nouns into adjectives, as in *mother, motherly*, is discussed in Book Four.)

Lesson Nineteen
Silent Final <e> in VCV

1   Here is a review of long and short vowels:

Short Vowels	Long Vowels
[a] as in *mad*	[ā] as in *made*
[e] as in *met*	[ē] as in *meet*
[i] as in *hid*	[ī] as in *hide*
[o] as in *hop*	[ō] as in *hope*
[u] as in *cut*	[ū] as in *coot*
[o͝o] as in *cook*	[yū] as in *cute*

2   Mark the first vowel in each word 'v'. Then mark the next two letters either 'v' or 'c'. If you get to the end of the word before you mark all three letters, use the tic-tac-toe sign to mark the end of the word:

hop	big	hid	mad
cvc#	cvc#	cvc#	cvc#

hope	use	hide	made
vcv	vcv	vcv	vcv

cube	stripe	ate	ride
vcv	vcv	vcv	vcv

cub	strip	has	rid
cvc#	cvc#	cvc#	cvc#

name	cap	life	when
vcv	cvc#	vcv	cvc#

crab	home	thin	scene
cvc#	vcv	cvc#	vcv

In words that end VC# mark the letter in front of the 'v' either 'v' or 'c'.

3   Sort the words into this matrix:

Words that end . . .

	CVC#	VCV
Words with long vowels:	1	hope ate cube life name made use ride stripe scene home hide 2
Words with short vowels:	3 hop hid cub has crab thin big mad strip rid cap when	4

4   In the CVC# pattern is the vowel long or is it short? _short_

5   In the VCV pattern is the first vowel long or is it short? _long_

6   All the words in square #2 in the matrix have a silent final <e> and long vowel sound.

   In each of these words the final <e> is the second vowel in the VCV pattern.

   Very often a final <e> is the second vowel in a VCV pattern and shows that the first vowel is long.

7   In words like *made* the final <e> shows that the vowel in front of it is _long_ .

☞ **!!!** ☜

Word Venn. The following puzzle is called a Word Venn because it uses circles to help us sort things out in a way that was developed by an Englishman named John Venn. The Word Venn below defines two groups of words: those that go inside the circle and those that go outside the circle (but inside the rectangle). Write the words into the Word Venn according to the following instructions:

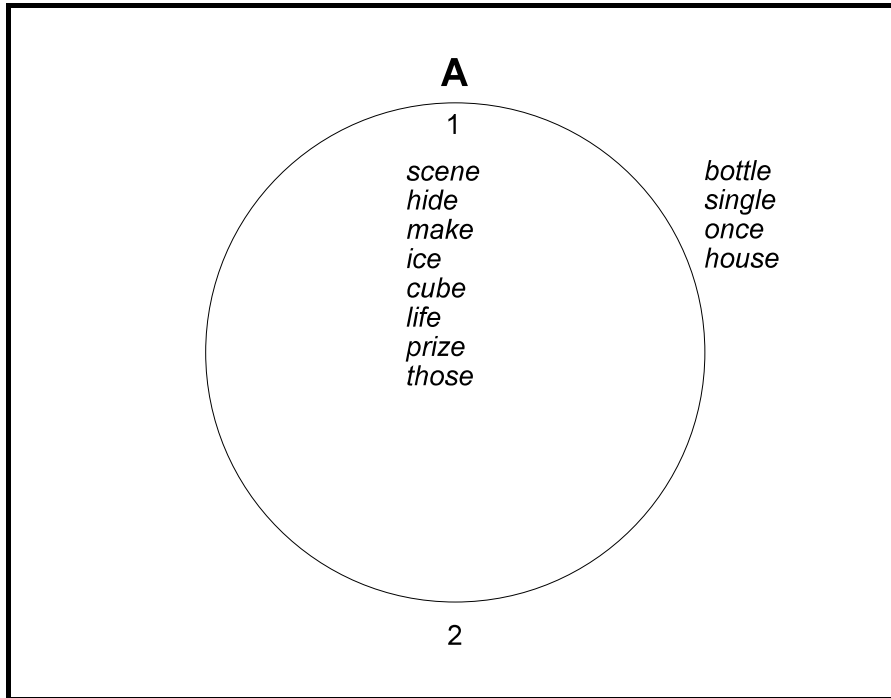Inside circle A put only words that end with a silent final <e> that marks a long vowel.

Outside the circle (but inside the rectangle) put only words that end with a silent final <e> that does not mark a long vowel.

bottle✓	make✓	cube✓	house✓
scene✓	single✓	life✓	prize✓
hide✓	ice✓	once✓	those✓

A

1

scene
hide
make
ice
cube
life
prize
those

bottle
single
once
house

2

Teaching Notes.

In future lessons the students will learn that silent final <e> has a number of different functions. But its most important one is marking long vowels in VCV strings.

Word Venn. Word Venns provide a sorting strategy rather like that done in tables and matrixes. But Venns allow sorts with more dimensions than do one-dimensional tables or two-dimensional matrixes. One-dimensional Venns, with only one circle, like that in this lesson, define only two groups: those words that go inside the circle vs. those that go outside it. Two-dimensional Venns, with two intersecting circles define four groups: (i) words that go inside the first circle but not inside the second, (ii) words that go inside the second circle but not inside the first, (iii) words that go inside both circles, and (iv) words that do not go inside either circle. For an example of a two-dimensional Venn, see Lesson 21. Three-dimensional Venns, with three intersecting circles define eight

different groups (see Lesson 39). You can actually have four- and five-dimensional Venns, though things get quite complex when you try to keep track of so many different groups. (A four-dimensional Venn, with four intersecting circles, defines fourteen distinct groups!)

Word Venns are based on the logic of the Venn diagrams used in mathematics, with which your students may already be working. Future lessons will present a series of increasingly complex Venns with lists of current words that students sort into the diagrams. Like the work with tables and matrixes, work with Venns serves the following purposes: 1. It gives the students another chance to work with the current words, to work with them in a way that involves some kind of analysis (determined by the features that are being used to define the Venn groups) as well as simply copying the words. 2. It reinforces the concepts represented by the features defining the Venn groups and their relationships. 3. It gives the students practice with another tool of inductive reasoning: for observing, analysing, and displaying results.

Lesson Twenty
A Second Kind of Change: Deleting Letters

1   The following rule is called the Rule of *Simple Addition* :

> Unless you know some reason to make a change, when you add elements together to spell a word, do not make any changes at all. Simply add the elements together.

2 **Twinning Rule.**   Except for the letter *<x>* , you twin the final *consonant* of a free base that ends in the pattern *CVC#* when you add a suffix that starts with a *vowel* .

3   The Twinning Rule gives us one good reason for making a change when we add elements together to spell a word. Another good reason has to do with silent final <e>.

Sometimes when you add a suffix to a free base, or a word, that ends with a silent final <e> that shows that the vowel in front of it is long, you take away the final <e>: *hope + ing = hopé + ing = hoping*

This change is called **deleting the final <e>**.

4   Analyze each of these words into a free base and a suffix. Each free base ends with a final <e> that shows that the vowel in front of it is long. Sometimes the final <e> was deleted when the suffix was added. Show any final <e>'s that have been deleted. Some of the suffixes may be new to you, but don't worry about that. Just remember that each word starts with a free base that ends with a silent final <e>:

Word	=	Free Base	+	Suffix
ripeness	=	*ripe*	+	*ness*
ripest	=	*ripé*	+	*est*
hopes	=	*hope*	+	*s*
hoping	=	*hopé*	+	*ing*
likely	=	*like*	+	*ly*
liked	=	*liké*	+	*ed*
whiteness	=	*white*	+	*ness*

Word	=	Free Base	+	Suffix
whitest	=	*white̸*	+	*est*
closes	=	*close*	+	*s*
closed	=	*close̸*	+	*ed*
timer	=	*time̸*	+	*er*
timely	=	*time*	+	*ly*
naming	=	*name̸*	+	*ing*
names	=	*name*	+	*s*
cutely	=	*cute*	+	*ly*
cutest	=	*cute̸*	+	*est*
places	=	*place*	+	*s*
placed	=	*place̸*	+	*ed*
user	=	*use̸*	+	*er*
useless	=	*use*	+	*less*
writer	=	*write̸*	+	*er*
writes	=	*write*	+	*s*

5   In words where the final <e> was **not** deleted when the suffix was added, did the suffix start with a vowel or with a consonant? _a consonant_

6   In words where the final <e> **was** deleted, did the suffix start with a vowel or with a consonant? _a vowel_

7 **First Rule for Deleting Silent Final <e>.** If a free base ends with a silent final <e> that shows that the vowel sound is long, you delete the silent final <e> when you add a suffix that starts with a _vowel_ .
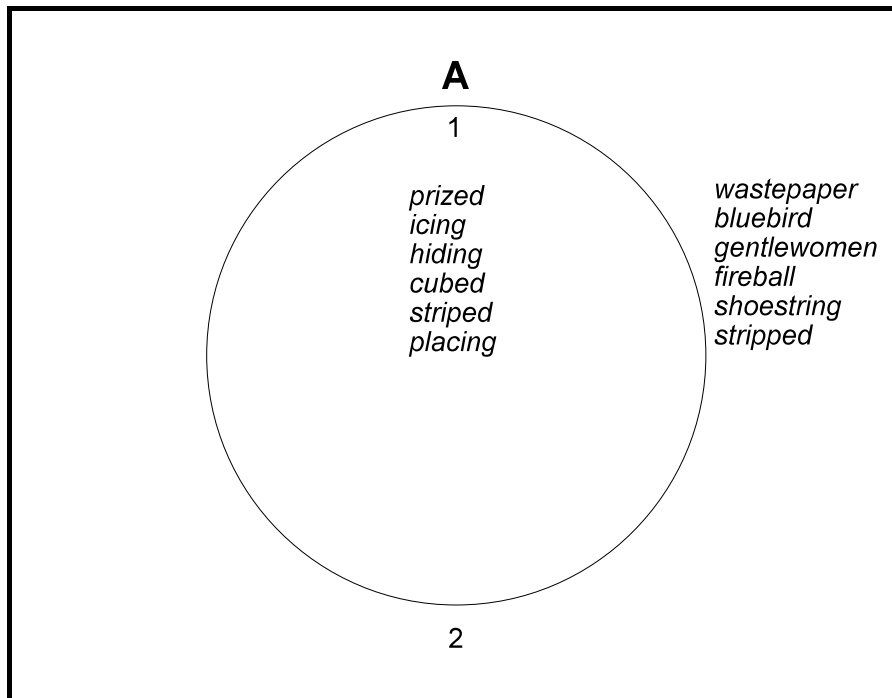
☞ **!!!** ☜

Word Venn. Inside the circle put only words in which a silent final <e> has been deleted. Outside the circle put words in which no silent final <e> has been deleted.

prized✓   hiding✓   gentlewomen✓   placing✓
wastepaper✓   bluebird✓   striped✓   shoestring✓
icing✓   cubed✓   fireball✓   stripped✓

A

1

prized
icing
hiding
cubed
striped
placing

wastepaper
bluebird
gentlewomen
fireball
shoestring
stripped

2

Teaching Notes.

1. We are dealing here with the second of the three kinds of changes that were introduced in the Teaching Notes to Lesson 32 in Book One: (i) **adding** one or more letters, (ii) **deleting** one or more letters, (iii) **replacing** one or more letters. Simple addition is an example of no change; twinning is an example of adding a letter; final <e> deletion is an example of deleting a letter; replacement, which is really a deletion followed by a replacement, is exemplified in assimilation, which is introduced in Book Four, Lessons 11-14.

2. Silent final <e> has several functions other than marking long vowels, functions that are discussed in later lessons of the *Basic Speller*. It can mark soft <c> and soft <g> (Book Three, Lessons 33-39); it can mark voiced <th> (Book Four, Lesson 16); it can insulate otherwise word-final <s>, <z>, <u>, and <v> (Book Four, Lesson 17); some final <e>'s are fossils, reflecting older, usually French, spellings and pronunciations

(Book Six, Lesson 17). In spite of these various functions, the ultimate rule for deleting silent final <e> is not much more complicated than the first version produced in this current lesson. The major complication is for cases where the <e> is marking a soft <c> or <g> (thus, for instance, *managing*, with <e> deletion vs. *manageable*, without) (Book Three, Lessons 35 and 39). Also words that end with the pattern V*e*# (such as *tee* and *toe*) create a minor complication (as in *toeing* and *teeing*, with no <e> deletion). But again, the final <e> deletion rule as produced in this lesson is very solid and gets at the heart of the matter. For more on silent final <e> and its deletion rule, see *AES*, pp. 145-60.

3. Word Venn. This could be a difficult activity. It may help to point out to the students that when they are looking for words to fit inside the circle, those in which a silent final <e> has been deleted, they are looking for the kind of words with which they worked in section 4 of this lesson. Encourage them to analyze the words as they do in section 4. Like those in section 4, all of the words in the Venn list start with a free base, and all but the five compounds end with a suffix. (As was pointed out in the teaching notes to Lesson 31 of Book 1, compound words practically always are formed through simple addition, with no final <e> deletion.)

In the Venn the pair *striped* and *stripped* illustrates the distinctions between long and short vowels, between CVC# and VCV, and between contexts for silent final <e> deletion and for twinning.

Lesson Twenty-one
More About Deleting Silent Final <e>

1 **First Rule for Deleting Silent Final <e>.** If a word ends with a silent __<e>__ that

shows that the vowel sound is _long_ , you _delete_ the silent final <e> when you add

a _suffix_ that starts with a _vowel_ .

2 Here is the reason for this final <e> deletion: In the word *hope* you need the <e> for
the VCV pattern and to mark <o> as long: *hope*
                                                                        VCV

But when you add a suffix that starts with a vowel, such as *-ing*, the vowel at the front of
the suffix can take the place of the <e> in the VCV pattern. You don't need the <e>
anymore, so out it goes: *hope + ing = hopé+ing = hoping*
                                      VCV   VCV

But if the suffix starts with a consonant, you still need the final <e> to make the VCV
pattern, so it's *hopeless* not **hopless*
                          VCV   VCC

3 Analyze each of these words into a free base and a suffix. Show any final <e>'s that
have been deleted. Some of the suffixes may be new to you, but don't worry about that
now:

Word	= Free Base	+ Suffix
hoping	= *hopé*	+ *ing*
hopes	= *hope*	+ *s*
making	= *maké*	+ *ing*
makes	= *make*	+ *s*
timed	= *timé*	+ *ed*
timer	= *timé*	+ *er*
naming	= *namé*	+ *ing*
names	= *name*	+ *s*
cutest	= *cuté*	+ *est*
cutely	= *cute*	+ *ly*
closed	= *closé*	+ *ed*
closing	= *closé*	+ *ing*

4   Combine these free bases and suffixes. Show any final <e> that must be deleted:

Free Base	+ Suffix	= Word
closé	+ ed	= *closed*
closé	+ es	= *closes*
hidé	+ ing	= *hiding*
hide	+ s	= *hides*
homé	+ er	= *homer*
homé	+ ing	= *homing*
usé	+ ed	= *used*
usé	+ er	= *user*
icé	+ ing	= *icing*
icé	+ y	= *icy*
write	+ s	= *writes*
writé	+ er	= *writer*

☞ **!!!** ☜

Word Venn. This Word Venn is different from the ones you've already done because it has not just one circle, but two that intersect, or overlap, one another.

Inside circle A you should put only words that end with a silent final <e>. Inside circle B you should put only words that contain a long vowel sound. So inside area A+B you should put only words that (i) end with a silent final <e> and (ii) contain a long vowel sound.

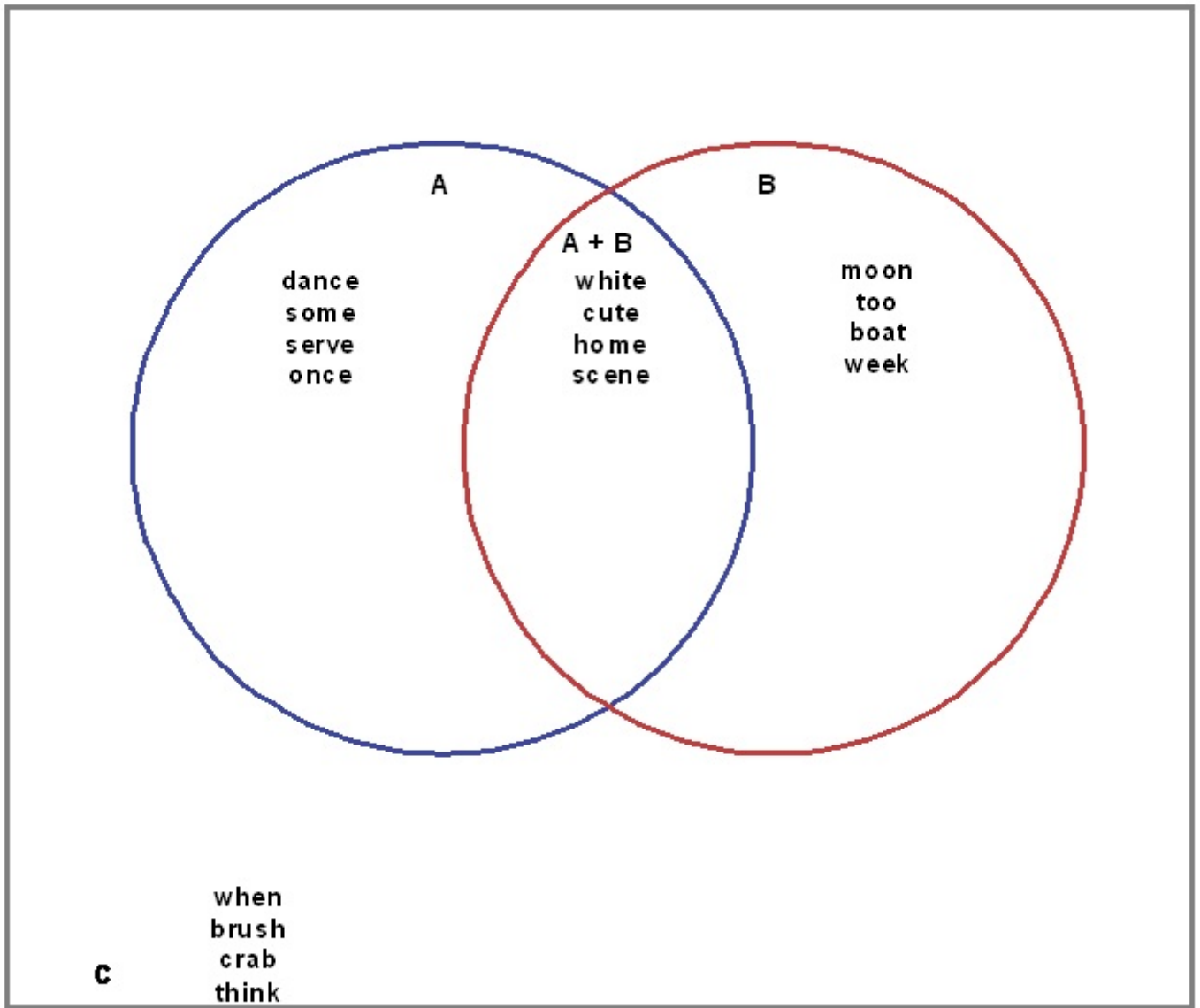What kind of words should you put outside the circles in area C?

Words that neither end with a silent final <e> nor contain a long vowel

dance✓	some✓	serve✓	once✓
white✓	cute✓	home✓	scene✓
moon✓	too✓	boat✓	week✓
when✓	brush✓	crab✓	think✓

Teaching Notes. The point that is being made in this lesson is essentially that our spelling system is efficient:: The final <e> is deleted because it is no longer needed to fill out the VCV pattern. For more on silent final <e> and its deletion rule, see chapter 8 of *AES*, pp. 145-60. For more on the development of silent final <e>'s role in the VCV pattern, see *AES,* pp. 97-99.

Word Venn. It is important for the students to see that there are four groups defined in this two-circle Venn: (1) Words with a long vowel but no final <e>, (2) words with both a long vowel and a final <e>, (3) words with no long vowel but a final <e>, and (4) words with neither a long vowel nor a final <e>. If they can see how the Venn defines those four groups, they understand the logic.

Lesson Twenty-two
Test Three

Words	Show any changes:
0. *cuter*	Free base + suffix = _____ *cutͤ + er* _____
1. *names*	Free base + suffix = _____ *name + s* _____
2. *closer*	Free base + suffix = _____ *closͤ + er* _____
3. *cubes*	Free base + suffix = _____ *cube + s* _____
4. *hoping*	Free base + suffix = _____ *hopͤ + ing* _____
5. *likely*	Free base + suffix = _____ *like + ly* _____
6. *user*	Free base + suffix = _____ *usͤ + er* _____
7. *icy*	Free base + suffix = _____ *icͤ + y* _____
8. *ripeness*	Free base + suffix = _____ *ripe + ness* _____
9. *whitest*	Free base + suffix = _____ *whitͤ + est* _____
10. *crabby*	Free base + suffix = _____ *crab + b + y* _____

Teaching Note. Logical follow-up questions could be, "Why isn't the final <e> deleted in words 1, 3, 5, and 8?" "Why is the final <e> deleted in words 2, 4, 6, 7, and 9?" "Why is the <b> twinned in word 10?" "Why isn't there any twinning in any of the other nine words?"

2:22:1T

Lesson Twenty-three
The Suffix -*s*

1   Read the twelve phrases below. Be sure you know what each one means:

several *chairs*	one *color*	all the *plates*
an *airport*	many *shows*	each *year*
that *elephant*	three *uncles*	some *songs*
both *sides*	his *phone*	all *mothers*

2   Now sort the phrases into these two groups:

Phrases with italicized words that . . .

do not end in \<s\>	do end in \<s\>
an airport	*several chairs*
that elephant	*both sides*
one color	*many shows*
his phone	*three uncles*
each year	*all the plates*
	some songs
	all mothers

3   Do the italicized words that do NOT end in \<s\> have the meaning "one" or do they have the meaning "more than one"?   __*"one"*__

4   Do the italicized words that DO end in \<s\> have the meaning "one" or "more than one"? __*"more than one"*__

5 An **element** is the smallest part of a written word that adds meaning to the word. Write the letter of the correct definition in each of the three blanks:

A **suffix** is __(c)__   (a) an element that carries the basic meaning of a
                                         word and can have other elements added to it.

A **base** is __(a)__   (b) a base that can stand free by itself as a word.

2:23:1

A **free base** is ___(b)___   (c) an element that goes at the end of a word   and
                                     cannot stand by itself as a word.

6 Each of the italicized words that ends in <s> has two elements: a free base and the
suffix -*s*. For instance, *chairs = chair + s*

Chairs means "more than one chair." If we take the -*s* away, the free base, *chair* means
"one chair."

Does the suffix -*s* add the meaning "one" or does it add the meaning "more than one"?

  ___*"more than one"*___

7 Here are the italicized words that end with <s>. Analyze each one into its free base
and suffix:

Word	=	Free Base	+ Suffix
chairs	=	*chair*	+ *s*
plates	=	*plate*	+ *s*
shows	=	*show*	+ *s*
uncles	=	*uncle*	+ *s*
songs	=	*song*	+ *s*
sides	=	*side*	+ *s*
mothers	=	*mother*	+ *s*

Teaching Notes.

This is the first in a long series of lessons dealing with the noun plural suffix and its two
forms, -*s* and -*es*.

Item 2. Be sure that the students realize that they are to copy out the entire phrase
here, not just the italicized word.

Lesson Twenty-four
The Suffix -s and Nouns

1 Here are some of the words from the last lesson:

        chair   plate   show   uncle

        song   side   mother

They are all a kind of word called **nouns**. One way to describe a **noun** is to say that it is the name of a person, place, or thing.

Another way to describe a noun is to say that it makes sense when we put it into the blank of this sentence: "The _____ seemed okay."
Any word that makes sense in that blank is a noun. For instance, "The __chair__ seemed okay."

2 Try each of the six other words in the blanks below:

The _*song*_ seemed okay.   The _*show*_ seemed okay.

The _*plate*_ seemed okay.   The _*mother*_ seemed okay.

The _*side*_ seemed okay.   The _*uncle*_ seemed okay.

 Are all six words nouns? __*Yes*__

3 If we add the suffix -s to the noun *chair*, we still have a noun:

        The __chairs__ seemed okay.

Add the suffix -s to the other six nouns and try them in the blanks:

The _*songs*_ seemed okay.   The _*shows*_ seemed okay.

The _*plates*_ seemed okay.   The _*mothers*_ seemed okay.

The _*sides*_ seemed okay.   The _*uncles*_ seemed okay.

After you add the suffix -s to a noun, is it still a noun? __*Yes*__

4 We use nouns to point to, or refer to, one or more persons, places, or things. Read these words:

        chair   plate   show   uncle
        song   side   mother

Would you use them to refer to, or point to, only one of what they name or to more than

one? _Only one_

5 After you add the suffix *-s* to them, would you use them to refer to one or to more

than one? _More than one_

6 Usually when you use a noun to refer to more than one of something, you add the

suffix _-s_ .

7 A noun that is used to refer to only one of what it names is called a **singular noun.**

Nouns that are used to refer to more than one of what they name are called **plural nouns**.

A **singular noun** is called singular because it is used to refer to a single thing.

Plural nouns are used to refer to more than one thing. The word *plural* is related to the word *plus*, which has the meaning "more."

8 A noun that is used to refer to just one thing is called a _singular noun_ .

9 Nouns that are used to refer to more than one thing are called _plural nouns_ .

10   Usually when you want to change a singular noun to a plural noun, you add the

suffix _-s_ .

Teaching Notes.

Item 1. Some students have problems with the person-place-or-thing definition of noun. Practice with the cloze sentence can help such students develop enough of an ear for nouns that the person-place-or-thing definition will begin to work for them. Later they will also be able to say that if a word adds *-s* or *-es* to show that there are more than one, it is a noun. That formal definition won't catch all nouns—*goose*, for instance, and *deer*— but it can help by screening out non-nouns. Offering different perspectives on the noun concept in this way can help students develop that important noun sense.

Item 2. Some of these sentences may seem a bit odd. Usually this sense of oddness is due to its being hard to imagine a setting in which one might say such a thing. It can help to have the students try to come up with settings in which it would be natural to say the given sentence. For instance, if a student says that "The side seemed okay"

seems odd, you could suggest, or have the class try to suggest, settings—perhaps something like this: "The top of the desk was scratched but the side seemed okay." This sort of setting-finding can have a gamelike quality to it.

One of the things that makes work with English parts of speech tricky for students is a process called *conversion*. A noun can be converted to be used as some other part of speech. For instance, the Old English word that became our word *side* was originally a noun, but over the centuries it was converted to an adjective (as in "a side street") and to a verb (as in "She will side with her best friend"). Just about every noun in English has undergone conversion of this kind. Conversion makes our vocabulary much richer and more versatile, but it also makes defining the parts of speech a bit of a trial at times. The best we can do is tell our students that most words can function as more than one part of speech; it all depends on the setting.

Item 4. I find it useful to make a distinction here: Nouns name things; we use nouns to refer, or point, to things. Nouns don't refer; we do.

Lesson Twenty-five
Sometimes *-s*, Sometimes *-es*

1 Usually when you use a noun to refer to more than one of something, you add the

suffix _-s_ .

The statement above is a good one, but there are some nouns for which it is not true. Sometimes when you want to refer to more than one of something, instead of adding *-s*, you add *-es.*

2 Some of the singular nouns below take *-s* to form their plural. Others take *-es.* Combine each singular noun with its suffix and write out the plural nouns. Show any cases of final <e> deletion:

Singular Noun + Suffix =			Plural Noun
finger	+ s	=	*fingers*
hous~~e~~	+ es	=	*houses*
box	+ es	=	*boxes*
brush	+ es	=	*brushes*
father	+ s	=	*fathers*
danc~~e~~	+ es	=	*dances*
catch	+ es	=	*catches*
guess	+ es	=	*guesses*
plac~~e~~	+ es	=	*places*
speech	+ es	=	*speeches*
pitch	+ es	=	*pitches*
phone	+ s	=	*phones*
waltz	+ es	=	*waltzes*
surpris~~e~~	+ es	=	*surprises*
inch	+ es	=	*inches*

4 Sort the fifteen singular nouns into the following two groups:

Singular Nouns that Take -*s*	Singular Nouns that Take -*es*
finger	*house*
father	*box*
phone	*brush*
	dance
	catch
	guess
	place
	speech
	pitch
	waltz
	surprise
	inch

Teaching Notes. In this lesson the students do the analysis that they will use in the next lesson to begin sorting out when to choose -*s* and when to choose -*es*.

Lesson Twenty-six
When It's *-s* and When It's *-es*

1 In the last lesson you found these two groups of singular nouns:

Singular Nouns that Take -es	Singular Nouns that Take -s
house	father
box	phone
bus	finger
dance	
catch	
guess	
place	
speech	
pitch	
waltz	
surprise	
inch	

Sort these fifteen singular nouns into this matrix. Remember that the letter <x> at the end of words spells the combination of sounds [ks]. When you get done, two of the squares should still be empty:

Singular Nouns that . . .

	End with the Sounds [s], [z], [sh], or [ch]:	Do Not End with [s], [z], [sh], or [ch]:
Nouns that Take -s:		*finger* *father* *phone*
Nouns that Take -es:	*house* *pitch* *speech* *waltz* *box* *inch* *brush* *dance* *surprise* *catch* *guess* *place*	

2 When you want to refer to more than one of something with a singular noun that ends in the sounds _[s]_ , _[z]_ , _[sh]_ , or _[ch]_ , you add -*es.*

3 Now you can write a more useful rule for choosing -*s* and -*es:* When you want to refer to more than one of something with a noun that ends in the sounds _[s]_ , _[z]_ , _ [sh]_ , or _[ch]_ ,   you add -*es,* but with most other nouns you add _-s_ .

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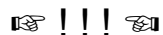
Word Changes

1. Write the word *catch* in the blank:..........   _catch_

2. Add the suffix that means "more than one":.. _catches_

3. Change the <s> to the letter that comes
   right in front of it in the alphabet:.......   _catcher_

4. Change the first letter of the word to

<w> and change the last letter to <s>:......   *watches*

5. Change the first vowel in the word to <I>:..   *witches*

6. Change the first letter in the word to
   the letter that comes between <o> and <q>
   in the alphabet and change the <s> back
   to <r>:....................................   *pitcher*

7. Add the suffix that means "more than one":..   *pitchers*

8. Take away the <p> and the <t>. Then move
   the <r> up to the front of the word:........   *riches*

9. Change the last letter of the word back to
   an <r>:....................................   *richer*

Riddle: A baseball player who makes a lot of money might be

called a   *richer*   *pitcher* .
            Word #9   Word #6

Teaching Notes. The distinction between the use of *-es* and *-s* is a rational and understandable one. The sounds [s], [z], [sh], and [ch] are all hissing, or sibilant, sounds. (The sound [ch] is really a combination of two sounds: It starts with [t] and ends with the sibilant [sh].) If we were to add *-s* to singular nouns that end in these sibilant sounds, it would be difficult to distinguish between spoken singular and plural nouns. For instance, the plural of *box* would be *boxs, [bokss], which would quickly simplify to [boks], making the spoken singular and plural forms indistinguishable. The plural of *guess* would be *guesss, which would violate a constraint in English against triplet letters (see *AES*, p. 77), and the spoken singular and plural forms would be indistinguishable. So *-es*, pronounced [iz], is used in place of *-s*, making the distinction between the spoken singulars and plurals quite clear: [boks] vs. [bók•siz] and [ges] vs. [gés•iz].

Item 1. Notice that *waltz* contains one of the very few instances in English in which <z> spells [s].
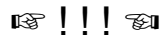
Lesson Twenty-seven
Practice with -*s* and -*es*

1 When you want to refer to more than one of something with a singular noun that ends in the sounds _[s]_ , _[z]_ , _[sh]_ , or _[ch]_ , you add -*es*, but with most other nouns you add _-s_ .

2   Add the suffix -*s* or -*es* to each of the following singular nouns. Show any cases of final <e> deletion::

Singular Noun	+	-*s* or -*es*	=	Plural Noun
chair	+	s	=	*chairs*
box	+	es	=	*boxes*
account	+	s	=	*accounts*
book	+	s	=	*books*
bottle	+	s	=	*bottles*
brother	+	s	=	*brothers*
danc*e*	+	es	=	*dances*
guess	+	es	=	*guesses*
inch	+	es	=	*inches*
hous*e*	+	es	=	*houses*
kiss	+	es	=	*kisses*
pitch	+	es	=	*pitches*
uncle	+	s	=	*uncles*
surpris*e*	+	es	=	*surprises*
waltz	+	es	=	*waltzes*

3 Analyze each of the following plural nouns into a singular noun and suffix. Show any cases of final <e> deletion::

Plural Noun	=	Singular Noun	+ Suffix
bushes	=	bush	+ es
dances	=	danc*é*	+ es
surprises	=	surpris*é*	+ es
catches	=	catch	+ es
zoos	=	zoo	+ s
prizes	=	priz*é*	+ es
laughs	=	laugh	+ s
speeches	=	speech	+ es
fathers	=	father	+ s
summers	=	summer	+ s
taxes	=	tax	+ es
brushes	=	brush	+ es
houses	=	hous*é*	+ es
dinners	=	dinner	+ s
places	=	plac*é*	+ s

☞ ! ! ! ☜
Watch the Middles!

account	
ac	*count*
ac	count
ac	*count*
account	

society	
soci	*ety*
soci	ety
soci	*ety*
society	

Teaching Notes.

Middles. In *society* the noun-forming suffix *-ety* is the form of the suffix *-ity* used after bases that end with <i>.

Lesson Twenty-eight
A Third Kind of Change: Replacing Letters

1 You have seen that singular nouns that end with the sounds [s], [z], [ch], or [sh] take the plural suffix -es. There is another kind of singular noun that takes -es rather than -s. Consider the singular noun *story* with its plural *stories*:

Stories can be divided into the singular *story* plus the suffix -es. But if we just add those two elements together, we get a wrong spelling: *story + es = *storyes*

Here is what really happens: *story̸ + i + es = stories*

When we add -es to *story*, a letter is taken away and another one is put in its place.

What letter is taken away? ___\<y\>___

What letter is put in its place? ___\<i\>___

When we add the suffix -es to nouns like *story*, the \<y\> is replaced with ___\<i\>___

2 The following rule is called the Rule of ___Simple Addition___:

> Unless you know some reason to make a change, when you add elements together to spell a word, do not make any changes at all. Simply add the elements together.

Two reasons for making a change when you add elements together are twinning final consonants in words like *running* (*run + n + ing*) antd deleting final \<e\> in words like *riding* (*rid̸e + ing*). Changing the \<y\> to \<i\> in words like *stories* is a third kind of change. It is a third case where the Rule of Simple Addition does not apply.

3 Divide each of these plural nouns into its singular noun plus -es or -s. Show cases where the \<y\> changes to \<i\>:

Plural Noun	= Singular Noun	+Change	+ Suffix
stories	= *story̸*	+ i	+ es
yesterday	= *yesterday*		+ s
doggies	= *doggy̸*	+ i	+ es
schoolboys	= *schoolboys*		+ s
supplies	= *supply̸*	+ i	+ es

Plural Noun		= Singular Noun	+Change	+	Suffix
countries	=	*country̸*	+ *i*	+	*es*
monkeys	=	*monkey*		+	*s*
babies	=	*baby̸*	+ *i*	+	*es*
tries	=	*try̸*	+ *i*	+	*es*
societies	=	*society̸*	+ *i*	+	*es*
centuries	=	*century̸*	+ *i*	+	*es*
attorneys	=	*attorney*		+	*s*
hobbies	=	*hobby̸*	+ *i*	+	*es*

4 Look at the singular nouns in which the <y> changed to an <i>. Is the letter right in front of the <y> a vowel or is it a consonant? _A consonant_ . Which suffix did they take, -*es* or -*s*? _-es_ .

5 Look at the singular nouns in which the <y> did not change to an <i>. Is the letter right in front of the <y> a vowel or is it a consonant? _A vowel_ . Which suffix did they take, -*es* or -*s*? _-s_ .

6 When you make a plural noun out of a singular noun that ends in the letter _<y>_ with a _consonant_ letter right in front of it, you change the _<y>_ to _<I>_ and add the suffix _-es_ .

☞ !!! ☜

Word Venn. Inside circle A put only those singular nouns that use the suffix -*es* to form their plural. Inside circle B put only those singular nouns that end with the letter <y>.

What should you put inside area 2? _Singular nouns_ that _use the suffix_ -es *to form plurals and end with the letter <y>*
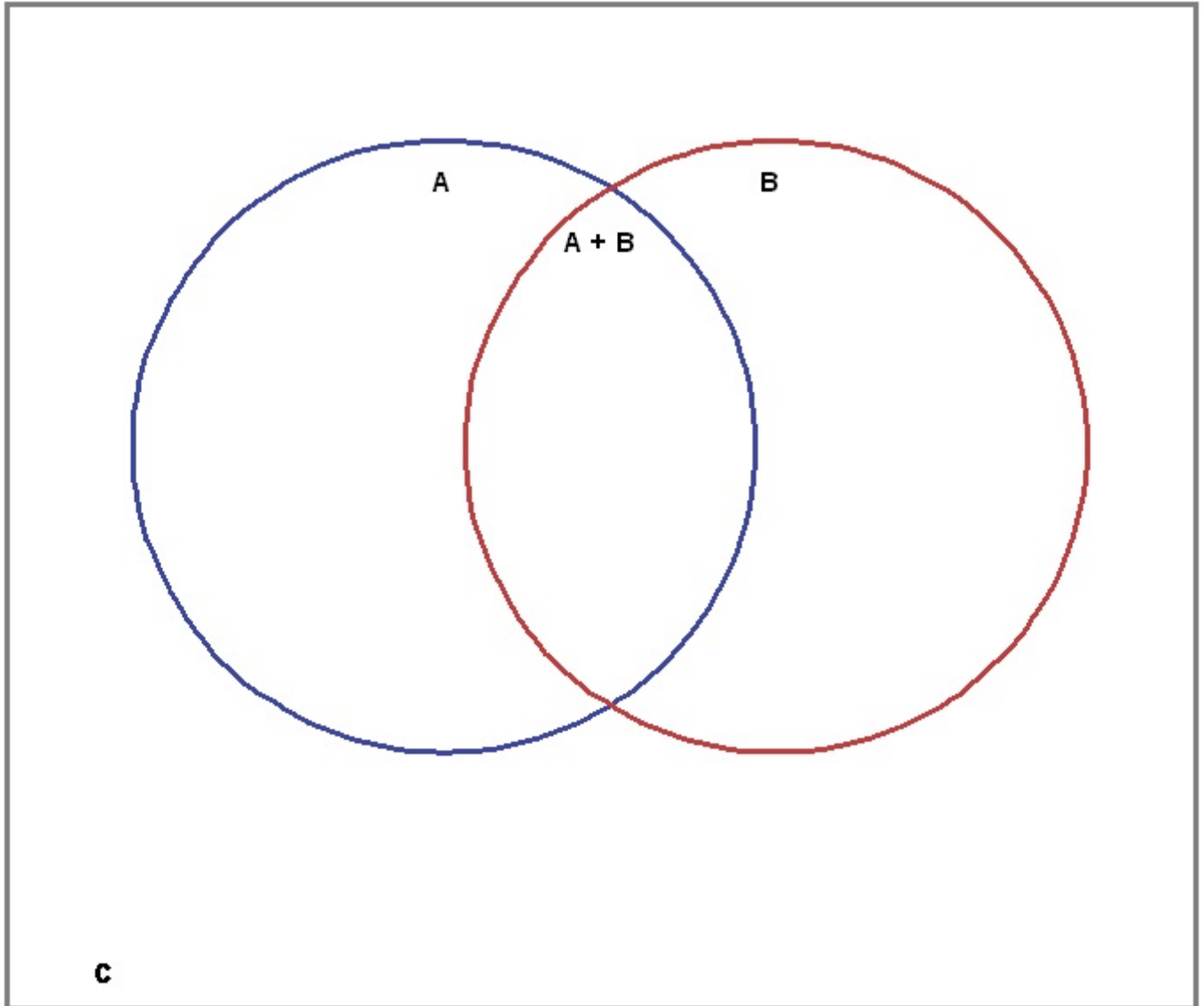What kind of singular nouns should you put in area 4 outside the circles? *Singular nouns that do not use the suffix* -es *to form plurals and do not end with the letter <y>*

grass✓ box✓ owner✓ Wednesday✓
century✓ baby✓ society✓ horseshoe✓
replay✓ attorney✓ church✓ monkey✓
rerun✓ bush✓ worry✓ lunchroom✓

A

B

A + B

C

2:28:3

Teaching Notes. The change of <y> to <i> is the first instance of the third kind of change—replacement, in which one letter is replaced by another—that can preempt the Rule of Simple Addition. In later lessons students will learn other settings in which the <y>-to-<i> replacement takes place. The replacement occurs because of a fairly strong distribution rule that became established in English by the 17th century: In general, the vowel letters <y> and <i> work together as a team, with <y> occurring in word-final position, <i> in word-initial and word-medial. Thus, when a final <y> preceded by a consonant becomes word-medial with the addition of a suffix, it is replaced with <i>. The replacement does not take place if the <y> is preceded by a vowel because in such cases the <y> is part of a vowel digraph, and digraphs are routinely exempted from such tactical rules. Because of the strength of simple addition in forming compounds, the <y>-to-<i> replacement regularly does not occur inside compound words: *ladybug*, not **ladibug*. For more on the tactics of <y> and <i>, and the <y>-to-<i> rule, see *AES*, pp. 84-87.

Lesson Twenty-nine
Summary of the Suffixes *-s* and *-es*

1 When you make a plural noun out of a singular noun that ends in the letters

___<s>___ , __<z>__ , __<x>__ , __<ch>__ ,_ or __<sh>__ *, you add -es.*

2 When you make a plural noun out of a singular noun that ends in the letter <y> with a

__*consonant*__ letter right in front of it, you change the __<y>__ to __<i>__ and add the

suffix __*-es*__ .

3 But usually when you want to make a noun plural, you just add the suffix __*-s*__

4   Now put those three statements together into one good rule for how to spell plural
nouns with the *-s* or *-es* suffix:

Rule for Spelling Plural Nouns

When you make a plural out of singular noun that ends in the letters __<s>__ ,

__*z>*__ , __<x>__ , __<ch>__ , or __<sh>__ , you add the suffix __*-es*__ , and when you

want to make a plural out of singular noun that ends in a <y> with a

__*consonant*__ letter right in front of it, you change the __<y>__ to __<i>__ and add

the suffix __*-es*__ , but with other nouns you just add the suffix __*-s*__ .

5 Analyze each of these plural nouns into a singular noun plus a plural suffix. Show
any letters that must be deleted or replaced:

Plural Noun	=	Singular Noun	+	Plural Suffix
countries	=	*country̸ + i*	+	*es*
years	=	*year*	+	*s*
freeways	=	*freeway*	+	*s*
turtles	=	*turtle*	+	*s*
elephants	=	*elephant*	+	*s*

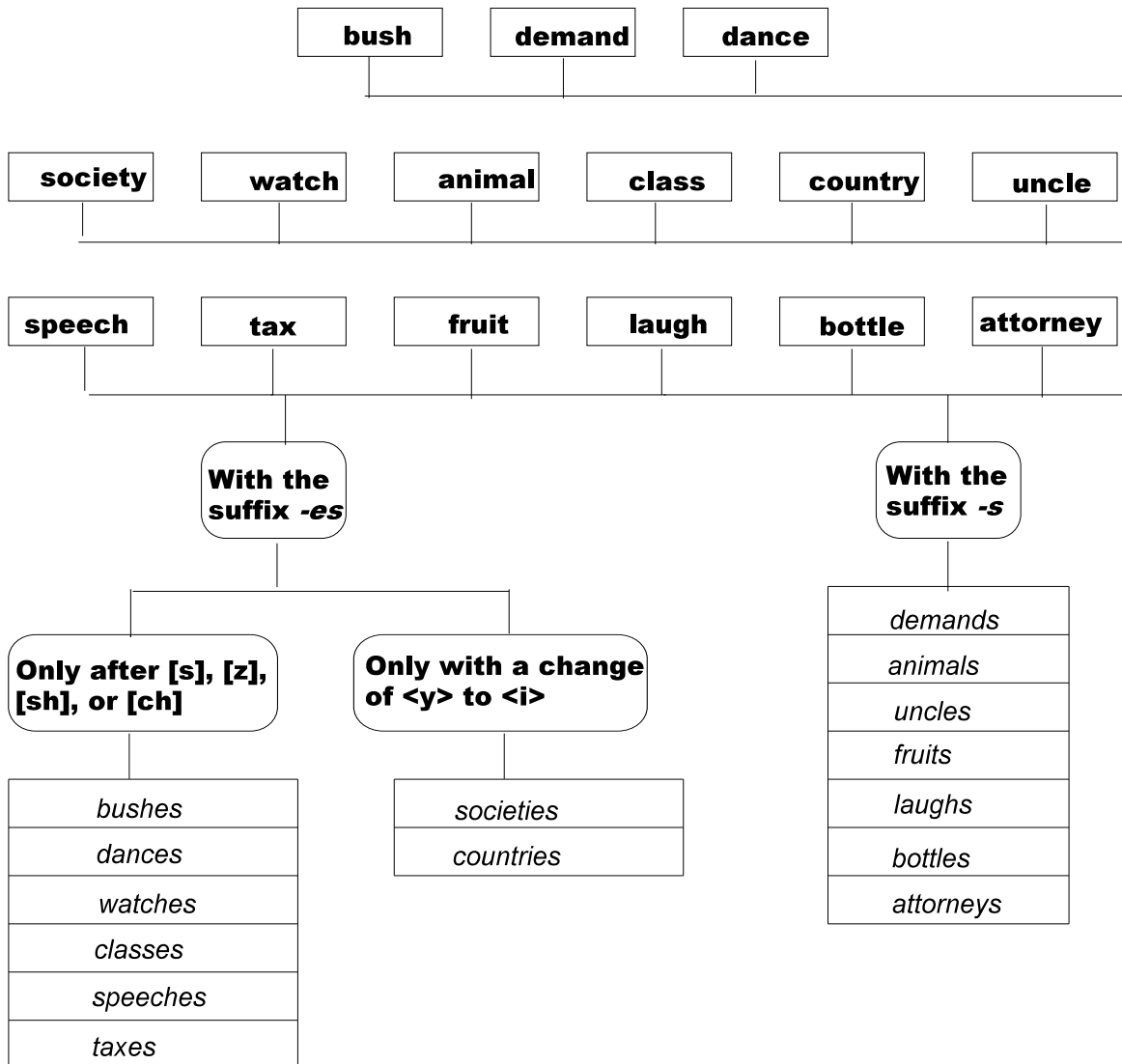| Plural Noun	=	Singular Noun	+	Plural Suffix
dances	=	danc*e̸*	+	*es*
monkeys	=	*monkey*	+	*s*
kisses	=	*kiss*	+	*es*
families	=	*family̸ + I +*		*es*
schoolboys	=	*schoolboy*	+	*s*

6 Add the correct suffix to each of these singular nouns to make them plural, again showing any letters that must be deleted or replaced:

Singular Noun	+	Suffix	=	Plural Noun
tr*y̸* +*i*	+	*es*	=	*tries*
Wednesday	+	*s*	=	*Wednesdays*
speech	+	*es*	=	*speeches*
surpris*e̸*	+	*es*	=	*surprises*
attorney	+	*s*	=	*attorneys*
momm*y̸* + *i*	+	*es*	=	*mommies*
pric*e̸*	+	*es*	=	*prices*
beaut*y̸* + *i*	+	*s*	=	*beauties*
societ*y̸* + *i*	+	*es*	=	*societies*
countr*y̸* + *i*	+	*es*	=	*countries*

Teaching Notes. In items 5 and 6 it is important that the students remember the final <e> deletion in *dances, surprises,* and *prices*.

Lesson Thirty
More Practice with Plural Suffixes

1   With this Word Flow you can change the fifteen singular nouns at the top of the page into fifteen plural nouns. Trace your path carefully. Decide which suffix each singular noun takes and in which box each plural noun should be written:

bush	demand	dance

society	watch	animal	class	country	uncle

speech	tax	fruit	laugh	bottle	attorney

With the suffix -es

With the suffix -s

demands
animals
uncles
fruits
laughs
bottles
attorneys

Only after [s], [z], [sh], or [ch]

Only with a change of <y> to <i>

bushes
dances
watches
classes
speeches
taxes

societies
countries

2   Now write the fifteen plural nouns in alphabetical order:

1. *animals*	6. *countries*	11. *societies*
2. *attorneys*	7. *dances*	12. *speeches*
3. *bottles*	8. *demands*	13. *taxes*
4. *bushes*	9. *fruits*	14. *uncles*
5. *classes*	10. *laughs*	15. *watches*

3 Nouns that refer to more than one thing are called *plural nouns* .

4 Nouns that refer to just one thing are called *singular nouns* .

5 Be ready to talk about these questions:

      1. What is a suffix?

      2. What is a plural suffix?

      3. What is a noun?

      4. What is a singular noun?

      5. What is an element?

      6. What four letters are always vowels?

      7. What letters are sometimes vowels, sometimes consonants?

      8. What letters are always consonants?

Lesson Thirty-one
More About Suffixes and \<y\> to \<i\> Changes

1 Here is another chance for you to try out your new rule for spelling plural nouns. Add either *-s* or *-es* to each singular noun. Be sure to show any changes:

Singular Noun	+	Suffix	=	Plural Noun
abilit*y* + *i*	+	*es*	=	*abilities*
dance	+	*s*	=	*dances*
six	+	*es*	=	*sixes*
yesterday	+	*s*	=	*yesterdays*
memor*y* + *i*	+	*es*	=	*memories*
demand	+	*s*	=	*demands*
match	+	*es*	=	*matches*
Wednesday	+	*s*	=	*Wednesdays*
famil*y* + *i*	+	*es*	=	*families*
design	+	*s*	=	*designs*
crush	+	*es*	=	*crushes*
librar*y* + *i*	+	*es*	=	*libraries*
beaut*y* + *i*	+	*es*	=	*beauties*
pattern	+	*s*	=	*patterns*
success	+	*es*	=	*successes*
attorney	+	*s*	=	*attorneys*

2 You've seen that \<y\> changes to \<i\> when you add the suffix *-es* to singular nouns that end in a \<y\> with a consonant right in front of it. A \<y\> with a consonant in front of it changes to \<i\> also when you add the suffixes *-ed* or *-er* or *-est*.

3 Watch for all kinds of changes when you combine the following words and suffixes to make new words:

Word	+	Suffix	=	New Word
supplyy + i	+	er	=	*supplier*
bottlé	+	ed	=	*bottled*
arrivé	+	ing	=	*arriving*
stop + *p*	+	er	=	stopper
whité	+	est	=	*whitest*
liké	+	ed	=	*liked*
tryy + *i*	+	ed	=	*tried*
usé	+	er	=	*user*
bat + *t*	+	ing	=	*batting*
surprisé	+	ed	=	*surprised*

4 Here are some to do the other way around:

Word	=	Shorter Word	+	Suffix
dancer	=	*dancé*	+	*er*
supplied	=	*supplyy + i*	+	*ed*
waltzing	=	*waltz*	+	*ing*
arrived	=	*arrivé*	+	*ed*
designer	=	*design*	+	*er*
sillier	=	*sillyy + i*	+	*er*
phoning	=	*phoné*	+	*ing*
writer	=	*writé*	+	*er*
guessing	=	*guess*	+	*ing*
pitcher	=	*pitch*	+	*er*

Lesson Thirty-two
Test Four

Words	Analysis
0. *families*	Singular Noun + Suffix = *famil**y̸** + i + es*
1. *bushes*	Free Base + Suffix = *bush + es*
2. *houses*	Free Base + Suffix = *hous**e̸** + es*
3. *dances*	Free Base + Suffix = *danc**e̸** + es*
4. *catches*	Free Base + Suffix = *catch + es*
5. *attorneys*	Singular Noun + Suffix = *attorney + s*
6. *tried*	Free Base + Suffix = *tr**y̸** + i + ed*
7. *beauties*	Singular Noun + Suffix = *beaut**y̸** + i + es*
8. *supplier*	Shorter Word + Suffix = *suppl**y̸** + i + er*
9. *societies*	Singular Noun + Suffix = *societ**y̸** + i + es*
10. *Wednesdays*	Singular Noun + Suffix = *Wednesday + s*

Teaching Notes. Points to stress in follow-up discussion: the final <e> deletions in 2 and 3; the <y> to <i> replacements in 6, ,7, 8, and 9; the lack of <y> to <i> replacements in 5 and 10; the reason for *-es* rather than *-s* in 1, 2, 3, and 4; the initial capital for the proper noun in 10.

2:32:1T

Lesson Thirty-three
The Consonant Sounds [h] and [th]

1 You can hear the sound [h] at the beginning of *help*.

2 The sound [h] is usually spelled <h>, sometimes <wh>. Underline the letters that spell [h] in the following words:

who   anyhow   have   whom

behind   whole   helicopter   height

ahead   perhaps   whose   heard

3 The sound [h] is spelled   *<h>*   in eight of the words.

   It is spelled   *<wh>*   in four of the words.

4 Sort the words into these two groups:

Words with [h] spelled . . .

<h>		<wh>
behind	*have*	*who*
ahead	*helicopter*	*whole*
anyhow	*height*	*whose*
perhaps	*heard*	*whom*

5 Two ways to spell [h] are   *<h>*   and   *<wh>* .

6 You can hear the sound [th] at the beginning of *thing*.

7 Underline the letters in the words below that spell [th]. Be careful! Some of the words do not contain [th] — and so in these words you should not underline any letters:

something   earth   thirty   through
thank   might   high   thin
light   thought   church   fifth
short   often   white   hothead

8 Sort the words into these groups:

Words with [th]:	Words with no [th]:
something	*light*
thank	*short*
earth	*might*
thought	*often*
thirty	*high*
through	*church*
thin	*white*
fifth	*hothead*

9 The two words with <th> but not [th] are *lighthouse* and *hothead*.
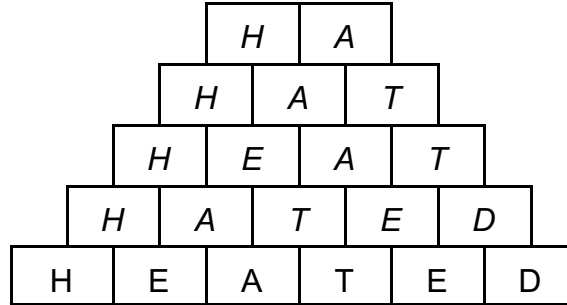
10 How many ways did you find to spell [th]? *One*

11 **How to Spell [th].** The sound [th] is always spelled *<th>*

That is an easy rule — and a good one!

☞ !!! ☜

Word Pyramids. The following Pyramids consist of words that contain the sound [h] spelled <h>:

```
          H   E
        H   O   E
      H   E   R   O
    H   O   R   S   E
```

```
        +---+---+
        | H | A |
    +---+---+---+
    | H | A | T |
+---+---+---+---+
| H | E | A | T |
+---+---+---+---+---+
| H | A | T | E | D |
+---+---+---+---+---+---+
| H | E | A | T | E | D |
+---+---+---+---+---+---+
```
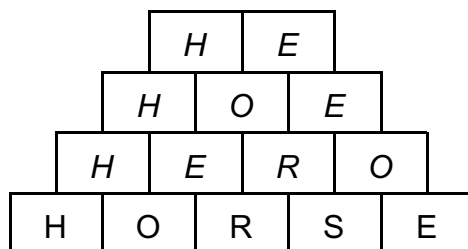
Teaching Notes. The sound [h] is very common in word-initial position; it is practically always element-initial, and always syllable-initial. The <wh> spelling of [h] occurs only in *who, whole, whore* and their derivatives. In most cases <wh> spells [w] or [hw], more accurately [ʰw], with a very light initial [h] sound. For more on [h], and especially on the <wh> spelling, see *AES*, pp. 386-90.

Item 11. The sound [th] actually has three very minor spellings beyond the major <th>: In a handful of very technical words [th] is spelled <phth>: *phthisis* ("a wasting away, consumption", also pronounced with a [t] rather than [th])*, phthiocol* ("a substance produced by a certain human bacillus"), etc. In *chthonic* [th] is spelled <chth>. In *Matthew* it is spelled <tth>. For more on [th] (and its voiced counterpart [th], which will be discussed in the next lesson), see *AES*, pp. 384-86.

Word Pyramids. These two Pyramids have no single cell at the top because the name for the letter <h>, *aitch,* does not contain [h]. In the first Pyramid *horse* also contains the four-letter *hers* and *hose;* the three-letter *her*; and the two-letter *ho*. In the second Pyramid the only five-letter word with [h] contained in *heated* is *hated*; but *heated* contains also the four-letter *head* and *hate*; and the the three-letter *had*.

The word *helicopter* in Item 2, or more precisely its plural *helicopters*, is a good word for a continuing group quest: How many words that contain [h] spelled <h> can you find in the letters in *helicopters*? The following is, I believe, a fairly complete list: (8 letters) *heelpost, heliport, helistop, hosteler, hotelier*; (7 letters) *heretic, hipster, holiest, holster, hospice, hostile, rosehip*; (6 letters) *helper, hereto, heroic, herpes, holier, hostel*; (5 letters) *heist, hoist, horse, hotel*; (4 letters) *heel, help, here, hero, hers, hilt, hire, hole, hope, hose, host*; (3 letters) *hep, her, hie, hip, his, hit, hoe, hop, hot*; (2 letters) *ha, he, hi, ho*. Also there are the plurals of any singular nouns and the 3rd person singulars of any verbs in the preceding list that do not already contain <s>.

Lesson Thirty-four
The Consonant Sounds [th] and [th]

1 There are two sounds that are spelled <th> and that sound very much alike. You worked with the first one in Lesson Thirty-three: the [th] sound that you can hear at the front of the word *thin*.

You can hear the other sound at the front of the word *then*. You can hear the difference between the two if you say *thin* and *then* right after one another two or three times. *Thin* starts with the sound [th]. *Then* starts with the other sound, which we will write out as [th].

So *thin* starts with [th], and *then* starts with [th].

You can also hear the two sounds at the end of *bath* and *bathe*. *Bath* ends with [th]. *Bathe* ends with [th].

2 Sort the words below into the two groups:

thank	breath	that	further
thief	breathe	fifth	athlete
though	thought	cloth	clothes
thick	thousand	they	this
there	smooth	father	tooth

Words that contain . . .

[th]		[th]	
thank	*thousand*	*though*	*they*
thief	*fifth*	*there*	*father*
thick	*cloth*	*breathe*	*further*
breath	*athlete*	*smooth*	*clothes*
thought	*tooth*	*that*	*this*

3 In all of the words that contain [th], how is [th] spelled? <u>_<th>_</u> .

4 So in this lesson you've seen that <th> spells two different sounds. The two sounds that are spelled <th> are <u>_[th]_</u> and <u>_[th]_</u>.

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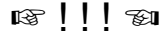
Word Find. This Find contains twenty words that all start with the sounds [th] or [th]. But this one is a little different from the ones you've done so far. We are not going to tell you what the twenty words are ahead of time. You will have to find them on your own. After you have found them, sort them into the two groups described below:

```
T H R E E T H R E W   T H E
      T H A T         H   T
    T H E E H       O T H
  T H E M S E L V E S H O
  H I R     F T     E O U
  A R E     T H   T H U G
  N T F     T A T H I S H
  K Y O     H N H     A T
  S   R     I K E     N S
      E     N Y       D
```

Words that Start with [th]:		Words that Start with [th]:	
three	*thin*	*the*	*then*
threw	*thank*	*that*	*therefore*
thug	*thousand*	*thee*	*them*
thanks	*thoughts*	*themselves*	*those*
thirty	*theft*	*this*	*they*

Teaching Notes.
The sounds [th] and [th] are another unvoiced-voiced pair: [th] is unvoiced, pronounced with no vibration of the vocal cords; [th] is voiced, pronounced with the vocal cords vibrating. Some students may have trouble hearing the distinction between the two. A good strategy is to have them try to feel the difference: If you put your fingers lightly against the middle of your throat right under your chin and say [th] and [th] several times, you can feel a buzzing in your throat when you say [th]. That buzzing is the vocal cords vibrating. Or you can simply repeat several times a pair contrasted with the [th]-[th] distinction: *bath, bathe; breath, breathe; wreath; wreathe; lath, lathe*, etc.

Because of the subtle difference between the two sounds, you may find it a good idea to refer to them as unvoiced <th> and voiced <th>, assuming that the students know what voicing is.

Item 2. *Clothes* has two pronunciations, [klōthz] and [klōz]. In this exercise we are looking for the pronunciation with [th].

Item 4. The sound [th] is spelled like [th]—that is, <th>. But, except for *smooth* and the verb *mouth*, at the end of words the <th> spelling [th] must have a silent final <e> added, as in *bath* and *bathe* or *breath* and *breathe*. Lesson 16 in Book 4 discusses this use of silent final <e> to mark [th].

Lesson Thirty-five
The Consonant Sounds [w] and [y]

1 You can hear [w] at the beginning of *wet*.   You can hear [y] at the beginning of *yet*.

2 Underline the letters that spell [w] and [y] in these words:

warm	yours	yearly	would
swimmer	woman	toward	yowl
yard	rewind	quick	square
beyond	words	twinning	young

3 Sort the words into these groups:

Words with the sound . . .

[w]:		[y]:
warm	quick	yard
swimmer	twinning	beyond
woman	would	yours
rewind	square	yearly
words		yowl
toward		young

4 Sort the words with [w] into these two groups:

Words with [w] spelled . . .

<w>:		<u>:
warm	words	quick
swimmer	toward	square
woman	twinning	
rewind	would	

5 Two ways of spelling [w] are ___<w>___ and ___<u>___ .

6 In all six of the words that contain [y], the [y] sound is spelled ___<y>___ .

☞ ! ! ! ☜
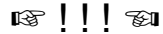
Word Scrambles. If you unscramble the letters in each of the words below and fit them into the boxes, you will spell five other words that all contain the sounds [w] or [y]. We have given you a start by filling in the letters that spell [w] or [y] in each of the words you are trying to spell:

rods	w	o	r	d	s	
sour	y	o	u	r	s	
moan	w	o	m	a	n	
relay	y	e	a	r	l	y
boned	b	e	y	o	n	d

Teaching Notes. The letters <w> and <u>, which are the two major spellings of [w], and <y>, which is the major spellling of [y], are the three letters that are sometimes vowels and sometime consonants. When <w> and <u> spell [w], they are consonants, as is <y> when it spells [y]. You may want to return briefly to the discussion of <w>, <u>, and <y> in Lessons 2 and 3 of Book 1 to review what is said there, especially for some of the complications with <w>. For more on [w], see *AES,* pp. 456-59; for more on [y], see pp. 459-60.

Item 2. In *yearly* the second <y> is spelling a vowel sound and is thus a vowel letter. In *yowl* the <y> is a consonant, but the <w> is part of the vowel digraph <ow> spelling the diphthong [ou] and is thus a vowel letter. In *yours, would,* and *young* <u> is a vowel.

Lesson Thirty-six
The Consonant Sounds [l] and [r]

1 You can hear [l] at the beginning of the word *lay*.

   You can hear [r] at the beginning of the word *ray*.

2 The sound [r] is usually spelled <r>, <rr>, or <wr>. The sound [l] is usually spelled <l> or <ll>. Underline the letters that spell [l] or [r]:

alcoho<u>l</u>	co<u>l</u>o<u>r</u>	doo<u>r</u>be<u>ll</u>	squa<u>r</u>e
ea<u>r</u>th	<u>wr</u>ite	pa<u>rr</u>ot	anima<u>l</u>
<u>wr</u>ong	othe<u>r</u>	fo<u>ll</u>ow	so<u>rr</u>y
<u>l</u>ucky	<u>r</u>ight	<u>wr</u>itten	gi<u>rl</u>
<u>l</u>ighthouse	he<u>ll</u>o	wo<u>rr</u>y	a<u>rr</u>ive

3 Sort the words into these groups. Be careful! Three words go into both groups:

Words with . . .

[r]		[l]	
earth	parrot	alcohol	doorbell
wrong	written	lucky	follow
color	worry	lighthouse	animal
write	square	color	girl
other	sorry	hello	
right	girl		
doorbell	arrive		

4 You should have found two ways to spell [l]:

   The sound [l] is spelled __</>__ in six words.
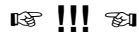
   The sound [l] is spelled __<ll>__ in three words.
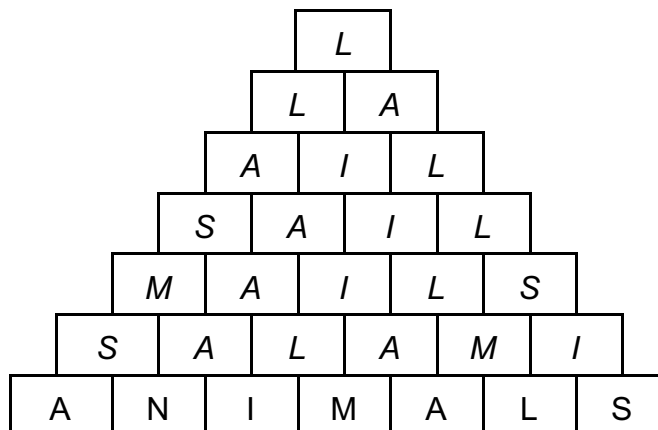
2:36:1

5 Sort the words with [l] into these two groups:

Words with [l] spelled . . .

<l>	<ll>
alcohol	*hello*
lucky	*doorbell*
lighthouse	*follow*
color	
animal	
girl	

6 Two ways to spell [l] are __<l>__ and __<ll>__ .

☞ **!!!** ☜

Word Pyramids. The following Pyramid is made up of words that contain the sound [l] spelled <l>:

```
                    L
                 L     A
              A     I     L
           S     A     I     L
        M     A     I     L     S
     S     A     L     A     M     I
  A     N     I     M     A     L     S
```

The following Pyramid is made up of words that contain the sound [r] spelled <r>:

```
                    R
                 O     R
              R     O     T
           P     O     R     T
        S     P     O     R     T
     P     A     S     T     O     R
  P     A     R     R     O     T     S
```
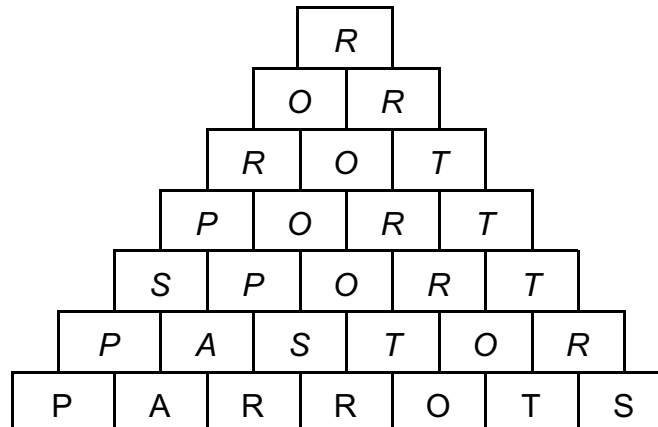
Teaching Notes.

More than 99% of the time [l] is spelled either <l> or <ll>. But the sounds [l] and [r] can have dramatic and complicating effects on vowels that precede them. Lessons 22-26 in Book 6, which deal in some detail with the spellings of [l], raise some of these complications. For more information on [l] and its effects and spellings, see *AES*, pp. 439-47, especially pp. 440-41, dealing with the still-emerging pattern of usage for <l> and <ll>. For the long <o> before [l] in the regularly short VC# pattern, as in *patrol* and *control*, see *AES,* p. 94; for other long vowels before [l] in VCC strings (*hold, roll, child*, for example), see pp. 101-02; for the VC'C'*le#* vs. V*cle#* contrast (as in *riffle* vs. *rifle*), see "VC'C'*le* string" and "VC*le string"* in the *AES* index.

Students whose native or household language is Asian may benefit from special work on distinguishing between [l] and [r].

Word Pyramids. These two Pyramids can be quite demanding. Although not all combinations of the following words can lead to solutions, here are the [l] words that are included in the word *animals:* (6 letters) *animal, manila; salami; lanais, lianas;* (5 letters) *lanai, liana; slain, snail, nails; alias; limas, mails; lamas;* (4 letters) *lain, nail; ails, sail, lais; slim, mils; mail; alms, slam, lams;* (3 letters) *nil; ail; lim, mil; alm, lam;* (2 letters) *la, li.*

In the second Pyramid *parrots* contains the following [r] words: (6 letters) *pastor;* (5 letters) *roast; ports, sport, strop;* (4 letters) *soar taro; rots, sort, tors, orts; port;* (3 letters) *oar; ort, rot, tor;* (2 letters) *ar* (the letter <r>); *or.*

Lesson Thirty-seven
More About [r]

1   Underline the letters that spell [r]:

ac<u>r</u>oss	<u>wr</u>ite	pa<u>rr</u>ot	anothe<u>r</u>
ea<u>r</u>th	so<u>rr</u>y	othe<u>r</u>	<u>wr</u>ong
<u>r</u>ight	<u>wr</u>itten	a<u>rr</u>ive	ai<u>r</u>po<u>r</u>t
wo<u>rr</u>y	togethe<u>r</u>	ove<u>r</u>	squa<u>r</u>e

2   In nine words [r] is spelled __<r>__ . In four words [r] is spelled __<rr>__ . In three words

[r] is spelled __<wr>__ ._____ .

3   Now sort the words with [r] into these groups:

Words with [r] spelled . . .

Way #1:	Way #2:	Way #3:
across	*worry*	*write*
earth	*sorry*	*written*
right	*parrot*	*wrong*
together	*arrive*	
other		
over		
another		
airport		
square		

4   Three ways to spell [r] are __*<r>*__ , __*<rr>*__ , and __*<wr>*__ .
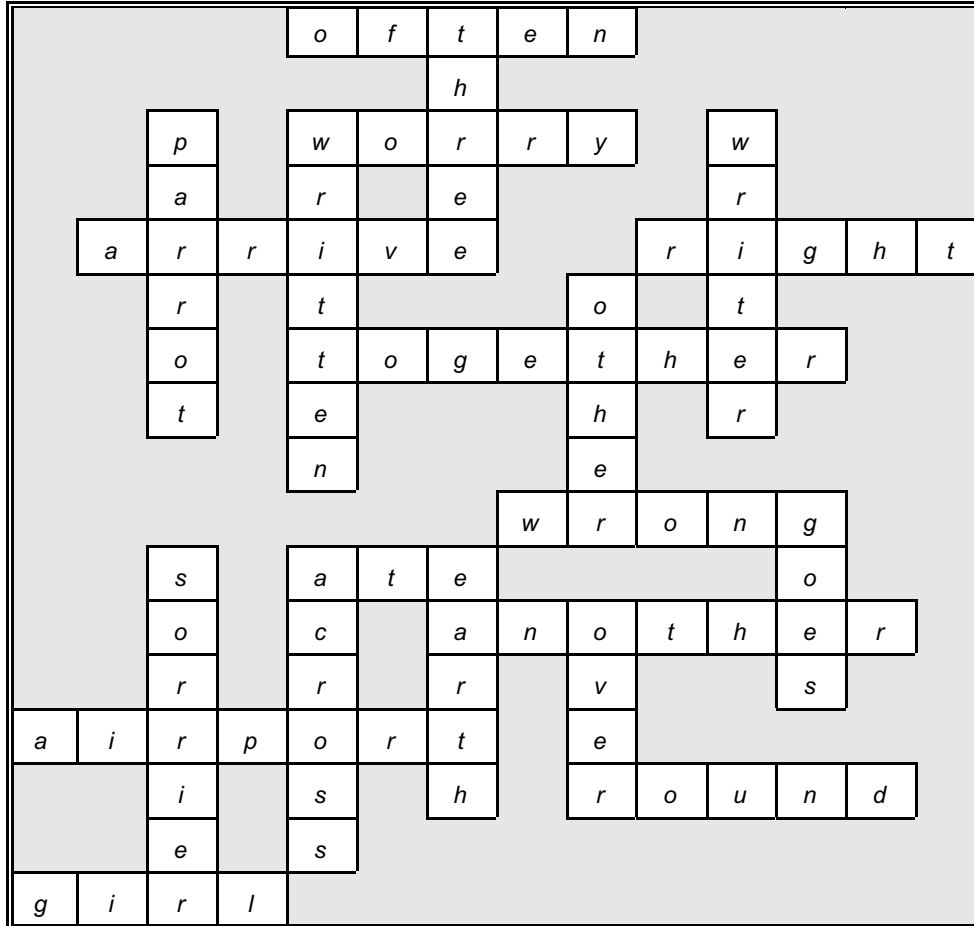
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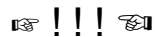
Word Squares. All but three of the words in this Squares contain the sound [r].

Three-letters: ate
Four-letters: over, girl, goes

Five-letters: earth, right, worry, other, wrong, round, often, three
Six-letters: across, writer, parrot, arrive
Seven-letters: sorrier, written, another, airport
Eight-letters: together

		o	f	t	e	n					
			h								
	p	w	o	r	r	y		w			
	a	r		e				r			
a	r	r	i	v	e		r	i	g	h	t
	r	t			o			t			
	o	t	o	g	e	t	h	e	r		
	t	e				h		r			
		n				e					
					w	r	o	n	g		
	s		a	t	e				o		
	o	c		a	n	o	t	h	e	r	
	r	r		r		v			s		
a	i	r	p	o	r	t	e				
	i		s			h	r	o	u	n	d
	e		s								
g	i	r	l								

The words that do not contain [r] are ___often___, ___goes___, and ___ate___.

Teaching Notes. About 99% of the time [r] is spelled either <r> or <rr>. Nearly all of the remaining 1% is accounted for by the minor spelling <wr> and the even more minor <rh> and <rrh> (as in *rhythm* and *catarrh*). Even more so than [l], [r] has a radical effect on vowels that precede it. For a discussion of vowels before [r], see *AES*, pp. 307-26. For more on the spellings of [r], see pp. 447-55.

Lesson Thirty-eight
Compounds Like *Backyard* and *Popcorn* — and Others

1   You have seen that compound words like *raindrop*, *flowerpot*, and *catbird* shorten phrases that contain words like *of*, *for*, and *like*: "a drop **of** rain," "a pot **for** flowers," "a bird **like** a cat." Other compounds shorten phrases that contain other words:

> A backyard is a yard **in** the back.
> A farmhouse is a house **on** a farm.
> A seashell is a shell **from** the sea.

Fill in the blanks:

> Soil **at** the top is __topsoil__ .
>
> A house **with** a light is a __lighthouse__ .
>
> A step **to** the side is a __sidestep__ .
>
> A spot **on** the sun is a __sunspot__ .
>
> Light **from** the moon __moonlight__ .
>
> An ache **in** your head is a __headache__ .

2   Now try some the other way around:

> A sunburn is a __burn from the sun__ .
>
> A headlight is a __light at the head__ .
>
> An eardrum is a __drum in the ear__ .
>
> A tabletop is the __top of a table__ .
>
> A sailboat is a __boat with a sail__ .
>
> A sidewalk is a __walk along the side__ .

3   The following compounds shorten phrases like those with which you have been working. But some of them contain words with which you haven't yet worked. See how you can do at analyzing the compounds to show the phrases they shorten:

> A dogfight is a __a fight between (or among) dogs__ .
>
> An eyebrow is a __brow over the eye__ .
>
> Backspin is __spin toward the back__ .
>
> A churchyard is a __yard outside a church__ .

A campfire is a *fire at a camp* .

A middleman is a *man in the middle* .

Rainwater is *water from the rain* .

4   The compound *popcorn* shortens the phrase "corn that pops." The following

compounds follow that same pattern. Fill in the blanks:

A dog that watches is a *watchdog* .

A table that turns is a *turntable* .

A worm that glows is a *glowworm* .

A torch that blows is a *blowtorch* .

A line that guides is a *guideline* .

A man who works is a *workman* .

5   Now try these slightly different ones:

When the earth quakes, it's an *earthquake* .

When a tooth aches, it's a *toothache* .

When your nose bleeds, it's a *nosebleed* .

When your heart beats, it's a *heartbeat* .

When some land slides, it's a *landslide* .

When day breaks, it's *daybreak* .

When a snake bites, it's a *snakebite* .

☞ **!!!** ☜

Word Venn. Inside circle A put only words containing the sound [r]. Inside circle B put only words containing the sound [l]:

earthquake✓	turntable✓	often✓	toothpaste✓
yearly✓	parrot✓	wrong✓	landslide✓
whole✓	rainwater✓	helicopter✓	thought✓
themselves✓	headache✓	guideline✓	motorcycle✓

Venn diagram with three regions:

A:
earthquake
parrot
rainwater
wrong

A + B:
yearly
turntable
helicopter
motorcycle

B:
whole
themselves
guideline
landslide

c:
headache
often
though
toothpaste
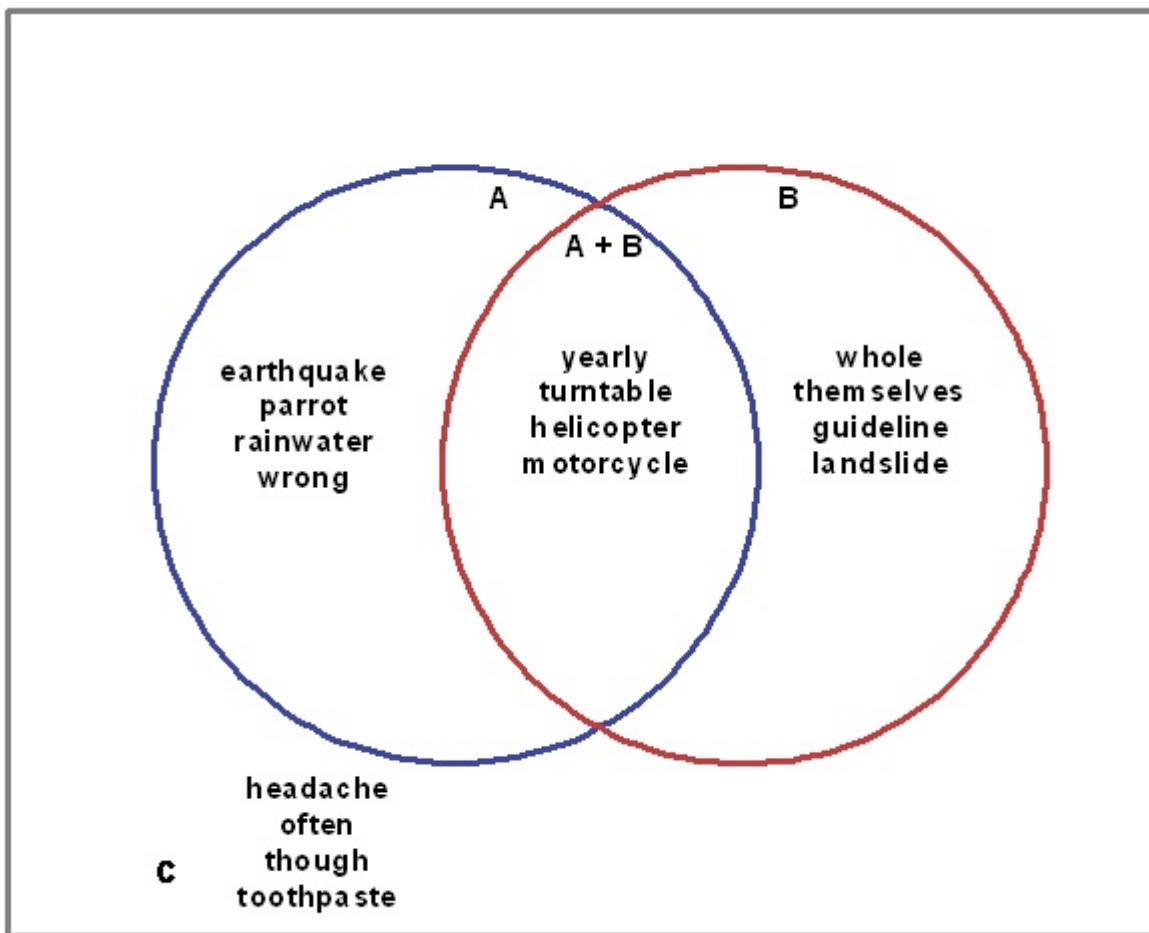
Teaching Notes. This lesson on compounds, like the two earlier ones (2:13 and 2:14) provide work with prepositions like *of, for, with*, and so on. If your curriculum includes work with grammatical parts of speech, these lessons could tie in well with work with prepositions and prepositional phrases.

Our heavy use of compound words reflects the even heavier use made of them in Old English. We have lost some wonderful old compounds, which have been replaced by usually French or Latin adoptions: *āþwedd* "oath-promise, vow", *bōchord* "book-hoard, library," *dēorwurþe* "dear-worth, precious," *galdorcræft* "incantation-skill, magic." (The symbol <þ> is thorn, which in Old English was used to represent [th] and [th].)

Items 2 and 3. There is room for honest difference of opinion here.

Lesson Thirty-nine
Compounds Like *Dogcatcher* and *Steamboat* — and Others

1   The follwing compounds all contain the suffix *-er* that means "one that does":

Someone who catches dogs is called a __*dogcatcher*__ .

Someone who slaps backs is called a __*backslapper*__ .

Someone who keeps books is called a __*bookkeeper*__ .

Someone who goes to church is called a __*churchgoer*__ .

Someone who makes dresses is called a __*dressmaker*__ .

Someone who fights fires is called a __*firefighter*__ .

Someone who owns a home is called a __*homeowner*__ .

Someone who breaks the law is called a __*lawbreaker*__ .

Something that saves one's life is called a __*lifesaver*__ .

Someone who builds ships is called a __*shipbuilder*__ .

Someone who holds stock is called a __*stockholder*__ .

Someone who makes trouble is called a __*troublemaker*__ .

2   Here is a new pattern. Fill in the blanks:

If steam runs the boat, it is called a __*steamboat*__ .

If wind runs the mill, it is called a __*windmill*__ .

If a motor runs the cycle, it is called a __*motorcycle*__ .

If water turns the wheel, it is called a __*waterwheel*__ .

3   And here is a lightly different pattern:

A bee that makes honey is called a __*honeybee*__ .

A girl who works with cows is called a __*cowgirl*__ .

A glass that measures the hours is called an __*hourglass*__ .

A mate who shares a room is called a __*roommate*__ .

A man who makes sales is called a __*salesman*__ .

4   Fill in the blanks:

Bread you make with ginger is __gingerbread__.

Sauce you make with apples is __applesauce__.

A knife you carry in your pocket is a __pocketknife__.

Wax made by bees is __beeswax__.

Cake eaten with coffee is __coffeecake__.

Work you do at home is __homework__.

A pot in which you make tea is a __teapot__.

A tub in which you take baths is a __bathtub__.

A room in which you take baths is a __bathroom__.

Paste with which you clean your teeth is __toothpaste__.

Water is which you wash dishes is __dishwater__.

The room in which you eat lunch is the __lunchroom__.

A field in which people fight a battle is a __battlefield__.

☞ !!! ☜

Word Venn. This Venn can be a bit tricky because you have eight different groups to worry about. But if you go slowly and surely and are careful to check off words as you enter them into the circles, you should be able to get things all sorted out. Inside circle A put only compound words that contain the sound [r]. Inside circle B put only compounds that contain the sound [l]. Inside circle C put only compounds that contain the letter <y> spelling a vowel sound. Into area D put only words that don't belong in A, B, or C:

bookkeeper✓   daybreak✓   honeybee✓   toothache✓
firefighter✓   troublemaker✓   headlight✓   schoolboy✓
roommate✓   eyebrow✓   pocketknife✓   dogfight✓
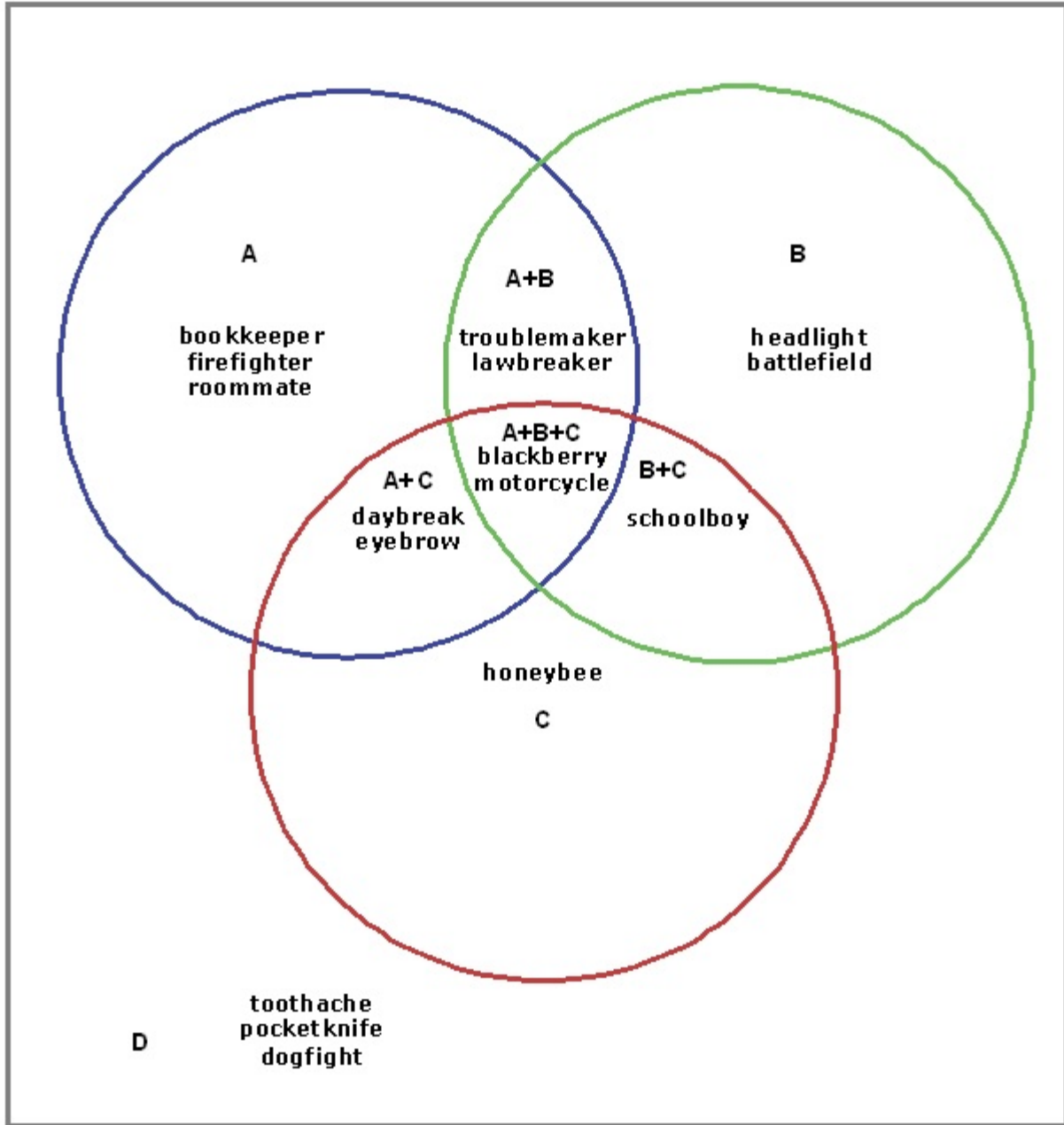battlefield✓   lawbreaker✓   blackberry✓   motorcycle✓

Teaching Notes.
Notice that in most cases any plurals are stripped away from the first component in compounds: "a brush for brushing the teeth" is not a *teethbrush, but a *toothbrush*. But two holdouts are *salesman, not *saleman, and beeswax*, not *beewax (but *beehive*). Compounds with *man*, *men, woman,* or *women* as the second component often retain a plural first component.

Word Venn. This three-dimensional Venn could create real confusion for some students. You may find it helpful to have the class interpret the diagram by writing out a description or formula for each of the eight areas:

> A contains [r] but no [l] and no vowel <y>
> B contains [l] but no [r] and no vowel <y>
> C contains a vowel <y> but no [l] and not [r]
> A+B contains [r] and [l] but no vowel <y>
> A+C contains [r] and a vowel <y> but no [l]
> B+C contains [l] and a vowel <y> but no [r]
> A+B+C contains [r] and [l] and a vowel <y>
> D contains no [r] nor [l] nor vowel <y>.

If the group could work out such a description that could be put up on the board, then students could refer to it as they work through the exercise.

Lesson Forty
The Prefix *Re-*

1 An element is a part of a written word that adds meaning to the word.

   A suffix is *an element that goes after the base and cannot stand free by itself as a word* .

   A base is *an element that carries the basic meaning of the word and can have other elements added to it* .

   A free base is a base that can stand free as an independent word   .

   A bound base is a base that cannot stand free as an independent word   .

Here is a new term: A **prefix** is an element that cannot stand free as a word and goes at the front of words.

2 All of the following words contain the same prefix. Analyze each word into its prefix and free base:

Word	=	Prefix	+	Free Base
rebuild	=	*re*	+	*build*
reheat	=	*re*	+	*heat*
rewrite	=	*re*	+	*write*
replay	=	*re*	+	*play*
redo	=	*re*	+	*do*
relive	=	*re*	+	*live*

3   Think about what the word *rebuild* means. Then think about what the free base *build* means. Which of these meanings does the prefix *re-* add to the word *rebuild*? "Not," "Again," "More than one," or "Yesterday"? *"Again"*

4 Be ready to talk about these questions:

  A. How did you figure out what the prefix was?

  B. How did you figure out what the prefix meant?

5 Not all words that start out with the letters <re> contain the prefix *re-*. Four of the following words do — and four do not:

redraw   reader   rewritten   reach
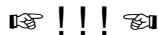
ready   relight   reddest   remake

Write down the four words that contain the prefix *re-*:

| *redraw* | *relight* | *rewritten* | *remake* |

Write down the four words that do not contain the prefix *re-*:

| *ready* | *reader* | *reddest* | *reach* |

7 Be ready to talk about this question: How did you figure out which four words contained the prefix *re-*?

☞ ! ! ! ☜
Watch the Middles!

relight	
re	*light*
re	light
re	light
relight	

rewrite	
re	*write*
re	write
re	write
rewrite	

relit	
re	*lit*
re	lit
re	lit
relit	

rewritten	
re	*written*
re	written
re	written
rewritten	

Teaching Notes. *Re-* is one of our most common, productive, and easily recognized prefixes.

Item 4A. What we are hoping for here is that the students will have looked for the

longest common string of letters at the beginning of the words—namely the <re>. They might also mention that they recognized the six different free bases and that when they subtracted the bases, all that was left was the common <re>. (Of course, the title of the lesson is also a pretty good clue!)

Item 4B. Here we hope the students will have recognized that all of the six words had a sense of "again" while the six free bases did not. So the "again" had to come with the prefix *re-*.

Item 6. Here we hope the students will have tried to analyze the words into a prefix plus a recognizable free base or word or that they will have looked for the sense of "again" in the original words. If their analysis didn't work or there wasn't the sense of "again," the initial <re> is not the prefix *re-*.

Lesson Forty-one
The Meanings of *Re-*

1 Sometimes the prefix *re-* means "again" and sometimes it means "back."

2 All of the words below contain the prefix *re-*. Divide each word into its prefix and its shorter word. Then in the last column write down either "Again" or "Back," depending on what you think the *re-* means in that word.

Word	=	Prefix	+	Shorter Word	Re- means:
repay	=	re	+	pay	*"Back"*
recycled	=	re	+	cycled	*"Again"*
replace	=	re	+	place	*"Back"*
rewriting	=	re	+	writing	*"Again"*
rebuild	=	re	+	build	*"Again"*
rebounds	=	re	+	bounds	*"Back"*
reselling	=	re	+	selling	*"Again"*
replayed	=	re	+	played	*"Again"*
reheat	=	re	+	heat	*"Again"*
refueled	=	re	+	fueled	*"Again"*
rerunning	=	re	+	running	*"Again"*

3 Seven of the shorter words you found above can be divided into an even shorter free base plus a suffix. Write the seven words in the "Words" column below and divide each one into its free base and suffix. Show any twinning and final <e> deletion:

Word	=	Base Word	+	Suffix
cycled	=	*cyclé*	+	*ed*
writing	=	*writé*	+	*ing*
bounds	=	*bound*	+	*s*

Word	=	Base Word	+	Suffix
selling	=	*sell*	+	*ing*
played	=	*play*	+	*ed*
fueled	=	*fuel*	+	*ed*
running	=	*run + n*	+	*ing*

4 Sometimes the prefix *re-* means __*"Again"*__ and sometimes it means
__*"Back"*__.

☞ **! ! !** ☜

Word Find. Find these twelve words, each of which contains the prefix *re-*:

repay	recycle	replace	rewrite
rebuild	replay	refuel	redo
relive	relight	redraw	rewritten

```
                                          R
      R              R   E   P   L   A   Y   E
  R   E   C   Y   C   L   E                   W   R
      P                  R                    R   E
      A                  E                    I   F
  R   Y       R   E   P   L   A   C   E       T   U
  E       R   E   W   R   I   T   T   E   N   E   E
  B                      G                        L
  U                      H               R
  I                      T               E
  L       R   E   L   I   V   E       R   E   D   R   A   W
  D                                      O
```

Words in alphabetical order:

1. *rebuild*	4. *redraw*	7. *relive*	10. *replay*
2. *recycle*	5. *refuel*	8. *repay*	11. *rewrite*
3. *redo*	6. *relight*	9. *replace*	12. *rewritten*

Teaching Notes.

Item 2. Notice that in some of these words the distinction between "again" and "back" becomes quite subtle: for instance, *recycled, replace, rebuild, replayed,* and *rerunning* could in various contexts carry either of the two meanings. You might expect some differences of opinion here.

Lesson Forty-two
Test Five

Words	Analysis
1. *parrot*	[r] = _<rr>_ ; [t] = _<t>_
2. *beyond*	[y] = _<y>_ ; [n] = _<n>_
3. *arrive*	[r] = _<rr>_ ; [v] = _<v>_
4. *breathe*	[r] = _<r>_ ; [th] = _<th>_
5. *earth*	[r] = _<r>_ ; [th] = _<th>_
6. *replaying*	Prefix + Free Base + Suffix = _____re + play + ing_____
7. *recycled*	Prefix + Free Base + Suffix = _____re + cycle̸ + ed_____
8. *rebuild*	Prefix + Free Base = _____re + build_____
9. *sorrier*	Free Base + Suffix = _____sorry̸ + i + er_____
10. *written*	[r] = _<wr>_ ; [t] = _<tt>_

Teaching Notes. Things to stress: In 4 and 5: The silent final <e> in *breathe* with [th] vs. no silent final <e> in *earth* with [th]. In 7: the final <e> deletion and the VCV pattern in *cycle*. In 9: the <y>-to-<i> replacement. In 10: The VCC pattern in *written*.

Lesson Forty-three
Review of Long and Short Vowel Patterns

1 Mark the first vowel in each of these words with a 'v'. Then mark the next two letters, either 'v' or 'c'. If you get to the end of the word before you have marked three letters, use the tic-tac-toe sign to mark the end of the word:

baby	hobbies	monkey	white	grandfather
vcv	*vcc*	*vcc*	*vcv*	*vcc*
follows	cutely	icing	pattern	home
vcc	*vcv*	*vcv*	*vcc*	*vcv*
scene	yes	reddest	rid	watches
vcv	*cvc#*	*vcc*	*cvc#*	*vcc*
union	yesterday	hot	that	then
vcv	*vcc*	*cvc#*	*cvc#*	*cvc#*
ate	placing	ride	these	whole
vcv	*vcv*	*vcv*	*vcv*	*vcv*

Now in words ending VC# mark the letter in front of the 'v' either 'v' or 'c'.

2 Sort the words into this matrix:

Words with the pattern . . .

	VCC	CVC#	VCV
Words with short vowels:	*follows* *hobbies* *yesterday* *reddest* *pattern* *grandfather* *monkey* *watches* 1	*yes* *hot* *rid* *that* *then* 2	3
Words with long vowels:	4	5	*baby ride* *scene white* *union these* *ate home* *cutely whole* *placing* *icing* 6

3 In the patterns __VCC__ and __CVC#__ the vowels are __short__ , but in the pattern __VCV__ the first vowel is __long__ .

4 Mark the first vowel in each of these words with a 'v'. Then mark the next two letters, either 'v' or 'c':

hopes	alcohol	uncle	hobbies	even	cutest
vcv	*vcc*	*vcc*	*vcc*	*vcv*	*vcv*

seller	sister	union	whose	yesterday	whitest
vcc	*vcc*	*vcv*	*vcv*	*vcc*	*vcv*

placing	lucky	follow	safely	wrong	written
vcv	*vcc*	*vcc*	*vcv*	*vcc*	*vcc*

5 Now sort the words into this matrix. Several squares should be empty when you are done:

	Words with VCC:	Words with VCV:
Words with [a]:	*alcohol*	
Words with [e]:	*seller* *yesterday*	
Words with [i]:	*sister* *written*	
Words with [o]:	*follow* *hobbies* *wrong*	
Words with [u]:	*lucky* *uncle*	
Words with [ā]:		*placing* *safely*
Words with [ē]:		*even*
Words with [ī]:		*whitest*
Words with [ō]:		*hopes*
Words with [ū]:		*whose*
Words with [yū]:		*union* *cutest*

Lesson Forty-four
Review of Consonant Sounds and Letters

1 Underline the letters that spell [p], [b], [t], [d], [k], and [g] in these words:

pa<u>tt</u>ern	<u>b</u>eauty	a<u>b</u>ility	<u>d</u>esign	su<u>cc</u>ess
thin<u>k</u>er	<u>d</u>o<u>gg</u>ies	ba<u>ck</u>s	princess	<u>g</u>host
pi<u>c</u>ni<u>c</u>	yes<u>t</u>er<u>d</u>ay	a<u>cc</u>ount	a<u>tt</u>orney	ho<u>bb</u>y
re<u>p</u>lace	su<u>pp</u>ly	li<u>b</u>rary	<u>b</u>o<u>tt</u>le	re<u>dd</u>es<u>t</u>
s<u>ch</u>ool	<u>k</u>i<u>ck</u>ers	<u>t</u>o<u>g</u>ether	hun<u>g</u>ry	su<u>pp</u>lies
as<u>k</u>ing	<u>b</u>a<u>tt</u>le	socie<u>t</u>y	a<u>pp</u>lesauce	<u>g</u>ran<u>d</u>mother

2   Now sort the words into the following groups:

Words with the sound . . .

[p]	[b]	[t]
pattern	*beauty*	*pattern*
picnic	*battle*	*beauty*
replace	*ability*	*yesterday*
supply	*backs*	*battle*
princess	*library*	*ability*
applesauce	*bottle*	*account*
supplies	*hobby*	*together*
		society
		attorney
		bottle
		ghost
		reddest

[d]	[k]	[g]
doggies	thinker	doggies
yesterday	picnic	together
design	school	hungry
reddest	asking	ghost
grandmother	kickers	grandmother
	backs	
	account	
	success	

4 Two ways of spelling [p] are __*<p>*__ and __*<pp>*__ .

5 Two ways of spelling [b] are __*<b>*__ and __*<bb>*__ .

6 Two ways of spelling [t] are __*<t>*__ and __*<tt>*__ .

7 Two ways of spelling [d] are __*<d>*__ and __*<dd>*__ .

8 Three ways of spelling [g] are __*<g>*__ , __*<gg>*__ , and __*<gh>*__ .

9 Five ways of spelling [k] are __*<k>*__ , __*<c>*__ , __*<ck>*__ , __*<cc>*__ , and __*<ch>*__ .

☞ ! ! ! ☜
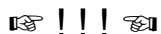
Watch the Middles!

picnics	
picnic	s
picnic	s
picnic	s
picnics	

sixth	
six	*th*
six	th
six	th
sixth	

Teaching Notes.

Item 1. You may encounter some perception problems when students underline the various stop sounds being reviewed in this lesson. The [t]'s in words like *pattern, beauty, yesterday, battle,* and *bottle* involve the flap-[d] discussed earlier (Teaching Notes, Book 1, Lesson 14). The [d] in *grandmother* is usually lost in informal pronunciations, though we choose a pronunciation here that retains the [d].

Also, you may want to point out that in *account* the <cc> spells [k] while in *success* it spells [ks] because of the <e> following the second <c>.

Lesson Forty-five
Review of Vowel Sounds and Letters

1 Underline the letters that are spelling the first vowel sound in these words:

s<u>a</u>fely	r<u>ea</u>dy	t<u>ea</u>chers	s<u>i</u>ster	gr<u>a</u>ndfather
h<u>i</u>ding	<u>o</u>ften	l<u>oa</u>ding	b<u>u</u>zzing	m<u>oo</u>n
<u>u</u>nited	c<u>u</u>test	g<u>oo</u>d	d<u>a</u>ncing	<u>a</u>fter
g<u>a</u>ve	y<u>e</u>sterday	<u>e</u>ven	pr<u>i</u>ncess	c<u>y</u>cle
w<u>a</u>tered	sh<u>ow</u>	br<u>o</u>ther	r<u>u</u>lers	b<u>oo</u>k
pl<u>ay</u>	h<u>e</u>llo	fr<u>ee</u>ways	d<u>i</u>nners	wh<u>i</u>test
m<u>o</u>mmy	th<u>o</u>se	y<u>ou</u>ng	wh<u>o</u>	f<u>u</u>ll

2 Sort the words into these groups. Each word goes into just one group:

Words whose first vowel sound is . . .

[a]	[ā]	[e]
dancing	*safely*	*ready*
grandfather	*gave*	*yesterday*
after	*play*	*hello*

3 **Words whose first vowel sound is. . .**

[ē]	[i]	[ɪ]
teachers	*sister*	*hiding*
even	*princess*	*cycle*
freeways	*dinners*	*whitest*

4   **Words whose first vowel sound is. . .**

[o]	[ō]	[u]
watered	show	brother
mommy	those	young
often	loading	buzzing

5   **Words whose first vowel sound is . . .**

[u̇]	[ū]	[yū]
good	rulers	united
book	who	cutest
full	moon	

6 In the words above two ways to spell [ā] are ___<a>___ and ___<ay>___ .

7 In the words above two ways to spell [e] are ___<e>___ and ___<ea>___ .

8 Three ways to spell [ē] are ___<e>___ , ___<ee>___ , and ___<ea>___ .

9 Two ways to spell [ī] are ___<i>___ and ___<y>___ .

10 Two ways to spell [o] are ___<o>___ and ___<a>___ .

11 Three ways to spell [ō] are ___<o>___ , ___<ow>___ , and ___<oa>___ .

12 Three ways to spell [u] are ___<u>___ , ___<o>___ , and ___<ou>___ .

13 Two ways to spell [u̇] are ___<oo>___ and ___<u>___ .

14 Three ways to spell [ū] are ___<u>___ , ___<o>___ , and ___<oo>___ .

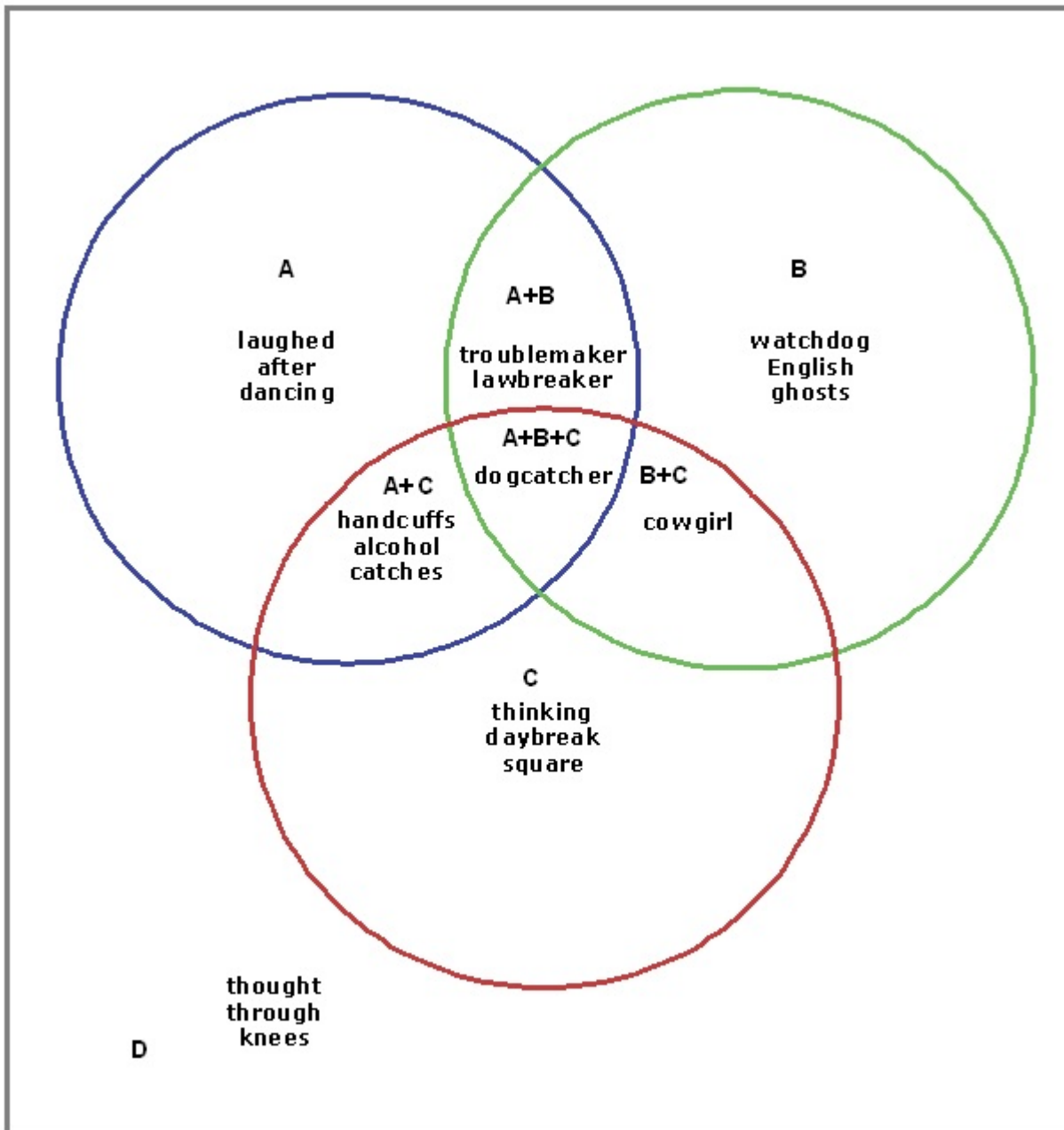15   One way to spell [yū] is ___<u>___ .

☞ **!!!** ☜

Word Venn. Inside the A circle put only words that contain the sound [a]. Inside circle B put words that contain the sound [g], and inside circle C put words that contain [k].

thinking	glasses	English	knees
thought	laughed	grandmother	ghosts
watchdog	handcuffs	after	language
cowgirl	daybreak	alcohol	dancing
dogcatcher	through	square	catches

A

laughed
after
dancing

A+B

troublemaker
lawbreaker

B

watchdog
English
ghosts

A+B+C

dogcatcher

A+C

handcuffs
alcohol
catches

B+C

cowgirl

C

thinking
daybreak
square

thought
through
knees

D

Teaching Notes.

In Items 6-15 the answers are based on the 35 words listed in Item 1.

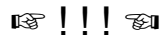## Lesson Forty-six
Review of Prefixes and Suffixes

1 An element that cannot stand free as a word and goes at the front

of a word is called a *prefix* .

2 An element that cannot stand free as a word and goes at the end of a

word is called a *suffix* .

3 Some of these words have both a prefix and a suffix. Some have just a prefix. Some have just a suffix. Analyze each word into its free base and any prefixes or suffixes it may have.

Word	=	Analysis
rebounds	=	*re + bound + s*
monkeys	=	*monkey + s*
unmixed	=	*un + mix + ed*
reviewed	=	*re + view + ed*
churches	=	*church + es*
quickest	=	*quick + est*
visiting	=	*visit + ing*
repays	=	*re + pay + s*
refueled	=	*re + fuel + ed*
undresses	=	*un + dress + es*
thoughts	=	*thought + s*
unsafe	=	*un + safe*
rebuilding	=	*re + build + ing*
reheated	=	*re + heat + ed*

4 Add these prefixes, words, and suffixes together to spell some longer words.

Prefixes, words, and suffixes	=	Longer Word
read + er	=	*reader*
ghost + s	=	*ghosts*

Prefixes, words, and suffixes	=	Longer Word
design + er + s	=	*designers*
re + light + ing	=	*relighting*
un + load + ed	=	*unloaded*
work + er + s	=	*workers*
young + est	=	*youngest*
show + ing + s	=	*showings*
re + do + ing	=	*redoing*
demand + ed	=	*demanded*
breath*e* + ing	=	*breathing*
princess + es	=	*princesses*
turtle + s	=	*turtles*
breath + less + ly	=	*breathlessly*
round + est	=	*roundest*
heat + er + s	=	*heaters*

☞ ! ! ! ☜

Watch the Middles!

ghosts	
ghost	*s*
ghost	s
ghost	*s*
ghosts	

supply	
sup	*ply*
sup	ply
sup	*ply*
supply	

Watch the Middles. In *supply sup-* is a form of the prefix *sub-,* which the students will study in Lesson 34 of Book 4.

Lesson Forty-seven
Review of Simple Addition and the Three Changes

1 Analyse these words into shorter words and suffixes. Be sure your analysis shows any cases of twinning, final <e> deletion, or <y>'s that are changed to <i>:

Word	=	Analysis	+	Suffix
libraries	=	*librar*y̸ *+ i*	+	*es*
maddest	=	*mad + d*	+	*est*
recycles	=	*recycle*	+	*s*
societies	=	*societ*y̸ *+ i*	+	*es*
helicopters	=	*helicopter*	+	*s*
rerunning	=	*rerun + n*	+	*ing*
named	=	*nam*e̸	+	*ed*
shutter	=	*shut + t*	+	*er*
families	=	*famil*y̸ *+ i*	+	*es*
rewriting	=	*rewrit*e̸	+	*ing*
ruler	=	*rul*e̸	+	*er*
stories	=	*stor*y̸ *+ i*	+	*es*

2 Add these prefixes, words and suffixes together. In your analysis show any twinning or final <e> deletion, or <y>'s that are changed to <i>'s:

Prefixes, Words, and Suffixes	Analysis	Longer Word
family + es	*famil*y̸ *+ i + es*	*families*
century + es	*centur*y̸ *+ i + es*	*centuries*
un + plan + ed	*un + plan + n + ed*	*unplanned*
short + est	*short + est*	*shortest*
re + live + ed	*re + liv*e̸ *+ ed*	*relived*

2:47:1

Prefixes, Words, and Suffixes	Analysis	Longer Word
brother + s	*brother + s*	*brothers*
mad + er	*mad + d + er*	*madder*
book + keep + er	*book + keep + er*	*bookkeeper*
un + time + ed	*un + timé + ed*	*unlined*
teach + er + s	*teach + er + s*	*teachers*
supply + es	*supplý + i + es*	*supplies*
success + es	*success + es*	*successes*
zoo + s	*zoo + s*	*zoos*
think +er + s	*think + er + s*	*thinkers*
un + done	*un + done*	*undone*
full + est	*full + est*	*fullest*
society + es	*societý + i + es*	*societies*
book + s	*book + s*	*books*
quick + est	*quick + est*	*quickest*
ghost + s	*ghost + s*	*ghosts*
un + mix + ed	*un + mix + ed*	*unmixed*
clothe + ing	*clothé + ing*	*clothing*
picnic + s	*picnic + s*	*picnics*
supply + er + s	*supplý + I + er + s*	*suppliers*
six + th + s	*six + th + s*	*sixths*
head + ache + s	*head + ache + s*	*headaches*
ice + y + est	*icé +ý + i + est*	*iciest*
re + view + er + s	*re + view + er + s*	*reviewers*

Lesson Forty-eight
Test Six

Words	Analysis
1. *unmixed*	Prefix + Free Base + Suffix = _un + mix + ed_
2. *churches*	Free Base + Suffix = _church + es_
3. *pattern*	[p] = _<p>_ , [t] = _<tt>_ , [r] = _<r>_
4. *grandfather*	Free Base + Free Base = _grand + father_
5. *clothing*	Free Base + Suffix= _clothe̸ + ing_
6. *unions*	[yū] = _<u>_ , <s> = [z]
7. *picnics*	[k] = _<c>_ and _<c>_ , <s> = [s]
8. *yesterday*	[y] = _<y>_ , [ā] = _<ay>_
9. *princesses*	[s] = _<c>_ and _<ss>_ , [z] = _<s>_
10. *reviewers*	Prefix + Free Base + Suffix + Suffix = _re + view + er + s_

Teaching Notes.

5. The final <e> deletion is crucial. *Clothing* is formed from the verb *clothe*, not from the noun *cloth*.

Questions to ask: Why the *-es* in *churches* and *princesses*, but *-s* in *unions, picnics*, and *reviewers*? Why does the <c> in *princesses* spell [s] while the ones in *picnics* spell [k]? Why the difference in the way *-s* is pronounced in *unions* and *picnics*? If you were to make *grandfather* into a plural, which suffix would you add and how would it be pronounced—and why?