

Book Three

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Lesson One

Review of Letters, Vowel Sounds, and Patterns

1 Vowel and Consonant Letters. The letters <a>, <e>, <i>, and <o> are always vowels. The letters <u>, <w>, and <y> are sometimes vowels and sometimes consonants. The other nineteen letters are always consonants.

The letter <y> is a consonant only when it spells the [y] sound it spells in words like *yes* and *beyond* . Everyplace else it's a vowel.

The letter <u> is a consonant only when it comes right after the letter <q> or when it spells the [w] sound as it does in *language* and *quick* . Everyplace else it's a vowel.

The letter <w> is usually a consonant. It is a vowel only when it helps <a>, <e>, or <o> spell vowel sounds, as in *fawn*, *flew*, and *cows*.

2 Vowel Sounds.

The short vowel sounds:

The long vowel sounds:

Short <a>	[a]	bat	Long <a>	[ā]	bait
Short <e>	[e]	bet	Long <e>	[ē]	beet
Short <i>	[i]	bit	Long <i>	[ī]	bite
Short <o>	[o]	cot	Long <o>	[ō]	boat
Short uh	[u]	cut	Long oo	[ū]	coot
Short oo	[û]	cook	Long yoo	[yū]	cute

3 Read the following words aloud and then fill in the blanks:

inch	strike	fail	gather	loss	trust
put	roast	move	argue	sense	keep

The word with short <a>, [a], is _____.

The word with long <a>, [ā], is _____.

The word with short <e>, [e], is _____.

The word with long <e>, [ē], is _____.

The word with short <i>, [i], is _____.

The word with long <i>, [ī], is _____.

The word with short <o>, [o], is _____.

The word with long <o>, [ō], is _____.

The word with short uh, [u], is _____.

The word with short oo, [û], is _____.

The word with long oo, [ū], is _____.

The word with long yoo, [yū], is _____.

3 **V's and C's.** When we mark the vowel and consonant letters in words, we mark the vowels 'v' and the consonants 'c'.

Mark the vowel and consonant letters in the following words:

gather	mix	fail	settle	valley
losses	glimpsed	quiz	thousand	eight
draws	sense	youth	universe	effort

4 **VCC and VCV.** In the pattern VCC the vowel is usually short. In the pattern VCV the first vowel is usually long:

ask vs. ate
vcc vcv

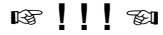
In each of the following words a vowel is marked 'v'. Mark the next two letters either 'v' or 'c' and sort the words into the matrix:

doctor	settle	trust	genie	strike	sense	caged
v	v	v	v	v	v	v
fifty	problem	sentence	move	union	notice	dollar
v	v	v	v	v	v	v

Words with . . .

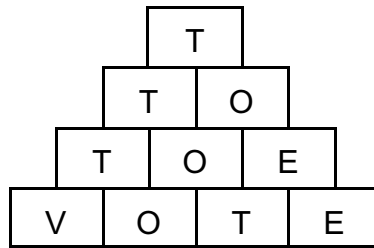
	VCV	VCC
Words with long vowels		
Words with short vowels		

In the pattern VCV the first vowel is usually _____, but in the pattern VCC the vowel is usually _____.

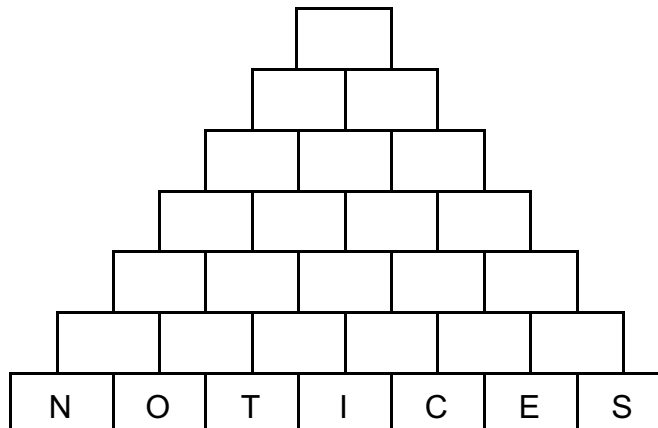


Word Pyramids. In a Word Pyramid you pile shorter words on top of longer ones to form a pyramid. We give you the bottom and longest word. Your job is to take one letter away from that word and rearrange the letters to form a new word that is one letter shorter than the one below it. You keep doing that until you get to the top.

In the Word Pyramid below, each word must contain the sound [t] spelled <t>. The only three-letter word you can make out of *vote* is *toe*, which does contain <t> and goes right above *vote*. The only two-letter word you can make from *toe* is *to*. The only one-letter word with <t>, is *T*, which is short for “tee shirt” and is also used in the phrase, “My new bicycle suits me to a T.” Thus, the filled-out Pyramid would look like the following:



In the following Pyramid each word must contain a long vowel sound:



Lesson Two

Review of Elements, Simple Addition, and Compound Words

1 **Elements** are the smallest parts of written words that add meaning to the words. There are three kinds of elements: prefixes, bases, and suffixes.

Prefixes are elements that go at the front of words and cannot stand free as words. *Un-* and *re-* are prefixes in the words *unpainted* and *remixing*.

Bases are elements that can have prefixes and suffixes added at the front and back. **Free bases** are bases that can stand free as words, like the bases *paint* and *mix* in the words *unpainted* and *remixing*.

Suffixes are elements that go at the end of words and cannot stand free as words. In the words *unpainted* and *remixing*, *-ed* and *-ing* are suffixes.

2 **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.

Add the following prefixes and suffixes to the free bases to spell words. All of the elements combine according to the Rule of Simple Addition:

Prefix	+ Free Base	+ Suffix	=	Word
un	+ friend	+ ly	=	<i>unfriendly</i>
un	+ fail	+ ing	=	
re	+ move	+ s	=	
re	+ search	+ er	=	
un	+ arm	+ ed	=	
re	+ arm	+ ing	=	
un	+ finish	+ ed	=	
re	+ finish	+ ed	=	
un	+ trust	+ ing	=	
re	+ act	+ ing	=	

3 Now try some the other way around. Analyze each of the following words into its elements. Most contain a prefix. All contain a free base and a suffix:

Word	=	Analysis
unmixed	=	<i>un + mix + ed</i>
remixing	=	
searches	=	
losses	=	
redrawing	=	
undoctored	=	
genies	=	

4 **Compound Words.** Words like *somebody* that are made up of two or more shorter words are called compound words, or just compounds.

Divide each of the following words into two parts. In some words Part 1 is a prefix and Part 2 is a free base. In some words Part 1 is a free base and Part 2 is a suffix. Some of the words are compounds in which both Part 1 and Part 2 are free bases.

Word	Part 1	Part 2
searchlight	<i>search</i>	<i>light</i>
remove		
strikeout		
gathered		
landfill		
inchworm		
roaster		
trusted		
rewrap		
birdcage		
youths		
mixer		

Write the five compound words from the table above into these boxes: . . .

--	--	--	--	--

In each of the five compounds did the shorter words combine through simple addition?

Nearly all compound words combine by simple addition.

Lesson Three Review of Twinning and Final <e> Deletion

1 **The Twinning Rule.** Unless it is the letter <x>, you twin the final consonant of a word that has one vowel sound and ends in the pattern CVC when you add a suffix that starts with a vowel:

run + n + ing
CVC v

Add the suffix to each of the following words. Remember the twinning rule:

Word	+ Suffix	=	New Word
tap + p	+ ing	=	<i>tapping</i>
trip	+ ed	=	
twig	+ s	=	
put	+ ing	=	
roast	+ er	=	
gyp	+ ed	=	
search	+ ed	=	
quiz	+ ing	=	
in	+ ing	=	
bar	+ ed	=	
gleam	+ ing	=	
wax	+ y	=	
tap	+ s	=	
up	+ er	=	

2 **Rule for Deleting Silent Final <e>.** If a word ends with a silent final <e> that shows that a vowel sound is long, you delete the silent final <e> when you add a suffix that starts with a vowel.

Add the suffix to each of the following words. Sometimes they will combine through simple addition, sometimes there will be twinning, and sometimes a final <e> will be deleted:

Word	+ Suffix	=	New Word
stri e	+ ing	=	<i>striking</i>
twig	+ y	=	
move	+ ed	=	
tax	+ es	=	
decide	+ ed	=	
roast	+ ed	=	
president	+ s	=	
problem	+ s	=	
cut	+ er	=	
search	+ ing	=	
dim	+ est	=	
obey	+ ing	=	
fail	+ ed	=	
scrub	+ er	=	
succeed	+ ing	=	

3 Unless it is an <x>, you twin the final _____ of a word that has one vowel sound and ends in the pattern _____ when you add a _____ that starts with a _____.

4 If a word ends with a silent final <e> that shows that a vowel sound is _____, you _____ the silent final <e> when you add a _____ that starts with a _____.



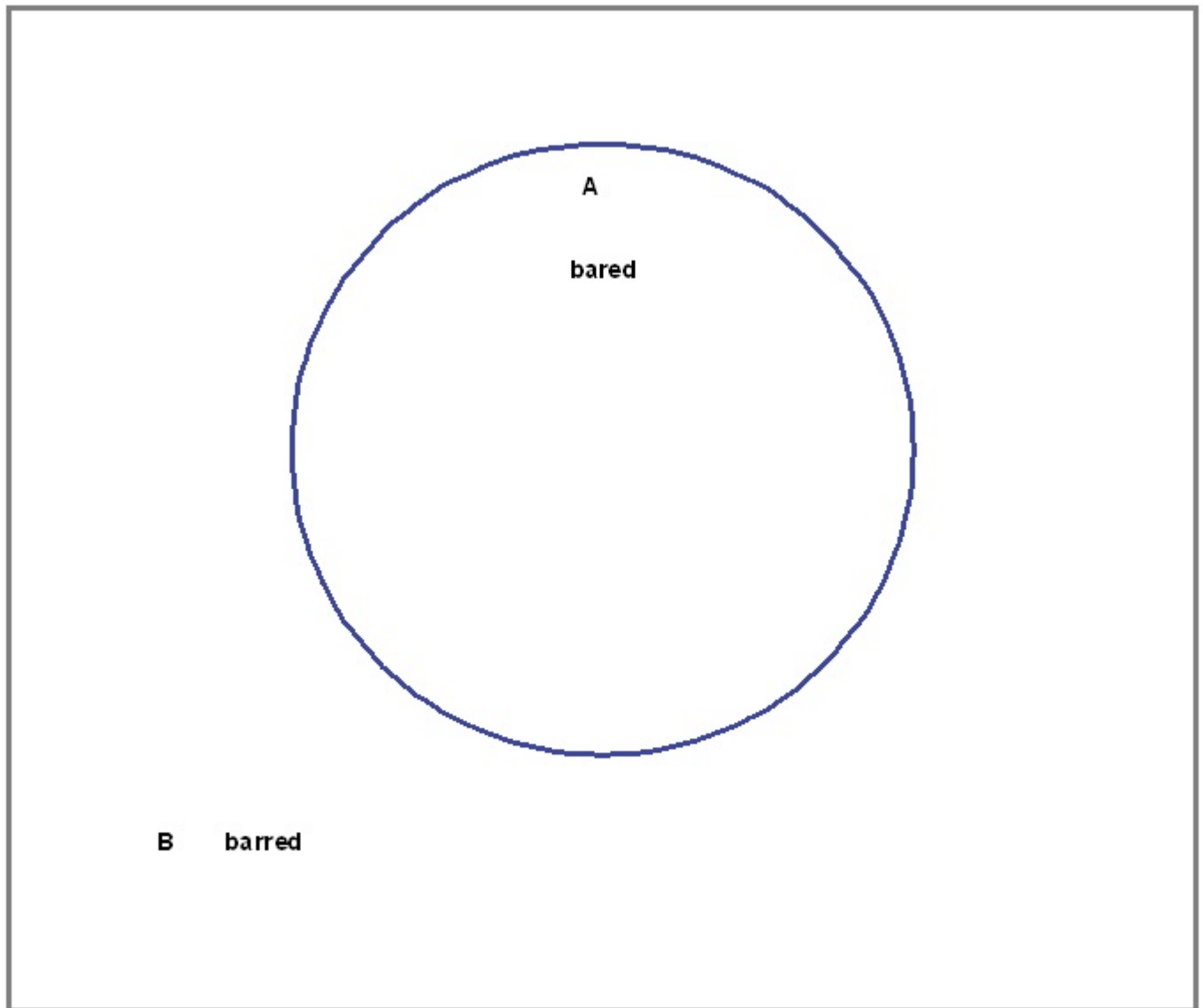
Word Venn. A Word Venn is an activity for helping you sort things out, or divide them into groups. Inside the circle, in the area marked A, you should put only words that contain examples of final <e> deletion. Outside the circle, in the area marked B, you should put only words that do not contain examples of final <e> deletion.

bared✓
barred✓
taped

tapped
waxing
succeeding

cuter
cutter
decided

obeyed
removing
striker



Lesson Four
Review of Plural Nouns

1 Does *singular* mean "one" or does it mean "more than one"?

2 Does *plural* mean "one" or does it mean "more than one"?

3 Do suffixes go at the front or at the back of words?

4 Does a plural suffix add the meaning "one" or the meaning "more than one"?

5 There are three things to remember when you want to add plural suffixes to singular nouns:

(i) with singular nouns that end with the sounds [s], [z], [ch], or [sh], you add the suffix *-es* ;

(ii) with singular nouns that end in the letter <y> with a consonant letter right in front of the <y>, you change the <y> to <i> and add the suffix *-es* ;

(iii) but with other singular nouns you just add the suffix *-s* .

6 Here is a review of the noun plural suffixes *-s* and *-es*. Add whichever suffix is required for each of the following singular nouns and show any changes that take place:

Singular Noun	+	Plural Suffix	=	Plural Noun
evening	+	s	=	<i>evenings</i>
bunch	+		=	
sky	+		=	
strike	+		=	
mix	+		=	

Singular Noun	+	Plural Suffix	=	Plural Noun
fifty	+		=	
doctor	+		=	
array	+		=	
company	+		=	
exception	+		=	

7 Now try some the other way around:

Plural Noun	=	Singular Noun	+	Plural Suffix
bunches	=	<i>bunch</i>	+	<i>es</i>
companies	=		+	
presidents	=		+	
finishes	=		+	
displays	=		+	
sentences	=		+	
skies	=		+	
problems	=		+	
valleys	=		+	
friends	=		+	
searches	=		+	
recesses	=		+	

8 Be ready to discuss this question: When do we use the plural suffix -es?



Word Venn. This Venn is different from the one you did in the previous lesson because it has two circles that intersect, or overlap, one another. 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 the overlap area A+B? _____

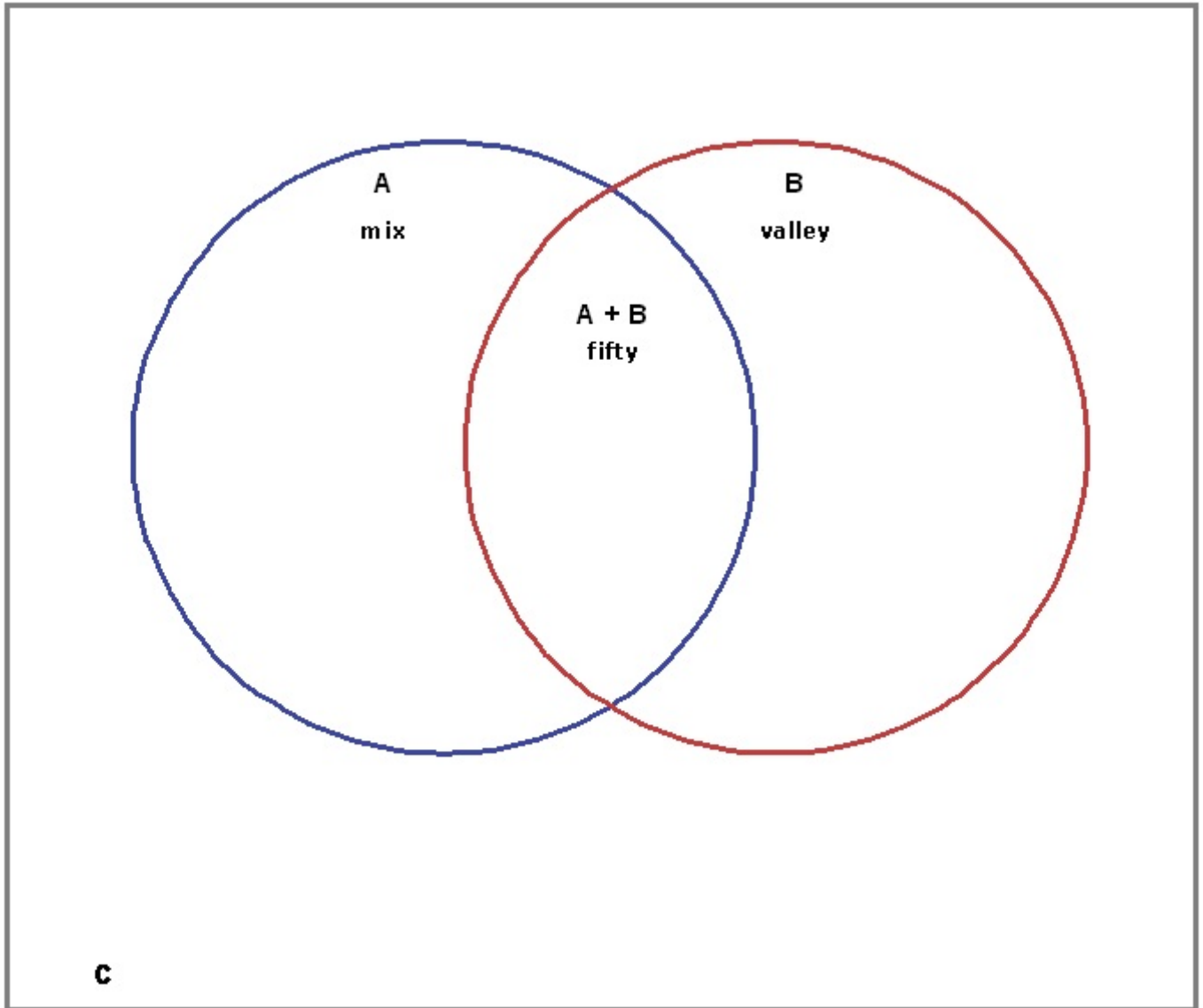
What kind of singular nouns should you put outside the circles in the C? _____

fifty✓
valley✓
exception✓

mix✓
search
display

president
array
company

sky
evening
recess



Lesson Five

A New Word: *Stem*

1 When we take prefixes or suffixes away from a word, the part that is left over is called the **stem**. So if we took the prefix *re-* away from the word *repaying*, we would have the word *paying* left over – and we call that leftover part the stem. If we took the suffix *-ing* away from the word *repaying*, the stem would be *repay*.

We also use the word *stem* to refer to a word to which we are going to add prefixes or suffixes. If we added the prefix *re-* to the word *pay*, we would say that *pay* was the stem of the new word, *repay*.

So the word *stem* can be used in two different ways: It can be used to refer to what is left over after prefixes or suffixes are taken away from a word, and it can be used to refer to a word to which we are going to add prefixes or suffixes.

2 Fill in the blanks as we have done with the first three:

Word	minus a prefix or suffix	=	Stem
repayments	– prefix <i>re-</i>	=	<i>payments</i>
repayments	– suffix <i>-s</i>	=	<i>repayment</i>
repayment	– prefix <i>re-</i>	=	<i>payment</i>
repayment	– suffix <i>-ment</i>	=	
payment	– suffix <i>-ment</i>	=	
repay	– prefix <i>re-</i>	=	

3 Here are some words with both prefixes and suffixes. Take away the prefix or suffix given for each word to reveal a stem. Watch for cases of twinning and final <e> deletion:

Word	minus a prefix or suffix	=	Stem
researched	– re-	=	<i>searched</i>
researched	– -ed	=	
untruthful	– -ful	=	
untruths	– -s	=	
untruthful	– un-	=	

Word	minus a prefix or suffix		=	Stem
dismounted	–	-ed	=	
remounting	–	-ing	=	
worried	–	-ed	=	
reacting	–	re-	=	
unchallenging	–	un-	=	
dishonest	–	dis-	=	
untapped	–	un-	=	
resettlement	–	re-	=	
befriended	–	-ed	=	

4 In the following table you start with a stem to which you add a prefix or a suffix to create a new word:

Stem	+ prefix or suffix		=	New Word
noticed	+	un-	=	<i>unnoticed</i>
disservice	+	-es	=	
quiz	+	-ed	=	
serviceable	+	un-	=	
digested	+	un-	=	
repack	+	-ing	=	
licensed	+	un-	=	
charged	+	dis-	=	
disbar	+	-ed	=	
original	+	un-	=	
waxed	+	re-	=	
announce	+	-ment	=	
obliged	+	un-	=	

4 The word *stem* is a handy one to know. Remember that the same word can make different stems because stems are whatever is left when we take away prefixes or suffixes. And remember, too, that we also use the word *stem* to refer to a word to which we are going to add prefixes or suffixes.

Some stems do not have prefixes or suffixes. They contain just one or more bases. But although a stem does not have to have a prefix or suffix, every stem must have at least one base. We call bases that can stand free as words free bases, like the base *paint* in the word *repainted*. We also call stems that can stand free as words **free stems**, like the stems *repaint* and *painted* in the word *repainted* .

Lesson Six
The Prefixes Spelled <un>

1 A part of a written word that adds meaning to the word is called an _____

2 An element that cannot stand free as a word and that goes at the front of words is called a _____

3 A stem that can stand free as a word is called a _____.

4 All of these words contain the same prefix:

unable unfinished unclear unworried unfriendly untruth

What is the prefix in these words? _____

5 Divide each of these six words into its prefix and free stem:

Word	=	Prefix	+	Free Stem
unable	=	<i>un</i>	+	<i>able</i>
unfinished	=		+	
unclear	=		+	
unworried	=		+	
unfriendly	=		+	
untruth	=		+	
unoriginal	=		+	
undecided	=		+	

6 Think about what the word *unable* means. Then think about what the word *able* means. What do you think the prefix *un-* must mean in *unable*: "not," "again," "yesterday," "more than one"? _____

Does *un-* seem to mean this same thing in the other five words? _____

7 Now look at these seven words:

unpack unbar unlock undo unwrap unfold untie

What is the prefix in these words? _____ Does the prefix have the same meaning in these words that it has words like *unreal*? _____ What does it seem to mean in these seven words: "again," "more than one," "yesterday," or "reverse?" _____

There are actually two different prefixes spelled <un>. The first *un-* means "not, opposite"; the second means "reverse, remove."

8 Divide each of these words into prefix, free stem, and suffix. Show any twinning or final <e> deletion:

Word	=	Prefix	+	Free Stem	+	Suffix
unannounced	=	<i>un</i>	+	<i>announce</i>	+	<i>ed</i>
undecided	=		+		+	
unlocking	=		+		+	
unlined	=		+		+	
uncolored	=		+		+	
undoing	=		+		+	
unmixed	=		+		+	
unbuttoned	=		+		+	
untouched	=		+		+	
unwrapping	=		+		+	
unbarred	=		+		+	
unfolding	=		+		+	

8 The prefixes spelled <un> mean two different things: _____ and _____



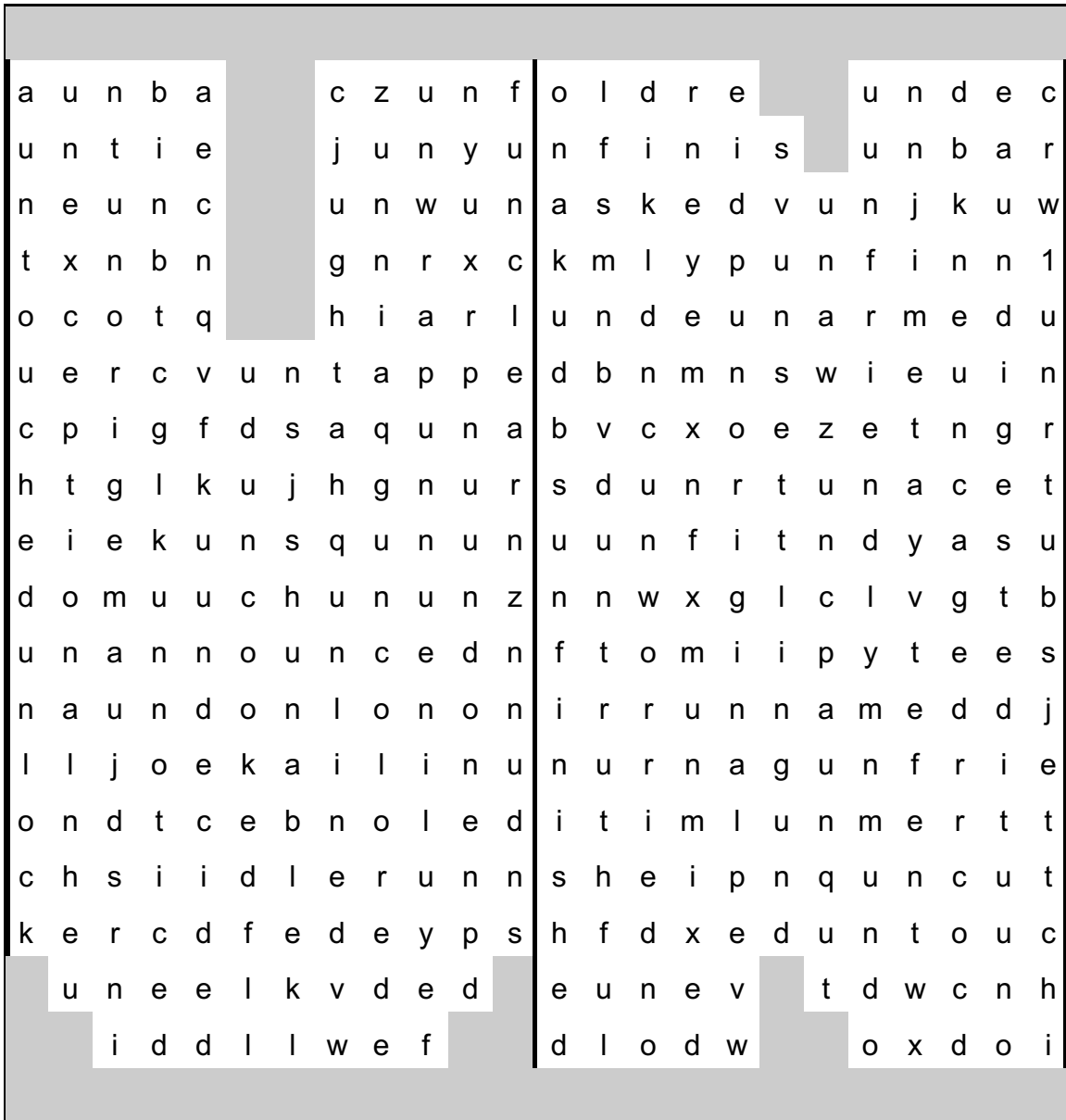
Word Find. The 'UN'-shaped Find below contains the following thirty-two words, all of which begin with a prefix *un-*:

unable
unannounced
unarmed
unasked
unbar
uncaged
unclear
uncolored

uncooked
uncut
undecided
undigested
undo
undone
unexceptional
unfinished

unfit
unfold
unfriendly
unlined
unlock
unmixed
unnamed
unnoticed

unoriginal
unsettling
untapped
untie
untouched
untruthful
unworried
unwrap



Lesson Seven
More About *un*⁻¹ and *un*⁻²

1 The two prefixes spelled <un> have different meanings:

In the word *unable*, *un*- means _____. We will call this prefix *un*⁻¹.

In the word *unlock*, *un*- means _____. We will call this prefix *un*⁻².

2 Sort the following words into the two groups below:

- unpack uncolored unfold unfriendly
 unoriginal untie unlock unclear
 unbutton unobliged unnoticed unwaxed
 unworried unlicensed unlined unwrapping

Words that contain . . .

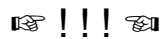
<i>Un</i> ⁻¹		<i>Un</i> ⁻²

3 Not every word that starts with the letters <un> contains a prefix *un*-. Read the following words and then sort them into the two groups below:

- understand units untie unbutton
 unannounced undoing universe union
 unarmed unchallenging untruth unable

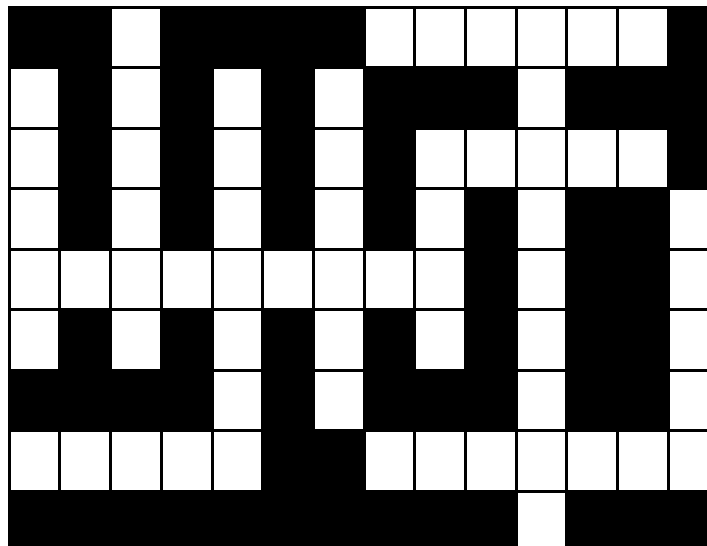
Words that contain a prefix <i>un-</i> :	Words that do not contain a prefix <i>un-</i> :

4 Be ready to explain how you identified the words that do not contain a prefix *un-*.



Word Squares

undo unbar unlock unclear uncolored
 uncut unsung unheard untouched
 undid
 untrue
 untie



Lesson Eight Another Suffix Spelled <s>

1 Consider the sentence “He seems upset.” If we put “Now” and “Yesterday” before that sentence, we get the following:

1. Now he seems upset.
2. Yesterday he seems upset.

Sentence 2 should sound odd to you. To make it sound right, we must change *seems* to *seemed*: “Yesterday he seemed upset.”

Words that change their pronunciation and spelling to show a change in time the way *seems* changed to *seemed* are called **verbs**. So *seemed* and *seems* are verbs.

The following are three different ways of describing a verb:

- 1. A verb is a word that changes its spelling and pronunciation to show a change in time.**
- 2. A verb is a word that shows action or a state of being.**
- 3. Most verbs will make sense in one of the following blanks:**

“They _____ okay.”
or
 “It _____ okay.”

2 Usually we use the suffix *-ed* to show past time. Many verbs that show present time use the suffix *-s*. Analyze each of the verbs *seemed* and *seems* into its free stem and suffix:

Verb	= Free Stem	+ Suffix
seemed	=	+
seems	=	+

3 What is the suffix in *seems*? _____.

This *-s* suffix is spelled just like the *-s* suffix that adds the meaning “more than one” to singular nouns and makes them plural. But they are two different suffixes.

In the verb *seemed* the suffix *-ed* adds the meaning "in the past." In the verb *seems* which of these meanings does the suffix *-s* add: "not," "again," "now"? _____

So we have two suffixes spelled <s>. The one for nouns adds the meaning "more than one," and the one for verbs adds the meaning _____.

4 Analyze each of these verbs into its prefix, free stem, and suffix. Be sure to show any changes:

Verb	=	Prefix	+	Free Stem	+	Suffix
unmatched	=	<i>un</i>	+	<i>match</i>	+	<i>ed</i>
unwrapped	=		+		+	
reattached	=		+		+	
unlocks	=		+		+	
reweighs	=		+		+	
untried	=		+		+	
reacts	=		+		+	

5 Add these prefixes, free stems, and suffixes together to make verbs. Show any changes:

Prefix	+	Free Stem	+	Suffix	=	Verb
un	+	button	+	s	=	<i>unbuttons</i>
un	+	pack	+	ed	=	
re	+	fasten	+	s	=	
un	+	fold	+	ed	=	
re	+	load	+	ed	=	
un	+	dress	+	ed	=	
re	+	pay	+	s	=	

Prefix	+	Free Stem	+	Suffix	=	Verb
re	+	wrap	+	ed	=	
re	+	wax	+	ed	=	
re	+	order	+	ed	=	
re	+	package	+	ing	=	
un	+	cover	+	ed	=	

Lesson Nine Sometimes -s, Sometimes -es Again

1 When you want to make a plural out of a singular noun that ends in the sounds _____, _____, _____, or _____, you add the suffix _____, and when you make a plural out of a singular noun that ends in a <y> with a _____ letter right in front of it, you change the _____ to _____ and add the suffix _____, but with other singular nouns you just add the suffix _____.

2 Analyze each of these plural nouns into its singular noun plus suffix:

Plural Noun	=	Singular Noun	+ Suffix
units	=	<i>unit</i>	+ s
taxes	=		+
universes	=		+
friends	=		+
bunches	=		+
lines	=		+
goddesses	=		+
nights	=		+
thirties	=		+
brushes	=		+
recesses	=		+
foxes	=		+
companies	=		+

3 The rule for the suffix that turns singular nouns into plurals is just the same as the rule for the suffix that adds the meaning "now" to verbs:

You add the meaning "now" to a verb that ends in the sounds _____, _____, _____, or _____

_____ by adding the suffix _____, and you add the meaning "now" to a verb that ends in a <y> with a _____ letter right in front of it by changing the _____ to _____ and adding the suffix _____, but with other verbs you just add the suffix _____.

4 Add either -s or -es to each of these verbs

Verb	+	Suffix	=	Verb with the Meaning "Now"
fly + i	+	es	=	<i>flies</i>
hurry	+		=	
attach	+		=	
read	+		=	
glimpse	+		=	
recess	+		=	
quiz	+		=	
obey	+		=	
fizz	+		=	
weigh	+		=	
seem	+		=	
brush	+		=	
cough	+		=	
try	+		=	



Word Find

This Find is shaped like 'ES' because it contains twenty-two verbs that end with the suffix -es. See how many you can find. As you find and circle each one, copy it into the blanks below. If you can find more than twelve, you have done well. Twenty or more is super.

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

1.	9.	17.
2.	10.	18.
3.	11.	19.
4.	12.	20.
5.	13.	21.
6.	14.	22.
7.	15.	
8.	16.	

**Lesson Ten
Test One**

Words	Analysis
1.	[ū] = < > Free base + suffix = _____
2.	[u] = < > Prefix + free base + suffix = _____
3.	VCC = < > Free base + suffix = _____
4.	Prefix + free base + suffix = _____
5.	[e] = < > Prefix + free base + suffix = _____
6.	VCV = < > Free stem + suffix = _____
7.	[yū] = < > Free stem + suffix = _____
8.	[z] = < > & < > Free base + suffix = _____
9.	VCC = < > Free stem + suffix = _____
10.	[u] = < > Free stem + suffix = _____

Answers to Test One

Words	Analysis
1. <i>youths</i>	[ū] = <u><ou></u> Free base + suffix = <u>youth + s</u>
2. <i>unwrapping</i>	[u] = <u><u></u> Prefix + free base + suffix = <u>un + wrap + p + ing</u>
3. <i>valleys</i>	VCC = <u><all ></u> Free base + suffix = <u>valley + s</u>
4. <i>researches</i>	Prefix + free base + suffix = <u>re + search + es</u>
5. <i>unfriendly</i>	[e] = <u><ie></u> Prefix + free base + suffix = <u>un + friend + ly</u>
6. <i>decided</i>	VCV = <u><ide ></u> Free stem + suffix = <u>decide + ed</u>
7. <i>universes</i>	[yū] = <u><u></u> Free stem + suffix = <u>universe + es</u>
8. <i>quizzes</i>	[z] = <u><zz></u> & <u><s></u> Free base + suffix = <u>quiz + z + es</u>
9. <i>fifties</i>	VCC = <u><ift ></u> Free stem + suffix = <u>fifty + i + es</u>
10. <i>companies</i>	[u] = <u><o></u> Free stem + suffix = <u>company + i + es</u>

Lesson Eleven

Hearing -s and -es in Verbs

1 The suffixes -s and -es are pronounced different ways. These four verbs contain the suffixes -s or -es. Analyze each verb into its free stem and suffix:

Verb	=	Free Stem	+	Suffix
weighs	=	<i>weigh</i>	+	s
knocks	=		+	
flashes	=		+	
cries	=		+	

2 Say the two verbs *weighs* and *knocks* very carefully. In *weighs* the suffix -s is pronounced [z]. In *knocks* it is pronounced [s]. But although the suffix -s is sometimes pronounced [z] and sometimes [s], it is always spelled <s>.

The suffix -es is usually pronounced [ɪz], as in *flashes*.

3 Say each of the following verbs. In the column to the right of each one write out the pronunciation of the -s or -es suffix:

Verb	Suffix	Verb	Suffix	Verb	Suffix
gives	[z]	grows		finishes	
trips		lets		holds	
fixes		fizzes		waits	
strikes		says		matches	
buttons		flashes		remixes	
digests		dreams		seems	
presses		talks		shapes	
weighs		attaches		obeys	
unlocks		taxes		dresses	
fastens		coughs		sniffs	

4 Combine the following elements into longer words. Show any twinning, final <e> deletion, and changes of <y> to <i>:

Elements	=	Words
match + ed	=	<i>matched</i>
un + hurry + ed	=	
tax + es	=	
cough + ing	=	
obey + ing	=	
un + bar + ed	=	
re + weigh + ed	=	
un + color + ed	=	
re + shape + ing	=	
re + finish + er + s	=	
button + s	=	
company + es	=	

5. Write down some verbs from this lesson in which the suffixes -s and -es have their different pronunciations:

Suffixes	Verbs
-s = [s] in	
-s = [z] in	
-es = [iz] in	

Lesson Twelve
Sometimes -es Is [iz], Sometimes [z]

1 The suffix -s is sometimes pronounced _____ and sometimes pronounced _____, but it is always spelled _____.

Usually the suffix -es is pronounced [iz], as in *watches*. But sometimes it's pronounced [z], as in *tries*, which is *try* + *i* + *es*. When we change the <y> to <i> and add -es to nouns and verbs, the <e> slides over and teams up with the <i> to spell either a long <i>, as in *tries*, or a long <e>, as in *activities*.

2 Read these verbs. Listen carefully to the suffixes -s and -es:

- | | | | | |
|---------|---------|-----------|---------|---------|
| gives | grows | finishes | trips | lets |
| holds | fixes | waits | fizzes | strikes |
| says | matches | buttons | sniffs | flashes |
| digests | hurries | universes | presses | talks |
| seems | weighs | attaches | shapes | unlocks |
| taxes | obeys | cries | coughs | erases |

3 Sort the verbs into these two groups:

Verbs with the Suffix -s		Verbs with the Suffix -es	

4 Sort the verbs that contain the suffix -es into these two groups:

Verbs in which -es is pronounced . . .

[ɪz]	[z]

5 When the suffix -es is added to verbs that end with the letter <y> with a consonant letter in front of it, the <y> is changed to _____ and the -es is pronounced _____. The suffix -es is sometimes pronounced _____ and sometimes pronounced _____, but it is always spelled _____

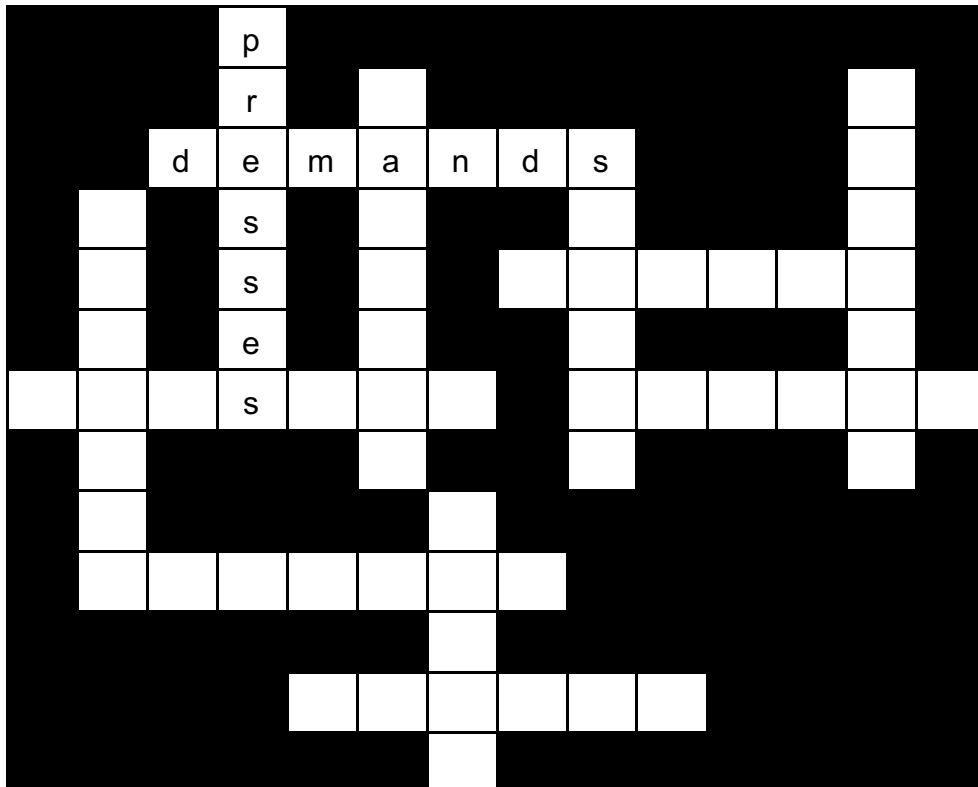
6 When you want to make a plural out of a singular noun that ends in the sounds _____, _____, _____, or _____, you add the suffix _____, and the suffix is pronounced _____



Word Squares

Fit these twelve -s and -es verbs into the squares. We've given you a start:

repays keeps fizzes rights sniffs brushes
demands✓ dresses matches presses✓ studies hurries



Lesson Thirteen
Sometimes -s is [z], Sometimes [s]

1 Each of the following verbs ends with the suffix -s. Say each one carefully:

gives keeps talks grows waits strikes
 holds says resounds sniffs digests unearths
 elects unlocks coughs weighs fastens seems

2 Sort the verbs into these two groups:

Verbs with -s pronounced . . .

[s]		[z]	

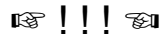
3 Analyze each of the verbs in which -s is pronounced [s] into its free stem and suffix:

Verbs with -s pronounced [s]	=	Free Stem	+	Suffix
elects	=		+	
keeps	=		+	
unlocks	=		+	
talks	=		+	
coughs	=		+	
sniffs	=		+	
waits	=		+	
digests	=		+	

Verbs with -s pronounced [s] = Free Stem + Suffix		
strikes	=	+
unearths	=	+

Each of the free stems above should end with the sounds [p], [t], [f], [th], or [k].

4 When the suffix -s is added to a verb that ends in [p], [t], [f], [th], or [k], the -s is pronounced _____. Everywhere else the suffix -s is pronounced [z].



Watch the Middles!

fastens		
BASE	SUFFIX	SUFFIX
fast		
	en	
		s

digests		
PREFIX	BASE	SUFFIX
di		
	gest	
		s

elects		
PREFIX	BASE	SUFFIX
e		
	lect	
		s

resounds		
PREFIX	BASE	SUFFIX
re		
	sound	
		s

4 In seven words [ks] is spelled _____

In six words [ks] is spelled _____

In three words [ks] is spelled _____

In one word [ks] is spelled _____

5 Sort the words that contain [ks] into these four groups:

Words with [ks] spelled . . .

<ks>	<x>	<cks>	<cs>

6 Four ways of spelling [ks] are _____, _____, _____, and _____.

7 In all the words that contain [kw], how is the [kw] spelled? _____. That is the way we spell [kw] just about all the time!

8 **How Do You Spell [kw]?** The combination [kw] is normally spelled _____.

Lesson Fifteen More About [ks]

1 Underline the letters that spell [ks] in these words. Remember that in words like *likes* the <e> is not helping spell the [ks], so you should underline just the <k> and <s>:

mistakes	expense	tricks	blinks
remarks	parks	unmixed	exercise
fox	knocks	mechanics	attacks
weeks	taxes	jokes	relaxes

2 Sort the words into these four groups:

Words in which [ks] is spelled . . .

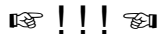
<x>	<ks>	<cks>	<cs>

3 In the left column below write out the ten words you found with [ks] spelled <ks>, <cks>, or <cs>. Then analyze each one into its free stem and suffix:

Words with [ks] spelled <ks>, <cks> or <cs>	=	Free Stem	+	Suffix
<i>likes</i>	=	<i>like</i>	+	<i>s</i>
	=		+	
	=		+	
	=		+	
	=		+	
	=		+	

Words with [ks] spelled <ks>, <cks> or <cs>		
=	Free Stem	+ Suffix
=		+
=		+
=		+
=		+

- 4 When [ks] is spelled <ks> or <cks> or <cs>, the <s> is a _____.
- 5 In the sixteen words you sorted out in this lesson [ks] is spelled <x> _____ times.
- 6 **How Do You Spell [ks]?** "The sound [ks] is usually spelled _____, unless the [s] is a _____."



Watch the Middles!

remarks		
PREFIX	BASE	SUFFIX
re		
	mark	
		s

mistakes		
PREFIX	BASE	SUFFIX
mis		
	take	
		s

relaxes		
PREFIX	BASE	SUFFIX
re		
	lax	
		es

exercise		
PREFIX	BASE	SUFFIX
ex		
	erc	
		ise

Lesson Sixteen
Another Vowel Pattern: Ve #

1 Mark the first vowel letter in each of the following words 'v'. Then mark the next two letters either 'v' or 'c'. If you get to the end of the word before you reach the second letter after the vowel, use the tic-tac-toe sign, #:

gyp	sue	center	human
vc#			

die	bottom	cages	put
-----	--------	-------	-----

trip	tree	tricky	sniff
------	------	--------	-------

tiny	tie	shoe	blinked
------	-----	------	---------

frog	toe	joked	knock
------	-----	-------	-------

2 You should have found four different patterns of v's and c's:

Six words contain the pattern _____.

Six words contain the pattern _____.

Four words contain the pattern _____.

Four words contain the pattern _____.

3 In the pattern VCC is the vowel long or is it short? _____. In the pattern VC# the vowel is also _____. But in the pattern VCV the first vowel is _____.

4 In the words with the pattern VV# the second vowel is always the same letter. That letter is _____.

Because these words all have <e> for the second vowel, we can call the pattern the **Ve #** pattern.

5 Now sort the words into the following matrix:

	Words with VCC:	Words with VCV:	Words with VC#:	Words with Ve #:
Words with short vowels:				
Words with long vowels:				

6 In the VC# pattern the vowel is short, but in the Ve # pattern the first vowel is

_____.



Word Find

This Find is shaped the way it is because it contains twenty-one words that all end in the pattern *Ve#*. As you find them, sort them into the boxes below. If you don't find all twenty-one, do not fret too much, for some of them are tricky. If you get more than twelve, you have done well. If you get more than eighteen, you have done very well.

g	a				h	o	e	p	z	e	e
a	g				a	r	g	u	e	s	e
	r	e		i	l		e	r		u	r
	e	s		l	i		n	s		n	i
	e	t	o	c	e		i	u		d	e
		a	b	o			e	e	s	a	x
		t	o	f			r	k	n	e	e
		u	e	f			e	s			
		e	l	e			s	h			
		d	y	e			c	o			b
			e				u	e	t	o	e
			z				e	e	t	i	e

Ve # words that end with the sound . . .

[ē]	[ī]	[ō]	[ū]	[yū]

Among these words three spellings of [ē] in the pattern Ve# are _____, _____, and _____

Two spellings of [ī] in the pattern Ve# are _____ and _____.

Two spellings of [ū] in the pattern Ve# are _____ and _____.

Lesson Seventeen Review of Stems and Sounds

1 In each of the analyzed words below underline the stem as we have done with *unbarred*. Watch how each different analysis uncovers a different stem. Remember that a stem has to contain at least one base:

Words	Analyses		
unbarred	un + <u>barred</u>	<u>unbar</u> + r + ed	un + <u>bar</u> + r + ed
unties	un + ties	untie + s	un + tie + s
unlocked	un+ locked	unlock + ed	un + lock + ed
disobeys	dis+ obeys	disobey + s	dis + obey + s
jokers	joker + s	jok <u>e</u> + er + s	
unhurried	un+ hurried	un + hurr <u>y</u> +i+ ed	

2 In the words below you will find some suffixes that may be new to you. Don't worry about that for now. Just underline the stems again:

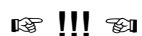
Words	Analyses		
tricksters	trickster + s	trick + ster + s	
rescuers	rescuer + s	rescu <u>e</u> + er + s	
disagreeable	dis+ agreeable	disagree + able	dis + agree + able
studiously	studious + ly	stud <u>y</u> +i+ ous + ly	
oboists	oboist + s	obo <u>e</u> + ist + s	
statuettes	statuette + s	statu <u>e</u> + ette + s	

3 For each word below give the correct spelling or sound called for in the Sounds and Spellings column. Then in the Other Words column write a word that contains the same sound spelled the same way, as we have done with the first one:

Words	Sounds and Spellings	Other Words
foxes	[ks] = <x>	<i>fix</i>
coughed	[f] = < >	
dyed	[ɪ] = < >	
locks	[ks] = < >	
rescue	<u> = []	
trees	[ē] = < >	
shoes	<oe> = []	
thousand	[th] = < >	
quitting	[kw] = < >	
marriage	[r] = < >	
genie	[ē] = < > and < >	
toes	<s> = []	
letting	[t] = < >	
matches	[ch] = < >	
mechanics	[ks] = < >	

4 When the suffix -es is added to verbs that end with the letter <y> with a consonant letter in front of it, the <y> is changed to _____ and the -es is pronounced _____.

5 When you want to make a plural out of a singular noun that ends in the letters _____, _____, _____, _____, or _____, you add the suffix _____, and the suffix is pronounced _____.



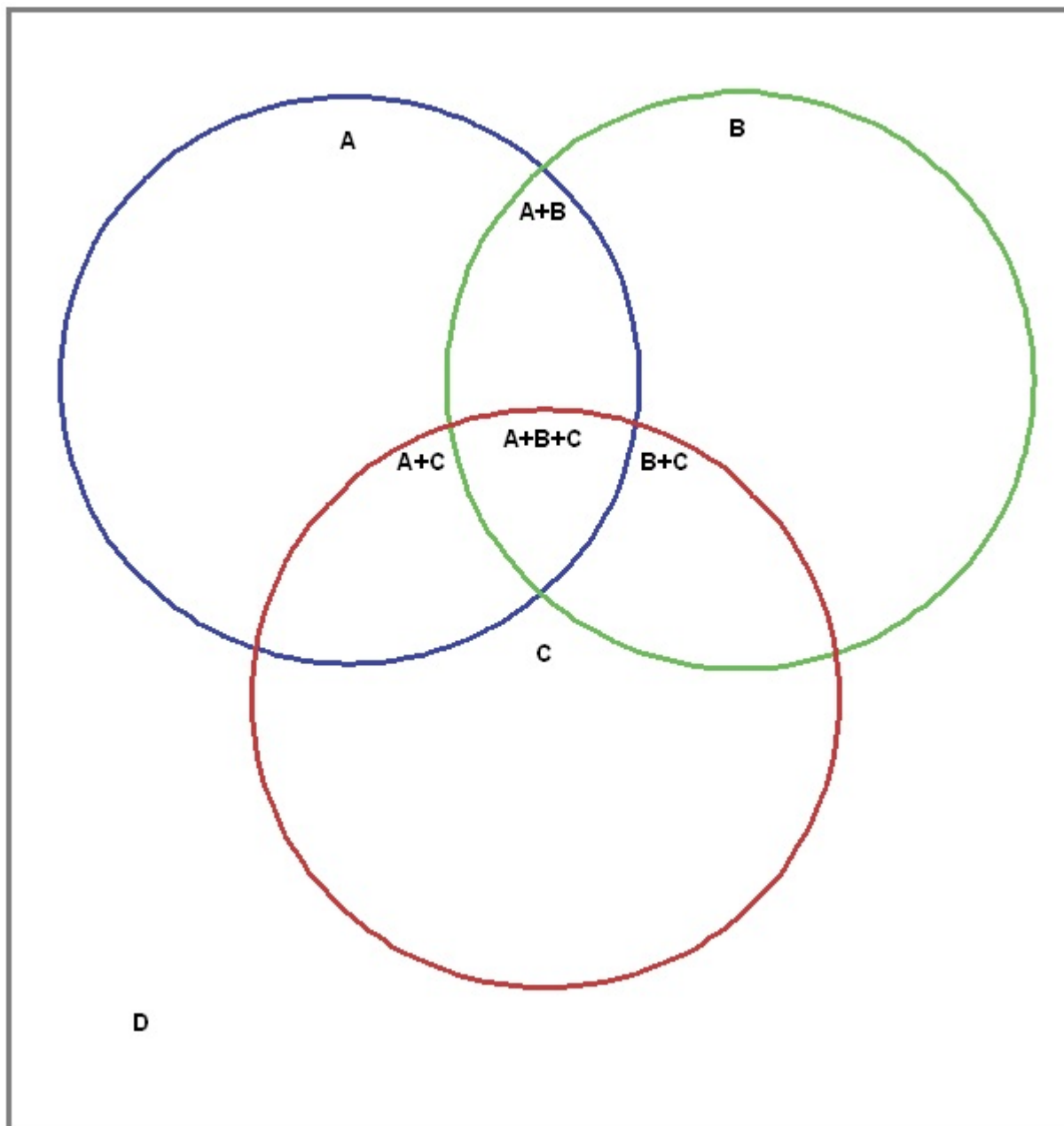
Word Venn. Since this Venn has three intersecting circles, you have eight groups into which to sort the words you are given. In Circle A put only singular nouns that end in silent <e>. In Circle B put only singular nouns that contain a long vowel. In Circle C put only singular nouns that take the plural suffix -es. In area D put any other words:

cough
circle
expense
rescue

joker
license
try
match

mechanic
fox
discharge
sense

notice
genie
obey
sky



Lesson Eighteen
Test Two

Words	Analysis
1.	[n] = ____ [ks] = ____
2.	[ks] = ____ Free stem + suffix = _____
3.	[kw] = ____ Free stem + suffix = _____
4.	[r] = ____ Free stem + suffix = _____
5.	[ē] = ____ & ____ Free stem + suffix = _____
6.	[k] = ____ [o] = ____ [f] = ____ [t] = ____
7. .	[ē] = ____ Free stem + suffix = _____
8.	[t] = ____ Free stem + suffix = _____
9.	[k] = ____ [ks] = ____ Free stem + suffix = _____
10.	[ks] = ____ Free stem + suffix = _____

Answers to Test Two

Words	Analysis
1. knocks	[n] = <u><kn></u> [ks] = <u><cks></u>
2. relaxes	[ks] = <u><x></u> Free stem + suffix = <u>relax + es</u>
3. quitter	[kw] = <u><qu></u> Free stem + suffix = <u>quit + t + er</u>
4. hurries	[r] = <u><rr></u> Free stem + suffix = <u>hurri + i + es</u>
5. genies	[ē] = <u><e> & <ie></u> Free stem + suffix = <u>genie + s</u>
6. coughed	[k] = <u><c></u> [o] = <u><ou></u> [f] = <u><gh></u> [t] = <u><ed></u>
7. sundaes	[ē] = <u><ae></u> Free stem + suffix = <u>sundae + s</u>
8. attaches	[t] = <u><tt></u> Free stem + suffix = <u>attach + es</u>
9. mechanics	[k] = <u><ch></u> [ks] = <u><cs></u> Free stem + suffix = <u>mechanic + s</u>
10. exercises	[ks] = <u><x></u> Free stem + suffix = <u>exercisē + es</u>

Lesson Nineteen

Strong and Weak Vowel Sounds

1 When a word has more than one vowel sound, usually we do not pronounce all the vowels with the same loudness. The loudness that a vowel sound has in a word is called its **stress**.

Some vowel sounds we pronounce very softly. When we do, those vowels have **weak stress**.

Some vowel sounds we pronounce more loudly. Those vowels have **strong stress**. When we want to show that a vowel sound has strong stress, we put this mark over it like this: *á*.

For instance, to show that the strong stress in the word *famous* is on the first vowel sound, we would mark it this way: *fámous*.

2 In the four words below the strong stress is on the first vowel sound, and the weak stress is on the second vowel sound. Mark the strong stress in each word:

effort passage finish circle

3 In the four words below the strong stress is on the second vowel sound, and the weak stress is on the first vowel sound. Mark the strong stress in each word:

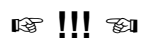
succeed among confront ahead

4 Mark the strong stress in these words:

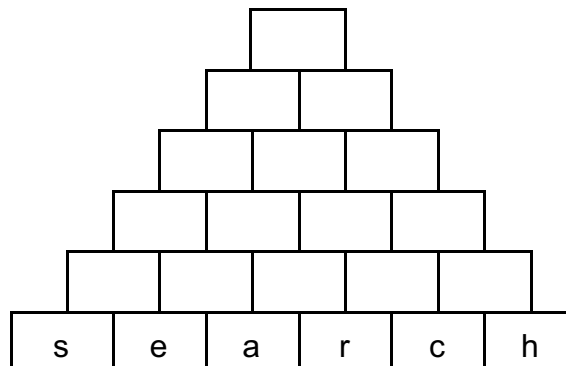
ocean decide mountain pleasant
valley daily famous sentence
fifty settle against dollar

5 Combine each free stem and suffix. Some combine by simple addition, some with final <e> deletion, some with twinning. Be sure to show any changes that occur. Then mark the strong stress in the longer word you make:

Free Stem	+	Suffix	=	Word
search	+	es	=	<i>séarches</i>
valley	+	s	=	
write	+	er	=	
fail	+	ing	=	
stop	+	ed	=	
scratch	+	er	=	
trust	+	ed	=	
ice	+	ing	=	
mad	+	est	=	
succeed	+	s	=	
cute	+	er	=	
sense	+	s	=	
problem	+	s	=	
effort	+	s	=	
make	+	ing	=	
roast	+	ed	=	



Word Pyramid. All of the words in this Pyramid must contain the letter <a>.



If you rearrange the letters in *search*, you can spell three other six-letter words. How many can you figure out?

--	--	--

Lesson Twenty The Vowel Sound Schwa

1 There is another very common sound that is a lot like short <u>, or [u]. It is the sound you hear at the beginning of the word *alone*, a soft "uh" sound. It is called **schwa** (rhymes with *paw*). We will write schwa with what looks like an upside-down <e>: [ə].

Schwa sounds like the short <u>, [u], except that schwa is weaker. Short <u> always has strong stress, but schwa always has weak stress. Schwa sounds like a very weak [u].

2 Here are some words that have two vowel sounds, a short <u> and a schwa. The short <u> always has strong stress. The schwa always has weak stress. Sometimes the strong stress is on the second vowel sound, but usually it is on the first. Mark the strong stress in each word: *búttón*.

tunnel	trustful	cousin	stomach
among	dozen	adjust	confront

3 Each weak vowel in those eight words is the sound schwa. Underline the vowel letters that spell schwa in each word. You should find five different spellings of schwa: <a>, <e>, <i>, <o>, and <u>:

4 Among those eight words, schwa is spelled <a> in _____, _____, and _____.

5 Schwa is spelled <e> in _____ and _____.

6 Schwa is spelled <i> in _____.

7 Schwa is spelled <o> in _____.

8 Schwa is spelled <u> in _____.

!!!
Word Find

This Word Find contains fourteen words, all of which contain schwa. We are not telling you ahead of time what the fourteen words are, but we have printed the letters that spell the fourteen schwas in bold type. Your job is to find the fourteen words, circle them, and then use them to fill in the blanks at the bottom of the page.

E P L E A S **A** N T Z
P R E S **I** D E N T R O W
A M O N G F A M **O** U S H
R S X S **U** E
T C E
F C N
S E N T **E** N C E C **U** E **E**
B F O E D P R O B L **E** M
E G C O U S **I** N B A D Y
U Q **E** I J H
J U **A** L K C O M P **A** N Y
C **O** N F R O N T J D W C
X K M O U N T **A** I N

Schwa is spelled <a> in _____, _____, and _____.

Schwa is spelled <e> in _____, _____, and _____.

Schwa is spelled <i> in _____ and _____.

Schwa is spelled <o> in _____.

Schwa is spelled <u> in _____ and _____.

Schwa is spelled <ai> in _____.

Schwa is spelled <ea> in _____.

Schwa is spelled <ou> in _____.

Lesson Twenty-one Practice with Schwa

1 All of the following words contain two vowel sounds, one of which is schwa. In each word mark the vowel sound that has strong stress, and then underline the letters that spell schwa, as we have done with *cousin*:

c <u>o</u> s <u>i</u> n	trustful	mission	pleasant
human	succeed	sentence	sergeant
ahead	purpose	thousand	mountain
against	agent	buttons	jealous

2 How many of the sixteen words have strong stress on the second vowel? _____
A word with two vowel sounds usually will have strong stress on the first one.

3 Now sort the sixteen words into these groups:

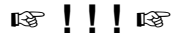
Words with [ə] spelled . . .

<a>	<e>	<o>	<u>

The words with [ə] spelled . . .

<i>	<io>	<ai>	<ea>	<ou>

4 The mark we use to show strong stress is called an **acute accent**. The word *acute* means "sharp" and comes from an old Latin word that meant "needle" — which is what an acute accent looks like. (The word *cute* comes from the word *acute* .)



Watch the Middles!

succeed	
PREFIX	BASE
SUC	
	ceed

trustful	
BASE	SUFFIX
trust	
	ful

confront	
PREFIX	BASE
con	
	front

mountain	
BASE	SUFFIX
mount	
	ain

agent	
BASE	SUFFIX
ag	
	ent

sergeant	
BASE	SUFFIX
serge	
	ant

Lesson Twenty-two The Combinations [ur] and [ər]

1 You can hear both of the combinations [ur] and [ər] in the word *burner*. Each of them combines a vowel with the sound of the <r>. They sound much alike, but one has strong stress and the other has weak stress.

In *burner* is the strong stress on the first vowel sound or is it on the second?

The pronunciation of the vowel sound with strong stress in *burner* is written [ur]. The one with weak stress is written with a schwa: [ər]. We write the pronunciation of *burner* this way: [búrnər].

2 Each of the following words contains the sound [ur]; none contains the sound [ər]. Mark the strong stress in each word and underline the letters that spell [ur] .

perching courage service purpose

3 Each of the following words contains the sound [ər]; none contains [ur]. Mark the strong stress in each word and then underline the letters that spell [ər]:

center dollars doctor effort

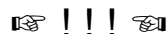
4 Each of the following words contains either the sound [ur] or the sound [ər]. None of them contains both. Mark the strong stress in each word and underline the letters that spell the [ur] or the [ər]:

urgent color circle surface

Which of the four words contains [ər]? _____

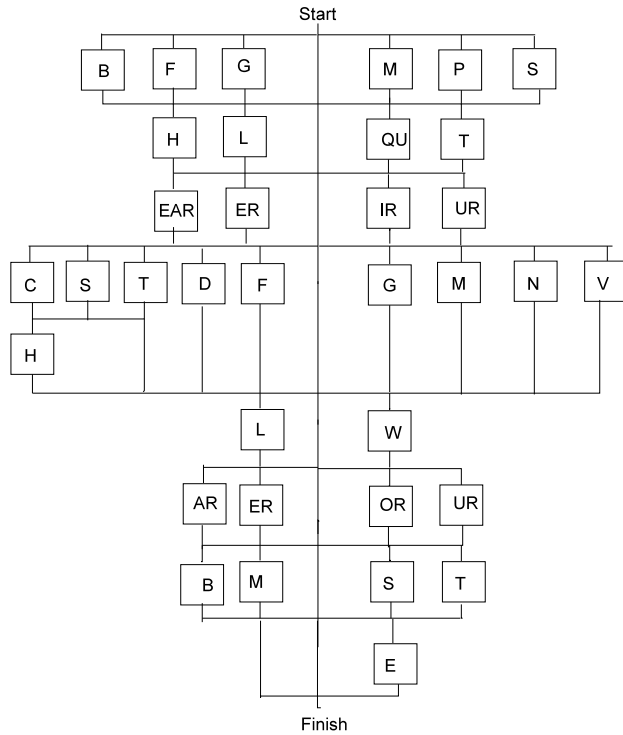
5 Each of the following words contains both [ur] and [ər]. Mark the strong stress in each word and underline the letters that spell [ər]:

searcher murder workers murmur



Word Flow

In this Word Flow you can string together about one hundred words. Some will contain [ur]; some will contain [ur] and [ər]. If you can get more than fifty words, you are doing very well.



Lesson Twenty-three The Prefix *Mis-*

1 The twelve words below all contain the same prefix:

mislaid	mismatch	miscues	misshaped
misspell	misdeeds	misjudge	misunderstand
mistrust	mismanaged	misquote	mistreatment

What is the prefix in these words? _____

2 Copy the twelve words into the table below and analyze them into their prefixes and free stems, as we've done with *misshaped*:

Word	=	Prefix	+	Free Stem
<i>misshaped</i>	=	<i>mis</i>	+	<i>shaped</i>
	=		+	
	=		+	
	=		+	
	=		+	
	=		+	
	=		+	
	=		+	
	=		+	
	=		+	
	=		+	
	=		+	

3 Not all words that start with the letters <mis> contain the prefix *mis-*. Read over the following words carefully. Try taking the <mis> away from each of them. Among these words if after you take away the <mis>, you have a free stem left over, you know you have the prefix *mis-*. But if you do not have a free stem left over, you do not have the prefix *mis-*:

mislay misery mismanage mission
 misty mismatches misleading mistake
 misread mister missile missed

Sort the twelve words into these two groups:

Words that contain the prefix <i>mis-</i> :	Words that do not contain the prefix <i>mis-</i> :

4 Combine the following prefixes, free stems, and suffixes. In your analysis show any cases of twinning, final <e> deletion, and changes of <y> to <i>:

Prefixes, Stems, and Suffixes	Analysis	Word
mis + shape + ed	<i>mis + shapé + ed</i>	<i>misshaped</i>
mis + judge + ed		
mis + take + en		
re + move + ing		
wrap + er		
quiz + ed		
un + tap + ed		
if + y		

Prefixes, Stems, and Suffixes	Analysis	Word
un + decide + ed		
in + ing		

5 Try some the other way around. Analyze the words below into prefixes, free stems, and suffixes:

Word	= Prefix + Free Stem + Suffix
mistakes	= <i>mis + také + s</i>
refinishes	=
unblinking	=
mishaps	=
removed	=
mismanaging	=
untried	=

Lesson Twenty-four The Meaning of *Mis-*

1 The prefix *mis-* can mean different things, but it always means something negative or bad. Most of the time it means one of these three things:

"Bad or badly" as in *mistreat*. If you mistreat people, you treat them badly.

"Lack of, failure to" as in *misfire*. If a gun misfires, it fails to fire.

"Mistakenly, incorrectly" as in *misread*. If you misread a sign, you read it incorrectly.

2 Here are twelve *mis-* words:

misread	mismatch	misunderstand	mislaid
misspell	misdeeds	mismanage	miscues
mistrust	mislead	misquote	mistreat

Think about what each word means and compare that meaning with the meaning of the free stem that remains when you take away the *mis-*. Then sort the twelve words into the three groups below.

We've given you a few extra lines because sometimes you might feel that a certain word could go into more than one group. That's okay. If you don't have all the blanks filled in, don't worry about it. And if you decide that you need more blanks than we've given you in a group, just add them. Be ready to talk about your choices:

Words in which *mis-* means . . .

"Bad, badly"	"Lack of, failure of"	"Mistakenly, incorrectly"

“Bad, badly”	“Lack of, failure of”	“Mistakenly, incorrectly”

3 Why do you think a mistake is called a mistake? _____

4 *Mis-* is the prefix in the word *mischief*. The free stem is *chief*, which comes from an old French word that meant "head" and is also the source of *chef*, "head cook." The French source of the word *mischief* meant "to come to a head badly or mistakenly." So *mischief* originally meant behavior that would cause things to turn out badly.



Watch the Middles

misspelling		
PREFIX	BASE	SUFFIX
mis		
	spell	
		ing

mischief	
PREFIX	BASE
mis	
	chief

Lesson Twenty-five
The Prefix *Dis-*

1 So far you have worked with three prefixes. They are all in the words below:

recounted miscounted uncounted discounted

What are the three prefixes with which you have worked? _____, _____,
and _____.

2 There is a fourth prefix in those four words. What is it? _____

3 The prefix *dis-* appears in all of the twelve words below:

discard discount discharge disappear
disarm discover dishonest disorder
distrust disagree disobey disgrace

Like the prefix *mis-*, the prefix *dis-* can mean different things. But usually it means one of the following::

"Lack of, not" as in *dishonest*

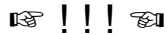
"Removal or reversal" as in *disinfect*.

Compare the meaning of each of the twelve words with the meaning of the free stem that is left when you take away the prefix *dis-*. Then sort the twelve *dis-* words into the following two groups. Again we have given you some extra blanks, in case you feel that some words belong in more than one group:

Words in which *dis-* means . . .

"Lack of, not"	"Removal, reversal"

“Lack of, not”	“Removal, reversal”



Word Changes

Word Changes are puzzles in which you make changes in words according to directions you are given. Each change makes a new word. The last change makes a word that will solve the riddle at the end of the puzzle.

1. Write the word *misspell*: misspell
2. Take away the prefix that means "mistakenly" and put on the suffix that means "in the past": _____
3. Take away the fourth and fifth letters in the word: _____
4. Move the first letter in the word to the very end and change the <p> to the letter that comes two places after it in the alphabet: _____
5. Change the second vowel in the word to the first vowel in the alphabet; remove the last consonant in the word: _____
6. Put back the prefix that means "mistakenly." Then fill in the blank and answer the riddle:

If you misspell a lot, your reader may _____ you.

Lesson Twenty-six More Words with *Dis-*

1 Knowing what you know now about the prefix *dis-*, sort out the following words as directed:

disorder disks disuse discontinue discover
 disband dishonor discolor discard disease

Words that Contain the Prefix <i>dis-</i>		

The word that does not contain the prefix *dis-* is _____

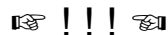
Most words that start out <dis> do contain the prefix *dis-*!

2 There are two *dis-* words that deserve a special word: *display* and *disaster*.

- *Display* contains the prefix *dis-* and the stem *play*, but the *play* in *display* is not the same as the *play* in *playground* or "Play ball!" The *play* in *display* comes from a Latin word that meant "to fold." *Display* originally meant "to fold out" – as when a Roman cloth merchant would display his goods. Our other word *play* didn't come from Latin at all. It came from German.

- At first you might not recognize the *dis-* prefix in the word *disaster* because the free stem you are left with seems odd: *disaster* = *dis* + *aster*. An aster is a flower, and what can flowers have to do with disasters? The word *aster* comes from a Latin word that meant "star." The flowers are called asters because they are star-shaped. You can see part of that Latin word for "star" in words like *astronomy*, *astrology*, and *astronaut*.

So, what do disasters have to do with stars? The Romans believed that our future was told in the stars. They had a word for a time when the stars foretold a bad future: *disastrato*, "ill-starred." If something was ill-starred, it was sure to be a disaster. So that is what flowers and stars and disasters have in common in our spelling.



Word Squares

This Word Squares contains sixteen words that all start with the prefix *dis-* and one that does not. Don't let the long ones scare you.

Six letters:

disarm
disked
disown

Eight letters:

diseased
disaster
disarray

Nine Letters:

disgraced
discovers
dishonest
discounts

Eleven letters:

discontinue
distrusting

Seven letters:

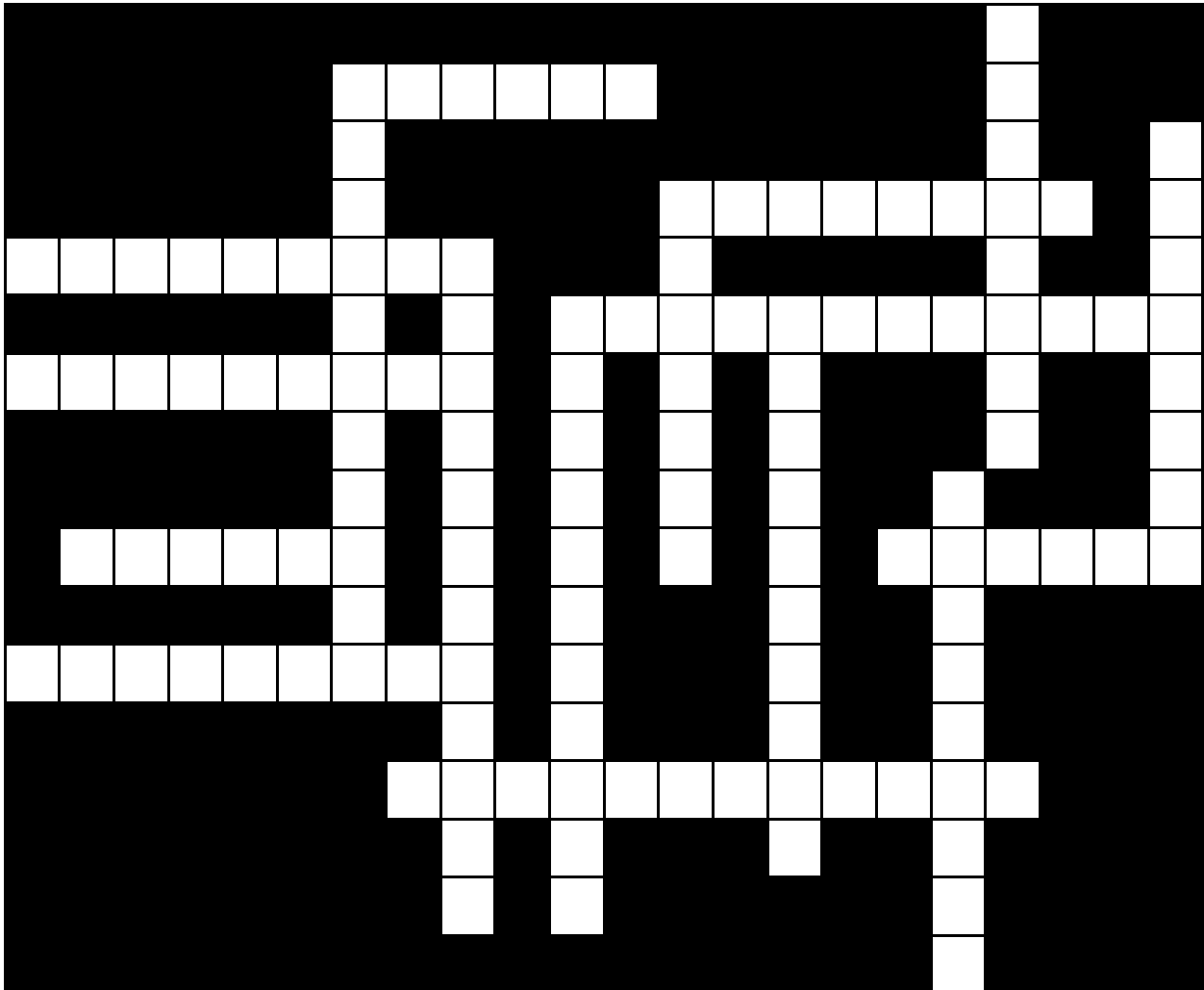
disavow

Ten letters:

disservice

Twelve letters:

disinfectant
disadvantage
dissatisfied



The word that does not contain *dis-* is _____

Lesson Twenty-seven Spelling With Prefixes

1 The prefixes *un-*, *re-*, *dis-*, and *mis-* can cause some spelling problems. Look at the word *misspell*. We can analyze it into the prefix *mis-* plus the free stem *spell*. Watch out for that <ss>! There is one <s> for the *mis-* and one <s> for the *spell*: *mis* + *spell* = *misspell* .

- Anytime you add *mis-* or *dis-* to a stem that starts with an <s>, you will get an <ss>.
- Anytime you add the prefix *un-* to a stem that starts with an <n>, you will get an <nn>.
- Anytime you add the prefix *re-* to a stem that starts with an <e>, you will get an <ee>.

2 Add the prefix to the free stem. All combine by simple addition, but watch out for cases of <ss>, <nn>, and <ee>:

Prefix	+	Free Stem	=	New Word
mis	+	spell	=	<i>misspell</i>
un	+	natural	=	
mis	+	spend	=	
un	+	necessary	=	
re	+	educate	=	
un	+	noticed	=	
dis	+	satisfied	=	
un	+	nerve	=	

3 Now try these. They also combine by simple addition:

Prefix	+	Free Stem	=	New Word
dis	+	service	=	
re	+	examine	=	
dis	+	color	=	

Prefix	+	Free Stem	=	New Word
mis	+	strike	=	
dis	+	obey	=	
re	+	elect	=	
dis	+	solve	=	
un	+	cover	=	
mis	+	shape	=	
mis	+	leading	=	
un	+	needed	=	
un	+	remarkable	=	

4 Now analyze each of the following words into its prefix, free stem, and suffix. Show any changes that were made when the suffix was added:

Word	=	Prefix	+	Free Stem	+	Suffix
miscounted	=	<i>mis</i>	+	<i>count</i>	+	<i>ed</i>
undecided	=		+		+	
mislaying	=		+		+	
undoing	=		+		+	
misdeeds	=		+		+	
mistreated	=		+		+	
discoverer	=		+		+	
disgraces	=		+		+	
unexamined	=		+		+	
discharged	=		+		+	
reordered	=		+		+	
discounts	=		+		+	
diseases	=		+		+	

Word	=	Prefix	+	Free Stem	+	Suffix
returning	=		+		+	
unnerving	=		+		+	
disgracing	=		+		+	
repacked	=		+		+	

Lesson Twenty-eight
Test Three

Words	Analysis
1.	Prefix + free stem + suffix = _____
2.	Prefix + free stem + suffix = _____
3.	[ə] = _____ [e] = _____
4.	Prefix + free stem + suffix = _____
5.	Prefix + free stem + suffix = _____
6.	[ə] = _____ [u] = _____
7.	Prefix + free stem + suffix = _____
8.	[ə] = _____
9.	Prefix + free stem + suffix = _____
10.	[s] = ___ & ___ Free stem + suffix = _____

Answers to Test Three

Words	Analysis
1. <i>misspelling</i>	Prefix + free stem + suffix = <u>mis + spell + ing</u>
2. <i>discoverer</i>	Prefix + free stem + suffix = <u>dis + cover + er</u>
3. <i>pleasant</i>	[ə] = <u><a></u> [e] = <u><ea></u>
4. <i>mistreats</i>	Prefix + free stem + suffix = <u>mis + treat + s</u>
5. <i>diseases</i>	Prefix + free stem + suffix = <u>dis + easé + es</u>
6. <i>cousin</i>	[ə] = <u><i></u> [u] = <u><ou></u>
7. <i>mismanaged</i>	Prefix + free stem + suffix = <u>mis + managé + ed</u>
8. <i>mountain</i>	[ə] = <u><ai></u>
9. <i>dissolved</i>	Prefix + free stem + suffix = <u>dis + solvé + ed</u>
10. <i>sentences</i>	[s] = <u><s></u> & <u><c></u> Free stem + suffix = <u>sentencé + es</u>

Lesson Twenty-nine Review of Vowel Letters and Patterns

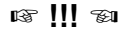
- 1 The four letters that are always vowels are _____, _____, _____, and _____.
- 2 The three letters that are sometimes vowels and sometimes consonants are _____, _____, and _____.
- 3 The other nineteen letters that are always consonants are: _____, _____, _____, _____, _____, _____, _____, _____, _____, _____, _____, _____, _____, _____, _____, _____, _____, and _____.
- 4 Be ready to talk about these questions:
 - When is the letter <w> a consonant?
 - When is the letter <y> a consonant?
 - When is the letter <u> a consonant?
- 5 In each of the following words find the letter that is spelling the vowel sound with strong stress. Mark that letter v. Remember that in words with only one vowel sound, we assume that that vowel sound has strong stress. Then mark the next two letters after the stressed vowel, either v or c. You should find two patterns among these words: VCC and VCV. We've done the first one for you:

bandage vcc	major	sense	opposite
gate	missile	joking	kept
fill	climate	dissolve	misty
maniac	gather	tiny	rise
human	lady	victim	twice

Sort the words into these two groups:

Words with the pattern . . .

VCV		VCC	



Word Changles. Changles combine Word Changes with Word Scrambles. Follow the directions carefully. Write the words you make in the column on the right. The shaded boxes will contain words that you worked with in Item 5 of this lesson.

1. Write the word <i>life</i> .	<i>life</i>
2. Change the <e> to <l> and scramble the letters.	<i>fill</i>
3. Change <f> to <k>. Change <l> to <e> and scramble the letters.	
4. Change <l> to <p>. Change <i> to <t> and scramble the letters.	
5. Change <p> to <a> and scramble the letters.	
6. Change <k> to <g> and scramble the letters.	

Lesson Thirty
Review of VCC and VCV

1 Write a word that contains each of these vowel sounds:

Short Vowel Sounds	Words
Short <a>, [a]	<i>gather</i>
Short <e>, [e]	
Short <i>, [i]	
Short <o>, [o]	
Short uh, [u]	
Short oo, [ú]	

Long Vowel Sounds	Words
Long <a>, [ā]	
Long <e>, [ē]	
Long <i>, [ī]	
Long <o>, [ō]	
Long oo, [ū]	
Long yoo, [yū]	

2 Here are the twenty words with which you worked in the last lesson:

bandage vcc	major vcv	sense vcc	opposite vcc
gate vcv	missile vcc	joking vcv	kept vcc
fill vcc	climate vcv	dissolve vcc	misty vcc

maniac vcv	gather vcc	tiny vcv	rise vcv
human vcv	lady vcv	victim vcc	twice vcv

In some of these twenty words the first vowel is short. In some it is long. Sort the twenty words into the following matrix:

Words in which the first vowel is . . .

	Short	Long
Words with the pattern VCC		
Words with the pattern VCV		

3 In words that contain the pattern VCC, the vowel is _____.

In words that contain the pattern VCV, the first vowel is _____.



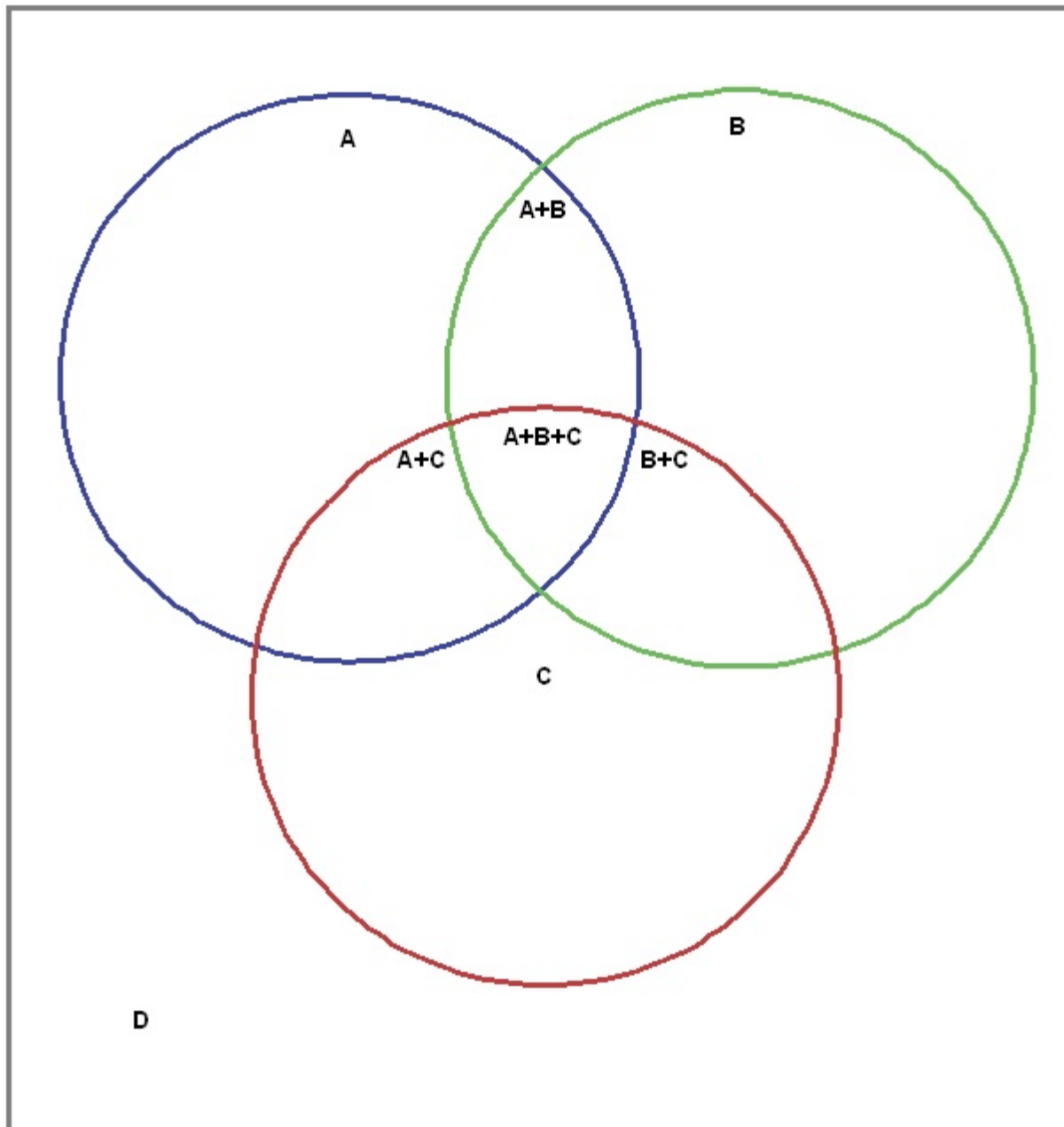
Word Venn. Into circle A put only words that contain the sound [a]. Into circle B put only words that contain the sound [a]. Into circle C put only words that contain [s] or [z].

gate
maniac
human
opposite

attack
disgrace
lady
gathers

victim
major
passageway
climate

bandage
missile
match
dissolve



Lesson Thirty-one
More Practice with the VCC and VCV Patterns

1 The first vowel in the VCC pattern is _____. But the first vowel in the VCV pattern is _____.

2 In each of the following words find the vowel letter that is spelling the vowel sound with strong stress. Mark it with a 'v'. Then mark the two letters after that vowel either 'v' or 'c':

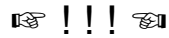
- | | | | |
|---------|----------|----------|---------|
| tricky | union | hundred | decide |
| tiny | issue | interest | method |
| quote | attacked | remote | climate |
| evening | fifty | mission | mister |

3 Sort the sixteen words into this matrix:

Words in which the stressed vowel is . . .

	Short	Long
Words with the pattern VCC		
Words with the pattern VCV		

4 In the pattern _____ the vowel is short, and in the pattern _____ the first vowel is long.



Word Scrambles. The words that are scrambled up in this puzzle all contain either the VCC or the VCV pattern. To help you, we've marked the VCC or VCV pattern in each one:

nunio	<i>u</i>	<i>n</i>	<i>i</i>	<i>o</i>	<i>n</i>	
	v	c	v			
knijog						
		v	c	v		
suies						
	v	c	c			
thomed						
		v	c	c		
sorjam						
		v	c	v		
drenduh						
		v	c	c		

Lesson Thirty-two Deleting Silent Final <e>

1 **Rule for Deleting Silent Final <e>**. If a word ends with a silent final _____ that shows that the vowel sound in the word is _____, you delete the silent final <e> when you add a _____ that starts with a _____.

2 Combine the free stems and suffixes below. Show any cases of twinning or silent final <e> deletion:

Free Stem	+	Suffix	=	Word
quot e	+	ed	=	<i>quoted</i>
cage	+	ed	=	
up	+	er	=	
interest	+	ing	=	
exercise	+	ed	=	
obey	+	ed	=	
decide	+	s	=	
in	+	ing	=	
fill	+	ing	=	
disgrace	+	ed	=	
murmur	+	ed	=	
order	+	ing	=	
lady	+	es	=	
mist	+	y	=	
price	+	s	=	
refuse	+	ed	=	
mission	+	s	=	

3 Now try some the other way around. Analyze each word into its free stem and suffix. Show any cases of silent final <e> deletion or twinning:

Word	=	Free Stem	+	Suffix
refusing	=	refus e	+	<i>ing</i>
disgracing	=		+	
decided	=		+	
watches	=		+	
misspending	=		+	
twiggy	=		+	
rising	=		+	
banded	=		+	
senses	=		+	
quoting	=		+	
issuing	=		+	
quizzes	=		+	
interested	=		+	
units	=		+	
iffy	=		+	
methods	=		+	
upper	=		+	
obeyed	=		+	
hundreds	=		+	
shoes	=		+	
fifties	=		+	

Lesson Thirty-three Soft <c> and Hard <c>

1 The letter <c> sometimes spells the sound [s] – as in *acid*. Sometimes it spells the sound [k] – as in *actor*. When the letter <c> spells the [s] sound, it is called **soft <c>**. When it spells the [k] sound, it is called **hard <c>**.

2 Pronounce each of the following words. Pay special attention to the sounds being spelled by the <c> in each one:

service	elected	deceptive	miscue	concept
republic	decided	agriculture	embrace	democratic
ignorance	comics	center	actively	since
juicy	producer	recover	notice	discount

3 Now sort the twenty words into this matrix. One word goes into two groups:

	Words with soft <c>:	Words with hard <c>:
Words with <e>, <i>, or <y> right after the <c>:		
With no <e>, <i>, or <y> right after the <c>:		

4 You should have found that the letter <c> always spells the [s] sound when it has one of three letters right after it. The letters are _____, _____, or _____.

5 The letter <c> is called soft <c> when it spells the sound _____. The letter <c> is called hard <c> when it spells the sound _____. A soft <c> always has one of three letters right after it: _____, _____, or _____.

6 Sort these twelve words into the following matrix:

rejoice	civilize	fiercely	license
recognized	victim	affection	arc
emergency	officer	surface	fabric

	Words with soft <c>:	Words with hard <c>:
Words with <e>, <i>, or <y> right after the <c>:		
Words with no <e>, <i>, or <y> right after the <c>:		

7 When the letter <c> has an _____, _____, or _____ right after it, it spells the sound _____ and is called _____. Otherwise, it spells the sound _____ and is called _____.

Lesson Thirty-four
Soft <c> and Silent Final <e>

1 When the letter <c> has an _____, _____, or _____ right after it, it spells the sound _____ and is called _____. Otherwise, it spells the sound _____ and is called _____.

2 Pronounce these words:

fabric	price
arc	ignorance
traffic	rejoice
democratic	twice
mechanic	office
maniac	fierce
comic	since

3 Do the words in the left column end with a hard <c> or with a soft <c>? _____

Do the words in the right column end with a hard <c> or with a soft <c>? _____

Why are the <c>'s in the right column soft <c>'s? _____

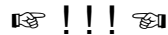
_____. Why are the <c>'s in the left column hard <c>'s? _____

_____.

4 One of the jobs of silent final <e> is to mark a <c> right before it as soft. In the words in the right column the final <e>'s are all marking <c>'s as being soft. But in two of the words in the right column the final <e> is also marking the preceding vowel as being

long. Those two words are: _____ and _____.

5 So far you've seen two different jobs that final <e> can do: Final <e> can mark a preceding vowel as being _____. Final <e> can mark a preceding <c> as being _____. And sometimes a final <e> can do both things at once — as in the word *lace*.



Watch the Middles!

agriculture		
BASE	BASE	SUFFIX
agri		
	cult	
		ure

democratic		
BASE	BASE	SUFFIX
demo		
	crat	
		ic

emergency		
PREFIX	BASE	SUFFIX
e		
	mergɛ	
		ency

election		
PREFIX	BASE	SUFFIX
e		
	lect	
		ion

Lesson Thirty-five
Soft <c> and Deleting Silent Final <e>

1 When the letter <c> has an _____, _____, or _____ right after it, it spells the sound _____ and is called _____.

2 **Rule for Deleting Silent Final <e>**. If a word ends with a silent _____ that shows that the vowel sound in the word is _____, you _____ the silent final <e> when you add a _____ that starts with a _____.

3 We must revise our final <e> deletion rule a little, because the final <e> that marks a soft <c> doesn't behave quite like the final <e> that just marks a long vowel. Here are some words analyzed for you. Show any final <e> deletions as we have done with *announcer*. Write "Yes" or "No" in the right hand column to show whether a final <e> was deleted when the suffix was added to the free stem:

Free Stem + Suffix = Word	Was a final <e> deleted?
announc e + er = announcer	Yes
choice + est = choicest	
juice + y = juicy	
embrace + able = embraceable	
surface + s = surfaces	
notice + able = noticeable	
introduce + ing = introducing	
scarce + ly = scarcely	
service + able = serviceable	
price + ed = priced	

5 Combine each stem word and suffix to make a word. Mark any final <e>'s that are deleted:

Stem Word	+ Suffix	=	Word
lacé	+ y	=	<i>lacy</i>
practice	+ ed	=	
service	+ s	=	
announce	+ ment	=	
juice	+ y	=	
fierce	+ est	=	
embrace	+ able	=	
office	+ er	=	
sentence	+ ed	=	
rejoice	+ ing	=	

7 Look at the cases where the final <e> was deleted. You should have found that in each case the suffix started with one of three letters: _____, _____, or _____.

Which three letters must follow a soft <c>? _____, _____, or _____.

8 Be ready to talk about this question: Why do we delete the final <e> that marks a soft <c> only if the suffix starts with <e>, <i>, or <y>?

9 **New Final <e> Deletion Rule.** You delete the final <e> that marks a soft <c> only when you add a suffix that starts with _____, _____, or _____; you delete a final <e> that is only marking a long vowel whenever you add a suffix that starts with any



Word Changles. Follow the directions carefully. Write the words you make in the column on the right. The shaded boxes will contain free stems that you worked with in this lesson:

1. Write the word <i>clue</i> .	<i>clue</i>
2. Change the <l> to <j>, add an <i> and scramble the letters.	
3. Change <ju> to <pr>.	
4. Change <i> to <a>. Change <p> to <s> and scramble the letters.	
5. Add a <c> and scramble the letters.	
6. Change <c> to <d> and scramble the letters.	

Lesson Thirty-six
Test Four

Words	Analysis
1.	[k] = _____ VCV = _____ Free stem + suffix = _____
2.	VCC = _____ Free stem + suffix = _____
3.	<w> = consonant? or vowel? _____ VCV = _____ [s] = _____
4.	<u> = consonant? or vowel? _____ VCC = _____
5.	[kw] = _____ <u> = consonant? or vowel? _____ Free stem + suffix = _____
6.	<u> = consonant? or vowel? _____ [s] = _____ Free stem + suffix = _____
7.	[s] = _____ Free stem + suffix = _____
8.	VCV = _____ Free stem + suffix = _____
9.	[s] = _____ <s> = _____ Free stem + suffix = _____
10.	VCC = _____ Free stem + suffix = _____

Answers to Test Four

Words	Analysis
1. <i>climates</i>	[k] = <u><c></u> VCV = <u><ima></u> Free stem + suffix = <u>climate + s</u>
2. <i>senses</i>	VCC = <u><ens></u> Free stem + suffix = <u>sense + es</u>
3. <i>twice</i>	<w> = consonant? or vowel? <u>consonant</u> VCV = <u><ice></u> [s] = <u><c></u>
4. <i>hundred</i>	<u> = consonant? or vowel? <u>vowel</u> VCC = <u><und></u>
5. <i>quoting</i>	[kw] = <u><qu></u> <u> = consonant? or vowel? <u>consonant</u> Free stem + suffix = <u>quote + ing</u>
6. <i>juicy</i>	<u> = consonant? or vowel? <u>vowel</u> [s] = <u><c></u> Free stem + suffix = <u>juice + y</u>
7. <i>embraceable</i>	[s] = <u><c></u> Free stem + suffix = <u>embrace + able</u>
8. <i>tiniest</i>	VCV = <u><ini></u> Free stem + suffix = <u>tiny + i + est</u>
9. <i>rejoices</i>	[s] = <u><c></u> <s> = <u>[z]</u> Free stem + suffix = <u>rejoice + es</u>
10. <i>mistier</i>	VCC = <u><ist></u> Free stem + suffix = <u>misty + i + er</u>

Lesson Thirty-seven Soft <g> and Hard <g>

1 You've seen that a soft <c> spells the sound [s], as in *acid*, and that a hard <c> spells the sound [k], as in *actor*. You've also seen that a soft <c> has to have either an <e>, <i>, or <y> right after it.

The letter <g> sometimes spells the sound [j] as in *gem*, and it sometimes spells the sound [g] as in *gum*. When it spells the [j] sound, it is called **soft <g>**. When it spells the [g] sound, it is called **hard <g>**.

2 Pronounce each of the following words. Pay special attention to the sounds being spelled by the <g> in each of them. Sort the words into the matrix:

agent	ignorance	agriculture	college	angel
recognize	grower	gypped	digest	angle
argue	genies	intelligence	disgusted	regret
sergeant	discharge	glimpse	goddess	legislator
challenge	gleamed	twig	biology	frog

Words in which <g> spells . . .

	[j]:	[g]:
Words with <e>, <i>, or <y> right after the <g>:		
Words with no <e>, <i>, or <y> after the <g>:		

3 You should have found that the letter <g> spells the [j] sound only when it has one of three letters right after it. The three letters are _____, _____, and _____.

The letter <g> is called soft <g> when it spells the sound _____.

A soft <g> always has one of three letters right after it: _____, _____, or _____.

4 Soft <g> always will have <e>, <i>, or <y> after it. But not every <g> that has one of these three letters after it is a soft <g>! Look at these words, with hard <g>s where we'd expect soft ones: *get, together, hunger, give, and girl.*

So we can't say that any <g> with <e>, <i>, or <y> after it will be soft. But we can say that any soft <g> will have <e>, <i>, or <y> after it.

5 The letter <c> is soft when it has the letters _____, _____, or _____ after it. The soft <c> spells the sound _____.

6 Soft <c> and <g> always have the letters _____, _____, or _____ after them.

7 Combine these free stems and suffixes. Watch for cases of twinning and final <e> deletion:

Free Stem	+ Suffix	=	Word
god	+ ess	=	
biologist	+ s	=	
disgust	+ ing	=	
gold	+ en	=	
gyp	+ ing	=	
intelligent	+ ly	=	
legislate	+ or	=	
ignore	+ ance	=	

Lesson Thirty-eight
Soft <g> and Silent Final <e>

1 Pronounce these words:

waterlog	package
jog	challenge
beg	refuge
catalog	enrage
drug	discharge
earwig	discourage
zigzag	college
frog	urge

2 Do the words in the left column end with soft <g> or with hard <g>? _____

Do the words in the right column end with soft <g> or with hard <g>? _____

Why are the <g>'s in the right column soft <g>'s? _____

Why are the <g>'s in the left column hard <g>'s? _____

3 In the words in the right column the final <e>'s are all marking preceding <g>'s as being soft. But in two of the words in the right column the final <e> is also marking the preceding vowel as being long. The two words are _____ and _____

4 So far you've seen three different jobs that final <e> can do:

Final <e> can mark a preceding vowel as being _____.

Final <e> can mark a preceding <c> as being _____.

Final <e> can mark a preceding <g> as being _____.

And final <e> can mark both a long vowel and a soft <c> or <g> at the same time.

5 Sort the following words into the matrix below:

refuge twice lace challenge recognize
 legislate license embrace since urge
 enrage college courage charge intelligence
 ignorance office civilize expense price

Words in which final <e> . . .

	marks a soft <c> or soft <g>:	does not mark a soft <c> or soft <g>:
Words in which final <e> marks a long vowel		
Words in which final <e> does not mark a long vowel		

6 A silent final <e> will mark a <g> right in front of it as being _____ — that is, as spelling the sound _____.

Although not all <g>'s followed by an <e>, <i>, or <y> are soft, all <g>'s followed by a silent final <e> are soft.



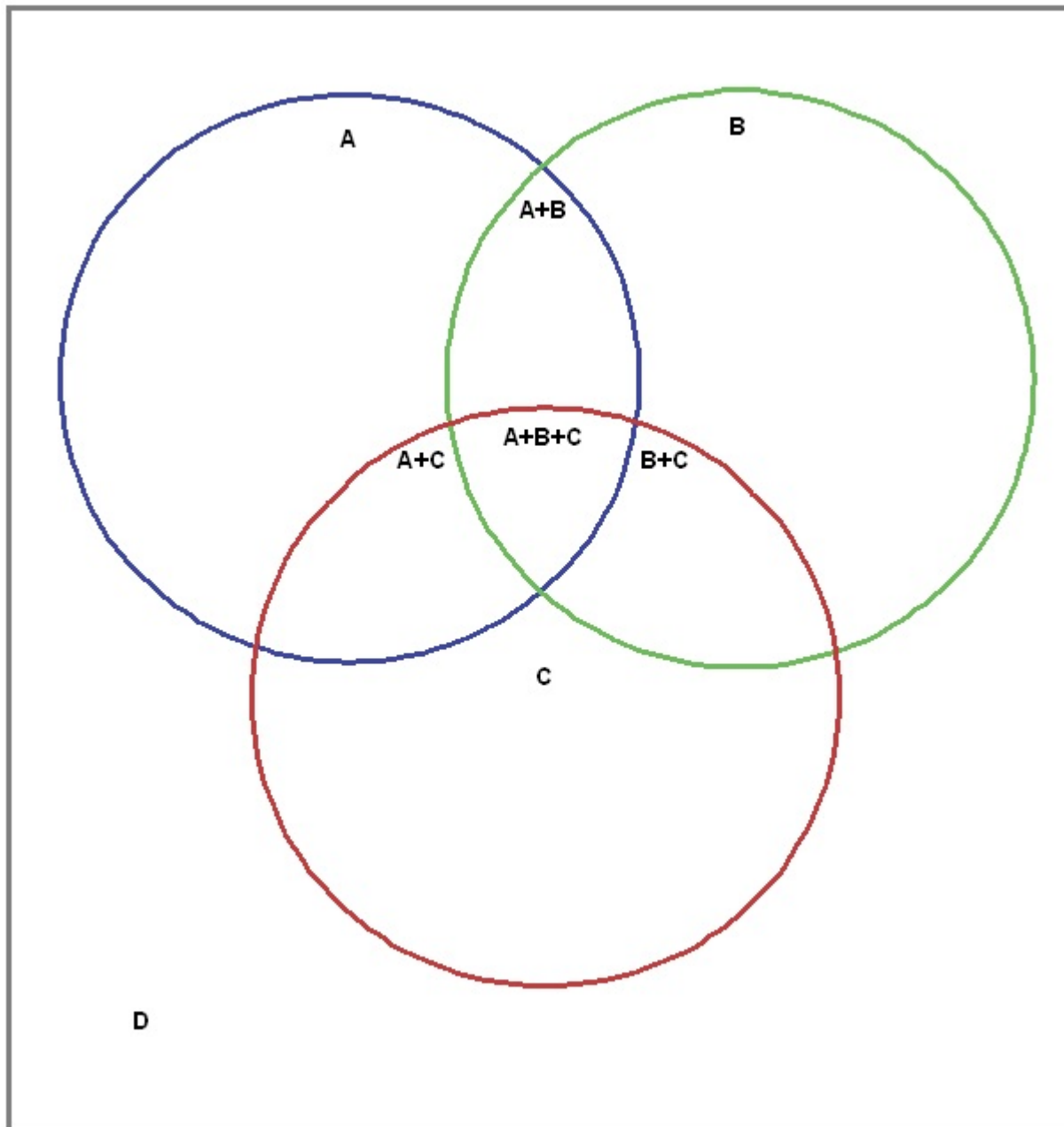
Word Venn. In circle A put only words that contain a hard <g>. In circle B put only words that contain a soft <g>. In circle C put only words that contain a silent final <e>.

catalog
ignorance
license

geography
accept
garbage

gypped
motor
goddess

office
courage
generous



Lesson Thirty-nine
Soft <g> and Deleting Silent Final <e>

1 **Final <e> Deletion Rule.** You delete the final <e> that marks a soft <c> only when you add a suffix that starts with _____, _____, or _____; you delete final <e>'s that mark long vowels when you add a suffix that starts with any _____.

2 Now let's see what changes the final <e> that marks soft <g> will make in the Final <e> Deletion Rule. Here are some words analyzed for you. Write 'yes' or 'no' in the right hand column:

Free Stem	+ Suffix	= New Word	Was a final <e> deleted?
cag e	+ ed	= caged	Yes
discourage	+ ment	= discouragement	
urge	+ ing	= urging	
orange	+ y	= orangy	
challenge	+ s	= challenges	
package	+ ing	= packaging	
manage	+ able	= manageable	
refuge	+ ee	= refugee	
large	+ est	= largest	
urge	+ ency	= urgency	
cage	+ y	= cagy	
marriage	+ able	= marriageable	

3 Analyze each word into its free stem and suffix. Replace any final <e>'s that were deleted. Then write 'yes' or 'no' in the right hand column:

Word	=	Free Stem	+ Suffix	Was a final <e> deleted?
largeness	=	<i>large</i>	+ <i>ness</i>	No
orangy	=		+	
encouragement	=		+	
urged	=		+	
challenger	=		+	
refuges	=		+	
discouraged	=		+	
marriages	=		+	
manager	=		+	

4 You should have found that when the final <e> was deleted, the suffix started with one of three letters: _____, _____, or _____.

Which three letters must always follow a soft <g>? _____, _____, and _____.

5 Be ready to talk about this question: Why do we delete the final <e> that marks a soft <g> only if the suffix starts with <e>, <i>, or <y>?

6 **Final <e> Deletion Rule.** You delete a final <e> that marks a soft <c> or a soft <g> only when you add a suffix that starts with _____, _____, or _____; you delete a final <e> that is only marking a long vowel when you add a suffix that starts with any _____.

Lesson Forty Silent Final <e> and Stress

1 **Final <e> Deletion Rule.** You delete a final <e> that marks a _____ or a _____ only when you add a suffix that starts with _____, _____, or _____; you delete a final <e> that is only marking a long vowel when you add a suffix that starts with any _____.

2 You have seen that one of the things silent final <e> does is to mark a vowel as long in a VCV string at the end of a word. So *rat* has a short <a> sound, [a], but *rate* has a long one, [á]. The silent final <e> in *rate* fills out the VCV string and the first vowel is long: *rate*.

vcv

But sometimes silent final <e> does not mark the vowel in front of it as long. For instance, in the word *engine* the <i> is not long even though the silent final <e> makes a VCV string: *engine*.

vcv

The rule is this: Silent final <e> only marks a vowel long if the vowel has strong stress.

In the word *decide* the strong stress is on the <i>: *decíde*. So in *decide* the silent final <e> marks the <i> as long. But in the word *engine* the strong stress is on the first <e>, and the <i> has weak stress: *éngine*. So in *engine* the silent final <e> does not mark the <i> as long.

3 Mark the strong stress in each of these words. Remember that when a word has two vowel sounds, the strong stress is usually on the first vowel — not always, but usually:

missile	college	office	climate	decide
service	dispute	package	remote	reduce
passage	practice	require	suppose	active
notice	courage	surface	manage	purpose

4 Now sort the words into this matrix:

	Words with strong stress on the last vowel sound:	Words with weak stress on the last vowel sound:
Words in which the final <e> marks a long vowel:		
Words in which the final <e> does not mark a long vowel:		

5 A silent final <e> only marks a long vowel if the final vowel sound in the word has _____ stress.

Lesson Forty-one Deleting Silent Final <e> in Longer Words

1 You have seen that a silent final <e> marks the vowel in front of it as long only if that vowel has strong stress. So the final <e> in a word like *engine* does not mark the <i> in front of it as long. But this is no problem for learning to delete silent final <e>:

A silent final <e> that does not mark a long vowel because the vowel has weak stress is deleted exactly like a silent final <e> that does mark a long vowel.

Analyze each word into its free stem and suffix. Replace any final <e>'s that have been deleted. Write 'Yes' or 'No' in the right hand column:

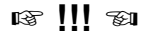
Word	=	Free Stem	+ Suffix	Was final <e> deleted?
climatic	=	<i>climaté</i>	+ <i>ic</i>	Yes
required	=		+	
practicing	=		+	
cultured	=		+	
serviced	=		+	
surfacing	=		+	

2 Here are some to do the other way around. Combine the free stems and suffixes. Watch out for free stems that end with soft <c> or soft <g>.

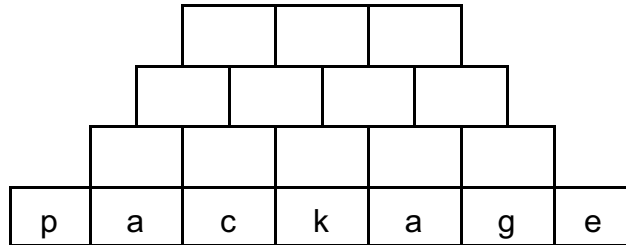
Free Stem	+ Suffix	=	New Word	Was a final <e> deleted?
remoté	+ est	=	<i>remotest</i>	Yes
manage	+ er	=		
active	+ ist	=		
office	+ er	=		
manage	+ able	=		
active	+ ly	=		
courage	+ ous	=		
orange	+ y	=		
culture	+ al	=		
examine	+ er	=		
passage	+ s	=		
agriculture	+ al	=		
package	+ ed	=		
practice	+ es	=		
notice	+ able	=		
service	+ ing	=		
encourage	+ ing	=		
notice	+ ed	=		
license	+ es	=		

3 Now we can make our Silent Final <e> Deletion Rule more simple and strong:

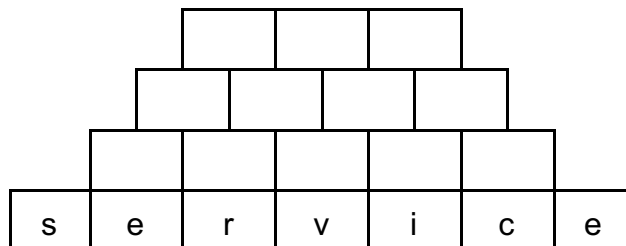
Silent Final <e> Deletion Rule. You delete a silent final <e> that marks a _____
 ____ or a _____ when you add a suffix that starts with ____, ____, or ____;
 you delete any other silent final <e> whenever you add a suffix that starts with
 _____.



Word Pyramids. Every word in this flat-topped Pyramid must contain a soft <c> or a soft <g>:



Every word in this Pyramid must contain a soft <c>:



Lesson Forty-two
Test Five

Words	Analysis
1.	[j] = _____ Free stem + suffix = _____
2.	[s] = _____ Free stem + suffix = _____
3.	[əʀ] = _____ Free stem + suffix = _____
4.	[k] = _____ Free stem + suffix = _____
5.	[k] = _____ Free stem + suffix = _____
6.	[g] = _____, [s] = _____
7.	[j] = _____, [s] = _____, [əʀ] = _____
8.	[n] = _____, [j] = _____
9.	[g] = _____, [k] = _____
10.	[l] = _____, [j] = _____, [s] = _____

Answers to Test Five

Words	Analysis
1. <i>colleges</i>	[j] = <g> Free stem + suffix = <u>college + s</u>
2. <i>noticed</i>	[s] = <c> Free stem + suffix = <u>noticé + ed</u>
3. <i>challenger</i>	[ə] = <er> Free stem + suffix = <u>challengé + er</u>
4. <i>activist</i>	[k] = <c> Free stem + suffix = <u>activé + ist</u>
5. <i>packaging</i>	[k] = <ck> Free stem + suffix = <u>packagé + ing</u>
6. <i>ignorance</i>	[g] = <g>, [s] = <c>
7. <i>legislator</i>	[j] = <g>, [s] = <s>, [ə] = <or>
8. <i>manageable</i>	[n] = <n>, [j] = <g>
9. <i>agriculture</i>	[g] = <g>, [k] = <c>
10. <i>intelligence</i>	[l] = <ll>, [j] = <g>, [s] = <c>

Lesson Forty-three Bound Bases and Bound Stems

1 You know that a base that can stand free as a word is called a **free base**. If we remove the prefix *re-* from the word *recharge*, we are left with *charge*, which is a free base.

You also know that a stem that can stand free as a word is called a **free stem**. If we remove the prefix *re-* from the word *recharged*, we are left with *charged*, which is a free stem. *Charged* is a free stem that contains the free base *charge* plus the suffix *-ed*.

A base that cannot stand free as a word is called a **bound base**. A bound base has to have a prefix or a suffix or another base added to it to make it into a word. If we remove the prefix *re-* from the word *reject*, we are left with *ject*, which is a bound base because it cannot stand free as a word. You can reject something, but you can't just 'ject' it.

A stem that cannot stand free as a word is called a **bound stem**. If we remove the prefix *re-* from the word *rejection*, we are left with *jection*, which is a bound stem that contains the bound base *ject* and the suffix *-ion*.

- 2 A base that can stand free as a word is called a _____.
A base that cannot stand free as a word is called a _____.
A stem that is also a word is called a _____.
A stem that is not a word is called a _____.

3 In the word *respect* the prefix is *re-*. What is the base? _____. Is this a bound base or a free base? _____. Underline this base in the following words:

prospect spectator inspector spectacles

4 In the word *introduce* the prefix is *intro-*. What is the base? _____.
Is the base bound or free? _____. Underline this base in the following words:

introduce produce deduce reduce induce

5 In the word *interception* , *-ion* is a suffix. If you take that suffix away, what stem do you have left? _____ . Is it a bound or a free stem? _____ .

Now if you take the prefix *inter-* away from *intercept* , what is the base that is left? _____ . Is this base bound or free? _____ .

Underline this base in the following words.

deceptive percepts accepted excepting reception concepts

6 In the word *promote* the prefix is *pro-*. What is the base? _____ .

Underline this base in the following words. In some of the words the base ends with the letter <e>. In some the <e> has been deleted. We won't worry for now about the <e> deletion: Just underline as much of the base as you can see in the word:

remote motor promote demote motion

7 Each of the following words contains a prefix, a bound base, and a suffix. Analyze each word into its prefix, bound base, and suffix. This time, show any final <e> deletions:

Word	=	Prefix	+	Bound Base	+	Suffix
prospecting	=		+		+	
producer	=		+		+	
deception	=		+		+	
acceptable	=		+		+	
remotest	=		+		+	
inspected	=		+		+	
introducing	=		+		+	
conception	=		+		+	
promotion	=		+		+	
exception	=		+		+	
reduces	=		+		+	

Word	=	Prefix	+	Bound Base	+	Suffix
intercepted	=		+		+	
demoted	=		+		+	
receptive	=		+		+	



Word Builder. In Word Builder you are given some elements—in this case, prefixes, bound bases, and suffixes. Your job is to combine them to form words. In the tables we will give you formulas that will show you what kind of elements each word is to contain and how many letters each word will have. Some of the words you build will involve final <e> deletion, which you do not have to show in this activity; just write out the word. Here are the elements you have with which to work. You can use each element more than once:

Prefixes: *in-*, *re-*

Bound Bases: *cept*, *duce*, *spect*, *mote*

Suffixes: *-ed*, *-ion*

Here is an example of a table filled out. Notice that because of final <e> deletion *duce* appears in the table as *duc*:

Prefix		Bound Base			Suffix	
<i>r</i>	<i>e</i>	<i>d</i>	<i>u</i>	<i>c</i>	<i>e</i>	<i>d</i>
<i>reduced</i>						

Now try these:

Prefix		Bound Base			Suffix	

Prefix		Bound Base			Suffix	

Prefix		Bound Base			

Bound Base			Suffix		

Lesson Forty-four More About Bound Stems

1 In many words, when you take away the prefix, you have a bound stem left. Knowing that can make it easier to recognize prefixes like *dis-* and *re-*.

2 For instance, all of the following words contain either *re-* or *dis-*, plus a bound stem that consists of just a bound base and nothing else. Analyze each one into its prefix and bound stem:

Word	=	Prefix	+	Bound Stem
require	=	<i>re</i>	+	<i>quire</i>
accept	=		+	
promote	=		+	
disgust	=		+	
recess	=		+	
dispute	=		+	

3 Many words contain a prefix plus a bound stem that includes more than the base. Take the prefix away from each of the following words and see the bound stem that is left over:

Word	=	Prefix	+	Bound Stem
deducing	=	<i>de</i>	+	<i>ducing</i>
inspector	=		+	
perceptive	=		+	
demoted	=		+	
induced	=		+	
prospector	=		+	
disputing	=		+	
promotes	=		+	

Word	=	Prefix	+	Bound Stem
requires	=		+	
receptor	=		+	

4 True or false:

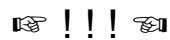
1. A stem is the part of the word that is left when you take away a prefix or suffix.

2. A free stem can stand free as a word. _____

3. A bound stem cannot stand free as a word. _____

4. Some stems contain a base plus one or more prefixes or suffixes. _____

5. Some stems contain only a base. _____



Watch the Middles!

introduce	
PREFIX	BASE
intro	
	duce

produce	
PREFIX	BASE
pro	
	duce

prospector		
PREFIX	BASE	SUFFIX
pro		
	spect	
		or

inspecting		
PREFIX	BASE	SUFFIX
in		
	spect	
		ing

Lesson Forty-five Twinning in Longer Words

1 **Twinning Rule:** Except for the letter <x>, you twin the final _____ of a word that has one vowel sound and ends _____ when you add a suffix that starts with a _____.

That Twinning Rule is a very good one — but it only works for words that have just one vowel sound. We have to add to it to make it work for twinning in longer words.

2 Some of the following words have one vowel sound; some have two. Remember that we are not talking about letters here; we are talking about sounds. Many times you will see two or three vowel letters but hear only one vowel sound. For instance, the word *mailed* has three vowel letters in it, <a>, <i>, and <e> — but it has only one vowel sound, [ā]: [maɪld].

twig	nerve	conceal	perched
forbid	practice	youth	assist
retain	retreat	gleam	sued
park	bunch	major	submit

Sort the words into the two groups:

Words with . . .	
one vowel sound	two vowel sounds

3 Each of the words below consists of a free stem plus a suffix. Sometimes when the suffix was added, the final consonant of the stem was twinned; sometimes it was not. Your first job is to analyze each word into its free stem and suffix, showing any twinning that has taken place:

Word	=	Free Stem	+ Suffix
forbidding	=	<i>forbid + d</i>	+ <i>ing</i>
assisted	=		+
committed	=		+
revolting	=		+
concealed	=		+
submitting	=		+
disgusted	=		+
retainer	=		+
regretting	=		+
retreated	=		+
referring	=		+
unsnapped	=		+

4 Now sort the free stems that you found in your analysis into these two groups:

Free stems in which twinning . . .

occurred	did not occur



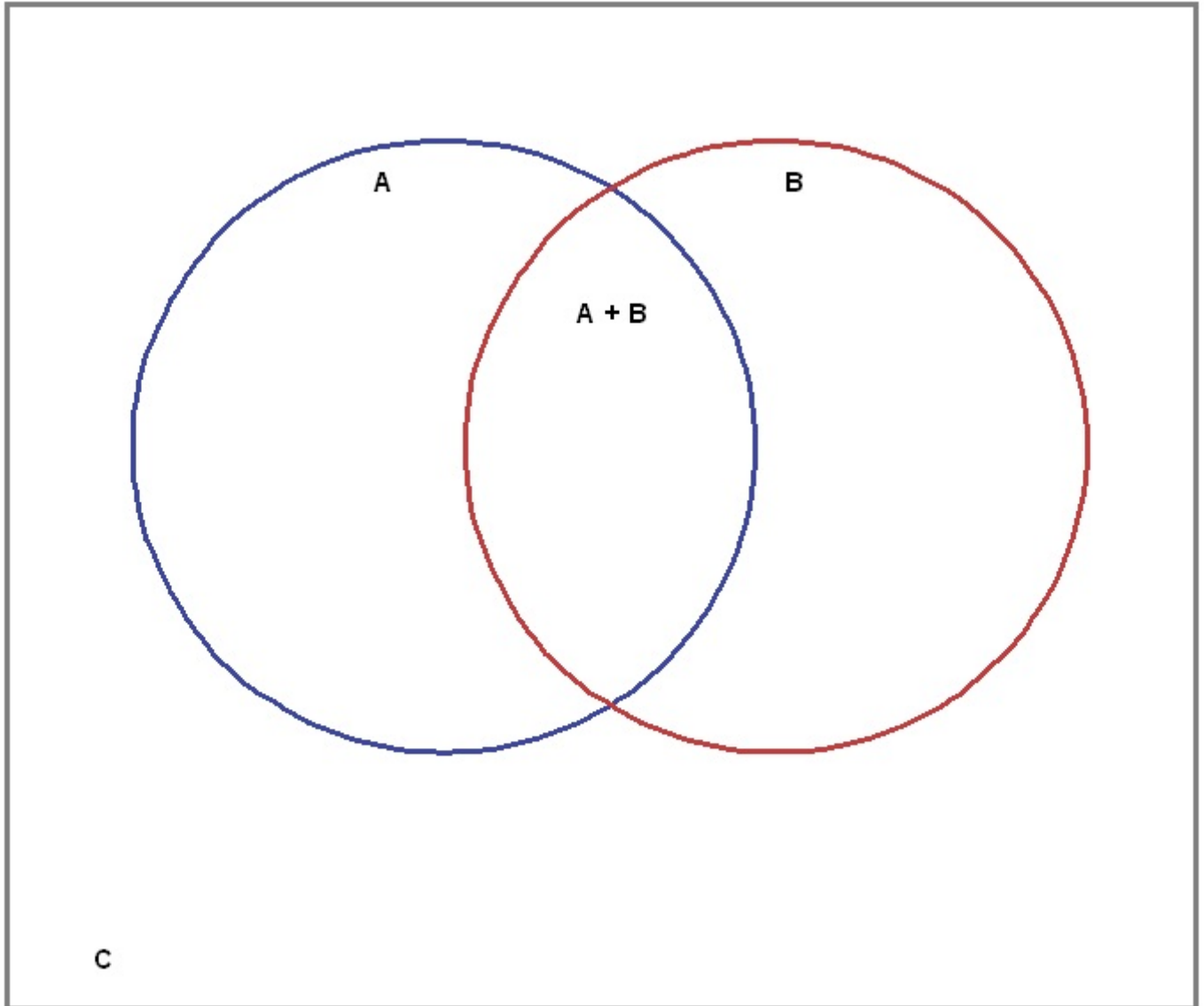
Word Venn. Into Circle A put only words that end CVC#. Into Circle B put only words that contain two vowel sounds:

assist
bunch
conceal
forbid

gleam
gyp
major
nerve

park
practice
rag
retain

retreat
submit
twig
youth



Lesson Forty-six
More About Twinning in Longer Words

1 Here are the two sets of free stems that you found in the last lesson. Mark the last three letters of each stem, 'v' for vowels, 'c' for consonants, as we have done with *forbid*:

Free stems in which . . .			
twinning occurred:		twinning did not occur:	
forbid cvc	regret	assist	disgust
commit	refer	revolt	retain
submit	untap	conceal	retreat

Sort the twelve stems into this matrix:

Free stems that . . .		
	end in CVC	do not end in CVC
Stems in which twinning occurred		
Stems in which twinning did not occur		

2 How many vowel sounds were there in each of the twelve stems? _____. Did the stems in which twinning occurred end in CVC? _____

3 You twin the final consonant of a free stem that has two vowel sounds only when the free stem ends _____.

4 Each of the words below contains a free stem and a suffix. Sometimes the final consonant of the stem was twinned when the suffix was added; sometimes it was not. Each of the free stems contains two vowel sounds. Analyze each word into its free stem and suffix, showing any twinning that has taken place:

Word	=	Free Stem	+ Suffix
submitter	=		+
equipment	=		+
forbids	=		+
equipped	=		+
zigzagged	=		+
commits	=		+

5 Sort the six words into these two groups. Notice that we are working here with the whole original word from the left column, not just with the free stems:

Words in which . . .	
twinning occurred	twinning did not occur

6 In the words in which twinning occurred, did the suffix start with a vowel or did it start with a consonant? _____

7 You twin the final consonant of a word with two vowel sounds when the word ends _____ and you add a suffix that starts with a _____.

Lesson Forty-seven Strong Stress and the Twinning Rule

1 You twin the final consonant of a word with two vowel sounds only when you add a suffix that starts with a _____ and the word ends _____.

2 Analyze each of the following words into its free stem and suffix. Sometimes when the suffix was added, the final consonant of the free stem was twinned; sometimes it was not. Show any twinning that did occur:

Word	=	Free Stem	+	Suffix
murderer	=	<i>murder</i>	+	<i>er</i>
forbidden	=		+	
centered	=		+	
committed	=		+	
softener	=		+	
regretted	=		+	

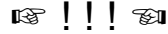
3 Now sort the stems into these two groups. Notice here that we are not listing the whole original word, just its free stem:

Free stems in which . . .	
twinning did occur	twinning did not occur

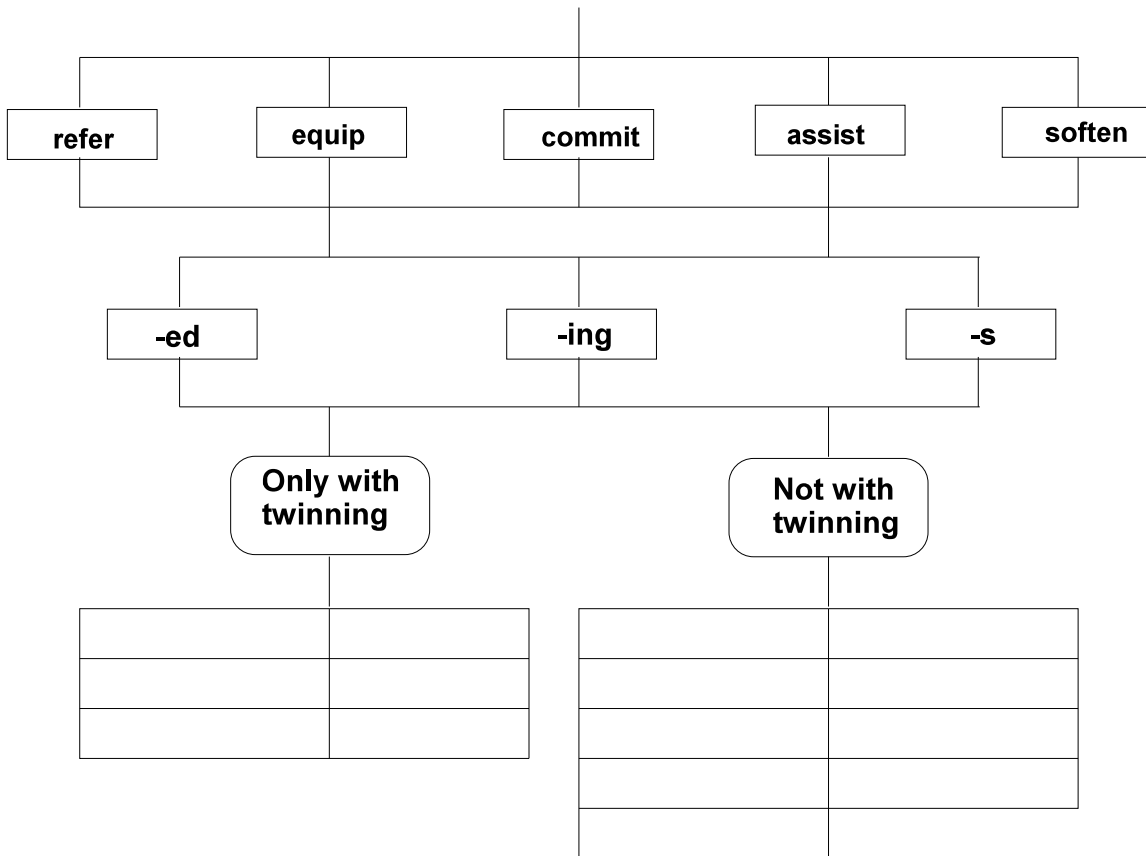
4 Now in the list above mark the strong stress in each of the six stems. For instance, you would mark *forbid* this way: *forbíd*.

5 Fill in the blanks with either *first* or *last*: The stems in which twinning occurred have strong stress on the _____ vowel sound. The stems in which twinning did not occur have strong stress on the _____ vowel sound.

6 You twin the final consonant of a word that has two vowel sounds whenever you add a suffix that starts with a _____ and the word ends _____ and has strong stress on the _____ vowel.



Word Flow. In this Flow you can only go through a box with rounded corners if the word you are making follows the rule stated in that box:



Lesson Forty-eight
Test Six

Words	Fill in the blanks
1.	Prefix + Bound Stem + Suffix = _____
2.	Prefix + Bound Stem + Suffix = _____
3.	Free Stem + Suffix = _____
4.	Prefix + Bound Stem + Suffix = _____
5.	Free Stem + Suffix = _____ _____
6.	Prefix + Bound Stem + Suffix = _____
7.	Prefix + Bound Stem + Suffix = _____
8.	Free Stem + Suffix = _____
9.	Free Stem + Suffix = _____
10.	Free Stem + Suffix = _____

Answers to Test Six

Words	Fill in the blanks
1. <i>disgusted</i>	Prefix + Bound Stem + Suffix = <u>dis + gust + ed</u>
2. <i>refers</i>	Prefix + Bound Stem + Suffix = <u>re + fer + s</u>
3. <i>forbidden</i>	Free Stem + Suffix = <u>forbid + d + en</u>
4. <i>interception</i>	Prefix + Bound Stem + Suffix = <u>inter + cept + ion</u>
5. <i>assisting</i>	Free Stem + Suffix = <u>assist + ing</u>
6. <i>introduces</i>	Prefix + Bound Stem + Suffix = <u>intro + duce + s</u>
7. <i>submitted</i>	Prefix + Bound Stem + Suffix = <u>sub + mit + t + ed</u>
8. <i>softener</i>	Free Stem + Suffix = <u>soften + er</u>
9. <i>committed</i>	Free Stem + Suffix = <u>commit + t + ed</u>
10. <i>equipping</i>	Free Stem + Suffix = <u>equip + p + ing</u>