

Book Four

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Lesson One

A Final Point About Twinning in Longer Words

1 You twin the final consonant of a free stem that has two vowel sounds only when four conditions are met:

- i. The stem ends with a single consonant letter that is not the letter _____.
- ii. The stem ends with the pattern _____
- iii. The suffix starts with a _____
- iv. The stem has strong stress on the _____ vowel sound.

The strong stress must be on the final vowel of the stem before you add the suffix, and it must stay on that vowel when the suffix is added. If the stress is not on the final vowel of the stem both before and after the suffix is added, we do not twin the final consonant.

Sometimes the stress is where it should be after the suffix has been added, but it was not there before the suffix was added. For instance, *symbolic* has stress on the <o>. But in the stem *symbol* the stress is on the <y>. So the final <l> is not twinned in *symbolic*.

Sometimes the stress is where it should be at first, but when the suffix is added, the stress moves. For instance, *prefer* has stress on the final vowel, but if we add the suffix *-ence*, we make the word *preference*, which has stress on the first vowel. So the final <r> is not twinned in *preference*.

Notice, though, that if we add a suffix like *-ed* to the stem *prefer*, we make *preferred*, in which the stress stays on the final vowel of the stem, so the final <r> is twinned.

2 In the table below when you are given a word, analyze it into its free stem plus suffix. Show any twinning that takes place. When you are given the analysis, write the word in the Word column.

Word	Analysis: Free Stem + Suffix
preference	
attaching	
permitted	

Word	Analysis: Free Stem + Suffix
	labor + ious
murmuring	
forbidden	
	refer + ee
avoided	
	equip + ment
preferring	
poisonous	
whispering	
regretted	
	angel + ic
enjoyed	
relaxing	
	outtalk + ed
forgotten	
dreaded	
	allow + ance

3 In fifteen of the words above, twinning did not take place when the suffix was added to the stem. In each case it was because one of the four conditions was not met. Write the fifteen words into the Word column in the table below. Then put a check in the column that gives the reason twinning did not take place in that word:

Word	The stem ends with the wrong letter	The stem doesn't end CVC	The stress is in the wrong place	The suffix starts with the wrong letter
<i>preference</i>			✓	

Lesson Two

Review of Long and Short Vowel Patterns

1 In each of the following words one of the vowels is marked 'v'. You are to mark the two letters after that vowel either 'v' or 'c'. If you get to the end of the word before you have marked two more letters, use the tic-tac-toe sign to mark the end of the word. Any cases of VV# should be marked Ve#, as we have done with *agree*. In words that end VC#, mark the letter in front of the 'v' either 'v' or 'c':

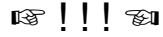
agree ve#	subdue v	extreme v	forgot v	stubborn v
chapter v	broken v	hug v	equip v	canoe v
dispute v	race v	combat v	whisper v	aspirin v
student v	vacation v	tiptoe v	permit v	symptom v

2 Now sort the words into this matrix. This matrix has eight squares rather than the regular four, but don't let that bother you. It works just like the smaller ones:

Words with . . .

	VCC:	CVC#:	VCV:	Ve#:
Words with short first vowels in the pattern:	<i>chapter</i>	<i>hug</i>		
Words with long first vowels in the pattern:			<i>dispute</i>	<i>agree</i>

3 In the patterns _____ and _____ the vowel will usually be short, and in the patterns _____ and _____ the first vowel will usually be long.



Word Squares. Fit these ten words into the Squares. To help you, we have marked the VCV, VCC, VC#, and Ve# strings in each of the ten words:

agree dispute correct success submit
assistant evening striking continue die

			v	c	c					
								v	c	c
						v				
	v	e		v	c	e				
	c			c						
				c			v	c	v	
								v	c	v
								e		

Lesson Three The Suffix *-ist*

1 Earlier you saw that one suffix *-er* changes verbs into nouns with the meaning "one that does" or "one who does":

teach + er = teacher ("one who teaches")

verb noun

burn + er = burner ("one that burns")

verb noun

The suffix *-ist* changes nouns, verbs, and adjectives into nouns, with the meaning "one who works with, is connected with, or believes in" the thing referred to in the stem:

harp + ist = harpist ("one who plays a harp")

noun noun

reform + ist = reformist ("one who believes that things should be reformed")

verb noun

pure + ist = purist ("one who believes that things should be pure")

adjective noun

2 Analyze each of the following nouns into its free stem and suffix:

Noun	=	Free Stem	+	Suffix
harpist	=	<i>harp</i>	+	<i>ist</i>
artist	=		+	
orchardist	=		+	
tourist	=		+	
humorist	=		+	
projectionist	=		+	
arsonist	=		+	
cartoonist	=		+	
conformist	=		+	
environmentalist	=		+	

3 Add each of the stems and suffixes below to make nouns:

Stem	+	Suffix	=	Noun
harp	+	ist	=	<i>harpist</i>
real	+	ist	=	
vacation	+	ist	=	
final	+	ist	=	
illusion	+	ist	=	
journal	+	ist	=	
motor	+	ist	=	
race	+	ist	=	
special	+	ist	=	
vocal	+	ist	=	

4 The suffix *-ist* adds the meaning _____

5 Analyze each of the following nouns into its free stem and suffix. Show any changes:

Noun	=	Free Stem	+	Suffix
druggist	=	<i>drug + g +</i>	+	<i>ist</i>
bicyclist	=		+	
extremist	=		+	
typist	=		+	
environmentalist	=		+	
projectionist	=		+	
specialist	=		+	
receptionist	=		+	

Lesson Four The Suffixes *-ist* and *-est*

1 The suffix *-ist* is often used to make nouns by adding it to stems ending with the suffixes *-al* or *-ic*. Analyze each of the following words into its stem and two suffixes. Suffix #1 will always be either *-al* or *-ic*. All of the words go together by simple addition:

Word	=	Stem	+	Suffix #1	+	Suffix #2
capitalist	=	<i>capit</i>	+	<i>al</i>	+	<i>ist</i>
classicist	=		+		+	
vocalist	=		+		+	
socialist	=		+		+	
physicist	=		+		+	
journalist	=		+		+	
publicist	=		+		+	
environmentalist	=		+		+	
nationalist	=		+		+	
realist	=		+		+	

2 The suffixes *-ist*, *-ic*, and *-al* combine in many different ways. Combine the stems and suffixes you are given below to make new words:

Stem	+	Suffixes	=	Word
capit	+	al + ist + ic + al + ly	=	<i>capitalistically</i>
journ	+	al + ist + ic + al + ly	=	
character	+	ist + ic + al + ly	=	
agriculture	+	al + ist	=	
colony	+	al + ist	=	
fate	+	al + ist + ic + al + ly	=	
nature	+	al + ist	=	
re	+	al + ist + ic	=	

Stem	+ Suffixes	=	Word
nation	+ al + ist + ic + al + ly	=	
mechan	+ ic + al	=	
muse	+ ic + al + ly	=	

3 The suffix *-ist* can make nouns with the meaning "one who works with or is connected with." The suffix *-est* adds the meaning "most" to short adjectives and adverbs – as in *calmest*, which means "most calm."

Since both suffixes sound like [ist] or [əst], they can be easily confused when you are trying to spell them. You have to remember not just how they sound, but also what they mean.

REMEMBER

Words that end with the suffix *-ist* always contain the meaning "one who works with or is connected with."

Words that end with the suffix *-est* always contain the meaning "most."

5 Below you are given some definitions. Your job is to spell the words that are being defined. Watch especially for *-ist* and *-est*:

Definition	Word
A person who writes novels	<i>novelist</i>
Most stubborn	
One who is on a tour	
Most real	
One who is on vacation	
One who sells drugs	
Most cloudy	

Definition	Word
Most nice	
One who believes in realism	
One who raises an orchard	
Most pure	
One who believes that things should be pure	
One who rides a bicycle	
Most mean	
One who plays the violin	

Lesson Five The Suffix *-ize*

1 The suffix *-ize* turns stems into verbs. The suffix *-ize* is related to *-ist* in a special way:

Noun or Adjective	Noun	Verb
capital	capitalist	capitalize
vocal	vocalist	vocalize
ideal	idealist	idealize

Many stems that add *-ist* to make a noun also add *-ize* to make a verb.

2 Analyze each of the following words into its shortest free stem plus suffix or suffixes. Show any changes.

Word	=	Free Stem	+	Suffix or Suffixes
rationalized	=	<i>ration</i>	+	<i>al + ize + ed</i>
rationalists	=		+	
vaporizer	=		+	
criticizing	=		+	
capitalists	=		+	
capitalize	=		+	
naturalized	=		+	
naturalists	=		+	
itemizing	=		+	
realizing	=		+	
realist	=		+	
characterizes	=		+	
civilized	=		+	
victimize	=		+	
formalized	=		+	
specialize	=		+	

3 **Proofreading Quiz.** The nine words in bold type in the following two paragraphs are misspelled. Find the mistakes and write in the correct spelling of each one:

a. The words *gyp*, *gypsy*, and *Egypt* are all related to one another **historicaly**. The word *Egypt* came first. It is a very old word that goes back to ancient Egyptian times. Then, five hunderd years ago when a lot of dark-**skined** people moved into Europe from Asia, many thought them to be from **Egyp**, so they were called *gypsies*. Then because many thought that gypsies often cheated people, their name was shortened to stand for a certain kind of cheat: a gyp. Many people thought that gypsies **gyped** people.

b. The Greeks believed that there were nine goddesses who were in charge of the arts. These nine **artistick godesses** were called muses. If you add the suffix *-ic* to the word *muse*, you get *music* : *muse* + *ic* = *music*. Music is the art of the muses. The same base *muse* is also in the word *museum* : *muse* + *eum* = *museum*. A museum was a place for the muses. So when you attend a **musicall** concert or look at an exhibit in an art museum, you can thank the nine **Greke** muses.

Lesson Six The Diphthong [ou]

1 A **diphthong** runs together two vowel sounds. In the diphthong [ou] the two sounds are [o] and [u]. When we run the two together, we say something that sounds like "ow," as in *cow* and *cloud* and *crown*. The word *diphthong* is pronounced [díf-thon]. It combines two Greek elements: *di-*, which means "two," and *phthong*, which means "sound."

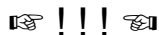
2 In the words below underline the letters that spell the diphthong [ou]:

account	ground	round	thousand
powerful	amount	cloudy	vowel
mouth	downtown	crowded	mountain
flower	however	doubt	allowance

3 Now sort these sixteen words into these two groups:

Words in which [ou] is spelled . . .

<ou>		<ow>	



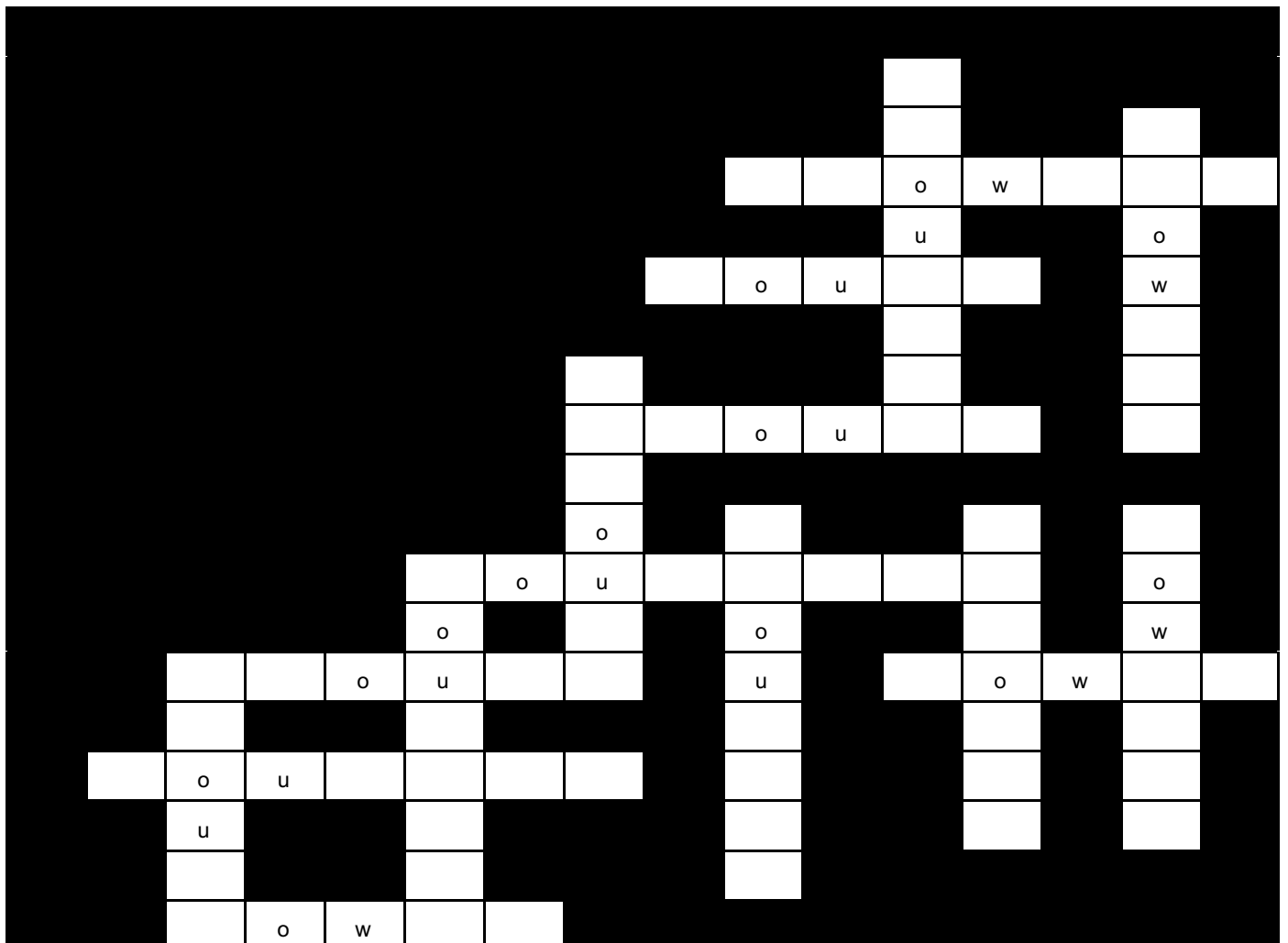
Word Squamble. A Squamble combines a Word Squares with a Word Scramble. Unscramble the sixteen scrambled words below. Then fit them into the rows and columns of the Squares. The number of the scrambled word is the same as the number of the row or column it fits into in the Squares. As you unscramble each word, fit it into the Squares, and that will give you clues about how to unscramble other words. Two other clues: All of the words contain the sound [ou], and in the Squares we have written in the letters that spell the [ou] sound.

Columns: ▾

- 1. redugond = _____
- 2. dworced = _____
- 5. cutcoan = _____
- 7. shadnuto = _____
- 8. walldoe = _____
- 9. herevow = _____
- 10. outinman = _____
- 11. dranou = _____

Rows: ▶

- 3. rewolf = _____
- 4. rudon = _____
- 6. coylud = _____
- 10. humotluf = _____
- 11. manout = _____
- 12. prewo = _____
- 13. dobudet = _____
- 14. swond = _____



Lesson Seven The Diphthong [oi]

1 You can hear the diphthong [oi] in *spoil* and *joy*. It sounds like a short <o> run together with a short <i>. The sound [oi] is spelled either <oi> or <oy>. Underline the letters that spell [oi] in each of the following words:

enjoy	moisten	toilet	soiled
joys	pointed	royal	loyalty
oil	boil	voyage	poison
toying	coin	voice	destroy

2 Sort the sixteen words into these two groups:

Words in which [oi] is spelled . . .

<oi>		<oy>	

3 Here are some words that contain the diphthong [oi]. They have been analyzed into their elements. Look at each carefully and notice whether the [oi] sound is at the front, in the middle, or at the end of its element:

en+joy+ment	join+ing	toil+et	ap+point+ment
joy+ful+ly	points+s	roy+al	de+stroy+er
boil	oil+y	voy+age	spoil+ed
boy+'s	coin	point+less	a+void
un+soil+ed	voice+less+ly	loy+al+ty	poison

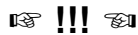
4 Now sort the twenty words into the matrix, as we have done with *enjoyment*:

Words with [oi] . . .

	at the end of the element	not at the end of the element
Words with [oi] spelled <oy>	<i>enjoyment</i>	
Words with [oi] spelled <oi>		

5 How Do You Spell [oi]? When the sound [oi] comes at the very end of an element,

it is spelled _____; everywhere else it is spelled _____.

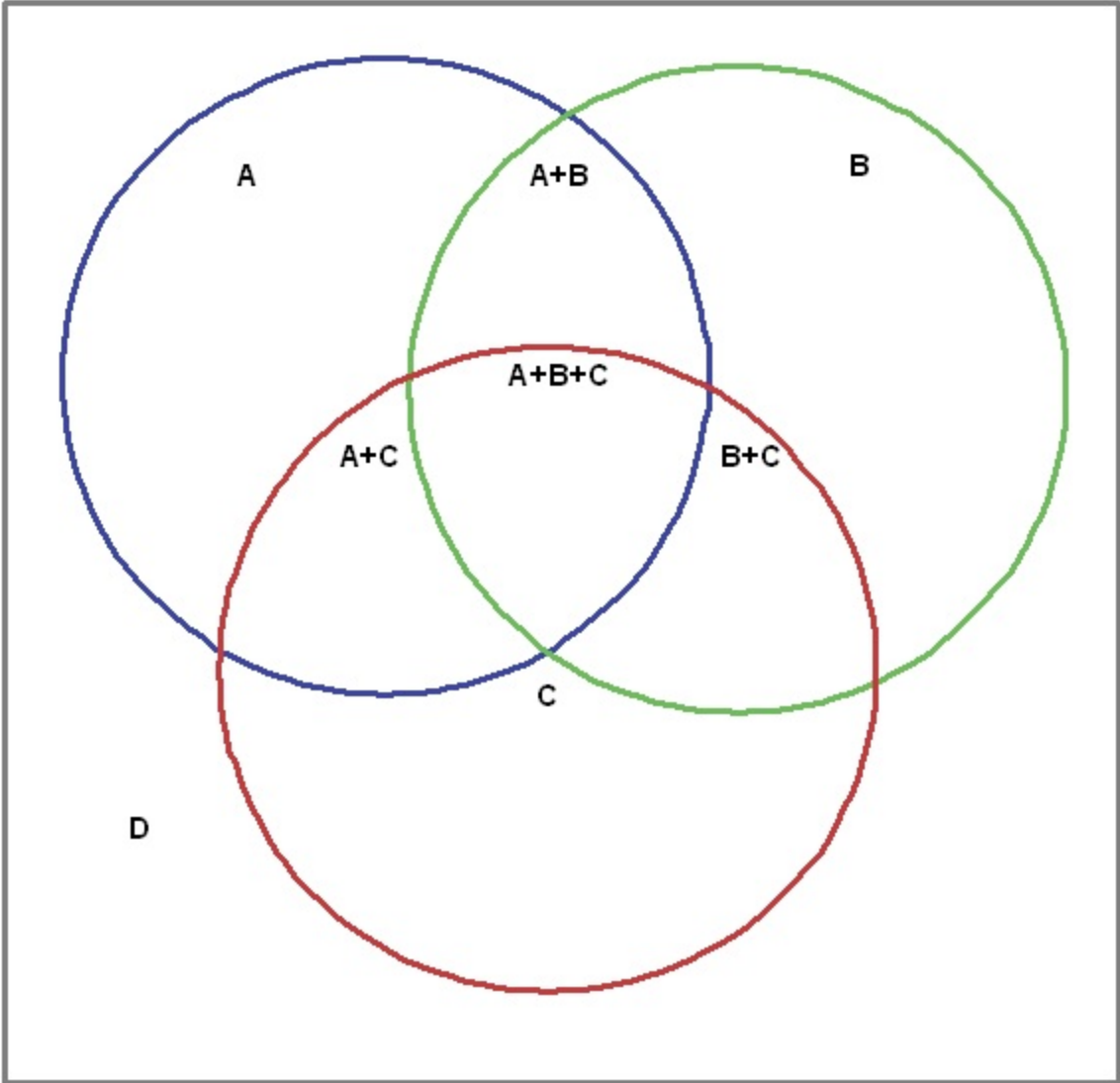


Word Venn. In circle A put only words that contain the sound [ou]. In circle B put only words that contain the sound [oi]. In circle C put only words that contain the sound [z]:

amounts
outpointed
appointments
cowboys
vowels

voices
allowance
specialize
bicyclist
purest

toilets
houseboy
coins
journals
thousands



**Lesson Eight
Test One**

Words	Analysis
1.	[oʊ] = _____, [z] = _____
2.	[oi] = _____, [s] = _____
3.	[u] = _____, [g] = _____ Free stem + suffix = _____
4.	[oi] = _____, [l] = _____
5.	[s] = _____ Free stem + suffix = _____
6.	[ou] = _____, [ə] = _____ [z] = _____
7.	[i] = _____, Free stem + suffix = _____
8.	[ur] = _____, Free stem + suffix = _____
9.	Free stem + suffix = _____
10.	Free stem + suffix #1 + suffix #2 = _____

Answers to Test One

Words	Analysis
1. <i>vowels</i>	[oʊ] = <u><ow></u> , [z] = <u><s></u>
2. <i>voiced</i>	[oi] = <u><oi></u> , [s] = <u><c></u>
3. <i>druggist</i>	[u] = <u><u></u> , [g] = <u><gg></u> Free stem + suffix = <u>drug + g + ist</u>
4. <i>toilet</i>	[oi] = <u><oi></u> , [l] = <u><l></u>
5. <i>purest</i>	[s] = <u><s></u> Free stem + suffix = <u>puré + est</u>
6. <i>thousands</i>	[ou] = <u><ou></u> , [ə] = <u><a></u> [z] = <u><s></u>
7. <i>bicyclist</i>	[i] = <u><i></u> , Free stem + suffix = <u>bicyclé + ist</u>
8. <i>journalist</i>	[ur] = <u><our></u> Free stem + suffix = <u>journal + ist</u>
9. <i>purist</i>	Free stem + suffix = <u>puré + ist</u>
10. <i>specialized</i>	Free stem + suffix #1 + suffix #2 = <u>special + izé + ed</u>

Lesson Nine
Review of [ə] and [u]

1 In the following words, underline the letters that spell schwa, [ə]. Double underline the letters that spell short <u>, [u]. Then sort the sixteen words into the matrix:

adjust summon produce toughen
 loyalty joyfully account royal
 poison thousand spoiled allowed
 downtown tongue mountain clubhouse

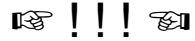
2 Sort the words into this matrix:

Words with . . .

	[ə]:	no [ə]:
Words with [u]:		
Words with no [u]:		

2 Three ways to spell [u] are _____, _____, and _____.

3 List all the different ways you found in the sixteen words to spell schwa: _____



Word Squambles. This Squambles is made up of words that contain the sound [oi]. We've given you a bit of a start. Unscramble the easy words first and enter them into the squares. That will give you some clues to help you with the harder ones. As you enter each word into the squares, check it off the list:

Rows		Columns	
3. yilo✓	<i>oily</i>	1. yoingt	
4. nico		2. slycoilvесе	
7. noyjeed		5. eeiolnnpsssst	
9. stinjo		6. plingios	
10. aloly		7. entoymenj	
11. fuylyjol		8. toysalir	
12. hecoic		11. noijnig	
13. noislig		14. ovoid	
14. paintmopent		15. silo	
15. loci			
17. noisdule			
18. reredtoys			

Lesson Ten Review of Vowel Sounds

1 Sort these thirty-two words into the eight groups below. Remember that [ur] has strong stress, and [ər] does not. Remember, too, that if a word has just one vowel sound, that vowel has a strong stress.

love	produce	voice	druggist
wood	woolen	musically	include
early	canoe	journalist	argue
humorist	lose	poison	worse
statue	thousand	choose	mountain
voyager	former	labor	should
allowed	continue	serve	worship
occurred	reserve	prove	tourist

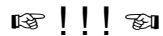
Words that contain . . .			
[ur]:		[ər]:	

Words that contain . . .			
[ū]		[yū]	[ù]

Words that contain . . .		
[u]:	[oi]:	[ou]:

2 Fill in the blanks:

Name of the sound:	Written symbol of the sound:	Word that contains the sound:
		just
	[ù]	
Long oo		
		cute
	[ə]	



Watch the Middles!

journalist		
journ		
	al	
		ist

allowed		
al		
	low	
		ed

Lesson Eleven The Prefix *Ad-*

1 Many of our words come from Latin, the language spoken by the ancient Romans. Many of these old Latin words contain a prefix that was at first spelled <ad> and meant “to, toward.”

In some words the [d] in the prefix *ad-* has changed to a different sound, and the <d> has been replaced by a different letter.

We can divide *adventure* into its prefix and stem like this: *ad* + *venture*.

And we could divide *appoint* into its prefix and stem like this: *ap* + *point*. But the <ap> in *appoint* is really a changed form of the prefix *ad-*. The <d> has been replaced with a <p>: *ad* + *p* + *point*.

The <d> in *ad-* is deleted, and a <p> is put in its place.

In *adventure*, we add the prefix and the stem together by simple addition. But in the word *appoint* we replace the <d> in the prefix with a <p>.

2 Each of the following words begins with some form of the prefix *ad-*. Sometimes the <d> has stayed <d>. Sometimes it has been replaced by another letter. Analyze each word into its prefix and its stem the way we did with *adventure* and *appoint*. If the <d> has been replaced with a different letter, show that change in your analysis.

Words	=	Prefix	+	Stem
adventure	=	<i>ad</i>	+	<i>venture</i>
appoint	=	<i>ad</i> + <i>p</i>	+	<i>point</i>
approve	=		+	
adverb	=		+	
apply	=		+	
acclaim	=		+	
adjust	=		+	
account	=		+	

attack	=	+
advantage	=	+
allow	=	+
advertise	=	+
assist	=	+
attend	=	+

3 Now sort the words in the Words column into these two groups:

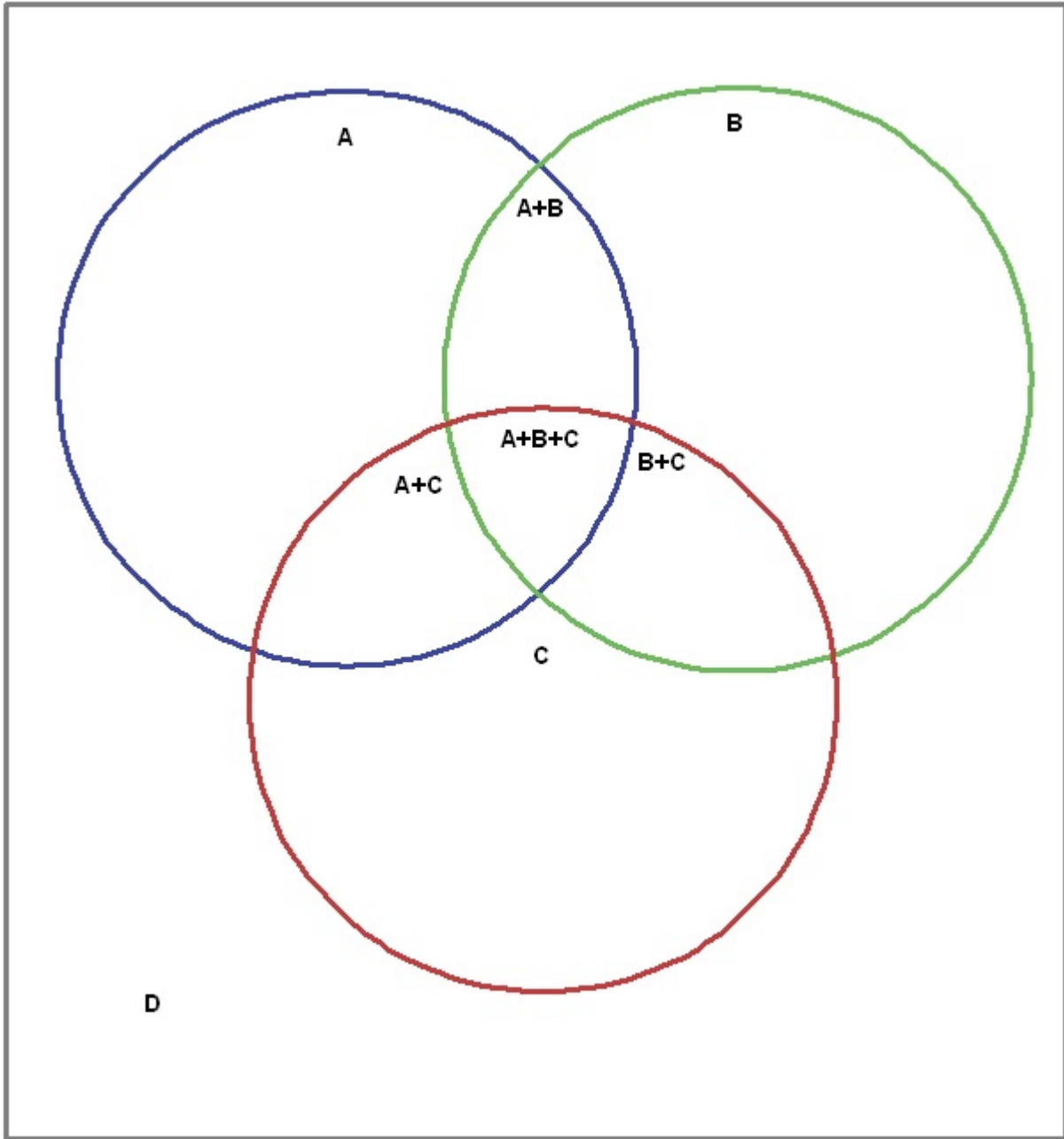
Words in which the <d> in *ad-*

stayed <d>:	was replaced with a different letter:	



Word Venn. In circle A put only words that contain some form of the prefix *ad-*. In circle B put only words that contain the prefix *re-*. In circle C put only words that contain the prefix *un-*. In area D put words that contain none of those three prefixes:

appoint	readjust	unapproved
unreceptive	unreassuring	unclaimed
unjust	unassisted	unregretted
realize	reclaimed	universe
acclaimed	readmitted	receiving



Lesson Twelve Sometimes *Ad-* Assimilates

1 Here are twelve words in which the <d> in *ad-* changes to a different letter:

attend	apply	account	arrange
approve	acclaim	attach	assist
arrest	allegiance	allowance	assembly

Sort the twelve words into these six groups:

Words in which the <d> is replaced with a

<c>	<l>	<p>	<r>	<s>	<t>

2 The <d> in these twelve words is replaced with another letter because of **assimilation**. When things assimilate, they get more similar.

Assimilation is a good name for this for two reasons. For one thing, it contains the prefix *ad-* with the <d> assimilated to an <s>: *assimilation* = *ad* + *s* + *similation*. So the word *assimilation* contains an example of itself!

For another thing, the base *simil* in *assimilation* is the same base that is in the word *similar*. The base *simil* means "like." And that is what assimilation is all about: Sounds or letters assimilate when they change to be more like other sounds or letters.

Sounds change to be more like one another in order to make the word easier to say. We could say things like **adsist* or **adcount*, but it is easier if the sounds spelled by the <d> change to be like the sound right after them. When the sound changes, we often change the spelling, too. So instead of **adsist*, we have *assist*. Instead of **adcount* we have *account*. And we say that the sounds and the spellings have assimilated.

Lesson Thirteen More Words With Ad-

1 Each of the following words starts with some form of the prefix *ad-*. Analyze each one into its prefix and stem. If the <d> has assimilated to a different letter, show the assimilation in your analysis, the way you did before.

Word	=	Prefix	+	Stem
assign	=	<i>ad</i> + <i>s</i>	+	<i>sign</i>
allow	=		+	
address	=		+	
affect	=		+	
assort	=		+	
adjective	=		+	
allegiance	=		+	
admire	=		+	
accompany	=		+	
appearance	=		+	
adopt	=		+	
arrive	=		+	
attempt	=		+	
advice	=		+	
attention	=		+	
accident	=		+	
announce	=		+	
appliance	=		+	
adventure	=		+	
appoint	=		+	

Words in which the <d> assimilated to . . .

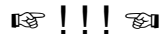
<s>	<t>

Lesson Fourteen
Review of Assimilation and the Prefix Ad-

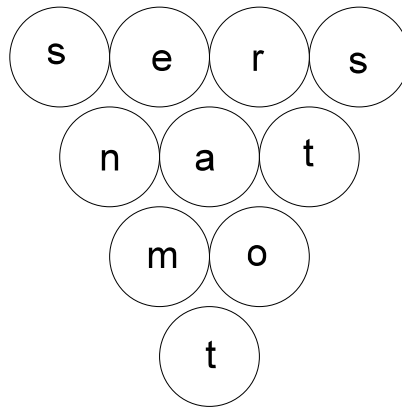
1 Combine the prefixes, stems, and suffixes below. Show any assimilation or other changes that take place:

Prefix	+	Stem	+	Suffix	=	Word
<i>ad+f</i>	+	fect	+	ion	=	<i>affection</i>
ad	+	company	+	es	=	
ad	+	nounce	+	er	=	
ad	+	mire	+	ing	=	
ad	+	ford	+	able	=	
ad	+	sort	+	ment	=	
ad	+	venture	+	er	=	
ad	+	point	+	ment	=	
ad	+	sure	+	ed	=	
ad	+	low	+	ance	=	
ad	+	dress	+	es	=	
ad	+	sign	+	ed	=	
ad	+	rive	+	al	=	
ad	+	cident	+	al	=	
ad	+	pliance	+	es	=	
ad	+	ply	+	ance	=	
ad	+	tempt	+	ing	=	
ad	+	opt	+	ion	=	
ad	+	ject	+	ive	=	
ad	+	pear	+	ance	=	
ad	+	tent	+	ion	=	

Prefix	+	Stem	+	Suffix	=	Word
ad	+	vise	+	er	=	
ad	+	fect	+	ion	=	



Word Bowl. In a Word Bowl the ten circles represent ten bowling pins. Your job is to spell words from the letters on the pins. You can spell more than two words but you can use each of the ten letters only one time. If you can spell one ten-letter word using all the letters on the pins, you have scored a strike, which gives you a total of twenty points, the highest possible score. If you can spell two words that use up all ten letters, you have scored a spare, which gives you a total of fifteen. If you don't get a strike or spare, you get one point for each letter of the word or words you spell, for up to nine points.



SCORECARD		
Words		Points
Strike:	(20 points)	
Spare:	(15 points)	
Other word or words:	(Up to 9 points)	

Lesson Fifteen
Test Two

Words	Fill in the blanks
1.	Prefix + stem = _____
2.	Prefix + bound stem + suffix = _____
3.	Prefix + bound stem = _____
4.	Prefix + free stem = _____
5.	Prefix + free stem + suffix = _____
6.	Prefix + bound stem + suffix = _____
7.	Prefix + free stem + suffix = _____
8.	Prefix + prefix + free stem + suffix= _____
9.	Prefix + prefix + free stem = _____
10.	Prefix + prefix + free stem + suffix= _____

Answers to Test Two

Words	Fill in the blanks
1. <i>allowance</i>	Prefix + stem = <u>ad + l + lowance</u>
2. <i>adjective</i>	Prefix + bound stem + suffix = <u>ad + ject + ive</u>
3. <i>accident</i>	Prefix + bound stem = <u>ad + c + cident</u>
4. <i>adoption</i>	Prefix + free stem = <u>ad + option</u>
5. <i>addressed</i>	Prefix + free stem + suffix = <u>ad + dress + ed</u>
6. <i>announcer</i>	Prefix + bound stem + suffix = <u>ad + n + nounce + er</u>
7. <i>attempted</i>	Prefix + free stem + suffix = <u>ad + t + tempt + ed</u>
8. <i>reappointment</i>	Prefix + prefix + free stem + suffix = <u>re + ad + p + point + ment</u>
9. <i>misadventure</i>	Prefix + prefix + free stem = <u>mis + ad + venture</u>
10. <i>disapproval</i>	Prefix + prefix + free stem + suffix = <u>dis + ad + p + prove + al</u>

Lesson Sixteen

Another Function of Silent Final <e>: Voiced <th>

1 So far you have worked with three functions of silent final <e>:

- a. A final <e> can mark a preceding vowel as being _____ in the patterns *Ve #* and *Vce* .
- b. A final <e> can mark a <c> in front of it as being _____ so that the <c> is pronounced _____.
- c. A final <e> can mark a <g> in front of it as being _____ so that the <g> is pronounced _____.

2 There is one other consonant whose sound final <e> can mark. Say these two sentences carefully, paying special attention to the last sound you hear in each underlined word:

I could not get my breath.

I could not breathe.

3 You should hear a difference between the final consonant sounds in the two words. The difference is called **voicing**. The <th> sound in at the end of *breathe* is voiced. But the <th> sound at the end of *breath* is unvoiced.

In the front of people's throats you can see a lump that we sometimes call the "Adam's apple." That lump is actually the voice box, and it contains the vocal cords. When we pronounce voiced sounds, we make those vocal cords buzz. When we pronounce unvoiced sounds, we don't buzz them. That buzzing sound is what we call voicing.

4 The voiced <th> sound at the end of *breathe* is written [th]. The voiceless <th> sound at the end of *breath* is written [θ].

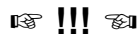
So the pronunciation of *breath* would be written [breθ], and *breathe* would be written [brēth].

5 Pronounce these words carefully. If you are unsure of any, ask for help or look them up in the dictionary. Underline the words that end with voiced [th]. Then sort them into the matrix below:

cloth	bath	breath	teeth
clothe	bathe	breathe	teethe
with	wreath	booth	loath
tithe	wreathe	soothe	loathe

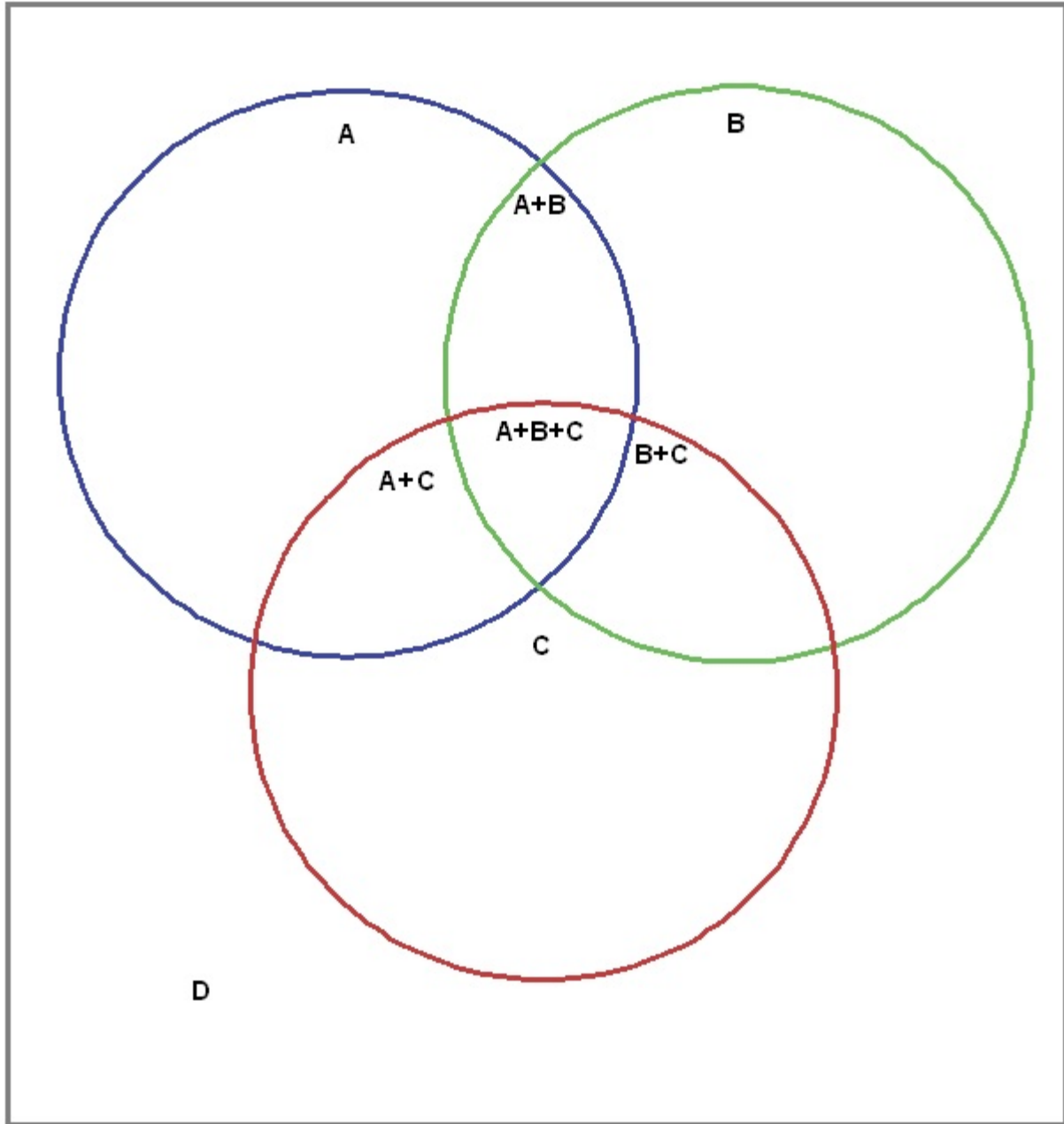
	Words whose final sound is . . .	
	voiced [th]:	voiceless [th]:
Words with a silent final <e>		
Words with no silent final <e>		

6 A silent final <e> marks a preceding vowel as _____, a preceding <c> or <g> as _____, and a preceding <th> as _____.



Word Venn. In circle A put only words that contain the sound [th]. In circle B put only words that end with a silent <e>. In circle C put only words that contain the sound [u]:

northern	unworthy	rhythm	mother
love	sunbathe	soothe	announce
breath	breathe	with	tongue
druggist	statue	adjust	unclothe



Lesson Seventeen Silent Final <e> as an Insulator

1 A final <e> marks a preceding vowel as being _____ in the patterns VCe and Ve#; it marks a _____ or _____ right in front of it as being soft; it marks a _____ right in front of it as being voiced.

Besides these functions, silent final <e> is used to keep certain letters from coming at the end of a word. When a final <e> does this, it is **insulating** the letter.

2 **<u> and <v>**. In English we avoid ending words with the letters <u> or <v>. Many words have a silent final <e> to keep them from ending with a <u> or <v>. Here are some words in which silent final <e> is simply insulating a <u> or a <v>:

achieve	reserve	league	tongue
morgue	nerve	expensive	mosque
technique	starve	dissolve	love

Sort the words into these two groups:

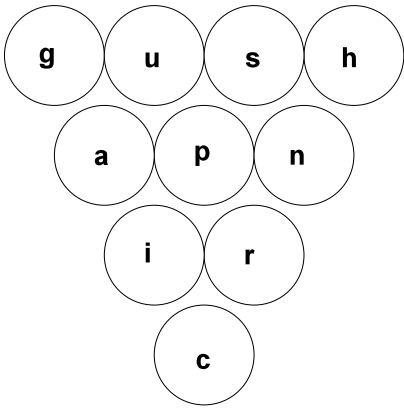
Words that end . . .

<ve>		<ue>	

3 **<s> and <z>**. Just as we avoid ending words with <u> or <v>, we also avoid ending free bases with a single <s>. The letter <s> is so common as a suffix that if we were to end free bases with it, the free base would look like a plural noun or like a verb with the -s suffix. For instance, without a silent final <e> *dense* would look like *dens*, the plural of *den*. And without its silent final <e>, *moose* would look like the verb *moos*, as in “That cow moos all day long.” So we avoid ending free bases with a single <s>, and we sometimes do so by insulating the <s> with a silent final <e>, as in *dense* and *moose*.

The letters <s> and <z> are very closely related to one another. In fact, the sound [z] is spelled <s> more often than it is spelled <z>. So just as we avoid ending free bases with a <s>, we avoid ending them with a single <z>. We sometimes use a final <e> to

Word Bowl. Again, your job is to spell words from the letters on the pins. Remember that you can spell more than two words but you can use each of the ten letters only one time. If you can spell one ten-letter word using all the letters on the pins, you have scored a strike, which gives you a total of twenty points, the highest possible score. If you can spell two words that use up all ten letters, you have scored a spare, which gives you a total of fifteen. If you don't get a strike or spare, you get one point for each letter of the word or words you spell, up to nine points.



SCORECARD		
Words		Points
Strike:	(20 points)	
Spare:	(15 points)	
Other word or words:	(Up to 9 points)	

Lesson Eighteen

Sometimes Silent Final <e> Does Two Jobs at Once

1 A silent final <e> marks a preceding vowel as _____, a preceding <c> or <g> as _____, and a preceding <th> as _____, and sometimes insulates an otherwise final _____, _____, _____, or _____.

2 You may have noticed that a silent final <e> can sometimes mark a long vowel and a soft or voiced consonant sound at the same time. Pronounce each of the following words and sort them into the matrix:

twig	rage	twice	picnic
unlace	zinc	hug	engage
artistic	advice	attic	oblige
zenith	scythe	cloth	clothe
bath	bathe	stag	stage

	Words that end with . . .					
	unvoiced <th>	voiced <th>	soft <c>	hard <c>	soft <g>	hard <g>
Words in which the final <e> marks a long vowel						
Words in which there is no final <e> to mark a long vowel						

3 List the words in which silent final <e> marks a long vowel and also marks a voiced <th> or a soft <c> or a soft <g>:

4 In some of the following words the final <e> marks a long vowel and in some it does not. Sort the words into the matrixes:

expensive	tongue	reserve	argue
produce	necklace	advantage	engage
voyage	enrage	suppose	clause
glimpse	oppose	baptize	bronze
analyze	worse	lettuce	gauze
unlace	tithe	scythe	specialize
arrive	statue	mosque	remove

Words that end with . . .

	soft <c>	soft <g>	voiced <th>
Words in which the final <e> marks a long vowel			
Words in which the final <e> does not mark a long vowel			

Words that end with an insulated . . .

	<s>	<z>	<u>	<v>
Words in which the final <e> marks a long vowel				
Words in which the final <e> does not mark a long vowel				

5 In five of the words in Item 4 the final <e> does not mark a long vowel because the vowel is not stressed. Those five words are:

--	--	--	--	--

Lesson Nineteen

More Practice With the Final <e> Deletion Rule

1 **Final <e> Deletion Rule.** You delete a final <e> that marks a soft <c> or soft <g> only when you add a suffix that begins with the letters ____, ____, or ____; you delete all other silent final <e>'s whenever you add a suffix that starts with any _____.

That rule is also true for the final <e>'s that mark a voiced <th> or insulate <s>, <z>, <u>, or <v>. For these final <e>'s are also deleted whenever you add a suffix that starts with any vowel.

2 Here are some free stems and suffixes for you to add together to practice your final <e> deletion rule. Show any changes:

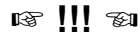
Free Stem	+ Suffix	=	Word
glimpsé	+ ed	=	<i>glimpsed</i>
advantage	+ ed	=	
advantage	+ es	=	
advantage	+ ous	=	
breathe	+ ing	=	
bronze	+ ed	=	
expensive	+ ly	=	
nerve	+ ous	=	
argue	+ ing	=	
clothe	+ ed	=	
clothe	+ s	=	
bathe	+ ing	=	
squeeze	+ ing	=	
sneeze	+ ed	=	
choose	+ y	=	
worse	+ en	=	

Free Stem	+ Suffix	=	Word
clause	+ s	=	
gauze	+ y	=	
nerve	+ s	=	

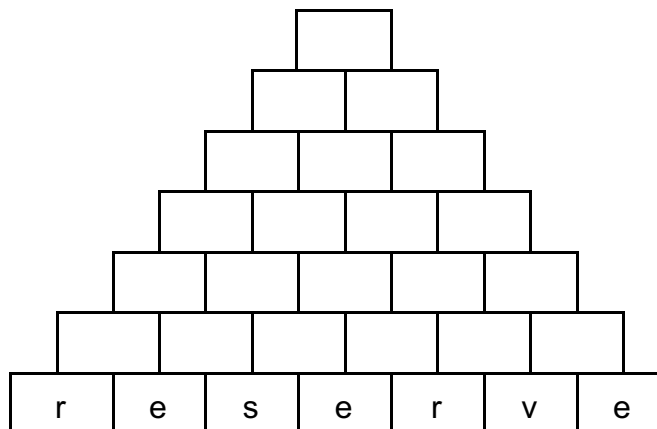
3 Analyze each of the following into its free stem and suffix. Be sure your analysis shows any final <e> deletions that occurred when the suffix was added:

Word	=	Stem	+ Suffix
removed	=	<i>remove</i>	+ <i>ed</i>
according	=		+
reserved	=		+
analyzing	=		+
achieved	=		+
glimpses	=		+
accompanied	=		+
producer	=		+
appearances	=		+
mouser	=		+
expensive	=		+
expensively	=		+
starving	=		+
dissolved	=		+
voyaging	=		+
adventurous	=		+
affected	=		+
admiring	=		+
addresses	=		+

4 **Silent Final <e> Deletion Rule.** You delete a silent final <e> that marks a _____ or _____ only when you add a suffix that begins with the letters <e>, <i>, or <y>; you delete all other silent final <e>'s whenever you add a _____ that starts with any _____.



Word Pyramid. The two-letter word in this Pyramid is a bit tricky.



If you scramble the letters in *reverse* various ways, you can spell three other seven-letter words. How many can you get?

--	--	--

Lesson Twenty
More About Changing <y> to <i>
and
Some Review of Rules and Sounds

1 Earlier you saw that sometimes when we add a suffix to a stem that ends in a <y> that has a consonant right in front of it, we change the <y> to <i>. For example:

cry + ed = cry + i + ed = cried
 easy + est = easy + i + est = easiest

But notice what would happen if we changed the <y> to <i> when the suffix starts with an <i>:

accompany + ing = accompany + i + ing = *accompaniing

We would get <ii>. In English we avoid <ii>. So when we add a suffix that starts with an <i> to a stem that ends in <y>, we use simple addition:

accompany + ing = accompanying
 toy + ing = toying

2 When you add a suffix that starts with an <i> to a stem that ends in a <y>, you use _____; when the suffix starts with any other vowel, and the <y> has a consonant right in front of it, you change the _____ to _____.

3 Combine the following prefixes, stems, and suffixes. Show any cases of twinning, silent final <e> deletion, changes of <y> to <i>, and assimilation. Watch for cases where the <y> does not change to <i>:

Elements	=	Word
<i>a</i> + <i>p</i> + ply + ing	=	<i>applying</i>
bathe + er + s	=	
un + ad + fect + ion + ate	=	
choose + y + est	=	
up + set + ing	=	
glimpse + ed	=	
un + re + serve + ed + ly	=	

Elements	=	Word
ad + venture + ous	=	
re + ad + sure + ed	=	
re + gret + ing	=	
dis + solve + ing	=	
gauze + y	=	
early + est	=	
achieve + er + s	=	
soothe + ing + ly	=	
ad + company + ing	=	
re + ad + ply + ed	=	

4 You can hear the sound [t] at the beginning and end of the word *toot*.
You can hear the sound [d] at the beginning and end of the word *dude*.

5 Underline the letters that spell [t] and [d] in the following words:

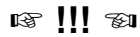
candidate adventure building hospital struggle
address stubborn electric succeed vegetable
include biting benefit motor ghetto

6 Sort the fifteen words into these two groups. Some words will go into both groups:

Words with the sound [t]:		Words with the sound [d]:	

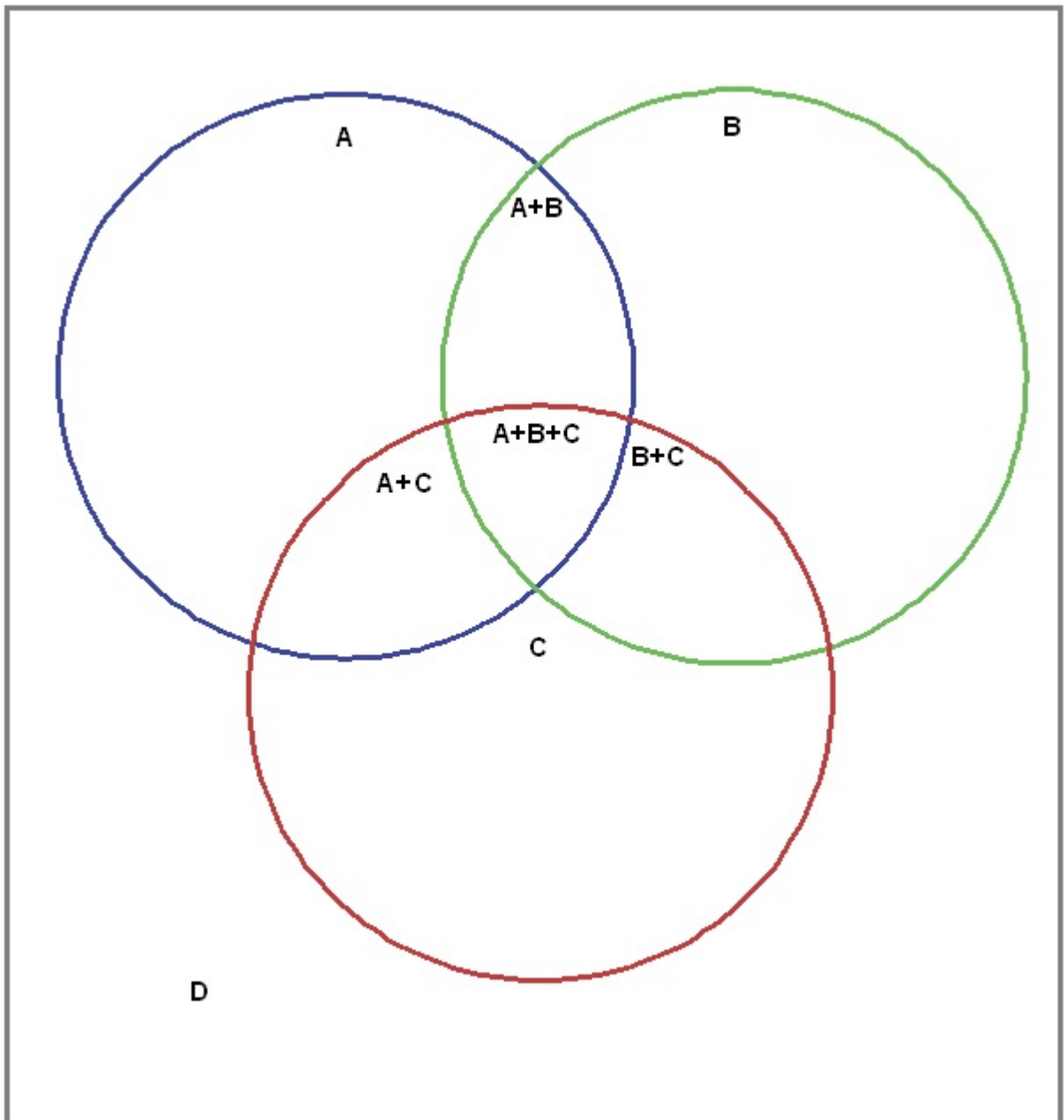
7 Two ways to spell [t] are ____ and ____.

Two ways to spell [d] are ____ and ____.



Word Venn. Into circle A put only words in which a <y> has been changed to an <i>. Into circle B put only words that contain the sound [t]. Into circle C put only words that contain the sound [d]:

- | | | | |
|------------|-------------|----------|-------------|
| earlier | applied | bathers | accompanied |
| reserved | earliest | gauzier | choosiest |
| upsetting | candidate | hospital | ditties |
| soothingly | friendliest | dissolve | affected |



Lesson Twenty-one How Do You Spell [t]?

1 Underline the letters that spell the [t] sounds in the following words:

telephone	benefit	candidate	tourist
writer	artist	hospital	tongue
collect	vegetable	electric	struggle
technique	taught	symptom	motors

2 Now sort the words into these three groups:

Words in which [t] is . . .

the first sound:	the last sound:	in the middle:

3 How is [t] spelled in all of these words? _____. More than nine times out of ten the sound [t] is spelled this way.

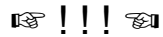
4 Fill in the blank: Usually the sound [t] is spelled _____.

5 Underline the letters that spell [t] in the following words:

cattail regretting bottom
 committed outtalk attention
 submitted upsetting attend

6 How is [t] spelled in all of these words? _____. About ninety-nine times out of a hundred the sound [t] is spelled either <t> or <tt>.

Practically always the sound [t] is spelled either ____ or ____.



Watch the Middles!

benefit	
bene	
	fit

electric	
electr	
	ic

telephones		
tele		
	phone	
		s

vegetables		
veget		
	able	
		s

Lesson Twenty-two The Sound [t] and Twinning

1 In those words in which [t] is spelled <tt> it is usually easy to see why there are two <t>'s there. Here are the words from the last lesson in which [t] is spelled <tt>.

cattail	regretting	bottom
committed	outtalk	attention
submitted	upsetting	attend

2 A compound word is a word that contains at least two free stems, or shorter words – for example, *blackbird* (*black+bird*) and *dogcatcher* (*dog+catcher*). Sometimes the first stem in a compound word ends with a <t> and the second starts starts with a <t>. Where the two parts come together through simple addition, you get <tt>: *cat* + *tail* = *cattail*.

There is one other compound word in the nine words above that has [t] spelled <tt> because the first stem ends with <t> and the second stem starts with <t>. Find the word and analyze it into its two free stems:

Compound	=	Free Stem #1 + Free Stem #2
	=	+

3 Sometimes [t] is spelled <tt> because of twinning: *upsetting* = *upset* + *t* + *ing*.

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

4 What is the suffix in the word *upsetting*? _____

5 Does this suffix start with a vowel? _____

6 What is the stem to which the *-ing* in *upsetting* was added? _____

7 How many vowel sounds are there is in this stem? _____

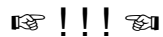
8 Does the stem end cvc? _____

9 Is there strong stress on the <e> in *upset* before and after you add the suffix? _____

10 Do you twin the final consonant of *upset* when you add a suffix like *-ing*? _____

11 Other than *upsetting* there are three more words among the nine above in which the <tt> spelling is due to twinning. Find the three words and analyze them to show where the <tt> comes from, as we did with *upsetting* :

Word	=	Free Stem	+	Suffix
<i>upsetting</i>	=	<i>upset + t</i>	+	<i>ing</i>
	=		+	
	=		+	
	=		+	



Watch the Middles!

permitted		
per		
	mit + t	
		ed

submitted		
sub		
	mit + t	
		ed

Lesson Twenty-three The Sound [t] and Assimilation

1 Earlier you saw that when the prefix *ad-* is added to a stem that starts with a <t>, the <d> **assimilates**: It changes to a <t>, making two <t>'s: *ad + t + tain = attain*.

When the prefix *ad-* is added to a stem that starts with a <t>, the ____ assimilates and changes to a _____.

2 Here again are the nine words from the last lesson in which [t] is spelled <tt>.

cattail	regretting	bottom
committed	outtalk	attention
submitted	upsetting	attend

There are two words in the nine that contain the prefix *ad-* and a stem that starts with a <t>. Find them and analyze them to show the assimilation that gives us the <tt> spelling, as we have done with *attain*:

Word	= Assimilated Prefix <i>ad-</i>	+	Stem
<i>attain</i>	=	<i>ad + t</i>	+ <i>tain</i>
	=		+
	=		+

3 Now sort the nine words into the following three groups:

Words in which the <tt> is due to . . .

simple addition	assimilation	twinning

Among the nine words in Item 2, the word in which the <tt> is not due to either simple addition, assimilation, or twinning is _____. We will talk about words like this one in the next lesson.

4 Analyze each of the following words to show where the <tt> spelling comes from:

Word	=	Analysis
outtrick	=	<i>out+trick</i>
attracts	=	
knotty	=	
quitter	=	
attempt	=	
outtake	=	
rattrap	=	
regretted	=	
permitting	=	
attendance	=	
fattest	=	
fattiest	=	

5 Three reasons for [t] being spelled <tt> are _____,
_____, and _____.

Lesson Twenty-four The Sound [t] and the VCC Pattern

1 These are the short and long vowel sounds:

Short Vowel Sounds	Long Vowel Sounds
[a] as in <i>mat</i>	[ā] as in <i>mate</i>
[e] as in <i>met</i>	[ē] as in <i>meet</i>
[i] as in <i>mitt</i>	[ī] as in <i>might</i>
[o] as in <i>cot</i>	[ō] as in <i>coat</i>
[u] as in <i>cut</i>	[ū] as in <i>coot</i>
[ù] as in <i>cook</i>	[yū] as in <i>cute</i>

2 Earlier you saw that in the VCC pattern, the vowel will usually be short, and in the VCV pattern the first vowel will usually be long. Which word, *later* or *latter*, has a short first vowel? _____ Which has a long first vowel? _____
Which has the VCC pattern for the first vowel? _____ Which has the VCV pattern for the first vowel? _____

3 In a word like *latter* with the _____ pattern the vowel will usually be _____, and in a word like *later* with the _____ pattern the first vowel will usually be _____.

4 Many words that are not compounds and do not contain twinning or assimilation still spell [t] <tt> because of the VCC pattern, just like *latter* – and *bottom*. Mark the VCC pattern and identify the vowel sound you hear in front of the <tt> in each of the following words, as we have with *bottom*:

Word	Vowel sound in front of the <tt>	Word	Vowel sound in front of the <tt>
bottom vcc	[o]	letter	
scatter		pattern	
ghetto		butter	
lettuce		matter	
chatter		bitter	
kitten		motto	
button		tattoo	
cotton		symptom	

**Lesson Twenty-five
Test Three**

Words	Fill in the blanks
1.	[g] = _____; [t] = _____
2.	Stem + Suffix = _____
3.	Prefix + Stem = _____
4.	<th> = _____ Stem + Suffix = _____
5.	<th> = _____ Stem + Suffix = _____
6.	Prefix + Stem + Suffix = _____
7.	Prefix + Stem + Suffix = _____
8.	Prefix + Stem = _____
9.	Stem + Suffix = _____
10.	[i] = _____; [t] = _____

Answers to Test Three

Lesson Twenty-five Test Three

Words	Fill in the blanks
1. <i>ghetto</i>	[g] = <u><gh></u> ; [t] = <u><tt></u>
2. <i>permitted</i>	Stem + Suffix = <u>permit+t+ed</u>
3. <i>attending</i>	Prefix + Stem = <u>ad+t+tending</u>
4. <i>soothed</i>	<th> = <u>[th]</u> Stem + Suffix = <u>soothé+ed</u>
5. <i>breathing</i>	<th> = <u>[th]</u> Stem + Suffix = <u>breathé+ing</u>
6. <i>accompanied</i>	Prefix + Stem + Suffix = <u>ad+c+company+i+ed</u>
7. <i>applied</i>	Prefix + Stem + Suffix = <u>ad+p+ply+i+ed</u>
8. <i>attention</i>	Prefix + Stem = <u>ad+t+tention</u>
9. <i>regretting</i>	Stem + Suffix = <u>regret+t+ing</u>
10. <i>symptom</i>	[i] = <u><y></u> ; [t] = <u><t></u>

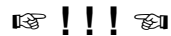
Lesson Twenty-six
More Practice with [t] Spelled <tt>

1 The following words all contain the sound [t] spelled <tt> because of either simple addition, twinning, or assimilation. Analyze each word to show where the two <t>'s come from:

Word	=	Analysis	Reason
regretting	=	<i>re+gret+tt+ing</i>	<i>Twinning</i>
attractive	=		
quitter	=		
attendance	=		
outtake	=		
attempted	=		
committee	=		
attends	=		
cattails	=		
submitting	=		
regretted	=		
fatter	=		
attention	=		
rattrap	=		
fattiest	=		

2 Mark the VCV or VCC patterns for the first vowel in each of the following words and fill in the blanks, as we have done for *later* and *latter*.

Word #1	Is the vowel in front of the <t> long or short?	Word #2	Is the vowel in front of the <tt> long or short?
later vcv	<i>Long</i>	latter vcc	<i>Short</i>
writer		written	
cuter		cutter	
biter		bitter	
fated		fattest	
hating		hatter	
Peter		petting	
motor		otter	



Word Find. This find contains the following twenty words that all have [t] spelled <tt>.

attack	critter	flutter	motto	putty
attic	ditto	ghetto	otter	regatta
bottom	ditty	lettuce	pattern	tattoo
cotton	flattery	matter	petty	utter

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

In nineteen of the words the <tt> is due to the VCC pattern. In one word it is due to assimilation. Which word is that? _____

Lesson Twenty-seven
Words With <tle> and <ttle>

1 Words like *battle* that end with the letters <le> right after a [t] sound are a special group. In the words below underline the letters that spell [t]:

battle	kettle	bottle	shuttle
beetle	gentle	startle	turtle
mantle	rattle	settle	title
little	brittle	cattle	tootle

2 Now sort the words into this matrix:

Words in which the [t] comes right after . . .

	a consonant:	a long vowel:	a short vowel:
Words with [t] spelled <t>			
Words with [t] spelled <tt>			

3 In words that end with a [t] sound with <le> right after it, if the [t] comes right after a consonant or long vowel, the [t] is spelled _____. But if the [t] comes right after a short vowel sound, the [t] is spelled _____.

5 The long vowels in words like *title* may seem to be exceptions to the VCC pattern. But the pattern for words that end <tle> is true for words that end with any consonant followed by <le>. Since there is always a long vowel in every word that ends with a

single consonant followed by <le>, we can treat these long vowels not as exceptions, but rather as the result of a smaller pattern within a bigger pattern . We can call it the **VCle#** pattern. VCle# is another pattern that marks long vowels, like VCV and Ve#.

If there is a short vowel sound right in front of the [t], we use a double <tt> to spell [t] in front of the <le>. We can think of this as another smaller pattern within the bigger VCC pattern. We can call it the **VCCle#** pattern, which is another pattern that marks short vowels, like VCC and VC#.

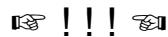
In the VCCle pattern the vowel is _____, but in the VCle pattern the vowel is _____.

6 Sort the words with short vowels into these two groups:

Words with short vowels in which [t] is spelled . . .

<t>	<tt>	

If there is a consonant between the short vowel and the [t], we only need a single <t> because the other consonant will fill out the VCCle pattern, as in words like *gentle* and *mantle*. But if there is no other consonant, we need both <t>'s, as in words like *bottle* and *little*.



Word Changes. Remember to follow the directions carefully and write the words you make in the column on the right. The shaded boxes will contain words with which you worked in Item 1 of this lesson. All of the words will end in either <tle> or <ttle>. As you form each word, decide whether it should be spelled with a single or a double <t>:

1. Write the word <i>battle</i>	<i>battle</i>
2. Change the first consonant in the word to the twentieth letter in the alphabet.	
3. Change the first consonant back to and change the <a> to <ee>.	
4. Change the first consonant in the word to the fifth consonant in the alphabet and change the second <e> to the fourteenth letter in the alphabet.	
5. Change the first letter in the word to <m> and change the first vowel in the word to the first vowel in the alphabet.	
6. Move the second consonant in the word to the front, delete the <m, and change the <a> to an <e>.	
7. Change the first consonant in the word to the fourteenth consonant in the alphabet, and change the <e> back to an <a>.	
8. Change the first letter in the word to the letter that comes right after it in the alphabet, make the second letter in the word a <c>, and change the <a> to the twenty-first letter of the alphabet.	
9. Change the first two letters of the word to and change the <u> to <i>.	

Lesson Twenty-eight Sometimes [t] is Spelled <ed>

1 Look at these sentences and fill in the blank:

He coughs a lot.
Last night he coughed all night long.

When you want to add the meaning "in the past" to a verb, usually you add the suffix

_____.

2 The suffix *-ed* sometimes sounds like [d], sometimes like [id], and sometimes like [t]. Say each of the following words carefully and sort them into the three groups:

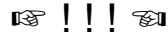
addressed	approached	struggled	shoveled
adopted	collected	enjoyed	attached
accomplished	allowed	taxed	announced
murmured	assigned	attended	avoided
attacked	approved	coughed	telephoned

Words in which *-ed* sounds like . . .

[id]	[d]	[t]

3 Sometimes the [t] at the end of a verb that has the meaning "in the past" is the suffix _____.

4 So far you have worked with three different spellings of [t]. They are _____, _____, and _____.



Word Scrambles. This Scrambles contains words that all contain the sound [t]. We have given you a start by filling in the three spellings of [t].

No.	Scrambled Word	Unscrambled Word									
1	neebtif									t	
2	xedat	t				e	d				
3	sledgimp								e	d	
4	tricecel						t				
5	tedtan		t	t							
6	totoat	t		t	t						
7	toekaut			t	t						
8	slattaic			t	t						
9	stingbumit							t	t		
10	wetrir					t					
11	mobtot			t	t						
12	truelt	t				t					
13	cattrat		t	t					t		
14	tolthret						t	t			
15	greettred							t	t		
16	rotte		t	t							
17	tleeng				t						

No.	Scrambled Word	Unscrambled Word							
18	hugelad						e	d	
19	beltee				t				
20	cutetle			t	t				
21	latett	t		t	t				

Lesson Twenty-nine Some Verbs That End With <t>

1 You have seen that sometimes the suffix *-ed* sounds like [t]. Nowadays when we want to add the meaning "in the past" to a verb, we nearly always just add the suffix *-ed*. But long ago with some verbs the suffix that meant "in the past" not only sounded like [t], it was also spelled <t>! A few of those old verbs are still with us. For example: *feel* and *felt*, as in "I feel good now, but yesterday I felt pretty bad."

2 In *feel* is the vowel sound long or is it short? _____ In *felt* is the vowel long or is it short? _____ In *feel* how is the vowel spelled? _____ In *felt* how is the vowel spelled? _____ In *felt* how is the [t] spelled? _____

3 In the left column below there are more old past tense verbs with *-t*. Write out the present tense form for each one and fill in the two columns on the right, as we have done for *felt*:

		How is the vowel pronounced and spelled in . . .	
Past Tense Verb	Present Tense Verb	the present tense verb?	the past tense verb?
felt	<i>feel</i>	[ē] = <ee>	[e] = <e>
kept			
slept			
crept			

4 Here are more verbs that have old past tense forms that end with <t>. This time we've given you the present tense form, and you are to fill in the past tense form:

		How is the vowel pronounced and spelled in . . .	
Present Tense Verb	Past Tense Verb	the present tense verb?	the past tense verb?
deal	<i>dealt</i>	[ē]=<ea>	[e]=<ea>
sweep			

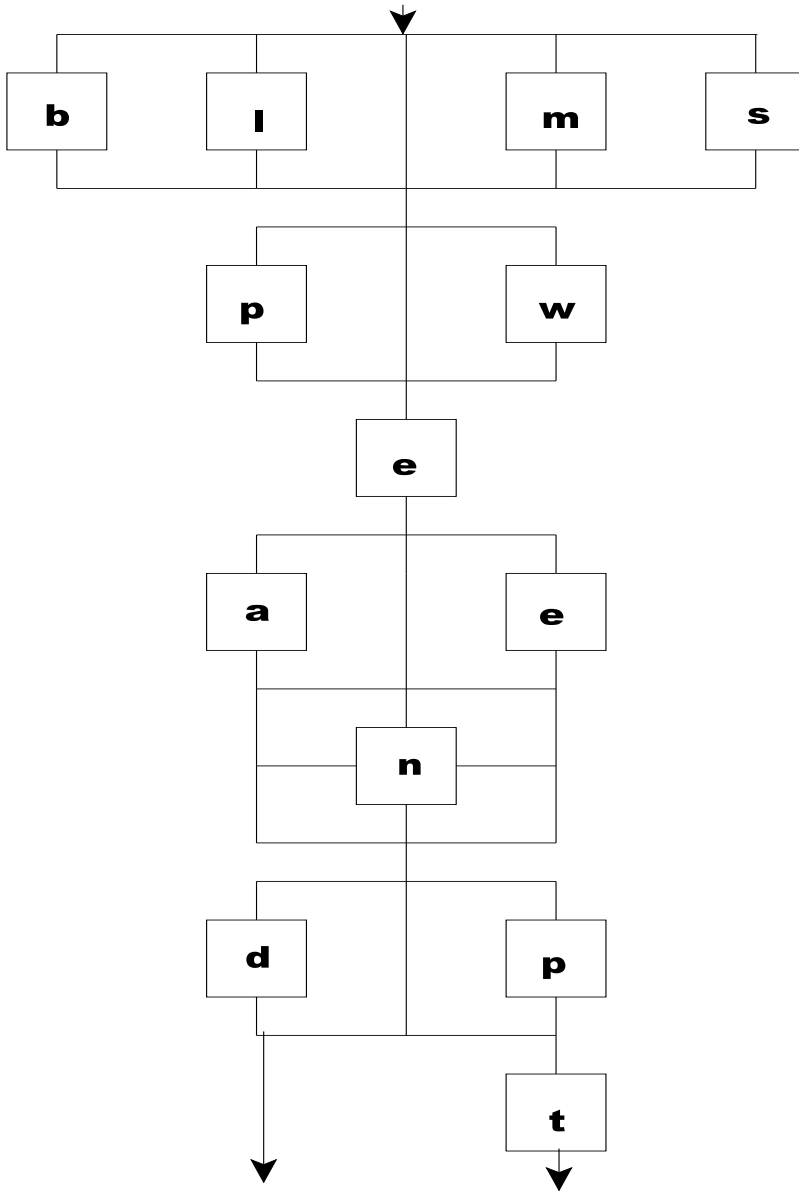
		How is the vowel pronounced and spelled in . . .	
Present Tense Verb	Past Tense Verb	the present tense verb?	the past tense verb?
send			
mean			
weep			
spend			
build			
bend			
lend			
lose			
leave			

5. Here are some more that have more elaborate changes:

		How is the vowel pronounced and spelled in . . .	
Present Tense Verb	Past Tense Verb	the present tense verb?	the past tense verb?
buy	<i>bought</i>	[ɪ] = <uy>	[o] = <ou>
catch			
bring			
seek			
teach			
think			



Word Flow. In this flow you can trace out fourteen words: seven present tense verbs and their past tense forms that end in *-t*.



Present Tense	Past Tense
<i>bend</i>	<i>bent</i>

Present Tense	Past Tense

Lesson Thirty The Reasons For Some Unusual Spellings of [t]

1 So far you have worked with three spellings of [t]: _____, _____, and _____.

The sound [t] is spelled one of these three ways more than ninety-nine times out of a hundred. And if you remember the places where <tt> occurs and remember that *-ed* is always a verb suffix, you should have little trouble knowing which spelling to use.

There are some other spellings of [t], though, that are very rare but still worth looking at:

2 [t] = <ght> in several words. Underline the letters that are spelling [t] in the following words:

alight	fight	lightning	sight
aught	flight	midnight	sleight
bought	fought	might	slight
bright	freight	naught	slaughter
brought	fright	naughty	sought
caught	haughty	night	straight
daughter	height	ought	taught
delight	knight	plight	thought
eight	light	right	weight

Sort the words into the following four groups:

Words with . . .

[ɪ] spelled <i> or <ei>		[ā] spelled <ai> or <ei>	

Words with [o] spelled. . .

<au>		<ou>	

3 The sound [t] is spelled <ght> only after [ɪ] spelled ____ or ____, or after [ā] spelled ____ or ____, or after [o] spelled ____ or ____.

4 [t] = <tw>. The sound [t] is spelled <tw> in only one word: *two*. Long ago *two* was pronounced [twō]. Several words related to *two* contain <tw>, and all contain the meaning "two." Answer Yes or No :

Word	Do you hear the <w>?
twice	
twin	

Word	Do you hear the <w>?
twelve	
between	
twilight	
twist	
twine	
twig	
twenty	

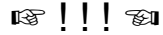
5 [t] = <bt>. The sound [t] is spelled <bt> in only three common words: *debt*, *doubt*, and *subtle*. All three were Latin words, used a long time ago by the Romans. Our word *debt* comes from the Latin word *debitum*. Our word *doubt* comes from the Latin word *dubitare*. Our word *subtle* comes from the Latin word *subtilis*.

In Latin both the and the <t> were pronounced in these words. But we would find [bt] difficult to pronounce, so we've simplified it to [t].

6 [t] = <cht>. Long ago the Dutch called a fast sailing ship a *jaghte*. The English borrowed the word and spelled it several different ways, including <yaught>. Back then the <gh> was pronounced with a sound a little like our [ch], so in time the <gh> spelling changed to <ch>. But then over the centuries people stopped pronouncing the <ch>, so we now have a word pronounced [yot] and spelled *yacht*. This is the only word we have in which [t] is spelled <cht>!

In words like *two*, *doubt*, and *yacht* we can see that when we spell, we do more than spell sounds. Our spelling also shows something about words' sources and their life stories. This can make spelling harder than it might be, but there is always some reason for the spellings we use — even if sometimes the reasons seem a little strange.

7 The sound [t] is spelled <ght> only after ___ spelled <i> or <ei>, or after ___ spelled <ai> or <ei>, or after ___ spelled <au> or <ou>. The word in which [t] is spelled <tw> is _____. The three words in which [t] is spelled <bt> are _____, _____, and _____. The one word in which [t] is spelled <cht> is _____.



Word Changes. Follow the instructions very carefully and then fill in the blanks to complete the sentence at the end:

1. Write the word *debt*: _____ *debt* _____
2. Change the vowel from <e> to <ou>: _____
3. Change the first consonant to the letter that comes two letters before it in the alphabet, and change the letter before the <t> to <gh>: _____
4. Change the first consonant to the letter that comes right after <s> in the alphabet, and change the first vowel to the first letter of the alphabet: _____
5. Change the first consonant to the second consonant in the alphabet: _____
6. Change the first consonant to the next-to-last letter in the alphabet; delete the second vowel letter; and change the second consonant to the letter that comes four places before it in the alphabet: _____

The sailor went into _____ when he _____ a _____
Word #1 Word #3 Word #6

Lesson Thirty-one Suffixes Spelled <en>

1 You have seen that we have two suffixes spelled <er>: One adds the meaning “more” to adjectives: The adjective *calm* plus *-er* becomes *calmer*, “more calm.” The other changes verbs to nouns with the meaning “one that does” or “one who does”, so a teacher is one who teaches and a computer is something that computes.

When two different words or elements are spelled the same but have different meanings, they are called **homographs**. The base *homo*+ means “same”, and the base *graph* means “letter or writing.” So homographs are words or elements that have the same letters or spellings but different meanings.

Because homographs look the same, it can be easy to overlook important differences in what they mean. Homographs remind us that we always have to worry not just about sounds and spellings but also about meanings.

A good example of homographs are the different suffixes that are all spelled <en>. There are five of them. We’ll discuss three in this lesson, the other two in the next.

2 **-en¹** “**more than one.**” Long ago the English sometimes used *-en* to form plurals just as we use *-s* today. Only three words still have the old *-en* plural: *oxen*, *children*, and *brethren*.

3 **-en²** “**consisting of.**” This suffix turns nouns into adjectives: The noun *gold* plus the suffix *-en* gives us the adjective *golden*.

One way to describe a **noun** is to say that it is the name of a person, place, or thing. Another way is to say that it makes sense when we put it into the blank of this sentence: “The _____ seemed okay.” Any word that makes sense in that blank is a noun. For instance, “The gold seemed okay.”

An adjective is a word that describes or identifies a noun. Any word is an adjective if it will fit into this blank and make sense: The _____ thing seemed okay. For instance, “The golden thing seemed okay.”

Adjective	=	Noun	+ Suffix
golden	=	<i>gold</i>	+ <i>en</i>
waxen	=		+

Adjective	=	Noun	+ Suffix
earthen	=		+
wooden	=		+
woolen	=		+

4 **-en³, turns adjectives into verbs.** For example, the adjective *bright* plus *-en* gives us the verb *brighten*.

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: “Yesterday it seemed okay” vs. “Right now it seems okay.”**
- 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.”

Verb	=	Adjective	+ Suffix
brighten	=	<i>bright</i>	+ <i>en</i>
darken	=		+
deepen	=		+
fatten	=		+
flatten	=		+
harden	=		+
lighten	=		+
moisten	=		+

5 Now try some the other way around, showing any changes:

Adjective	+	Suffix	=	Verb
sad	+	en	=	
sharp	+	en	=	
short	+	en	=	
sick	+	en	=	
soft	+	en	=	
straight	+	en	=	
sweet	+	en	=	
thick	+	en	=	
tight	+	en	=	
tough	+	en	=	
weak	+	en	=	
wide	+	en	=	

Lesson Thirty-two More Suffixes Spelled <en>

1 **-en⁴ changes nouns into verbs.** This is actually the same as *-en³*, but we will treat them separately because of the difference between having adjectives or nouns as stems.

Verb	=	Noun	+ Suffix
frighten	=	<i>fright</i>	+ <i>en</i>
happen	=		+
hasten	=		+
hearten	=		+
heighten	=		+
lengthen	=		+
strengthen	=		+
threaten	=		+

2 **-en⁵ past participle ending.** You have seen that verbs usually add the suffix *-ed* to show that an action took place in the past. Verbs with that *-ed* suffix are called **past tense verbs**. We also often use the suffix *-ed* at the end of verbs that are called **past participle verbs**. Past participle verbs are like past tense verbs (notice that they both have the word *past* in their names). But past participles have an additional meaning. They have the meaning “action that is completed.”

Compare the two sentences “They are finishing their chores” and “They have finished their chores.” The first sentence, with *finishing*, means that the work of doing the chores is still going on, but the second sentence, with *finished* with the suffix *-ed*, means that the work is over or completed, the chores are done. The verb *finished* in the second sentence is a past participle.

Most past participles, like most past tense verbs, end with the suffix *-ed*, but some old past participles end with the suffix *-en*: Compare “They are eating their breakfast” with “They have eaten their breakfast.” The first sentence, with *-ing*, means that they are not done eating yet. The second sentence, with *-en*, means that they have finished eating. The verb *eaten* in the second sentence is a past participle.

3 Analyze each of the following past participles into verb plus suffix:

Past Participle	=	Verb	+ Suffix
beaten	=	<i>beat</i>	+ <i>en</i>
broken	=		+
chosen	=		+
driven	=		+
eaten	=		+
fallen	=		+
forbidden	=		+
frozen	=		+
given	=		+
proven	=		+

4 Now try some the other way around. Add each verb and suffix to make a past participle:

Verb	+	Suffix	=	Past Participle
ris e	+	<i>en</i>	=	<i>risen</i>
spoke	+		=	
stole	+		=	
take	+		=	
got	+		=	
forbid	+		=	
mistake	+		=	
forgot	+		=	
overtake	+		=	
arise	+		=	

5 Many past participles are used as adjectives, and many of these adjectives appear in compound words. Analyze each of the following compounds:

Compound Word	=	Free Stem #1	+	Verb	+	Suffix
browbeaten	=	<i>brow</i>	+	<i>beat</i>	+	<i>en</i>
downfallen	=		+		+	
heartbroken	=		+		+	
housebroken	=		+		+	
outspoken	=		+		+	
overtaken	=		+		+	
weatherbeaten	=		+		+	
downtrodden	=		+		+	
handwoven	=		+		+	
undertaken	=		+		+	

**Lesson Thirty-three
Test Four**

Words	Analysis
1.	[t] = _____, [j] = _____
2.	[t] = _____ and _____, [ū] = _____
3.	[t] = _____, <s> = _____
4.	[t] = _____, [o] = _____
5.	[t] = _____ Prefix + Stem + Suffix = _____
6.	Verb + Suffix = _____
7.	<s> = _____ Noun + Suffix ¹ + Suffix ² = _____
8.	[t] = _____ and _____, [o] = _____
9.	[t] = _____ Verb + Suffix = _____
10.	Noun + Verb + Suffix = _____

Answers to Test Four

Words	Analysis
1. <i>gentle</i>	[t] = <u><t></u> [j] = <u><g></u>
2. <i>tattoo</i>	[t] = <u><t></u> and <u><tt></u> , [ū] = <u><oo></u>
3. <i>debts</i>	[t] = <u><bt></u> , <s> = <u>[s]</u>
4. <i>yacht</i>	[t] = <u><cht></u> [o] = <u><a></u>
5. <i>attracting</i>	[t] = <u><tt></u> Prefix + Stem + Suffix = <u>ad + t + tract + ing</u>
6. <i>forgotten</i>	Verb + Suffix = <u>forgot + t + en</u>
7. <i>frightens</i>	<s> = [z] Noun + Suffix ¹ + Suffix ² = <u>fright + en + s</u>
8. <i>taught</i>	[t] = <u><t></u> and <u><ght></u> , [o] = <u><au></u>
9. <i>throttled</i>	[t] = <u><tt></u> Verb + Suffix = <u>throttl + ed</u>
10. <i>heartbroken</i>	Noun + Verb + Suffix = <u>heart + broke + en</u>

Lesson Thirty-four The Prefix *Sub-*

1 You have seen that when the prefix *ad-* is added to a stem, the <d> and [d] often assimilate and become more similar to the stem's first letter and sound, as in *attempt* and *appear*: *ad* + *t* + *tempt* and *ad* + *p* + *pear*

In the same way, when the prefix *sub-* is added to a stem, the and [b] often assimilate to become more similar to the stem's first letter and sound. Thus, *sub* + *m* + *mon* = *summon*

2 In each of the words below, the first three letters are some form of the prefix *sub-*. In some of them the 'b' and [b] have assimilated, and in some they have not. Analyze each word into its prefix and stem, showing any assimilation:

Word	=	Prefix	+	Stem
summon	=	<i>sub</i> + <i>m</i>	+	<i>mon</i>
success	=		+	
supply	=		+	
subject	=		+	
suffer	=		+	
support	=		+	
submarine	=		+	
sufficient	=		+	
suppose	=		+	
substitute	=		+	
suburbs	=		+	
succeed	=		+	
surrogate	=		+	
suppress	=		+	
suggest	=		+	
submitting	=		+	

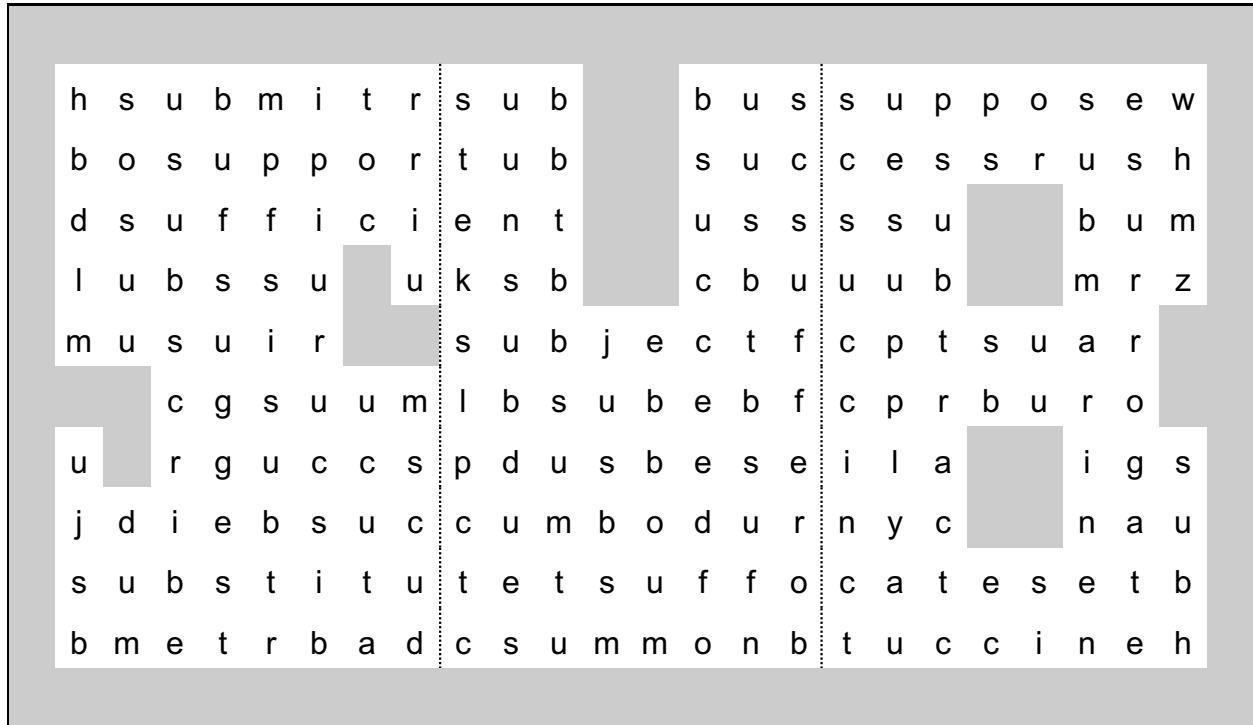
2 Sort the words into these two groups:

submit
sufficient
subscribe
substitute
succeed

success
subtract
suffocate
subject
subdue

submarine
suppose
support
supply
succumb

succinct
surrogate
suffer
suggest
summon



Lesson Thirty-five The Prefixes Spelled <in>

1 English has two prefixes that are spelled <in>. One means "in"; the other means "no, not." Each of the following words contains one of these *in-* prefixes. Analyze each word into prefix and stem:

Word	=	Prefix	+	Stem
include	=	<i>in</i>	+	<i>clude</i>
independent	=		+	
invisible	=		+	
involve	=		+	
incomplete	=		+	
insignificant	=		+	
invent	=		+	
insane	=		+	
inexpensive	=		+	
intend	=		+	
inspect	=		+	
insist	=		+	

2 Find the six words among these twelve in which *in-* means "no, not." The *in-* means "no, not" if the word means just the opposite of the stem that's left after you take away *in-*. For instance, *independent* means "not dependent," just the opposite of *dependent*. So the *in-* in *independent* means "not." Now sort the twelve words into these two groups:

Words in which *in-* . . .

means “no, not”	does not mean “no, not”

4 The meaning of the *in-* that means “in” can be difficult to see in some words, because the meanings of the words have changed so much over the centuries. The following words contain the *in-* that means “in.” For each we’ve given you the stem and its original meaning. Be ready to discuss the connection between the original meaning of the prefix and stem and the modern meaning of each word. For instance, how is our meaning of *include* like shutting in or closing in?

Word	Stem	Meaning of Stem
include	clude	“shut, close”
involve	volve	“roll, turn”
invent	vent	“come”
intend	tend	“stretch”
inspect	spect	“look”
insist	sist	“stand”



Word Venn. Into circle A put only words that contain the sound [t]. In circle B put only words that contain some form of the prefix *sub-*. In circle C put only words that contain one of the prefixes *in-*:

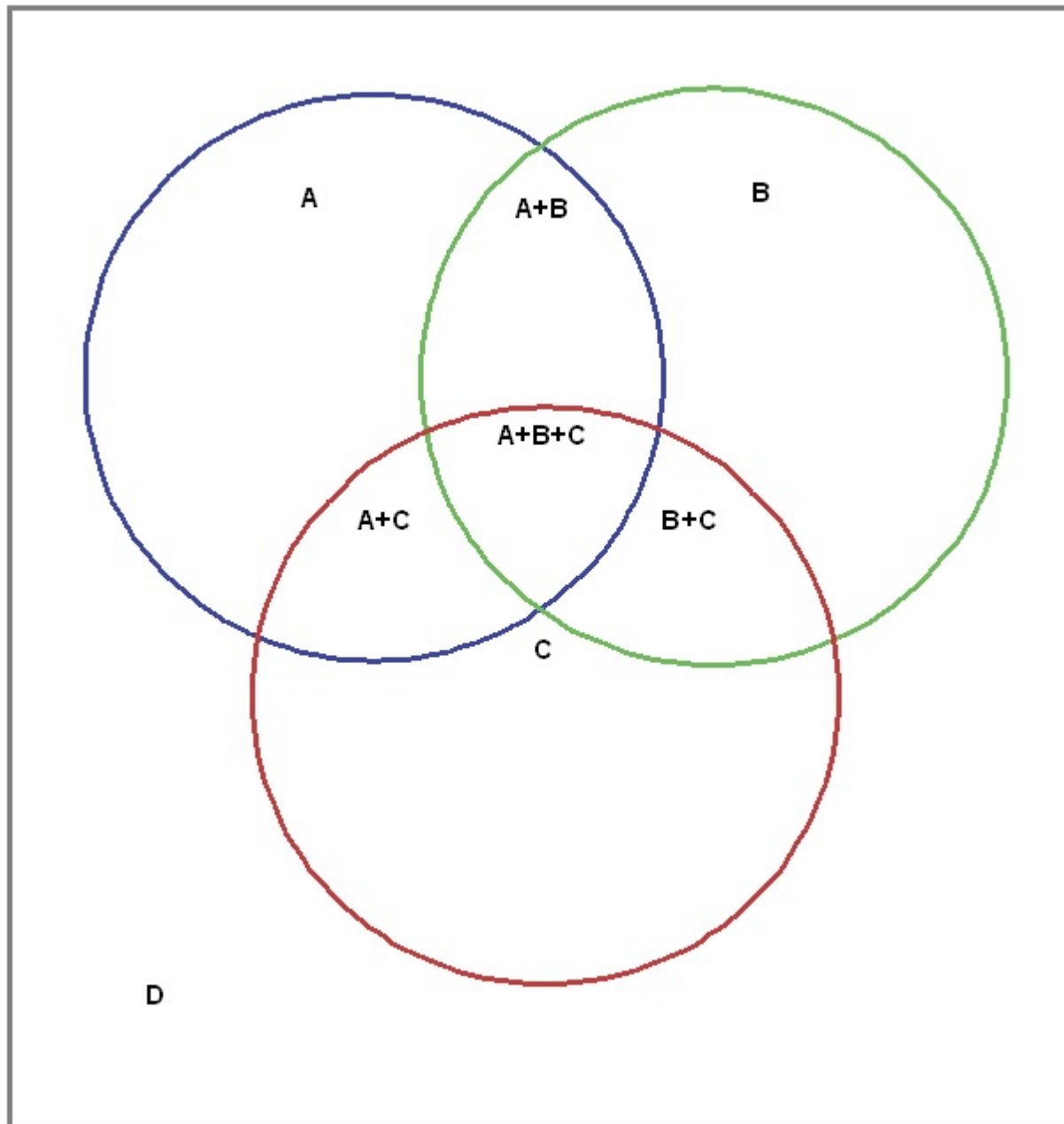
seek
debts
succinct

subscribed
insufficient
incomplete

coughing
inexpensive
substitute

involved
subdue
weight

insignificant
earlier
insufferable



Lesson Thirty-six Sometimes the Two Prefixes *in-* Assimilate

1 When either of the two prefixes *in-* is added to certain stems, the <n> will assimilate and become the same as the first letter of the stem. In all of the following words, the first two letters are some form of one of the *in-* prefixes. Sometimes the <n> remains <n>, and sometimes it assimilates. Analyze each word into its prefix and stem, showing any changes due to assimilation:

Word	=	Prefix	+	Stem
immediate	=	<i>in</i> + <i>m</i>	+	<i>mediate</i>
individual	=		+	
inform	=		+	
irregular	=		+	
illustrate	=		+	
invested	=		+	
illusion	=		+	
immense	=		+	

2 Sort the words into these groups:

Words in which <n> . . .

changed to <m>	changed to <r>	changed to <l>	did not change

3 So far the prefixes *in-* behave like the prefixes *ad-* and *sub-*: Sometimes they are simply added to the stem with no changes in spelling, and sometimes they assimilate so that the last letter of the prefix is the same as the first letter of the stem.

But in some words the <n> in *in-* changes to an <m> even though the first letter of the stem is not an <m>! For instance: *in* + *m* + *press* = *impress* This change from <n> to

<m> — and from [n] to [m] — still makes the word easier to say. It is called partial assimilation.

4 All of the following words contain one of the prefixes *in-*. In some words the <n> has assimilated partially by changing to an <m> in front of stems that don't start with [m] or <m>. In some words the <n> has not assimilated at all. Analyze each word to show what happened when *in-* was added to the stem in that word:

Word	=	Prefix	+	Stem
impress	=	<i>in+m</i>	+	<i>press</i>
inquire	=		+	
improve	=		+	
insufficient	=		+	
important	=		+	
indicted	=		+	
imbalance	=		+	
impossible	=		+	

5 The five words in which the <n> changed to <m> are . . .

6 Sometimes the <n> in the prefixes *in-* assimilates partially to ____ before stems that start with the letters ____ and ____.

Lesson Thirty-seven The Prefix *Ob-*

1 You have seen that when certain prefixes are added to certain stems, the last consonant in the prefix assimilates. In each of the following words, the first two letters are some form of the prefix *ob-*. Analyze each word to show what happened when the prefix *ob-* was added to the stem:

Word	=	Prefix	+	Stem
opposite	=	<i>ob+p</i>	+	<i>posite</i>
object	=		+	
observe	=		+	
occupy	=		+	
offer	=		+	
obtain	=		+	
opportunity	=		+	
occur	=		+	
obstacle	=		+	
occupation	=		+	
obvious	=		+	
oppose	=		+	
oblige	=		+	
occasion	=		+	
offense	=		+	

2 Now sort the twelve words into these two groups:

Words in which the . . .

assimilated:		did not assimilate:

3 Now sort the nine words in which the assimilated into these three groups:

Words in which changed to . . .

<c>	<f>	<p>



Word Spell. How many words of three letters or more can you spell from the letters in the word *opportunity*? There are more than a hundred possible ones.

O P P O R T U N I T Y

Lesson Thirty-eight Review of Prefixes, Stems, and Suffixes

1 Analyze each of the following words into their prefixes, stems and suffixes as indicated in the formulas given in the middle column. 'Pr' equals 'Prefix', 'St' equals 'Stem', and 'Su' equals 'Suffix'. Remember that some stems consist of just a base. Be sure to show all cases of final <e> deletion, twinning, changing of <y> to <i>, and assimilation:

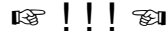
Word	Formula	=	Analysis
misaddressed	$Pr^1+Pr^2+St+Su$	=	<i>mis + ad + dress + ed</i>
assuring	$Pr+St+Su$	=	
misinforms	$Pr^1+Pr^2+St+Su$	=	
submariner	$Pr+St+Su$	=	
successfully	$Pr+St+Su^1+Su^2$	=	
observers	$Pr+St+Su^1+Su^2$	=	
illustrating	$Pr+St$	=	
unimpressed	$Pr^1+Pr^2+St+Su$	=	
reoccurring	$Pr^1+Pr^2+St+Su$	=	
adventurers	$Pr+St+Su^1+Su^2$	=	
disappearing	$Pr^1+Pr^2+St+Su$	=	
inquirers	$Pr+St+Su^1+Su^2$	=	
suppliers	$Pr+St+Su^1+Su^2$	=	
unaccompanied	$Pr^1+Pr^2+St+Su$	=	
uninvolved	$Pr^1+Pr^2+St+Su$	=	
misassigned	$Pr^1+Pr^2+St+Su$	=	
subscribers	$Pr+St+Su^1+Su^2$	=	
disadvantaged	$Pr^1+Pr^2+St+Su$	=	
unassisted	$Pr^1+Pr^2+St+Su$	=	
sufferers	$Pr+St+Su^1+Su^2$	=	

Word	Formula	=	Analysis
unaffected	Pr ¹ +Pr ² +St+Su	=	
substituting	Pr+St+Su	=	
straightened	St+Su ¹ +Su ²	=	
occupies	Pr+St+Su	=	

2 Combine the following prefixes, stems, and suffixes. Again, be sure to show all changes that occur when the elements combine:

Prefixes, Stems, and Suffixes	=	Analysis	=	Word
un + ad + prove + ed	=	un+ad+p+prov e +ed	=	
dis + ad + point + ment + s	=		=	
in + form + er + s	=		=	
ad + just + er + s	=		=	
ad + cid + ent + al + ly	=		=	
re + ob + cur + ing	=		=	
ob + portune + ist + s	=		=	
sub + gest + ion + s	=		=	
sub + tract + ion	=		=	
ob + posite + ion	=		=	
in + de + pend + ent + ly	=		=	
in + lustr + ate + ion + s	=		=	
ad + sort + ment	=		=	
ad + sign + ment	=		=	
in + lus + ion + s	=		=	
in + vent + or + s	=		=	
ad + opt + ion	=		=	

5 More than nine times out of ten [p] is spelled <p>. Very nearly all of the other times it is spelled <pp>. So the sound [p] is spelled <p> or <pp> nearly 100% of the time. The next lesson will deal with when and why [p] is spelled <pp>.



Word Find. This Word Find contains fifteen words that contain the spelling <pp>:

supply	support	lamppost	snapped	kidnapper
wrapper	approach	tipping	approach	stepparent
opposite	appeal	oppose	opportunity	oppress

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

Lesson Forty

When is [p] Spelled <pp>?

1 You have seen that a double consonant, like <pp>, can be caused by one of these reasons: simple addition, twinning, or assimilation:

A <pp> is caused by simple addition when an element that ends with a <p> joins another element that starts with <p>: *lamp + post = lamppost*

Sometimes <pp> is caused by twinning: *tip + p + ing = tipping*

Some cases of <pp> are caused by the assimilation of the prefixes *ad-*, *sub*, or *ob-* in front of stems that start with a <p>: *ad + p + peal = appeal*

2 Each of the following words contains a <pp> because of one of the three reasons just given. Analyze each word enough to show whether the <pp> was caused by simple addition, twinning, or assimilation. Write the cause in the right column:

Word	=	Analysis	Reason for <pp>
lamppost	=	<i>lamp + post</i>	<i>Simple addition</i>
appears	=		
tipping	=		
wrapper	=		
suppose	=		
oppose	=		
snapped	=		
approaches	=		
opportunity	=		
supply	=		
apply	=		
slipper	=		
oppress	=		
suppress	=		

Word	=	Analysis	Reason for <pp>
stepparent	=		
unwrapped	=		
opposite	=		
support	=		
kidnapping	=		

3 Think of another word that contains the spelling <pp> for each of the following reasons. Then analyze each word:

Reason	Word	Analysis
Simple Addition		
Twinning		
Assimilation		

4 Three reasons for spelling [p] <pp> are . . .

--	--	--

Lesson Forty-one
Test Five

Words	Fill in the blanks
1.	[p] = _____
2.	[p] = _____
3.	[p] = _____, [r] = _____ and _____
4.	Pr + St = _____
5.	Pr + St + Su ¹ + Su ² = _____
6.	Pr + St + Su = _____
7.	Pr + St + Su = _____
8.	Pr + St + Su = _____
9.	Pr + St = _____
10.	Pr + St + Su = _____

Answers to Test Five

Words	Fill in the blanks
1. <i>independent</i>	[p] = <u><p></u>
2. <i>opportunity</i>	[p] = <u><pp></u>
3. <i>wrapper</i>	[p] = <u><pp></u> , [r] = <u><wr></u> and <u><r></u>
4. <i>observe</i>	Pr + St = <u>ob + serve</u>
5. <i>sufferers</i>	Pr + St + Su ¹ + Su ² = <u>sub + f + fer + er + s</u>
6. <i>illustrates</i>	Pr + St + Su = <u>il + l + lustrate + s</u>
7. <i>approached</i>	Pr + St + Su = <u>ap + p + proach + ed</u>
8. <i>succeeding</i>	Pr + St + Su = <u>sub + c + ceed + ing</u>
9. <i>substitute</i>	Pr + St = <u>sub + stitute</u>
10. <i>occurring</i>	Pr + St + Su = <u>ob + c + cur + r + ing</u>

Lesson Forty-two
Spelling [p] After Short and Long Vowels

1 Fill in the blanks with either 'long' or 'short':

In the vcc pattern the vowel will usually be _____ if it is stressed.

In the vcv pattern the vowel will usually be _____ if it is stressed.

In the vc# pattern the vowel will usually be _____ if it is stressed.

2 Underline the letters that spell [p] in each of the following words:

accept

escape

worship

occupy

aspirin

whisper

type

unwrap

pepper

chapter

glimpse

baptize

symptom

vapor

friendship

happiness

3 Find the closest vowel letter before the [p] in each word. Starting with that vowel, mark the pattern—either vcc, vcv, or vc#. In some of the words there is a consonant between the <p> and the vowel.

There are _____ words with the pattern VCV.

There are _____ words with the pattern VC#.

There are _____ words with the pattern VCC.

4 Sort the sixteen words into the following matrix.

Words with the pattern . . .

	VCC	VCV	VC#
Words with a short vowel before the <p>			
Words with a long vowel before the <p>			

5 After a long vowel in the VCV pattern [p] is always spelled _____. After a short vowel in the VC# pattern [p] is always spelled _____. After a short vowel in the VCC pattern [p] is sometimes spelled _____ and sometimes it is spelled _____.

6 Sort the words with the VCC pattern into the following two groups:

Words with [p] spelled . . .

<pp>	<p>		

7 Be ready to discuss this question: Why does the second [p] in *pepper* and the [p] in *happiness* have to be spelled <pp> while [p] is spelled <p> in words like *aspirin* and *glimpse* ?

Lesson Forty-three Words With <ple> and <pple>

1 Earlier you saw that with the spelling of [t] before the letters <le> there are two special smaller patterns that we called the **VCle** and the **VCCle** patterns, as in *title* and *tattle*.

In the VCle pattern, as in *title*, the vowel will be _____, but in the VCCle pattern, as in *tattle*, the vowel will be _____.

The VCle and VCCle patterns hold for words that have the letters <le> right after the sound [p]. Underline the letters that spell [p] in each word:

pineapple cripple sample staple ample
 simple ripple temple quadruple maple
 disciple steeple example supple people

2 Sort the fifteen words into this matrix:

Words in which the [p] comes right after a . . .

	consonant sound	long vowel sound	short vowel sound
Words with [p] spelled <p>:			
Words with [p] spelled <pp>:			

3 In words that have a [p] sound with <le> right after it, if the [p] comes right after a consonant or long vowel, the [p] is spelled _____. But if the [p] comes right after a short vowel sound, the [p] is spelled _____.

4 Sort the words with short vowels before the [p] into these two groups:

Words with [p] spelled . . .

<p>	<pp>

If there is a consonant between the short vowel and the [p], we only need a single <p> because the other consonant will fill out the VCC/e pattern. But if there is no other consonant, we need both <p>'s.

5 In the VC/e pattern the vowel is _____, but in the VCC/e pattern the vowel is _____.

6 Two ways of spelling [p] are _____ and _____.

Word History. Although its name analyzes to *pine* + *apple*, a pineapple is neither pine nor an apple. In earlier centuries the word *apple* was often used to refer to fruit in general, and the word *pineapple* originally was used to refer to the fruit of the pine tree – that is, the pine cone. Later it was used to refer to the fruit from Hawaii because pineapples look very much like large pine cones.

Lesson Forty-four
Four More Suffixes: *-ful*, *-less*, *-ly*, and *-y*

1 Each of these four suffixes changes a noun into an adjective. Notice that *knot* is a noun; it names a thing: "There is a knot in that board." But if we add *-y* or *-less* to it, we get adjectives, words that describe nouns: "That board is knotty, but the other board is knotless." *Knotty* and *knotless* are adjectives describing the noun *board*.

2 Also, the word *man* is a noun: "He is a man." But if we add *-ful* or *-ly* to it, we get adjectives: "He is a manful person" and "He is a manly fellow." *Manful* is an adjective describing *person*, and *manly* is an adjective describing *fellow*.

3 The suffixes *-ful*, *-less*, *-ly*, and *-y* can be used to change _____ into _____.

4 Combine the nouns and suffixes below to make adjectives:

Noun	+ Suffix	=	Adjective
doubt	+ less	=	
doubt	+ ful	=	
sleep	+ less	=	
sleep	+ y	=	
cheer	+ less	=	
cheer	+ ful	=	
cheer	+ y	=	
weight	+ y	=	
weight	+ less	=	
thought	+ ful	=	
thought	+ less	=	
daughter	+ ly	=	

5 Each of the following adjectives consists of a noun plus one of the four suffixes you've been working with in this lesson. Analyze each adjective into its stem noun and suffix:

Adjective	=	Noun	+	Suffix
successful	=		+	
delightful	=		+	
tricky	=		+	
sightless	=		+	
worshipful	=		+	
knightly	=		+	
knotty	=		+	
bottomless	=		+	
flavorful	=		+	
twisty	=		+	
syrupy	=		+	
lovely	=		+	
joyful	=		+	
motherless	=		+	
rightful	=		+	
peppery	=		+	
friendly	=		+	
motherly	=		+	

6 Four suffixes that turn nouns into adjectives are _____, _____, _____,
and _____.

Lesson Forty-five The Letter <v> After Short and Long Vowels

1 Earlier we saw that, except for the word *of*, the sound [v] is always spelled one way.

That way is _____.

One reason we have spellings with double letters like <pp> and <tt> is to mark the difference between long and short vowels:

taped	tapped
vcv	vcc
later	latter
vcv	vcc

But since we don't regularly use <vv>, we have no way to mark short vowels before [v] the way we use <pp> and <tt> to mark them before [p] and [t] in words like *tapped* and *latter*. So the letter <v> cannot tell us whether the vowel in front of it is long or short.

2 Put a 'c' for "consonant" under the <v> in each of the following words. Then mark the letter right in front of the <v> and the letter right after the <v> with either another 'c' if it's a consonant or with a 'v' if it's a vowel:

avenue	arriving	driven	remove	novel
flavor	having	driver	woven	overtake
haven't	gives	shovel	several	civilized
haven	evening	improve	fever	lovely

3 You should have found that all twenty words have the same pattern. That pattern is _____.

4 Sort the twenty words into the following two groups:

Words in which the <v> comes right after a . . .

short vowel:		long vowel:	

5 Usually in the pattern VCV the first vowel is _____. But do all of the words with <v> as the consonant in the pattern VCV have a long vowel right in front of the <v>? _____.

6 The word *ambiguous* means “to be indefinite; to have more than one possible meaning.” Be ready to discuss this question: Why can we say that so far as long and short vowels are concerned, the letter <v> is ambiguous?

Word History. *Ambiguous* analyzes to *ambī* + *ig* + *uous*. The prefix *amb(i)-* means “both.” The base *ig* means “drive, lead, act.” The suffix *-uous* forms adjectives with a meaning like “tending to.” So *ambiguous* has a root meaning like “tending to drive both ways or act both ways, tending to wander around.”

Lesson Forty-six Review

1 Below you are given some words. For each word you are given a spelling feature – either the spelling of one of the sounds in the word or the presence of a silent final <e>. In the right hand column you should fill in the reason for the spelling feature – that is, the pattern or change that explains why the sound is spelled the way it is or the function of the silent final <e> in the word – as we have done with *example*::

Word	Spelling Feature	Reason
example	[p]=<p>	<i>VCcle pattern</i>
immediate	[m]=<mm>	
knotty	[t]=<tt>	
immense	Silent final <e>	
shuttle	[t]=<tt>	
attempted	[t]=<tt>	
occurred	[r]=<rr>	
kidnapped	[p]=<pp>	
supporting	[p]=<pp>	
lose	Silent final <e>	
subscribe	Silent final <e>	
maple	Silent final <e>	

2 Analyze each of the following words into its elements according to the formula you are given for each one. 'Pr' = 'Prefix,' 'FrSt' = 'Free Stem,' 'BndSt' = 'Bound Stem,' and 'Su' = 'Suffix.' Remember that some stems consist of just a base. Be sure to show any changes that occur:

Word	Formula	Analysis
unfriendly	Pr+FrSt+Su	<i>un + friend + ly</i>
thoughtful	FrSt+Su	

Word	Formula	Analysis
unimpressive	Pr ¹ +Pr ² +FrSt+Su	
obtained	Pr+BndSt+Su	
rightfully	FrSt+Su ¹ +Su ²	
indebted	Pr+FrSt+Su	
involved	Pr+BndSt+Su	
sufferers	Pr+BndSt+Su ¹ +Su ²	
suffocate	Pr+BndSt+Su	
reappeared	Pr ¹ +Pr ² +BndSt+Su	
disputing	Pr+BndSt+Su	
sleepiest	FrSt+Su ¹ +Su ²	

3 Combine the following elements into words. Be sure your analysis shows any changes that occur:

Elements	Analysis	Word
in+sub+fic+ient	<i>in+subb+f+fice+ient</i>	<i>insufficient</i>
in+de+pend+ence		
in+sist+ed		
dis+ad+vant+age+ed		
un+wrap+ed		
ad+sign+ment+s		
in+sign+i+fic+ant		
sub+gest+ion+s		
ear+ly+est		
ob+case+ion+al		
de+light+ful+ly		
in+lustr+ate+ion		

Lesson Forty-seven Review

1 Analyze each of the following words enough to show all of the suffixes and prefixes they contain. Show any changes:

Word	Analysis
misadvised	<i>mis+ad+vise+ed</i>
unsuccessful	
impresses	
insane	
reoccurred	
typists	
gentlest	
regularize	
friendlier	
frightens	
thoughtless	
naughtier	
affection	
subtracting	
informers	
invisible	
oppressive	
escapist	
happiest	
vaporized	
lovelier	

Word	Analysis
lengthening	
rightful	
pointlessness	
cheery	
unassisted	
suggests	
offense	
opportunist	
simplest	
individualize	
motherly	
moistened	
flavorful	
sightless	
knotty	

2 Sort the words into the following groups:

Words with the prefix . . .				
ad-	in- ¹ "not"	in- ² "in"	ob-	sub-

Words with the suffix . . .			
-en	-est	-ful	-ist

Words with the suffix . . .			
-ize	-less	-ly	-y

3 Among the words above you should be able to find at least four that contain each of the following things:

An example of changing <y> to <i>':	An example of deleting silent final <e>:	A prefix or suffix other than the ones listed above:

Lesson Forty-eight
Test Six

Words	Analysis
1.	Prefix + Stem + Suffix + Suffix: _____
2.	Prefix + Stem + Suffix: _____
3.	Prefix + Stem + Suffix: _____
4.	Prefix + Stem + Suffix: _____
5.	Stem + Suffix + Suffix: _____
6.	Prefix + Stem + Suffix: _____
7.	Stem + Suffix + Suffix: _____
8.	Stem + Suffix + Suffix: _____
9.	Prefix + Stem + Suffix: _____
10.	Stem + Suffix: _____

Answers to Test Six

Words	Fill in the blanks
1. <i>assignments</i>	Prefix + Stem + Suffix + Suffix: <u>ad + s + sign + ment + s</u>
2. <i>suggested</i>	Prefix + Stem + Suffix: <u>sub + g + gest + ed</u>
3. <i>informers</i>	Prefix + Stem + Suffix + Suffix: <u>in + form + er + s</u>
4. <i>opposites</i>	Prefix + Stem + Suffix: <u>ob + p + posite + s</u>
5. <i>typists</i>	Stem + Suffix + Suffix: <u>type + ist + s</u>
6. <i>unhappiest</i>	Prefix + Stem + Suffix: <u>un + happy + i + est</u>
7. <i>lovelier</i>	Stem + Suffix + Suffix: <u>love + ly + i + er</u>
8. <i>frightening</i>	Stem + Suffix + Suffix: <u>fright + en + ing</u>
9. <i>unsuccessful</i>	Prefix + Stem + Suffix: <u>un + sub + c + cess + ful</u>
10. <i>thoughtless</i>	Stem + Suffix: <u>thought + less</u>