

Book Five

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Lesson One Review of Elements and Simple Addition

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 *unfriendly* and *respected*.

Bases are elements that carry the core of the word's meaning and can have prefixes and suffixes added at the front and back.

Free bases are bases that can stand free as words, like the bases *friend* and *doubt* in the words *unfriendly* and *undoubtedly*.

Bound bases are bases that cannot stand free as words, like the bases *sist* and *rupt* in the words *resisted* and *disrupted*.

Suffixes are elements that go at the end of words and cannot stand free as words. In the words *unfriendly* and *respected*, *-ly* and *-ed* 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.

3 Add the following prefixes and suffixes to the free bases. All of the elements combine by simple addition:

Prefix + Free Base + Suffix			= Word
un	+ suit	+ ed	= <i>unsuited</i>
ad	+ dict	+ ion	=
dis	+ turb	+ ing	=
in	+ clude	+ s	=
dis	+ arm	+ ed	=
mis	+ judge	+ ment	=
com	+ fort	+ able	=
in	+ vest	+ ment	=

Prefix + Free Base + Suffix = Word			
ex	+ ceed	+ s	=
com	+ mon	+ ly	=

4 **Stems.** 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 *re-* away from the word *repaying*, we would have the word *paying* left over — and that leftover part is called the stem. If we took the suffix *-ing* away from *repaying*, the stem would be *repay*. If we took the prefix *re-* away from *repay*, the stem would be *pay*, which is also a free base.

We also use the word *stem* to refer to the element or string of elements to which we are going to add prefixes or suffixes. If we added the suffix *-ing* to the word *repay*, we would say that *repay* was the stem of the new word, *repaying*.

So the word *stem* can be used to refer to the element or string of elements that is left over after prefixes or suffixes are taken away, and it can be used to refer to an element or string of elements to which we are going to add prefixes or suffixes.

Some stems are **free**, and some stems are **bound**. For instance, if we take away the suffix from the word *resisting*, we get the free stem *resist*. But if we take away the prefix from *resisting*, we get the bound stem *sisting*, for we do not have a word in English spelled <sisting>.

Some stems do not contain prefixes or suffixes, but every stem must contain at least one base. And some stems contain only a base.

5 Analyze these words into the elements and stems described for each:

Word	= Analysis
uncomfortable	= Prefix + prefix + free base + suffix <u>un + com + fort + able</u>
include	= Prefix + bound base _____
exceeding	= Prefix + bound base + suffix _____
addicts	= Prefix + bound base + suffix _____
uncommon	= Prefix + prefix + bound base _____

Word	= Analysis
unsuitable	= Prefix + free base + suffix
jewelers	= Free base + suffix + suffix
dewy	= Free base + suffix
misjudges	= Prefix + free stem
regrouping	= Prefix + free base + suffix
compels	= Prefix + bound base + suffix
rearming	= Prefix + free base + suffix
reinvested	= Prefix + prefix + free base + suffix
refreshments	= Prefix + bound stem
undisturbed	= Prefix + prefix + bound stem

Word History. The *vest* that refers to a sleeveless shirt-like garment is the same free base that is in *investment*. It comes from a Latin word that meant “garment, clothing.” The connection appears to be that when you invest money, you put it into a new form, as if you were clothing it in a new cover. Notice that we still speak of “covering” someone's bet, which is itself a kind of investment.

Lesson Two

Review of Twinning and Silent Final <e> Deletion

1 **Twinning Rule.** You twin the final consonant of a stem that has one vowel sound whenever you add a suffix that starts with a vowel and the stem ends CVC. You twin the final consonant of a word that has two or more vowel sounds whenever you add a suffix that starts with a vowel and the stem ends CVC and the stem has strong stress on its final vowel before and after you add the suffix.

2 Combine the following stems with their suffixes. Some combine by simple addition and some with twinning. Show any cases of twinning. Be ready to explain why twinning does or does not occur in each case:

Stem	+	Suffix	=	Word
compel	+	/+ ing	=	<i>compelling</i>
debt	+	or	=	
slam	+	ed	=	
god	+	ess	=	
cruel	+	est	=	
god	+	ly	=	
rumor	+	ed	=	
knit	+	ing	=	
permit	+	s	=	
collect	+	ed	=	
build	+	ing	=	
exhibit	+	ed	=	
admit	+	ing	=	
twin	+	ing	=	
foreign	+	er	=	
develop	+	ing	=	
boot	+	ed	=	
blossom	+	ed	=	

Stem	+	Suffix	=	Word
chew	+	y	=	
ruin	+	ed	=	

3 **Silent Final <e> Deletion Rule.** You delete a final <e> that marks a soft <c> or soft <g> 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 suffix that starts with any vowel.

4 Combine the following stems and suffixes. Some combine through simple addition and some with final <e> deletion. Show any final <e>'s that are deleted as we have done with the first one:

Stem	+	Suffix	=	Word
los e	+	er	=	<i>loser</i>
bruise	+	es	=	
collapse	+	ing	=	
influence	+	ed	=	
juice	+	y	=	
acknowledge	+	ing	=	
acknowledge	+	able	=	
routine	+	ly	=	
cruise	+	ing	=	
loose	+	ness	=	
costume	+	er	=	
continue	+	ous	=	
nonsense	+	ic + al	=	
clothe	+	ing	=	
absolute	+	ly	=	
commerce	+	ial	=	
balance	+	able	=	

Stem + Suffix	=	Word
nuisance + es	=	
collide + ing	=	
loose + en	=	
choose + y	=	
overdose + ed	=	
accommodate + ion	=	

Lesson Three Review of Assimilation

1 When prefixes are added to stems, usually they are simply added to the stem with no changes in spelling: *re+paint = repaint* and *sub+tract = subtract*. This process is called **simple addition**.

But sometimes the last letter of the prefix changes to spell the same sound as the first letter of the stem: *sub+pose = sub~~b~~+p+pose = suppose* and *in+legal = in~~n~~+l+legal = illegal*. This process is called **full assimilation**.

Sometimes the last letter of the prefix changes to spell a sound more similar to, but not entirely the same as, the first sound in the stem: *in+possible = in~~n~~+m+possible = impossible*. This process is called **partial assimilation**.

Both full and partial assimilation make the word easier to say.

2 All of the following words start with some form of one of the following prefixes: *ad-*, *in-¹* “not”, *in-²* “in”, *ob-*, and *sub-*. Analyze each word into its prefix and stem. Sometimes the prefix and stem combine through simple addition, and sometimes they combine with either partial or full assimilation. Be sure your analysis shows any assimilation that takes place:

Word	=	Prefix + Stem
illegal	=	<i>in¹+l+legal</i>
object	=	
influence	=	
subject	=	
adjective	=	
assign	=	
supposed	=	
illiteracy	=	
opposite	=	
immune	=	
innocent	=	

Word	=	Prefix + Stem
immigrant	=	
immediate	=	

3 Now try some the other way around. Combine each prefix and stem. In your analysis. Show any assimilation that takes place, as we have done with the first one:

Prefix + Stem	=	Analysis	=	Word
ad + nex	=	<i>ad+n+nex</i>	=	<i>annex</i>
ad + commodate	=		=	
sub + gest	=		=	
in ¹ + literate	=		=	
ob + position	=		=	
in ¹ + mortal	=		=	
in ² + prove	=		=	
ob + struct	=		=	
in ² + struct	=		=	
sub + mit	=		=	
ad + mitted	=		=	
in ¹ + balance	=		=	
ad + dress	=		=	
ad + tendance	=		=	
ob + portunity	=		=	
sub + fering	=		=	

4 Two words that contain full assimilation are _____ and _____.

5 Two words that contain partial assimilation are _____ and _____.

Word History. The bound base *mune* in *immune* is closely related to the bound base *mon* in *common*. They both mean “duties, office” or “performing duties or services.” To be immune originally meant to be free of responsibility for civic duties. The word *commune* has the same prefix as *common* and the same base as *immune*.

Lesson Four The Prefix *Com-*

1 Many words contain some form of the prefix *com-*. The <m> in *com-* often assimilates when it is added to certain stems.

The first three letters in each of the following words are some form of the prefix *com-*. Sometimes the <m> has assimilated and sometimes it has not. Analyze each word into its prefix plus stem and show any assimilation that has taken place.

Word	=	Prefix + Stem
correspond	=	<i>cor^h + r + respond</i>
combine	=	
companion	=	
collapse	=	
connect	=	
committee	=	
correct	=	
commercial	=	
collect	=	
college	=	
community	=	
company	=	

2 Sort the words into these two groups:

Words in which the <m> in *com-* . . .

assimilated:		did not assimilate:	

3 Now sort the six words in which the <m> did not assimilate into these two groups:

Words in which there is . . .

<mm>	no <mm>

4 And now sort the six words in which the <m> assimilated into these three groups:

Words in which the <m> changed to . . .

<n>	<l>	<r>

5. Three assimilated forms of the prefix *com-* are _____, _____, and _____.

Lesson Five The Prefix *Com-* and Partial Assimilation

1 In an earlier lesson we saw that sometimes the <n> in the prefixes *in*¹- and *in*²- changes to an <m> even though the first letter of the stem is not an <m>. An example is the word *impression*: *in*² + *m* + *pression*. This is called **partial assimilation**. The prefix *com-* does a similar thing:

In most of the words with *com-* the <m> changes to an <n>, even when the stem does not start with an <n>. This partial assimilation of <m> to <n> still makes the word easier to say.

2 The first three letters in each of the following words are some form of *com-*. Sometimes it has assimilated partially by changing <m> to <n>, and sometimes it has not. Analyze each word to show what happened when *com-* was added to the stem in that word:

Words	=	Prefix + Stem
consist	=	<i>com</i> + <i>n</i> + <i>sist</i>
conduct	=	
conversation	=	
commission	=	
compare	=	
confidence	=	
composition	=	
consent	=	
confession	=	
content	=	
commerce	=	
Congress	=	
conceal	=	

Words	=	Prefix + Stem
confront	=	
continue	=	

3 Now sort the fifteen words into these two groups:

Words in which the <m> . . .

assimilated partially			did not assimilate at all



Word Change. Make the changes called for by the instructions and fill in the blank in the final sentence:

Instructions	Words
1. Write the word <i>college</i> .	1.
2. Change the fourth consonant in the word to the second consonant in the alphabet. Then change the second <e> in the word to the letter that comes between <s> and <u> in the alphabet.	2.
3. Change the third and fourth letters in the word to the letters that come two places after them in the alphabet.	3.
4. Change the third and fourth letters in the word to the letters that come four places after them in the alphabet.	4.
5. Change the second consonant in the word to the letter that comes between <m> and <o> in the alphabet. Then change the third consonant in the word to the third consonant in the alphabet. And then change the <e> to <u>.	5.

Instructions	Words
6. Change the base of the word to <sist>.	6.
7. Change the second vowel in the word to the second vowel in the alphabet. Change the fourth consonant in the word to <n>.	7.

If you followed the instructions just right, your solution is _____.

Word 4

Lesson Six More Words With *Com-*

1 Here are twelve more words, all starting with some form of the prefix *com-*. Analyze each word into prefix plus stem — and show any assimilations that take place:

Word	=	Prefix + Stem
contents	=	<i>com</i> + <i>n</i> + <i>tents</i>
completely	=	
confident	=	
compel	=	
contain	=	
compare	=	
correspond	=	
construct	=	
communities	=	
contract	=	
continent	=	
collapsed	=	

2 Sort the twelve words into these two groups:

Words in which the <m> . . .

assimilated either partially or fully:		did not assimilate at all:

3 The word *accommodate* contains an assimilated form of the prefix *ad-*, plus the prefix *com-*. Analyze it into its two prefixes and stem:

Word	= Prefix¹	+ Prefix²	+ Stem
accommodate	=	+	+

4 The prefix *com-* means “with” or “together.” Each of the following words consists of some form of *com-* plus a base. In the right hand column we give you the each base and its meaning. You should be ready to discuss how you think the meaning of the prefix and the base go together to lead to the meaning of each word:

Word	Base and Its Meaning
contract	<i>tract</i> = “Draw, pull”
collect	<i>lect</i> = “Choose, gather, read”
connect	<i>nect</i> = “Bind”
contain	<i>tain</i> = “Hold”
compare	<i>pare</i> = “Equal”
compel	<i>pel</i> = “Push, drive, strike”
construct	<i>struct</i> = “Pile up”
collide	<i>lide</i> = “Strike”
contact	<i>tact</i> = “Touch”
conduct	<i>duct</i> = “Lead, bring”
combine	<i>bine</i> = “Two by two, two each”

Lesson Seven
How Do You Spell [ū], Long oo?

1 You can hear long oo, [ū] , in the word *crude*. Long oo is usually spelled with a <u> or an <o>. Underline the letters that are spelling [ū] in the following words:

truly	blue	suicide	resume	lose	ruble
avenue	including	influence	nuclear	to	shoe
student	absolutely	statue	conclusion	cruel	ruin
glue	introduce	junior	consumer	do	conclude
canoe	solution	stupid	costume	numerous	approve
who	assume	improve	exclude	rumor	opportunity

2 Now sort the words into the following two groups:

Words with [ū] spelled . . .

<u>		<o>	

3 You have worked with three patterns that have long vowels at their beginning: VCV, Ve#, and VCle. Sort the words in Item 1 into the following groups:

Words with VCV strings in which [ū] is spelled . . .

<u>			<o>

4 Words with [ū] spelled <u> in the Ve# pattern . . .

--	--	--	--

5 Words with [ū] spelled <o> in the Ve# pattern . . .

--	--

6 Words with [ū] spelled <u> in the VCle# pattern . . .

--	--

7 There are two other patterns that have long vowels at their heads. The first one is written CV#: When <e>, <i>, <o>, <u>, or <y> are the last letter in a word, they spell a long sound. Find the three words in your list of [ū] words that fit the CV# pattern:

Words with [ū] in the CV# pattern . . .

--	--	--

8 The second new pattern is quite different from any of the others: When two separate vowel sounds come one right after the other, the first vowel sound will be long – as in words like *lion* and *cruel*. with long <i> and long oo. We write this pattern V.V. The dot between the V's reminds us that the vowel letters are spelling two separate vowel sounds.

Words with [ū] in the V.V pattern . . .

--	--	--	--

7 So far you have worked with eight vowel patterns: VCV, VCC, VC#, VCle, VCCle, V#, Ve#, and V.V. Sort the eight patterns into these two groups:

**Patterns that have
first vowels that are . . .**

short	long

Lesson Eight Digraph Spellings of Long oo

1 You have seen that the long oo sound, [ū], is often spelled <u> or <o>. It is also often spelled with combinations of two vowel letters. When two vowel letters work together as a team to spell a single vowel sound, they are called a **digraph**. In all but three of the following words [ū] is spelled with vowel digraphs. Underline the letters that spell [ū]:

choose	through	loose	juice	knew	poodle
suicide	too	you	suit	mood	boots
coupon	bruise	threw	rumor	lose	dew
goose	groups	noodles	cruise	proof	routine
chews	nuisance	smooth	cougar	jewel	brood

2 Sort the words into these groups:

Words in which [ū] is not spelled with a digraph . . .

--	--	--

Words in which [ū] is spelled with the digraph . . .

<oo>	<ou>	<ui>	<ew>

<oo>	<ou>	<ui>	<ew>

3 You have worked with six ways of spelling [ū]. Write them below and give at least one word that contains each spelling:

Spellings of [ū]	Example Words

4 You have learned eight patterns, like VCC and VCV, for marking long and short vowels. Unfortunately, although these patterns are very useful when vowels are spelled by single letters, they are not useful when vowels are spelled with vowel digraphs. So vowel patterns like VCC and VCV cannot help when you are spelling vowel sounds with digraphs. But there are other kinds of patterns that can help, as we'll see in the next lesson.



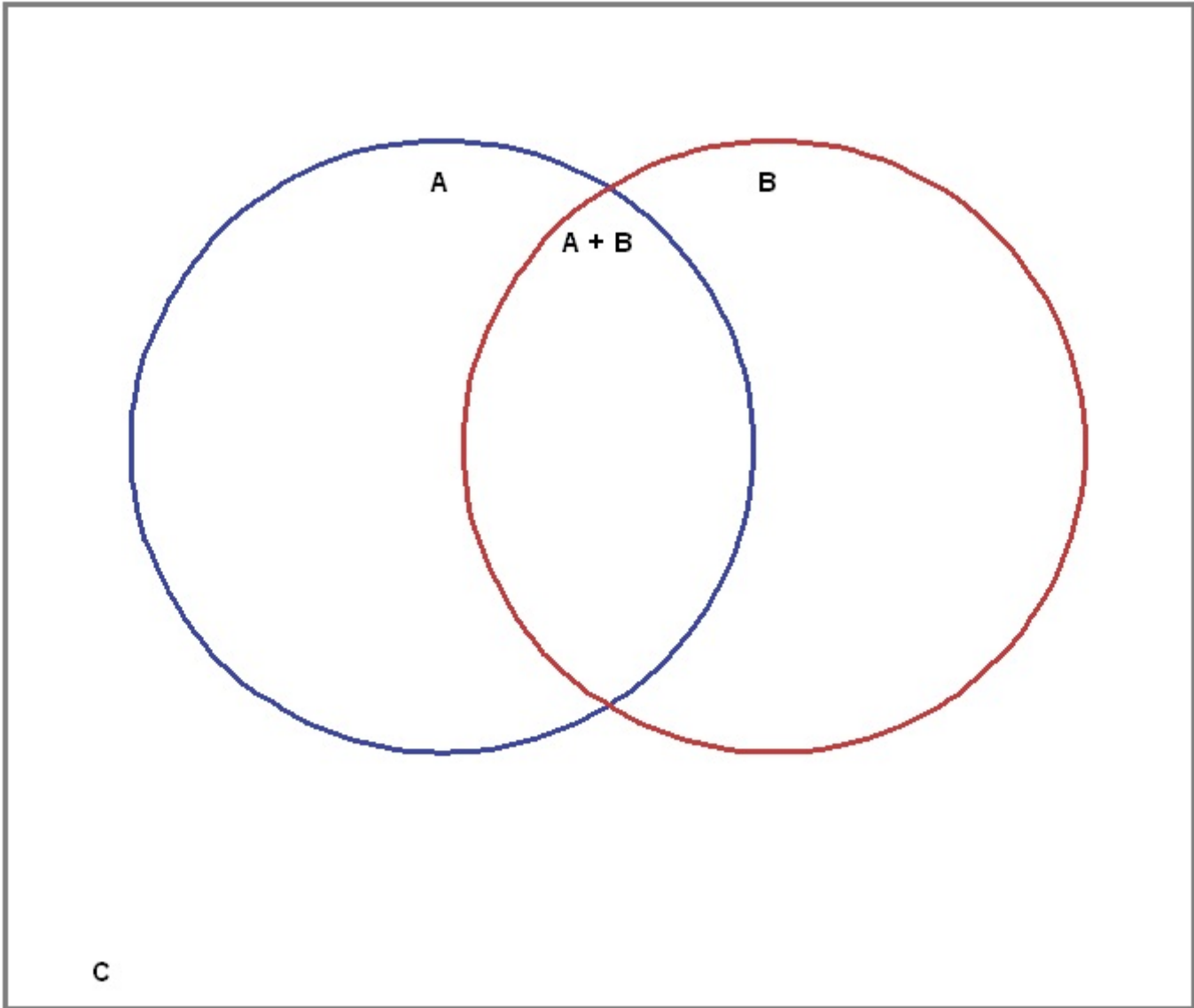
Word Venn. All of the following words contain the sound [ū]. Into circle A put only those words that contain a digraph spelling of [ū]. Into circle B put only those words that contain an instance of final <e> deletion. In area C, inside the rectangle but outside the circles, put any other of the words in the list:

approval
assumed
bruising
choosy
consumer

cougar
coupon
cruiser
glued
improve

including
jewelry
juicy
junior
knew

loosen
nuisance
ruble
rumor
shoe



Lesson Nine Homophones with [ū]

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

lose	choose	chews	to	loose
blew	two	student	new	you
too	yew	through	truly	shoes
shoos	knew	blue	threw	suicide

2 In English we have many cases of two or more words that sound the same even though they mean different things and are spelled differently. Such words are called **homophones**. The base *homo* means “same,” and the base *phone* means “sound.” So homophones have the same sound, but different meanings and spellings. Several homophones contain the sound [ū]. The list above contains one set of three homophones, three words that sound the same but are spelled differently. Find them and write them here:

--	--	--

3 The list contains six pairs of words that are homophones. Write the six pairs here:

Word #1	Word #2
<i>blew</i>	<i>blue</i>

4 When you are trying to keep the different spellings of homophones clear in your mind, it helps to put them into groups. For instance, in the *to*, *too*, *two* set, it helps to remember that *two* is related to other words with the meaning “two,” like *twice*, *twin*, and *twelve*. Remembering that set can help you remember the <w> in *two*.

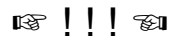
And sometimes you simply have to think of little tricks that can help. For instance, in the *to*, *too* set the word *too* has an extra <o>. It has one **too** many <o>'s.

Be ready to discuss these questions:

What words are *threw*, *knew*, and *blew* related to that can help you remember the <w>?

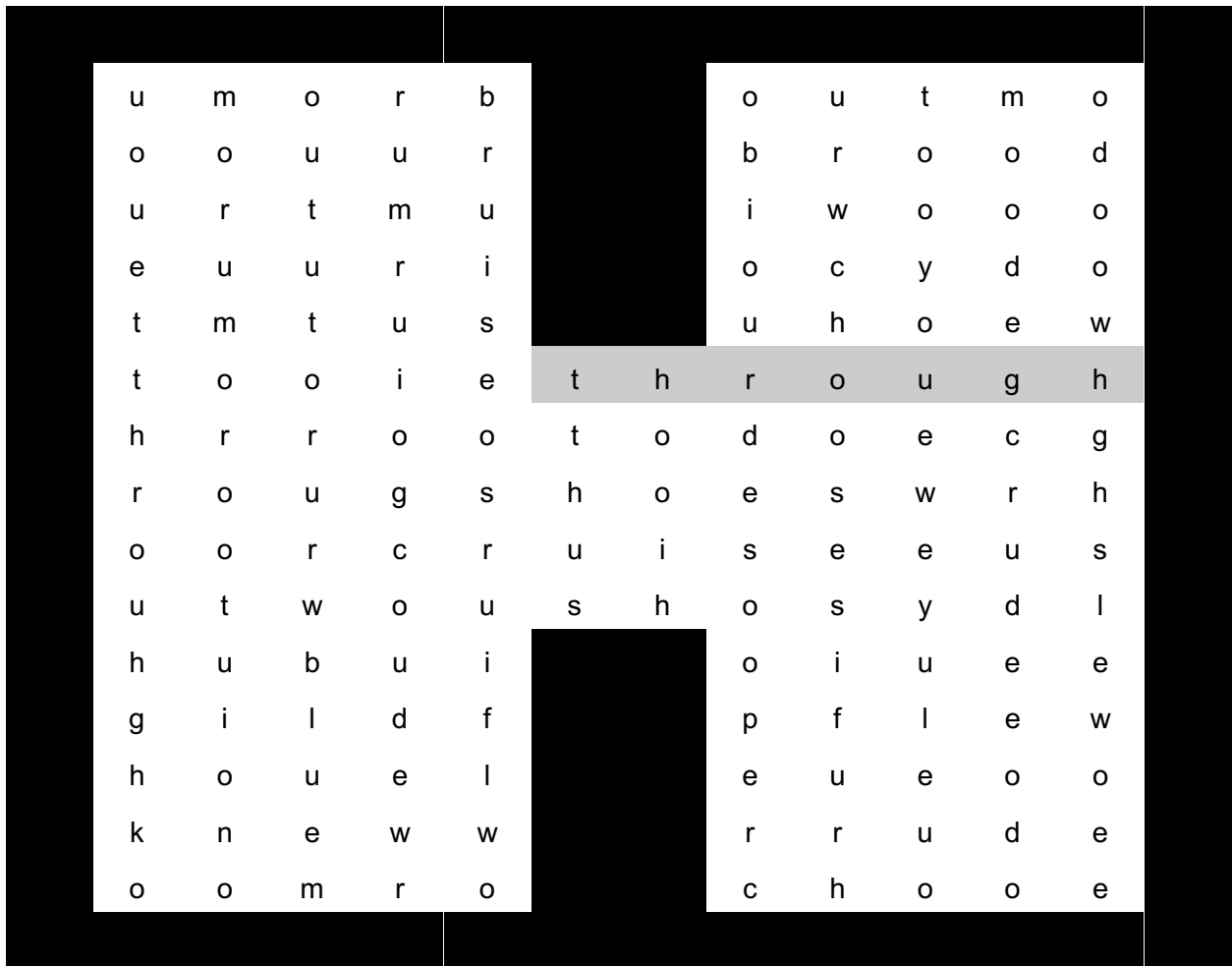
Can you think of other patterns or tricks to help you with the homophones *choose* and *chews*? *You* and *yew*? *Shoes* and *shoos*?

5 Pairs like *loose* and *lose* are not pronounced the same so they are not quite homophones, but they are enough alike in sound and spelling to be confusing. It can help to remember that *lose* is related to *lost*: If you lose something, it is lost. And both *lose* and *lost* contain just one <o>. It might help, too, to remember that *loose* rhymes with *goose*; you will probably find it easier to remember the <oo> in *goose*.



Word Find. “H” is for *homophone*. This Find gives you a chance to work some more with homophones that contain the sound [oo]. We give you clue words. In the puzzle you are to find the homophones for the clue words. There are twenty clue words but twenty-two homophones in the puzzle because two of the clue words, *due* and *to*, have two homophones each rather than just one. Here are the clues. We've given you a start:

threw✓	shoos	crews	rued
new	flu	crewed	due
chews	roomer	brews	to
blew	tooter	brewed	route [rūt]
yew	you'll	mooed	slough [slū]



After you have found as many of the homophones as you can, write them in alphabetical order:

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

**Lesson Ten
Test One**

Words	Analysis
1.	[ū]=____ Free base + suffix = _____
2.	Prefix + Bound base + suffix = _____
3.	[ū] = ____
4.	[ū] = ____ Free base + suffix = _____
5.	[ū] = ____
6.	[ū]=____ Free base + suffix = _____
7.	[ū] = ____ Free base + suffix = _____
8.	Prefix + bound base + suffix = _____
9.	[ū]=____ Free base + suffix = _____
10.	Prefix + bound base + suffix = _____

Answers to Test One

Words	Fill in the blanks
1. <i>loser</i>	[ū]= <o> Free base + suffix = <u>lose+er</u>
2. <i>collected</i>	Prefix + Bound base + suffix = <u>coll+lect+ed</u>
3. <i>through</i>	[ū] = <ou>
4. <i>looser</i>	[ū] = <oo> Free base + suffix = <u>loose+er</u>
5. <i>rumors</i>	[ū] = <u>
6. <i>chooses</i>	[ū]= <oo> Free base + suffix = <u>choose + es</u>
7. <i>chewy</i>	[ū] = <ew> Free base + suffix = <u>chew+y</u>
8. <i>connecting</i>	Prefix + bound base + suffix = <u>conn+n+nect+ing</u>
9. <i>shoes</i>	[ū]= <o> Free base + suffix = <u>shoe+s</u>
10. <i>compelling</i>	Prefix + bound base + suffix = <u>com+pel+l+ing</u>

Lesson Eleven

The Prefix *Ex-* and Some Bound Bases

1 Each of the following words contains the prefix *ex-*. Analyze each word into its prefix, base, and suffix. Show any final <e> deletions. We've given you a hand here and there:

Word	= Prefix	+ Base	+ Suffix
exacting	=	+	+
expanded	=	+	+
excitement	=	+	+ <i>ment</i>
explorer	=	+	+
excluding	=	+	+
exclaiming	=	+	+
exposure	=	+	+ <i>ure</i>
excluded	=	+	+
expertise	=	+	+ <i>ise</i>
extender	=	+	+

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 _____. In the word *exacting*, *act* is a free base, but in the word *expanded*, *pand* is a bound base because _____

3 *Ex-* means “out, out of, from.” In the right-hand column below you are given the meaning of the bound base in each word. Analyze each word into its three elements and be ready to discuss how the meanings of the prefix and the bound base lead to the meaning of the word:

Word	= Prefix	+ Bound Base	+ Suffix	Meaning of Base
excepted	=	+	+	“take, seize”
excesses	=	+	+	“go, withdraw”
exceeding	=	+	+	“go, withdraw”
exhibits	=	+	+	“hold, possess, have, handle”

4 All of the words in each of the following four sets contain the same bound base. Each word also contains a prefix and a suffix. Analyze each word in each set into prefix plus bound base plus suffix. Show any assimilation.

	Word	= Prefix	+ Bound Base	+ Suffix
Set #1	prohibited	=	+	+
	inhibiting	=	+	+
	exhibition	=	+	+
Set #2	proceeded	=	+	+
	succeeds	=	+	+
	exceeding	=	+	+
Set #3	recesses	=	+	+
	successes	=	+	+
	accessed	=	+	+
Set #4	concepts	=	+	+
	accepted	=	+	+
	reception	=	+	+
	intercepted	=	+	+

Lesson Twelve More About the Prefix *Ex-*

1 In the words you have worked with so far the prefix *ex-* has always been spelled <ex>. But when *ex-* is added to a stem that starts with an <f>, the <x> assimilates to an <f>. In many other words the <x> is deleted and nothing is put in its place. This partial assimilation makes pronunciation easier.

Each of the following words begins with some form of the prefix *ex-*. In some words the <x> is replaced with an <f>; in others the <x> is simply deleted. Analyze each word into its prefix and stem. Show any assimilations or deletions that take place:

Word	=	Prefix	+	Stem
exclaiming	=	<i>ex</i>	+	<i>claiming</i>
effective	=		+	
editor	=		+	
exhibited	=		+	
elaborate	=		+	
emerging	=		+	
emotional	=		+	
evidently	=		+	
efficient	=		+	
elections	=		+	
enormous	=		+	
excitement	=		+	

2 Usually *ex-* assimilates only partially, by just deleting the <x>. It often does so with stems with which other prefixes assimilate fully to make a double consonant. So though we have *elect* with a single <l>, we have *collect* with <ll> because of full assimilation:

elect = *ex*+*lect*, with <l>
collect = *cor*+*ll*+*lect*, with <ll>.

Here are some other pairs like *elect* and *collect*. In each pair the first word contains an assimilated form of the prefix *ex-*. The second word contains a different prefix. Both

words in each pair contain the same stem. Analyze each word into its prefix plus stem. Then underline any double consonants:

Words	=	Prefix	+	Stem
election	=	<i>ex</i>	+	<i>lection</i>
col <u>l</u> ection	=	<i>col<u>l</u>+</i>	+	<i>lection</i>
emotion	=		+	
commotion	=		+	
emigrate	=		+	
immigrate	=		+	
edicts	=		+	
addicts	=		+	
eminent	=		+	
imminent	=		+	
erected	=		+	
corrected	=		+	
elapsed	=		+	
collapsed	=		+	
edition	=		+	
addition	=		+	
eroding	=		+	
corroding	=		+	

3 Usually when *ex-* is added to a stem that starts with <s>, an unusual assimilation takes place. For example, in the word *expect* the base is actually *spect*, the same base that is in *inspect* and *respect*. But in *expect* the <s> is deleted: *ex+~~s~~pect*. All of the following words have this same unusual assimilation. Analyze each one into prefix plus stem, showing the <s>-deletion:

Word	=	Prefix	+	Stem
expect	=	ex	+	spect
exist	=		+	
expire	=		+	
executive	=		+	
exertion	=		+	
extinct	=		+	
extant	=		+	
extinguisher	=		+	
exude	=		+	

Lesson Thirteen Work with Bound Bases

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 _____ of words and (can / cannot) stand free as words. In the words *unpainted* and *insisting* _____ and _____ are prefixes.

Suffixes are elements that go at the _____ of words and (can / cannot) stand free as words. In the words *unpainted* and *insisting*, _____ and _____ are suffixes.

Bases are elements that carry the core of the word's meaning. In the words *unpainted* and *insisting* _____ and _____ are bases. **Free bases** are bases that _____

_____.

Bound bases are bases that _____.

Is the base in the word *unpainted* free or is it bound? _____.

Is the base in the word *insisting* free or is it bound? _____.

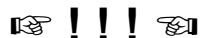
2 Each of the following words consists of a prefix and a bound base. You have worked with all of the prefixes in previous lessons. You should find five different bound bases. Analyze each word into its prefix and bound base, showing any assimilation:

Word	=	Prefix	+	Bound Base
accept	=	<i>ad</i>	+	<i>cept</i>
effect	=		+	
commit	=		+	
infect	=		+	
resume	=		+	
submit	=		+	
affect	=		+	

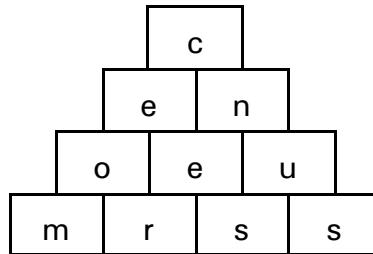
Word	=	Prefix	+	Bound Base
subsume	=		+	
admit	=		+	
except	=		+	
concept	=		+	
consume	=		+	
include	=		+	
emit	=		+	
conclude	=		+	
assume	=		+	
exclude	=		+	

3 Each of the following words consists of a prefix, a bound base, and a suffix. The bound bases are the same ones you just worked with. Some of the prefixes and suffixes may be new to you. Don't let that bother you. Analyze each word. Show any assimilation and other changes that occur when prefixes and suffixes get added to the bases:

Word	=	Prefix	+	Bound Base	+	Suffix
emitted	=	<i>ex</i>	+	<i>mit + t</i>	+	<i>ed</i>
intercepting	=		+		+	
secluded	=		+		+	
transmitter	=		+		+	
consumer	=		+		+	
perfectly	=		+		+	
affection	=		+		+	
reception	=		+		+	



Word Pyramids. The word hidden in this pyramid contains a bound base that you've worked with in this lesson. The base is four letters long. The hidden word also contains an assimilated prefix and a final <e> deletion. In steps two through four , analyze the stems so as to show the assimilation and <e> deletion.



Description of Stem	Stem	Analysis of Stem
1. Bound base		
2. Prefix + bound base		
3. Prefix + bound base + suffix ¹		
4. Prefix + bound base + suffix ¹ + suffix ²		

Lesson Fourteen
The Prefixes *ob-* and *dis-* and More Work with Bound Bases

1 The prefix *ob-* usually adds the meaning "to, toward, on, over, or against." The in *ob-* assimilates fully or partially when *ob-* is added to certain stems. Analyze each of these words as instructed. Each word starts with a form of *ob-*:

Word	=	Prefix	+	Stem
offer	=	<i>ob</i>	+	<i>fer</i>
object	=		+	
obstruct	=		+	
opportunity	=		+	
occur	=		+	
omit	=		+	
omission	=		+	

2 The prefix *dis-* usually means either "lack of, not" as in *disorder* and *dishonest*, or "removal, reversal" as in *disassemble*. Usually the prefix *dis-* is added to a stem by simple addition, but sometimes the <s> assimilates fully or partially. Each of the following words contains some form of the prefix *dis-*. Analyze each word as instructed:

Word	=	Prefix	+	Stem
discontent	=	<i>dis</i>	+	<i>content</i>
difficult	=		+	
discomfort	=		+	
directing	=		+	
divides	=		+	
discontinue	=		+	
division	=		+	

Word	=	Prefix	+	Stem
disproof	=		+	
divorced	=		+	
disappoint	=		+	

3 Each of the following words contains a bound base and a prefix. Some contain a suffix. Analyze each word:

Word	=	Analysis
convict	=	<i>con</i> + <i>n</i> + <i>vict</i>
addicted	=	
exploring	=	
congress	=	
correct	=	
suggest	=	
objects	=	
respectful	=	
indictment	=	
adjective	=	
announcer	=	
instructing	=	
collected	=	
suffering	=	
elects	=	
editor	=	
consisting	=	

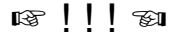
4 The bound base *spect* means "look at, see." Sometimes when prefixes are added to *spect* unusual assimilations take place. Each word contains the bound base *spect*. Analyze each word into its prefix and stem:

Word	=	Prefix	+	Stem
suspect	=	<i>sub</i>	+	<i>spect</i>
prospect	=		+	
aspect	=		+	
inspect	=		+	
respect	=		+	
perspective	=		+	
expect	=		+	

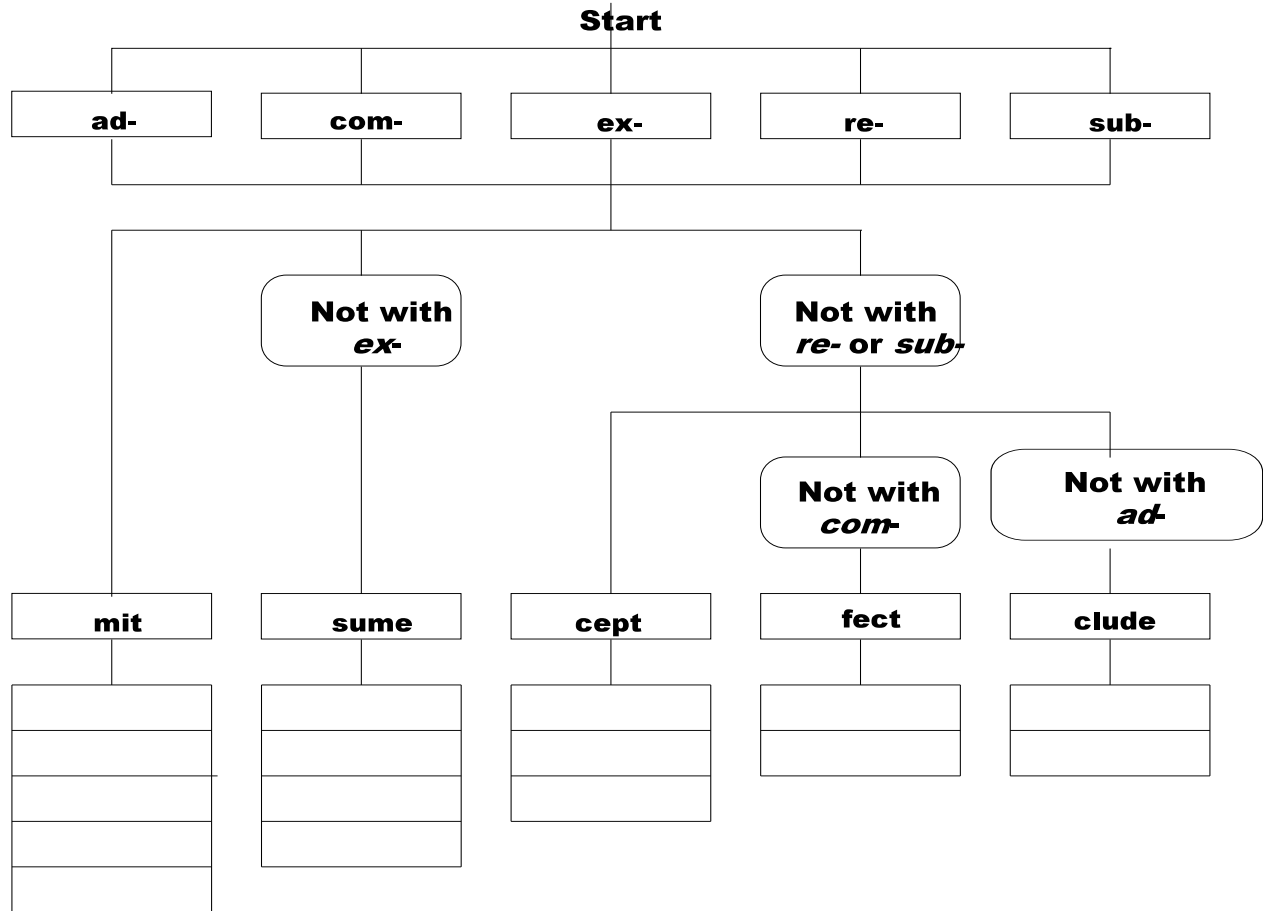
Lesson Fifteen
Practice with Prefixes, Suffixes, and Bound Bases

1 Each of the following words contains a bound base. Some have two prefixes, some have only one. Some have two suffixes, some only one. Some of the prefixes and suffixes may be new to you, but you have worked with all of the bound bases. Analyze each word into all of its elements, and show any changes that take place when the elements combine:

Word	=	Analysis
suffering	=	<i>sub + f + fer + ing</i>
effective	=	
committee	=	
prohibited	=	
admittedly	=	
divorcing	=	
offering	=	
announcer	=	
unassuming	=	
excessively	=	
immigrate	=	
correcting	=	
included	=	
mispronounced	=	
disrespectfully	=	
constructing	=	
uncollected	=	
misconceptions	=	
uncommitted	=	
ineffectively	=	



Word Trace. In this trace you can combine prefixes and bound bases to make sixteen words. Remember that the boxes with rounded corners are condition boxes and that you can only go through a condition box if you satisfy the condition written in it. Watch for cases of assimilation.



Lesson Sixteen
Test Two

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

Answers to Test Two

Words	Fill in the blanks
1. <i>effectively</i>	Prefix + bound base + suffix + suffix = <u>ex+f+fect+ive+ly</u>
2. <i>election</i>	Prefix + bound base + suffix = <u>ex/lect+ion</u>
3. <i>consumers</i>	Prefix + bound base + suffix + suffix = <u>con+h+n+sum+er+s</u>
4. <i>excepted</i>	Prefix + bound base + suffix = <u>ex+cept+ed</u>
5. <i>excessively</i>	Prefix + bound base + suffix ¹ +suffix ² = <u>ex + cess + ive + ly</u>
6. <i>concepts</i>	Prefix + bound base + suffix = <u>con+h+n+cept+s</u>
7. <i>corrected</i>	Prefix + bound base + suffix = <u>con+h+r+rect+ed</u>
8. <i>affection</i>	Prefix + bound base + suffix = <u>ad+f+fect+ion</u>
9. <i>admittedly</i>	Prefix + bound base + suffix + suffix = <u>ad+mit+t+ed+ly</u>
10. <i>acceptable</i>	Prefix + bound base + suffix = <u>ad+c+cept+able</u>

Lesson Seventeen How Do You Spell [b]?

1 You can hear the consonant sound [b] at the beginning and end of the word *bib*. Underline the letters that spell [b] in the following words:

bulb object blossom buy

obtain suitable subject combine

sob inhibit bottle republic

absolute exhibit building umbrella

balanced bewilder bright suburb

2 Now sort the twenty words into these three groups:

Words in which the [b] is . . .

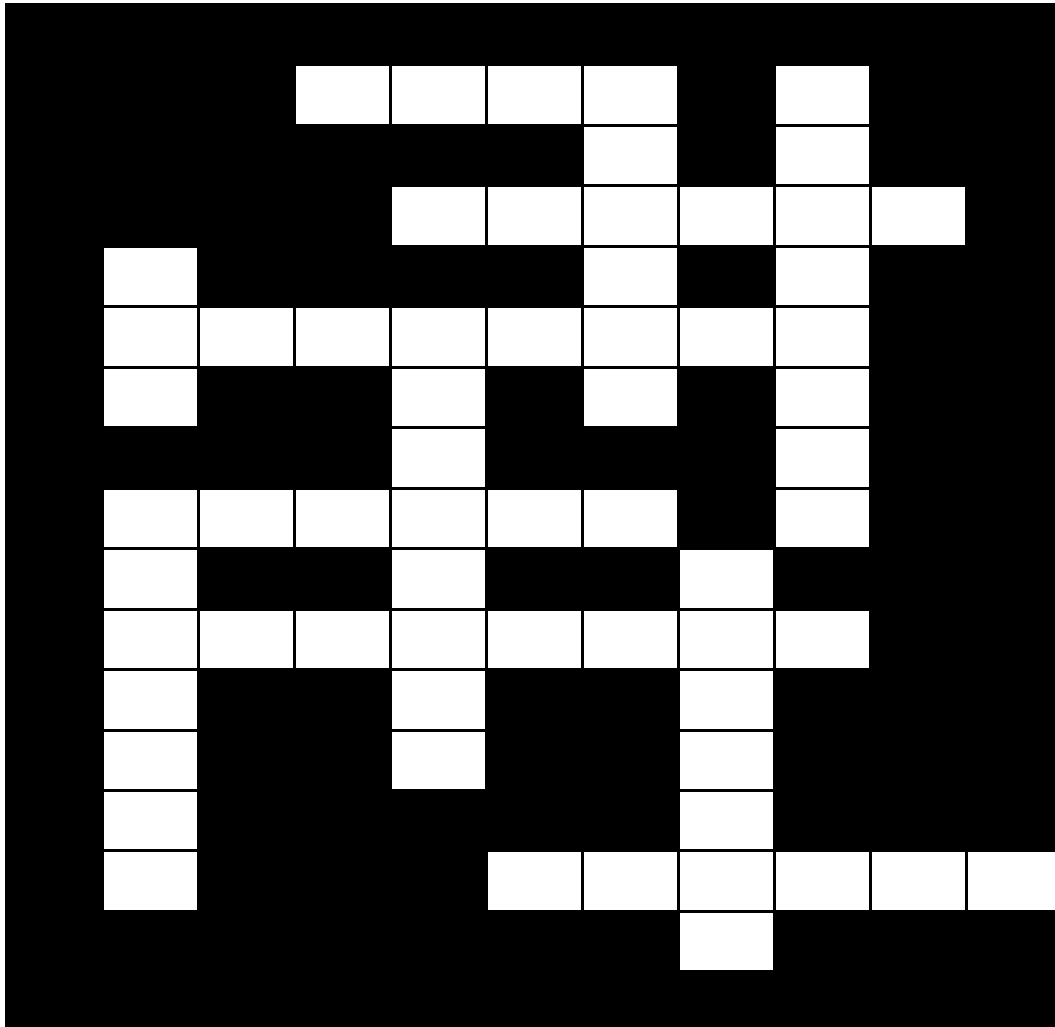
in front	in the middle		at the end

3 What letter spells [b] in these twenty words? _____
The sound [b] is spelled that way about ninety-five times out of a hundred!

4 Most of the time [b] is spelled _____



Word Squares. Into this Squares you can fit twelve of the words listed in part 1 of this lesson. Fit them in and then write the twelve in alphabetical order in the blanks at the bottom of the Squares.



1.	4.	7.	10.
2.	5.	8.	11.
3.	6.	9.	12.

Lesson Eighteen Some Words With <bb>

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

bright crabby rabbit scrubboard
 grabbed crumble stubborn exhibit
 dumbbell ribbon robber hobby
 scrubbing cabbage rubber sobbed

2 Now sort the sixteen words into these groups:

Words with [b] spelled . . .

<bb>	

3 **Twinning Rule.** You twin the final consonant of a free stem that has one vowel sound and ends _____ when you add a suffix that starts with a _____. And you twin the final consonant of a free stem that has two vowel sounds whenever you add a suffix that starts with a _____ if the stem ends _____ and has strong stress on the _____ vowel before and after you add the suffix.

In six of the sixteen words [b] is spelled <bb> because of twinning. Find the six words, write them below and then analyze them to show where the <bb> comes from:

Word with <bb> from twinning	=	Analysis
	=	
	=	
	=	
	=	
	=	
	=	

4 Sometimes double consonants are caused by simple addition, when one element in a word ends with the same consonant with which the next element starts. Two of the sixteen words you just worked with have <bb> in them because of simple addition. Write them below and analyze them into their two parts to show where the two 's come from:

Word with <bb> by simple addition	=	Analysis
	=	
	=	

5 In the VCC pattern the vowel will usually be short. Some words have <bb> in them in order to fill out the VCC pattern so as to mark a short vowel. The remaining five of the sixteen words all have <bb> because of the VCC pattern. Find them and write them below. Mark the VCC pattern, starting with the vowel right in front of the <bb>:

--	--	--	--	--

6 Two ways to spell [b] are _____ and _____. Almost 100% of time [b] is spelled one of these two ways.

Word Histories. Rubber is called *rubber* because it was originally (and still is) used in erasers, with which you rub out mistakes. There are two *crab*'s in English: the first refers to the marine animal with claws and the second refers to a small, sour apple. We're not sure whether the use of *crab* to refer to a sour and unpleasant person came from the animal or the apple, or both. But a person who is crabby is like a crab, one way or the other.

Lesson Nineteen
Words With <ble> and <bble>

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

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

- | | | | |
|----------|---------|----------|---------|
| able | pebble | scramble | feeble |
| scribble | tremble | bible | gobbler |
| resemble | noble | rubble | humble |
| gamble | bubble | nibble | table |

2 Sort the sixteen words into this matrix:

Words in which the [b] comes right . . .

	after a consonant	after a long vowel	after a short vowel
Words with [b] spelled 			
Words with [b] spelled <bb>			

3 When there is <le> right after a [b] with a consonant or a long vowel right in front of it, the [b] is spelled _____. When there is <le> right after a [b] with a short vowel sound right in front of it, the [b] is spelled _____.

4 So far you have worked with two different spellings of [b]: _____ and _____.

5 As we've said, one or the other of these two spellings is used almost 100% of the time. The only other spelling of [b] occurs in just two words: *cupboard* and *raspberry*. Both are compound words. Analyze each into its two stems:

Compound Word	=	Stem #1 + Stem #2
cupboard	=	
raspberry	=	

Notice that [pb] is hard to say. To make the words easier to say, we leave out the [p]. So in these two words [b] is spelled <pb>.

But every other time [b] is spelled either or <bb>. And the <bb> is always due to twinning, simple addition, or to the VCC pattern – though we must remember the little sub-pattern with <ble> and <bble>.

Lesson Twenty The Suffix *-ness*

1 Earlier you saw that one of the suffixes spelled *-er* adds the meaning "one who does" and changes verbs into nouns: The word *teach* is a verb; the word *teacher* is a noun that means "one who teaches." Another suffix that changes words into nouns is *-ness*. The suffix *-ness* changes adjectives into nouns.

2 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 very _____ thing seemed okay.

Four of the following words are adjectives and will fit into the blank in the sentence. Find the four and fill in the blanks in the four sentences:

elephant smooth stubborn inject exact bright

The very _____ one seemed okay.

The very _____ one seemed okay.

The very _____ one seemed okay.

The very _____ one seemed okay.

3 The four words you found that fit into the adjective-blank should have been *smooth*, *stubborn*, *exact*, and *bright*. Now compare these pairs of words:

smooth	smoothness
stubborn	stubbornness
exact	exactness
bright	brightness

You've seen that the four words in the left column are all adjectives. The four words in the right column are all nouns. A noun is the name of something. Any word that can fit into this blank and make sense is a noun:

Their _____ surprised us.

Try putting the four words from the right column into the blanks in the sentences below, and see whether or not they make sense there and are nouns:

Their _____ surprised us.

Their _____ surprised us.

Their _____ surprised us.

Their _____ surprised us.

4 Each of these four nouns consists of an adjective plus the suffix *-ness*. Analyze them to show this:

Noun	=	Adjective	+ Suffix
smoothness	=		+
stubbornness	=		+
exactness	=		+
brightness	=		+

5 Change each of the following adjectives into a noun by adding the suffix *-ness* to each one:

Adjective	+ Suffix	=	Noun
complete	+	=	
feeble	+	=	
crabby	+	=	
elaborate	+	=	
suitable	+	=	
golden	+	=	
direct	+	=	

Lesson Twenty-one The Suffix *-ment*

1 You have already worked with a suffix that changes verbs into nouns: the suffix *-er*, which adds the meaning “one who does” or “one that does” to the nouns it makes:

Verbs	Nouns
teach	teacher
burn	burner
sing	singer

2 Now we are going to work with another suffix that changes verbs into nouns, the suffix *-ment* :

Will they punish us for being late? (*punish* is a verb)

What will our punishment be? (*punishment* is a noun)

3 Analyze the following nouns into verb plus suffix:

Noun	=	Verb	+ Suffix
achievement	=	<i>achievé</i>	+ <i>ment</i>
acknowledgement	=		
excitement	=		
disappointment	=		
contentment	=		
government	=		
improvement	=		
pronouncement	=		
accompaniment	=		
concealment	=		

4 Each of the following verbs can be turned into two different nouns, one with the suffix *-er* , one with the suffix *-ment* . Fill in the blanks, but be sure to show all changes:

Verb	Verb + -er = Noun	Verb + -ment = Noun
employ	<i>employ + er = employer</i>	<i>employ + ment = employment</i>
adjust		
refresh		
settle		
develop		

5 Each of the following nouns contains a verb, one or more suffixes and perhaps an extra prefix. Analyze each word into all of its elements and show any changes. We've given you some help here and there::

Words	=	Analysis
repayment	=	
reinvestment	=	
misjudgements	=	
appointments	=	
nourishment	=	+ ish +
misgovernment	=	+ govern +
announcement	=	
restatement	=	
indictments	=	
assignment	=	
bewilderment	=	+ wilder +
annulment	=	
achievements	=	a +
unemployment	=	+ eñ + m +

**Lesson Twenty-two
Test Three**

Words	Analysis
1.	[b]=____ Free base + suffix = _____
2.	[b]=____ [n]=____ Free stem + suffix = _____
3.	Prefix ¹ + prefix ² + free base + suffix = _____
4.	Free stem + suffix = _____
5.	[b]=____ Prefix + bound base + suffix = _____
6.	Prefix + free base + suffix ¹ + suffix ² = _____
7.	[b]=____ & ____ Free base + suffix = _____
8.	Free stem + suffix = _____
9.	Free base + suffix = _____
10.	Free stem + suffix = _____

Answers to Test Three

Words	Analysis
1. <i>brightness</i>	[b]= <u></u> Free base + suffix = <u><i>bright+ness</i></u>
2. <i>stubbornness</i>	[b]= <u><bb></u> [n] = <u><nn></u> Free stem + suffix = <u><i>stubborn+ness</i></u>
3. <i>reinvested</i>	Prefix ¹ + prefix ² + free base + suffix = <u><i>re + in + vest + ed</i></u>
4. <i>employer</i>	Free stem + suffix = <u><i>employ+er</i></u>
5. <i>exhibited</i>	[b]= <u></u> Prefix + bound base + suffix = <u><i>ex+hibit+ed</i></u>
6. <i>refreshments</i>	Prefix + free base + suffix ¹ + suffix ² = <u><i>re+fresh+ment+s</i></u>
7. <i>bubbling</i>	[b]= <u></u> & <u><bb></u> Free base + suffix = <u><i>bubble+ing</i></u>
8. <i>excitement</i>	Free stem + suffix = <u><i>excite+ment</i></u>
9. <i>suitable</i>	Free base + suffix = <u><i>suit+able</i></u>
10. <i>exactness</i>	Free stem + suffix = <u><i>exact+ness</i></u>

Crosswords. The following crossword puzzle contains only words from this lesson.

Across

- 1. Fluid
- 6. A structure
- 8. Something owed
- 10. Confuse
- 12. Bawled out

Down

- 2. Grow
- 3. A communication device
- 4. A round treat
- 5. Killing oneself
- 7. Hard, not easy
- 9. Stretch
- 11. Officially accuse

					1					2				
												3		4
								5						
							6							
	7		8	9										
			10			11								
12														

Lesson Twenty-four Some Words With <dd>

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

addition	address	nodding	headdress
sudden	ladder	pudding	wedding
shredded	sadden	redder	goddess
eddy	oddest	forbidden	goddaughter
shudder	muddy	addict	granddad

2 Sometimes we get double consonants, like <dd>, because of simple addition: When an element that starts with a certain consonant comes right after an element that ends with that same consonant, we get double consonants.

In the twenty words above there are six words that have <dd> because of simple addition. Three of the six are compound words and three of them contain the prefix *ad-*. Write the six below and analyze them enough to show where the <dd> comes from in each one.

Word	=	Analysis
<i>addition</i>	=	<i>ad + dition</i>
	=	
	=	
	=	
	=	
	=	

3 You twin the final consonant of a free stem that has one vowel sound and ends _____ when you add a suffix that starts with a _____. You twin the final consonant of a free stem that has two vowel sounds when you add a suffix that starts with a _____ if the stem ends _____ and has stress on its _____ vowel before and after you add the suffix.

4 Eight of the twenty words above have <dd> in them because of twinning. Find them and write them below. Then analyze each one to show how the twinning leads to the <dd>:

Word	=	Analysis
<i>shredded</i>	=	<i>shred + d + ed</i>
	=	
	=	
	=	
	=	
	=	
	=	
	=	
	=	

5 In the VCC pattern the vowel is usually _____.

6 The six remaining words contain <dd> because of the VCC pattern. Write them in the blanks below and mark the VCC pattern in each one:

Word Histories. The meanings of *pudding* and *odd* have changed greatly over the centuries. Originally a pudding was an animal's stomach, stuffed with seasoned meat and served as a sausage. In the 16th century *pudding* referred to any kind of food boiled in a cloth or bag. In the 17th century it began to be used to refer to the sweetened dessert we eat today. *Odd* comes from an old Scandinavian word that meant "triangle." In time it came to mean "third," because of the number of sides in a triangle. Then it came to mean any odd number — and finally it described anything unusual.

Lesson Twenty-five
Words with <dle> and <ddle>

1 Read these words aloud carefully:

huddle	cradle	saddle	handle
eddies	needle	meddle	suddenness
pudding	addict	candle	middle
odds	kindle	bundle	shuddered
poodle	idle	riddle	noodle

2 Now sort these twenty words into these two groups:

Words that end <dle> or <ddle>			Words that do not end <dle> or <ddle>

3 Look at the six words that do not end <dle> or <ddle>. Mark the first vowel in each of them with a 'v'. Then mark the next two letters, either 'c' or 'v'.

You should find one pattern. What pattern is it? _____. According to this pattern, should the first vowel be long or should it be short? _____ In these six words is the first vowel always long or is it short? _____

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

5 Now sort the fourteen words that end either <dle> or <dle> into the following matrix:

	Words in which the [d] comes right after a . . .		
	consonant sound	long vowel sound	short vowel sound
Words with [d] spelled <d>			
Words with [d] spelled <dd>			

5 When there is <le> right after a [d] and a consonant or long vowel sound right in front of it, the [d] is spelled _____. But when there is <le> right after a [d] and a short vowel sound right in front of it, the [d] is spelled _____.

Lesson Twenty-six Sometimes [d] is Spelled <ed>

1 You have learned that the suffix *-ed* adds the meanings "in the past" and "action completed" to verbs. You have also learned that it is pronounced different ways at the end of different verbs. For instance, in *dished* the *-ed* is pronounced [t], and in *adopted* it is pronounced [ɪd]; in *shoveled* it is pronounced [d].

2 Pronounce each of the following past tense verbs carefully. Listen to how the *-ed* is pronounced in them. Then sort them into the three groups indicated below:

radioed	elapsed	disappointed	knocked
settled	huddled	collected	crowded
divided	disturbed	attended	sobbed
pronounced	addressed	scribbled	employed
grouped	governed	acknowledged	disarmed

Words in which the *-ed* Is pronounced . . .

[t]	[ɪd]	[d]	

3 In many past tense verbs *-ed* is pronounced [d]. So at the end of many past tense verbs [d] is spelled _____. So far you have seen three different ways of spelling [d].

They are _____, _____, and _____.

4 In four words [d] is spelled <ld>. The word *solder* is pronounced [sodər]. Hundreds of years ago the <l> was pronounced, but not anymore. *Solder* comes from the Latin

word *solidus*, which means "solid." Our *solid* comes from this same *solidus*. So *solder* and *solid* are close relatives: When you solder something, you make it solid. And notice that you can hear the <l> in *solid*, though not in *solder*, so in *solder* [d] is spelled <ld>.

How is [d] spelled in *could*, *should*, and *would*? _____. For hundreds of years the <l> in these words was pronounced too, but in time people stopped pronouncing it.

5 Except for the words _____, _____, _____, and _____, the sound [d] is spelled either _____, _____, or _____.



Word Find. This Find contains twenty-two of the words you have been working with that contain the sound [d]. As you find them, sort them into the groups described below the Find:

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

Words with the sound [d] spelled . . .

<d>	<dd>	<ed>	<ld>

Lesson Twenty-seven A Special <d>

1 There is one time when the <d> spelling of [d] may be hard to remember – because sometimes it is hard to hear the [d] sound at all. For instance, in the word *grandmother* some people pronounce the <d>, but most people usually do not. Most often it sounds like [granmuthər], with no [d] sound.

2 Read aloud the words in the Word column. Listen for whether or not you pronounce the <d>s. Sometimes you may hear a clear [d]; sometimes the <d> may be pronounced more like [t]; sometimes it may be left out completely. Don't be surprised if you hear different people saying the <d>'s in these words differently. We're allowed a certain amount of variation here. Analyze the words as instructed in the Analysis column:

Word	Analysis
friendship	Noun + suffix = <i>friend + ship</i>
surrounds	Verb + suffix =
handkerchief	Noun + noun =
comprehends	Verb + suffix =
handful	Noun + suffix =
grounds	Noun + suffix =
thousands	Noun + suffix =
bands	Noun + suffix =
grandfather	Adjective + noun =
spends	Verb + suffix =
handsome	Noun + suffix =
husbands	Noun + suffix =
landscape	Noun + suffix =
handful	Noun + suffix + suffix =
suspends	Verb + suffix =
weekends	Noun + suffix + suffix =
grandma	Adjective + noun =

Word	Analysis
corresponds	Verb + suffix =
islands	Noun + suffix =
attends	Verb + suffix =
sounds	Verb + suffix =
playgrounds	Noun + suffix =
bookends	Noun + noun + suffix =

3 In all of these words, where is the <d> in its element – at the front, the end, or in the middle? _____. What letter is right in front of the <d> in each case? _____. Is there a vowel after the <d> each time, or is it a consonant? _____. What letter usually comes right after the <d> in these words? _____.

4 Sometimes a <d> may not be pronounced if it comes at the _____ of its element, and it has an _____ in front of it and a _____ after it, especially the letter _____.

Word Histories. The word *handkerchief* analyzes to *hand* “hand” + *kerchief* “cover for the head.” The stem *kerchief* analyzes in turn to *ker* + *chief*. *Ker* is all that is left of an older version of the word *cover*. *Chief* means “head. (The words *chief* and *chef* are very closely related.)

The word *handsome* also contains *hand* meaning “hand.” The suffix *-some* forms adjectives. Originally *handsome* meant “easy to handle, ready at hand.” Then it came to mean “handy, convenient, suitable” and later “of fair size or amount” (as in the phrase *a handsome reward*). Finally it came to its most common modern meaning: “having a fine form or figure, good looking.”

Lesson Twenty-eight How Do You Spell [ō]?

1 You can hear [ō] in the middle of the word *vote*. Underline the letters that spell [ō] in the following words.

noble	omit	poetry	voters	solar
suppose	foe	pneumonia	rotate	omission
emotion	oasis	smoking	radio	motionless
explore	poems	telephone	soda	ogle
commotion	volcano	photo	woe	overpass
expose	heroic	woven	noel	video

One way of spelling [ō] is _____ .

2 You have worked with five different patterns that mark long vowels: VCV, VC/e, V#, Ve#, and V.V. Sort the words above into the following five groups:

Words with [ō] spelled <o> in the pattern . . .

VCV			

Words with [ō] spelled <o> in the pattern . . .

VCle	V#	Ve#	V.V

3 The long vowel sound [ō] is usually spelled <o> in the pattern _____, but it is also spelled <o> in the patterns _____, _____, _____, and _____.

Lesson Twenty-nine Digraph Spellings of Long <o>

1 You have seen that long <oo>, [ū], is often spelled with digraphs, or two vowel letters, in patterns where you might expect short vowels. For instance, *soup* has [ū] spelled <ou> and *balloon* has it spelled <oo> in apparent VC# patterns. Although patterns like VC# are very useful when vowels are spelled by single letters, they are not useful when vowels are spelled with vowel digraphs. But it is still possible to sort things out so that they make more sense. Underline the letters that are spelling [ō] in the following words. In those words that contain <ough> do not underline the <gh>.

course	coarse	unknown	doughnut	minnow
growth	although	toaster	bowl	loaned
overcoat	knows	poultry	window	overflow
shoulder	scrubboard	undergrowth	loaded	floating
tomorrow	soul	throat	your	owner

You should have found three digraph spellings of [ō]:

Spelling #1, _____, occurs in ten words.

Spelling #2, _____, occurs in eight words.

Spelling #3, _____, occurs in seven words.

2 Sort the twenty-five words into these three groups:

Words with [ō] spelled with . . .

Spelling #1	Spelling #2	Spelling #3

Spelling #1	Spelling #2	Spelling #3

3 Although the most common spelling of [ō] is _____, three important digraph spellings of [ō] are _____, _____, and _____.

4 Two other digraph spellings of [ō] occur in the words *sew* and *chauffeur*. These two digraph spellings are _____ and _____.

The digraph <ew> nearly always spells either [ū] as in *dew* or [yū] as in *few*. *Sew* is the only modern word in which it spells [ō]. Though the digraph <au> spells [ō] in some other words we got from French, *chauffeur* is the only common one.

5 Digraphs are two letters spelling a single sound. In a **trigraph** a single sound is spelled by three letters. The following words all contain a trigraph spelling of [ō] that we have borrowed from French. Underline the letters that spell [ō]:

bureau chateau chapeau
plateau beau trousseau

The trigraph spelling of [ō] is _____. Where does it always occur in the word?

_____.

Lesson Thirty Long <o> and the VCC Pattern

1 You have seen that the VCC pattern is very useful for marking short vowels. But because of things that happened hundreds of years ago in our language, long <o> often occurs in VCC patterns, where we would normally expect a short vowel, as in the words *ghost* and *gold*. In the following words underline the letters spelling [ō] and the next two letters after the [ō]:

behold	wholly	bolder	unfold	bolted
toll	coldest	told	colts	stroller
soldier	folks	golden	scolded	moldy
roller	knoll	revolted	folder	yolk

2 You should have found that in each word the first letter after the [ō] was the same.

That letter is _____. You should have found that the second letter after the [ō] was always one of four letters. Those four letters are _____, _____, _____, and _____.

3 With that information you should be able to sort the twenty words into the following four groups:

Group #1		Group #2		Group #3		Group #4	

4 Long <o>, [ō], is often spelled <o> in the VCC patterns _____, _____, _____, and _____.

5 Right in front of the consonant letters <ss> and <st> the letter <o> sometimes spells long <o> and sometimes it spells short <o>. Read the following words carefully and be sure you know how each is pronounced:

cost	most	blossom	postage	nostril
gross	foster	ghost	lost	hostess
possible	engross	gossip	post	hostile
costume	almost	bosses	utmost	engrossed

Sort the words into this matrix:

	Words with <oss>	Words with <ost>
Words with long <o>		
Words with short <o>		

6 Sometimes the letter <o> in front of <th> spells short <o>, as in *bother*; sometimes it spells long <o>, as in *both*; and sometimes it spells short <u>, [u], as in *brother*. Read each of the following words carefully and be sure you know how each is pronounced:

bothered	both	brother	clothing	cloth
nothing	mother	broth	quoth	otherwise
clothe	another	moth	smother	frothy

Sort the words into these three groups:

Words in which the <o> before <th> spells . . .

[ō]	[o]	[u]

7 In a few words <o> before <th> spells long <o>, but usually it spells _____ or _____.

8 In this lesson you have looked at seven cases where <o> sometimes spells long <o> in a VCC string. One case was <oth>. What were the other six?

--	--	--	--	--	--

Lesson Thirty-one
Test Four

Words	Analysis
1.	[d] = ____ Prefix+bound base+suffix = _____
2.	[d] = __ [d] = __ Free stem+suffix= _____
3.	[d] = ____ Free stem+suffix+suffix= _____
4.	[d] = ____ Free stem + suffix= _____
5.	[d] = ____ [ō] = ____
6.	[d] = ____ -ed = [_]
7.	[d] = ____ [ō] = ____
8.	[d] = ____ Free stem + suffix = _____
9.	[d] = ____ [ù] = ____
10.	[d] = ____ [w] = ____

Answers to Test Four

Words	Analysis
1. <i>addicted</i>	[d] = <dd> Prefix+bound base+suffix = <u>ad+d+dict+ed</u>
2. <i>bewildered</i>	[d] = <d> Free stem+suffix = _____
3. <i>developers</i>	[d] = <d> Free stem+suffix ¹ +suffix ² = <u>develop+er+s</u>
4. <i>eddies</i>	[d] = <dd> Free stem + suffix = <u>eddy+i+es</u>
5. <i>radio</i>	[d] = <d> [ō] = <o>
6. <i>crowded</i>	[d] = <d> -ed = [id]
7. <i>doughnut</i>	[d] = <d> [ō] = <ou>
8. <i>wedding</i>	[d] = <dd> Free stem + suffix = <u>wed+d+ing</u>
9. <i>should</i>	[d] = <ld> [ù] = <ou>
10. <i>liquid</i>	[d] = <d> [w] = <u>

Lesson Thirty-two Review of [m], [n], and [ŋ]

1 You can hear the sound [m] at the beginning and end of the word *mom*. You can hear [n] at the beginning and end of *none*. You can hear the sound [ŋ] at the end of *song*. The sound [ŋ], called **eng**, does not occur at the beginning of English words.

Each of the following words contains one or more of the three sounds [m], [n], or [ŋ]. Underline the letters that spell them:

balance	eminent	chemical
immediately	candidate	congress
ankle	knowledge	immune
floating	economic	danger
element	bubbling	annual

2 Sort the fifteen words into these three groups. Two words will go into more than one group:

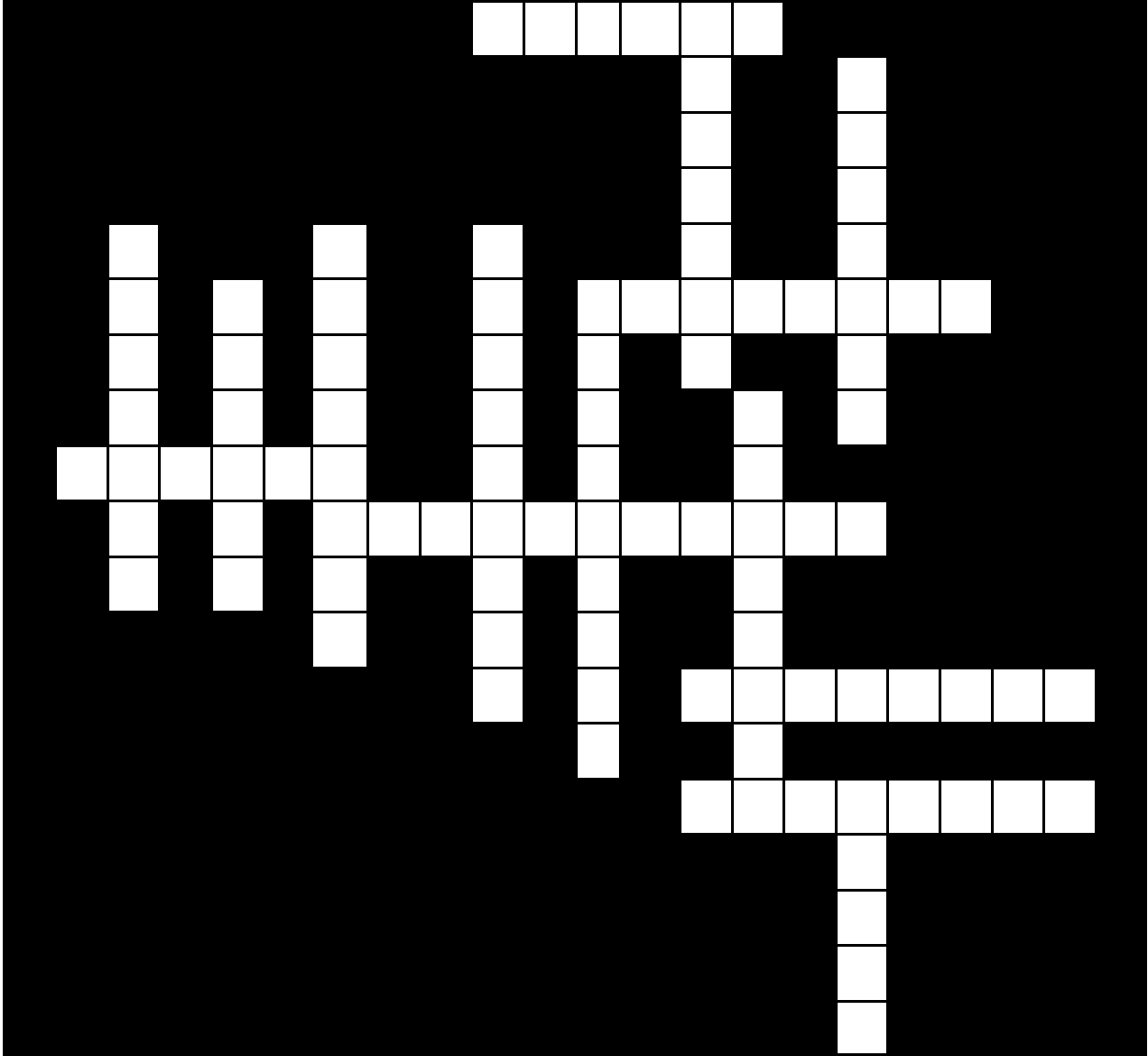
Words with the sound . . .

[m]	[n]	[ŋ]

3 Two ways of spelling [m] are _____ and _____. Three ways of spelling [n] are _____, _____, and _____. Two ways of spelling [ŋ] are _____ and _____.



Word Squares. The following Squares is made up of the fifteen words listed in Item 1, all of which contain the sounds [n] and [ŋ]:



Lesson Thirty-three How Do You Spell [m]?

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

crumble	motionless	compared	umbrella
resemble	exclaim	costume	mortal
element	minnow	meddle	economics
handsome	poem	diamonds	chemical
eminent	judgement	smoothest	enormous

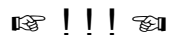
2 How is [m] spelled in all of these words? _____. More than nine times out of ten [m] is spelled this way.

3 Now sort the twenty words into these three groups:

Words in which [m] is

at the front of the word	at the end of the word	in the middle of the word	

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



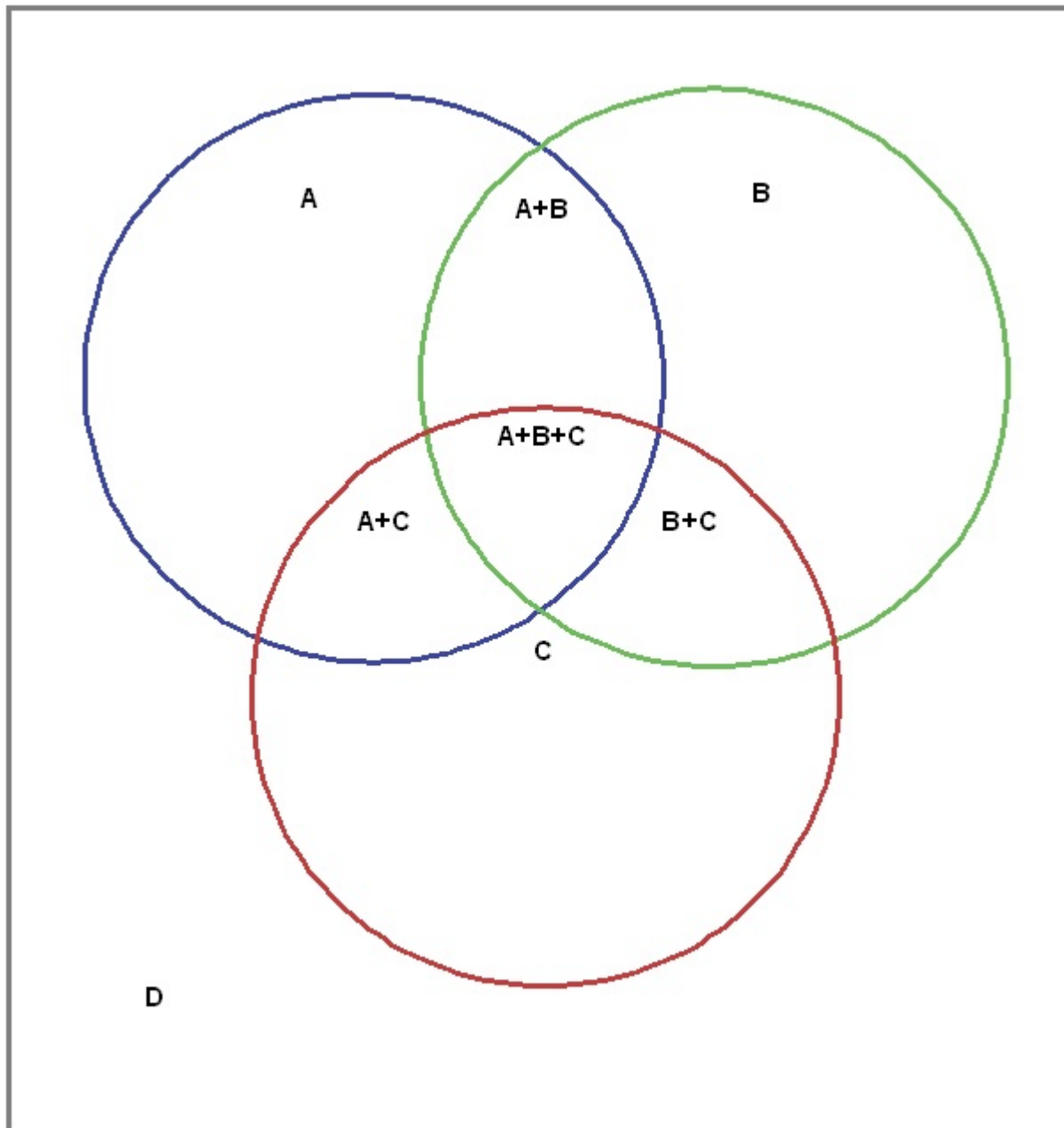
Word Venn. Into circle A put only words that contain [m]. Into circle B put only words that contain [ŋ]. Into circle C put only words that contain [n]. Put all other words into area D:

anger
ankle
avenue
bubbling
bundling
charming
committing
commotion

comprehend
emigrant
floating
funneling
gamble
handsome
humbling
husband

immigrate
instructing
island
judgement
junior
meaning
middle
mining

morning
nibbling
poetry
scribble
smoking
summoning
suppose
your



Lesson Thirty-four Sometimes [m] is Spelled <mm>

1 Sometimes twinning can cause [m] to be spelled <mm>: *swimming* = *swim* + *m* + *ing*. When the prefixes *in-* or *sub-* assimilate in front of a stem that starts with an <m>, they cause an <mm>: *immigrant* = *iŋ* + *m* + *migrant* and *summon* = *sub* + *m* + *mon*. When any element that ends with <m> joins another element that starts with <m>, they cause an <mm> through simple addition: *roommate* = *room* + *mate*

2 All of the following words contain an <mm> that is caused by one of the three things listed above. Analyze each word to show where the two <m>s come from. Then in the "Cause" column write the cause for the <mm> in each word — either "Twinning," "Assimilation," or "Simple Addition."

Words	Analysis	Cause
swimming	<i>swim</i> + <i>m</i> + <i>ing</i>	<i>Twinning</i>
immigrant	<i>iŋ</i> + <i>m</i> + <i>migrant</i>	<i>Assimilation</i>
roommate	<i>room</i> + <i>mate</i>	<i>Simple Addition</i>
immediate		
brimming		
teammate		
gummy		
immensely		
dimmest		
annex		
immortal		
slammed		
summon		
announce		
immune		

3 Words like the twelve below have <mm> spellings that are not due to twinning or assimilation or simple addition. In each word, label the vowel right in front of the <mm> with a 'v'. Then label the <mm> 'cc', as we have done with *comma*:

comma vcc	dilemma	dummy	gimmick
glimmer	hammer	mammal	mammoth
mummy	persimmon	stammer	summer

4 What pattern did you find in all the words? _____. Is the vowel in front of the <mm> always short? _____

In cases where the [m] sound has a short vowel right in front of it and another vowel following it, the <mm> is necessary to fill out the VCC pattern that shows that the vowel in front of the [m] is short. For instance, if *comma* were spelled <coma>, it would look as if the <o> is long, as it is in the word *coma*..

5 So far you have worked with two spellings of [m]. They are _____ and _____.

Almost ninety-nine times out of a hundred the sound [m] will be spelled one of these two ways!

Lesson Thirty-five
Two Unusual Spellings of [m]: <mn> and <mb>

1 The sound [m] is spelled <mn> in six words:

autumn	condemn	hymn
column	damn	solemn.

In all six words the <mn> is in the same place. Is it at the beginning, in the middle, or at the end of the word? _____

2 All six of these words come from Latin:

English Word	Latin Source
autumn	autumnus
column	columna
condemn	condemnare
damn	damnare
hymn	hymnus
solemn	solemnis

Was the <mn> in the beginning, end, or in the middle of the Latin source words? _____

The Latin words all had the <mn> in the middle, where it was easy to pronounce the [n], but in English the <mn> is at the end of the word, where it is hard to pronounce. So we just leave out the [n] and pronounce the <mn> as [m].

3 But when you add certain suffixes to these six words so the <mn> is in the middle as it is in Latin, you pronounce both the <m> and the <n>, so the <mn> is pronounced [mn]. Say each of the following words carefully to see how the <mn> is pronounced. Then analyze each of the words into its free stem word and suffix:

Words	How is <mn> pronounced?	Stem word + Suffix
autumnal	[mn]	autumn + al
columnist		
condemnation		
damnable		
hymnal		
solemnity		

4 The sound [m] is spelled <mb> in the following eleven words:

bomb	crumb	limb	tomb
climb	dumb	numb	womb
comb	lamb	thumb	

In all eleven the <mb> comes at the end of the word. All eleven come from Latin or Old English words. Fill in the blanks so as to show which modern words came from each of the Latin or Old English originals:

Original Words	Modern Words with <mb>
Latin, <i>bombus</i>	
Old English, <i>climban</i>	
Old English, <i>comb</i>	
Old English, <i>cruma</i>	
Old English, <i>dumb</i>	
Old English, <i>lamb</i>	
Old English, <i>lim</i>	
Old English, <i>niman</i>	
Old English, <i>thuma</i>	
Latin, <i>tumba</i>	
Old English, <i>wamb</i>	

5 Sort the eleven English words into these three groups:

Words that come from . . .

a Latin word with an <mb>	an Old English word with an <mb>	an Old English word with no <mb>

6 Just as with <mn>, sometimes you can hear the in <mb> if you add a suffix to the word so that the <mb> doesn't come right at the end. Put these words together and see how the <mb> is pronounced in the longer word you make:

Stem word + suffix = New Word	How is <mb> pronounced in the new word?
bomb + ard =	
crumb + le =	

The word *thumb* is related to the word *thimble*. In *thimble* how is the <mb> pronounced? _____

7 It is hard to tell why people started putting 's in the words *crumb*, *limb*, *numb*, and *thumb*. But sometimes when people see a pattern, they try to make other things fit that pattern. They may have noticed the other words that end in <mb> and decided that these four ought to be spelled the same.

Lesson Thirty-six Apostrophes in Contractions

1 The word *apostrophe* comes from a Greek word that meant "a turning away." In time it came to mean turning away from, or leaving out, a letter or letters in a word. And that is exactly what the apostrophe means in contractions: It means that one or more letters have been left out.

Contraction means "a drawing, or pulling, together." The prefix *con-* (an assimilated form of *com-*) means "together." The base *tract* means "draw or pull," as in words like *tractor* and *traction*. A contraction is a pulling together: By leaving certain letters out, and marking their place with an apostrophe, we pull two or more words together into one single word.

The most important thing to remember about contractions is that **the apostrophe is part of the correct spelling. If you leave the apostrophe out, you misspell the word.**

2 Expand the following contractions into the two-word phrases that they each contract, as we have done with the first one:

Contraction	=	Two-word Phrase
he'll	=	<i>he will, he shall</i>
we'll	=	
didn't	=	
don't	=	
I'm	=	
you've	=	
they're	=	
she's	=	
shouldn't	=	
I'll	=	
he'd	=	

3 Now try some the other way around. Contract the following phrases into a single word. Don't forget to put the apostrophes in to show where the letters have been left out:

Two-Word Phrases	=	Contraction
he will	=	<i>he'll</i>
are not	=	
has not	=	
I will	=	
let us	=	
she shall	=	
they would	=	
they have	=	
was not	=	
what is	=	
what has	=	
you would	=	
can not	=	

4 Here are some that are a little different. See if you can figure them out. The last one actually contracts a single word rather than a two- or three-word phrase:

Phrases	=	Contraction
of the clock	=	
it was	=	
it is	=	
over	=	

5 The contraction *ain't* started out as a contraction of "are not" – and it was spelled *an't*. In time the <i> crept in, and *ain't* began to be used as a contraction for "am not," "is not," "has not," and even "have not." Perhaps because it was used to stand for any and all of those things, *ain't* began to be thought badly of. So though it is an old and real contraction, you'd probably do better not to use it – at least not when anyone is looking or listening.

Lesson Thirty-seven Some Contractions with Homophones

1 **Homophones** are two or more words that sound the same but are not spelled the same. For example: *cent*, *sent*, and *scent*, which are all pronounced [sent].

The element *homo* means "same," and *phone* means "sound." So homophones are different words that sound the same.

Several sets of homophones contain one contraction. For example, *heed* and *he'd*, both of which are pronounced [hēd].

Spelling homophones can be hard because since the different words sound exactly alike, there is no way that sounding them out can tell you which of the spellings you should choose. But there are things you can learn that can help you choose the correct spelling of a homophone:

Their, there, they're. For example, take the three homophones *their*, *there*, and *they're*. They're alike in their first three letters, <the>, but from there on lies trouble. One way to keep them straight is to put them into their proper groups – that is, into groups of words that are like them in meaning and spelling. For instance, the word *their* makes sense in this sentence:

They took **their** hats.

But there are other words that fit in the same kind of slot:

She took **her** hat.
You took **your** hat.
We took **our** hats.

What is the last letter in all of these four boldface words? _____.

So if you remember that *their* fits in with *her*, *your*, and *our*, you can remember that the <r> is at the end.

2 The word *there* is a member of an entirely different group, with *here* and *there*. Consider these sentences:

Where is it?
Here it is.
There it is.

What three letters come at the end of each of these three boldface words? _____.

If you can remember that *there* belongs with *here* and *where*, it is easier to remember that *there* ought to end <ere>.

3 The third homophone, the contraction *they're*, belongs to yet another group. It's a contraction of a pronoun, *they*, and a verb, *are*. Read these sentences aloud:

They're leaving now.
You're leaving now.
We're leaving now.

If you can remember that *they're* belongs with *you're* and *we're*, it's easier to remember that <'re> at the end.

4 **You're, your, yore.** Another set of homophones that contains a contraction is *you're*, *your*, and *yore*. The word *yore* is a very rare word that means "time past," as in "days of yore when knighthood was in flower." You likely will never have to write the word *yore*. But the other two homophones, *you're* and *your*, are very common and often confused. Be ready to discuss how the work you did in parts 1 and 3 above can help you sort out *you're* and *your*.

5 **Its and it's.** People mix up these two homophones quite often. Putting each of them into its proper group can help you keep them straight:

its his	it's he's she's
------------	-----------------------

Its fits into a sentence like "The dog ate **its** dinner." *His* also fits into that sentence: "The dog ate **his** dinner." There is no apostrophe in *his*, and there is no apostrophe in *its*.

The group with *its* and *his* can include other words, too:

I ate **my** dinner.
You ate **your** dinner.
She ate **her** dinner.
We ate **our** dinner.
They ate **their** dinner.

None of the words in boldface have apostrophes. Remember: There is no apostrophe in *his*, and there is no apostrophe in *its*.

On the other hand, *it's* fits into a sentence like "**It's** leaving soon." *He's* and *she's* also

fit into that sentence:

He's leaving soon.
She's leaving soon.

There are apostrophes in *he's* and *she's*, and there is an apostrophe in *it's*.

This group, too, can include other words:

I'm leaving soon.
You're leaving soon.
We're leaving soon.
They're leaving soon.

The apostrophes in these words show that they're contractions.

6. **Whose, who's.** *Whose* fits into the same group with *its* and *his*, although to see the fit we have to change our sentence a bit:

The dog ate **its** dinner.
He ate **his** dinner.
We don't know **whose** dinner he ate.

Again, just like *its* and *his*, there is no apostrophe in *whose*. On the other hand, *who's* fits with *it's*, *he's*, and *she's*:

He's leaving soon.
She's leaving soon.
We don't know **who's** leaving soon.

Who's is another contraction, and the apostrophe shows that there is an <i> missing.

7 Choose the correct form:

1. The dog wagged _____ tail. (its, it's)
2. _____ going over _____, to _____ clubhouse. (their, there, they're)
3. _____ almost time for the bell to ring. (Its, It's)
4. _____ surely going to lose _____ way if you don't take _____ compass. (yore, your, you're)
5. They _____ going. (ain't, aren't)

6. _____ plan is to be _____ by noon. (their, there, they're)
7. _____ time for the cat to get _____ pill. (its, it's)
8. Are you sure _____ going to get to _____ job on time? (yore, your, you're)
9. _____ father is the one _____ going to take us to the ballgame?
(whose, who's)

10. Here's a proofreading quiz involving *their*, *there*, and *they're*, and *your* and *you're*. Cross out any spelling that you think is wrong and spell the word correctly:

They're going over their to get there coats, and Mr. Miller said that your going to have to go over there to get you're coats, too. But why can't they bring your coats with them when their over there getting there's? That way you would save a trip all the way over there and would have time to finish your work.

Lesson Thirty-eight More Contractions with Homophones

1 In the column labeled *Phrase* below write out the two-word phrase for each contraction. Don't worry about the other columns yet.

Contraction	Phrase	Homophone	Words Related to the Homophone		
he'd	<i>he had, he would</i>	<i>heed</i>	<i>heeded</i>	<i>heedless</i>	<i>heeding</i>
here's					
we'd					
we've					
you'll					

2 The following list contains five words that are homophones for the five contractions in the table above. Find the homophones and write them into their proper boxes in the table. As you do so, check them off the list:

heed✓ head ears hears yule
wed weed weave wave yew

3 The following list contains fourteen words that are closely related to the five homophones. Find the related words and write them into their proper boxes in the table. As you do so, check them off the list. One word in the list does not fit into the table:

heeded✓ headed weedy weaver hearing
yule log heedless✓ weaving weeding hears
heard yuletide heeding✓ woven weeded

4 The four contractions in the table below each have two homophones. First, in the "Phrase" column, write out the phrase that each contracts. Then find a homophone for each contraction in the following list and write it into the proper box in the column labeled "Homophone #1." As you do so, check them off the list:

heel icy wheel wives
 hail aisle whale wares

Contractio n	Phrase	Homophone #1	Homophone #2	Words Related to Homophone #2		
he'll						
I'll						
we'll						
where's						

5 In the following list find a second homophone for each of the contractions and write it into the proper box in the column labeled 'Homophone #2'.

hear isle wear wears
 heal silo weal weasle

6 In the following list there are three words that are closely related to each of the homophones in the Homophone #2 column. Find them and write them into the proper boxes in the columns labled 'Words Related to Homophone #2' and check them off the list:

health wearing wealthy unwearable
 island healer enisle commonwealth
 wealth islet healers wearproof

Lesson Thirty-nine Other Uses for Apostrophes

1 We use apostrophes in words other than contractions. We also use them in the suffix that shows possession: -'s. Look at these two sentences:

He stepped on the dog's tail.
He stepped on the tail of the dog.

The two sentences say the same thing. They both say that someone stepped on the tail that belonged to, or was part of, the dog. The suffix -'s is used to show that something belongs to, or is possessed by, or is part of, someone or something else, and -'s is called the **possessive suffix**.

2 Most of the time we show possession by adding -'s to a singular noun. Add -'s to each word in the "Noun" column and write the possessive noun in the blank in the 'Sentence' column:

Noun	Sentence
dog	He stepped on the <u> dog's </u> tail.
gnat	She was no bigger than a _____ eyelash.
knight	The _____ horse was very tired.
funnel	He tried pouring water into the _____ big end.
cinnamon	She does not like _____ taste.
dictionary	The _____ cover was red.
candidate	The _____ speech was very inspiring.
dinner	They could hardly wait for the _____ end.
immigrant	The _____ name was Antonio.
island	The _____ beaches were all white sand.
knife	They both tried to grab the _____ handle.
columnist	The _____ work was very good.
autumn	They both looked forward to _____ arrival.

Noun	Sentence
chemical	She said that the _____ smell was very bad.
children	The _____ laughter led us to the playground.
candle	The _____ light was too dim for reading.

2 When we show possession in a plural noun that ends in <s>, we usually just add an apostrophe with no extra <s>. A plural noun that shows possession is called a **plural possessive noun**. In the 'Plural Nouns' column write the plural form of the noun given in the 'Singular Noun' column. Then form the plural possessive and fill in the blank in the sentence, as we have done with the first one:

Singular Nouns	Plural Nouns	Sentences with Plural Possessive Nouns
dog	<i>dogs</i>	They stepped on both <u>dogs'</u> tails.
lamb		We couldn't find the two _____ mothers
diamond		The three _____ price was amazing
thumb		Both of his _____ joints were swollen
campaign		His two _____ total cost was very high
bunny		The three _____ eyes were bright pink.
poem		She disliked all of his _____ rhythms..
statement		The two _____ meaning was not clear
element		The chemical _____ names confused him.
teammate		The _____ shouts filled the locker room
knee		Both _____ strength had not yet returned.
hymn		I don't know any of the _____ titles.

3 Each of the following sentences requires either a singular or a plural possessive noun. For each sentence decide whether it takes a singular or a plural possessive and then add the proper form in the blank:

Singular Noun	Sentence
dog	Both <u>dogs'</u> owners were very upset.
lamb	One _____ leg was injured.
child	We could hear all three _____ laughter.
knife	All of our _____ blades are rusty and dull.
dictionary	Both _____ bindings were broken.
autumn	_____ colors were beautiful this year.
chemical	The seven _____ smells were very strange.
columnist	Both _____ writing was very good.

Lesson Forty
Test Five

Words	Analysis
1.	[m]=____ [u] = ____
2.	[e] =____ [l] = ____ [u] = ____ [ə] = _____
3.	Free stem+suffix = _____
4.	[m]=____ [i]=____ [z] = ____
5.	Element+element = _____
6.	[m] = ____ Prefix + bound base = _____
7.	[m] =____ [o] =____ [ə] = ____
8.	[m]=____ Free stem + suffix ¹ +suffix ² = _____
9.	[m] =____ [k] =____ [k] = ____
10.	[l] =____ Free stem+suffix =

Answers to Test Five

Words	Fill in the blanks
1. <i>thumb</i>	[m]= <mb> [u] = <u>
2. <i>umbrella's</i>	[e]= <e> [l]= <ll> [u] = <u> [ə] = <a>
3. <i>element's</i>	Free stem+suffix = <i>element+'s</i>
4. <i>hymns</i>	[m]= <mn> [i]= <y> [z] = <s>
5. <i>they're</i>	Element+element = <i>they+re</i>
6. <i>immune</i>	[m] = <mm> Prefix + bound base = <i>iñ + m + mune</i>
7. <i>autumn</i>	[m]= <mn> [o]= <au> [ə]= <u>
8. <i>columnists'</i>	[m]= <m> Free stem + suffix ¹ + suffix ² = <i>column+ist+s'</i>
9. <i>chemicals</i>	[m]= <m> [k]= <ch> [k]= <c>
10. <i>island's</i>	[l]= <sl> Free stem+suffix = <i>island+'s</i>

Lesson Forty-one How Do You Spell [n]?

1 We will examine six different ways of spelling [n]. But first see how many you can think of and try to write a word that contains each spelling. If you can't think of all six, don't worry too much about it:

- a. Sometimes [n] is spelled _____ as in the word _____.
- b. Sometimes [n] is spelled _____ as in the word _____.
- c. Sometimes [n] is spelled _____ as in the word _____.
- d. Sometimes [n] is spelled _____ as in the word _____.
- e. Sometimes [n] is spelled _____ as in the word _____.
- f. Sometimes [n] is spelled _____ as in the word _____.

2 Think about the consonant sounds you have worked with so far, and answer these questions:

- a. How do you think the sound [n] is usually spelled? _____
- b. What would you expect to be the next most common spelling of [n]? _____

3 Now underline the letters that spell [n] in the following words:

balance	nuisance	candidate	conclusion
immense	columnist	immunity	dictionary
efficient	judgement	solemnity	coupon
economics	bundle	nourishment	island
nonalcoholic	enormous	diamonds	underexposed

4 How is [n] spelled in all of these words? _____. Usually [n] is spelled this way – about nine times out of ten, in fact!

5 You have seen that double consonants, such as <nn>, can be caused by twinning or assimilation or simple addition. Sometimes twinning can cause an <nn>: *fan+n+ing* =

fanning. Sometimes assimilation can cause an <nn>: *ad+n+nounce* = *announce*, and *con+n+nect* = *connect*. And simple addition can cause an <nn> when an element that starts with <n> is added to another element that ends with <n>: *un+named* = *unnamed*, and *stubborn+ness* = *stubbornness*..

6 All of the following words contain an <nn> that is caused by one of the three things described above. Analyze each word enough to show where the two <n>'s come from. Then in the 'Cause' column write the cause for the <nn> in each word – either "Twinning," "Assimilation," or "Simple Addition":

Words	=	Analysis	Cause
announce	=	<i>ad+n+nounce</i>	<i>Assimilation</i>
connect	=		
innocent	=		
tinny	=		
unnourishing	=		
nonnuclear	=		
skinny	=		
unnecessary	=		
nonnative	=		
innumerable	=		
beginner	=		
commonness	=		
annihilate	=		
unnodding	=		
annex	=		
annul	=		
nonnoble	=		
suddenness	=		
connive	=		

Words	=	Analysis	Cause
beginning	=		
cannot	=		
stubbornness	=		
sunniest	=		
twinned	=		

7 So far you have examined two different ways to spell [ŋ]: _____ and _____.

The sound [ŋ] is spelled these two ways about ninety-nine times out of a hundred!

Lesson Forty-two The Spelling <nn> and VCC

1 Read over the list carefully. Starting with the vowel right in front of the <nn> in each one, mark the VCC pattern:

cinnamon funnel penny minnow bunny
channel tennis bonnet dinner annual

2 Now sort the words into these five groups:

Words in which the vowel in front of the <nn> is . . .

short <e>, [a]	short <e>, [e]	short <i>, [i]	short <o>, [o]	short <u>, [u]

3 Sometimes the <nn> is necessary right after a short vowel in order to fill out the _____ pattern.

4 Here are some words that contain <nn>. For each one give the reason that [n] is spelled <nn>: Assimilation, Twinning, Simple Addition, or VCC:

Word	Reason for <nn>
innocently	
innumerable	
unnecessarily	
beginner	
suddenness	

Word	Reason for <nn>
nonnuclear	
tennis	
annihilation	
announcement	
connectedness	
sunnier	
cinnamon	
cannot	
conniving	
funnel	
annexes	
channel	
annulment	
skinniest	

5 So far you have worked with two ways of spelling [n] _____ and _____. Remember: The sound [n] is spelled one of these two ways about ninety-nine times out of every one hundred.

Lesson Forty-three Sometimes [n] is Spelled <gn>

1 There are several English words in which [n] is spelled <gn>. Many of them come from the Latin word *signum*, which meant "mark, sign":

sign assign consign design resign ensign

Five of these six words all contain a prefix plus the free base *sign*. Write each of these five words below and analyze each one into prefix and base, showing any assimilation that occurs. (The prefix *en-* in *ensign* is the French form of the prefix *in-*, "in, into.")

Word	=	Analysis
	=	
	=	
	=	
	=	
	=	

2 Very often when you add suffixes to these *sign* words, you can hear the <g>. Here are some examples. Analyze each one as instructed. Then in the right column write down whether or not you can hear the <g> in the word in the left column:

Word	=	Analysis	Do you pronounce the <g>?
signal	=	Free base + suffix =	
resignation	=	Prefix + free base + suffix =	
designate	=	Prefix + free base + suffix =	
insignia	=	Prefix + free base + suffix =	
signature	=	Prefix + free base + suffix =	
signing	=	Free base + suffix =	
designer	=	Prefix + free base + suffix =	

Word	=	Analysis	Do you pronounce the <g>?
resignation	=	Prefix + free base + suffix =	
unsigned	=	Prefix + free base + suffix =	
consignment	=	Prefix + free base + suffix =	
assigns	=	Prefix + free base + suffix =	
signify	=	Free base + suffix =	
signet	=	Free base + suffix =	

3 Below are the *sign* words with which you worked in Item 2. Hyphens mark the boundaries between syllables. Be ready to discuss when we do and when we do not pronounce the <g> in these words so far as syllable boundaries are concerned:

sig-nal	sign-ing	as-signs
res-ig-na-tion	de-sign-er	sig-ni-fy
des-ig-nate	re-signed	sig-net
in-sig-ni-a	un-signed	
sig-na-ture	con-sign-ment	

4 The sound [n] is also spelled <gn> in the word *reign*, as in “The king reigned for fifty years.” *Reign* comes from the Latin word *regnum*, which meant “the power of a king” and in which the <g> was pronounced.

But [n] is also spelled <gn> in *sovereign* and *foreign*, which come from the Latin words *superanus* and *foranus*, with no <g>s. So why are there <g>'s in *sovereign* and *foreign*? Long ago people decided that *sovereign* and *foreign* must have come from the word *reign*. So they changed the spelling to make the three words look more alike.

5 In *design* and other words with the base *sign*, [n] is spelled _____. And [n] is also spelled <gn> in the words _____, _____, and _____.

Lesson Forty-four
Sometimes [n] is Spelled <kn> – Even <pn> and <mn>

1 The most common words with [n] spelled <kn> have *know* as their base. In the words below anything before the base is a prefix and anything after the base is a suffix. Analyze each word into prefix (if it has one), base, and suffix:

Words	=	Analysis
knows	=	
knowledge	=	
known	=	
foreknowledge	=	
unknown	=	
knower	=	
knowable	=	

2 Here is another little group of <kn> words, all dealing with the knees:

knee kneel knelt

3 Here are more <kn> words, all of which come from Old English words:

knave knead knell
 knife knight knit
 knock knoll knot

Below we give you the family tree for some of these <kn> words. We give you the Middle English word our Modern English word comes from, and the Old English word the Middle English word came from. Fill in the Modern English word for each of the Old English and Middle English ancestors:

Old English	Middle English	Modern English
cnafa	knave	
cniht	knyght	
cnedan	kneden	
cnyttten	knitten	
cnocian	knokken	
cnif	knif	
cnoll	knolle	
cnotta	knotte	

Old English did not use the letter <k>. In Old English and in Middle English the <k> and the <c> before the <n> were pronounced, like [k]. So all of the words that now start out with the sound [n] used to start out with the sounds [kn], which we today find awkward to say.

4 Look at this word: *pneumonia*. How is [n] spelled at the beginning of *pneumonia*? _____.

This odd spelling of [n] comes from old Greek and Latin words in which both the <p> and the <n> were pronounced. Today it only occurs in the bound base *pneum*. The only two words with that base that you should have to worry about are *pneumonia* and *pneumatic*. *Pneum* refers to wind or breath or air. So pneumatic tires are tires that are filled with air, like those on a bicycle, and pneumonia is a disease of the lungs that makes it hard to breathe air.

The base *pneum* also occurs in some really long and technical words. Here is one example, which we give you because it is the longest word in most dictionaries: *pneumonoultramicroscopicsilicovolcanoconiosis*. It's the name of a lung disease that miners get from breathing a certain kind of dust. Along with *pneum*, you can see *microscopic* and *volcano* in that big long word.

5 In one English word [n] is spelled <mn>: *mnemonic*, [nimónik]. You use a mnemonic to help you remember something. For instance, common mnemonics are the jingles that start out "I before E except after C" and "Thirty days hath September." Our word *mnemonic* comes from *Mnemosyne*, the name of the Greek goddess of memory and mother of the muses.

In English we have a prefix *a-* which means "not, " or "without." It occurs, together with that same <mn> in words like *amnesia* and *amnesty*, both of which have a meaning close to "not remembering" or "without remembering." In *amnesia* and *amnesty* the <mn> does not spell [n]. What does it spell? _____

Be ready to talk about this question: What do the words *amnesia* and *amnesty* have to do with "not remembering?"

Lesson Forty-five
Review of <kn> And <gn>

1 Here are the words from the previous lesson in which [n] is spelled <kn>.

knows	foreknowledge	knave	knee	knell
knelt	unknown	kneel	knead	knoll
known	knower	knight	knit	knot
knowable	knowledge	knife	knock	

Is <kn> always at the beginning, in the middle, or at the end of its element? _____

2 The word *acknowledge* also has [n] spelled <kn>. *Acknowledge* contains a prefix, a base, and a suffix: *ac+know+ledge*. Is the <kn> in *acknowledge* in the same place in its element that the <kn> is in in the nineteen words above? _____

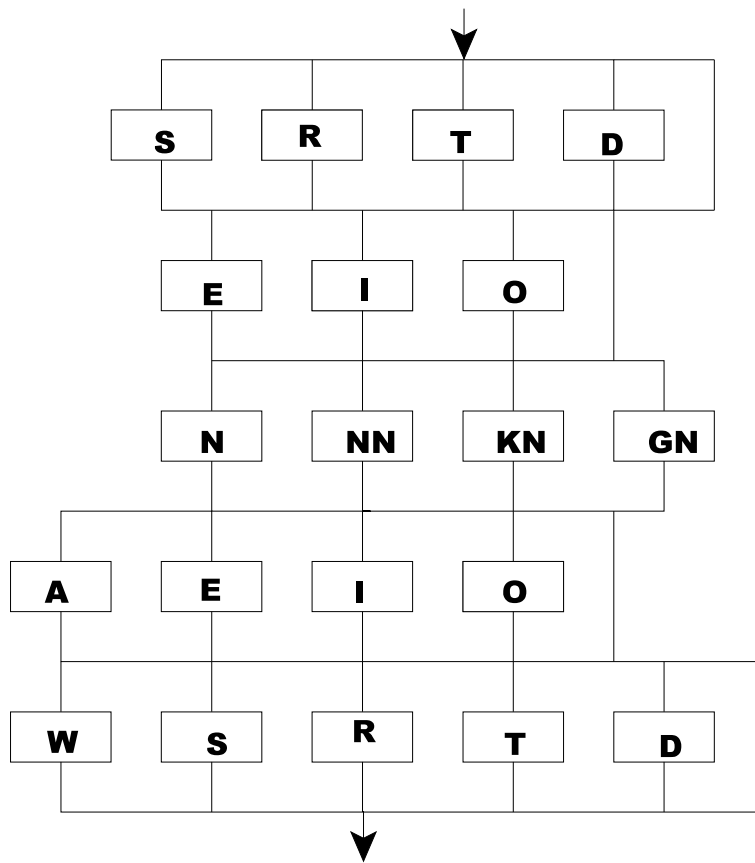
3 Here are some words in which [n] is spelled <gn>. Look carefully at where the <gn> is in its element in each of them:

design	campaign	reign
sign	gnash	resign
foreign	gnat	gnu

You should find that the <gn> spelling of [n] always occurs in one of two places in the element it is in. What are the two places? _____



Word Flow. In this Word Flow you can make several words that contain [n] spelled <n>, <nn>, <gn>, or <kn>. See how many you can make:



Words with [n] spelled . . .

<kn>	<gn>	<nn>	<n>

<kn>	<gn>	<nn>	<n>

Lesson Forty-six The Prefix *Non-*

1 Compare the following words:

complete	incomplete
direct	indirect
acknowledged	unacknowledged
expected	unexpected

What meaning do the prefixes *in-* and *un-* add to these words? _____

2 Another prefix that means "not, no" is *non-*. Analyze each of the following words into prefix and stem:

Word	=	Analysis
nonsense	=	
nonstop	=	
nonliterate	=	
nonconformist	=	
nonsmoker	=	
nonfiction	=	
nonscheduled	=	
noncommitted	=	
nonpayment	=	
nonalcoholic	=	
nonnuclear	=	
noncommissioned	=	
nonrestrictive	=	

Word	=	Analysis
nonthreatening	=	
noncancerous	=	

3 The following words are stems from the exercise you just did. Analyze each one into the parts that are listed for it:

Word	=	Analysis
conformist	=	Prefix+free base+suffix:
smoker	=	Free base+suffix:
scheduled	=	Free stem+suffix:
alcoholic	=	Free stem+suffix:
cancerous	=	Stem+suffix:
threatening	=	Free stem+suffix:
payment	=	Free base+suffix:
restrictive	=	Prefix+free base+suffix:
fiction	=	Bound base+suffix:
committed	=	Prefix+ bound base+suffix:

4 Three prefixes that add the meaning "no, not" are _____, _____, and _____.

Which one of these three sometimes assimilates? _____.

Lesson Forty-seven
The Prefixes *Under -*, *Over -*, and *Counter -*

1 Think about what these pairs of words mean:

underpass	overpass
underripe	overripe
underexposed	overexposed
underestimate	overestimate
underweight	overweight

It isn't hard to see what the prefixes *under -* and *over -* mean. *Under -* means "under, beneath, too little." *Over -* means "over, above, too much."

2 The meaning of the prefix *counter -* is almost as easy to figure out. Compare these pairs of words:

attack	counterattack
clockwise	counterclockwise
rotation	counterrotation

Which of these meanings does *counter -* seem to add to the three words in the right column, "under," "not," or "opposite"? _____

3 Analyze the following words into prefix and stem, and be ready to talk about what meaning the prefix adds to each stem:

Word	=	Prefix + Stem
undergrowth	=	
overgrowth	=	
overworked	=	
undercoat	=	

Word	=	Prefix + Stem
overalls	=	
underclothes	=	
counterflow	=	
counterweight	=	
overcoat	=	
overflow	=	
underground	=	
overdose	=	

4 Add one of the prefixes *under -*, *over -* or *counter -* to each of the words below so that you add the meaning given in the left column:

Meaning of Prefix	+	Stem	=	Word
"Beneath"	+	clothes	=	
"Opposite"	+	effective	=	
"Too much"	+	acting	=	
"Too little"	+	statement	=	
"Opposite"	+	sign	=	
"Too much"	+	stated	=	
"Opposite"	+	balance	=	
"Too much"	+	react	=	
"Too little"	+	achiever	=	
"Too much"	+	corrected	=	
"Too much"	+	achiever	=	
"Too little"	+	exposure	=	

Lesson Forty-eight
Test Six

Words	Analysis
1.	[n] = _____ Prefix+free base+suffix = _____
2.	[n] = _____ [k] = _____
3.	[m] = _____ [n] = _____ Prefix+bound base+suffix = _____
4.	Prefix ¹ +prefix ² +free base+suffix = _____
5.	[n] = _____ Free base + suffix = _____
6.	[n] = _____ & _____ & _____
7.	[n] = _____ & _____ [m] = _____ [s] = _____
8.	[n] = _____ Free stem+suffix ¹ +suffix ² = _____
9.	[n]=_____ [n]=_____ Prefix+bound stem+suffix = _____
10.	[n]=_____ [n]=_____ Prefix+free stem+suffix = _____

Answers to Test Six

Words	Analysis
1. <i>resigning</i>	[n] = <u><gn></u> Prefix+free base+suffix = <u>re+sign+ing</u>
2. <i>acknowledge</i>	[n] = <u><kn></u> [k] = <u><c></u>
3. <i>commonness</i>	[m] = <u><mm></u> [n] = <u><nn></u> Prefix+bound base+suffix = <u>com+mon+ness</u>
4. <i>underexposed</i>	Prefix ¹ +prefix ² +free base+suffix = <u>under+ex+pose+ed</u>
5. <i>knees</i>	[n] = <u>kn</u> Free base + suffix = <u>knee+s</u>
6. <i>unknown</i>	[n] = <u><n></u> & <u><kn></u> & <u><n></u>
7. <i>cinnamon</i>	[n] = <u><nn></u> & <u><n></u> [m] = <u><m></u> [s] = <u><c></u>
8. <i>foreigners</i>	[n] = <u><gn></u> Free stem+suffix ¹ +suffix ² = <u>foreign+er+s</u>
9. <i>innocently</i>	[n] = <u><nn></u> [n]= <u><n></u> Prefix+bound stem+suffix = <u>in+nocent+ly</u>
10. <i>nonalcoholic</i>	[n] = <u><n></u> [n] = <u><n></u> Prefix+free stem+suffix = <u>non+alcohol+ic</u>