Book Five

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 *undoubted*.

    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	=	*unsuited*
ad	+ dict	+ ion	=	*addiction*
dis	+ turb	+ ing	=	*disturbing*
in	+ clude	+ s	=	*includes*
dis	+ arm	+ ed	=	*disarmed*
mis	+ judge	+ ment	=	*misjudgement*
com	+ fort	+ able	=	*comfortable*
in	+ vest	+ ment	=	*investment*

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

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 *un+com+fort+able*
include	=	Prefix + bound base *in+clude*
exceeding	=	Prefix + bound base + suffix *ex+ceed+ing*
addicts	=	Prefix + bound base + suffix *ad+dict+s*
uncommon	=	Prefix + prefix + bound base *un+com+mon*

Word	= Analysis
unsuitable	= Prefix + free base + suffix *un+suit+able*
jewelers	= Free base + suffix + suffix *jewel+er+s*
dewy	= Free base + suffix *dew+y*
misjudges	= Prefix + free stem *mis+judges*
regrouping	= Prefix + free base + suffix *re+group+ing*
compels	= Prefix + bound base + suffix *com+pel+s*
rearming	= Prefix + free base + suffix *re+arm+ing*
reinvested	= Prefix + prefix + free base + suffix *re+in+vest+ed*
refreshments	= Prefix + bound stem *re+freshments*
undisturbed	= Prefix + prefix + bound stem *un+dis+turbed*

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.

Teaching Notes.

Item 1. Elements, free bases, and suffixes are introduced in Book 1, Lesson 28. Bound bases are introduced in Book 3, Lesson 43.

Item 2. Simple Addition is introduced in Book 1, Lesson 30.

Item 3. Free stems are introduced in Book 3, Lesson 5. Bound stems are introduced in Book 3, Lesson 43.

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+*l* + ing	=	*compelling*
debt + or	=	*debtor*
slam+*m* + ed	=	*slammed*
god +*d* + ess	=	*goddess*
cruel + est	=	*cruelest*
god + ly	=	*godly*
rumor + ed	=	*rumored*
knit+ t + ing	=	*knitting*
permit + s	=	*permits*
collect + ed	=	*collected*
build + ing	=	*building*
exhibit + ed	=	*exhibited*
admit+ *t* + ing	=	*admitting*
twin + *n* + ing	=	*twinning*
foreign + er	=	*foreigner*
develop + ing	=	*developing*
boot + ed	=	*booted*
blossom + ed	=	*blossomed*

Stem + Suffix	=	Word
chew + y	=	*chewy*
ruin + ed	=	*ruined*

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*e̸* + er	=	*loser*
bruis*e̸* + es	=	*bruises*
collaps*e̸* + ing	=	*collapsing*
influenc*e̸* + ed	=	*influenced*
juic*e̸* + y	=	*juicy*
acknowledg*e̸* + ing	=	*acknowledging*
acknowledge + able	=	*acknowledgeable*
routine + ly	=	*routinely*
cruis*e̸* + ing	=	*cruising*
loose + ness	=	*looseness*
costum*e̸* + er	=	*costumer*
continu*e̸* + ous	=	*continuous*
nonsens*e̸* + ic + al	=	*nonsensical*
cloth*e̸* + ing	=	*clothing*
absolute + ly	=	*absolutely*
commerc*e̸* + ial	=	*commercial*
balance + able	=	*balanceable*

Stem + Suffix	=	Word
nuisanc~~e~~ + es	=	*nuisances*
collid~~e~~ + ing	=	*colliding*
loos~~e~~ + en	=	*loosen*
choos~~e~~ + y	=	*choosy*
overdos~~e~~ + ed	=	*overdosed*
accommodat~~e~~ + ion	=	*accommodation*

Teaching Notes.
Item 1. The Twinning Rule is developed inductively in the following lessons: Book 1, Lessons 34-37; Book 3, Lessons 45-47.

Item 2. Twinning does not occur in the following words for the following reasons: Stem does not end CVC: *debtor, cruelest, collected, building, foreigner, booted, chewy, ruined.* Final vowel of stem is not stressed: *cruelest, rumored, exhibited, foreigner, developing, blossomed, ruined*. Suffix does not start with a vowel: *godly, permits*.

Item 3. The Final <e> Deletion Rule is developed inductively in Book 2, Lessons 20-21, Book 3, Lessons 32, 35, 39, 41; and Book 4, Lesson 19.

Item 4. The final <e> is not deleted in *routinely, looseness,* or *absolutely* because the suffix does not start with a vowel. It is not deleted in *acknowledgeable* or *balanceable* because the suffix does not start with <e>, <i>, or <y>, so the <e> is needed to keep the <g> and <c> soft.

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+p+pose = suppose* and *in+legal = in+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+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	=	*in*[1]*+l+legal*
object	=	*ob + ject*
influence	=	*in*[2] *+ fluence*
subject	=	*sub + ject*
adjective	=	*ad + jective*
assign	=	*ad + s + sign*
supposed	=	*sub + p + posed*
illiteracy	=	*in*[1] *+ l + literacy*
opposite	=	*ob + p + posite*
immune	=	*in*[1] *+ m + mune*
innocent	=	*in*[1] *+ nocent*

Word	=	Prefix + Stem
immigrant	=	in^2 + m + migrant
immediate	=	in^2 + m + mediate

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	= ad+n+nex	= annex
ad + commodate	= ad+c+commodate	= accommodate
sub + gest	= sub+g+gest	= suggest
in^1 + literate	= in^1+l+literate	= illiterate
ob + position	= ob+p+position	= opposition
in^1 + mortal	= in^1+m+mortal	= immortal
in^2 + prove	= in^2+m+prove	= improve
ob + struct	= ob+struct	= obstruct
in^2 + struct	= in^2+struct	= instruct
sub + mit	= sub+mit	= submit
ad + mitted	= ad+mitted	= admitted
in^1 + balance	= in^1+m+balance	= imbalance
ad + dress	= ad+dress	= address
ad + tendance	= ad+t+tendance	= attendance
ob + portunity	= ob+p+portunity	= opportunity
sub + fering	= sub+f+fering	= suffering

4 Two words that contain full assimilation are ___*Answers will vary*___ and _____ .

5 Two words that contain partial assimilation are ___*Answers will vary.*___ and _____ .

Teaching Notes.

Item 1. Assimilation is introduced in Book 4, Lesson 12. The distinction between full and partial assimilation is introduced in Book 4, Lesson 36.

Item 3. The word *balance* is a good example of how the separate elements in old words can change and grow together into one: *Balance* comes ultimately from Latin *bilancia* , which referred to a measuring device with two (*bi-*) shallow pans or plates (*lancia*). The <i> changed to <a> in French, and <lance> does not appear anywhere else in English with the sense of pans or plates. So it seems better to treat *balance* today as a single element.

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	=	*com̸ + r + respond*
combine	=	*com + bine*
companion	=	*com + panion*
collapse	=	*com̸ + l + lapse*
connect	=	*com̸ + n + nect*
committee	=	*com + mittee*
correct	=	*com̸ + r + rect*
commercial	=	*com + mercial*
collect	=	*com̸ + l + lect*
college	=	*com̸ + l + lege*
community	=	*com + munity*
company	=	*com + pany*

2   Sort the words into these two groups:

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

assimilated:		did not assimilate:	
correspond	*correct*	*combine*	*commercial*
collapse	*collect*	*companion*	*community*
connect	*college*	*committee*	*company*

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>
committee	combine
commercial	companion
community	company

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>
connect	collapse	correspond
	collect	correct
	college	

5.   Three assimilated forms of the prefix *com-* are __con__ , __col__ , and __cor__ .

Teaching Notes.

Items 1-3. In *combine, companion,* and *company* the prefix and stem combine by simple addition, with no assimilation. This is due to the fact that the stems of these three words begin with [p] or [b], two sounds that are already very similar to the [m] at the end of *com-*. The sounds [p], [b], and [m] are all called bilabials because they are all pronounced at the two lips. You can feel your lips come together as you pronounce each sound. Assimilation usually occurs to ease pronunciation by bringing two sounds closer together in terms of the place in the mouth where they are pronounced, their point of articulation. In words like *combine, companion,* and *company* the points of articulation are already the same so there is no pressure to assimilate.

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	=	*com̸ + n + sist*
conduct	=	*com̸ + n + duct*
conversation	=	*com̸ + n + versation*
commission	=	*com + mission*
compare	=	*com + pare*
confidence	=	*com̸ + n + fidence*
composition	=	*com + position*
consent	=	*com̸ + n + sent*
confession	=	*com̸ + n + fession*
content	=	*com̸ + n + tent*
commerce	=	*com + merce*
congress	=	*com̸ + n + gress*
conceal	=	*com̸ + n + ceal*
confront	=	*com̸ + n + front*
continue	=	*com̸ + n + tinue*

3 Now sort the fifteen words into these two groups:

Words in which the <m> . . .

assimilated partially			did not assimilate at all
consist	consent	conceal	commission
conduct	confession	confront	compare
conversation	content	continue	composition
confidence	congress		commerce

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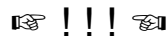
Word Change. Make the changes called for by the instructions and fill in the blank in the final sentence:

Instructions	Words
1. Write the word *college*.	1. *college*
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. *collect*
3. Change the third and fourth letters in the word to the letters that come two places after them in the alphabet.	3. *connect*
4. Change the third and fourth letters in the word to the letters that come four places after them in the alphabet.	4. *correct*
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. *conduct*
6. Change the base of the word to <sist>.	6. *consist*
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. *consent*

If you followed the instructions just right, your solution is ___*correct*___.

Word #4

Teaching Notes.

Item 1. The partial assimilation of *com-* to *con-* eases pronunciation once again by moving the points of articulation closer together. Notice that while [m] is pronounced at the two lips, sounds like [d], [s], and [t], as in *conduct, consent,* and *content*, are all pronounced with the tongue near the back of the teeth, which is also the position for pronouncing [n]. Thus [nd], [ns], [nt] are easier sequences to pronounce than would be [md], [ms], and [mt].

Notice, too, that [f] falls between the points of articulation for [m] and [n]. The sound [f] is pronounced with the lower lip touching the upper front teeth (thus [f] is called a labiodental sound). It is apparently this "tweener" state that causes the lack of assimilation in words like *comfrey, comfit*, and most importantly *comfort*. In most words with stems that start with [f] (or its voiced partner [v]) the [m] assimilates to [n], as in *confidence* and *conversation*, but in *comfrey, comfit,* and *comfort* there is no assimilation.

Item 2. Concerning *conversation:* The evolution of *converse* from the root meaning "to turn with" to the modern meaning "to speak informally with" was a long one. The following description is from the *OED*: The Latin *conversāre*, originally "to turn to and fro," came to mean "to turn oneself about, to move to and fro, to pass one's life, dwell, abide, live somewhere, keep company with." In French this became *converser,* which originally meant "to pass one's life, live, dwell in or with," but eventually developed the meaning "to exchange words with." French *converser* was the source of English *converse* and thus *conversation.* To me there seems to be a somewhat similar line of development in the semantically related words *turn* and *return*.

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	=	*com̸ + n + tents*
completely	=	*com + pletely*
confident	=	*com̸ + n + fident*
compel	=	*com + pel*
contain	=	*com̸ + n + tain*
compare	=	*com + pare*
correspond	=	*com̸ + r + respond*
construct	=	*com̸ + n + struct*
communities	=	*com + munities*
contract	=	*com̸ + n + tract*
continent	=	*com̸ + n + tinent*
collapsed	=	*com̸ + l + lapsed*

2   Sort the twelve words into these two groups:

Words in which the <m> . . .

assimilated either partially or fully:		did not assimilate at all:
contents	*construct*	*completely*
confident	*contract*	*compel*
contain	*continent*	*compare*
correspond	*collapsed*	*communities*

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	= Prefix[1]	+ Prefix[2]	+ Stem
accommodate	= *ad* + c	+ *com*	+ *modate*

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 meaning of each base. 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	*tract* = "Draw, pull"
collect	*lect* = "Choose, gather, read"
connect	*nect* = "Bind"
contain	*tain* = "Hold"
compare	*pare* = "Equal"
compel	*pel* = "Push, drive, strike"
construct	*struct* = "Pile up"
collide	*lide* = "Strike"
contact	*tact* = "Touch"
conduct	*duct* = "Lead, bring"
combine	*bine* = "Two by two, two each"

Teaching Notes.

Item 3. Since *accommodate* is so often mispelled *accomodate, it would be worthwhile to point out to the students that there are two <m>'s there: one at the end of the prefix *com-,* another at the beginning of the stem *modate*.

Item 4. The discussion of the development of these words' modern meanings out of their root meanings could get a bit discursive and wide-ranging. It is probably less important that "correct" answers be arrived at than that the students spend some time thinking about the way one meaning can lead to another as the mind looks for connections and patterns.

Some other interesting bases for discussion: The *pan* in *companion* means "bread." A companion was one with whom you broke bread. The same *pan* is in *company*. The base *mune* in *community* means "duties." A community is originally a place of shared duties and responsibilities. The base *fort* in *comfort* means "strong": When you comfort someone, you make them strong by being together.

For more on the assimilation of *com-*, see *AES*, pp. 178-81.

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:

tr<u>u</u>ly	bl<u>ue</u>	s<u>ui</u>cide	res<u>u</u>me	l<u>o</u>se	r<u>u</u>ble
aven<u>ue</u>	incl<u>u</u>ding	infl<u>ue</u>nce	n<u>u</u>clear	t<u>o</u>	sh<u>oe</u>
st<u>u</u>dent	absol<u>u</u>tely	stat<u>ue</u>	concl<u>u</u>sion	cr<u>ue</u>l	r<u>ui</u>n
gl<u>ue</u>	introd<u>u</u>ce	j<u>u</u>nior	cons<u>u</u>mer	d<u>o</u>	concl<u>u</u>de
can<u>oe</u>	sol<u>u</u>tion	st<u>u</u>pid	cost<u>u</u>me	n<u>u</u>merous	appr<u>o</u>ve
wh<u>o</u>	ass<u>u</u>me	impr<u>o</u>ve	excl<u>u</u>de	r<u>u</u>mor	opport<u>u</u>nity

2   Now sort the words into the following two groups:

Words with [ū] spelled . . .

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

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

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

<u>			<o>
truly	*assume*	*costume*	*improve*
student	*junior*	*exclude*	*lose*
including	*stupid*	*numerous*	*approve*
absolutely	*resume*	*rumor*	
introduce	*conclusion*	*conclude*	
solution	*consumer*	*opportunity*	

4 **Words with [ū] spelled <u> in the V*e#* pattern . . .**

avenue	*glue*	*blue*	*statue*

5 **Words with [ū] spelled <o> in the V*e#* pattern . . .**

canoe	*shoe*

6 **Words with [ū] spelled <u> in the VC*le#* pattern . . .**

nuclear	*ruble*

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 . . .

who	*to*	*do*

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*. 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 . . .

suicide	influence	cruel	ruin

9 So far you have worked with eight vowel patterns: VCV, VCC, CVC#, VC*le*, VCC*le*, CV#, V*e*#, and V.V. Sort the eight patterns into these two groups:

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

short	long
VCC	VCV
CVC#	VC*le*
VCC*le*	V#
	V*e*#
	V.V

Teaching Notes.

For more on the spelling of [ū], see *AES*, pp. 288-96. For more on the vowel patterns, see pp. 90-111.

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 a vowel digraph. Underline the letters that spell [ū]:

cho<u>o</u>se	thr<u>ou</u>gh	l<u>oo</u>se	j<u>ui</u>ce	kn<u>ew</u>	p<u>oo</u>dle
s<u>ui</u>cide	t<u>oo</u>	y<u>ou</u>	s<u>ui</u>t	m<u>oo</u>d	b<u>oo</u>ts
c<u>ou</u>pon	br<u>ui</u>se	thr<u>ew</u>	r<u>u</u>mor	l<u>o</u>se	d<u>ew</u>
g<u>oo</u>se	gr<u>ou</u>ps	n<u>oo</u>dles	cr<u>ui</u>se	pr<u>oo</u>f	r<u>ou</u>tine
ch<u>ew</u>s	n<u>ui</u>sance	sm<u>oo</u>th	c<u>ou</u>gar	j<u>ew</u>el	br<u>oo</u>d

2   Sort the words into these groups:

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

suicide	rumor	lose

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

<oo>		<ou>
choose	mood	coupon
goose	proof	through
too	poodle	groups
loose	boots	you
noodles	brood	cougar
smooth		routine

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

<ui>	<ew>
bruise	chews
nuisance	threw
juice	knew
suit	jewel
cruise	dew

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
<u>	junior, rumor, ruble, . . .
<o>	shoe, who, prove, . . .
<oo>	choose, loose, noodles, . . .
<ou>	cougar, coupon, group, . . .
<ui>	bruise, juice, nuisance, . . .
<ew>	chew, threw, jewel, . . .

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	cougar	including	loosen
assumed	coupon	jewelry	nuisance
bruising	cruiser	juicy	ruble
choosy	glued	junior	rumor
consumer	improve	knew	shoe

A

A + B

B

cougar
coupon
jewelry
knew
nuisance

bruising
choosy
cruiser
juicy
loosen

approval
assumed
consumer
glued
including

improve
junior
ruble
rumor
shoe

C
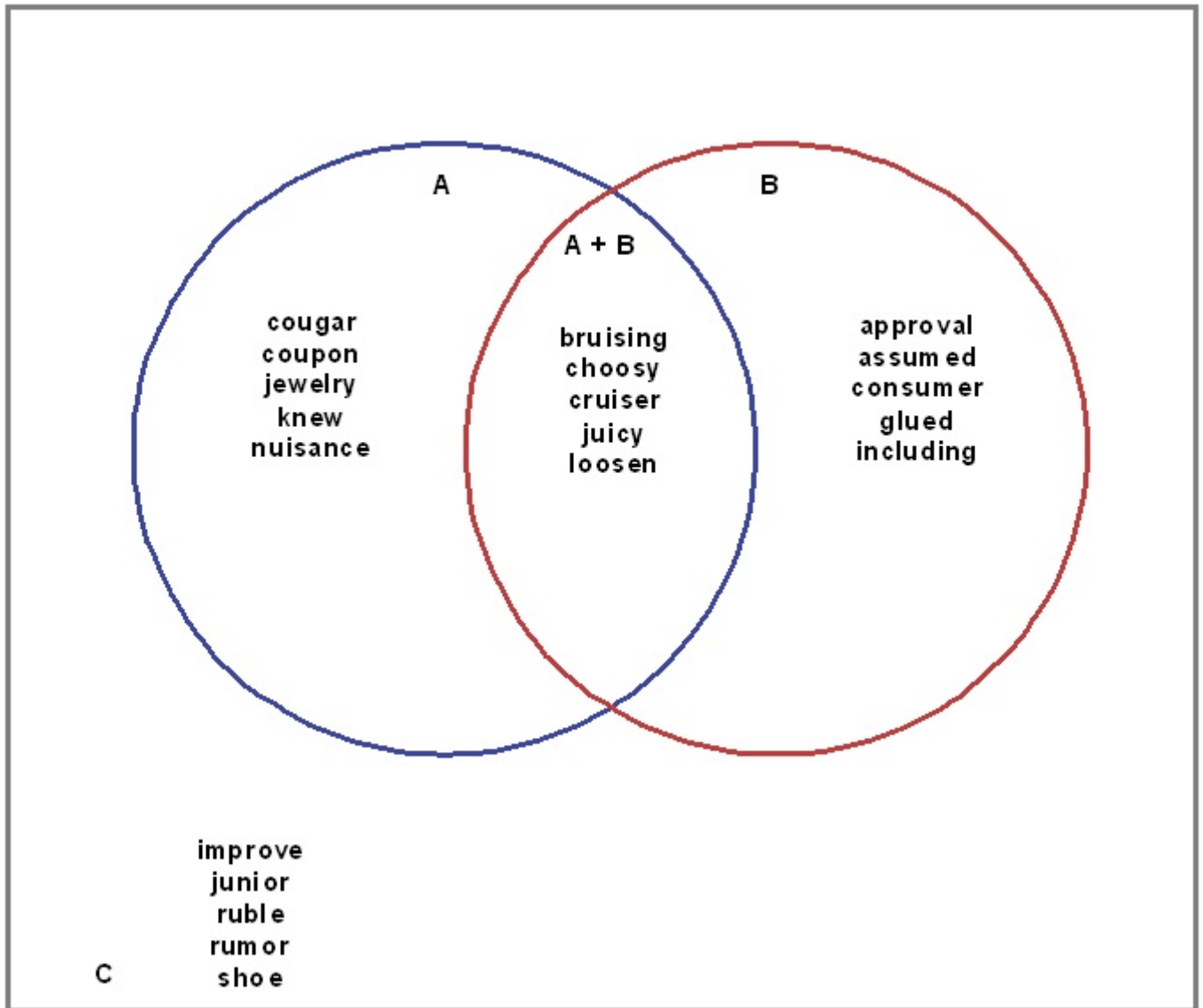
Teaching Notes.

Item 1. The word *through* raises the complexities posed by the consonant digraph <gh>. Old English had consonant sounds that linguists call velar fricatives, which means that they were pronounced back in the mouth at the velum and they were pronounced with a hissing or friction. In Old English one of these was spelled <g> and the other <h>. Over the centuries the two converged and came to be spelled <gh>. Thus, hundreds of years ago <gh> spelled a velar fricative sound like that at the end of the Scottish pronunciation of *loch* or the German pronunciation of *Bach*. Over time that sound dropped out of English, but the <gh> usually stayed in the written words, with a new pronunciation. After short vowels spelled with a digraph it came to be pronounced [f], as in *laugh, tough, cough,* apparently a dialectal and colloquial pronunciation that in time was accepted into standard English.

The complexities arise with words like *brought, freight, straight,* and *tight* and like *weigh, though,* and *through.* In the first group, with the cluster <ght>, we treat the <gh> as part of the spelling of the sound [t]. Thus, in such words [t] is said to be spelled <ght>, due to a simplifying of earlier pronunciation with no concomitant change in spelling. However, after long vowels the <gh> (with no following <t>) is no longer pronounced, as in the second group of words: *weigh, though, through*. To say that in *weigh*, for instance, [ā] is spelled <eigh> blurs the consonant-vowel distinction.   It seems better to treat the <gh> in such words as a diacritic, marking a preceding long vowel, much like silent final <e>. Thus we would say, for instance, that [ā] is sometimes spelled <ei> before <gh> (*weigh*) or <ght> (*weight*). Doing so is consistent with history, since the earlier sound represented by the <gh> did tend to lengthen vowels that preceded them.

At the front of words <gh> is pronounced [g], as in *ghost* and *ghastly*, *ghetto, ghoul.* It is also pronounced [g] inside recent adoptions from Italian, like *spaghetti*. This <gh> does not come from the earlier sound in *loch* and *Bach*. For more on <gh> = [g] see *AES,* pp. 209-10, 352.

Lesson Nine
Homophones with [ū]

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

l<u>o</u>se	ch<u>oo</u>se	ch<u>ew</u>s	t<u>o</u>	l<u>oo</u>se
bl<u>ew</u>	tw<u>o</u>	st<u>u</u>dent	n<u>ew</u>	y<u>ou</u>
t<u>oo</u>	y<u>ew</u>	thr<u>ou</u>gh	tr<u>u</u>ly	sh<u>oe</u>s
sh<u>oo</u>s	kn<u>ew</u>	bl<u>ue</u>	thr<u>ew</u>	s<u>u</u>icide

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:

too	*two*	*to*

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

Word #1	Word #2
blew	*blue*
shoos	*shoes*
choose	*chews*
yew	*you*
knew	*new*
through	*threw*

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*.

☞ ! ! ! ☜
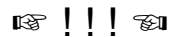
Word Find. "H" is for *homophone*. This Find gives you a chance to work some more with homophones that contain the sound [ū].   We give you clue words. In the puzzle you are to find the homophones for the clue words. There are twenty clue words but twenty-two homophones in the puzzle because two of the 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]✔

```
u  m  o  r  b            o  u  t  m  o
o  o  u  u  r            b  r  o  o  d
u  r  t  m  u            i  w  o  o  o
e  u  u  r  i            o  c  y  d  o
t  m  t  u  s            u  h  o  e  w
t  o  o  i  e  t  h  r  o  u  g  h
h  r  r  o  o  t  o  d  o  e  c  g
r  o  u  g  s  h  o  e  s  w  r  h
o  o  r  c  r  u  i  s  e  e  u  s
u  t  w  o  u  s  h  o  s  y  d  l
h  u  b  u  i            o  i  u  e  e
g  i  l  d  f            p  f  l  e  w
h  o  u  e  l            e  u  e  o  o
k  n  e  w  w            r  r  u  d  e
o  o  m  r  o            c  h  o  o  e
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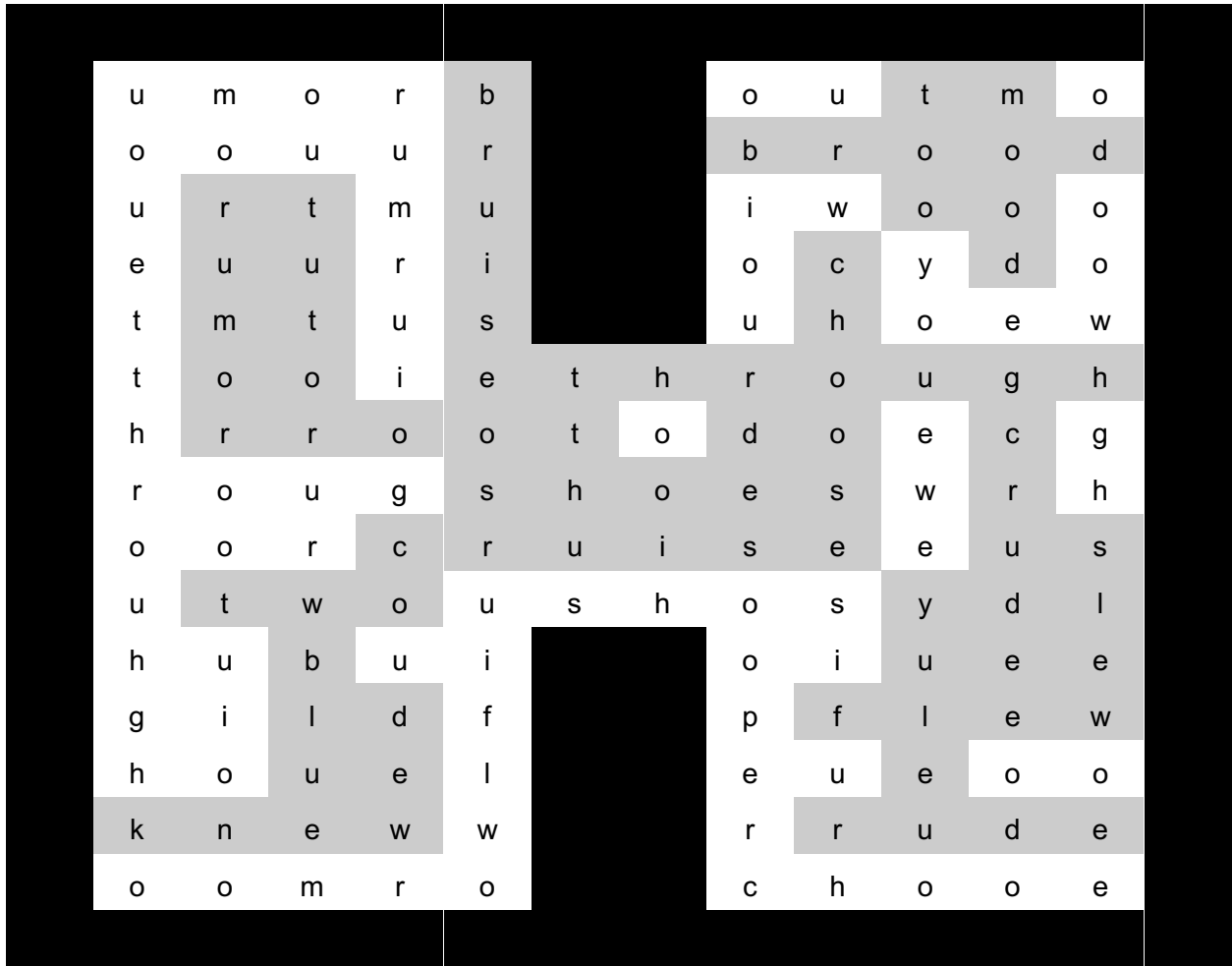
After you have found as many of the homophones as you can, write them in alphabetical order:

1. blue	7. dew	13. rude	19. tutor
2. brood	8. do	14. rumor	20. two
3. bruise	9. flew	15. shoes	21. you
4. choose	10. knew	16. slew	22. yule
5. crude	11. mood	17. through	
6. cruise	12. root	18. too	

Teaching Notes.

Item1. In *shoes* students may want to underline <oe> rather than <o>, but we treat this as a case where the <e> is marking a preceding vowel as long. In *through* they may want to underline <ough>. That <gh> poses real problems. We treat it as a silent diacritic, somewhat like silent final <e>.

Item 2. For the related terms *homograph* and *homonym*, see the teaching notes to Book 4, Lesson 31.

Item 2. In Old English there was a preposition spelled <to> and an adverb also spelled <to>. The preposition meant basically what our preposition *to* means today; the adverb meant "furthermore, moreover," basically what our *too* means today. In time the Old English adverb added that extra <o>, to give it more weight: The preposition *to* tended to be unstressed in sentences: "They went t' school." But the adverb, which became our *too*, tended to be stressed because it was more emphatic: "They did **too** go t' school!" That extra stress and weight is the reason for the extra <o> in *too*.

Item 3. For the record, *knew* and *new* have a third homophone: *gnu*.

Item 4. For more on these <tw> words see the teaching notes to Book 4, Lesson 30. Re: *threw, knew,* and *blew:* The related words we're interested in here are *throw, know,* and *blow*. The question about *choose, chews* and the others is more open-ended. Possible observations: *Choose* is related to *chose*, also with <o>. One thing you chew is chow, also with <w>. *You* is related to *your*, also with <ou>. "A bird flew out of the dew-covered yew." "He hoes his garden without any shoes." "His shoes pinch his toes." That sort of thing.

Lesson Ten
Test One

Words	Analysis
1. *loser*	[ū]= *<o>* Free base + suffix = *losé+er*
2. *collected*	Prefix + Bound base + suffix = *comh+l+lect+ed*
3. *through*	[ū] = *<ou>*
4. *looser*	[ū] = *<oo>* Free base + suffix = *loosé+er*
5. *rumors*	[ū] = *<u>*
6. *chooses*	[ū]= *<oo>* Free base + suffix = *comh+l+lege*
7. *chewy*	[ū] = *<ew>* Free base + suffix = *chew+y*
8. *connecting*	Prefix + bound base + suffix = *comh+n+nect+ing*
9. *shoes*	[ū]= *<o>* Free base + suffix = *shoe+s*
10. *compelling*	Prefix + bound base + suffix = *com+pel+l+ing*

Teaching Notes.

1 and 4. These near-homophones can be tricky. The students should see that the suffix *-er* in *loser* means "one that does," while the *-er* in *looser* means "more."

3. It is important that the students see that the diacritic <gh> is not part of the spelling of [ū]. It is part of the context in which this <ou> spelling occurs.

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	= *ex*	+ *act*	+ *ing*
expanded	= *ex*	+ *pand*	+ *ed*
excitement	= *ex*	+ *cite*	+ *ment*
explorer	= *ex*	+ *ploré*	+ *er*
excluding	= *ex*	+ *cludé*	+ *ing*
exclaiming	= *ex*	+ *claim*	+ *ing*
exposure	= *ex*	+ *posé*	+ *ure*
excluded	= *ex*	+ *cludé*	+ *ed*
expertise	= *ex*	+ *pert*	+ *ise*
extender	= *ex*	+ *tend*	+ *er*

2   A base that can stand free as a word is called a ___*free base*___. A base that cannot stand free as a word is called a ___*bound base*___. In the word *exacting*, *act* is a free base, but in the word *expanded*, *pand* is a bound base because ___*it cannot stand free as a word*___.

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	= *ex*	+ *cept*	+ *ed*	"take, seize"
excesses	= *ex*	+ *cess*	+ *es*	"go, withdraw"
exceeding	= *ex*	+ *ceed*	+ *ing*	"go, withdraw"
exhibits	= *ex*	+ *hibit*	+ *s*	"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	= *pro*	+ *hibit*	+ *ed*
	inhibiting	= *in*	+ *hibit*	+ *ing*
	exhibition	= *ex*	+ *hibit*	+ *ion*
Set #2	proceeded	= *pro*	+ *ceed*	+ *ed*
	succeeds	= *sub+c*	+ *ceed*	+ *s*
	exceeding	= *ex*	+ *ceed*	+ *ing*
Set #3	recesses	= *re*	+ *cess*	+ *es*
	successes	= *sub+c*	+ *cess*	+ *es*
	accessed	= *ad+c*	+ *cess*	+ *ed*
Set #4	concepts	= *com+n*	+ *cept*	+ *s*
	accepted	= *ad+c*	+ *cept*	+ *ed*
	reception	= *re*	+ *cept*	+ *ion*
	intercepted	= *inter*	+ *cept*	+ *ed*

Teaching Notes.

Item 3. Again, the students' observations about connections between the root meanings and the current meanings of these words can get a bit discursive and idiosyncratic. And again, arriving at an agreed-upon "correct" answer is probably less important than the chance for thought and discussion, and honest disagreement. We are looking for observations such as the following: "*Excepted* means that something has been taken out or taken from, and that is what you do when you except something: you leave it out." *"Excess* means "go out," and when something is an excess it goes out beyond what you need or want." That sort of thing.

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 fully
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 that take place:

Word	=	Prefix	+ Stem
exclaiming	=	ex	+ *claiming*
effective	=	ex̸ + f	+ *fective*
editor	=	ex̸	+ *ditor*
exhibited	=	ex	+ *hibited*
elaborate	=	ex̸	+ *laborate*
emerging	=	ex̸	+ *merging*
emotional	=	ex̸	+ *motional*
evidently	=	ex̸	+ *vidently*
efficient	=	ex̸ +f	+ *ficient*
elections	=	ex̸	+ *lections*
enormous	=	ex̸	+ *normous*
excitement	=	ex	+ *citement*

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 = ex̸+lect,* with <l>
> *collect = com̸+l+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	=	*ex̸*	+ *lection*
co<u>ll</u>ection	=	*com̸+l*	+ *lection*
emotion	=	*ex̸*	+ *motion*
co<u>mm</u>otion	=	*com̸+l*	+ *motion*
emigrate	=	*ex̸*	+ *migrate*
i<u>mm</u>igrate	=	*in̸+m*	+ *migrate*
edicts	=	*ex̸*	+ *dicts*
a<u>dd</u>icts	=	*ad*	+ *dicts*
eminent	=	*ex̸*	+ *minent*
i<u>mm</u>inent	=	*in̸+m*	+ *minent*
erected	=	*ex̸*	+ *rected*
co<u>rr</u>ected	=	*com̸+r*	+ *rected*
elapsed	=	*ex̸*	+ *lapsed*
co<u>ll</u>apsed	=	*com̸+l*	+ *lapsed*
edition	=	*ex̸*	+ *dition*
a<u>dd</u>ition	=	*ad*	+ *dition*
eroding	=	*ex̸*	+ *roding*
co<u>rr</u>oding	=	*com̸+r*	+ *roding*

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+s̸pect*.   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	+ ~~s~~pect
exist	= ex	+ ~~s~~ist
expire	= ex	+ ~~s~~pire
executive	= ex	+ ~~s~~ecutive
exertion	= ex	+ ~~s~~ertion
extinct	= ex	+ ~~s~~tinct
extant	= ex	+ ~~s~~tant
extinguisher	= ex	+ ~~s~~tinguisher
exude	= ex	+ ~~s~~ude

Teaching Notes.

Ex- has a complex pattern of assimilation. A reasonable summary could go as follows: (i) In older words *ex-* assimilates fully to *ef-* before <f>; (ii) it remains *ex-* before all other voiceless consonants and before vowels; (iii) it assimilates partially to *e-* before voiced consonants; (iv) before stems that start with <s> it remains *ex-* but the initial <s> in the stem is deleted. There are further complications, usually in exotic or technical words, but the following are worth noting:

eccentric = ex̸+c+centric
ecclesiastic = ex̸+c+clesiastic
éclair = ex̸+clair
eclipse = ex̸+c+lipse
ecstasy = ex̸+c+stasy

eczema = ex̸+c+zema
escape = ex̸+s+cape
escort = ex̸+s+cort
espresso = ex̸+s+presso
essay = ex̸+s+say

The deletion of <s> at the beginning of stems is not as whimsical as it may seem: Since the <x> spells the combination [ks], the <s> is no longer needed to spell the [s] sound. For more on *ex-* and its assimilations, see *AES*, pp. 181-83.

Item 2. The point being made here is worth some emphasis since it is not at all unusual for *ex-* words like those listed here to be mispelled with double consonants after the <e>.

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 ___*front*___ of words and (~~can~~ / cannot) stand free as words. In the words *unpainted* and *insisting* ___*un-*___ and ___*in-*___ are prefixes.

Suffixes are elements that go at the ___*end*___ of words and (~~can~~ / cannot) stand free as words. In the words *unpainted* and *insisting*, ___*-ed*___ and ___*-ing*___ are suffixes.

Bases are elements that carry the core of the word's meaning. In the words *unpainted* and *insisting* ___*paint*___ and ___*sist*___ are bases. **Free bases** are bases that ___*can*___ ___*stand free as words*___. **Bound bases** are bases that ___*cannot stand free as words*___.

Is the base in the word *unpainted* free or is it bound? ___*Free*___. Is the base in the word *insisting* free or is it bound? ___*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	=	*ad̸ + c*	+	*cept*
effect	=	*ex̸ + f*	+	*fect*
commit	=	*com*	+	*mit*
infect	=	*in*	+	*fect*
resume	=	*re*	+	*sume*
submit	=	*sub*	+	*mit*
affect	=	*ad̸ + f*	+	*fect*
subsume	=	*sub*	+	*sume*

Word	=	Prefix	+	Bound Base
admit	=	ad	+	mit
except	=	ex	+	cept
concept	=	con̸ + n	+	cept
consume	=	con̸ + n	+	sume
include	=	in	+	clude
emit	=	ex̸	+	mit
conclude	=	con̸ + n	+	clude
assume	=	ad̸ + s	+	sume
exclude	=	ex	+	clude

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	=	ex̸	+ mit + t	+ ed
intercepting	=	inter	+ cept	+ ing
secluded	=	se	+ clud̸e	+ ed
transmitter	=	trans	+ mit + t	+ er
consumer	=	con̸ + n	+ sum̸e	+ er
perfectly	=	per	+ fect	+ ly
affection	=	ad̸ + f	+ fect	+ ion
reception	=	re	+ cept	+ ion

☞ ! ! ! ✍

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.

```
            c
          e   n
        o   e   u
      m   r   s   s
```
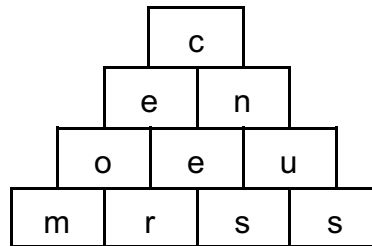
Description of Stem	Stem	Analysis of Stem
1. Bound base	*sume*	
2. Prefix + bound base	*consume*	*co~~m~~ + n +sume*
3. Prefix + bound base + suffix[1]	*consumer*	*co~~m~~ + n +sum~~e~~ + er*
4. Prefix + bound base + suffix[1] + suffix[2]	*consumers*	*co~~m~~ + n +sum~~e~~ + er + s*

Teaching Notes.

Word Pyramids. This Pyramid can be difficult for some students. A good hint is a list of the four-letter bound bases worked with in this lesson: *cept, fect,* and *sume.* That's a powerful hint because there is no <p>, <t>, or <f> in the Pyramid, which eliminates *cept* and *fect*. Another hint: Since the instructions indicate that there is <e>-deletion in the target word, the base probably ends with <e>, which also narrows the field to *sume*. That leaves only <c>, <e>, <n>, <o>, <r>, and <s> for the prefix and two suffixes.

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 <b> 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	= ob̸ + f	+ *fer*
object	= ob	+ *ject*
obstruct	= ob	+ *struct*
opportunity	= ob̸ + p	+ *portunity*
occur	= ob̸ + c	+ *cur*
omit	= ob̸ +	+ *mit*
omission	= ob̸ +	+ *mission*

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	= dis	+ *content*
difficult	= dis̸ + f	+ *ficult*
discomfort	= dis	+ *comfort*
directing	= dis̸ +	+ *recting*
divides	= dis̸ +	+ *vides*
discontinue	= dis	+ *continue*
division	= dis̸ +	+ *vision*

Word	=	Prefix	+	Stem
disproof	= *dis*		+ *proof*	
divorced	= *dis̸* +		+ *vorced*	
disappoint	= *dis*		+ *appoint*	

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

Word	= Analysis
convict	= *com̸ + n + vict*
addicted	= *ad + dict + ed*
exploring	= *ex + plor̸e + ing*
congress	= *com̸ + n + gress*
correct	= *com̸ + r + rect*
suggest	= *sub̸ + g + gest*
objects	= *ob + ject + s*
respectful	= *re + spect + ful*
indictment	= *in + dict + ment*
adjective	= *ad + ject + ive*
announcer	= *ad̸ + n + nounc̸e + er*
instructing	= *in + struct + ing*
collected	= *com̸ + l + lect + ed*
suffering	= *sub̸ + f + fer + ing*
elects	= *ex̸ + lect + s*
editor	= *ex̸ + dit + or*
consisting	= *com̸ + n + sist + ing*

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	= *sub̸*	+ *spect*
prospect	= *pro*	+ *spect*
aspect	= *ad̸*	+ *spect*
inspect	= *in*	+ *spect*
respect	= *re*	+ *spect*
perspective	= *per*	+ *spective*
expect	= *ex*	+ *s̸pect*

Teaching Notes.

Item 1. The assimilation pattern for *ob-* is consistent with the general tendency to avoid juxtaposing voiced and voiceless consonants. The pattern can be described as follows: (i) *Ob-* assimilates fully before <c>, <f>, and <p>; (ii) it assimilates partially, to *o-,* before <m>; (iii) it assimilates partially to *os-* before <t>: *ostensible* (ob̸+s+tens̸é+ible), *ostentatious* (ob̸+s+tent+atious); (iv) elsewhere it follows the rule of simple addition. There are a very few frequently used holdouts to this pattern, involving simple addition though it juxtaposes the voiced [b] with a voiceless consonant: *obtain, obstinate, obfuscate,* and probably *obscene*. A number of recent and technical formations also follow simple addition. For more on *ob-*, see *AES,* pp. 195-96.

Item 2. The assimilation pattern for *dis-* can be described as follows: (i) *Dis-* assimilates fully before <f>; (ii) it assimilates partially, to *di-*, sometimes before <d>, <g>, <j>, <sc>, and <sp>, more often before <l>, <m>, <r>, <st>, and <v>; (iii) elsewhere it follows the rule of simple addition. For more on *dis-*, see *AES*, pp. 193-94.

Item 4. The <s>-deletions in *suspect* and *aspect* are consistent with a weak constraint in English against double consonants within strings of three or more consonants: The normal assimilation of *sub+spect* would lead to *susspect; that of *ad+spect* would lead to *asspect, both with <ss> in the three-consonant string <ssp>. For more on this doublet constraint, see *AES*, pp. 77-80. As discussed earlier, the <s> deletion in *expect* is due to the fact that <x> spells [ks], making the <s> redundant. See the teaching notes and item 3 in Book 5, Lesson 12.

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	=	su*b* + f + fer + ing
effective	=	e*x* + f + fect + ive
committee	=	com + mit + t + ee
prohibited	=	pro + hibit + ed
admittedly	=	ad + mit + t + ed + ly
divorcing	=	di*s* + vorc*e* + ing
offering	=	o*b* + f + fer + ing
announcer	=	a*d* + n + nounc*e* + er
unassuming	=	un + a*d* + s + sum*e* + ing
excessively	=	ex + cess + ive + ly
immigrate	=	i*n* + m + migr + ate
correcting	=	co*m* + r + rect + ing
included	=	in + clud*e* + ed
mispronounced	=	mis + pro + nounc*e* + ed
disrespectfully	=	dis + re + spect + ful + ly
constructing	=	co*m* + n + struct + ing
uncollected	=	un + co*m* + l + lect + ed
misconceptions	=	mis + co*m* + n + cept + ion + s
uncommitted	=	un + com + mit + t + ed
ineffectively	=	in + e*x* + f + fect + ive + ly

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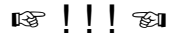
Word Trace. In this trace you can combine prefixes and bound bases to make sixteen words. Remember that the boxes with rounded corners are condition boxes and that you can only go through a condition box if you satisfy the condition written in it. Watch for cases of assimilation.

Start

ad-	com-	ex-	re-	sub-

Not with *ex-*

Not with *re-* or *sub-*

Not with *com-*

Not with *ad-*

mit	sume	cept	fect	clude

mit	sume	cept	fect	clude
admit	assume	accept	affect	conclude
commit	consume	concept	effect	exclude
emit	resume	except		
remit	subsume			
submit				
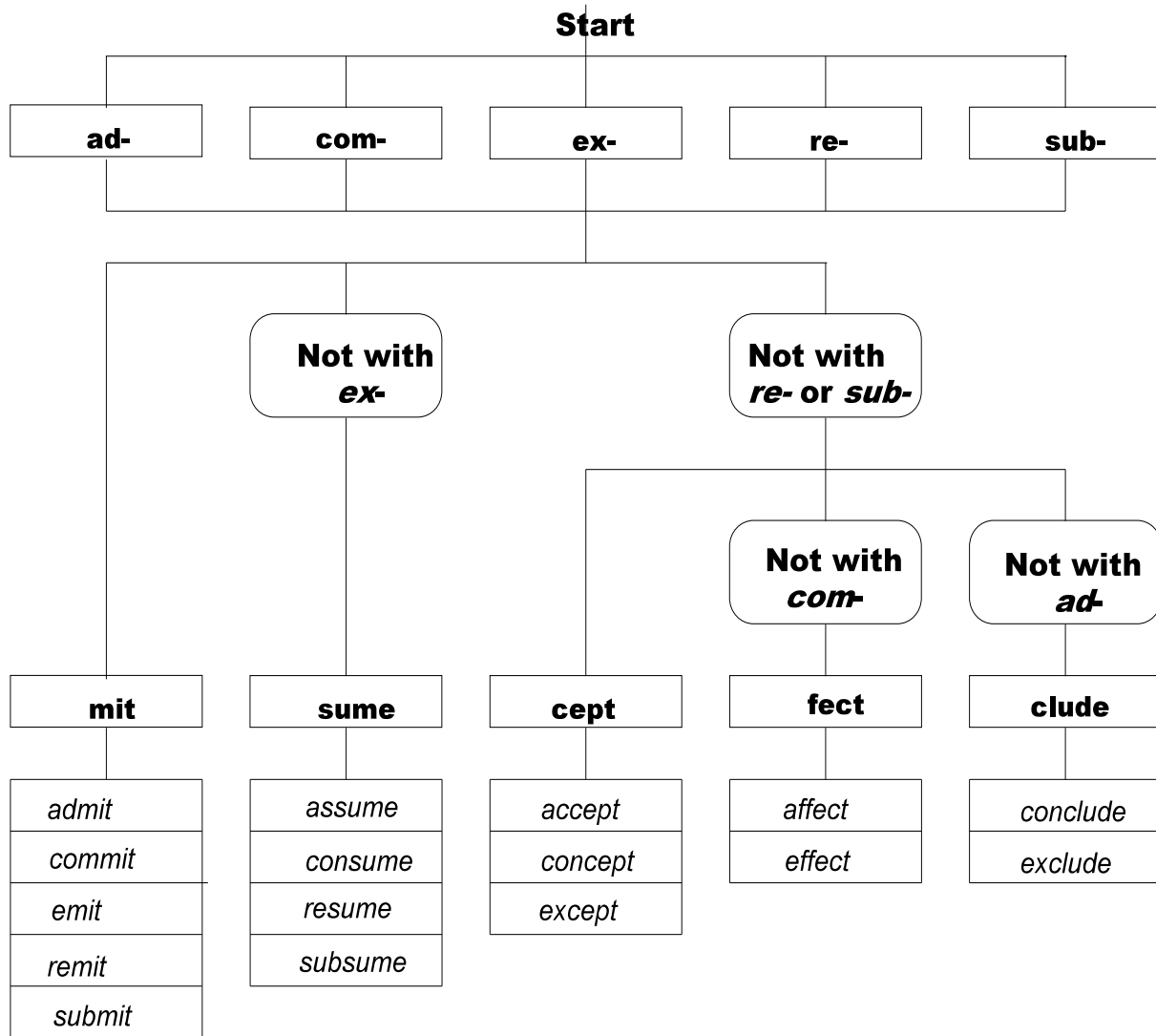
Lesson Sixteen
Test Two

Words	Fill in the blanks
1. *effectively*	Prefix + bound base + suffix + suffix = *ex̸+f+fect+ive+ly*
2. *election*	Prefix + bound base + suffix = *ex̸+lect+ion*
3. *consumers*	Prefix + bound base + suffix + suffix = *com̸+n+sum̸e+er+s*
4. *excepted*	Prefix + bound base + suffix = *ex+cept+ed*
5. *excessively*	Prefix + bound base + suffix^1 +suffix^2 = *ex + cess + ive + ly*
6. *concepts*	Prefix + bound base + suffix = *com̸+n+cept+s*
7. *corrected*	Prefix + bound base + suffix = *com̸+r+rect+ed*
8. *affection*	Prefix + bound base + suffix = *ad̸+f+fect+ion*
9. *admittedly*	Prefix + bound base + suffix + suffix = *ad+mit+t+ed+ly*
10. *acceptable*	Prefix + bound base + suffix = *ad̸+c+cept+able*

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:

bul<u>b</u>	o<u>b</u>ject	<u>b</u>lossom	<u>b</u>uy
o<u>b</u>tain	suita<u>b</u>le	su<u>b</u>ject	com<u>b</u>ine
so<u>b</u>	inhi<u>b</u>it	<u>b</u>ottle	repu<u>b</u>lic
a<u>b</u>solute	exhi<u>b</u>it	<u>b</u>uilding	um<u>b</u>rella
<u>b</u>alanced	<u>b</u>ewilder	<u>b</u>right	su<u>b</u>ur<u>b</u>

2 Now sort the twenty words into these three groups:

Words in which the [b] is . . .

in front	in the middle		at the end
bulb	obtain	subject	bulb
balanced	absolute	combine	sob
bewilder	object	republic	suburb
blossom	suitable	umbrella	
bottle	inhibit	suburb	
building	exhibit		
bright			
buy			

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

4 Most of the time [b] is spelled <u>*<b>*</u> .

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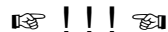
Word Squares. Into this Squares you can fit twelve of the words listed in part 1 of this lesson. Fit them in and then write the twelve in alphabetical order in the blanks at the bottom of the Squares.

			b	u	l	b		s	
						o		u	
			o	b	t	a	i	n	
b					t		t		
u	m	b	r	e	l	l	a		
y			e		e		b		
			p				l		
s	u	b	u	r	b		e		
u			b			i			
b	u	i	l	d	i	n	g		
j			i			h			
e			c			i			
c						b			
t				b	r	i	g	h	t
						t			
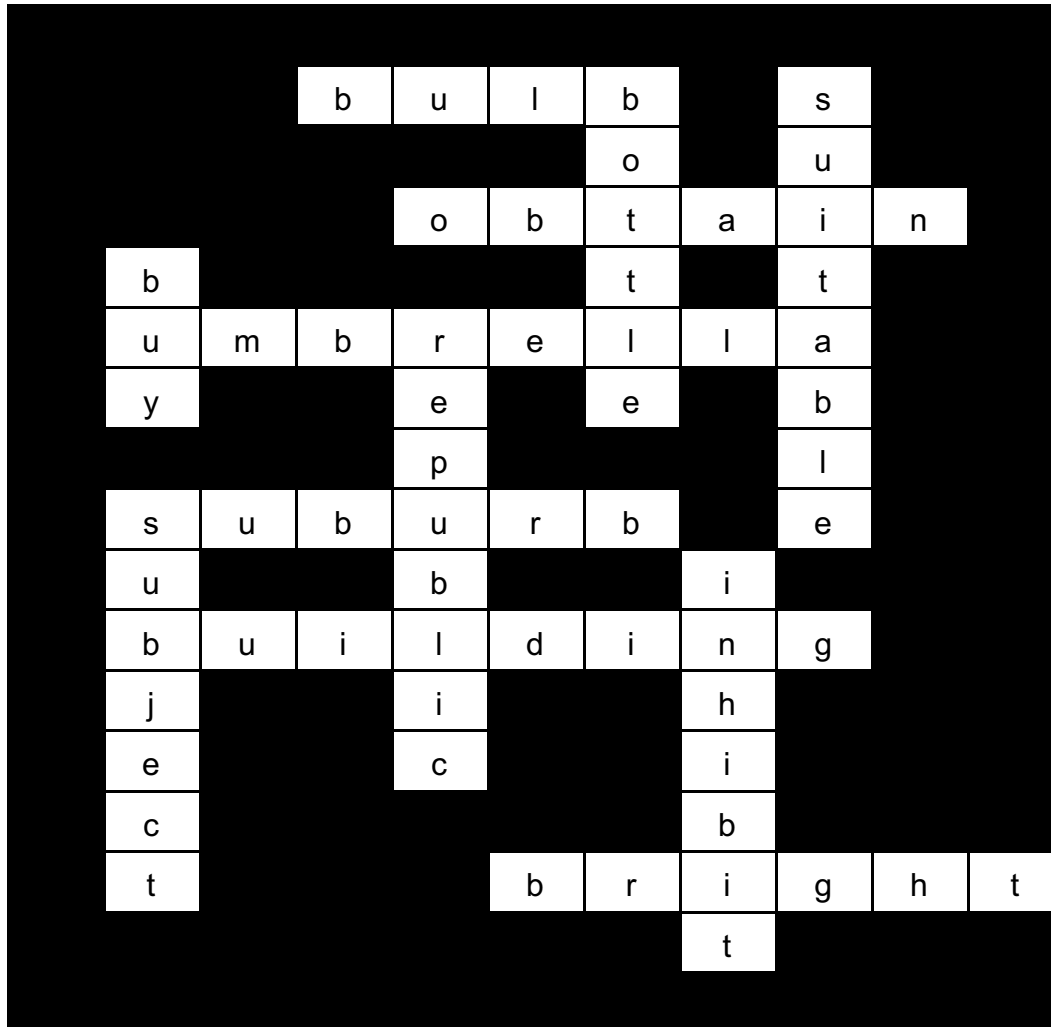
1. *bottle*	4. *bulb*	7. *obtain*	10. *suburb*
2. *bright*	5. *buy*	8. *republic*	11. *suitable*
3. *building*	6. *inhibit*	9. *subject*	12. *umbrella*

Teaching Note.

Word Squares. This Squares sounds harder than it really is. If the students remember to start with what they are absolutely sure of, they will start with the word *buy* in the only 3-letter slot in the puzzle: There are only two three-letter words in the list in Item 1, *sob* and *buy*. If they were to pick *sob*, they would need to find an 8-letter word that starts with <o>, and there is no such word in the list.in Item 1 There is, however, the 8-letter *umbrella*, which would require *buy* in the 3-letter slot. From that start, there are enough clues to lead unambiguously to the correct twelve words in the correct positions.

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

3   **Twinning Rule.** You twin the final consonant of a free stem that has one vowel

sound and ends __CVC__ when you add a suffix that starts with a __vowel__. And

you twin the final consonant of a free stem that has two vowel sounds whenever you

add a suffix that starts with a __vowel__ if the stem ends __CVC__ and has strong stress

on the __final__ 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
grabbed	= grab + b + ed
scrubbing	= scrub + b + ing
crabby	= crab + b + y
robber	= rob + b +er
rubber	= rub + b + er
sobbed	= sob + b + ed

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 <b>'s come from:

Word with <bb> by simple addition =	Analysis
dumbbell =	dumb + bell
scrubboard =	scrub + board

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>:

ribbon	cabbage	rabbit	stubborn	hobby

6   Two ways to spell [b] are   <b>   and   <bb> . 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.

Teaching Notes.

Item 1. Dictionaries show *scrubboard* pronounced with [b-b], which it is in careful, "recitation" speech. But in everyday, informal speech it is usually pronounced with just a single [b].

For more on the spelling of [b], see *AES*, pp. 328-33.

Lesson Nineteen
Words With <ble> and <bble>

1   In the VCC*le* pattern the vowel is __*short*__, but in the VC*le* pattern the vowel is

__*long*__ .

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

a<u>b</u>le   pe<u>bb</u>le   scram<u>b</u>le   fee<u>b</u>le

scri<u>bb</u>le   trem<u>b</u>le   bi<u>b</u>le   go<u>bb</u>ler

resem<u>b</u>le   no<u>b</u>le   ru<u>bb</u>le   hum<u>b</u>le

gam<u>b</u>le   bu<u>bb</u>le   ni<u>bb</u>le   ta<u>b</u>le

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 <b>	*resemble* *gamble* *tremble* *scramble* *humble*	*able* *noble* *bible* *feeble* *table*	
Words with [b] spelled <bb>			*scribble* *pebble* *bubble* *rubble* *nibble* *gobble*

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 __*<b>*__. When there is <le> right after a [b] with a short vowel

sound right in front of it, the [b] is spelled __*<bb>*__.

4   So far you have worked with two different spellings of [b]: _<b>_ and _<bb>_ .

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   = *cup* + *board*
raspberry   = *rasp* + *berry*

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 <b> 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>.

Teaching Notes.

Item 1. The VC*le* and VCC*le* patterns are introduced in Book 4, Lesson 27. *Double*, *trouble*, and *treble* may appear to be holdouts to the pattern, but all three were adopted from French and are covered by the French Lemon Rule, which shortens otherwise long vowels and is discussed in Book Eight, Lesson 13.

Item 5. The way in which the [p] is lost in <pb> in *cupboard* and *raspberry* parallels the way the [b] is lost in <bp> in *subpoena* : When [b] and [p] come together, the sound of the first is lost. See *AES*, p. 328, section 26.2.2.   The bound base *rasp* in *raspberry* has nothing to do with *rasp* "coarse file." It is formed from an earlier English word *raspis* "raspberry," itself probably from Latin *raspecia* "raspberry." The free base *berry* was probably added as a clarifier much as *apple* was added to the earlier *crab* "a wild, sour apple."

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 ___*smooth*___ one seemed okay.

The very ___*stubborn*___ one seemed okay.

The very ___*exact*___ one seemed okay.

The very ___*bright*___ 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 ___smoothness___ surprised us.

Their ___stubbornness___ surprised us.

Their ___exactness___ surprised us.

Their ___brightness___ 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	=	*smooth*	+ *ness*
stubbornness	=	*stubborn*	+ *ness*
exactness	=	*exact*	+ *ness*
brightness	=	*bright*	+ *ness*

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

Adjective	+ Suffix	=	Noun
complete	+ *ness*	=	*completeness*
feeble	+ *ness*	=	*feebleness*
crabb*y̸* + i	+ *ness*	=	*crabbiness*
elaborate	+ *ness*	=	*elaborateness*
suitable	+ *ness*	=	*suitableness*
golden	+ *ness*	=	*goldenness*
direct	+ *ness*	=	*directness*

Teaching Notes.

Item 3. Be sure the students get the <nn> in *stubbornness* : one <'n> at the end of *stubborn* , one at the beginning of *-ness* .

The suffix *-ness* has almost exactly the same function and meaning as the suffix *-ity*.

Though in some cases nouns with *-ness* and those with *-ity* have developed quite distinct meanings, most often it is very difficult to see any difference at all. Some examples: *civilness, civility; subjectiveness, subjectivity; effectiveness, effectivity; realness, reality; saneness, sanity; pureness, purity; falseness, falsity; laxness, laxity; publicness, publicity*. Some examples involving spelling differences: *suitableness, suitability; nobleness, nobility; humbleness, humility; enormousness, enormity*. Students will study the suffix *-ity* in Book 8.

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		= *achieve*		+ *ment*
acknowledgement		= *acknowledge*		+ *ment*
excitement		= *excite*		+ *ment*
disappointment		= *disappoint*		+ *ment*
contentment		= *content*		+ *ment*
government		= *govern*		+ *ment*
improvement		= *improve*		+ *ment*
pronouncement		= *pronounce*		+ *ment*
accompaniment		= *accompany + i*		+ *ment*
concealment		= *conceal*		+ *ment*

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	*employ + er = employer*	*employ + ment = employment*
adjust	*adjust + er = adjuster*	*adjust + ment = adjustment*
refresh	*refresh + er = refresher*	*refresh + ment = refreshment*
settle	*settlé + er = settler*	*settle + ment = settlement*
develop	*develop + er = developer*	*develop + ment = development*

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	= *re + pay + ment*
reinvestment	= *re + in + vest + ment*
misjudgements	= *mis + judge + ment + s*
appointments	= *ad + p + point + ment + s*
nourishment	= *nour + ish + ment*
misgovernment	= *mis + govern + ment*
announcement	= *ad + n + nounce + ment*
restatement	= *re + state + ment*
indictments	= *indict + ment + s*
assignment	= *ad + s + sign + ment*
bewilderment	= *bewilder + ment*
annulment	= *ad +n + nul + ment*
achievements	= *a + chieve + ment + s*
unemployment	= *un + en + m + ploy + ment*

Teaching Notes.

Item 1. Nouns are first introduced in Book 2, Lesson 24, verbs in Book 3, Lesson 8.

Lesson Twenty-two
Test Three

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

Lesson Twenty-three
How Do You Spell [d]?

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

attendance   suicide   scolded   folder

bewilder   indict   debt   doughnut

evident   difficult   radio   decided

liquid   secluded   extend   correspond

building   crowded   divide   develop

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

Words in which [d] is . . .

in the front	in the middle	at the end
difficult	attendance	liquid
debt	bewilder	suicide
divide	evident	secluded
doughnut	building	crowded
decided	indict	scolded
develop	secluded	extend
	crowded	divide
	scolded	decided
	radio	correspond
	folder	
	decided	

3 How is [d] spelled in all of these words? <u> <d> </u> . More than nine times out of ten
[d] is spelled that way.

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	13	14	15
					[1]l	i	q	u	i	[2]d				
										e		[3]r		[4]d
										v		a		o
								[5]s		e		d		u
							[6]b	u	i	l	d	i	n	g
	[7]d		[8]d	[9]e	b	t		i		o		o		h
	i		x					c		p				n
	f		t					i						u
	f		[10]b	e	w	[11]i	l	d	e	r				t
	i			n		n		e						
[12]s	c	o	l	d	e	d								
	u					i								
	l					c								
	t					t								

Teaching Notes.   For more on the spelling of [d], see *AES*, pp. 337-42.

Lesson Twenty-four
Some Words With <dd>

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

ad<u>d</u>ition	a<u>dd</u>ress	no<u>dd</u>ing	hea<u>dd</u>ress
su<u>dd</u>en	la<u>dd</u>er	pu<u>dd</u>ing	we<u>dd</u>ing
shre<u>dd</u>ed	sa<u>dd</u>en	re<u>dd</u>er	go<u>dd</u>ess
e<u>dd</u>y	o<u>dd</u>est	forbi<u>dd</u>en	go<u>dd</u>aughter
shu<u>dd</u>er	mu<u>dd</u>y	a<u>dd</u>ict	gran<u>dd</u>ad

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
addition	=	*ad + dition*
address	=	*ad + dress*
addict	=	*ad + dict*
headdress	=	*head + dress*
goddaughter	=	*god + daughter*
granddad	=	*grand + dad*

3   You twin the final consonant of a free stem that has one vowel sound and ends

  CVC   when you add a suffix that starts with a _vowel_ . You twin the final

consonant of a free stem that has two vowel sounds when you add a suffix that starts

with a _vowel_   if the stem ends _CVC_ and has stress on its _final_   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
shredded	=	shred + d + ed
sadden	=	sad + d + en
muddy	=	mud + d + y
nodding	=	nod + d + ing
redder	=	red + d + er
forbidden	=	forbid + d + en
wedding	=	wed + d + ing
goddess	=	god + d + ess

5   In the VCC pattern the vowel is usually _short_ .

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:

sudden vcc	shudder vcc	oddest vcc
eddy vcc	ladder vcc	pudding vcc

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 16[th] century *pudding* referred to any kind of food boiled in a cloth or bag. In the 17[th] 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.

Teaching Notes.

Item 1. Dictionaries show *headdress* and *goddaughter* with [d-d] rather than [d], but in everyday informal speech they are probably most often pronounced with a single [d], as is *granddad*, even in the dictionaries.

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

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 in these six words. What pattern is it? __VCC__. According

to this pattern, should the first vowel be long or should it be short? ___short___ In

these six words is the first vowel always long or is it short?   *short*

4   Also, in the VCC*le* pattern the vowel is   *short*   , but in the VC*le* pattern the
vowel is *long*   .

5   Now sort the fourteen words that end either <dle> or <ddle> 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>	*kindle* *candle* *bundle* *handle*	*poodle* *cradle* *needle* *idle* *noodle*	
Words with [d] spelled <dd>			*huddle* *saddle* *meddle* *riddle* *middle*

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 *<d>* .   But when there is <le> right after a [d] and a short

vowel sound right in front of it, the [d] is spelled *<dd>* .

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 [id]; 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]	[id]	[d]	
pronounced	*divided*	*radioed*	*scribbled*
grouped	*disappointed*	*settled*	*acknowledged*
elapsed	*collected*	*huddled*	*sobbed*
addressed	*attended*	*disturbed*	*employed*
knocked	*crowded*	*governed*	*disarmed*

3   In many past tense verbs -*ed* is pronounced [d]. So at the end of many past tense

verbs [d] is spelled <u> *<ed>* </u>. So far you have seen three different ways of spelling [d].

They are <u> *<d>* </u>, <u> *<dd>* </u>, and <u> *<ed>* </u>.

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* ? *<ld>* . For hundreds of years the <l> in these words was pronounced too, but in time people stopped pronouncing it.

5   Except for the words *solder* , *could* , *should* , and *would* , the sound [d] is spelled either *<d>* , *<dd>* , or *<ed>* .

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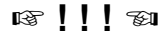
Word Find. This Find contains twenty-two of the words you have been working with that contain the sound [d]. As you find them, sort them into the groups described below the Find:

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	d	
e	e	d	h	d	s	u	d	d	e	n	r	
b	l	e	a	h	l		u	i	d	l	e	
t	o	n	n	a	d		l	n	f	f	m	
e	x	t	e	n	d		d	g	o	a	p	
m	b	s	d	d	e		a	u	r	v	l	
i	e	e	s	l	m		d	l	b	o	o	
d	w	t	h	e	p		d	d	i	r	y	
d	i	t	o	a	d	d	i	c	t	e	e	
l	l	l	u	o	u	l	t	r	w	d	d	
e	d	e	l	i	q	u	i	d	m	r		
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>
disturbed	*sudden*	*disturbed*	*would*
development	*addict*	*settled*	*could*
extend	*eddy*	*favored*	*should*
idle	*forbidden*	*employed*	
liquid	*middle*		
debt	*addition*		
bewilder	*wedding*		
evident			
handle			

Teaching Notes.

Item 1.   The rationale behind the three pronunciations of *-ed* is given in the teaching notes to Book 2, Lesson 12.

Item 4. Over the years the spelling of *could, should,* and *would* have grown more similar, highlighting their parallel functions as auxiliary verbs:

Old English	Middle English	American English
cūthe	couthe, coude	could
sceolde	scholde	should
wolde	wolde	would

If anyone should ask, the word *soldier* is related to *solder*. They both come from the Latin word *solidus* "solid", which also was used as the name for a Roman coin and later came to mean something like "pay". A soldier was one who fought for pay – solid pay.

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 [grán-muthər], 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	=	*friend + ship*
surrounds	Verb + suffix	=	*surround + s*
handkerchief	Noun + noun	=	*hand + kerchief*
comprehends	Verb + suffix	=	*comprehend + s*
handful	Noun + suffix	=	*hand + ful*
grounds	Noun + suffix	=	*ground + s*
thousands	Noun + suffix	=	*thousand + s*
bands	Noun + suffix	=	*band + s*
grandfather	Adjective + noun	=	*grand + father*
spends	Verb + suffix	=	*spend + s*
handsome	Noun + suffix	=	*hand + some*
husbands	Noun + suffix	=	*husband + s*
landscape	Noun + suffix	=	*land + scape*
handsful	Noun + suffix^1 + suffix^2	=	*hand + s + ful*
suspends	Verb + suffix	=	*suspend + s*
weekends	Noun^1 + noun^2 + suffix	=	*week + end + s*

Word	Analysis		
grandma	Adjective + noun	=	*grand + ma*
corresponds	Verb + suffix	=	*correspond + s*
islands	Noun + suffix	=	*island + s*
attends	Verb + suffix	=	*attend + s*
sounds	Verb + suffix	=	*sound + s*
playgrounds	Noun^1 + noun^2 + suffix	=	*play + ground + s*
bookends	Noun^1 + noun^2 + suffix	=	*book + end + s*

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

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

> **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."

Teaching Notes.

Item 3 and 4. This easily-lost <d> occurs in a few different settings, but the reason for it can be explained in terms of the [ndz] sequence in most of the words listed in these two items. It is essentially a form of assimilation. All three of these consonant sounds —

[n], [d], and [z] — are known technically as alveolars. That is, they are pronounced with the end of the tongue up near the back of the bony ridge, the alveolar ridge, down from which the upper teeth grow. When [n] is pronounced, the tongue is in the same position for [d] and very close to the position for [z]. Rather than pulling the tongue away from the ridge quickly to create the stop [d], we anticipate sliding the tongue into position for pronouncing the upcoming [z]. The result is that the [d] can get lost in the process. For more on this easily-lost <d>, see *AES*, pp. 337-38, section 26.4.1.

The loss of this [d] can be part of even more elaborate changes. For instance, consider the word *sandwich* : First, the [d] gets dropped, leading to [*sanwich*].   Then the alveolar [n] assimilates to a bilabial [m] because of the lip rounding in the bilabial [w]: [*samwich*]. Then the [w] is lost and we have [*samich*]. Then if the plural suffix *-es* is added, [samichəs], the <ch> with vowels immediately before and after it can become voiced like the vowels, which gives [samijəs]. Dictionaries tend to record only the initial loss of [d] and the voicing of [ch] to [j], but [samijəs] is a quite common pronunciation, especially among younger children.

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   <u>*<o>*</u> .

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

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

VCV			
suppose	*omit*	*woven*	*omission*
emotion	*pneumonia*	*voters*	*motionless*
explore	*smoking*	*rotate*	*overpass*
commotion	*telephone*	*soda*	
expose	*photo*	*solar*	

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

VC*le*	V#	Ve#	V.V
noble	volcano	foe	oasis
ogle	photo	woe	poems
	radio		heroic
	video		poetry
			noel

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

spelled <o> in the patterns __VC*le*__ , __V#__ , __Ve#__ , and __V.V__ .

Teaching Notes.

Items 1 and 2.   Be sure the students underline both <o>'s in *photo* and get *photo* copied into both groups to which it belongs.

Some dictionaries show an alternate pronunciation of *ogle* with a short <o> [o] rather than a long <o> [ō], but the pronunciation with [ō] is the more common and it fits the VC*le* pattern, so it is the pronunciation assumed here.

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>.

c<u>ou</u>rse	c<u>oa</u>rse	unkn<u>ow</u>n	d<u>ou</u>ghnut	minn<u>ow</u>
gr<u>ow</u>th	alth<u>ou</u>gh	t<u>oa</u>ster	b<u>ow</u>l	l<u>oa</u>ned
overc<u>oa</u>t	kn<u>ow</u>s	p<u>ou</u>ltry	wind<u>ow</u>	overfl<u>ow</u>
sh<u>ou</u>lder	scrubb<u>oa</u>rd	undergr<u>ow</u>th	l<u>oa</u>ded	fl<u>oa</u>ting
tomorr<u>ow</u>	s<u>ou</u>l	thr<u>oa</u>t	y<u>ou</u>r	<u>ow</u>ner

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

Spelling #1, <u> *<ow>* </u>, occurs in ten words.

Spelling #2, <u> *<oa>* </u>, occurs in eight words.

Spelling #3, <u> *<ou>* </u>, 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
growth	*overcoat*	*course*
tomorrow	*coarse*	*shoulder*
knows	*scrubboard*	*although*
unknown	*toaster*	*soul*
undergrowth	*throat*	*poultry*
bowl	*loaded*	*doughnut*

Spelling #1	Spelling #2	Spelling #3
window	*loaned*	*your*
minnow	*floating*	
overflow		
owner		

3 Although the most common spelling of [ō] is *<o>* , three important digraph

spellings of [ō] are *<ow>* , *<oa>* , and *<ou>* .

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

digraph spellings are *<ew>* and *<au>* .

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]:

    bur<u>eau</u> chat<u>eau</u> chap<u>eau</u>
    plat<u>eau</u> b<u>eau</u>   trouss<u>eau</u>

The trigraph spelling of [ō] is *<eau>* . Where does it always occur in the word?

 At the end .

Teaching Notes.

Item 1. In many of your students' speech, and perhaps in yours as well, not all of the
spellings underlined above spell a pure [ō] sound. For many of the words in this lesson
dictionaries show variant pronunciations with a sound more like short <o>.   In some
dialects, especially from the South, there may be a diphthong. Words like *minnow* and
tomorrow may have a sound more like schwa for the <ow> spelling, because of the
relatively weak stress. If students ask about these variations, tell them that indeed
there is a fairly wide range of pronunciation of the sound we are calling long <o>. But
we choose to treat it as if it were always [ō] because it usually is and because our
description in terms of [ō] fits our more general rules and patterns of English spelling.
This variation is particularly common when the [ō] is immediately followed by [r], as in

explore. An [r] usually has a strong affect on any vowel that comes right in front of it. For instance, notice that in a word like *date*, with <a> in a VCV pattern, you hear the normal long <a>, [ā]: [dāt]. But in a word like *dare*, with <a> still in a VCV string, you hear a vowel that sounds more like short <e>, [e]: [der]. The easing to [e] in *dare* is due to the [r] that comes right after the vowel.

The simplest and most powerful point to make to the students, it seems to me, is that there is this variation with <o> before <r> but that in the patterns where we would normally expect a long vowel, [ō] is always one of the acceptable variants. So the pattern holds, it is just that there is so much variation in pronunciation that especially in some regions and dialects it is hard to tell whether or not the <o> is spelling a long vowel sound.

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]:

beh<u>old</u>	wh<u>oll</u>y	b<u>old</u>er	unf<u>old</u>	b<u>olt</u>ed
t<u>oll</u>	c<u>old</u>est	t<u>old</u>	c<u>olt</u>s	str<u>oll</u>er
s<u>old</u>ier	f<u>olk</u>s	g<u>old</u>en	sc<u>old</u>ed	m<u>old</u>y
r<u>oll</u>er	kn<u>oll</u>	rev<u>olt</u>ed	f<u>old</u>er	y<u>olk</u>

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

That letter is _<l>_ . You should have found that the second letter after the [ō] was

always one of four letters. Those four letters are _<d>_ , _<l>_ , _<k>_ , and _<t>_ .

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

4   Long <o>, [ō], is often spelled <o> in the VCC patterns __<old>__ , __<oll>__ , __olt>__ ,

and _<olk>_ .

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>	gross engross engrossed	most almost ghost postage post utmost hostess
Words with short <o>	possible blossom gossip bosses	cost costume foster lost nostril hostile

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

7   In a few words <o> before <th> spells long <o>, but usually it spells _[o]_ or _[u]_ .

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?

<old>	<olk>	<oll>	<olt>	<oss>	<ost>

Teaching Notes.

The reasons for long <o> in these settings is not well understood. The best we can do for now is a quick summary: Practically always <old> has long <o>, and <oss> has short <o>; usually <oth> has a short <o> or short <u>; and <ost> has short <o> about half the time and long <o> the other half.

Lesson Thirty-one
Test Four

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

5:31:1T

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:

bala<u>n</u>ce	e<u>min</u>e<u>nt</u>	che<u>m</u>ical
i<u>mm</u>ediately	ca<u>n</u>didate	co<u>ng</u>ress
a<u>n</u>kle	<u>kn</u>owledge	i<u>mm</u>u<u>n</u>e
floati<u>ng</u>	eco<u>n</u>omic	da<u>n</u>ger
ele<u>m</u>e<u>n</u>t	bubbli<u>ng</u>	a<u>nn</u>ual

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

3 Two ways of spelling [m] are <u>*<m>*</u> and <u>*<mm>*</u> . Three ways of spelling [n] are <u>*<n>*</u> , <u>*<nn>*</u> , and <u>*<kn>*</u> . Two ways of spelling [ŋ] are <u>*<n>*</u> and <u>*<ng>*</u> .

☞ ! ! ! ☜

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

					d	a	n	g	e	r						
								l			e					
								e			m					
								m			i					
	b			b		k		e			n					
	a		i	u		n	c	o	n	g	r	e	s	s		
	l	m	b		a		t		n							
	a	m	b		w	n		c		t						
a	n	n	u	a	l		l	d	h	l						
	c	n	i	m	m	e	d	i	a	t	e	l	y			
	e	e	n	d	d		m									
		g	d	a	i											
		e	t	e	c	o	n	o	m	i	c					
		e	a													
		f	l	o	a	t	i	n	g							
			n													
			k													
			l													
			e													
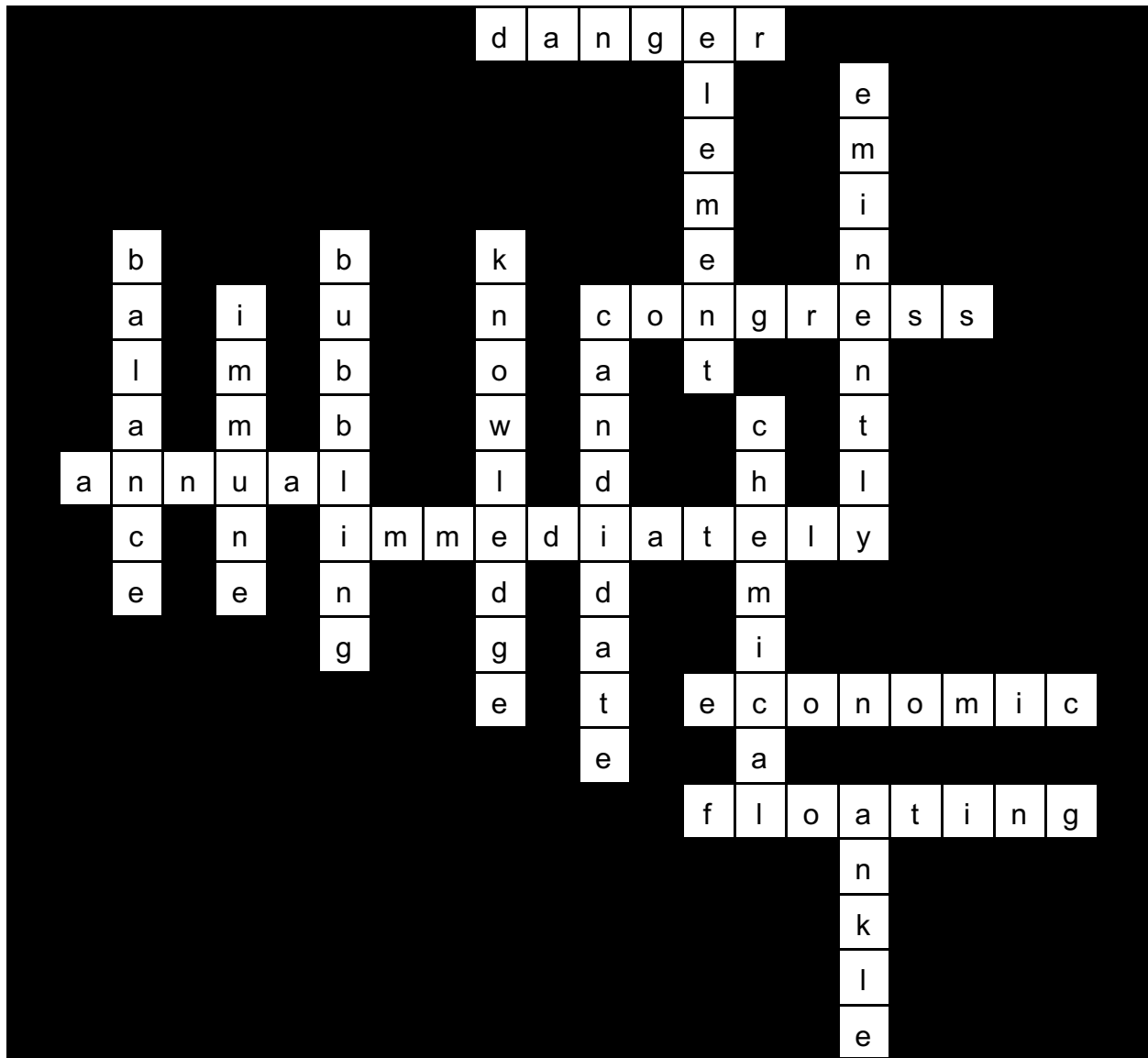
Teaching Notes.

Items 1 and 2. The word *congress* has two accepted pronunciations: The first, and more frequent, is with [ŋ], [koŋgris]; the second is with [n], [kongris]. Either pronunciation is correct, but students who pick the latter will have to adjust the table, adding a cell to the [n] set and deleting one from the [ŋ] set.

Word Squares. This Squares takes a little thought, but if students are careful to write in only those words of which they are absolutely sure, they should be able to work their way through it with little trouble. Notice that *element* and *eminent* could be reversed.

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

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

cru<u>m</u>ble	<u>m</u>otionless	co<u>m</u>pared	u<u>m</u>brella
rese<u>m</u>ble	exclai<u>m</u>	costu<u>m</u>e	<u>m</u>ortal
ele<u>m</u>ent	<u>m</u>innow	<u>m</u>eddle	econo<u>m</u>ics
handso<u>m</u>e	poe<u>m</u>	dia<u>m</u>onds	che<u>m</u>ical
e<u>m</u>inent	judge<u>m</u>ent	s<u>m</u>oothest	enor<u>m</u>ous

2   How is [m] spelled in all of these words? __*<m>*__ . 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	
motionless	*handsome*	*crumble*	*diamonds*
minnow	*exclaim*	*resemble*	*smoothest*
meddle	*poem*	*element*	*umbrella*
mortal	*costume*	*eminent*	*economics*
		judgement	*chemical*
		compared	*enormous*

4   Fill in the blank: Usually [m] is spelled __*<m>*__ .

☞ ! ! ! ☜

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:

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anger	comprehend	immigrate	morning
ankle	emigrant	instructing	nibbling
avenue	floating	island	poetry
bubbling	funneling	judgement	scribble
bundling	gamble	junior	smoking
charming	handsome	meaning	summoning
committing	humbling	middle	suppose
commotion	husband	mining	your

A

commotion
gamble
immigrate
middle

A+B

smoking
charming
committing
humbling

B

anger
ankle
bubbling
floating

A+B+C

summoning
morning
meaning
mining

A+C

comprehend
emigrant
handsome
judgement

B+C

bundling
funneling
nibbling
instructing

C

avenue
husband
island
junior

D

poetry
scribble
suppose
your
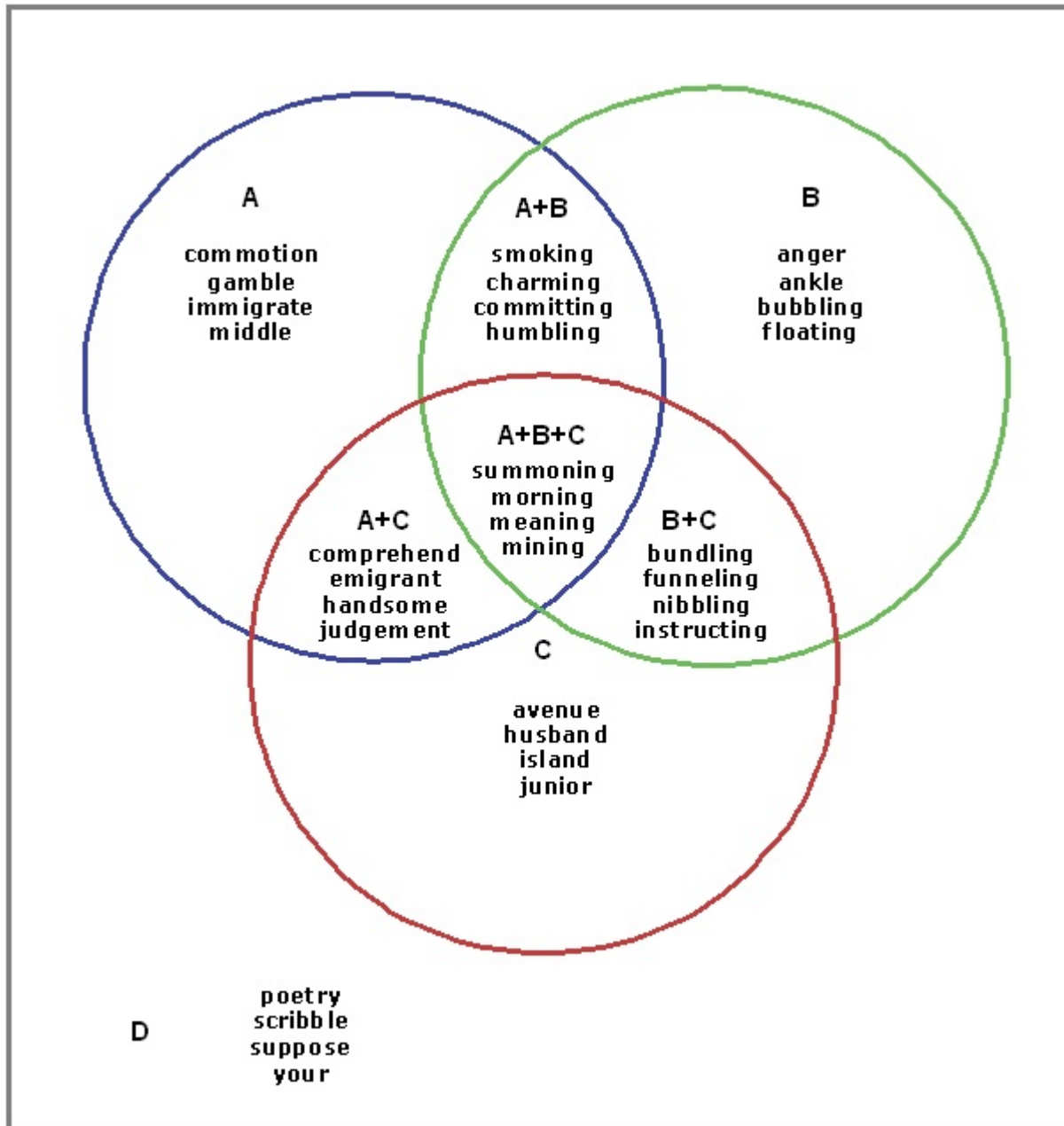
Lesson Thirty-four
Sometimes [m] is Spelled <mm>

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 = iń + m + migrant* and *summon = sub́ + m + mon* . When any element that ends with <m> joins another element that starts with <m>, they cause an <mm> through simple addition: *rommate = 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	*swim + m + ing*	*Twinning*
immigrant	*iń + m + migrant*	*Assimilation*
roommate	*room + mate*	*Simple Addition*
immediate	*iń+m+mediate*	*Assimilation*
brimming	*brim+m+ing*	*Twinning*
teammate	*team+mate*	*Simple Addition*
gummy	*gum+m+y*	*Twinning*
immensely	*iń+m+mensely*	*Assimilation*
dimmest	*dim+m+est*	*Twinning*
annex	*ad́+n+nex*	*Assimilation*
immortal	*iń+m+mortal*	*Assimilation*
slammed	*slam+m+ed*	*Twinning*
summon	*sub́+m+mon*	*Assimilation*
announce	*ad́+n+nounce*	*Assimilation*
immune	*iń+m+mune*	*Assimilation*

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

4   What pattern did you find in all the words? __*VCC*__. Is the vowel in front of the

<mm> always short? __*Yes*__

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 __*<m>*__ and __*<mm>*__.

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

Teaching Notes.

1. Knowing when to pick <m> and when <mm> to spell [m] is quite straightforward, since <mm> occurs pretty much only in the settings described in this lesson – that is, due to twinning, assimilation, or the simple addition of a first element that ends with <m> to a second element that starts with one, or to the general pressure of the VCC pattern. The holdouts to this generalization are few and not important at the level at which we are working here. For the record, though, there are some cases of [m] being spelled <m> in VCV strings with a short head vowel, as in words like *cemetery, nominate,* and *omelet.* These are instances of the Third Vowel Rule, which states, briefly, that the third vowel from the end of the word, if it is stressed, will be short regardless of whether it is in a VCV or VCC string. The students will study the Third Vowel Rule in Book Eight, Lessons 11-12. It is discussed in *AES* in pages 131-41. Other cases of [m] being spelled <m> in VCV strings with a short head vowel occur in words like *lemon, camel,* and *damage* , which are instances of what in Book Eight, Lessons 13-14 is called the French Lemon Rule. The French Lemon Rule says, briefly,

that two-syllable words borrowed from French, like *lemon*, will often have a short vowel at the head of a VCV string. The French Lemon Rule (or more technically, the Stress Frontshift Rule) is discussed in *AES* in pages 127-130.

For now I would not recommend raising these complications to the students. It is most important that they know and master, and gain some confidence in, the general rules before looking more closely at the more specific and local subrules that can suspend rules that are larger and more general. If they should point out counter examples to the conclusions in this lesson, such as *lemon* or *cemetery*, don't refer to such words as exceptions. Congratulate the student, since to be able to find a good counter example is a sure sign that one has mastered a rule. Then tell them, truthfully, that such words are instances of smaller rules that can overrule bigger rules and that they will study these smaller rules later in the program. So these holdouts to the larger rules are not truly exceptions, if by *exceptions* we mean words that don't fit any rule; they are instances of a smaller subrule. It is important that the youngsters develop confidence that their spelling system, though complicated, is not unruly, so I would encourage you not to be too quick to label any seeming holdout as an exception

2. Items 1 and 2: You may understandably question the claim that in words like *roommate* and *teammate* there is a single [m] sound being spelled <mm>. Dictionaries show such words with two [m] sounds separated by a syllable boundary. And certainly in careful speech that is how we pronounce them: [tēm-māt] and [rūm-māt], which would not be instances of [m] spelled <mm>, but rather two consecutive instances of [m] spelled <m>. However, in relaxed, conversational speech *teammate* and *roommate* are probably most often pronounced something like [tē-māt] and [rū-māt], <mm> spelling [m].

3. A word in which an <mm> spelling often gets overlooked is *accommodate*, which contains two prefixes (*ad-* assimilated to <ac>, and *com-*): *ad̸ + c + com + mod̸é + ate.* The problem comes at the boundary between the prefix *com-* and the base *mode*: Simple addition calls for two <m>'s, one for the *com-* and one for the *mode*.

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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? ____*at the end*____

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? *in the*

*middle*_____

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 free stem and suffix:

Words	How is <mn> pronounced?	Free Stem + Suffix
autumnal	*[mn]*	*autumn + al*
columnist	*[mn]*	*column + ist*
condemnation	*[mn]*	*condemn +ation*
damnable	*[mn]*	*damn+able*
hymnal	*[mn]*	*hymn+al*
solemnity	*[mn]*	*solemn+ity*

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, *bombus*	*bomb*
Old English, *climban*	*climb*
Old English, *comb*	*comb*
Old English, *cruma*	*crumb*
Old English, *dumb*	*dumb*
Old English, *lamb*	*lamb*
Old English, *lim*	*limb*
Old English, *niman*	*numb*
Old English, *thuma*	*thumb*
Latin, *tumba*	*tomb*
Old English, *wamb*	*womb*

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>
bomb	climb	crumb
tomb	comb	limb
	dumb	numb
	lamb	thumb
	womb	

6   Just as with <mn>, sometimes you can hear the <b> 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 =		*bombard*	*[mb]*
crumb + le =		*crumble*	*[mb]*

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

7   It is hard to tell why people started putting <b>'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.

Teaching Notes.

The general point here is that sometimes history can help us understand some unusual spellings. The general strategy is, first, to try to explain a spelling by way of the biggest rule possible, and then, failing that, to try to explain it by way of a smaller, more local

rule, and failing that, to see what the history of the word has to tell us. The most common story behind unusual spellings like <mb> and <mn> is that old pronunciations have changed, becoming simpler, while the spellings haven't changed to reflect the new pronunciation. Sounds practically always change faster than do their spellings.

There is also a strong tendency in English to let the English spelling reflect the foreign origin of the word. This is especially true of words from Latin and Greek. So the <mn> in words like *column* and *autumn* helps identify them as Latin words, just as, say, the <rh> and the <y> in *rhythm* help identify it as Greek. As was pointed out earlier, a mature spelling system such as ours does more than spell sounds; it also spells meanings and histories.

The study of word histories, or etymology, can be a painless way into history for students – and even into geography – as they learn when and where the Romans and Greeks lived and the Spanish and French and Anglo-Saxons. Maps and homemade, or class-made, time lines can be very useful for identifying the locations and times of these people. Nearly every student with whom I've worked on such matters, from elementary to graduate school, finds etymology, at least in small doses, interesting and strangely engaging.

Unfortunately, most elementary dictionaries are not systematic in their treatment of etymologies. If that is the case with your classroom dictionaries, I'd recommend making available to the students a recent college-level dictionary, like the *American Heritage* or even a relatively non-threatening bigger dictionary, like the *Random House Unabridged*. If you have computers in your classroom, many good dictionaries, including the *American Heritage* and the unabridged *Random House* are available on CD-ROM.

Be sure your students know how to read the etymologies in whatever dictionaries they're using. The introduction to the dictionary will explain that. Don't be too worried about the fact that some pretty obscure languages will turn up from time to time in the etymology of even a common word. For instance, if you look up, say, *barbecue*, in the *American Heritage*, you find that it came from an American Spanish word, which came from Haitian Creole and ultimately from Taino. Take heart in the fact that dictionaries are usually very fastidious about defining all of the terms they use. So in the *AHD* you can find an entry for *American Spanish* ("Spanish as spoken in the Western Hemisphere"), and you can find Haitian Creole described at the entry for *Haitian* ("the French patois spoken by most Haitians," [*Patois* is defined in its own entry as a regional dialect, usually subliterate and often French]), and at *Taino* you find that it is the language of the Arawak Indians of the West Indies. It seems likely that the word *barbecue* was introduced into our language by early sailors to the Caribbean, probably pirates. (In fact, and oddly, the word *buccaneer* comes from another Caribbean Indian word that meant "to barbecue.)

Beyond the history and geography, the study of etymology is also extremely useful for the speller because it can be so helpful in identifying the elements of which a word is

composed.

Item 3. Notice that the simplification of <mn> to the sound [m] is another example of the kind of simplification and easing of pronunciation of which the assimilation in prefixes is also an example.

Items 3 and 6. The reason that adding a suffix to stems that end <mn> or <mb> can change the pronunciation from [m] to [mn] or [mb] is that adding the suffix creates a syllable boundary between the <m> and <n>. When a vowel follows two consonants, the tendency in English is for the first consonant to stay in the same syllable as the preceding vowel while the second consonant joins the syllable of the succeeding vowel. Thus, *hymn* is [him] with [m] = <mn>, but *hymnal* is [him·nəl], with [m] = <m> and [n] = <n>.

Item 4. *Numb* actually comes from the past participle of *niman*, "take, seize," which had a <u> in it, just as the past participle of, say, *sing* has a <u>, *sung*. Notice that in *dummy*, derived from *dumb*, the <b> has disappeared.

The following is an additional lesson, dealing with another spelling of [m], somewhat like <mb> and <mn>. Many people hear and pronounce, or at least believe that they hear and pronounce, the [l] sound indicated by the spelling in at least some of the six words below. Dictionaries usually show no [l] though sometimes they will show variants – for instance, *calm* as [kom] and [kolm]. Since this is at best a very minor spelling, the lesson is put here in the Teacher's Edition so you decide whether or not to bring this spelling to your students' attention.

Sometimes [m] is Spelled <lm>

1   There are six common words in which [m] is spelled <lm>:

almond   alms   embalm

palm   salmon   psalm

Below we give you the Old English or Latin words that these six come from. See if you can figure out which of the six came from each of the original words listed below, and fill in the blanks:

Original Words	Modern Words with <lm>
Latin, *balsamum*	
Latin, *psalmus*	
Latin, *salmo*	
Latin, *amandula*	
Latin, *palma*	
Old English, *ælmesse*	

2   Now sort the six modern words into these two groups:

Modern words with . . .

<lm> in the original word	no <lm> in the original word

3   In the original Old English and Latin words the <lm> used to be pronounced. But gradually people quit pronouncing the <l> in these words, so in them we can say that [m] is spelled <lm>.

Original Words	Modern Words with <lm>
Latin, *balsamum*	*balm*
Latin, *psalmus*	*psalm*
Latin, *salmo*	*salmon*
Latin, *amandula*	*almond*
Latin, *palma*	*palm*
Old English, *ælmesse*	*alms*

2   Now sort the six modern words into these two groups:

Modern words with . . .

<lm> in the original word	no <lm> in the original word
psalm	*balm*
salmon	*almond*
palm	
alms	

Teaching Note. The <l> in *almond* appears to be due to the fact that people assumed that this was an Arabic word and thus had the initial <al> common to Arabic nouns: *alcohol, algebra, alkali*, etc.
.

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	= *he will, he shall*
we'll	= *we will, we shall*
didn't	= *did not*
don't	= *do not*
I'm	= *I am*
you've	= *you have*
they're	= *they are*
she's	= *she is, she has*
shouldn't	= *should not*
I'll	= *I will, I shall*
he'd	= *he had, he would*

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	= *he'll*
are not	= *aren't*
has not	= *hasn't*
I will	= *I'll*
let us	= *let's*
she shall	= *she'll*
they would	= *they'd*
they have	= *they've*
was not	= *wasn't*
what is	= *what's*
what has	= *what's*
you would	= you'd
can not	= can't

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	= *o'clock*
it was	= *'twas*
it is	= *'tis*
over	= *o'er*

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.

Teaching Notes.

The contraction *won't* is a bit unusual: We use it as if it were a contraction of *will not*. But a regular contraction of *will not* would lead not to *won't* but rather to *win't – or actually, since there are letters missing in two different places in the word, it could be spelled something like *wi'n't, a truly unusual-looking word. Actually *won't* is a contraction of an old, old form of *will not: woll not*. That explains why it is <wo> rather than <wi>, but it still is an unusual contraction.

Another unusual contraction – perhaps the most unusual – is *fo'c's'le*, an attempt to spell the shortened form of *forecastle*, pronounced [fōksəl].

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?   <u>   *<r>*   </u> .
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? <u> *<ere>*   </u> .

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 __*its*__ tail. (its, it's)

2. __*They're*__ going over __*there*__ , to __*their*__ clubhouse. (their, there, they're)

3. __*It's*__ almost time for the bell to ring. (Its, It's)

4. __*You're*__ surely going to lose __*your*__ way if you don't take __*your*__

compass. (yore, your, you're)

5. They ___*aren't*___ going. (ain't, aren't)

6. ___*Their*___ plan is to be ___*there*___ by noon. (their, there, they're)

7. ___*It's*___ time for the cat to get ___*its*___ pill. (its, it's)

8. Are you sure ___*you're*___ going to get to ___*your*___ job on time? (yore, your,

you're)

9. ___*Whose*___ father is the one ___*who's*___ 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:

                there   *their*   *you're*
They're going over ~~their~~ to get ~~there~~ coats, and Mr. Miller said that ~~your~~

                                       your
going to have to go over there to get ~~you're~~ coats, too. But why can't they bring

                         they're   *theirs*
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.

Teaching Notes.

Item 1. That recurrent final <r> is what is left of a very old suffix that was used the
same way we use the -'*s* suffix nowadays, to show possession.

Here is an extra reinforcer that you may want to have your students do, perhaps in
small groups:

☞ **!!!** ☜
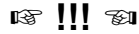
Word Spell. See how many words you can spell from the letters in the word *homophone.* As you spell them, sort them into the three groups below. Twelve is good; sixteen or more is excellent.

Words with . . .

two letters	three letters	four or more letters

****

Words with . . .

two letters	three letters	four or more letters
he	hoe	home
ho	hop	hope
me	hon	hone
oh	hen	hoop
on	hep	open

em	mop	nope
en	men	pone
	one	mope
	ohm	poem
	eon	Homo
	moo	phone
	pen	phenom

Lesson Thirty-eight
More Contractions with Homophones

1   In the column labeled 'Phrase' 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	*he had, he would*	*heed*	*heeded*	*heedless*	*heeding*
here's	*here is*	*hears*	*hearing*	*hears*	*heard*
we'd	*we had, we would*	*weed*	*weedy*	*weeding*	*weeded*
we've	*we have*	*weave*	*weaver*	*weaving*	*woven*
you'll	*you will, you shall*	*yule*	*yule log*	*yuletide*	

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'.

heel✔   icy   wheel✔   wives
hail   aisle✔   whale   wares✔

Contraction	Phrase	Homophone #1	Homophone #2	Words Related to Homophone #2		
he'll	*he will, he shall*	*heel*	*heal*	*health*	*healer*	*healers*
I'll	*I will, I shall*	*aisle*	*isle*	*island*	*islet*	*enisle*
we'll	*we will, we shall*	*wheel*	*weal*	*wealth*	*wealthy*	*commonwealth*
where's	*where is, where has*	*wares*	*wears*	*wearing*	*unwearable*	*wearprood*

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":

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

Teaching Notes.

Items 2-4. The word *yule* "Christmas" comes from the Old English word *Geōl* "Christmas." (In Old English that <g> was pronounced [y].) The Old English word must have come from some Scandinavian word: for instance, Old Icelandic had the word *jōl* (<j> = [y]) which referred to a pagan winter festival twelve days long.

Items 4-5. The words *aisle* and *isle* are related in a complex way. The Latin word *āla* "wing" became in Middle English *ele, eill* "wing of a church." In the 18ᵗʰ century it was commonly spelled <isle>, and in the 19ᵗʰ century it gained an <a>, becoming *aisle* due to the influence of the French word *aile*. The Latin word *insula* "island" became in Middle English *ile* "island." In the 16ᵗʰ century it gained an <s>, becoming *isle* due to inflluence from the French again. As a final note: Old English had the etymologically unrelated word *īgland* "island", which is actually a kind of redundancy since *ig* meant "island" and *land* meant "land." In time *igland* became *yland, iland*. By the late 17ᵗʰ century it had gained an <s> by analogy with *isle*, which has much the same meaning but an entirely different etymology.

Items 5-6. Concerning *weal* "prosperity, happiness": *Weal* is to *wealth* as *heal* is to *health*. Other pairs with this pattern: *deep, depth; grow, growth; true, truth; warm, warmth; wide, width*. Other pairs with changes in the vowels: *broad, breadth; long, length, strong, strength*. This suffix *-th* forms nouns out of adjectives and verbs.

For the record *we'll, wheel, weal* have a fourth homophone, *wheal* "a skin irritation."

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

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

3   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	*dogs*	They stepped on both ___*dogs'*___ tails.
lamb	*lambs*	We couldn't find the two ___*lambs'*___ mothers
diamond	*diamonds*	The three ___*diamonds'*___ price was amazing
thumb	*thumbs*	Both of his ___*thumbs'*___ joints were swollen
campaign	*campaigns*	His two ___*campaigns'*___ total cost was very high
bunny	*bunnies*	The three ___*bunnies'*___ eyes were bright pink.
poem	*poems*	She disliked all of his ___*poems'*___ rhythms.
statement	*statements*	The two ___*statements'*___ meaning was not clear
element	*elements*	The chemical ___*elements'*___ names confused him.
teammate	*teammates*	The ___*teammates'*___ shouts filled the locker room
knee	*knees*	Both ___*knees'*___ strength had not yet returned.
hymn	*hymns*	I don't know any of the ___*hymns'*___ titles.

4   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 __*dogs'*__ owners were very upset.
lamb	One __*lamb's*__ leg was injured.
child	We could hear all three __*children's*__ laughter.
knife	All of our __*knives'*__ blades are rusty and dull.
dictionary	Both __*dictionaries'*__ bindings were broken.
autumn	__*Autumn's*__ colors were beautiful this year.
chemical	The seven __*chemicals'*__ smells were very strange.
columnist	Both __*columnists'*__ writing was very good.

Teaching Notes.
Item 1. The treatment of possessives is made very simple here, primarily because it seems better to get the basic pattern straight in the youngsters' minds, since that basic pattern will hold the vast majority of the time. It is true, however, that many writers form the possessive of singular nouns that end in [s] or [z] sounds by simply adding an apostrophe, with no extra <s>: "for conscience' sake" or "the class' behavior." But usage varies, and some people would write, for instance, "the class's behavior," on the grounds that the suffix is pronounced in the phrase, and *class's* does a better job of showing that pronunciation than does *class'*. Unless the question comes up, I'd suggest letting the complexities go until the youngsters have clearly mastered the basic pattern.

Item 2. Notice that we add -'*s* to plural nouns that do not end in <s> – as, for instance, with *children, children's*.

When -*s* is added to singular nouns like *dictionary*, the usual <y>-to <i> change does not occur; it's *dictionary's* not *dictionarie's*. However, when the apostrophe is added to plural nouns, the <y>-to-<i> change occurs when the plural is formed, before the possessive apostrophe is added: *dictionary > dictionaries > dictionaries'*.

Lesson Forty
Test Five

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

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 _<n>_ as in the word _balance, etc._ .

    b. Sometimes [n] is spelled _<nn>_ as in the word _announce, etc_ .

    c. Sometimes [n] is spelled _<gn>_ as in the word _sign, etc_ .

    d. Sometimes [n] is spelled _<kn>_ as in the word _knew, etc_ .

    e. Sometimes [n] is spelled _<pn>_ as in the word _pneumonia_ .

    f. Sometimes [n] is spelled _<mn>_ as in the word _mnemonic_ .

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? _<n>_

    b. What would you expect to be the next most common spelling of [n]? _<nn>_

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

bala<u>n</u>ce	<u>n</u>uisa<u>n</u>ce	ca<u>n</u>didate	co<u>n</u>clusio<u>n</u>
imme<u>n</u>se	colum<u>n</u>ist	immu<u>n</u>ity	dictio<u>n</u>ary
efficie<u>n</u>t	judgeme<u>n</u>t	sole<u>mn</u>ity	coupo<u>n</u>
eco<u>n</u>omics	bu<u>n</u>dle	<u>n</u>ourishme<u>n</u>t	isla<u>n</u>d
<u>n</u>onalcoholic	e<u>n</u>ormous	diamo<u>n</u>ds	u<u>n</u>derexposed

4 How is [n] spelled in all of these words? _<n>_ .   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

corn+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	= *ad+n+nounce*	*Assimilation*
connect	= *corn+n+nect*	*Assimilation*
innocent	= *in+nocent*	*Simple addition*
tinny	= *tin+n+y*	*Twinning*
unnourishing	= *un+nourishing*	*Simple addition*
nonnuclear	= *non+nuclear*	*Simple addition*
skinny	= *skin+n+y*	*Twinning*
unnecessary	= *un+necessary*	*Simple addition*
nonnative	= *non+native*	*Simple addition*
innumerable	= *in+numerable*	*Simple addition*
beginner	= *begin+n+er*	*Twinning*
commonness	= *common+ness*	*Simple addition*
annihilate	= *ad+n+nihilate*	*Assimilation*
unnodding	= *un+nodding*	*Simple addition*
annex	= *ad+n+nex*	*Assimilation*
annul	= *ad+n+nul*	*Assimilation*
nonnoble	= *non+noble*	*Simple addition*
suddenness	= *sudden+ness*	*Simple addition*
connive	= *corn+n+nive*	*Assimilation*
beginning	= *begin+n+ing*	*Twinning*

Words	= Analysis	Cause
cannot	= *can+not*	*Simple addition*
stubbornness	= *stubborn+ness*	*Simple addition*
sunniest	= *sun+n+y̸+i+est*	*Twinning*
twinned	= *twinned*	*Twinning*

7   So far you have examined two different ways to spell [n]: _<n>_ and _<nn>_.

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

Teaching Notes.

Item 1. The <gn> spelling of [n] is discussed in Lesson 43. The <kn>, <pn>, and <mn> spellings are discussed in Lesson 44, For more on the spelling [n], see *AES*, pp. 429-35.

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
VCC	VCC	VCC	VCC	VCC

channel	tennis	bonnet	dinner	annual
VCC	VCC	VCC	VCC	VCC

2   Now sort the words into these five groups:

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

short <a>, [a]	short <e>, [e]	short <i>, [i]	short <o>, [o]	short uh, [u]
channel	*tennis*	*cinnamon*	*bonnet*	*funnel*
annual	*penny*	*minnow*		*bunny*
		dinner		

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

VCC 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	*Simple Addition*
innumerable	*Simple Addition*
unnecessarily	*Simple Addition*
beginner	*Twinning*
suddenness	*Simple Addition*
nonnuclear	*Simple Addition*
tennis	*VCC*

Word	Reason for <nn>
annihilation	*Assimilation*
announcement	*Assimilation*
connectedness	*Assimilation*
sunnier	*Twinning*
cinnamon	*VCC*
cannot	*Simple Addition*
conniving	*Assimilation*
funnel	*VCC*
annexes	*Assimilation*
channel	*VCC*
annulment	*Assimilation*
skinniest	*Twinning*

5   So far you have worked with two ways of spelling [n] *<n>* and *<nn>* .
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
assign	=	*ad̸+s+sign*
consign	=	*com̸+n+sign*
design	=	*de+sign*
resign	=	*re+sign*
ensign	=	*en+sign*

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 =	*sign+al*	*Yes*
resignation	= Prefix + free base + suffix =	*re+sign+ation*	*Yes*
designate	= Prefix + free base + suffix =	*de+sign+ate*	*Yes*
insignia	= Prefix + free base + suffix =	*in+sign+ia*	*Yes*
signature	= Prefix + free base + suffix =	*sign+ature*	*Yes*
signing	= Free base + suffix =	*sign+ing*	*No*
designer	= Prefix + free base + suffix =	*de+sign+er*	*No*
resignation	= Prefix + free base + suffix =	*re+sign+ation*	*Yes*

Word	=	Analysis	Do you pronounce the <g>?
unsigned	= Prefix + free base + suffix =	*un+sign+ed*	*No*
consignment	= Prefix + free base + suffix =	*con+n+sign+ment*	*No*
assigns	= Prefix + free base + suffix =	*ad+s+sign+s*	*No*
signify	= Free base + suffix =	*sign+ify*	*Yes*
signet	= Free base + suffix =	*sign+et*	*Yes*

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 _<gn>_ . And [n] is also

spelled <gn> in the words _reign_ , _sovereign_ , and _foreign_ .

Teaching Notes.

The additional lesson below deals with the remaining cases in which [n] is spelled <gn>. You may or may not decide that they are important enough to have the student work with them.

More Words with [n] Spelled <gn>

1   The Latin word *campus* meant "field, plain." It is the direct source of our words *camp* and *campus*. It produced the Latin word *Campania* , the name of an area in ancient Rome. In French *Campania* became *Champaign* and *Champagne* . In English we have three words, all of which eventually go back to the Latin *Campania* and all of which contain [n] spelled <gn>: *campaign, champagne* "a bubbly wine", *champaign* "a plain; open country."

Here is a "family tree" for these English words: *camp, campaign, campus, champagne, champaign*. Fill the five words into the proper boxes:
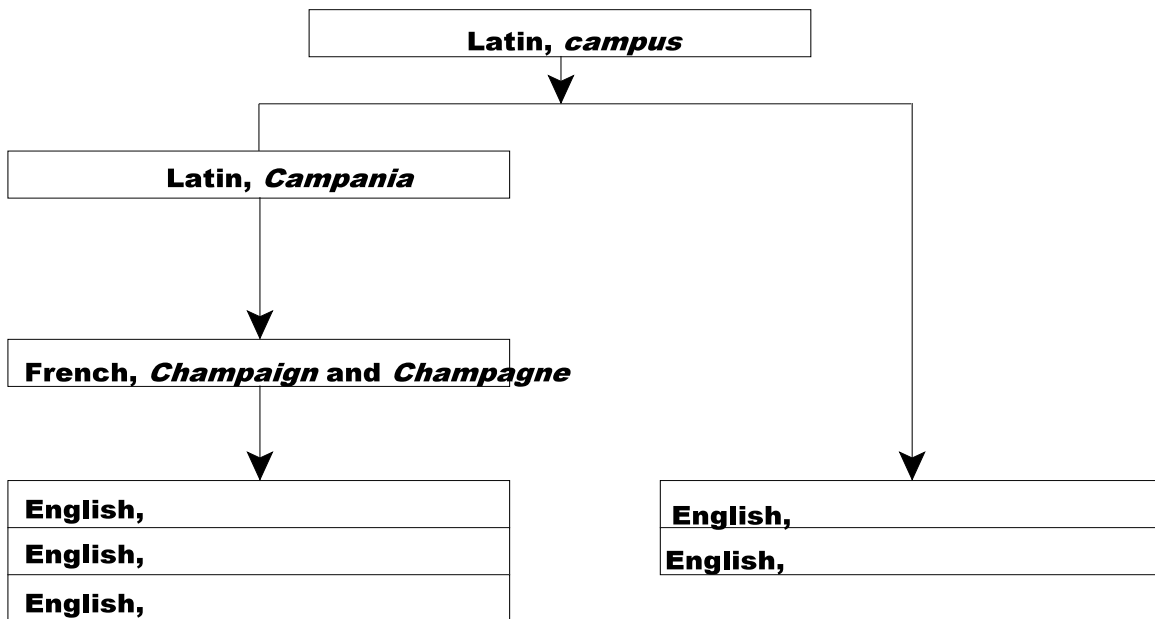
2   There are five more fairly common words that end in [n] spelled <gn>. They all come from Latin words with <g>'s that were pronounced. The five are *benign, deign, feign, impugn,* and *malign*. Below are the five Latin words from which our five words came. See how well you can match each modern English word with its Latin original:
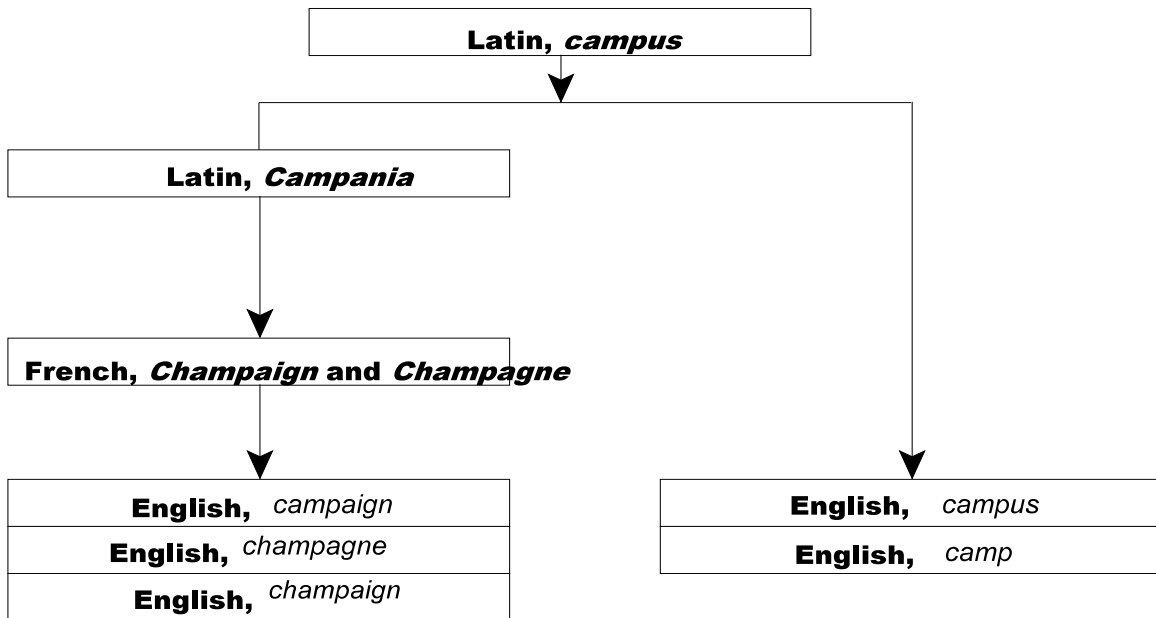
Latin Original	English Word
benignus "kind, generous"	
dignari "to judge worthy"	
fingere "shape, invent, feign"	

Latin Original	English Word
impugnare "to attack"	
malignus "bad natured"	

3   There are a very few other words that contain [n] spelled <gn>. None of them are very common and all start with <gn>. Three have to do with the mouth or chewing *gnarl, gnash, gnaw*. One is the name of a wise little elf: *gnome* . A long time ago all of those <g>'s were pronounced. Try saying *gnash* and *gnaw*, pronouncing the <gn> as [gn], and see how much more the words thus pronounced sound and feel like what they mean.

4   Another <gn> word is *gnu*, which is pronounced [nū] and is a very new word in our language. It is the name of a rather odd-looking antelope, famous for the cartoon line: "'Gno, gnever!' said the gnu." It comes from the African name for the animal, *nqu*.

5   The <gn> is *gnome* is perhaps the most interesting one of the lot. The *gn* is what is left of a base that means "to know." In fact, the <gn> is related in a roundabout way to the <kn> in *know* , with which you will work in the next lesson. The same <gn> occurs in words like *ignore, recognize,* and *agnostic*, in all of which the <g> is pronounced.

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                    ┌─────────────────────────┐
                    │   Latin, campus         │
                    └─────────────────────────┘
                              │
           ┌──────────────────┴────────────────────────┐
           ▼                                            │
┌─────────────────────────┐                             │
│   Latin, Campania        │                            │
└─────────────────────────┘                             │
           │                                            │
           ▼                                            │
┌───────────────────────────────────────┐              │
│ French, Champaign and Champagne        │              │
└───────────────────────────────────────┘              │
           │                                            ▼
           ▼                          ┌──────────────────────────────┐
┌──────────────────────────────┐      │ English,   campus            │
│ English,   campaign          │      │ English,   camp              │
│ English,   champagne         │      └──────────────────────────────┘
│ English,   champaign         │
└──────────────────────────────┘
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Latin Original	English Word
benignus "kind, generous"	*benign*
dignari "to judge worthy"	*deign*
fingere "shape, invent, feign"	*feign*
impugnare "to attack"	*impugn*
malignus "bad natured"	*malign*

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	=	*know + s*
knowledge	=	*know + ledge*
known	=	*know + n*
foreknowledge	=	*fore + know + ledge*
unknown	=	*un + know + n*
knower	=	*know + er*
knowable	=	*know + able*

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 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.

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Old English	Middle English	Modern English
cnafa	knave	*knave*
cniht	knyght	*knight*
cnedan	kneden	*knead*
cnytten	knitten	*knit*
cnocian	knokken	*knock*
cnif	knif	*knife*
cnoll	knolle	*knoll*
cnotta	knotte	*knot*

4   Look at this word: *pneumonia*. How is [n] spelled at the beginning of *pneumonia*?
  <pn>   . 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? *[mn]*

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

Teaching Notes.

Item 1. The <n> at the end of *known* is the suffix *-n,* a shortened form of *-en*, which forms past participles. The *-n* form is used with stems that end in a vowel sound. See the teaching notes for Book 4, Lesson 32 for more on *-en* and the past participle.

Item 2. A discussion question could be something like, "What does kneeling have to do with the knees?" Notice that *knelt* not only has a past tense suffix pronounced [t], but it is spelled <t>, too.

Item 3. In the Old and Middle English words for *knight*, both the <k> and the <gh> were pronounced, the <gh> spelling the sound heard at the end of the Scottish pronunciation of *loch*. Quite a mouthful.

   Setting dates to the periods of English language history is necessarily arbitrary since the boundary lines are very fuzzy. People did not wake up one morning speaking, say, Middle English as opposed to Old English. The changes were gradual, almost imperceptible, even as they are today. But the following dates are those used by many historians:

	Dates	**Works and Authors**
Old English	449 AD - 1100 AD	*Beowulf*
Middle English	1100 - 1500	Chaucer's *Canterbury Tales*
Early Modern English	1500-1700	Shakespeare, Milton
Modern English	1700 -	Jefferson, Hemingway

In Old and Middle English *-an* and *-en* were used to mark the infinitive form of verbs, rather the way we today use the free base *to*, so where Old English had *feohtan*, we have "to fight".

Item 4.   The *Random House Unabridged Dictionary* seems to be skeptical of this word, calling it "an obscure term ostensibly referring to a lung disease caused by silica dust, sometimes cited as one of the longest words in the English language" (at *pneumonoultramicroscopicsilicovolcanoconiosis*). It does appear in *Webster's Third Unabridged*.

Item 5. *Amnesia* refers to not being able to remember; *amnesty* is a pledge to forget, to not remember.

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? _At the_

beginning

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? _Yes_

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? _At the beginning or at the end_

☞ ! ! ! ☜

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:
.
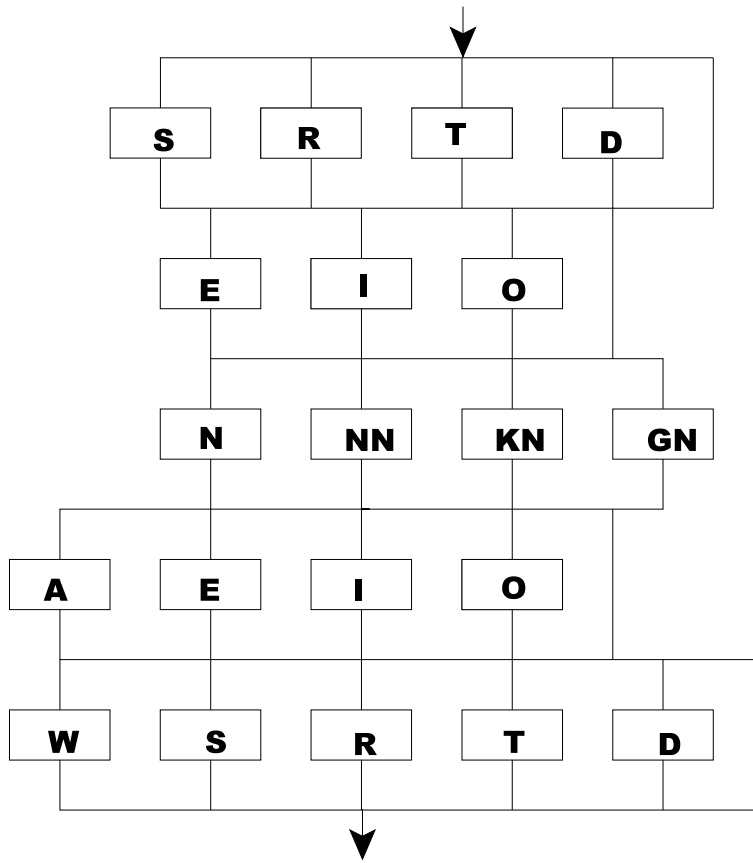
Words with [n] spelled . . .

<kn>	<gn>	<nn>	<n>
know	sign	sinner	sent
knit	gnat	dinner	send
knot	signs	donned	sin
knew	gnats	sonnet	sins
		sinned	son
		sennet	sons
		tennis	sow
		tinned	sod
		tinner	sot

<kn>	<gn>	<nn>	<n>
		denned	renew
		rennet	rent
			rend
			etc.

Teaching Notes.

Item 2. If a student should ask whether the *ac-* in *acknowedge* is an assimilated form of *ad-*, the answer is no: The *ac-* comes from the Old English prefix *on-*, which people eventually changed to make it look more like an assimilated form of *ad-*. (*Ad-* is from Latin, not Old English.) Any student who asks such a question deserves a prize for having a very good eye and posing a very intelligent question.

If the question should come up, even though there is a [k] sound in *acknowledge*, we still say that [n] = <kn> because the <c> is there in the prefix to spell the [k]. We say that [k]=<c> and [n]=<kn> because the <c> and <k> are in different elements, and it seems better to analyze things so that we honor the integrity of the elements.

Word Flow. I'm sure there are other legitimate words possible in this Flow. This might make a good group project.

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?   <u>*"not"*</u>

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

Word	=	Analysis
nonsense	=	*non+sense*
nonstop	=	*non+stop*
nonliterate	=	*non+literate*
nonconformist	=	*non+conformist*
nonsmoker	=	*non+smoker*
nonfiction	=	*non+fiction*
nonscheduled	=	*non+scheduled*
noncommitted	=	*non+committed*
nonpayment	=	*non+payment*
nonalcoholic	=	*non+alcoholic*
nonnuclear	=	*non+nuclear*
noncommissioned	=	*non+commissioned*
nonrestrictive	=	*non+restrictive*
nonthreatening	=	*non+threatening*
noncancerous	=	*non+cancerous*

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:	*com+n+form+ist*
smoker	= Free base+suffix:	*smoke+er*
scheduled	= Free stem+suffix:	*schedule+ed*
alcoholic	= Free stem+suffix:	*alcohol+ic*
cancerous	= Free stem+suffix:	*cancer+ous*
threatening	= Free stem+suffix:	*threaten+ing*
payment	= Free base+suffix:	*pay+ment*
restrictive	= Prefix+free base+suffix:	*re+strict+ive*
fiction	= Bound base+suffix:	*fict+ion*
committed	= Prefix+ bound base+suffix:	*com+mit+t+ed*

4   Three prefixes that add the meaning "no, not" are *un-* , *in-* , and *non-* .

Which one of these three sometimes assimilates? *in-* .

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"?   *"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	= *under+growth*
overgrowth	= *over+growth*
overworked	= *over+worked*
undercoat	= *under+coat*
overalls	= *over+alls*

Word	=	Prefix + Stem
underclothes	=	*under+clothes*
counterflow	=	*counter+flow*
counterweight	=	*counter+weight*
overcoat	=	*over+coat*
overflow	=	*over+flow*
underground	=	*under+ground*
overdose	=	*over+dose*

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	=	*underclothes*
"Opposite"	+ effective	=	*countereffective*
"Too much"	+ acting	=	*overacting*
"Too little"	+ statement	=	*understatement*
"Opposite"	+ sign	=	*countersign*
"Too much"	+ stated	=	*overstated*
"Opposite"	+ balance	=	*counterbalance*
"Too much"	+ react	=	*overreact*
"Too little"	+ achiever	=	*underachiever*
"Too much"	+ corrected	=	*overcorrected*
"Too much"	+ achiever	=	*overachiever*
"Too little"	+ exposure	=	*underexposure*

Teaching Notes.

As with *non*-, you will find that some publishers use hyphens with some of these prefixes — especially if the stem starts with an <r>, as in *over-react*. But hyphens are

rare, and it is practically never necessary to put one in. The editing rule applies here: "When in doubt, leave it out."

Item 3. The <s> on *overalls* is the plural suffix: *over+all+s*. It appears in related words like *pants, slacks, trousers,* etc.

Lesson Forty-eight
Test Six

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

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