

Book Six

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Lesson One

Deleting Final <e> in Stems that End Ve#

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

2 Here are some free stems and suffixes for you to add together to practice final <e> deletion:

Free Stem	+ Suffix	= Word
rhy m e	+ ing	= <i>rhyming</i>
analyz e	+ ed	= <i>analyzed</i>
arriv e	+ al	= <i>arrival</i>
immun e	+ ize	= <i>immunize</i>
marriage	+ able	= <i>marriageable</i>
chocolat e	+ y	= <i>chocolaty</i>
motorcycl e	+ ist	= <i>motorcyclist</i>
disguis e	+ ing	= <i>disguising</i>
complet e	+ ed	= <i>completed</i>
concret e	+ ion	= <i>concretion</i>
supportive	+ ness	= <i>supportiveness</i>
breath e	+ ing	= <i>breathing</i>
mortgage	+ able	= <i>mortgageable</i>
mortgag e	+ ed	= <i>mortgaged</i>
exercis e	+ ing	= <i>exercising</i>

3 So far you've worked with final <e> deletion only with words that have a consonant right in front of the final <e> – like the <c> in *pronounce* or the <m> in *rhyme*. But words that end with the pattern Ve #, like *true* and *dye*, have a vowel right in front of the final <e>. When we add a suffix that starts with a vowel to words with the Ve# pattern, different things can happen.

For instance, below are some words whose stems end in the Ve# pattern <oe>. We have analyzed them into their stems and suffixes. Mark any final <e> deletion that took place and then write either “Yes” or “No” in the right hand column as we have done with the first one:

Words	= Stem + Suffix	Did final <e> deletion occur?
toed	= to e + ed	Yes
hoeing	= hoe + ing	No
hoed	= ho e + ed	Yes
canoeing	= canoe + ing	No
canoed	= cano e + ed	Yes
canoeist	= canoe + ist	No
horseshoer	= horsesho e + er	Yes
horseshoeing	= horseshoe + ing	No

4 When you add a suffix that starts with a vowel to a stem that ends <oe>, you do NOT delete the final <e> if the suffix starts with the letter <i>. Otherwise, you do delete the final <e>, just as the Final <e> Deletion Rule says.

Teaching Notes.

Item 3 In <oe> words like *toeing* the final <e> is not deleted! Let's see why: If we deleted the final <e> in *toeing*, it would lead to this spelling: *toing, which could be misread to rhyme with *boing* or *sproing*. So the <oe> holdout to the Final <e> Deletion Rule make sense and is reasonable.

Item 4. The word *oboist* "one who plays the oboe" may at first appear not to fit this conclusion. But although some dictionaries show only *oboist*, W3 and others show two alternate spellings, *oboist* and *oboelist*, the latter of which fits the conclusion and is the one we would prefer since it is more regular.

Lesson Two
Final <e> and Ve# Stems That End <ee> and <ie>

1 Here are some words with Ve# stems that end <ee>. Your job is the same as it was with the <oe> stem words in the previous lesson:

Word	= Stem + Suffix	Did final <e> deletion occur?
seeing	= see + ing	No
foreseeable	= foresee + able	No
agreeable	= agree + able	No
agreeing	= agree + ing	No
refereed	= referee e + ed	Yes
refereeing	= referee + ing	No
freest	= free e + est	Yes
seer	= see e + er	Yes
guaranteeing	= guarantee + ing	No
foreseeable	= foresee + able	No

2 When you add a suffix that starts with a vowel to a stem that ends <ee>, you do NOT delete the final <e> if the suffix starts with the letters <i> or <a>. But if the suffix starts with <e>, you do delete the final <e>.

3 Ve# stems that end with <ie> do something special when we add certain suffixes to them. For instance, here is what happens when we add *-ing* to the stem *lie*:

$$li\acute{e} + y + ing = lying.$$

The final <e> is deleted, as the rule says it should be. But notice that if we stopped there, we'd get *li\acute{e} + ing = *liing*. English avoids <ii>, so **liing* is an unacceptable spelling. But we can't just delete one of the <i>s, because that would lead to **ling*, which doesn't look at all like the sound of the word it is meant to spell.

So we make use of the fact that <i> and <y> are a two-letter team. You've already seen that in a number of words we change a <y> to an <i> when we add a suffix. For example: *try* + *ed* = *try*+*i*+*ed* = *tried* and *lady* + *es* = *lady*+*i*+*es* = *ladies*. When we want to add *-ing* to a word like *lie*, we do just the opposite: We change the <i> to <y>: *lie* + *y* + *ing* = *lying*.

However, this <i> to <y> change only occurs when the suffix starts with <i>. With other suffixes we just delete the final <e>: *lie* + *ed* = *lie* + *ed* = *lied* and *lie* + *ar* = *lie* + *ar* = *liar*.

4 Analyze each of the following words into its stem with <ie> and suffix. Show any changes of <i> to <y>:

Words	= Stem + Suffix	Did the <i> change to <y>?
lying	= <i>lie</i> + <i>y</i> + <i>ing</i>	Yes
lied	= <i>lie</i> + <i>ed</i>	Yes
lies	= <i>lie</i> + <i>s</i>	No
tied	= <i>tie</i> + <i>ed</i>	Yes
tying	= <i>tie</i> + <i>y</i> + <i>ing</i>	Yes
ties	= <i>tie</i> + <i>s</i>	No
died	= <i>die</i> + <i>s</i>	No
dying	= <i>die</i> + <i>y</i> + <i>ing</i>	Yes
pies	= <i>pie</i> + <i>s</i>	No

5 When you add a suffix that starts with the letter <i> to a stem that ends <ie>, you change the <i> to a <y> and delete the <e>. Otherwise, you just delete the final <e>.

Teaching Notes.

Item 2. If a question comes up about suffixes that start with <o>, <u>, or <y>, which are not mentioned in this lesson, we have not found any cases of stems ending in <ee> and taking suffixes starting with <o> or <u>. The only case found so far of a stem ending in <ee> and taking a suffix starting with <y> is the rare *treey*, (*tree*+*y*), defined by the *OED2* as "Abounding in trees; well wooded." All in all, it seems a safe bet that

what is said in this lesson about suffixes starting with <a> or <i> is also true of suffixes starting with <y> and would be true of suffixes starting with <u> or <o>, if we could find any instances.

A helpful way to think about it is that we only delete the final <e> in stems ending <ee> if the suffix starts with an <e>, and then the motivation is surely to avoid the <eee> produced by simple addition. For more on the avoidance of triplets in English spelling see *AES*, p.77.

Lesson Three
Summary of Final <e> Deletion in Ve# Stems

1 Below you are given stems ending in Ve# and suffixes to be added to them to make new words. Be sure your analysis shows any changes as we have done with the first one:

Stem + Suffix	= Analysis	= Word
lie + ing	= <i>lie + y + ing</i>	= <i>lying</i>
agree + able	= <i>agree + able</i>	= <i>agreeable</i>
canoe + ist	= <i>canoe + ist</i>	= <i>canoeist</i>
die + ing	= <i>die + y + ing</i>	= <i>dying</i>
free + est	= <i>free + est</i>	= <i>freest</i>
hoe + ing	= <i>hoe + ing</i>	= <i>hoeing</i>
die + ed	= <i>die + ed</i>	= <i>died</i>
guarantee + ing	= <i>guarantee + ing</i>	= <i>guaranteeing</i>
toe + ed	= <i>toe + ed</i>	= <i>toed</i>
free + ed	= <i>free + ed</i>	= <i>freed</i>
canoe + ed	= <i>canoe + ed</i>	= <i>canoed</i>

2 Add the following Ve# stems and suffixes to make words. In your analysis show any changes that take place:

Stem + Suffix	= Analysis	= Word
argue + ing	= <i>argue + ing</i>	= <i>arguing</i>
glue + s	= <i>glue + s</i>	= <i>glues</i>
vie + ed	= <i>vie + ed</i>	= <i>vied</i>
rescue + er	= <i>rescue + er</i>	= <i>rescuer</i>
sue + ed	= <i>sue + ed</i>	= <i>sued</i>
free + ly	= <i>free + ly</i>	= <i>freely</i>
value + able	= <i>value + able</i>	= <i>valuable</i>

Stem + Suffix	=	Analysis	=	Word
referee + ed	=	<i>refereé + ed</i>	=	<i>refereed</i>
vie + ing	=	<i>víé + y + ing</i>	=	<i>vying</i>
issue + ed	=	<i>issué + ed</i>	=	<i>issued</i>
eye + ed	=	<i>eyé + ed</i>	=	<i>eyed</i>
tiptoe + ed	=	<i>tiptoé + ed</i>	=	<i>tiptoed</i>
blue + ing	=	<i>blué + ing</i>	=	<i>bluing</i>
tie + ing	=	<i>tíé + y + ing</i>	=	<i>tying</i>
see + ing	=	<i>see + ing</i>	=	<i>seeing</i>
true + est	=	<i>trué + est</i>	=	<i>truest</i>

3 When you add a suffix that starts with a vowel to a stem that ends <ue>, do you delete the final <e>? Yes

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

5 Most Ve # words follow the Final <e> Deletion Rule, but there are three special cases:

(a) When you add a suffix that starts with <i> to a stem that ends <ie>, you delete the final <e> and change the <i> to <y>.

(b) When you add a suffix that starts with the letters <a> or <i> to a stem that ends <ee>, you do not delete the final <e>.

(c) When you add a suffix that starts with the vowel <i> to a stem that ends <oe>, you do not delete the final <e>.

6 There are only about twelve words that raise the three complications we've listed above. It isn't worth making our rule long and hard-to-remember just to account for a dozen or so words. But we can keep our revision of the rule fairly simple by revising it to something like this:

Final Final <e> Deletion Rule: You delete a final <e> that marks a soft <c> or soft <g> only when you add a suffix that begins with the letters <e>, <i>, or <y>; and except for a few words with stems that end <ee>, <ie>, or <oe>, you delete all other silent final <e>'s whenever you add a suffix that starts with any vowel.

That little bit of a change keeps our rule honest without making it so long and complicated that it is hard to remember. All you have to do is keep those few stems that end <ee>, <ie>, or <oe> in mind – and that isn't too hard since if you try deleting the final <e> in words like *toeing* and *seeing* and *forseeable*, you get such funny-looking spellings that you would probably notice them anyhow.

Teaching Notes.

Items 1-2. Notice that in words like *agreeable* and *guaranteeing*, if the final <e> were deleted, we would get **agreeable* and **guaranteing*. Just as <e> deletion in a word like *toeing* would lead to what looks like a digraph of [oi], <e> deletion in *agreeable* and *guaranteeing* would lead to what looks like digraph spellings <ea> and <ei>, thus complicating pronouncing the words.

Item 2. *Arguing* can raise questions about the irregular final <e> deletion before a consonant in *argument*. *Argument* was adopted in the 14th century from the Old French *argument*, which in turn descended from the Latin *argumentum*. It entered English before the convention of insulating word-final <u> with silent final <e>. So although we analyze it to *argué* + *ment*, even though historically there never was an <e> after the <u> in *argument* to be deleted. There are very few cases of <e> deletion before consonants, the other only known cases being *awful* (*awé* + *ful*), *duly* (*dué* + *ly*), *truly* (*trué* + *ly*).

Like other stems that end <ue>, *glue* is regular, deleting the final <e> before vowels: *glued*, *gluing*, *gluer*. But when it adds -y, the <e> is not deleted: *glue* + *y* = *gluey*, not **gluy*. Further, when a suffix is added to *gluey*, in addition to the normal change of <y> to <i>, there is an odd deletion of the <e>, even though it is not final in the stem *gluey*: *gluey* + *est* = *glueý* + *i* + *est* = *gluiest*, not **glueiest*.

Lesson Four How Do You Spell Long <i>, [ɪ]?

1 You can hear the long <i> sound [ɪ] in the word *ripe* . Most of the time [ɪ] is spelled <i> in the regular long vowel patterns VCV, V.V, Ve #, and VCle. Find the <i> that spells [ɪ] in each of the following words. Mark the <i> and the letters after it to show which of these four patterns each word contains:

despite vcv	recognize vcv	violence v.v	idea vcv	digest vcv
tie ve#	client v.v	silence vcv	pioneer v.v	bible vcle
trifle vcle	exercise vcv	appetite vcv	finally vcv	triumph v.v
acquire vcv	survival vcv	annihilate vcv	bridle vcle	lie ve#
bicycle vcv	pie ve#	title vcle	horizon vcv	variety v.v

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

Words in which [ɪ] is spelled <i> in the pattern . . .

VCV		V.V	VCle	Ve#
<i>despite</i>	<i>appetite</i>	<i>client</i>	<i>trifle</i>	<i>tie</i>
<i>acquire</i>	<i>annihilate</i>	<i>violence</i>	<i>title</i>	<i>pie</i>
<i>bicycle</i>	<i>idea</i>	<i>pioneer</i>	<i>bridle</i>	<i>lie</i>
<i>recognize</i>	<i>finally</i>	<i>triumph</i>	<i>bible</i>	
<i>exercise</i>	<i>horizon</i>	<i>variety</i>		
<i>survival</i>	<i>digest</i>			
<i>silence</i>				

3 The next most common spelling of [ɪ] is <y> in the regular long vowel patterns VCV, V#, Ve#, V.V, and VCle. In each of the following words find the <y> that is spelling [ɪ] and mark the pattern that it is in:

analyze vcv	cycle vcle	unicycle vcle	hygiene vcv	typewriter vcv
butterfly v#	multiply v#	rhyme vcv	hyena v.v	xylophone vcv
dye ve#	typist vcv	qualify v#	terrify v#	denying v.v
occupy v#	supply v#	testify v#	denying v.v	tying v.v
recycle vcle	hyacinth v.v	style vcv	vying v.v	identify v#

4 Sort the words into the following five groups:

Words with [ɪ] spelled <y> in the pattern . . .

V#		VCV		V.V		VCle		Ve #	
<i>butterfly</i>	<i>terrify</i>	<i>analyze</i>	<i>hyena</i>	<i>cycle</i>	<i>dye</i>				
<i>multiply</i>	<i>testify</i>	<i>rhyme</i>	<i>tying</i>	<i>unicycle</i>					
<i>occupy</i>	<i>deny</i>	<i>hygiene</i>	<i>hyacinth</i>	<i>recycle</i>					
<i>qualify</i>	<i>identify</i>	<i>typewriter</i>	<i>vying</i>						
<i>supply</i>		<i>xylophone</i>	<i>denying</i>						
		<i>typist</i>							
		<i>style</i>							

5 Both <i> and <y> often spell [ɪ] in the V.V pattern when certain suffixes are added to stems that end in <ie>, <ye>, or <y>. Find the letters that are spelling [ɪ] in the words below and mark the V.V pattern in each one. Then analyze each word into stem plus suffix to show how the V.V pattern comes about:

Word	= Stem + Suffix
identifiable	= <i>identify</i> + <i>i</i> + <i>able</i>
multiplying	= <i>multiply</i> + <i>ing</i>
liar	= <i>li</i> + <i>ar</i>
drier	= <i>dry</i> + <i>i</i> + <i>er</i>
qualifying	= <i>qualify</i> + <i>ing</i>
dying	= <i>die</i> + <i>y</i> + <i>ing</i>
identifiable	= <i>identify</i> + <i>i</i> + <i>able</i>
reliance	= <i>rely</i> + <i>i</i> + <i>ance</i>
supplier	= <i>supply</i> + <i>i</i> + <i>er</i>

Teaching Notes.

Item 5. In the analysis of *dying*, the assumption is that the stem is *die*. If one assumes that the stem is *dye*, the analysis becomes *dy* + *ing* = *dying*.

Lesson Five

Long <i> and the VCC Pattern

1 You have seen that one VCC pattern that regularly has a long vowel in front of it is the VC*le* pattern: *bible*, *bridle*, *rifle*. A similar but not so common case is the VC*rV* pattern. Find the letter that is spelling [ɪ] in the words below, mark it 'v', and then mark the next two letters after it either 'v' or 'c':

library	microscope	nitrogen	migrate	tigress	vibrate
vcc	vcc	vcc	vcc	vcc	vcc

2 But long <i> occurs in several other VCC patterns, too. Some of the following words have long <i>; some have short <i>. Mark the letter that is spelling [ɪ] or [i] in each 'v' and then mark the next two letters either 'v' or 'c':

assigned	highway	thigh	resign	sights
vcc	vcc	vcc	vcc	vcc
child	winter	brightly	delight	isle
vcc	vcc	vcc	vcc	vcc
ignorant	tighten	countersign	timber	knight
vcc	vcc	vcc	vcc	vcc
bewilder	island	signal	blind	mankind
vcc	vcc	vcc	vcc	vcc
climb	pint	wildly	kindness	taillight
vcc	vcc	vcc	vcc	vcc
behind	window	children	remind	grind
vcc	vcc	vcc	vcc	vcc

3 Sort the thirty words into these two groups:

Words in which <i> in a VCC pattern spells a . . .

long vowel				short vowel
<i>assigned</i>	<i>pint</i>	<i>blind</i>	<i>taillight</i>	<i>ignorant</i>
<i>child</i>	<i>thigh</i>	<i>kindness</i>	<i>grind</i>	<i>bewilder</i>
<i>climb</i>	<i>brightly</i>	<i>remind</i>		<i>winter</i>
<i>behind</i>	<i>countersign</i>	<i>sights</i>		<i>window</i>
<i>highway</i>	<i>wildly</i>	<i>isle</i>		<i>signal</i>
<i>tighten</i>	<i>resign</i>	<i>knight</i>		<i>children</i>
<i>island</i>	<i>delight</i>	<i>mankind</i>		<i>timber</i>

4 Sort the words with long <i> into the following seven groups:

Words in which long <i> comes right before the consonant combination . . .

<gh>		<nd>		<gn>
<i>highway</i>	<i>delight</i>	<i>behind</i>	<i>remind</i>	<i>assigned</i>
<i>tighten</i>	<i>sights</i>	<i>blind</i>	<i>mankind</i>	<i>countersign</i>
<i>thigh</i>	<i>knight</i>	<i>kindness</i>	<i>grind</i>	<i>resign</i>
<i>brightly</i>	<i>taillight</i>			

Words in which long <i> comes right before the consonant combination . . .

<ld>	<sl>	<mb>	<nt>
<i>child</i>	<i>island</i>	<i>climb</i>	<i>pint</i>
<i>wildly</i>	<i>isle</i>		

6 These special cases of long <i> in VCC patterns are due to changes that occurred in our language hundreds of years ago. There is little we can do except to try to remember them. Fortunately, only a few words contain them, not many more than in the list above.

Teaching Notes.

Item 4. The long vowels before <gh>, <nd>, <mb> (and <ld>, as in *child* and *wild*), are due to the fact that Old English short vowels tended to lengthen before those particular consonant clusters. Part of the story of vowels before <gh> is told in the teaching notes to Book 5, Lesson 8. Part of the story of vowels before <gn> is told in the teaching notes to Book 5, Lesson 43. Part of the story of <sl> is told in Book 5, Lesson 38. Two of the words with long <i> before <sl> (*aisle*, *isle*) came from French and are part of a larger tendency for <s> spelling [z] in French words to drop out, usually with lengthening of the preceding vowel. Sometimes just the [z] drops out while the spelling remains unchanged, as with our words in this lesson. Sometimes both the [z] and the <s> are dropped, as in, say, *blame* from French *blasme* or *dime* from *disme*. The third word, *island*, is Old English but its spelling converged over the years to that of the French *isle*. For more of <sl> see AES, pp. 439-40.

Lesson Six Digraph Spellings of Long <i>

1 When two letters work together to spell a single sound, we call them a **digraph**. Long <i> is spelled by several different digraphs. Underline the letters that spell long <i> in each of the following words. Do not underline the <gh> in words like *height*.

firy bayou stein guy
either geyser sleight feisty
height buyer neither seismic
aisle eye poltergeist kaleidoscope

2 You should have found six different digraph spellings of [i] in these words. One digraph occurs in nine of the words. That digraph is <ei>. Write the nine words below:

<i>either</i>	<i>stein</i>	<i>feisty</i>	<i>kaleidoscope</i>	<i>poltergeist</i>
<i>height</i>	<i>sleight</i>	<i>neither</i>	<i>seismic</i>	

3 Two digraphs each occur in two of the words. Those digraphs are <ey> and <uy>. Write the two words with the first of these digraphs in the boxes below:

<i>geyser</i>	<i>eye</i>
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Write the two words with the second of these two digraphs below:

<i>buyer</i>	<i>guy</i>
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5 Three digraphs occur in only one word each. Those three digraphs are <ie>, <ai>, and <ay>. The word with the first of these digraphs is *fiery*. The word with the second digraph is *aisle*. The word with the third is *bayou*.

6 The <ie> spelling of [i] often occurs at the boundary between a stem and suffix. Analyze each of the following words into its stem and suffix to show how the <ie> spelling of [i] comes about:

Word	= Stem + Suffix
tied	= <i>tiē</i> + <i>ed</i>
skies	= <i>sky</i> + <i>i</i> + <i>es</i>
dried	= <i>dry</i> + <i>i</i> + <i>ed</i>
supplies	= <i>supply</i> + <i>i</i> + <i>es</i>
allies	= <i>ally</i> + <i>i</i> + <i>es</i>
testified	= <i>testify</i> + <i>i</i> + <i>ed</i>
qualified	= <i>qualify</i> + <i>i</i> + <i>ed</i>
tried	= <i>try</i> + <i>i</i> + <i>ed</i>
occupies	= <i>occupy</i> + <i>i</i> + <i>es</i>
multiplied	= <i>multiply</i> + <i>i</i> + <i>ed</i>

7 The most common spelling of [ɪ] is the letter <i>. The second most common spelling of [ɪ] is the letter <y>. Six other less common spellings of [ɪ] are the digraphs <ei>, <ey>, <uy>, <ie>, <ai>, and <ay>.

Teaching Notes.

Digraph spellings, especially of the long vowel sounds, are just plain difficult. But there is considerable consolation to be found in the fact that the digraph spellings of [ɪ] occur in very, very few words: In the 8,591 words in CommonWords, there is a total of 727 that contain at least one long <i>. In these instances, there are 574 spelled <i>, 116 spelled <y>, and only 39 spelled with the six digraphs. That is only about 5% involve digraph spellings, about 95% involve <i> or <y>.

Item 1. Why *fiery* is not **firy* (**firē* + *y*) is something of a mystery. In the 13th through 17th centuries it was spelled several different ways: *furie*, *fury*, *fuyre*, *fuyri*, *fuyry*, *fyre*, *fyrie*, *fyry*, *firie*, *firy*, *firyē*, *fery*, *fierie*, *fyeri*, *firy*, *firey*, *fiery*. Up into the 19th century it was sometimes still spelled <firy>. One suggestion is that the <e> in *fiery* is spelling a schwa glide from the [ɪ] to the [r]: [fɪ^ərē], a pronunciation still given in modern dictionaries. This suggestion, seems plausible, but then we have a new question: Why isn't *fire* spelled <fier>, especially since dictionaries give [fɪ^ər] as a pronunciation of *fire*? *Fire*, too, since the 11th century has suffered its own surplus of variations: *fȳr*, *fur*, *fure*,

fuyr, fuyre, fuir, fuire, feure, fer, fere, ver, vere, feer, fier, fiere, feir, fyr, fyre, fyyr, fyer, fyere, feyer, fyar, fieare, fir, fire. The spelling *fire* appeared first in the 13th century; the spelling *fiery* not until the 16th. The mystery remains, but for more, see AES, pp. 319-20.

Some students may say that they hear a [y] in the middle of words like *bayou* and *buyer*. The presence of the sound [y] seems all the more convincing because of the presence of the letter <y>. Point out to them that they have a good ear, but the sound they hear is not a separate [y] sound. It is more a by-product: As you move from the sound [ī] to the the sound [ū] in *bayou* or from the [ī] to the [ə] in *buyer*, the result is a type of what linguists call a **glide**, a natural and inevitable result of moving from one sound to another. Glides are not treated as separate sounds, which is why most dictionaries do not show a [y] in words like *bayou* and *buyer*.

Sleight stands at the middle of a little knot in English spelling: On one hand, it has some near homographs *weight, weigh, even sleigh*, all with <eigh> and [ā]. On the other hand, *sleight* “skill, dexterity, as in ‘sleight of hand’” has the homophone *slight* meaning “small in degree or amount; to treat as unimportant.” About all we can say about this is that *sleight* experienced huge indecision about its spelling (and pronunciation): the *OED* lists 40 different spellings! Such indecision about spelling and pronunciation early on can give us unusual modern spellings. (A somewhat similar situation exists with *height*, which also had dozens of earlier spellings and which the *OED* calls “a compromise,” “retaining the spelling *height* (which has been by far the most frequent written form since 1500), with the pronunciation of *hight*” (at *height*). The modern pronunciation [hīt] rather than [hāt] is probably due to a felt analogy with *high*.)

The story of *aisle* is told in the teaching notes to Book 5, Lesson 38. Concerning the <ei> and <ie> digraphs, the story of <i>-before-<e> is told later in this book, in lessons 31-34.

The silent final <e> in *eye* can be treated as a result of Short Word Rule: English tends to avoid nouns, verbs, adjectives, adverbs of less than three letters. To meet this restraint, sometimes an extra consonant is added, as in *egg* or the noun *inn* (contrasted with the preposition *in*), sometimes a silent final <e> is added, as in *tee*, *dye*, and *eye*. For more on the Short Word Rule see AES, pp. 87-89.

One other very minor digraph spelling of [i] is <oy>, apparently only in *coyote* and its more rare diminutive *coyotillo*.

Lesson Seven Review of Long <i>

1 The most common spelling of [ɪ] is the letter _____. The second most common spelling of [ɪ] is the letter _____. Six other less common spellings of [ɪ] are the digraphs _____, _____, _____, _____, _____, and _____.

2 Underline the letters that spell long <i> in each of the following words:

child	library	multipl <u>i</u> es	b <u>i</u> ble	microsc <u>o</u> pe
exerc <u>i</u> se	cl <u>i</u> mb	v <u>i</u> brate	occup <u>y</u>	analyz <u>e</u>
vari <u>e</u> ty	sil <u>e</u> nce	se <u>i</u> smic	ge <u>y</u> ser	bu <u>y</u> er
multipl <u>y</u>	tr <u>i</u> umph	is <u>l</u> and	t <u>i</u> ghten	ais <u>e</u>
li <u>e</u> s	id <u>e</u> ntify	assign	bl <u>i</u> nd	styl <u>e</u>
he <u>i</u> ght	d <u>y</u> e	horiz <u>o</u> n	acquir <u>e</u>	viol <u>e</u> nce
titl <u>e</u>	ne <u>i</u> ther	cli <u>e</u> nt	cycl <u>e</u>	den <u>y</u>

3 Sort the words into these two groups:

Words in which long <i> is spelled with a . . .

single letter				digraph
<i>child</i>	<i>climb</i>	<i>island</i>	<i>acquire</i>	<i>height</i>
<i>exercise</i>	<i>silence</i>	<i>horizon</i>	<i>cycle</i>	<i>neither</i>
<i>variety</i>	<i>triumph</i>	<i>client</i>	<i>microscope</i>	<i>multiplies</i>
<i>multiply</i>	<i>identify (x 2)</i>	<i>bible</i>	<i>analyze</i>	<i>seismic</i>
<i>lie</i>	<i>dye</i>	<i>occupy</i>	<i>style</i>	<i>geyser</i>
<i>title</i>	<i>assign</i>	<i>tighten</i>	<i>violence</i>	<i>buyer</i>
<i>library</i>	<i>vibrate</i>	<i>blind</i>	<i>deny</i>	<i>aisle</i>

4 Now sort the words in which [ɪ] is spelled with a single letter into the following seven groups:

Words in which [ɪ] is in the pattern . . .

VCV	V.V	V#	Ve#
<i>exercise</i>	<i>variety</i>	<i>multiply</i>	<i>lie</i>
<i>silence</i>	<i>triumph</i>	<i>identify</i>	<i>dye</i>
<i>identify</i>	<i>client</i>	<i>occupy</i>	
<i>horizon</i>	<i>violence</i>	<i>deny</i>	
<i>analyze</i>			
<i>style</i>			

Words in which [ɪ] is in the pattern . . .

VCle	VCrV	VCC	
<i>title</i>	<i>library</i>	<i>child</i>	<i>assign</i>
<i>bible</i>	<i>vibrate</i>	<i>climb</i>	<i>tighten</i>
<i>cycle</i>	<i>microscope</i>	<i>island</i>	<i>blind</i>

Lesson Eight
Test One

Words	Analysis
1. <i>freed</i>	Free base + suffix = <u> <i>free</i>+ed </u>
2. <i>tying</i>	Free base + suffix = <u> <i>tie</i>+y+ing </u>
3. <i>qualified</i>	Free stem + suffix = <u> <i>qualify</i> + i + ed </u>
4. <i>dying</i>	Free base + suffix = <u> <i>die</i>+ing </u>
5. <i>analyzed</i>	[ɪ] = <y> in the pattern <u> VCV </u>
6. <i>eyes</i>	Free base + suffix = <u> eye+s </u>
7. <i>agreeing</i>	Free stem + suffix = <u> <i>agree</i>+ing </u>
8. <i>identified</i>	Free stem + suffix = <u> <i>identify</i> + i +ed </u>
9. <i>canoeing</i>	Free stem + suffix = <u> <i>canoe</i>+ing </u>
10. <i>multiplied</i>	Free stem + suffix = <u> <i>multiply</i>+i+ed </u>

Lesson Nine The Suffix *-ive*

1 The suffix *-ive* changes nouns and verbs into adjectives. It adds the meaning "tending to" or "doing" or "being." Each of the following words consists of a verb or noun plus the suffix *-ive*. Analyze each one. Be sure to show any cases where a silent final <e> was deleted:

Adjective	= Noun or verb	+ Suffix
defensive	= <i>defensé</i>	+ <i>ive</i>
massive	= <i>mass</i>	+ <i>ive</i>
excessive	= <i>excess</i>	+ <i>ive</i>
supportive	= <i>support</i>	+ <i>ive</i>
reflective	= <i>reflect</i>	+ <i>ive</i>
effective	= <i>effect</i>	+ <i>ive</i>
directive	= <i>direct</i>	+ <i>ive</i>
exhaustive	= <i>exhaust</i>	+ <i>ive</i>
detective	= <i>detect</i>	+ <i>ive</i>
narrative	= <i>narraté</i>	+ <i>ive</i>
disruptive	= <i>disrupt</i>	+ <i>ive</i>
subjective	= <i>subject</i>	+ <i>ive</i>
active	= <i>act</i>	+ <i>ive</i>
attractive	= <i>attract</i>	+ <i>ive</i>
retrospective	= <i>retrospect</i>	+ <i>ive</i>

2 Here are some the other way around. Combine the elements to make adjectives. Show any changes that occur when the elements combine:

Elements	= Adjective
ex+cess+ive	= <i>excessive</i>
intro+spect+ive	= <i>introspective</i>
ob+struct+ive	= <i>obstructive</i>
retro+spect+ive	= <i>retrospective</i>
ob+ject+ive	= <i>objective</i>
ad+gress+ive	= <i>aggressive</i>
sub+ject+ive	= <i>subjective</i>
re+strict+ive	= <i>restrictive</i>
re+cept+ive	= <i>receptive</i>
per+cept+ive	= <i>perceptive</i>
de+fect+ive	= <i>defective</i>
dis+rapt+ive	= <i>disruptive</i>

3 Some adjectives are formed not by adding *-ive* to nouns or verbs, but rather to bound stems. Each of the bound stems is related to a verb that is spelled slightly differently from the bound stem. (Usually the verb has a <d> where the bound stem has an <s>.) Combine the following bound stems and suffixes to make adjectives, and then in the right hand column write the related verb:

Bound stem + suffix	= Adjective	Related Verb
extens+ive	= <i>extensive</i>	<i>extend</i>
attent+ive	= <i>attentive</i>	<i>attend</i>
inclus+ive	= <i>inclusive</i>	<i>include</i>
exclus+ive	= <i>exclusive</i>	<i>exclude</i>
explos+ive	= <i>explosive</i>	<i>explode</i>

4 Often an adjective that ends in *-ive* comes to be used also as a noun. For instance, the verb *detect* becomes the adjective *detective*, which is then used as a noun, as in “She is a private detective.” In the tables in this lesson there are at least five adjectives that end in *-ive* and can also be used as nouns. See how many you can find:

<i>detective</i>	<i>narrative</i>	<i>retrospective</i>
<i>directive</i>	<i>objective</i>	

Teaching Notes.

Item 1. All of those <t>'s at the end of the nouns and verbs are echoes from Latin's rather complicated inflectional system. Usually the <t>'s are from the Latin past participle form of a certain class of verbs.

Item 3. Again we have an echo of Latin word structure: Here the <s> echoes the Latin past participle form of a certain class of verbs while the <d> echoes the Latin infinitive form.

Item 4. Students may feel that certain *-ive* words can be used as nouns, even though the dictionaries show them as only adjectives. The process of conversion from adjective to noun is still going on. Sometimes the dictionaries can't keep up with the changes. If youngsters claim that a word is a noun and the dictionary says that it is an adjective only, ask them to compose a sentence that makes sense using that word as a noun. If they can, then I'd call it a noun, in spite of the dictionaries. For instance, the dictionaries show *attentive* as adjective only, but to my ears it would be good sense and good grammar to say something like, “Only the attentive will be allowed to go outside for recess.” This is another example of the richness and flexibility of our language.

Lesson Ten

The Prefixes *Inter-* and *Sur-*

1 The prefix *sur-* adds the meanings "over, beyond, extremely" to words. For instance, a surtax (*sur+tax*) is an extra charge added beyond the regular tax. Now compare the meanings of the words in these pairs and decide which of these meanings the prefix *inter-* adds to the words in the right column: "under, beneath, too little" or "between, among, together" or "no, not":

act	interact
connect	interconnect
national	international
state	interstate

Inter- adds the meaning *between, among, together* .

2 Both *sur-* and *inter-* are often added to free stems, like *tax* and *connect*. The following words all contain the prefix *sur-* or *inter-* plus a free stem. Analyze each one and be ready to talk about what they mean:

Word	= Prefix	+ Free Stem
surmount	= <i>sur</i>	+ <i>mount</i>
interview	= <i>inter</i>	+ <i>view</i>
surplus	= <i>sur</i>	+ <i>plus</i>
intermission	= <i>inter</i>	+ <i>mission</i>
surname	= <i>sur</i>	+ <i>name</i>
interchange	= <i>inter</i>	+ <i>change</i>
surface	= <i>sur</i>	+ <i>face</i>
intertwine	= <i>inter</i>	+ <i>twine</i>
surpass	= <i>sur</i>	+ <i>pass</i>
intermediate	= <i>inter</i>	+ <i>mediate</i>

Word	= Prefix	+ Free Stem
surround	= <i>sur</i>	+ <i>round</i>
surrender	= <i>sur</i>	+ <i>render</i>

3 The prefixes *sur-* and *inter-* are also often added to bound stems. Each of the following words contains the prefixes *inter-* and *sur-* plus a bound stem. Analyze each one:

Word	= Prefix	+ Bound Stem
intercept	= <i>inter</i>	+ <i>cept</i>
surprise	= <i>sur</i>	+ <i>prise</i>
interest	= <i>inter</i>	+ <i>est</i>
surveillance	= <i>sur</i>	+ <i>veillance</i>
interrupt	= <i>inter</i>	+ <i>rupt</i>
survey	= <i>sur</i>	+ <i>vey</i>
interpret	= <i>inter</i>	+ <i>pret</i>
survive	= <i>sur</i>	+ <i>vive</i>
intersect	= <i>inter</i>	+ <i>sect</i>
intervene	= <i>inter</i>	+ <i>vene</i>
interfere	= <i>inter</i>	+ <i>ferre</i>
interval	= <i>inter</i>	+ <i>val</i>

4 In some of these words it is not always too clear what the prefix and bound stem mean, even if you know the meaning of the whole word. But even if you can't always be sure what they mean, it is still useful to be able to recognize the prefix and stem in such words. And usually you can see a connection between the root meanings of the base and suffix and the meaning of the modern word. In the table below you are given the meanings of the bases from the the following words:

intercept	surrender	intersect	surveillance	survey
surprise	interrupt	interval	intervene	survive

Remember that the root meaning of *sur-* is “over, beyond, extremely”; that of *inter-* is “between, among, together. “ Be ready to discuss the connection between the meanings of the prefixes and bases and the meanings of the words:

cept = "take"	val = "wall"
prise = "take"	veill = "watch"
render = "give"	vene = "come"
rupt = "burst"	vey = "see"
sect = "cut"	vive = "live"

Lesson Eleven How Do You Spell [r]?

1 There are four different ways of spelling [r]. Underline the letters that spell [r] in the following words, and you should find all four spellings:

b <u>r</u> eathing	<u>r</u> ecognize	<u>r</u> eflection	sur <u>pl</u> us
acq <u>u</u> ir <u>e</u>	<u>r</u> emarr <u>ie</u> d	terr <u>if</u> y	sur <u>rr</u> ender
<u>r</u> ewrote	corr <u>ec</u> t <u>e</u> d	inter <u>er</u> est	winter <u>r</u>
<u>w</u> rong	altern <u>a</u> t <u>e</u>	inter <u>er</u> f <u>er</u> e	<u>r</u> eferred
<u>r</u> esignation	<u>r</u> hyme	a <u>r</u> ea	arr <u>iv</u> ed
<u>w</u> ritten	inter <u>er</u> pret	pioneer <u>r</u>	sur <u>rr</u> ound
<u>r</u> hinoc <u>er</u> os	fr <u>ee</u> dom	childr <u>er</u> n	inter <u>er</u> rupt
<u>r</u> eliance	<u>w</u> rap <u>pp</u> ings	inter <u>er</u> mediate	liar <u>r</u>

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

Words in which [r] is spelled . . .

<rh>	<wr>	<rr>	
<i>rhinoceros</i>	<i>rewrite</i>	<i>remarried</i>	<i>referred</i>
<i>rhyme</i>	<i>wrong</i>	<i>corrected</i>	<i>arrived</i>
	<i>written</i>	<i>terrify</i>	<i>surround</i>
	<i>wrapping</i>	<i>surrender</i>	<i>interrupt</i>

Words in which [r] is spelled . . .

<r>			
<i>breathing</i>	<i>recognize</i>	<i>interest</i>	<i>surplus</i>
<i>acquire</i>	<i>remarried</i>	<i>interfere</i>	<i>surrender</i>
<i>rewrote</i>	<i>alternate</i>	<i>area</i>	<i>winter</i>
<i>resignation</i>	<i>interpret</i>	<i>pioneer</i>	<i>referred</i>
<i>rhinoceros</i>	<i>freedom</i>	<i>children</i>	<i>liar</i>
<i>reliance</i>	<i>reflection</i>	<i>intermediate</i>	

3 Now sort the twenty-three words in which [r] is spelled <r> into these three groups. Again, some words will go into more than one group:

Words with an <r> that spells an [r] that is . . .

at the beginning of the word	in the middle of the word	at the end of the word
<i>rewrote</i>	<i>breathing</i>	<i>acquire</i>
<i>resignation</i>	<i>alternate</i>	<i>interfere</i>
<i>reliance</i>	<i>interpret</i>	<i>pioneer</i>
<i>recognize</i>	<i>freedom</i>	<i>surrender</i>
<i>remarried</i>	<i>interest</i>	<i>winter</i>
<i>reflection</i>	<i>interfere</i>	<i>liar</i>
<i>referred</i>	<i>area</i>	
	<i>children</i>	
	<i>intermediate</i>	
	<i>surplus</i>	

4 Based on the sample of words in this lesson, [r] is most often spelled ____ or ____.

Word Histories. *Colonel* is a very odd word in that in it [r] is spelled <l>! Earlier *colonel* was pronounced more as it is spelled, [kolənel]. There was another closely related word spelled *coronel* and pronounced [kurənel]. For reasons that are not clear, the pronunciation of *coronel* became attached to the spelling of *colonel*. Except for its transferred pronunciation, the word *coronel* has disappeared, as has the original pronunciation of *colonel*.

A pronunciation has transferred from one word to another more than once in English. For instance, we used to have a verb pronounced [āk] and usually spelled *ake* ; we also had *ake*'s partner noun pronounced [āch] and usually spelled *ache* . Over time the pronunciation of the verb became attached to the spelling of the noun, and the other spelling and pronunciation disappeared from our language. So now we have *ache* pronounced [āk] for both noun and verb.

Teaching Notes.

The sound [r] is spelled <r> or <rr> about 99% of the time. But the VCV-VCC distinction between <r> and <rr> is not so clear as it is with other consonants. This fuzziness is caused by the strong effect that [r] has on any preceding vowel. As has been pointed out before, two *Vce* words like *date* and *dare* have quite different vowel sounds: That in *date* is a clear long <a>, [ā], but that in *dare* is something between [ā] and [e], usually closer to the latter. This deviation from the normal VCV-VCC distinction complicates things somewhat, as will be seen in Lesson 14. For more on the spellings of [r], see *AES*, pp. 447-455.

Word Histories. Other noun-verb pairs that have survived include the following: *bake*, *batch*; *break*, *breech*; *make*, *match*; *speak*, *speech*; *stick*, *stitch*; *wake*, *watch*; *wreak*, *wretch*.

Lesson Twelve

Sometimes [r] is Spelled <rr>

1 Most of the time [r] is spelled <r> – but not always. Here are twenty words in which it is spelled <rr>. Underline the <rr> spellings in each word:

ir <u>ri</u> gation	int <u>er</u> rupt	ir <u>ri</u> tate	und <u>er</u> rated
ov <u>er</u> ripe	con <u>fer</u> ring	pre <u>fer</u> red	tran <u>sferr</u> ing
re <u>fer</u> red	scar <u>red</u>	a <u>rr</u> ange	ir <u>res</u> ponsible
a <u>rr</u> est	co <u>rr</u> ectly	ir <u>reg</u> ular	su <u>rr</u> endered
a <u>rr</u> ival	co <u>rr</u> uption	co <u>rr</u> espond	su <u>rr</u> oundings

2 You have seen that we often get double consonants because of simple addition: If a word contains two elements, and the first element ends in a consonant and the second element starts with the same consonant, we get a double consonant. Five of the twenty words have <rr> because of simple addition. Find these five words, write them in the left column below, and then analyze them to show where the <rr> comes from:

Word	Analysis
<i>overripe</i>	<i>over + ripe</i>
<i>interrupt</i>	<i>inter + rupt</i>
<i>underrated</i>	<i>under + rated</i>
<i>surrendered</i>	<i>sur + rendered</i>
<i>surroundings</i>	<i>sur + roundings</i>

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. You twin the final consonant of a free stem that has two vowel sounds whenever you add a suffix that starts with a vowel and the stem ends CVC and has strong stress on its final vowel both before and after you add the suffix.

4 In five of the twenty words above, [r] is spelled <rr> because of twinning. List them below and analyze each one to show how twinning produces the <rr> spellings:

Word	Analysis
<i>referred</i>	<i>refer + r + ed</i>
<i>conferring</i>	<i>confer + r + ing</i>
<i>scarred</i>	<i>scar + r + ed</i>
<i>preferred</i>	<i>prefer + r + ed</i>
<i>transferring</i>	<i>transfer + r + ing</i>

Lesson Thirteen The Spelling <rr> and Assimilation

1 Here are the twenty words from the previous lesson that all contain <rr>:

irrigation	interrupt✓	irritate	underrated✓
overripe✓	conferring✓	preferred✓	transferring✓
referred✓	scarred✓	arrange	irresponsible
arrest	correctly	irregular	surrendered✓
arrival	corruption	correspond	surroundings✓

You have seen that five of these twenty words have <rr> because of simple addition and five of them have <rr> because of twinning. Find these ten in the list above and check them off.

2 When the prefixes *ad-*, *com-*, and *in-* are added to stems that start with an <r>, they assimilate to *ar-*, *cor-*, and *ir-*.

3 Ten of the twenty words above with [r] spelled <rr> start with an assimilated form of *ad-*, *com-*, or *in-*. Find them, write them in the left column below, and analyze them to show the assimilation that leads to the <rr>:

Word	Analysis: Prefix + Stem
<i>irrigation</i>	<i>in̄ + r + rigation</i>
<i>arrest</i>	<i>ad̄ + r + rest</i>
<i>arrival</i>	<i>ad̄ + r + rival</i>
<i>correctly</i>	<i>cor̄n̄ + r + rectly</i>
<i>corruption</i>	<i>cor̄n̄ + r + ruption</i>
<i>irritate</i>	<i>in̄ + r + ritate</i>
<i>arrange</i>	<i>ad̄ + r + range</i>
<i>irregular</i>	<i>in̄ + r + regular</i>

Word	Analysis: Prefix + Stem
<i>correspond</i>	<i>corh + r + respond</i>
<i>irresponsible</i>	<i>ih + r + responsible</i>

4 The following words each contain two prefixes and a stem. See if you can analyze them to show where the <rr> comes from:

Word	=	Prefix ¹	+	Prefix ²	+	Stem
incorrect	=	<i>in</i>	+	<i>corh+r</i>	+	<i>rect</i>
unirritable	=	<i>un</i>	+	<i>ih+r</i>	+	<i>ritable</i>
overirrigated	=	<i>over</i>	+	<i>ih+r</i>	+	<i>rigated</i>
uncorrupted	=	<i>un</i>	+	<i>corh+r</i>	+	<i>rupted</i>
rearresting	=	<i>re</i>	+	<i>ad+r</i>	+	<i>resting</i>
nonsupportive	=	<i>non</i>	+	<i>sub+p</i>	+	<i>portive</i>
disarranged	=	<i>dis</i>	+	<i>ad+r</i>	+	<i>ranged</i>
irresponsibly	=	<i>ih+r</i>	+	<i>re</i>	+	<i>sponsibly</i>
unsurprising	=	<i>un</i>	+	<i>sur</i>	+	<i>prising</i>
reinterpret	=	<i>re</i>	+	<i>inter</i>	+	<i>pret</i>
noninterrupted	=	<i>non</i>	+	<i>inter</i>	+	<i>rupted</i>
disinterested	=	<i>dis</i>	+	<i>inter</i>	+	<i>ested</i>

Lesson Fourteen The Sound [r] and the VCC Pattern

1 In the VCV pattern, the first vowel will usually be long; but in the VCC pattern, the vowel will usually be short.

Vowels before [r] are often pronounced differently from the way they are pronounced in front of other consonant sounds. This difference is most noticeable in VCV words in which the consonant is [r] spelled <r>. For instance, the <a> in *dare* spells a sound quite different from that spelled by the <a> in words like *date*, *dame*, and *dale*. In *dare* the <a> spells a sound close to [e].

There is variation, too, in VCC strings in which the CC is <rr>. For instance, in some people's pronunciation the words *merry* and *marry* sound exactly alike, but in other people's pronunciation they sound different from one another.

2 Here are some words with <rr> in VCC patterns. Read them and pronounce them. Listen carefully to see if you can hear which short vowel is right in front of the [r]. Sometimes it can be a bit hard to decide, so don't be too discouraged if you have a little trouble with it. The spelling is a major clue:

narrow	marriage	merry	mirror
sorrow	error	carriage	terrible
sorry	borrow	carry	territory
marry	terrify	raspberry	arrow
terrace	narrative	horrible	cherry
tomorrow	sparrow	barrel	errand

3 Sort the words into these four groups:

Words with <rr> following a . . .

short <a>, [a]		short <e>, [e]	
<i>narrow</i>	<i>carriage</i>	<i>terrace</i>	<i>terrible</i>
<i>marry</i>	<i>carry</i>	<i>error</i>	<i>territory</i>
<i>marriage</i>	<i>barrel</i>	<i>terrify</i>	<i>cherry</i>
<i>narrative</i>	<i>arrow</i>	<i>merry</i>	<i>errand</i>
<i>sparrow</i>		<i>raspberry</i>	

Words with <rr> following a . . .

short <i>, [i]	short <o>, [o]		
<i>mirror</i>	<i>sorrow</i>	<i>tomorrow</i>	<i>horrible</i>
	<i>sorry</i>	<i>borrow</i>	

4 About 99 times out of a hundred [r] is spelled either <r> or <rr>. Most of the time [r] is spelled either <r> or <rr>.

5 You have worked with four different things that sometimes lead to <rr> in a word. The first one is simple addition. What are the other three?

<i>assimilation</i>	<i>twinning</i>	VCC
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Teaching Notes. You may decide not to assign this lesson, since it can be a difficult exercise, for both teacher and students: The vowel sounds can be hard to distinguish because of the coloring produced by the following [r]. Also, there are considerable differences from one dialect to another. The spellings are a clue here: Usually words spelled with <e> have an [e], those spelled with <a> have [a], and so on. But if trouble breaks out, it may be a good time to get out the dictionaries and have a lesson on the reading of the pronunciations in whichever dictionary you have in your classroom. The sorting in this lesson is based on the pronunciations given in the *American Heritage Dictionary*, but not all dictionaries agree all of the time. This is clearly a lesson that deals with tendencies rather than clearcut distinctions.

Dictionaries quite consistently give [ar], [er], and [ir] for <arr>, <err>, and <irr>, which is probably a case of the editors letting the spelling simplify things for them. Dictionaries show more variation in <orr>, though the two sounds that vary are two that we have collapsed into the single sound we call short <o>. There also is some variation in words with <urr>, such as *hurry*. For more on vowels before [r], see *AES*, pp. 307-26.

The main thing, I believe, is to be aware that students will differ in what they say and hear. So the groupings in Item 3 may look somewhat different from those given above.

Lesson Fifteen

Sometimes [r] is <wr>, Sometimes <rh>

1 There are only two other spellings of [r] – and they occur in only a few words. The first of the two is <wr>. Several hundred years ago both the <r> and the <w> were pronounced, but in time people simplified things and quit pronouncing the <w>. Here are the most common words in which <wr> occurs:

write	wrong	wrote	written
wrap	wreck	wreath	wrath
wrench	wrestle	wrinkle	wrist
wretch	wring	wren	wriggle

You might try pronouncing the <w> and the <r> in some of these words, just to see what a mouthful they can be.

2 In what part of the word do you find the <wr>? at the front. Three of the words have to do with putting words down on paper. The three are write, wrote, and written. You can use a wrench to loosen a nut and bolt. When two cars run into on another, it is called a wreck. Your hand is connected to your arm at the wrist. At Christmas some people put a wreath on their door. You use an iron to remove wrinkles from your clothes. If an answer is not right, it is wrong.

3 Rewrite the sixteen <wr> words in alphabetical order:

1. <i>wrap</i>	5. <i>wren</i>	9. <i>wriggle</i>	13. <i>write</i>
2. <i>wrath</i>	6. <i>wrench</i>	10. <i>wring</i>	14. <i>written</i>
3. <i>wreath</i>	7. <i>wrestle</i>	11. <i>wrinkle</i>	15. <i>wrong</i>
4. <i>wreck</i>	8. <i>wretch</i>	12. <i>wrist</i>	16. <i>wrote</i>

3 Words in which [r] is spelled <wr> all come from the German side of our language's family. In some words that come from Greek [r] is spelled <rh>. The Greek alphabet contained a letter called *rho*, pronounced [rō]. When Greek words were written in our alphabet, the rho was represented by <rh>. The most common words with <rh> are these:

rhyme	rhinestone	rhinoceros
rheostat	rheumatism	rhetoric
rhythm	rhapsody	rhubarb

Arrange these nine words in alphabetical order:

1. <i>rhapsody</i>	4. <i>rheumatism</i>	7. <i>rhubarb</i>
2. <i>rheostat</i>	5. <i>rhinestone</i>	8. <i>rhyme</i>
3. <i>rhetoric</i>	6. <i>rhinoceros</i>	9. <i>rhythm</i>

4 In the word *rhinoceros* the first element, *rhino*, in Greek meant "nose," and the second element, *ceros*, meant "horn." So *rhinoceros* meant what?

_____ *(the animal with) a horn on its nose* _____

5 In the word *rhapsody* the first element, *rhaps*, meant "stitch, sew," and the second element, *ody*, meant "song." So *rhapsody* meant what?

_____ *a sewing together of songs* _____

6 You have worked with four ways of spelling [r]. They are <r>, <rr>, <wr>, and <rh>. Of these four spellings which is the most common? <r>. Which is the second most common? <rr>. Which are the two least common? <wr> and <rh>.

Teaching Notes.

Item 3. In the word *rheostat* the first element, *rheo*, in Greek meant "flow," and the second element, *stat*, meant "to cause to stand." So a rheostat is something that stops a flow, or causes it to stand (still). In the word *rhododendron* the first element, *rhodo*, in Greek meant "rose," and the second element, *dendron*, meant "tree." So a rhododendron was a rose tree. In the word *rhubarb* the first element, *rhu*, came from the old Greek name for what we now call the Volga River, in Russia. The second element, *barb*, meant "barbarian," which to the Greeks meant anyone who wasn't

Greek. So rhubarb was the the plant from the barbarian Rhu River. A rhinestone was originally a stone from a town near the Rhine River, where they were first manufactured, so this <rh> comes from German, not Greek. The German word comes from the same Indo-European root meaning “flow” as does the Greek *rheo* .

In a very few modern, usually technical, words whose Greek sources had double rho, we have [r] spelled <rrh>. Relatively common words with <rrh> are *arrhythmia*, *diarrhea*, *gonorrhea*, *hemorrhage*, *myrrh*.

For more on the minor spellings <wr> and <rh>, see *AES*, pp. 448-49.

Lesson Sixteen Review of [r]

WordSpell. In this WordSpell you have the following fourteen letters with which to spell words:

y	e	m	t	h	i	a	n	c	o	g	k	s	l
---	---	---	---	---	---	---	---	---	---	---	---	---	---

All the words you spell must contain the sound [r] spelled either <rr>, <wr,> or <rh>. You are to spell the words into the boxes below. We have filled in all the [r] spellings for you. The last three lessons have enough example words to fill in the boxes, but you may think of some different words, too.

Words with [r] spelled <rh>:

r	h	y	m	e	
r	h	y	t	h	m

Words with [r] spelled <rr>:

s	o	r	r	y			
e	r	r	o	r			
m	e	r	r	y			
c	a	r	r	y			
m	i	r	r	o	r		
e	r	r	a	n	d		
s	p	a	r	r	o		
t	e	r	r	a	c	e	
t	o	m	o	r	r	o	

Words with [r] spelled <wr>:

w	r	i	t	e		
w	r	o	n	g		
w	r	e	c	k		
w	r	i	n	g		
w	r	o	t	e		
w	r	a	t	h		
w	r	i	s	t		
w	r	e	n	c	h	
w	r	e	t	c	h	
w	r	e	a	t	h	
w	r	e	s	t	l	e
w	r	i	n	k	l	e
w	r	i	t	t	e	n
w	r	i	g	g	l	e

Teaching Notes.

Obviously, in most cases the words given above are not the only ones that satisfy the requirements of the lesson. Part of the object of this WordSpell is to give the students another chance to recall and write out the words from recent lessons. But another part of it is to give the students a schematic way of processing the information that <wr> and <rh> are typically at the front of words, while <rr> is typically in the middle.

Lesson Seventeen Four 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 *unguided* and *receptive* un- and re- are prefixes.

Suffixes are elements that go at the end of words and (can / cannot) stand free as words. In the words *unguided* and *receptive*, -ed and -ive are suffixes.

Bases are elements that can have prefixes and suffixes added at the front and back. In the words *unguided* and *receptive* guide and cept are bases.

There are two kinds of bases, free and bound. Free bases (can / cannot) stand free as words, but bound bases (can / cannot).

2 Each of the following words consists of prefixes, suffixes, and bound bases. You have worked with most of the elements in previous lessons. You should find four different bound bases in the eighteen words. Analyze each word into its elements. Be sure to show any assimilations or other changes that take place:

Word	=	Analysis
accepted	=	<i>ad</i> + <i>cept</i> + <i>ed</i>
effective	=	<i>ex</i> + <i>f</i> + <i>fect</i> + <i>ive</i>
concepts	=	<i>con</i> + <i>n</i> + <i>cept</i> + <i>s</i>
infection	=	<i>in</i> + <i>fect</i> + <i>ion</i>
suggestion	=	<i>sub</i> + <i>g</i> + <i>gest</i> + <i>ion</i>
prospecting	=	<i>pro</i> + <i>spect</i> + <i>ing</i>
suggested	=	<i>sub</i> + <i>g</i> + <i>gest</i> + <i>ed</i>
affection	=	<i>ad</i> + <i>f</i> + <i>fect</i> + <i>ion</i>

Word	=	Analysis
congested	=	<i>conh + n + gest + ed</i>
receptive	=	<i>re + cept + ive</i>
except	=	<i>ex + cept</i>
interception	=	<i>inter + cept + ion</i>
defective	=	<i>de + fect + ive</i>
respectable	=	<i>re + spect + able</i>
perfected	=	<i>per + fect + ed</i>
introspective	=	<i>intro + spect + ive</i>
retrospective	=	<i>retro + spect + ive</i>

3 The four bound bases are cept, fect, gest, and spect.

4 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. Watch for changes when suffixes get added:

Word	=	Analysis
affection	=	<i>ad + f + fect + ion</i>
interception	=	<i>inter + cept + ion</i>
respectful	=	<i>re + spect + ful</i>
deceptive	=	<i>de + cept + ive</i>
perspective	=	<i>per + spect + ive</i>
confection	=	<i>conh + n + fect + ion</i>
circumspectly	=	<i>circum + spect + ly</i>
reception	=	<i>re + cept + ion</i>
receptacle	=	<i>re + cept + acle</i>
susceptible	=	<i>sub + s + cept + ible</i>

Word	=	Analysis
imperceptible	=	<i>im + per + cept + ible</i>

!!!

Word Turn. Try to spell out six words that start and end with the letters of the word *rhythm* spelled once forwards and once again turned around backwards. The words you spell can be of any length, but they must start and end with the letters given in the six rows. We've given you a start:

r	<i>roam</i>	m
h	<i>health</i>	h
y		t
t		y
h		h
m		r

Teaching Notes.

Word Turn. Word Turns can be deceptive: Some rows are easy to fill in because there are many, many words with the required initial and final letters. But other rows can be quite demanding. Here are some words that fit the four open rows in this Turn: y...t: *yacht, yeast, yet, yogurt, youngest, yellowest, yuckiest, yummiest*; t...y: *tarry, temporary, they, tiny, today*; h...h: *harsh, hatch, health, high, hush*; m...r: *major, manager, meteor, mirror, monster*.

Lesson Eighteen

The Homophones *Affect* and *Effect* , and *Accept* and *Except*

1 *Affect* and *effect* may well be the two hardest of all homophones to sort out, but there are some things that can help:

Most of the time *effect* is a noun, and *affect* is a verb:

Effect means "a result, a change."

Affect means "to influence, to change."

The punishment had no **effect** on his behavior.

noun

The punishment did not **affect** his behavior.

verb

The noun *effect* and the verb *affect* are a team: If something affects something else, it has an effect on it.

Affect contains the prefix *ad-*: *ad*+*f*+*fect*, thus the <a>.

Effect contains the prefix *ex-*: *ex*+*f*+*fect*, thus the <e>.

The noun *effect* often occurs in the phrase "the effect." Remember that phrase, and remember that in it there are two <e>'s together: the one at the end of *the* and the one at the beginning of *effect*. The phrase "the effect" can help you remember that the noun *effect* starts with an <e>.

2 *Except* and *accept* , though they differ more in sound, can cause about as much trouble for spellers as do *effect* and *affect* . They, too, contain the prefixes *ex-* and *ad-*: *except* = *ex*+*cept* and *accept* = *ad*+*c*+*cept*.

But here knowing the prefixes is of more help than it is with *effect* and *affect*. The base *cept* means "take." The prefix *ex-* means "out," and *ad-* means "to, towards." When you except something, or make an exception of it, you take it out or leave it out. When you accept something, you take it to you or toward you.

So remembering the prefixes *ex-* and *ad-* can be very useful for keeping both the meanings and the spellings straight.

3 Analyze the words in bold face into prefixes, bases, and suffixes:

Sentence and Word	Analysis of Word
Heights don't affect her at all.	<i>ad + f + fect</i>
But he is greatly affected by them.	<i>ad + f + fect + ed</i>
The effect of the medicine was quick.	<i>ex + f + fect</i>
The medicine was effective .	<i>ex + f + fect + ive</i>
Everyone left except Bob.	<i>ex + cept</i>
Bob was the exception .	<i>ex + cept + ion</i>
She decided to accept the job.	<i>ad + c + cept</i>
She accepted it gladly.	<i>ad + c + cept + ed</i>

4 Cross out the incorrect words:

- a. The (effect / ~~affect~~) of his decision was surprising.
- b. She would not (~~except~~ / accept) his apology.
- c. His sore throat might (~~effect~~ / affect) his singing.
- d. Will you (~~except~~ / accept) this gift?
- e. Everyone (except / ~~accept~~) you has signed already.
- f. We don't know which was cause and which was (effect / ~~affect~~).
- g. He (~~excepted~~ / ~~accepted~~) her from the punishment.
- h. Einstein's (effect / ~~affect~~) on science was very great.

Teaching Notes.

Item 1. This discussion of *effect* and *affect* is a deliberate simplification. For it is unfortunately true that *effect* can also function as a verb: "We could not effect a happy compromise." As a verb, *effect* means "to bring about, to accomplish." And, alas, *affect* can also function as a noun: In psychology an affect is a feeling or emotion. It would seem needlessly cruel to introduce these complications to the youngsters at this point. And ignoring these complications for now is probably safe: As a verb *effect* is pretty much restricted to quite formal usage, and as a noun *affect* is pretty much restricted to the technical language of psychology. By the time the youngsters develop into those levels of formality and technicality, they should have had enough time to make habitual the basic distinction being made here between *effect* as noun and *affect* as verb.

Lesson Nineteen Fossil Final <e>'s

1 Most of the time silent final <e>'s mark long vowels, or they mark soft <c>'s and <g>'s, or they mark voiced <th>, or they insulate <s>, <z>, <u>, or <v> at the end of words. But some silent final <e>'s have no function at all in their words. For instance, the <e> at the end of *culture* has no function, so *culture* could just as well end with <ur>, the way, for instance, *murmur* and *occur* do. *Culture* comes from an old French word that was spelled exactly the same way we spell it. After it was taken into English, people kept the French spelling, including the final <e>. Final <e>'s like the one in *culture*, which no longer have any function, are called **fossils**.

2 Some of the following words end with fossil final <e>'s; some with final <e>'s that have regular functions. Sort them into the two groups below. Remember that if a silent final <e> does not have a function, it is a fossil:

fertile	medicine	fortune	intertwine	some
chocolate	are	pirate	xylophone	cyclone
immune	appetite	rewrite	square	dome
annihilate	create	gasoline	definite	awhile
opposite	welcome	examine	done	gone

Words in which silent final <e> . . .

is a fossil		has a function	
<i>fertile</i>	<i>pirate</i>	<i>immune</i>	<i>intertwine</i>
<i>chocolate</i>	<i>examine</i>	<i>annihilate</i>	<i>xylophone</i>
<i>opposite</i>	<i>definite</i>	<i>appetite</i>	<i>square</i>
<i>medicine</i>	<i>done</i>	<i>create</i>	<i>cyclone</i>
<i>are</i>	<i>some</i>	<i>rewrite</i>	<i>dome</i>
<i>welcome</i>	<i>gone</i>	<i>gasoline</i>	<i>awhile</i>
<i>fortune</i>			

3 Now sort the words with fossil final <e>'s into the following eight groups:

Words that end with the letters . . .

<are>	<ate>	<ile>	<ine>
<i>are</i>	<i>chocolate</i>	<i>fertile</i>	<i>medicine</i>
	<i>pirate</i>		<i>examine</i>

Words that end with the letters . . .

<ite>	<ome>	<one>	<une>
<i>opposite</i>	<i>welcome</i>	<i>done</i>	<i>fortune</i>
<i>definite</i>	<i>some</i>	<i>gone</i>	

4 The ending <ate> is interesting because there are several pairs of words that end in <ate>, are spelled the same, and have closely related meanings. They differ slightly in pronunciation: One word in the pair will end with the sound [āt] with a stressed long <a> and a functional final <e>. The other word in the pair will end with a sound more like [it], with an unstressed short <i> and a fossil final <e>. The word that ends [āt] will be a verb; the word that ends [it] will be either a noun or an adjective. For instance, when you graduate (with [āt]), you become a graduate (with [it]).

Read the following sentences. Listen to the sound of the word in bold face type and decide whether it is a verb or a noun or an adjective. Write either '[āt]' or '[it]' in the Sound column. Write 'Verb', 'Noun', or 'Adjective' in the Part of Speech column. If the word ends with a fossil final <e>, put a check in the Fossil <e> column, as we have done with the first two:

Sentence	Sound	Part of Speech	Fossil <e>
1. She will graduate in June.	[āt]	Verb	
2. Then she will be a graduate .	[it]	Noun	✓
3. I can't estimate how much it will cost.	[āt]	Verb	
4. The estimate will probably be too high.	[it]	Noun	✓
5. The defendant could not elaborate on his alibi.	[āt]	Verb	
6. It was not a very elaborate story.	[it]	Adjective	✓
7. They had to sit in separate corners of the room.	[it]	Adjective	✓

Sentence	Sound	Part of Speech	Fossil <e>
8. Their teacher had to separate them.	[āt]	Verb	
9. He has very moderate views on politics.	[it]	Adjective	✓
10. He already did moderate his views.	[āt]	Verb	
11. They only visit us on alternate weekends.	[it]	Adjective	✓
12. The lessons alternate between being too easy and too hard.	[āt]	Verb	

5 **Deleting Fossil Final <e>'s.** The good thing about fossil final <e>'s is that you delete them just like most other final <e>'s: You delete fossil final <e> whenever you add a suffix that starts with a vowel.

Teaching Notes. The status of silent final <e> in stressed and unstressed final syllables, as in the verb *graduate*, with stress on the final syllable, vs. the noun *graduate*, with no stress on the last syllable, is discussed in Book 3, Lessons 40-41.

Item 1. *Fertile* has an alternate pronunciation with a stressed [ɪ], though it is more typical of British than of American English.

Item 2. Most words with fossil <e>'s come from Latin and/or French and brought their final <e>'s with them, like *culture*. But there are a few native English words with fossil final <e>. Instances in this set are *are*, *welcome*, *done*, *some*, *gone*. Most native fossil final <e> are all that is left of Old English inflectional endings.

Lesson Twenty Summary of Final <e> Deletion

1 Earlier you worked with the deleting final <e>'s in stems that end <ee>, <ie>, or <oe>:

a. We do not delete final <e> in stems that end <oe> when we add suffixes that start with an <i>: *toe + ing = toeing*, not **toing*.

b. We do not delete final <e> in stems that end <ee> when we add suffixes that don't start with an <e>: *see + ing = seeing*, not **seing*.

c. We delete the final <e> and also change the <i> to <y> in stems that end <ie> when we add suffixes that start with <i>: *lie + ing = li~~e~~ + y + ing = lying*.

2 Here is the Final <e> Deletion Rule as we have finally worked it out:

You delete a final <e> that marks a soft <c> or soft <g> only when you add a suffix that begins with the letters <e>, <i>, or <y>; and except for a few words with stems that end <ee>, <ie>, or <oe>, you delete all other silent final <e>'s whenever you add a suffix that starts with any vowel.

3 Here are some stems and suffixes that give you a chance to practice the Final <e> Deletion Rule. Add the suffixes to the stems, and be sure that you show any final <e> deletions that take place. In the Word column write the word you form. In the Final <e> column write the number from the list below that best describes what the final <e> is doing in the stem:

1. Marking or helping spell a long vowel
2. Marking a soft <c> or <g>
3. Marking a voiced <th>
4. Insulating an <s>, <z>, <u>, or <v>
5. Filling out a VC/e pattern
6. A fossil

Stem + Suffix	= Word	Final <e>
rhy m e + ed	= <i>rhymed</i>	1
cycl e + ing	= <i>cycling</i>	5

Stem + Suffix	= Word	Final <e>
referee + ing	= <i>refereeing</i>	1
surviv e + al	= <i>survival</i>	1
angle + s	= <i>angles</i>	6
cyclone + s	= <i>cyclones</i>	1
disagree e + ed	= <i>disagreed</i>	1
terrac e + ing	= <i>terracing</i>	2
marriage + able	= <i>marriageable</i>	2
fortun e + ate	= <i>fortunate</i>	6
breath e + ing	= <i>breathing</i>	3
wrinkl e + ed	= <i>wrinkled</i>	6
exposure + s	= <i>exposures</i>	6
vague + ly	= <i>vaguely</i>	4
rescu e + er	= <i>rescuer</i>	4, (1)
chocolat e + y	= <i>chocolaty</i>	6
are + n't	= <i>aren't</i>	6
lov e + able	= <i>lovable</i>	4
concrete + ly	= <i>concretely</i>	1
medicine + s	= <i>medicines</i>	6
canoe + ist	= <i>canoeist</i>	1
big-leagu e + er	= <i>big-leaguer</i>	4
immun e + ity	= <i>immunity</i>	1
horsesho e + er	= <i>horseshoer</i>	1
issu e + ed	= <i>issued</i>	4, (1)
wrestl e + ing	= <i>wrestling</i>	6
analyz e + ed	= <i>analyzed</i>	1
influenc e + ing	= <i>influencing</i>	2

Stem + Suffix	= Word	Final <e>
collaps e + ed	= <i>collapsed</i>	2
irrigat e + ion	= <i>irrigation</i>	1
write + s	= <i>writes</i>	1
carriage + s	= <i>carriages</i>	2
catalogu e + er	= <i>cataloguer</i>	4
pirate + s	= <i>pirates</i>	6

Teaching Notes.

Item 1. It may help the students if you point out to them that all they have to do is keep those few stems that end <ee>, <ie>, or <oe> in mind – and that isn't too hard since if they try deleting the final <e> in words like *toeing* and *seeing* and *forseeable*, they end up with such funny-looking spellings that they would probably notice them anyhow.

Item 3. Students may want to claim that the final <e> in the stems *rescue* and *issue* is marking a long vowel. The argument against this claim is that in English final vowel letters tend to spell long sounds: *be*, *ski*, *go*, *do*, etc. There are few words that end in <u> in English, only fairly recent and unintegrated adoptions such as *gnu*, *zebu*, *tabu*, *fondue*, and in all of these the final <u> spells a long <u> or <oo> without need for a final <e>. In spite of that, though, I would incline towards allowing any students' claim for putting a 1 in those words – and rewarding them for their insight and good ear.

The <le> at the end of stems is usually pronounced [əl] or [l̩]. It is as if the letters and sounds have been reversed. But it seems better to treat the <l> in such stems as the syllabic <l> that can represent a syllable even without a separate vowel letter, thus making the final <e> a redundant fossil. For more on the <le> ending, see *AES*, pp. 149-51.

Catalogue has the variant spelling *catalog*, without the final <e>, as do *monolog(ue)*, *dialog(ue)*, and all words ending in the bound base *-log(ue)*, “speech, discourse.”

**Lesson Twenty-one
Test Two**

Words	Analysis
1. <i>remarried</i>	Prefix + free base + suffix = <u>re+flect+ive</u>
2. <i>surround</i>	[r] = <u><rr></u> due to <u>simple addition</u>
3. <i>exception</i>	Prefix + bound base + suffix = <u>ex+cept+ion</u>
4. <i>interrupted</i>	Prefix + bound base + suffix = <u>inter+rapt+ed</u>
5. <i>irrigating</i>	[r] = <u><rr></u> due to <u>assimilation</u>
6. <i>chocolate</i>	Function of final <e>: <u>Fossil</u>
7. <i>referred</i>	[r] = <u><rr></u> due to <u>twinning</u>
8. <i>wrestle</i>	[r] = <u><wr></u>
9. <i>affected</i>	Prefix + bound base + suffix = <u>ad + f +fect + ed</u>
10. <i>rhyiming</i>	[r] = <u><rh></u>

Lesson Twenty-two How Do You Spell [l]?

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

ability	symbol	fertilizer	lieutenant
wrinkle	bungle	regular	national
freely	cathedral	guilty	leisure
annihilate	delegate	horrible	angrily
awhile	elaborate	jungle	league

2 Now sort the twenty words into these three groups:

Words with [l]. . .

in the front	in the middle	at the end
<i>lieutenant</i>	<i>ability</i>	<i>wrinkle</i>
<i>leisure</i>	<i>freely</i>	<i>awhile</i>
<i>league</i>	<i>annihilate</i>	<i>symbol</i>
	<i>delegate</i>	<i>bungle</i>
	<i>elaborate</i>	<i>cathedral</i>
	<i>fertilizer</i>	<i>horrible</i>
	<i>regular</i>	<i>jungle</i>
	<i>guilty</i>	<i>national</i>
	<i>angrily</i>	

3 How is [l] spelled in all of these words? l. More than nine times out of ten [l] is spelled this way!

Word Squares. This squares contains the following twelve words, each of which contains the sound [l] spelled <l>. We've shown you where the <l>'s go in the words:

6 Letters:	7 Letters:	8 Letters:	10 Letters:
awhile	ability	horrible	annihilate
bungle	angrily	national	lieutenant
jungle	wrinkle		
league			
symbol			

	J													
	U													
	N	A	T	I	O	N	A	L		B				
	G						N			U			A	
	L						N			N			N	
	E		A				I			G			G	
			W		W		H			L			R	
S			H	O	R	R	I	B	L	E			I	
Y			I		I		L						L	
M			L		N		A	B	I	L	I	T	Y	
B			E		K		T							
O					L	I	E	U	T	E	N	A	N	T
L	E	A	G	U	E									

Teaching Notes.

The sounds [l] and [r], called liquids, are closely related. Complications exist for the vowel sounds preceding [l] much as they do for those preceding [r]. Thus, we get long <o> in *roll* with VCC, and we get short <o> in *hall* but short <a> in *hallow*, complications with which the students will work in upcoming lessons. For more on the liquids, see *AES*, p. 439. For more on the spellings of [l], see *AES*, pp. 439-47.

Word Squares. Notice that *jungle* and *bungle* are interchangeable.

Lesson Twenty-three
Sometimes [l] is <l>, Sometimes <ll>

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

final <u>l</u> y	coll <u>l</u> ie	tail <u>l</u> ight	dollar
cathedral <u>l</u>	coll <u>l</u> apse	all <u>l</u> egiance	abil <u>l</u> ity
respect <u>l</u> fully	all <u>l</u> ies	annua <u>l</u> ly	shall <u>l</u> ownness
jewell <u>l</u> ike	foll <u>l</u> owers	coll <u>l</u> ege	ill <u>l</u> ogically
ball <u>l</u> ads	ill <u>l</u> ustration	l <u>l</u> ieutenant	coll <u>l</u> eague

2 Sort these twenty words into these two groups:

Words in which [l] is spelled . . .

<l>	<ll>		
<i>cathedral</i>	<i>finally</i>	<i>allies</i>	<i>college</i>
<i>lieutenant</i>	<i>respectfully</i>	<i>followers</i>	<i>dollar</i>
<i>ability</i>	<i>jewellike</i>	<i>illustration</i>	<i>shallowness</i>
	<i>ballads</i>	<i>taillight</i>	<i>illogically</i>
	<i>collie</i>	<i>allegiance</i>	<i>colleague</i>
	<i>collapse</i>	<i>annually</i>	

3 Seven of the seventeen words with [l] spelled <ll> have the <ll> in them because of assimilation in the prefix: In three of them the <m> in *com-* has changed to an <l>. In two the <d> in *ad-* has changed to an <l>. In two the <n> in *in-* has changed to an <l>. Find these seven words and sort them into these three groups:

Words with . . .

<i>ad-</i> assimilated to <i>al-</i>	<i>com-</i> assimilated to <i>col-</i>	<i>in-</i> assimilated to <i>il-</i>
<i>allies</i>	<i>collapse</i>	<i>illustration</i>
<i>allegiance</i>	<i>college</i>	<i>illogically</i>
	<i>colleague</i>	

4 Sometimes when you add a suffix that starts with <l> to a stem that ends in <l>, you get <ll> because of simple addition: *heel* + *less* = *heelless*. Five of the sixteen words that contain <ll> have two <l>'s because in them a suffix that starts with an <l> has been added to a stem that ends with <l>. Find the five and sort them into these two groups:

Words with the suffix . . .

<i>-like</i>	<i>-ly</i>
<i>jewellike</i>	<i>finally</i>
	<i>respectfully</i>
	<i>annually</i>
	<i>illogically</i>

5 Among the words with [l] spelled <ll> there is one compound word in which the <ll> is due to simple addition. That word is *taillight*

6 There are also five words with [l] spelled <ll> because of the VCC pattern at work. The four are:

<i>ballads</i>	<i>collie</i>	<i>followers</i>	<i>dollar</i>	<i>shallowness</i>
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Lesson Twenty-four The Sounds of <a> Before <ll>

1 Usually the <ll> spelling follows the VCC pattern. For instance, in *ballads*, *fellows*, *thrilling*, *dollar*, and *bullet*, there is a short vowel in front of the <ll>, and it is always the vowel sound that it looks as if it should be: In *ballads* there is a short <a>; in *fellows* there is a short <e>; in *thrilling* and *dollar*, a short <i> and short <o>; in *bullet* a short oo, [ü].

But read the following words aloud. Pay special attention to the vowel sound in front of the <ll> in each one. If you are not sure how to pronounce any of them, look them up in the dictionary or ask your teacher for some help. Sometimes right in front of the <ll> you should hear the short <a> sound, [a], that the spelling suggests, but sometimes you should hear the short <o> sound, [o]. Remember: Short <a> is the vowel you hear in *hat*. Short <o> is the vowel you hear in *hot*. Mark the vowel sound in front of the <ll>, as we have done with *stalled*.

stalled [o]	tallest [o]	eyeballs [o]	befallen [o]
stallions [a]	tallied [a]	balladist [a]	fallacies [a]
allies [a]	allergies [a]	recalling [o]	hallowed [a]
halls [o]	overalls [a]	callousness [a]	valley [a]
appalled [o]	alligators [a]	mallings [o]	shallowness [a]
challenge [a]	balloting [a]	galleries [a]	smallest [o]

2 Each of the twenty-four words contains a free stem plus a suffix. Analyze each one:

Word	= Free Stem	+	Suffix	Word	= Free Stem	+	Suffix
<i>stalled</i>	= <i>stall</i>	+	<i>ed</i>	<i>eyeballs</i>	= <i>eyeball</i>	+	<i>s</i>
<i>stallions</i>	= <i>stallion</i>	+	<i>s</i>	<i>balladist</i>	= <i>ballad</i>	+	<i>ist</i>

Word	= Free Stem	+	Suffix	Word	= Free Stem	+	Suffix
<i>allies</i>	= <i>ally</i>	+	<i>i</i>	<i>recalling</i>	= <i>recall</i>	+	<i>ing</i>
<i>halls</i>	= <i>hall</i>	+	<i>s</i>	<i>callousness</i>	= <i>callous</i>	+	<i>ous</i>
<i>appalled</i>	= <i>appal</i>	+	<i>l</i>	<i>mall</i>	= <i>mall</i>	+	<i>ing</i>
	or <i>appall</i>	+	<i>ed</i>				
<i>challenger</i>	= <i>challengé</i>	+	<i>er</i>	<i>galleries</i>	= <i>gallery</i>	+	<i>i</i> + <i>es</i>
<i>tallest</i>	= <i>tall</i>	+	<i>est</i>	<i>befallen</i>	= <i>befall</i>	+	<i>en</i>
<i>tallied</i>	= <i>tally</i>	+	<i>i</i>	<i>fallacies</i>	= <i>fallacy</i>	+	<i>i</i> + <i>es</i>
<i>allergies</i>	= <i>allergy</i>	+	<i>i</i>	<i>hallowed</i>	= <i>hallowed</i>	+	<i>ed</i>
<i>overalls</i>	= <i>overall</i>	+	<i>s</i>	<i>valleys</i>	= <i>valley</i>	+	<i>s</i>
<i>alligators</i>	= <i>alligator</i>	+	<i>s</i>	<i>shallowness</i>	= <i>shallow</i>	+	<i>ness</i>
<i>balloting</i>	= <i>ballot</i>	+	<i>ing</i>	<i>smallest</i>	= <i>small</i>	+	<i>est</i>

3 Now look at the twenty-four free stems you just found in your analysis. Sort them into this matrix:

	Free stems with the <all> . . .	
	at the end	not at the end
Free stems with [a] before <ll>		<i>stallion</i> <i>callous</i> <i>ally</i> <i>gallery</i> <i>challenger</i> <i>fallacy</i> <i>tally</i> <i>hallow</i> <i>allergy</i> <i>valley</i> <i>alligator</i> <i>shallow</i> <i>ballot</i> <i>balladist</i>
Free stems with [o] before <ll>	<i>stall</i> <i>befall</i> <i>hall</i> <i>small</i> <i>appal(l)</i> <i>tall</i> <i>overall</i> <i>eyeball</i> <i>recall</i> <i>mall</i>	

4 When the letters <ll> come at the end of a free stem, an <a> before them will spell <o>. When the <ll> comes at the front or in the middle of a free stem, an <a> before it will spell <a>.

Teaching Notes.

Item 3. It is important that the students notice such pairs as *stall* vs. *stallion*, with the [o] vs. [a] distinction. Other such pairs in the matrix are *hall*, *hallow*; *tall*, *tally*; *(re)call*, *callous*; *(be)fall*, *fallacy*.

Item 2. *Appal* has two accepted spellings: *appal* and *appall*.

For more on the sounds of <a> before <ll>, see *AES*, pp. 442-43 (section 32.2.2.4).

Lesson Twenty-five The Sounds of <o> Before <ll>

1 In the previous lesson you saw that when <ll> is at the end of a free stem, an <a> right in front of it will spell a short <o> sound, as in *ball*, [bɒl]. But when the <ll> is in the middle of the stem, an <a> right in front of it will spell a short <a> sound, as in *ballot*, [bálot]. That's a neat little pattern, but there are a couple of misfits worth noticing:

According to the description, what vowel sound should the word *shall* have? [ɒ]

What vowel sound does *shall* have? [a]

The word *wall* fits the pattern because it has the short <o> sound, but longer words with <wa> in front of <ll> in them don't fit: According to the description, what sound should the letter <a> spell in *swallow*, *wallow*, *wallet*, *wallop*? [a]. What vowel sound do you hear in front of the <ll> in these words? [ɒ]

2 There is a similar pattern for the spelling <oll>. Sometimes you hear a short <o>, but sometimes you hear a long <o>. Read the following words aloud, carefully. Mark the vowel sound in front of the <ll> as we have with *troller*. Again, if you are not sure how to pronounce any of them, look them up in the dictionary or ask for help:

troller [ɒ]	tolls [ɒ]	bollixed [ɒ]	colleges [ɒ]
trolleys [ɒ]	enrolled [ɒ]	knolly [ɒ]	scrolled [ɒ]
polling [ɒ]	rollicking [ɒ]	collies [ɒ]	stroller [ɒ]
polliwogs [ɒ]	follies [ɒ]	dollars [ɒ]	colleagues' [ɒ]
following [ɒ]	jolliest [ɒ]	hollowed [ɒ]	collaring [ɒ]

2 Each of the twenty words above contains a free stem plus a suffix. Analyze each one:

Word	=	Free Stem	+	Suffix	Word	=	Free Stem	+	Suffix
<i>troller</i>	=	<i>troll</i>	+	<i>er</i>	<i>bollixed</i>	=	<i>bollix</i>	+	<i>ed</i>
<i>trolleys</i>	=	<i>trolley</i>	+	<i>s</i>	<i>knolly</i>	=	<i>knoll</i>	+	<i>y</i>
<i>polling</i>	=	<i>poll</i>	+	<i>ing</i>	<i>collies</i>	=	<i>collie</i>	+	<i>s</i>
<i>polliwogs</i>	=	<i>polliwog</i>	+	<i>s</i>	<i>dollars</i>	=	<i>dollar</i>	+	<i>s</i>
<i>following</i>	=	<i>follow</i>	+	<i>ing</i>	<i>hollowed</i>	=	<i>hollow</i>	+	<i>ed</i>
<i>tolls</i>	=	<i>toll</i>	+	<i>s</i>	<i>colleges</i>	=	<i>college</i>	+	<i>s</i>
<i>enrolled</i>	=	<i>enroll</i>	+	<i>ed</i>	<i>scrolled</i>	=	<i>scroll</i>	+	<i>ed</i>
<i>rollicking</i>	=	<i>rollick</i>	+	<i>ing</i>	<i>stroller</i>	=	<i>stroll</i>	+	<i>er</i>
<i>follies</i>	=	<i>folly</i> + <i>i</i>	+	<i>es</i>	<i>colleagues'</i>	=	<i>colleague</i>	+	<i>s'</i>
<i>jolliest</i>	=	<i>jolly</i> + <i>i</i>	+	<i>est</i>	<i>collaring</i>	=	<i>collar</i>	+	<i>ing</i>

3 When the <ll> is at the end of a free stem, does the <o> right in front of it spell along sound or a short sound? long. When the <ll> is in the middle of a free stem, does the <o> right in front of it spell along sound or a short sound? short

4 Be ready to talk about this: There is one common holdout to this pattern: *doll*. Why do we call it a holdout?

Word Histories. *Polliwog* “tadpole” was probably formed from two Old English elements: *pol* “head” and *wiglen* “wiggle.” Over the centuries it has had many, sometimes odd spellings: *polwygle*, *porwig(g)le*, *porriwiggle*, *purwiggy*, *pollywiggle*, *pollywoggle*, *polwigge*, *polewigge*, *po(o)lwig*, *polliwig*, *polly-wig*, *polliwog*.

Rollicking “carefree, joyous” was probably formed by combining either *roll* or *romp* with *frollic*.

Teaching Notes.

For more on the sounds of <o> before <ll>, see *AES*, pp. 101-02, 446.

Item 4. *Doll* is a holdout because the pattern would call for [ō] rather than [o], as in *poll* and *roll*.

Word Histories. The third rather odd word in this lesson is *bollix*, which unfortunately is a variation of the word *bollocks* “testicles.”

Lesson Twenty-six Two Last Points About Spelling [ɪ]

1 There are two very similar short vowel sounds: the short <u>, [u], as in *buck*, and the short oo, [ʊ] as in *book*. Both of these sounds are usually spelled <u>. Say the following words carefully and mark the vowel sound spelled <u> as we have with *bull*:

bullfighter [ʊ]	fullest [ʊ]	bullet [ʊ]
dullness [u]	lullaby [u]	sullen [u]
seagull [u]	skullcap [u]	bully [ʊ]
pulley [ʊ]	nullify [u]	gullible [u]

2 Sort the twelve words into these two groups:

Words in which <u> spells the sound . . .

[u]		[ʊ]
<i>dullness</i>	<i>sullen</i>	<i>bullfighter</i>
<i>seagull</i>	<i>gullible</i>	<i>pulley</i>
<i>lullaby</i>		<i>fullest</i>
<i>skullcap</i>		<i>bullet</i>
<i>nullify</i>		<i>bully</i>

Since the sounds [u] and [ʊ] are so similar and are both short, they pose no spelling problem. It is just another little wrinkle in the way things are.

3 So far you have worked with two different ways of spelling [ɪ]. They are </> and </>. These two spellings are the ones you use almost 100% of the time!

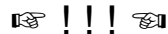
4 There is only one other spelling of [i] that you need worry about – and it occurs in only three words: *island* , *isle* , and *aisle*.

Word Histories. The <s> got into *island* by mistake: In Old English there was a word *iegland*, which meant "water land," or "island." Later the English adopted the French word *isle*, which also meant "island." People then made the mistake of thinking that *iegland*, which was then usually spelled *iland*, must be a compound of *isle* and *land* . They put the <s> in and changed the word to *island*.

English also kept the French word *isle*. The <s> in *isle* echoes the <s> in the original Latin word, *insula*, which meant "island."

That French *isle* also caused the <s> in *aisle*. About six hundred years ago in English the word *aile* meant "wing of a church building." But people began to mix *aile* up with *isle*, perhaps thinking that since an aile (or wing) and an isle (or island) were both off by themselves, the two words must be related. So in went that <s> again, and *aile* became our word *aisle*.

5 Fill in the blanks: Except for the three words isle , island , and aisle , [i] is spelled either </> or <ll> .



Word Scrambles. Follow the directions very carefully, and write the words you form in the right column. The shaded boxes will contain three words you've studied in this lesson.

1. Write the word <i>sail</i> .	<i>sail</i>
2. Change the <a> to <e> and scramble the letters	<i>isle</i>
3. Add <m> and scramble the letters	<i>slime, miles, limes, smile</i>
4. Change <m> to <a> and scramble the letters	<i>aisle</i>
5. Add <d> and scramble the letters	<i>sailed, ladies</i>
6. Change <e> to <n> and scramble the letters	<i>island</i>

Teaching Notes.

Item 4. The old Latin word *insula* has some other descendants in modern English – most notably *peninsula* and *insulate*. The *pen-* in *peninsula* means "almost." A peninsula is almost an island. *Insulate* originally meant "to make into an island." Later it came to mean "to isolate." It might help the students to remember the <s> in *island* to have them associate it with *insulate* and *peninsula*, in which you can still hear the <s>.

**Lesson Twenty-seven
Test Three**

Words	Analysis
1. <i>respectfully</i>	[l] = <ll> due to <i>simple addition</i>
2. <i>dollars</i>	[l] = <ll> due to <i>VCC pattern</i>
3. <i>allies</i>	[l] = <ll> due to <i>assimilation</i>
4. <i>wrinkle</i>	[r] = <wr> ; [l] = <l>
5. <i>ballads</i>	[l] = <ll> due to <i>VCC pattern</i>
6. <i>finally</i>	[l] = <ll> due to <i>simple addition</i>
7. <i>shallow</i>	[l] = <ll> due to <i>VCC pattern</i>
8. <i>colleague</i>	[l] = <ll> due to <i>assimilation</i>
9. <i>island</i>	[l] = <s/>
10. <i>lieutenant</i>	[l] = <l>

Lesson Twenty-eight How Do You Spell Long <e>, [ē]?

1 The most important spelling of [ē] is <e>, almost always in the long patterns VCV and V.V. Underline the <e>'s that spell [ē] in each of the following words:

area medium ingredient vehicle interfere
 allegiance genius hyena realize supreme
 obedience evil intervene region serene
 complete idea rearranged evening courteous
 create legal rheostat precede reality
 concrete senior theater encyclopedia intermediate

2 Sort the thirty words into the following two groups:

Words with [ē] spelled <e> in the pattern . . .

V.V		VCV		
<i>area</i>	<i>courteous</i>	<i>allegiance</i>	<i>legal</i>	<i>evening</i>
<i>create</i>	<i>reality</i>	<i>obedience</i>	<i>senior</i>	<i>precede</i>
<i>idea</i>		<i>complete</i>	<i>ingredient</i>	<i>encyclopedia</i>
<i>rearranged</i>		<i>concrete</i>	<i>hyena</i>	<i>interfere</i>
<i>rheostat</i>		<i>medium</i>	<i>intervene</i>	<i>supreme</i>
<i>theater</i>		<i>genius</i>	<i>vehicle</i>	<i>serence</i>
<i>realize</i>		<i>intermediate</i>	<i>region</i>	<i>evil</i>

3 The <e> spelling of [ē] occasionally occurs in two patterns other than the very common VCV and V.V. Mark the <e> spellings of [ē] as we have done with *maybe*, *vehicle*, *secret*, and *theater*. Watch for the patterns in *maybe* and *secret* :

maybe v#	secret vcrv	anemone v#	legal vcv
vehicle vcv	theater v.v	acne v#	recipe v#
courteous v.v	catastrophe v#	simile v#	egret vcrv
cathedral vcrv	she v#	allegiance vcv	inebriated vcrv

4 You should have found three words with [ē] spelled <e> in one pattern other than VCV or V.V, and you should have found eight words with [ē] spelled <e> in another pattern other than VCV or V.V. In the table below label the two columns with the proper patterns and sort the eleven words into the two groups:

Words with [ē] spelled <e> in the pattern . . .

VCrV	V#	
<i>secret</i>	<i>maybe</i>	<i>recipe</i>
<i>cathedral</i>	<i>catastrophe</i>	<i>she</i>
<i>egret</i>	<i>anemone</i>	<i>acne</i>
<i>inebriated</i>	<i>simile</i>	

The three words with [ē] spelled <e> in the VCV pattern:

<i>legal</i>	<i>allegiance</i>	<i>vehicle</i>
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The two words with [ē] spelled <e> in the V.V pattern:

<i>courteous</i>	<i>theater</i>
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Teaching Notes.

Item 1. Several words in this lesson contain a long <e> other than that spelled by the letter <e>. For instance, the <i> in *obedience* spells an unstressed [ē], as do those in *medium*, *intermediate*, *ingredient*, and *encyclopedia* . You may have to point out to the

students that the instructions call only for [ē]'s that are spelled <e>.

Vehicle has two pronunciations, one with, one without [h]. In this lesson we assume the pronunciation with [h], thus the VCV pattern. In the pronunciation without [h] the pattern for the <e> would be V.V. Although in the analysis used in this textbook we try to avoid labeling any letter as silent, the <h> in the [h]-less pronunciation of *vehicle* would appear to be a silent letter.

Item 4. This is the first mention of the two minor patterns VC*r*V and V# . We have noticed parallels and similarities between [l] and [r], and the VC*r*V pattern is clearly parallel with the more common and important VC*e* pattern.

Lesson Twenty-nine Sometimes Long <e> is Spelled <i> or <y>

1 Two other very important spellings of [ē] are <i> and <y>. The <i> spelling of [ē] usually occurs in the V.V pattern and sometimes in the VCV pattern. It only occurs in the V# pattern in foreign words recently brought into our language, such as *broccoli*, *spaghetti*, *macaroni*. The V# pattern is the one in which the <y> spelling of [ē] always occurs. Both the <i> and the <y> spellings often occur in weakly stressed syllables. Underline the <i>'s and <y>'s that are spelling [ē] in the following words:

ability gasoline champion angry community
 curiosity enthusiasm machine dignity glorious
 magazine fiery guardian medium police
 gloomy obedience obvious period library
 variety reality piano routine varieous
 jolliest chocolaty ingredient polliwog encyclopedia

2 Sort the words into the following two groups. One word goes into both groups:

Words with [ē] spelled . . .

<y>		<i>	
<i>ability</i>	<i>chocolaty</i>	<i>curiosity</i>	<i>piano</i>
<i>curiosity</i>	<i>angry</i>	<i>magazine</i>	<i>ingredient</i>
<i>gloomy</i>	<i>dignity</i>	<i>jolliest</i>	<i>medium</i>
<i>variety</i>	<i>community</i>	<i>gasoline</i>	<i>period</i>
<i>fiery</i>	<i>library</i>	<i>enthusiasm</i>	<i>routine</i>
<i>reality</i>		<i>obedience</i>	<i>polliwog</i>
		<i>champion</i>	<i>glorious</i>
		<i>machine</i>	<i>police</i>
		<i>guardian</i>	<i>various</i>
		<i>obvious</i>	<i>encyclopedia</i>

3 Now sort the words with [ē] spelled <i> into the following two groups:

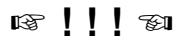
Words with [ē] spelled <i> in the pattern . . .

V.V		VCV
<i>curiosity</i>	<i>piano</i>	<i>magazine</i>
<i>jolliest</i>	<i>ingredient</i>	<i>gasoline</i>
<i>enthusiasm</i>	<i>medium</i>	<i>machine</i>
<i>obedience</i>	<i>period</i>	<i>routine</i>
<i>champion</i>	<i>glorious</i>	<i>polliwog</i>
<i>guardian</i>	<i>various</i>	<i>police</i>
<i>obvious</i>	<i>encyclopedia</i>	

4 In what pattern does the <y> spelling of [ē] always occur? V#

5 Five words in the list in Item 1 that contain [ē] spelled <e> are . . .

<i>obedience</i>	<i>reality</i>	<i>ingredient</i>	<i>medium</i>	<i>encyclopedia</i>
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Word Alchemy. Hundreds of years ago alchemy was the ancestor of modern chemistry. The alchemists worked hard trying to change lead into gold. In the puzzle below you can change the word *lead* into the word *gold*. Here are the rules:

1. Any shaded square must contain the same letter as the square directly above it.
2. Any unshaded square must contain a different letter from the square directly above it.
3. Every row must contain an English word.

L	E	A	D	1
				2
				3
G	O	L	D	4

Hints: Since you know that the two shaded squares in row 2 must contain the same letters as the two squares directly above them, you know that they must contain <e> and <a>. And since you know that the two shaded squares in row 4 contain the same letters as the two squares directly above them, you know that the word in row 3 must end with the letters <ld>. You should write the <ea> and <ld> into rows 2 and 3. You won't know what the shaded square in row 3 contains until you know the word that goes in row 2, so you can't write in the first letter in row 3 yet. That gives you the following:

L	E	A	D	1
	E	A		2
		L	D	3
G	O	L	D	4

Your job now is to find two words that fit into rows 2 and 3. Each must contain four letters. Because of rule number one above, you know that the first word must have <ea> in the middle; the second must end in <ld>, and they must both start with the same letter. Because of rule number two, you also know that the word in row 2 cannot start with <l> or end with <d>, and the word in row 3 cannot have <go> as its first two letters. The two words *beat* and *bald* would work. So would *meat* and *mild*. There are other workable pairs.

L	E	A	D	1
B	E	A	T	2
B	A	L	D	3
G	O	L	D	4

Here are some more Word Alchemies for you to solve:

H	A	T	E
H	I	T	S
H	A	V	E
L	O	V	E

E	V	I	L
B	O	I	L
G	O	L	D
G	O	O	D

H	A	R	M	1
C	A	R	T	2
C	E	L	L	3
H	E	L	P	4

Teaching Notes.

Item 1. The only common word that ends in the <i> spelling of [ē] is *taxi*, which was clipped from the longer original name, *taximeter cabriolet*, the *tax* meaning “tax, charge.” Some less common instances: *mi*, *ti*, *khaki*, *chilli*, *coati*, *mufti*, *ennui*, *martini*, *okapi*, *agouti*, *vermicelli*. The foreign look to these words confirms the absence of word-final <i> in native English words.

Word Alchemy. There are any number of other possible solutions to these puzzles.

Lesson Thirty Some Digraph Spellings of Long <e>

1 A digraph is a combination of two letters used to spell a single sound. Long <e> is spelled by a number of different digraphs. Read the following words aloud. If you are not sure how to pronounce some of them, look them up in your dictionary or ask for help. Underline the digraphs that are spelling [ē] in the following words:

agreement refereee pioneers colleeague subpoena

seagulls donkey larvae amoebae proceed

algae foreseeable league thirteen pulley

peaceable greasy leading trolley disease

commitee guarantee employee people breathed

2 Now sort the words into the following groups.

Words with [ē] spelled with the digraph . . .

<ee>		<ea>		<ey>
<i>agreements</i>	<i>pioneers</i>	<i>seagulls</i>	<i>disease</i>	<i>donkey</i>
<i>committee</i>	<i>employee</i>	<i>leading</i>	<i>colleague</i>	<i>trolley</i>
<i>referee</i>	<i>thirteen</i>	<i>peaceable</i>	<i>greasy</i>	<i>pully</i>
<i>foreseeable</i>	<i>proceed</i>	<i>league</i>	<i>breathed</i>	
<i>guarantee</i>				

Words with [ē] spelled with the digraph . . .

<ae>		<oe>	<eo>
<i>algae</i>	<i>amoebae</i>	<i>amoebae</i>	<i>people</i>
<i>larvae</i>		<i>subpoena</i>	

3 Notice that the digraph <ey> only spells [ē] when it comes at the end of the word. In this way it is very much like the <y> spelling of [ē], which also only occurs at the end of the word.

Word Histories. The digraph <oe> comes from Greek. Several words with <oe> have more English-looking spellings with just plain <e>: *ameba*, for instance, and *subpena*.

The digraph <ae> comes from Latin. In Latin <ae> is a common ending for plural nouns. Several of these nouns have more regular English plurals with -s: *amoebas* (or *amebas*), for instance.

The digraph <eo> in *people* comes from an old French word that was sometimes spelled *people*, sometimes *peple*, sometimes *poepie*. The French word came from the Latin word *populus*, which meant “people” and also gave us words like *popular* and *population*. Remembering the <o> in *popular* and *population* can help you remember the <o> in *people*.

Teaching Notes.

Item 3. Some other high frequency words with [ē] spelled <ey>: *abbey*, *alley*, *attorney*, *barley*, *chimney*, *donkey*, *honey*, *jersey*, *journey*, *key*, *money*, *monkey*, *turkey*, *valley*.

Lesson Thirty-one
Long <e> and the <i> Before <e> Rule

It's <i> before <e>, except after <c>
Or when spelling [ā], as in *neighbor* or *weigh*.

1 That little jingle is the best known bit of spelling wisdom around. And it can be very useful, because often <i> and <e> do come together in a word, and it can be hard to remember which comes first. The first line of the jingle is especially useful when you are spelling long <e>.

Notice that the first line describes two different cases so far as <i> and <e> are concerned:

According to the first half of the first line, which is usually the case, <ie> or <ei>? <ie>

According to the second half of the first line, which is usual, <cie> or <cei>? <cei>

2 It's easier to get things straight if you arrange the two cases in reverse order:

Case 1. If you're spelling long <e> right after the letter <c>, is it <ei> or <ie>? <ei>.

Case 2. Otherwise it's <ie>.

3 Any words that fit either of those two cases are instances of the rule. Any words that do not fit into one of the two cases are holdouts. Among the following thirty words you should find twenty-three instances and seven holdouts. Underline the <ie> and <ei> spellings of [ē]:

gri <u>e</u> f	y <u>i</u> elding	<u>e</u> ither	pri <u>e</u> st	de <u>e</u> ceiving
rel <u>i</u> ef	ce <u>i</u> ling	con <u>e</u> ive	prair <u>i</u> e	mov <u>i</u> es
rece <u>i</u> ve	we <u>i</u> rd	beli <u>e</u> ve	rece <u>i</u> pt	coll <u>i</u> e
se <u>i</u> ze	shri <u>e</u> k	fi <u>e</u> ld	de <u>e</u> it	rece <u>i</u> ver
hygi <u>e</u> ne	thi <u>e</u> f	prote <u>i</u> n	financi <u>e</u> r	we <u>i</u> r
n <u>i</u> ece	calori <u>e</u>	lei <u>s</u> ure	perce <u>i</u> ves	con <u>e</u> it

4 Sort the words into the following groups. Be ready to discuss your reasons for putting each word into the group into which you put it.

Instances of the Rule			Holdouts to the Rule
Words with [ē] spelled <ei> after <c>	Words with [ē] spelled <ie> elsewhere		
<i>receive</i>	<i>grief</i>	<i>calorie</i>	<i>seize</i>
<i>ceiling</i>	<i>relief</i>	<i>believe</i>	<i>weird</i>
<i>conceive</i>	<i>hygiene</i>	<i>field</i>	<i>either</i>
<i>receipt</i>	<i>niece</i>	<i>priest</i>	<i>protein</i>
<i>deceit</i>	<i>yielding</i>	<i>prairie</i>	<i>leisure</i>
<i>perceives</i>	<i>shriek</i>	<i>movies</i>	<i>financier</i>
<i>deceiving</i>	<i>thief</i>	<i>collie</i>	<i>weir</i>
<i>receiver</i>			
<i>conceit</i>			

5 The <ie> spelling of [ē] is quite common where certain stems and suffixes come together: If a stem that ends in <y> has a suffix added to it that starts with <e>, when the <y> changes to <i>, the resulting <ie> often spells [ē]: *gallery* + *es* = *gallery*+*i*+*es* = *galleries*, with [ē] spelled <ie>. Combine the following stems and suffixes and in the words that you form, underline the letters that spell [ē]:

Stem + Suffix	= Analysis	= Word
gallery + es	= <i>galler<u>y</u></i> + <i>i</i> + <i>es</i>	= <i>galler<u>ies</u></i>
hurry + ed	= <i>hurru<u>y</u></i> + <i>i</i> + <i>ed</i>	= <i>hurru<u>ied</u></i>
marry + ed	= <i>marru<u>y</u></i> + <i>i</i> + <i>ed</i>	= <i>marru<u>ied</u></i>
study + ed	= <i>studu<u>y</u></i> + <i>i</i> + <i>ed</i>	= <i>studu<u>ied</u></i>
vary + es	= <i>varu<u>y</u></i> + <i>i</i> + <i>es</i>	= <i>varu<u>ies</u></i>
allergy + es	= <i>allergu<u>y</u></i> + <i>i</i> + <i>es</i>	= <i>allergu<u>ies</u></i>
fallacy + es	= <i>fallacu<u>y</u></i> + <i>i</i> + <i>es</i>	= <i>fallacu<u>ies</u></i>

6 In *either* and *neither* the <ei> is sometimes pronounced [ē] and sometimes [ɪ]. Either pronunciation is correct. In the next lesson you'll see that the pronunciation with [ɪ] fits the rule, though the pronunciation with [ē] does not.

Teaching Notes. This and the next three lessons deal with the <i>-before-<e> rule. The students will add details to the old jingle, and although it may not rhyme so well when they are done, it will leak far fewer holdouts.

Lesson Thirty-two
The <I> Before <E> Rule and Spelling [ā] and [ī]

It's <i> before <e>, except after <c>
Or when spelling [ā], as in *neighbor* or *weigh*.

1 You've seen that when you are spelling long <e> the first line of the jingle is a good guide. The second line of the jingle is a good guide when you are spelling long <a>. Long <a> is never spelled <ie>. So far as the choice between <ie> and <ei> is concerned, when spelling [ā] always choose <ei>. Underline the letters that are spelling long <a> in the following words. Do not underline <gh> as part of the spelling of long <a>:

neighbor eight veil reindeer
vein heir freight surveillance
reign weigh their sleigh

2 Sort the words into these two groups:

Words in which the <ei> . . .

comes before <gh>		does not come before <gh>	
<i>neighbor</i>	<i>sleigh</i>	<i>vein</i>	<i>veil</i>
<i>eight</i>		<i>reign</i>	<i>their</i>
<i>weigh</i>		<i>heir</i>	<i>reindeer</i>
<i>freight</i>			<i>surveillance</i>

3 We can make the I-Before-E Rule even more useful if we add something about spelling long <i> to it. Underline the letters that spell long <i> in the following words. Again, don't underline any silent <gh> after long <i>::

eiderdown height feisty poltergeist
kaleidoscope untie seismic either
magpie neither sleight underie

4 Sort the words into these two groups:

Words in which the [ɪ] is . . .

at the beginning of the word	in the middle of the word		at the end of the word
<i>eiderdown</i>	<i>kaleidoscope</i>	<i>seismic</i>	<i>magpie</i>
<i>either</i>	<i>height</i>	<i>sleight</i>	<i>untie</i>
	<i>neither</i>	<i>poltergeist</i>	<i>underlie</i>
	<i>feisty</i>		

5 Among these words, is [ɪ] at the end of the word spelled <ei> or <ie>? <ie>

At the beginning or in the middle of words [ɪ] is spelled <ei>.

6 In the previous lesson you saw that the <ie> spelling of long <e> sometimes occurs when a stem that ends in <y> has a suffix added to it that starts with <e>: *gallery*+es = *gallery*+i+es = *galleries*. The <ie> spelling of long <i> sometimes occurs in the same way: *sky*+es = *sky*+i+es = *skies*, with [ɪ] spelled <ie>. Combine the following stems and suffixes and underline the letters that spell [ɪ]:

Free Stem+Suffix	=	Analysis	=	Word
sky+es	=	<i>sky</i> +i+es	=	<i>sk<u>ie</u>s</i>
ally+es	=	<i>ally</i> +i+es	=	<i>all<u>ie</u>s</i>
dignify+ed	=	<i>dignify</i> +i+ed	=	<i>dignif<u>ie</u>d</i>
satisfy + ed	=	<i>satisfy</i> +i+ed	=	<i>satisf<u>ie</u>d</i>
modify + es	=	<i>modify</i> +i+es	=	<i>modif<u>ie</u>s</i>
terrify + ed	=	<i>terrify</i> +i+ed	=	<i>terrif<u>ie</u>d</i>
multiply + ed	=	<i>multiply</i> +i+ed	=	<i>multipl<u>ie</u>d</i>
testify + es	=	<i>testify</i> +i+es	=	<i>testif<u>ie</u>s</i>
qualify+ed	=	<i>qualify</i> +i+ed	=	<i>qualif<u>ie</u>d</i>
dry+es	=	<i>dry</i> +i+es	=	<i>dri<u>es</u></i>

7 Notice that this <ie> spelling of long <i> also comes at the end of the free stem, just as it does in words like *untie* and *magpie*. So now our I-Before-E Rule can tell us the following things:

- a. When we're spelling long <e>, it's <i> before <e> except after <c>.
- b. When we're spelling long <a> it's <e> before <i>.
- c. When we're spelling long <i>, it's <i> before <e> at the end of free stems, but it's <e> before <i> everywhere else.

Teaching Notes.

Item 1. *Heir* and *their* illustrate again the effect of [r] on a preceding vowel sound. Probably the students in your class will pronounce these words with a range from [e] to [ā]. But we will still treat their vowels as long <a>'s and blame the variation in pronunciation on the effects of the following [r].

The instruction not to underline <gh> in these words is due to our earlier decision to treat the <gh> in words like *weigh* as diacritic markers rather than as part of the spelling of the vowel. For more on <gh>, see the teaching notes to Book 5, Lesson 8.

Item 7. This summary of the I-Before-E Rule simply adds a third line to the original jingle:

It's <i> before <e> except after <c>,
Or when spelling [ā], as in *neighbor* or *weigh*,
Or when spelling an [ī] that is not at the end of the word.

Lesson Thirty-three Review of the <I>-Before-<E> Rule

1 All of the following words contain <ie> or <ei> spelling either [ā], [ē], or [ī]. Read them carefully and then sort them into the matrix below:

allergies	feisty	neither	skies
allies	field	niece	sleigh
believe	financier	perceives	sleight
calorie	freight	poltergeist	studied
ceiling	galleries	prairie	surveillance
collie	grief	priest	their
conceit	height	protein	thief
conceive	heir	qualified	underlie
deceit	hurried	receipt	untie
deceiving	hygiene	receiver	varies
dignified	kaleidoscope	reign	veil
dried	leisure	reindeer	vein
eiderdown	magpie	relief	weigh
eight	married	seismic	weight
either	movies	seize	weird
fallacies	neighbor	shriek	yielding

	Words with the spelling . . .	
	<ei>	<ie>
Words with [ā]	<i>eight</i> <i>freight</i> <i>heir</i> <i>neighbor</i> <i>reign</i> <i>reindeer</i> <i>sleigh</i> <i>surveillance</i> <i>their</i> <i>veil</i> <i>vein</i> <i>weigh</i> <i>weight</i>	

	Words with the spelling . . .	
	<ei>	<ie>
Words with [ē]	<i>ceiling</i> <i>conceit</i> <i>conceive</i> <i>deceit</i> <i>deceiving</i> <i>either</i> <i>leisure</i> <i>neither</i> <i>perceives</i> <i>protein</i> <i>receipt</i> <i>receiver</i> <i>seize</i> <i>weird</i>	<i>allegies</i> <i>priest</i> <i>believe</i> <i>relief</i> <i>calorie</i> <i>shriek</i> <i>collie</i> <i>studied</i> <i>fallacies</i> <i>thief</i> <i>field</i> <i>varies</i> <i>financier</i> <i>yielding</i> <i>galleries</i> <i>grief</i> <i>hurried</i> <i>hygiene</i> <i>married</i> <i>movies</i> <i>niece</i> <i>prairie</i>
Words with [ī]	<i>eiderdown</i> <i>feisty</i> <i>height</i> <i>kaleidoscope</i> <i>poltergeist</i> <i>seismic</i> <i>sleight</i>	<i>allies</i> <i>dignified</i> <i>dried</i> <i>magpie</i> <i>qualified</i> <i>skies</i> <i>underlie</i> <i>untie</i>

Teaching Notes.

Item 1. We have put *either* and *neither* into the group with <ei> spelling [ē]. Each word also has a variant pronunciation with [ī], which would put it in the group with <ie> spelling [ī]. For the record, *leisure* also has two pronunciations: one with [ē], which we assume here, and one with [e], short <e>.

Lesson Thirty-four Instances and Holdouts to the <i>-Before-<e> Rule

1 Our <i>-Before-<e> Rule describes the following five cases:

1. When we're spelling long <e>, anywhere except after <c>, it's <i> before <e>
2. When we're spelling long <e> after <c>, it's <e> before <i>.
3. When we're spelling long <a> it's <e> before <i>.
4. When we're spelling long <i> at the end of free stems, it's <i> before <e>.
5. When we're spelling long <i> anywhere else, it's <e> before <i>.

Any words that fit any of those cases are instances of the rule. Any words that do not fit into any of the cases are holdouts.

2 Below are the same sixty-four words you worked with in the previous lesson. All of the words contain <ie> or <ei> spelling either [ā], [ē], or [ī]. Read them carefully and then sort the instances into the matrix below. As you write each instance into the matrix, mark it off of the list. There are fifty-seven instances:

allergies	feisty	neither	skies
allies	field	niece	sleigh
believe	financier	perceives	sleight
calorie	freight	poltergeist	studied
ceiling	galleries	prairie	surveillance
collie	grief	priest	their
conceit	height	protein	thief
conceive	heir	qualified	underlie
deceit	hurried	receipt	untie
deceiving	hygiene	receiver	varies
dignified	kaleidoscope	reign	veil
dried	leisure	reindeer	vein
eiderdown	magpie	relief	weigh
eight	married	seismic	weight
either	movies	seize	weird
fallacies	neighbor	shriek	yielding

	Instances of the Rule		
Case 1: [ē] = <ie> not after <c>	<i>allergies</i> <i>believe</i> <i>calorie</i> <i>collie</i> <i>fallacies</i> <i>field</i> <i>galleries</i>	<i>grief</i> <i>hurried</i> <i>hygiene</i> <i>married</i> <i>movies</i> <i>niece</i> <i>prairie</i>	<i>priest</i> <i>relief</i> <i>shriek</i> <i>studied</i> <i>thief</i> <i>varies</i> <i>yielding</i>
Case 2: [ē] = <ei> after <c>	<i>ceiling</i> <i>conceit</i> <i>conceive</i> <i>deceit</i> <i>deceiving</i> <i>perceives</i> <i>receipt</i> <i>receiver</i>		
Case 3: [ā] = <ei>	<i>eight</i> <i>freight</i> <i>heir</i> <i>neighbor</i> <i>reign</i> <i>reindeer</i> <i>sleigh</i>	<i>surveillance</i> <i>their</i> <i>veil</i> <i>vein</i> <i>weigh</i> <i>weight</i>	
Case 4: [ī] at the end of free stems = <ie>	<i>allies</i> <i>dignified</i> <i>dried</i> <i>magpie</i> <i>qualified</i> <i>skies</i> <i>underlie</i> <i>untie</i>		
Case 5: [ī] at the beginning or in the middle of stems = <ei>	<i>eiderdown</i> <i>feisty</i> <i>height</i> <i>kaleidoscope</i> <i>poltergeist</i> <i>seismic</i> <i>sleigh</i>		

3 In addition to the fifty-seven instances, among the sixty-four words there are just a few holdouts. Two of these holdouts can each be pronounced two different ways. When pronounced one way, they are holdouts. When pronounced the other way, they are instances. These two only apparent holdouts are

<i>either</i>	<i>neither</i>
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Four of the other true holdouts have [ē] spelled by an <ei> that does not come after <c>. These four holdouts are:

<i>leisure</i>	<i>protein</i>	<i>seize</i>	<i>weird</i>
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The last of the true holdouts has [ē] spelled <ie> after <c>. It is

<i>financier</i>

Teaching Notes.

Item 3. These five words (*leisure*, *protein*, *seize*, *weird*, *financier*) are hardcore holdouts to the <i>-Before-<e> Rule. There are seven others: *fiery*, *foreign*, *counterfeit*, *sovereign*, *heifer*, *weir*, *hierarchy*. Only a dozen holdouts to a rule that covers as many instances as this one does is not too bad. One way to help students remember this list of holdouts is to ask each of them to think up a little scene, the whackier the better, such that a sentence that describes that scene would include all of the holdout words. The following scene and sentence include all twelve, but you may choose to have the students deal with fewer than that:

Scene: A strange looking man with flashing eyes and a tall silk hat is grabbing a young cow alongside a small dam in a small creek while the king and his court sit idly by.

Sentence: The **weird foreign financier** with **fiery** eyes and no taste for **counterfeit protein seized** the **sovereign's heifer** beside the **weir** as the **hierarchy** took their **leisure**.

The scene helps remember the sentence, and the sentence helps remember the hardcore holdouts. It is important that each student composes a scene and sentence on his or her own. It can also be useful to have them draw a picture of their scene. The more different kinds of mental processing they can do of the list, the more likely they are to remember it.

Counterfeit analyzes to *counter+feit*; two other words with that same base are *forfeit*

and *surfeit*. In *hierarchy* the first element is the bound base *hier*, which shows up in a number of words, *hierocracy*, *hieroglyphic*, and *hierophant*. In the scene and sentence above the bases *feit* and *hier* are represented by *counterfeit* and *hierarchy*.

Lesson Thirty-five
Test Four

Words	Analysis
1. <i>dried</i>	[ɪ]= <ie> Free stem + suffix = <i>dry</i> + <i>i</i> + <i>ed</i>
2. <i>ceiling</i>	[ē]= <ei> Instance or holdout to <i> before <e> rule? <u>Instance</u>
3. <i>believe</i>	[ē]= <ie> Instance or holdout to <i> before <e> rule? <u>Instance</u>
4. <i>seize</i>	[ē]= <ei> Instance or holdout to <i> before <e> rule? <u>Holdout</u>
5. <i>protein</i>	[ē]= <ei> Instance or holdout to <i> before <e> rule? <u>Holdout</u>
6. <i>allergies</i>	[ē]= <ie> Instance or holdout to <i> before <e> rule? <u>Instance</u>
7. <i>reindeer</i>	[ā]= <ei> Instance or holdout to <i> before <e> rule? <u>Instance</u>
8. <i>calories</i>	[ē]= <ie> Instance or holdout to <i> before <e> rule? <u>Instance</u>
9. <i>height</i>	[ɪ]= <ei> Instance or holdout to <i> before <e> rule? <u>Instance</u>
10. <i>receipt</i>	[ē]= <ei> Instance or holdout to <i> before <e> rule? <u>Instance</u>

Teaching Notes. A good follow-up exercise would be to ask the students which of the five cases listed at the beginning of Lesson 34 apply to each of the instances in the test. Then why do we call *seize* and *protein* holdouts?

Lesson Thirty-six The Prefix *Dis-* and Assimilation

1 The prefix *dis-* has many meanings, some of which are hard to see in some of the words in which it occurs. But usually *dis-* has a negative meaning – such as "not" or "reversal" – as in *like* vs. *dislike*, or *appear* vs. *disappear*. Usually *dis-* combines with its stem through simple addition. Sometimes if the stem starts with <f>, *dis-* assimilates to *dif-*: *dis+fer* = *diſ*+*f+fer* = *differ*. But in some stems that start with <f> the <s> in *dis-* does not assimilate: *dis+favor* = *disfavor*. And in some words the *dis-* assimilates partially, to *di-*: *dis+gest* = *diſ*+*gest* = *digest*.

Analyze each of the following words into prefix and stem. All of the words have some form of *dis-* at the front. In some words the prefix and stem combine by simple addition. In some the *dis-* has assimilated fully to *dif-*, and in some it has assimilated partially to *di-*. Be sure to show any assimilations that take place:

Word	=	Prefix	+	Stem
digestion	=	<i>diſ</i>	+	<i>gestion</i>
director	=	<i>diſ</i>	+	<i>rector</i>
disrupting	=	<i>dis</i>	+	<i>rupting</i>
dimension	=	<i>diſ</i>	+	<i>mension</i>
disclosing	=	<i>dis</i>	+	<i>closing</i>
dismounted	=	<i>dis</i>	+	<i>mounted</i>
diseases	=	<i>dis</i>	+	<i>eases</i>
division	=	<i>diſ</i>	+	<i>vision</i>
directions	=	<i>diſ</i>	+	<i>rections</i>
dividing	=	<i>diſ</i>	+	<i>viding</i>

2 Each of the following four *dis-* words has the same base as the three words in the right-hand column. Analyze each *dis-* word into its prefix and stem, showing any assimilation:

Word	= Prefix	+ Stem	Related Words
districts	= <i>dis</i>	+ <i>stricts</i>	restrict, constrictor, strictly
distant	= <i>dis</i>	+ <i>stant</i>	constant, instant, substantial
distracted	= <i>dis</i>	+ <i>tracted</i>	attraction, subtract, tractor
distresses	= <i>dis</i>	+ <i>stresses</i>	unstressful, overstressed, stressing

What are the four bases with which you just worked?

<i>strict</i>	<i>stant</i>	<i>tract</i>	<i>stress</i>
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3 Combine the following elements to make new words. In the "Any assimilation?" column indicate whether or not any prefixes assimilated when the elements combined to form the word:

Elements	= Word	Any assimilation?
com+tract+or+s	= <i>contractors</i>	Yes
un+ad+tract+ive+ly	= <i>unattractively</i>	Yes
un+dis+rect+ed	= <i>undirected</i>	Yes
dis+in+fect+ant	= <i>disinfectant</i>	No
dis+re+spect+ful+ly	= <i>disrespectfully</i>	No
in+dis+gest+ible	= <i>indigestible</i>	Yes
abs+tract+ly	= <i>abstractly</i>	No
un+re+strict+ed	= <i>unrestricted</i>	No
in+sub+stant+ial	= <i>insubstantial</i>	No
dis+vise+ible	= <i>divisible</i>	Yes
dis+close+ing	= <i>disclosing</i>	No

Lesson Thirty-seven The Prefix *Syn-* and Assimilation

1 All of the following words begin with some form of the prefix *syn-*. In the analysis we give you the stem of each word. Your job is to identify the form of the prefix for each. Show any assimilation that takes place:

Word	=	Prefix	+	Stem
sympathy	=	<i>syŋ+m</i>	+	pathy
sympathetic	=	<i>syŋ+m</i>	+	pathetic
symbol	=	<i>syŋ+m</i>	+	bol
syllable	=	<i>syŋ+l</i>	+	lable
symptom	=	<i>syŋ+m</i>	+	ptom
system	=	<i>syŋ</i>	+	stem
symmetry	=	<i>syŋ+m</i>	+	metry
symphony	=	<i>syŋ+m</i>	+	phony
synagogue	=	<i>syn</i>	+	agogue
synchronize	=	<i>syn</i>	+	chronize
syndication	=	<i>syn</i>	+	dication
synonym	=	<i>syn</i>	+	onym
synopsis	=	<i>syn</i>	+	opsis
synthesis	=	<i>syn</i>	+	thesis
synthetic	=	<i>syn</i>	+	thetic
syzygy	=	<i>syŋ</i>	+	zygy

2 You should be able to look at your analyses above and describe the pattern of assimilation for the prefix *syn-*:

The prefix *syn-* assimilates partially by changing to *sym-* before stems that start with the letters , <m>, and <p>. It assimilates partially by changing to *sy-* before stems that start with the letters <s> and <z>. It assimilates fully before stems that start with the letter <l>. Everywhere else it remains *syn-*.

3 The prefix *syn-* usually means something like “with, together, at the same time.” Below are the meanings of the some of the stems in the *syn-* words with which you’ve worked. Be ready to discuss the connection between the meanings of the prefixes and stems of the words and the meanings of the words.

Word	Stem and Its Meaning
syllable	lable “take”
sympathy	pathy “suffer”
system	stem “cause to stand”
symmetry	metry “measure”
symphony	phony “voice, sound”
synagogue	agogue “bring, lead”
symptom	ptom “fall”
synchronize	chronize “time”
synopsis	opsis “appearance”
synonym	onym “name”
synthesis	thesis “put, place”
syzygy	zygy “yoke, connect”

Teaching Notes.

Items 1 and 2. *Symphony* may raise questions since though it starts with <p>, the <p> is part of the digraph <ph> spelling [f] rather than [p]. This assimilation is similar to the lack of assimilation of *com-* in words like *comfort*, in which the stem also begins with [f]. The letters , <m>, and <p> normally spell [b], [m], and [p], all bilabial sounds pronounced by bringing the two lips together. The sound [f] is pronounced by bringing the lower teeth together with the upper lip. Thus the place of articulation for the [f]’s in *comfort* and *symphony* are close enough to the place of articulation for the bilabial sounds [b], [m], and [p], to forestall assimilation in *comfort* and allow it in *symphony*. For more on *comfort*, see the teaching notes for Item 1 in Book 5, Lesson 5. For more on assimilation in *syn-*, see *AES*, pp. 107-98.

Syzygy is not a word that one encounters very often, though it has one sense that refers to the alignment of celestial bodies and would be common to someone interested in astronomy. It’s also interesting in that it contains three vowel <y>’s and no other vowel letters.

Lesson Thirty-eight

More Practice with Prefixes, Suffixes, and Bound Bases

1 Show any assimilations and other changes as you analyze each of the following words. All of the words in each group contain the same bound base:

Word	= Prefix	+ Bound Base	+ Suffix
referent	= <i>re</i>	+ <i>fer</i>	+ <i>ent</i>
conferred	= <i>conh+n</i>	+ <i>fer+r</i>	+ <i>ed</i>
transferring	= <i>trans</i>	+ <i>fer+r</i>	+ <i>ing</i>
preference	= <i>pre</i>	+ <i>fer</i>	+ <i>ence</i>
affection	= <i>ad+f</i>	+ <i>fect</i>	+ <i>ion</i>
confection	= <i>conh+n</i>	+ <i>fect</i>	+ <i>ion</i>
defective	= <i>de</i>	+ <i>fect</i>	+ <i>ive</i>
infected	= <i>in</i>	+ <i>fect</i>	+ <i>ed</i>
perfectly	= <i>per</i>	+ <i>fect</i>	+ <i>ly</i>
concepts	= <i>conh+n</i>	+ <i>cept</i>	+ <i>s</i>
acceptance	= <i>ad+c</i>	+ <i>cept</i>	+ <i>ance</i>
deceptive	= <i>de</i>	+ <i>cept</i>	+ <i>ive</i>
excepting	= <i>ex</i>	+ <i>cept</i>	+ <i>ing</i>
inception	= <i>in</i>	+ <i>cept</i>	+ <i>ed</i>
intercepted	= <i>inter</i>	+ <i>cept</i>	+ <i>ed</i>
perceptive	= <i>per</i>	+ <i>cept</i>	+ <i>ive</i>
reception	= <i>re</i>	+ <i>cept</i>	+ <i>ion</i>

2 Analyze each of the following words into the elements as indicated in the Formula column. In the Formula column "P" means "Prefix," "BB" means "Bound Base," and "S" means "Suffix." Be sure to show any assimilations. You have worked with all of the bound bases and most of the prefixes and suffixes. We have helped you with some tricky ones:

Word	Formula	Analysis
disinfectants	P+P+BB+S+S	<i>dis + in + fect + ant +s</i>
circumspectly	P+BB+S	<i>circum + spect + ly</i>
receptacles	P+BB+S+S	<i>re + cept + acle + s</i>
susceptible	P+BB+S	<i>sub + s + cept + ible</i>
unsuspectingly	P+P+BB+S+S	<i>un + sub + s + spect + ing + ly</i>
disrespectfully	P+P+BB+S+S	<i>dis + re + spect + ful + ly</i>
spectacularly	BB+S+S	<i>spect + acular + ly</i>
unaffectionate	P+P+BB+S+S	<i>un + ad + f + fect + ion + ate</i>
decongestant	P+P+BB+S	<i>de + con + n + gest + ant</i>
gestures	BB+S+S	<i>gest + ure + s</i>
indigestible	P+P+BB+S	<i>in + dig + gest + ible</i>
preconceptions	P+P+BB+S+S	<i>pre + con + n + cept + ion + s</i>
imperfectly	P+P+BB+S	<i>im + per + fect + ly</i>
spectacles	BB+S+S	<i>spect + acle + s</i>
synonymous	P+BB+S	<i>syn + onym + ous</i>

3 Try some the other way around. Combine the elements into words. Watch for assimilations:

Elements	=	Word
<i>in + ex + f + fect + ive + ly</i>	=	<i>ineffectively</i>
<i>re + spect + abil + ity</i>	=	<i>respectability</i>
<i>im + per + cept + ible</i>	=	<i>imperceptible</i>
<i>con + n + gest + ed</i>	=	<i>congested</i>
<i>pro + spect + ing</i>	=	<i>prospecting</i>
<i>re + in + fect + ed</i>	=	<i>reinfected</i>
<i>re + cept + ion + ist + s</i>	=	<i>receptionists</i>

Elements	=	Word
<i>un+ad+c+cept+able</i>	=	<i>unacceptable</i>
<i>syŋ+stem+atic</i>	=	<i>systematic</i>

Word Histories. Here are two words that – surprisingly enough – originally contained the prefix *dis-*: *dine* and *dinner*.

The word *dine* comes from the Old French word *disner*, which came from the Latin word *disjējūnāre*, which meant "to break one's fast." (In French breakfast is called *petit déjeuner*.) The *dis-* prefix is clear in the French and Latin words but it is so well hidden in the modern English spelling and pronunciation that we treat *dine* as a free base, with no prefix.. The word *dinner* is related to *dine*.

Teaching Notes.

Word Histories. The stem *jējūnāre* in the Latin *disjējūnāre* meant "to fast, to be empty." It also is the source of our word *jejune* "dull, insipid, empty."

Lesson Thirty-nine How Do You Spell [g]?

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

recognize	disagreement	graduate	agriculturalist
resignation	angled	polliwog	delegate
poltergeist	gasoline	magazine	glorious
gloomiest	designate	regularly	debug
gluey	argued	ingredient	groceries
suggestion	angrily	alligator	greasy

2 Sort the words into these three groups:

Words with [g] . . .

at the front	in the middle		at the end
<i>gloomiest</i>	<i>recognize</i>	<i>angrily</i>	<i>polliwog</i>
<i>gluey</i>	<i>resignation</i>	<i>magazine</i>	<i>debug</i>
<i>gasoline</i>	<i>poltergeist</i>	<i>regularly</i>	
<i>graduate</i>	<i>suggestion</i>	<i>ingredient</i>	
<i>glorious</i>	<i>disagreement</i>	<i>alligator</i>	
<i>groceries</i>	<i>angled</i>	<i>agriculturalist</i>	
<i>greasy</i>	<i>designate</i>	<i>delegate</i>	
	<i>argued</i>		

3 How is [g] spelled in all of these words? <g> The sound [g] is spelled that way about nine times out of ten.

4 Usually the sound [g] is spelled <g>. When <g> spells [g], is it called hard <g> or soft <g>? soft <g>

Teaching Notes.

Item 1. A sharp-eyed student may notice that the <g> in *poltergeist* has an <e> after it and still spells [g] rather than [j]. *Poltergeist* is a German word that has retained its German spelling, and in German the hard-soft <g> distinction does not work the way it does in English. *Poltergeist* analyzes to (polter+geist) “noisy or rattly ghost.” Be sure the students see that in *suggest* the [g] is spelled by just the first <g>, the second <g> spelling [j] because of the following <e>. Similarly, be sure they see that in *angled* the <n> is spelling [ŋ] and the <g> is spelling [g]. The two spellings of [ŋ], <ng> and <n>, are examined in Lesson 2 of Book 2. See also *AES*, pp. 435-38.

Lesson Forty

Sometimes [g] is Spelled <gg>

1 Sometimes [g] is spelled <gg> because the prefix *ad-* has assimilated to *ag-* before a stem that starts with <g>, as in *aggression*. Sometimes [g] is spelled <gg> because of twinning, as in *druggist*. Sometimes [g] is spelled <gg> because of the VCC pattern, as in *stagger*. Each of the following words contains a <gg> spelling of [g] because of one of the above reasons. Analyze the words in which the <gg> is due to assimilation or twinning to show where the <gg> comes from. For words in which the <gg> is due to the VCC pattern, just write VCC in the Analysis column:

Word	=	Analysis
jogger	=	<i>jog+g+er</i>
shrugged	=	<i>shrug+g+ed</i>
aggression	=	<i>að+g+gression</i>
luggage	=	<i>lug+g+age</i>
snuggies	=	<i>snug+g+y+i+es</i>
aggravate	=	<i>að+g+gravate</i>
waterlogged	=	<i>waterlog+g+ed</i>
maggot	=	VCC
reggae	=	VCC
baggage	=	<i>bag+g+age</i>
toboggan	=	VCC
bowlegged	=	<i>bowleg+g+ed</i>
debugging	=	<i>debug+g+ing</i>
jiggish	=	<i>jig+g+ish</i>
draggy	=	<i>drag+g+y</i>

2 Now sort the fifteen words into these three groups:

Words with [g] spelled <gg> because of . . .

Assimilation	Twinning		VCC
<i>aggression</i>	<i>jogger</i>	<i>bowlegged</i>	<i>maggot</i>
<i>aggravate</i>	<i>shrugged</i>	<i>debugging</i>	<i>reggae</i>
	<i>luggage</i>	<i>jiggish</i>	<i>toboggan</i>
	<i>snuggies</i>	<i>draggy</i>	
	<i>waterlogged</i>		
	<i>baggage</i>		

3 In earlier lessons you've seen that when a consonant sound has <le> right after it, the two patterns VC/e and VCC/e come into play:

VC/e Pattern with a Long Vowel	VCC/e Pattern with a Short Vowel
gable	gabble
rifle	riffle
ruble	rubble
cradle	straddle
idle	riddle

4 There are some [g] words with the VC/e and VCC/e patterns. Mark the VC/e and VCC/e patterns in the following words:

jiggle vccl	bugle vcle	jungle vccl	bedraggled vccl
joggle vccl	smuggle vccl	angle vccl	single vccl
struggle vccl	wriggle vccl	ogle vcle	boondoggle vccl

5 Now sort the words into this matrix:

Words with [g] spelled . . .

	<g>	<gg>
Words with a short vowel sound before the [g]	<i>jungle</i> <i>angle</i> <i>single</i>	<i>jiggle</i> <i>joggle</i> <i>struggle</i> <i>smuggle</i> <i>wriggle</i> <i>bedraggled</i> <i>boondoggie</i>
Words with a long vowel sound before the [g]	<i>bugle</i> <i>ogle</i>	

5 In words with a [g] followed by <le>, the [g] will be spelled <gg> if it has a short vowel in front of it; if it has a long vowel or a consonant in front of it, it will be spelled <g>.

Teaching Notes.

Item 1. The only known instance of <gg> due to simple addition is *doggone*, *dog2+gone3*, which is probably a eupemism for *Goddamned*. *Dog2* alters *god*; *gone3* alters *damn*. Compare it with *dadgum*, *dadblamed*, *gosh darned*.

Lesson Forty-one Something About <gu> and <gh>

1 Usually when a <g> is followed by the letters <e>, <i>, or <y>, it is pronounced

[j] and is called soft <g>.

2 Sometimes when a [g] sound has an <e>, <i>, or <y> right after it, the [g] sound will be spelled <g> with an insulating <u> standing between the <g> and the <e>, <i>, or <y> to keep the <g> from looking as if it should be pronounced [j]. In a very few words the sound [g] is spelled <gh>, as in *ghost*. Underline the letters that spell [g] in the following words:

gluey colleague disguise guys aghast
 ghastly ghoulish ghetto ghosts spaghetti
 plague agriculture agreements guilty dinghy
 baggage luggage tobogggan aggressive ingredient
 league suggestion angles bedragggled boondoggge

3 Now sort the words into these groups:

Words in which [g] is spelled . . .

<g> with an insulating <u>	<g>	<gh>	<gg>
<i>plague</i>	<i>league</i>	<i>ghastly</i>	<i>baggage</i>
<i>colleague</i>	<i>gluey</i>	<i>ghoulish</i>	<i>luggage</i>
<i>disguise</i>	<i>agriculture</i>	<i>ghetto</i>	<i>bedraggled</i>
<i>guys</i>	<i>suggestion</i>	<i>ghosts</i>	<i>toboggan</i>
<i>guilty</i>	<i>agreements</i>	<i>spaghetti</i>	<i>aggressive</i>
	<i>angles</i>	<i>aghast</i>	<i>boondoggle</i>
	<i>ingredient</i>	<i>dinghy</i>	

4 There is one common element that means "speech" and that contains the <g> spelling of [g] with an insulating <u>. The element is *logue*. Remember that *logue*

means "words or speech," and be ready to discuss these questions:

If *dia-* means "two," what is a dialogue?

If *mono-* means "one," what is a monologue?

If *pro-* means "before," what is a prologue?

What is a travelogue?

If *cata-* means "complete," why is a catalogue called a catalogue?

Word Histories. Oddly, the Greek prefix *epi-* meant both "before" and "after." So an epilogue is writing that comes at the end of a book (just the opposite of a prologue), but an epigraph is writing that comes at the beginning of a book.

Words that end <logue> can usually also be spelled <log>. *Dialog, monolog, prolog, travelog, catalog, epilog* are all correct spellings, too.

5 You've seen that an insulating <u> is sometimes used after <g> to spell [g] before <e>, <i>, or <y>. There are a few words where there is a <u> after <g> in front of <a>:

guarantee

guard

safeguard

guardian

Originally these words were spelled with no <u> in English. The <u> was added in the 16th century, probably to reflect an older French spelling with <gu>, pronounced [gw].

Teaching Notes.

Items 2-3. For more on the story of <gh>, see Book 5, Lesson 8.

Item 5. *Guard* and *guarantee* come from French, but the French had borrowed them not from Latin but from Frankish, a Germanic language of central Europe. The initial sound in the Frankish words was [w], and the French spelled them <gu>, probably pronounced [gw]. In time the [w] dropped out, but the <u> stayed. *Guard* has a close relative in *ward*, which keeps the original Frankish [w]. The same relationship holds between *guarantee* (or *guaranty*) and *warranty*. Although the <u> originally spelled [w] and was functioning as a consonant, in *guard, guarantee* and the few other <gua> words we treat the <u> as a vowel.

Lesson Forty-two Some More About <gh>

1 You've seen that in a very few words [g] is spelled <gh>. But <gh> is not always pronounced [g]: Sometimes it is pronounced [f], and sometimes it is not pronounced at all. Carefully read the following words with <gh>. Be sure you know how each one is pronounced. Mark each word to show what the <gh> spells as we have done with *ghastly*, *freight*, and *toughness*. Use the zero sign, [Ø], if the <gh> is not pronounced at all.

ghastly [g]	ghosts [g]	roughen [f]	ghoulish [g]	eighth [Ø]	overweight [Ø]
freight [Ø]	coughed [f]	neighbor [Ø]	tightest [Ø]	delightful [Ø]	ghetto [g]
toughness [f]	enough [f]	although [Ø]	laughter [f]	knight [Ø]	height [Ø]

2 Sort the words into this matrix:

Words in which <gh> spells . . .

	[g]	[f]	[Ø]
Words in which <gh> is at the front of the element	<i>ghastly</i> <i>ghosts</i> <i>ghoulish</i> <i>ghetto</i>		

	[g]	[f]	[ø]
Words in which <gh> is at the end of the element with a short vowel in front of it		<i>coughed</i> <i>toughness</i> <i>roughen</i> <i>enough</i> <i>laughter</i>	
Words in which <gh> is either in the middle of the element or has a long vowel in front of it			<i>freight</i> <i>neighbor</i> <i>tightest</i> <i>although</i> <i>eighth</i> <i>delightful</i> <i>knight</i> <i>overweight</i> <i>height</i>

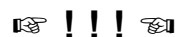
3 When <gh> comes at the beginning of an element, how is it pronounced? [g].

When <gh> spells the sound [f], is it at the front, middle, or end of the element it is in?

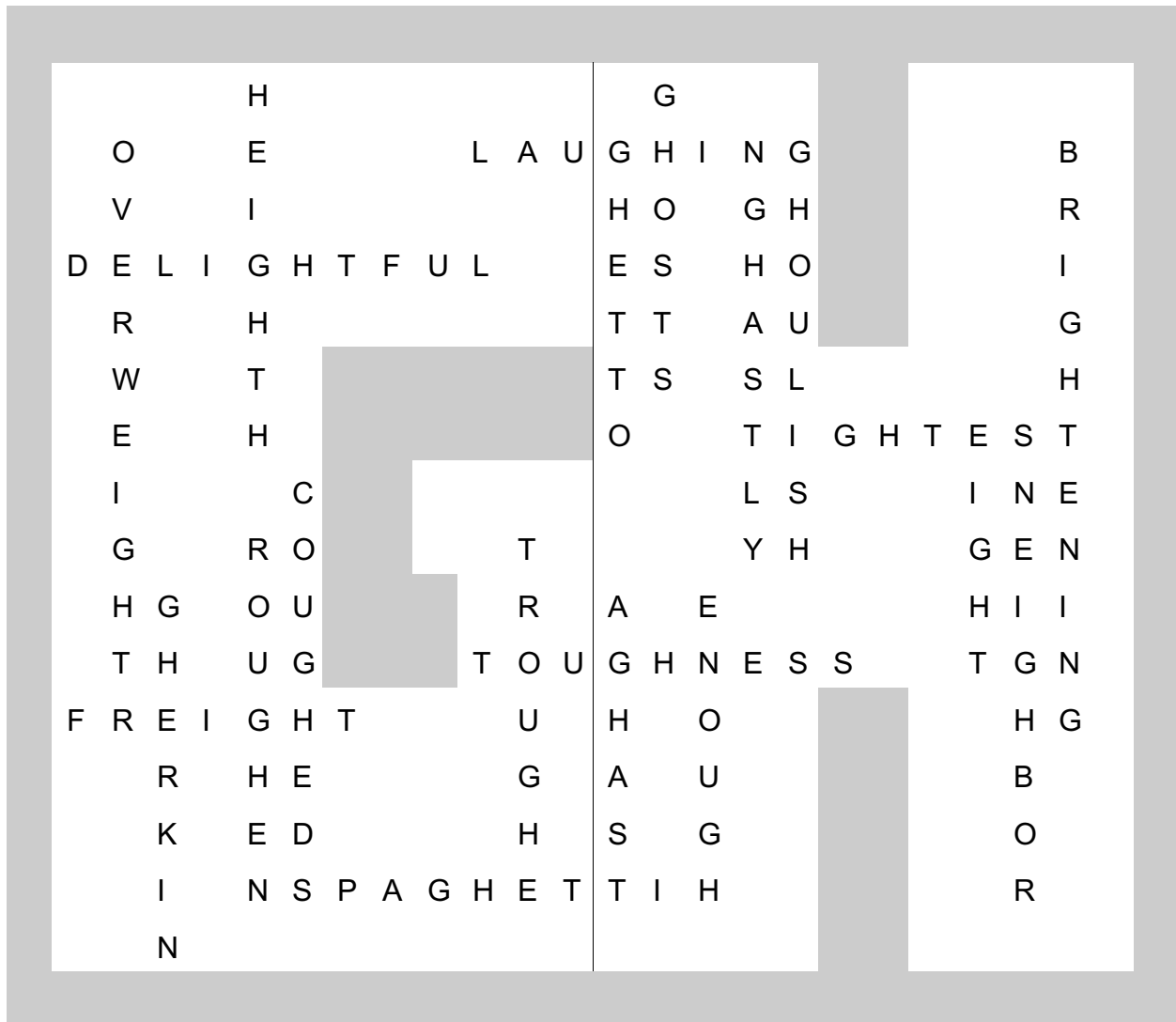
end. When <gh> spells the sound [f], does it have a short vowel in front

of it, or a long vowel? short If there is a long vowel sound right in front of <gh>,

is it pronounced or not pronounced? not pronounced



Word Find. This Find contains at least twenty-three words that contain the spelling <gh>. As you find them sort them into the groups described below:



Words in which <gh> spells . . .

[g]		[ə]		[f]
<i>spaghetti</i>	<i>ghosts</i>	<i>delightful</i>	<i>eight</i>	<i>laughing</i>
<i>gherkin</i>	<i>ghastly</i>	<i>toughest</i>	<i>neighbor</i>	<i>toughness</i>
<i>ghetto</i>	<i>ghoulish</i>	<i>freight</i>	<i>brightening</i>	<i>roughen</i>
<i>aghast</i>		<i>overweight</i>	<i>right</i>	<i>coughed</i>

[g]	[ø]	[f]
	<i>heighth</i>	<i>trough</i>
		<i>rough</i>
		<i>enough</i>

Teaching Notes.

Item 1. The history behind <gh> is summarized in the teaching notes to Book 5, Lesson 8.

Lesson Forty-three

Sometimes When You Hear [g], There's an <x>!

1 Sometimes the letter <x> spells the combination [ks], and sometimes it spells the combination [gz]. Sometimes a word can be pronounced either with a [ks] or [gz]. For instance, some people pronounce *exit* with a [ks], [éksit], and some people pronounce it with a [gz], [égzit]. Either pronunciation is correct.

Almost always the <x> that spells [gz] is in the prefix *ex-*, and the stem that follows the prefix begins with a vowel. Analyze each of the following words, all of which contain the prefix *ex-*:

Word	= Formula	= Analysis
exercised	= Prefix+stem	= <i>ex+ercised</i>
inexactly	= Prefix+prefix+base+suffix	= <i>in+ex+act+ly</i>
explosion	= Prefix+stem	= <i>ex+plosion</i>
extensive	= Prefix+stem	= <i>ex+tensive</i>
exhaustive	= Prefix+base+suffix	= <i>ex+haust+ive</i>
exhibit	= Prefix+stem	= <i>ex+hibit</i>
examined	= Prefix+stem	= <i>ex+amined</i>
exposure	= Prefix+base+suffix	= <i>ex+posé+ure</i>
exclude	= Prefix+stem	= <i>ex+clude</i>
extended	= Prefix+base+suffix	= <i>ex+tend+ed</i>
executive	= Prefix+stem	= <i>ex+ecutive</i>
exorbitant	= Prefix+stem	= <i>ex+orbitant</i>
exclusive	= Prefix+stem	= <i>ex+clusive</i>

2 Some other things about [g] and <g>:

One other common word in which <x> spells [gz] is *auxiliary*.

The only words that ends in <gg> are *egg* and *yegg*.

In the word *mortgage*, the [g] is spelled <tg>. The word *mortgage* is a compound that contains two bases:: *mort*, which means "death" (as in words like *mortal* and *mortuary*), and *gage*, which means "promise or pledge." When we try to pronounce [t] and [g] together, we find it difficult, and to simplify the pronunciation, the [t] sound is left out. So in *mortgage* [g] is spelled <tg>.

Teaching Notes.

The combination [gz] is voiced; its counterpart, [ks], is voiceless. Normally, [gz] occurs when the <x> is preceded by a weakly stressed vowel and followed by a voiced sound. When the <x> is followed by a voiceless sound, like [t] or [p] in *extend* or *expand*, we normally get the voiceless combination [ks]. But usage varies (and not all dictionaries agree). For instance, *execute* seems usually to have [ks], but *executive* seems usually to have [gz]. If disagreements or questions or doubts should arise in class about some of the [gz] combinations claimed in this lesson, it would probably be best to say that the pattern is not completely fixed and that there is room for honest disagreement and that the answer book is not always the last word. For more on the <x> spelling of [gz], see *AES*, pp. 351-52. For more on [ks] and its spellings, see pp. 370-71.

Item 2. The extra <g> in *egg* is almost surely due to the Short Word Rule, which restricts words of one or two letters to the function words like *an*, *in*, *he*, *or*, etc. For three or four hundred years *egg* was spelled <eg>. For more on the Short Word Rule, see *AES*, pp. 87-89. *Yegg* is apparently from the surname of an American burglar.

**Lesson Forty-four
Test Five**

Words	Analysis
1. <i>disinfectant</i>	Prefix+prefix+bound base+suffix = <u>dis+in+fect+ant</u>
2. <i>suggest</i>	[g] = <u><g></u> Prefix+bound base = <u>sub+g+gest</u>
3. <i>sympathy</i>	Prefix+ stem = <u>symp+m+pathy</u>
4. <i>indigestion</i>	Prefix+prefix+bound base+suffix = <u>in+dis+gest+ion</u>
5. <i>toboggan</i>	[g] = <u><gg></u> in the pattern <u>VCC</u>
6. <i>syllable</i>	Prefix+ stem = <u>syll+l+lable</u>
7. <i>spaghetti</i>	[g] = <u><gh></u>
8. <i>synonym</i>	Prefix+stem = <u>syn+onym</u>
9. <i>disguise</i>	Prefix+free base = <u>dis+guise</u>
10. <i>guarantee</i>	[ē] = <u><ee></u> [r] = <u><r></u> [t] = <u><t></u>

Lesson Forty-five Review of Long Vowel Sounds and Spellings

1 Each of the following words contains at least one long vowel. Underline the letters spelling the long vowel sounds:

strol <u>l</u> er	glor <u>i</u> ous	hy <u>e</u> na	shallow	smoo <u>th</u>
<u>a</u> isle	bay <u>ou</u>	<u>i</u> dentify	per <u>i</u> od	exclus <u>i</u> vely
gh <u>o</u> st	courte <u>o</u> us	tru <u>e</u> st	ghet <u>to</u>	statu <u>e</u>
alth <u>o</u> ugh	del <u>i</u> ght	<u>i</u> sland	pi <u>o</u> neer	enthus <u>i</u> asm
app <u>ro</u> ach	<u>e</u> vening	ju <u>e</u> l	po <u>e</u> try	the <u>a</u> ter
mov <u>i</u> es	gradu <u>a</u> te	kn <u>e</u> w	recip <u>e</u>	tomor <u>r</u> ow
rescu <u>e</u>	enroll <u>e</u> d	magazin <u>e</u>	divid <u>e</u> d	typewrit <u>e</u> r
breath <u>e</u>	glo <u>o</u> my	multi <u>p</u> ly	rem <u>i</u> nd	vari <u>e</u> ty
buy <u>e</u> r	gold <u>e</u> n	bib <u>i</u> le	rhym <u>e</u>	veh <u>i</u> cle
champi <u>o</u> n	motorcycl <u>e</u>	nuc <u>l</u> ear	rou <u>t</u> ine	viol <u>e</u> nce
boondogg <u>l</u> e	guarant <u>e</u> e	obedi <u>e</u> nce	sh <u>o</u> e	pi <u>a</u> no
climb	fre <u>e</u> way	includ <u>i</u> ng	gh <u>o</u> uls	communit <u>y</u>

2 Sort the words into the following five groups. Some words go into more than one group:

Words with the long vowel sound . . .

[ā]	[ē]		[ī]	
<i>graduate</i>	<i>movies</i>	<i>period</i>	<i>aisle</i>	<i>multiply</i>
<i>highway</i>	<i>breathe</i>	<i>pioneer</i>	<i>buyer</i>	<i>bible</i>
<i>theater</i>	<i>champion</i>	<i>poetry</i>	<i>climb</i>	<i>pioneer</i>
	<i>glorious</i>	<i>recipe</i>	<i>bayou</i>	<i>divided</i>
	<i>courteous</i>	<i>routine</i>	<i>delight</i>	<i>remind</i>
	<i>evening</i>	<i>exclusively</i>	<i>motorcycle</i>	<i>rhyme</i>
	<i>guarantee</i>	<i>enthusiasm</i>	<i>hyena</i>	<i>typewriter</i>

[ā]	[ē]		[ī]	
	<i>freeway</i>	<i>theater</i>	<i>identify</i>	<i>variety</i>
	<i>hyena</i>	<i>variety</i>	<i>island</i>	<i>violence</i>
	<i>magazine</i>	<i>vehicle</i>		
	<i>nuclear</i>	<i>piano</i>		
	<i>obedience</i>			

[ō]		[ū] or [yū]	
<i>stroller</i>	<i>ghetto</i>	<i>movies</i>	<i>nuclear</i>
<i>ghost</i>	<i>poetry</i>	<i>rescue</i>	<i>including</i>
<i>although</i>	<i>tomorrow</i>	<i>boondogger</i>	<i>routine</i>
<i>approach</i>	<i>piano</i>	<i>bayou</i>	<i>shoe</i>
<i>glorious</i>	<i>stroller</i>	<i>graduate</i>	<i>ghouls</i>
<i>enrolled</i>		<i>gloomy</i>	<i>smooth</i>
<i>golden</i>		<i>truest</i>	<i>exclusively</i>
<i>motorcycle</i>		<i>jewel</i>	<i>statue</i>
<i>shallow</i>		<i>knew</i>	<i>enthusiasm</i>

3 Sort the words with digraph spellings into the following groups:

Words with digraph spellings of the vowel sounds . . .

[ā]	[ē]	[ī]
<i>freeway</i>	<i>movies</i>	<i>aisle</i>
	<i>breathe</i>	<i>buyer</i>
	<i>guarantee</i>	<i>bayou</i>
	<i>pioneer</i>	
	<i>freeway</i>	

[ō]	[ū] or [yū]	
<i>although</i>	<i>boondogger</i>	<i>routine</i>
<i>approach</i>	<i>bayou</i>	<i>ghouls</i>
<i>shallow</i>	<i>gloomy</i>	<i>smooth</i>
<i>tomorrow</i>	<i>jewel</i>	
	<i>knew</i>	

4 Sort the words that do not have digraph spellings into the following groups. Some words go into more than one group:

Words with long vowels in the patterns . . .

VCV		V.V	
<i>movies</i>	<i>divided</i>	<i>champion</i>	<i>poetry</i>
<i>glorious</i>	<i>rhyme</i>	<i>glorious</i>	<i>enthusiasm</i>
<i>evening</i>	<i>routine</i>	<i>courteous</i>	<i>theater</i>
<i>graduate</i>	<i>exclusively</i>	<i>graduate</i>	<i>variety</i>
<i>motorcycle (x2)</i>	<i>enthusiasm</i>	<i>hyena</i>	<i>violence</i>
<i>hyena</i>	<i>theater</i>	<i>truest</i>	<i>piano</i>
<i>identify</i>	<i>typewriter (x2)</i>	<i>nuclear</i>	
<i>magazine</i>	<i>vehicle</i>	<i>obedience</i>	
<i>obedience</i>	<i>community</i>	<i>period</i>	
<i>including</i>		<i>pioneer</i>	

V# or Ve#		VCC	
<i>rescue</i>	<i>recipe</i>	<i>stroller</i>	<i>island</i>
<i>guarantee</i>	<i>shoe</i>	<i>ghost</i>	<i>bible</i>
<i>identify</i>	<i>statue</i>	<i>climb</i>	<i>nuclear</i>
<i>multiply</i>	<i>variety</i>	<i>delight</i>	<i>remind</i>

V# or Ve#		VCC	
<i>ghetto</i>	<i>piano</i>	<i>enrolled</i>	
<i>poetry</i>		<i>golden</i>	

Teaching Notes.

Item 2. We are assuming the verb *graduate* with [ā], not the adjective-noun with [i].

Item 3. One could argue plausibly that the <ee> in *guarantee* is not a digraph but rather a case of <e> followed by a silent final <e>, thus putting it into the Ve # group.

Item 4. *Bible* and *nuclear* can both be treated as instances of the VC*le* pattern, a regular subpattern that leads to long vowels in what look to be VCC patterns.

Lesson Forty-six Review of [g], [l], and [r]

1 Underline the letters that spell [g], [l], and [r]:

ais <u>l</u> e	gall <u>er</u> ies	int <u>er</u> rupt	pl <u>a</u> gue	str <u>u</u> gg <u>l</u> ing
all <u>ig</u> at <u>or</u> s	spag <u>h</u> ett <u>i</u>	ir <u>r</u> eg <u>u</u> lar	pr <u>o</u> l <u>o</u> gue	unr <u>h</u> y <u>m</u> ed
arr <u>iv</u> al	gh <u>o</u> st <u>l</u> y	is <u>l</u> and	r <u>e</u> ferred	wat <u>er</u> l <u>o</u> gg <u>e</u> d
aux <u>il</u> iary	gr <u>an</u> ted	mirr <u>or</u>	r <u>h</u> ubar <u>b</u>	wr <u>ig</u> gl <u>ing</u>
ex <u>ac</u> tly	ill <u>u</u> str <u>a</u> te	mort <u>g</u> age	shr <u>u</u> gg <u>e</u> d	wr <u>is</u> t

2 Sort the words into these groups:

Words with [g] spelled . . .

<g>	<gg>	Other
<i>alligators</i>	<i>shrugged</i>	<i>auxiliary</i>
<i>galleries</i>	<i>struggling</i>	<i>exactly</i>
<i>irregular</i>	<i>waterlogged</i>	<i>spaghetti</i>
<i>plague</i>	<i>wriggling</i>	<i>ghostly</i>
<i>prologue</i>		<i>mortgage</i>
<i>granted</i>		

Words with [l] spelled . . .

<l>	<ll>	Other
<i>arrival</i>	<i>plague</i>	<i>alligators</i>
<i>auxiliary</i>	<i>prologue</i>	<i>galleries</i>
<i>exactly</i>	<i>stuggling</i>	<i>island</i>

<l>		<ll>	Other
<i>ghostly</i>	<i>waterlogged</i>		
<i>irregular</i>	<i>illustrate</i>		

Words with [r] spelled . . .

<r>		<rr>	Other
<i>alligators</i>	<i>mortgage</i>	<i>arrival</i>	<i>rhubarb</i>
<i>auxiliary</i>	<i>referred</i>	<i>interrupt</i>	<i>unrhymed</i>
<i>galleries</i>	<i>rhubarb</i>	<i>irregular</i>	<i>wriggling</i>
<i>granted</i>	<i>shrugged</i>	<i>mirror</i>	<i>wrist</i>
<i>illustrate</i>	<i>struggling</i>	<i>referred</i>	
<i>irregular</i>	<i>waterlogged</i>		
<i>mirror</i>			

- 3 The two words with <gg> due to twinning:

<i>shrugged</i>	<i>waterlogged</i>
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- 4 The two words with <gg> in the VCCle pattern:

<i>struggling</i>	<i>wriggling</i>
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- 5 The word with <ll> due to assimilation:

<i>illustrate</i>

- 6 The word with <rr> due to the VCC pattern:

<i>mirror</i>

7 The word with <rr> due to simple addition:

<i>interrupt</i>

8 The two words with <rr> due to assimilation:

<i>arrival</i>	<i>irregular</i>
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Lesson Forty-seven
Review of Word Analysis and of <i> Before <e>

1 Analyze the following into their prefixes, bases, and suffixes:

Word	=	Analysis
decongestant	=	<i>de+conh+n+gest+ant</i>
infections	=	<i>in+fect+ion+s</i>
digestion	=	<i>dis+gest+ion</i>
excessive	=	<i>ex+cess+ive</i>
effectiveness	=	<i>ex+f+fect+ive+ness</i>
interview	=	<i>inter+view</i>
massive	=	<i>mass+ive</i>
dimension	=	<i>dis+mense+ion</i>
surprising	=	<i>sur+prise+ing</i>
director	=	<i>dis+rect+or</i>
interrupted	=	<i>inter+rapt+ed</i>
dividing	=	<i>dis+vide+ing</i>
unsuspectingly	=	<i>un+sub+spect+ing+ly</i>
survival	=	<i>sur+vive+al</i>
perspective	=	<i>per+spect+ive</i>
interpret	=	<i>inter+pret</i>
unattractively	=	<i>un+ad+t+tract+ive+ly</i>
synchronize	=	<i>syn+chron+ize</i>
interestingly	=	<i>inter+est+ing+ly</i>
surrounded	=	<i>sur+round+ed</i>
disrupted	=	<i>dis+rapt+ed</i>
surveillance	=	<i>sur+veill+ance</i>

2 Underline the <ie> and <ei> spellings:

bel <u>ie</u> ve	l <u>ie</u>	th <u>ie</u> f	fr <u>ei</u> ght	re <u>in</u> deer
calor <u>ie</u>	mag <u>pie</u>	t <u>ie</u>	h <u>ei</u> ght	se <u>is</u> mic
coll <u>ie</u>	mov <u>ies</u>	y <u>ie</u> lding	kale <u>id</u> oscope	se <u>iz</u> e
f <u>ie</u> ld	n <u>ie</u> ce	con <u>ce</u> it	l <u>ei</u> sure	sl <u>ei</u> gh
fi <u>er</u> y	prair <u>ie</u>	de <u>ce</u> iving	n <u>ei</u> ther	sl <u>ei</u> ght
financ <u>ie</u> r	pri <u>est</u>	<u>ei</u> ght	prote <u>in</u>	ve <u>il</u>
gri <u>ef</u>	rel <u>ief</u>	<u>ei</u> ther	rece <u>ipt</u>	ve <u>in</u>
hygi <u>ene</u>	shri <u>ek</u>	polterge <u>ist</u>	rece <u>iv</u> e	we <u>ir</u> d

3 Sort the words with <ie> into this matrix:

	Words in which the <ie> is . . .	
	an instance of the <i> before <e> rule:	a holdout to the <i> before <e> rule:
Words in which the <ie> spells long <e>	<i>believe</i> <i>priest</i> <i>calorie</i> <i>relief</i> <i>collie</i> <i>shriek</i> <i>field</i> <i>thief</i> <i>grief</i> <i>yielding</i> <i>hygiene</i> <i>movies</i> <i>niece</i> <i>prairie</i>	<i>financier</i>
Words in which the <ie> spells lng <i>	<i>lie</i> <i>magpie</i> <i>tie</i>	<i>fiery</i>

4 Sort the words with <ei> into this matrix:

	Words in which the <ei> is . . .	
	an instance of the <i> before <e> rule:	a holdout to the <i> before <e> rule:
Words in which the <ei> spells long <a>	<i>eight</i> <i>freight</i> <i>reindeer</i> <i>sleigh</i> <i>veil</i> <i>vein</i>	
Words in which the <ei> spells long <e>	<i>conceit</i> <i>deceiving</i> <i>receipt</i> <i>receive</i>	<i>leisure</i> <i>protein</i> <i>seize</i> <i>weird</i>
Words in which the <ei> spells long <i>	<i>either</i> <i>poltegeist</i> <i>height</i> <i>kaleidoscope</i> <i>neither</i> <i>seismic</i> <i>sleight</i>	

Teaching Notes.

Item 1. Four words in this table contain the prefix *sur-* “over, above, in addition”: *surprising*, *survival*, *surrounded*, *surveillance*. Some students may want to treat the

<sur> in *surrounded* as an assimilated *sub-*. I believe I would not call them wrong: The contribution of the prefix to the meaning of the word is somewhat distant at best. The other three have to be treated as *sur-* rather than an assimilated *sub-* because their stems do not start with letters or sounds that would induce assimilation of the to <r>.

Item 4. We sort *either* and *neither* as instances, with <ei> spelling [ī]. For folks who pronounce these two with [ē] rather than [ī], they would have to be sorted as holdouts with <ei> spelling [ē] with no preceding <c>. We sort *leisure* as a holdout with <ei> spelling [ē]. For folks who pronounce *leisure* with short rather than long <e>, there is no place in the matrix to put it, so it would be left out.

**Lesson Forty-eight
Test Six**

Words	Analysis
1. <i>guaranteed</i>	[r] = <r> [g] = <gu> [ē] = <ee>
2. <i>although</i>	[ō] = <ou>
3. <i>terrify</i>	[r] = <rr> due to <u>VCC pattern</u>
4. <i>violence</i>	[i] = <i> in the pattern <u>V.V</u>
5. <i>exclusive</i>	[ū] = <u> in the pattern <u>VCV</u>
6. <i>poltergeist</i>	[i] = <ei>
7. <i>glorious</i>	[ē] = <i> in the pattern <u>V.V</u>
8. <i>disclose</i>	Prefix + free base = <u>dis+close</u>
9. <i>roughly</i>	[u] = <ou> [f] = <gh>
10. <i>sleight</i>	[i] = <ei> [t] = <ght>