

Book Eight

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Lesson One How Do You Spell [s]?

1 You can hear the sound [s] at the beginning, in the middle, and at the end of the word *success*. In *success* [s] is spelled three different ways: <s>, <c>, and <ss>. About 97% of time [s] is spelled one of those three ways.

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

scr <u>at</u> ch	immigr <u>an</u> ts	sm <u>o</u> ky	sit <u>u</u> ation
asp <u>h</u> alt	collap <u>s</u> e	mathemat <u>ic</u> s	radi <u>s</u>
impul <u>s</u> e	demon <u>st</u> rate	immense <u>s</u>	analys <u>is</u>
stat <u>u</u> s	sch <u>e</u> dule	scand <u>a</u> l	dist <u>in</u> guish
adult <u>s</u>	dangerou <u>s</u>	de <u>st</u> roy	courageou <u>s</u>
dis <u>pa</u> tch	dessert <u>s</u>	congest <u>e</u> d	symphon <u>y</u>
instr <u>u</u> ction	s <u>q</u> ueezed	seiz <u>u</u> re	emphas <u>is</u>

2 Sort the twenty-eight words into the following three groups. Some words go into more than one group:

Words with [s] . . .

at the front	in the middle	at the end	
<i>sandwich</i>	<i>asphalt</i>	<i>impulse</i>	<i>mathematics</i>
<i>status</i>	<i>dispatch</i>	<i>status</i>	<i>immense</i>
<i>schedule</i>	<i>intruction</i>	<i>adults</i>	<i>radius</i>
<i>squeezed</i>	<i>demonstrate</i>	<i>immigrants</i>	<i>analysis</i>
<i>smoky</i>	<i>destroy</i>	<i>collapse</i>	<i>courageous</i>
<i>scandal</i>	<i>congested</i>	<i>dangerous</i>	<i>emphasis</i>
<i>seizure</i>	<i>analysis</i>	<i>desserts</i>	
<i>situation</i>	<i>distinguish</i>		
<i>symphony</i>	<i>emphasis</i>		

3 In all of these words [s] is spelled <s>. The sound [s] is spelled this way about 75% of the time.

4 The <s> spelling of [s] often occurs in consonant clusters – that is, with one or more consonants before or after it. Nineteen of the words above contain [s] spelled <s> in a consonant cluster. List the words in the blanks below and underline the cluster that contains the <s> that spells [s] in it:

<i>asphalt</i>	<i>dispatch</i>	<i>demonstrate</i>	<i>mathematics</i>	<i>congested</i>
<i>impulse</i>	<i>instruction</i>	<i>schedule</i>	<i>immense</i>	<i>distinguish</i>
<i>status</i>	<i>immigrants</i>	<i>squeezed</i>	<i>scandal</i>	<i>scratch</i>
<i>adults</i>	<i>collapse</i>	<i>smoky</i>	<i>destroy</i>	

5 We often use a silent final <e> to insulate a single <s> so that it does not come at the end of a base and look like an -s suffix – as in words like *lapse* and *tense* (compare the plurals *laps* and *tens*). Very few free bases end in [s] spelled with a single <s>. The only common ones are *this*, *bus*, *us*, *gas*, *canvas*, *chaos*, *sis*, *plus*, *yes*.

Usually when the <s> spelling of [s] comes at the very end of a word without the insulating final <e>, it is either an -s suffix – as in verbs like *obstructs* or plural nouns like *contracts* – or it is part of a suffix like -ous, -us, or -ics – as in words like *courageous*, *radius*, and *mathematics*. Analyze the following words into stem plus suffix:

Word	=	Stem	+ Suffix
instructs	=	<i>instruct</i>	+ <i>s</i>
courageous	=	<i>courage</i>	+ <i>ous</i>
mathematics	=	<i>mathematic</i>	+ <i>s</i>
status	=	<i>staté</i>	+ <i>us</i>
scandalous	=	<i>scandal</i>	+ <i>ous</i>
adults	=	<i>adult</i>	+ <i>s</i>
immigrants	=	<i>immigrant</i>	+ <i>s</i>
dangerous	=	<i>danger</i>	+ <i>ous</i>
chorus	=	<i>chor</i>	+ <i>us</i>
radius	=	<i>radi</i>	+ <i>us</i>

Teaching Notes.

Item 1. In *scratch*, *schedule* and *scandal* [s] is spelled <s> and not <sc> because in *scratch* and *scandal* the <c> is spelling [k], as is the <ch> in *schedule*.

The use of silent final <e> to insulate <s> is introduced in Lessons 17 and 18 of Book 4. For more on the spelling of [s], see *AES*, pp. 397-406.

Lesson Two
Sometimes [s] is Spelled <ss>

1 The sound [s] is most often spelled <s>, but it is often spelled <ss>. Underline the <ss> spellings of [s] in the following words. Don't worry for now about the check mark:

aby <u>ss</u> ✓	a <u>ss</u> imilation✓	for <u>giveness</u> ✓	lion <u>ess</u> ✓
ass <u>ociate</u> ✓	comp <u>ress</u> ✓	ca <u>ress</u> ✓	mess <u>enger</u> ✓
b <u>ussing</u> ✓	neigh <u>borliness</u> ✓	g <u>assed</u> ✓	danger <u>ousness</u> ✓
fore <u>ignness</u> ✓	ambass <u>ador</u> ✓	miss <u>cheduled</u> ✓	<u>misspelling</u> ✓
diss <u>atisfaction</u> ✓	process <u>or</u> ✓	re <u>cess</u> ✓	diss <u>ension</u> ✓
venerab <u>leness</u> ✓	miss <u>ile</u> ✓	f <u>ussy</u> ✓	pl <u>usses</u> ✓

2 Two of the twenty-four words above have <ss> because of the full assimilation of the prefix *ad-* when it was added to a stem that started with <s>. List the two below in the Words column and then analyze them into prefix plus stem and show the full assimilation. As you do them check them off the list above:

Words	Analysis: Prefix + Stem
<i>associate</i>	<i>ad + s + sociate</i>
<i>assimilation</i>	<i>ad + s + similation</i>

3 It is rare for <ss> to be due to twinning, for so few free bases end in a single <s>. But three of the twenty-four words above have <ss> due to twinning. List them below, analyze them to show the twinning, and check them off the list above:

Word	Analysis: Stem + Suffix
<i>bussing</i>	<i>bus+s+ing</i>
<i>gassed</i>	<i>gas+s+ed</i>
<i>plusses</i>	<i>plus+s+es</i>

4 Four of the twenty-four words have <ss> due to simple addition when the prefix *dis-* or *mis-* was added to a stem that started with <s>. List them below, analyze them to show the simple addition, and check them off the list above:

Word	Analysis: Prefix + Stem
<i>dissatisfaction</i>	<i>dis+satisfaction</i>
<i>misscheduled</i>	<i>mis+scheduled</i>
<i>misspelling</i>	<i>mis+spelling</i>
<i>dissension</i>	<i>dis+sension</i>

5 Although the sound [s] is never spelled <ss> at the beginning of words or elements, it is often spelled <ss> at the very end of words. Ten of the twenty-four words above end with <ss>. Five of them end with the same suffix. List those five below; analyze each into stem plus suffix or suffixes, and check them off the list above:

Word	Analysis: Stem + Suffix(es)
<i>foreignness</i>	<i>foreign+ness</i>
<i>venerableness</i>	<i>venerable+ness</i>
<i>neighborliness</i>	<i>neighbor+ly+i+ness</i>
<i>forgiveness</i>	<i>forgive+ness</i>
<i>dangerousness</i>	<i>danger+ous+ness</i>

6 The remaining five words that end in <ss> all have short vowels right in front of the [s] so the <ss> spelling makes a regular VCC pattern. Write those five into the table below and check them off the list:

<i>abyss</i>	<i>success</i>	<i>recess</i>
<i>compress</i>	<i>caress</i>	

7 Also, there should be five words remaining on your list of twenty-four words that contain <ss> in the middle; all five have short vowels in front of the [s]. Write the five words below and mark the VCC pattern in each one:

<i>ambassador</i> vcc	<i>missile</i> vcc	<i>messenger</i> vcc
<i>processor</i> vcc	<i>fussy</i> vcc	

Teaching Notes.

Item 1. The suffix *-ess* in *lioness* is discussed in Lesson 4.

Item 2. The full assimilation of *ad-* is introduced in Lessons 13-14 of Book 4.

Item 3. The twinning of final consonants in short stems is introduced in Lessons 34-38 of Book 1.

Item 4. The prefixes *mis-* and *dis-* are introduced in Lessons 23-27 of Book 3.

Item 5. The suffix *-ness* is introduced in Lesson 20, Book 5.

Lesson Three More About [s] at the End of Words

1 The following words all end with a base that itself ends with the sound [s]. In each case [s] is spelled <ss> or it is spelled <s> with an insulating final <e>. Words marked '(n).' are nouns. Sort the words into the matrix:

intense	collapse	fuss	impulse
abyss	excuse (n.)	reverse	purchase
merchandise (n.)	dispense	caress	surpass
false	release	abuse (n.)	geese
dismiss	possess	immense	kiss

Words that end with [s] spelled . . .

	<s> with an insulating <e>	<ss>
Words that end with a base and have a stressed short vowel right in front of the final [s]		<i>abyss dismiss possess fuss caress surpass recess kiss</i>
Words that end with a base but do not have a stressed short vowel right in front of the final [s]	<i>intense merchandise erse false collapse excuse dispense</i>	<i>release abuserev immense impulse purchase</i>

2 In bases that end in an [s] sound spelled either <se> or <ss>, if there is a stressed short vowel sound right in front of the final [s], the [s] will be spelled <ss>. Otherwise, the [s] will be spelled <s> with an insulating (silent) (final) <e>.

3 Remember: In English we tend to avoid ending words with a single <s> that comes at the end of a base. To keep the single <s> from coming at the end, sometimes we double the <s> (as in *fuss* or *caress*). Sometimes we add a final <e> (as in *intense* or *impulse*). In words like *intense* and *impulse* the final <e> is not marking a long vowel, or a soft <c> or a soft <g> or a voiced <th>. It is just insulating the <s>, keeping it from coming at the end of the base and word.

4 There are four very common bases that end <ss> and that often come at the end of words and free stems. Two of them are free bases: *pass*, with an original meaning "step, pace"; *press*, "press, squeeze". Two of them are bound bases: *cess*, with an original meaning "go"; *miss*, with an original meaning "let go, cause to go."

Each of the following words contains one of these four bases. Analyze the words into their elements as given in the Formula column: 'P' means "Prefix," 'FB' means "Free Base," 'BB' means "Bound Base," 'S' means "Suffix":

Word	Formula	Analysis
impressively	P+FB+S+S	<i>im+press+ive+ly</i>
submissive	P+BB+S	<i>sub+miss+ive</i>
accessed	P+BB+S	<i>ad+c+cess+ed</i>
surpassing	P+FB+S	<i>sur+pass+ing</i>
expressive	P+FB+S	<i>ex+press+ive</i>
processor	P+BB+S	<i>pro+cess+or</i>
missiles	BB+S+S	<i>miss+ile+s</i>
passage	FB+S	<i>pass+age</i>
excessive	P+BB+S	<i>ex+cess+ive</i>
abscessed	P+BB+S	<i>abs+cess+ed</i>
underpass	P+FB	<i>under+pass</i>
trespassing	P+FB+S	<i>tres+pass+ing</i>

Teaching Notes.

Item 2. In the third blank I would accept as good answers either <e>, *final* <e>, *silent* <e>, or *silent final* <e>.

Item 4. The bound base *miss* “let go, cause to go” is not related to either the verb and noun *miss* “fail(ure) to hit” or the noun *miss*, as in “Miss Jones.”

The prefix *tres-* in *trespassing* is the French version of *trans-* “across, beyond.”

The root meaning of *abscess* is “a going away, a departure.” The *OED* shows a related obsolete verb *abscede* “move away, lose contact.” The connection between the root sense of *abscess* and our current sense of “a collection of pus” is not clear.

The second sense developed in Latin. It may be that the idea was that the pus had moved away from its normal location to gather in one place. There is almost certainly an echo of the ancient theory of the four humors – blood, phlegm, choler, and black bile – fluids that were thought to circulate through the body and, depending on the amounts of each, determine one’s psychological makeup and general health.

The bound bases *miss* and *cess* are discussed later in this book, in Lesson 21 and Lessons 19-20 respectively.

Lesson Four Another Suffix with <ss>

1 You've seen that in many words the sound [s] is spelled <ss> in the suffixes *-less* and *-ness*. Another suffix that ends <ss> is *-ess*, which adds the meaning "female, feminine" to nouns: *host* "male who receives guests" + *ess* = *hostess* "female who receives guests"

Today we are less anxious to distinguish between males and females in our words than people were in the past. In fact, some people find words ending in the suffix *-ess* to be offensive, and many of the *-ess* words are falling out of use. But we still do use a number of words that contain *-ess* and thus the <ss> spelling of [s].

Analyze each of the following nouns into stem noun and suffix. Show any changes that took place when the suffix and stem combined:

Noun	=	Stem Noun	+ Suffix
hostess	=	<i>host</i>	+ <i>ess</i>
lioness	=	<i>lion</i>	+ <i>ess</i>
goddess	=	<i>god + d</i>	+ <i>ess</i>
princess	=	<i>princē</i>	+ <i>ess</i>
countess	=	<i>count</i>	+ <i>ess</i>
poetess	=	<i>poet</i>	+ <i>ess</i>

2 Now try some the other way around. Add the suffix *-ess* to the stem nouns to form new nouns, showing any changes:

Stem Noun	+	Suffix	=	Noun
priest	+	<i>ess</i>	=	<i>priestess</i>
giant	+	<i>ess</i>	=	<i>giantess</i>
steward	+	<i>ess</i>	=	<i>stewardess</i>
shepherd	+	<i>ess</i>	=	<i>shepherdess</i>
prince	+	<i>ess</i>	=	<i>princess</i>
god	+ <i>d</i>	+ <i>ess</i>	=	<i>goddess</i>

3 Sometimes, when *-ess* is added to a male noun that ends in the suffixes *-er* or *-or*, an unusual deletion occurs: *waiter* + *ess* = *wait~~e~~r* + *ess* = *waitress*; *actor* + *ess* = *act~~e~~r* + *ess* = *actress*. In these cases when the *-ess* is added, we delete the <e> or <o> in front of the final <r>. Analyze the following words to show that change:

Noun	=	Stem Noun	+ Suffix
waitress	=	<i>waiter</i>	+ <i>ess</i>
actress	=	<i>acter</i>	+ <i>ess</i>
tigress	=	<i>tiger</i>	+ <i>ess</i>
huntress	=	<i>hunter</i>	+ <i>ess</i>
enchantress	=	<i>enchanter</i>	+ <i>ess</i>
eldress	=	<i>elder</i>	+ <i>ess</i>
temptress	=	<i>tempter</i>	+ <i>ess</i>
mistress	=	<i>mister</i>	+ <i>ess</i>

4 In the male nouns ending in *-er* or *-or* that you have worked with so far, the *-ess* was added to the male noun. Sometimes, however, the *-ess* is added to the same stem to which the *-er* or *-or* is added to form the male noun, as with the stem *sorcer* in the table below. Write out the male and female nouns in the two right hand columns and be ready to talk about any changes that too place:

Stem	Male Noun: Stem plus <i>-er</i> or <i>-or</i>	Female Noun: Stem plus <i>-ess</i>
sorcer	<i>sorcerer</i>	<i>sorceress</i>
murder	<i>murderer</i>	<i>murderess</i>
govern	<i>governor</i>	<i>governess</i>
adventure	<i>adventurer</i>	<i>adventuress</i>
launder	<i>launderer</i>	<i>laundress</i>

Teaching Notes.

Item 3. This deletion of penultimate <e> or <o> is motivated by the tendency for weak syllables to disappear in words, first in their pronunciation and then in their spelling. It is similar to a more generalized deletion of penultimate <e> that occurs in words like *hindrance* (*hindér* + *ance*), *disastrous* (*disastér* + *ous*), *laundry* (*laundér* + *y*), *central* (*centér* + *al*), and the like.

Item 4. *Laundress* may cause some problems. Be sure the students see that it involves another case of penultimate <e> deletion.

Lesson Five
Sometimes [s] is Spelled <c>, Sometimes <sc>

1 The sound [s] is spelled <s> or <ss> about eight times out of ten. The rest of the time it is usually spelled <c>.

The letter <c> spells the sound [s] only when it is followed by the letters <e>, <i>, or <y>. When the letter <c> spells the sound [s], it is called soft <c>.

2 Whenever <c> spells [s], there will be an <e>, <i>, or <y> following it. But the problem is that often [s] is spelled with an <s> with an <e>, <i>, or <y> after it, too. Read the following pairs of words aloud and look at how [s] is spelled in each of them:

sell	cell
sent	cent
serial	cereal
site	cite
symbol	cymbal

Words like the ones in each of these pairs are called **homophones**. *Homo-* means "same," and *phone* means "sound." Homophones are two or more words that have the same sound but different meanings and spellings. Can you think of a third homophone for *sent* and *cent* and a third for *site* and *cite*?

3 Underline the letters that spell [s] in each of the following words:

per <u>ce</u> ive	<u>ce</u> rtainty	em <u>er</u> gency	re <u>du</u> ce
ic <u>il</u> y	preju <u>di</u> ce	de <u>ce</u> ption	ic <u>y</u>
introdu <u>ci</u> ng	de <u>pe</u> ndence	consci <u>en</u> ce	critic <u>is</u> m
re <u>ce</u> ipt	balan <u>ce</u>	pro <u>du</u> ce	<u>ce</u> iling
<u>ci</u> tizen	de <u>ci</u> sion	re <u>ce</u> ssion	acce <u>l</u> erate
advan <u>ci</u> ng	ju <u>ic</u> y	assur <u>an</u> ce	pie <u>ce</u>

4 Sort the words into these three groups:

Words with <c> followed by an . . .

<e>		<i>	<y>
<i>perceive</i>	<i>conscience</i>	<i>icily</i>	<i>juicy</i>
<i>receipt</i>	<i>produce</i>	<i>introducing</i>	<i>emergency</i>
<i>certainty</i>	<i>assurance</i>	<i>citizen</i>	<i>icy</i>
<i>dependence</i>	<i>reduce</i>	<i>advancing</i>	
<i>balance</i>	<i>ceiling</i>	<i>decision</i>	
<i>recession</i>	<i>accelerate</i>	<i>piece</i>	
<i>deception</i>	<i>prejudice</i>	<i>criticism</i>	

5 The <sc> spelling of [s] is very rare, but it does occur in a few common words. Underline all of the different spellings of [s] in the words below:

abscess scissors descent scene
 descendant discipline ascend scenic
scent ascertain fascinate scythe
scientific condescension discern fluorescent

6 Now sort the sixteen words into these three groups:

Words in which <sc> is followed by an . . .

<e>		<i>	<y>
<i>absc<u>ess</u></i>	<i>de<u>scent</u></i>	<i>sci<u>entific</u></i>	<i>sc<u>ythe</u></i>
<i>de<u>scendant</u></i>	<i>a<u>scend</u></i>	<i>sci<u>ssors</u></i>	
<i>sc<u>ent</u></i>	<i>di<u>scern</u></i>	<i>di<u>scipline</u></i>	
<i>a<u>scertain</u></i>	<i>sc<u>ene</u></i>	<i>fa<u>scinate</u></i>	
<i>co<u>n</u>de<u>s</u>ce<u>n</u>sion</i>	<i>fluo<u>r</u>es<u>c</u>ent</i>	<i>sc<u>enic</u></i>	

7 Four ways of spelling [s] are <s>, <ss>, <c>, and <sc>.

Teaching Notes.

Item 3. Notice that the <c> at the end of *critic* is hard, [k], but when the suffix *-ism* is added, it is soft, [s].

Lesson Six Some Very Rare Spellings of [s]

1 The sound [s] is spelled <s>, <ss>, or <c> just about all of the time. Occasionally it's spelled <sc>. Even more rarely it is spelled one of the ways illustrated in the following words. Underline the letters that spell [s]:

castle	psalm	psychology	fastener
psychiatrist	listen	wrestle	moisten
answer	sword	quartz	rustler
hasten	waltz	whistle	thistle

2 You should have found four different spellings of [s]. The first spelling occurs in nine words. The second spelling occurs in three words, and the third and fourth spellings occur in two words each. Label the four groups below and sort the words into them:

Words with [s] spelled . . .

<st>		<ps>	<sw>	<z>
<i>castle</i>	<i>fastener</i>	<i>psychiatrist</i>	<i>answer</i>	<i>waltz</i>
<i>hasten</i>	<i>moisten</i>	<i>psalm</i>	<i>sword</i>	<i>quartz</i>
<i>listen</i>	<i>rustler</i>	<i>psychology</i>		
<i>wrestle</i>	<i>thistle</i>			
<i>whistle</i>				

3 In words like *castle* and *fasten*, where there is an <le> or an <en> right after the <st>, the <t> is not pronounced. It was pronounced a long time ago, but not anymore. Notice that we still pronounce the [t] in some words, like *consistent* or *restless* – though you can feel how hard it is to keep it in a word like *restless*. It is the loss of that earlier [t] that leads to the rare <st> spelling of [s].

The <ps> in *psalm*, *psychology*, and *psychiatrist* comes from the Greek letter psi, Ψ, which we pronounce [sī] but the Greeks pronounced with a [ps] sound. When Greek words were taken into Latin and English, psi was represented by <ps>. The <p> was pronounced long ago, but gradually it came not to be, which leads to the rare <ps> spelling of [s].

The <w> is not pronounced in *answer* because the [w] sound tends to drop out when it is weakly stressed and is followed by [r]. Notice that there is also no [w] in *conquer*, with a following [r], but there is one in *conquest*, with no following [r]. The same pattern holds in *liquor* and *liquid*. *Answer* is related to the word *swear*, in which the <w> is pronounced, because *swear* is usually stressed. Remembering the relationship with *swear* can help you remember to put the <w> in *answer*.

The <w> is not pronounced in *sword* because [w] is sometimes lost in front of certain vowel sounds. This is the same thing that led to our dropping the [w] sound in *two*.

The [s] in words like *waltz* and *quartz* comes from German. In German <z> is pronounced [ts]. So in these words [s] is spelled <z>.

Teaching Notes.

Item 3. The [s] is spelled <st> in *Christmas*. In the words *asthma* and *isthmus*, the <th> originally spelled [t], as in *Thames* and *Thomas*. Now that the [t] has been dropped, so that in *asthma* <sth> spells [z] and in *isthmus* it spells [s]. In the city name *Tucson* [s] is spelled <cs>! It comes from an American Indian word *Stjukshon*, which suggests that an old [k] sound has dropped out while the <c> has remained.

Lesson Seven

Some Homophones and Near Homophones with [s]

1 Ceiling and sealing. *Ceiling* "the overhead surface of a room" is an instance of the <i>-before- <e> rule: It's <i> before <e> except after <c>. *Ceiling* comes from the Latin word *caelum*, which meant "sky" and is the source of our word *celestial* "pertaining to the sky." Notice that *ceiling* and *celestial* both have <ce>.

Sealing analyzes to *seal+ing*. *Seal* originally meant a mark, often a wax impression, that guaranteed something as genuine. *Seal* is a simplification of the Latin noun *sigillum*, which in turn came from *signum* "a distinguishing mark or sign." Thus, *seal* is related to many, many words that all contain <s>, including *sign*, *signature*, *signal*, *design*, *insignia*, and so on.

2 Conscious and conscience. *Conscious* and *conscience* are not quite homophones, but they are close enough in sound that it can be easy to confuse one with the other. The adjective *conscious* means "aware, either of one's surrounding or of one's own existence." The noun *conscience* refers to that inner sense of what is right or wrong and the sense of guilt and concern we can get when we know that we have done something wrong. *Conscious* analyzes to *con+h+n+sci+ous* and contains the adjective-making suffix *-ous*. *Conscience* analyzes to *con+h+n+sci+ence* and contains the noun-making suffix *-ence*.

Conscience is related to *conscientious*: A conscientious person usually has a strong conscience. And in *conscientious* the stress is on the syllable with the <e> so you can hear the [e] sound. Remember the link between *conscience* and *conscientious*, and you can remember the <e> in the *-ence* suffix in *conscience*. So the [s] at the end of the suffix *-ence* in *conscience* is spelled <c> with a silent final <e> to mark it as soft; the [s] at the end of the suffix *-ous* in *conscious* is spelled <s>.

3 Presence and presents. *Presence* and *presents* are like a number of other pairs such as *patience* and *patients*, and *residence* and *residents*. *Presence* (*pre+sence*) is a singular noun that means the state or action of being at a place, the opposite of *absence*. *Presents* (*pre+sent+s*) is a plural noun that means "gifts"; it can also be used as a verb, as in "He presents the awards every year." Usually when a <t> comes between [n] and [s], the <t> does not get pronounced. That is why words like *scents*, *cents*, and *sense* are homophones. A similar set of homophones are the adjective *intense* and the plural noun *intents*, which occasionally get confused when people who mean "intents and purposes" write "intense and purposes."

About all you can do is remember that *presents*, *patients*, *residents*, and *intents* are plural nouns with the *-s* plural suffix.

4 In each of the following sentences cross out the incorrect word and write the correct one into the blank:

1. (~~ceiling~~, sealing). They are sealing the packages now.
2. (~~patience~~, patients) The nurse told the doctor there were still three patients in the waiting room.
3. (conscious, ~~conscience~~) He was not conscious of the man behind him.
4. (~~presence~~, presents) She received many presents for Christmas.
5. (residence, ~~residents~~) Their residence is just down the street.
6. (ceiling, ~~sealing~~) The ceiling of his room is so low that Merv has to duck his head when he goes in there.
7. (~~conscious~~, conscience) After the party at their house, he seemed like he had a guilty conscience.
8. (patience, ~~patients~~) Chess is a game that requires a lot of concentration and patience.
9. (~~residence~~, residents) The residents of the condominium complained to the manager.
10. (~~conscious~~, conscience) Her conscience wouldn't let her tell that kind of lie.

Teaching Notes.

Item 2. This distinction is complicated by the singular noun *present* "now" and the rare law term *presents* meaning "the present writings or text," as in "Know all men by these presents."

Homophones and near homophones are examined in Lessons 35-36 and 47 of Book 7. For more on homophones see Harold C. Whitford, *A Dictionary of American Homophones and Homographs* (NY: Teachers College Press, 1966).

**Lesson Eight
Test One**

Words	Analysis
1. presence	[s] = <u><c></u>
2. dangerous	[s] = <u><s></u> Stem + suffix = <u>danger+ous</u>
3. residents	[s] = <u><s></u> Verb + suffix ¹ + suffix ² = <u>reside+ent+s</u>
4. adults	[s] = <u><s></u> Free base + suffix = <u>adult+s</u>
5. goddess	[s] = <u><ss></u> Free base + suffix = <u>god+d+ess</u>
6. immigrant	Prefix + bound base + suffix = <u>im+migr+ant</u>
7. mathematics	[s] = <u><s></u>
8. processor	[s] = <u><c></u> and <u><ss></u> Prefix + bound base + suffix = <u>pro+cess+or</u>
9. radius	[s] = <u><s></u> Bound base + suffix = <u>radi+us</u>
10. residence	[s] = <u><c></u> Verb + suffix = <u>reside+ence</u>

Lesson Nine VCV and the Suffix *-ity*

1 Mark the two letters – 'v' for a vowel and 'c' for a consonant – after each of the vowel letters marked 'v' below:

committee
VCC

advisor
VCV

immensely
VCC

local
VCV

accomplish
VCC

reducing
VCV

judgement
VCC

courageous
VCV

listen
VCC

smoking
VCV

consistent
VCC

exclusive
VCV

2 Sort the words into the following matrix:

Words with the string . . .

	VCV	VCC
Words in which the first vowel in the string is long	<i>advisor</i> <i>reducing</i> <i>smoking</i> <i>local</i> <i>courageous</i> <i>exclusive</i>	
Words in which the first vowel in the string is short		<i>committee</i> <i>accomplish</i> <i>listen</i> <i>immensely</i> <i>judgement</i> <i>consisten</i>

3 In the string VCC the vowel is usually short. In the string VCV the first vowel is usually long.

4 Though it does say “usually,” the rule that says that the first vowel in a VCV string is usually long is a very useful one. Now we are going to look at some of the reasons the VCV rule says “usually” rather than “always.”

Mark the two letters – 'v' for a vowel and 'c' for a consonant – after each of the vowel letters marked with a 'v' below and sort them into the matrix:

gravity VCV	extremity VCV	sublimity VCV
grave VCV	extreme VCV	sublime VCV
cavity VCV	serenity VCV	profanity VCV
cave VCV	serene VCV	profane VCV

Words with the first vowel in the VCV string . . .

	short	long
Words in which the suffix <i>-ity</i> comes right after the VCV string	<i>gravity</i> <i>cavity</i> <i>extremity</i> <i>serenity</i> <i>sublimity</i> <i>profanity</i>	
Words in which the suffix <i>-ity</i> does not come right after the VCV string		<i>grave</i> <i>cave</i> <i>extreme</i> <i>serene</i> <i>sublime</i> <i>profane</i>

5 When the suffix *-ity* comes right after a VCV string, the first vowel in the string will

be short.

6 The Suffix -ity Rule. In English the vowel right in front of the suffix *-ity* will **always** be stressed and will always be short, even in a VCV string.

The Suffix *-ity* Rule is stronger than the rule that says that the first vowel in a VCV string will be long. It is the reason for many of the words that have short vowels at the front of VCV strings. It also explains why there is a long <a> in a word like *sane* but a short <a> in a word like *sanity*, and an unstressed second vowel in *civil* but a short stressed one in *civility*.

Teaching Notes.

Item 4: All twelve of the words in the second matrix come in pairs in which the shorter word has a long vowel that becomes short when the suffix *-ity* is added to it. Be sure that the youngsters see that pattern: *sane, sanity; grave, gravity; extreme, extremity; serene, serenity; sublime, sublimity; cave, cavity*. The only long vowel that resists shortening in front of *-ity* is long <u>, as in *community*. For more on this and on the *-ity* rule see *AES*, pp. 112-15.

Item 6: The Suffix *-ity* Rule is an example of a widespread tendency, not just in spelling but in rule-bound behavior in general, for smaller, more local rules to preempt larger, more general ones.

Lesson Ten More Practice with *-ity*

1 **The Suffix *-ity* Rule.** In English the vowel right in front of the suffix *-ity* will **always** be _____ and will always be _____, even in a VCV string.

2 The suffix *-ity* is added to adjectives to turn them into nouns. Analyze each of the following nouns into an adjective plus *-ity*, showing any changes:

Noun	=	Adjective + Suffix
<i>liberality</i>	=	<i>liberal+ity</i>
<i>productivity</i>	=	<i>productive+ity</i>
<i>intensity</i>	=	<i>intense+ity</i>
<i>electricity</i>	=	<i>electric+ity</i>
<i>publicity</i>	=	<i>public+ity</i>
<i>mentality</i>	=	<i>mental+ity</i>
<i>captivity</i>	=	<i>captive+ity</i>
<i>reality</i>	=	<i>real+ity</i>

3 Now try some the other way around. Combine the adjectives with *-ity* to form nouns, showing any changes:

Adjective	+	Suffix	=	Noun
<i>sublime</i>	+	<i>ity</i>	=	<i>sublimity</i>
<i>productive</i>	+	<i>ity</i>	=	<i>productivity</i>
<i>rational</i>	+	<i>ity</i>	=	<i>rationality</i>
<i>serene</i>	+	<i>ity</i>	=	<i>serenity</i>
<i>personal</i>	+	<i>ity</i>	=	<i>personality</i>
<i>grave</i>	+	<i>ity</i>	=	<i>gravity</i>
<i>extreme</i>	+	<i>ity</i>	=	<i>extremity</i>

Adjective	+	Suffix	=	Noun
public	+	<i>ity</i>	=	<i>publicity</i>
local	+	<i>ity</i>	=	<i>locality</i>
divine	+	<i>ity</i>	=	<i>divinity</i>

4 In Items 2 and 3 above there are fifteen different words that have short vowels at the head of a VCV string right in front of the suffix *-ity*. List the fifteen words below:

<i>liberality</i>	<i>mentality</i>	<i>rationality</i>	<i>extremity</i>
<i>productivity</i>	<i>captivity</i>	<i>serenity</i>	<i>locality</i>
<i>electricity</i>	<i>reality</i>	<i>personality</i>	<i>divinity</i>
<i>publicity</i>	<i>sublimity</i>	<i>gravity</i>	

5 The suffix *-ity* can also be added to bound stems to form nouns. Analyze each of the following nouns into bound stem plus suffix. They all combine by simple addition:

Noun	=	Bound stem + <i>-ity</i>
dignity	=	<i>dign + ity</i>
humility	=	<i>humil+ity</i>
ability	=	<i>abil+ity</i>
eternity	=	<i>etern+ity</i>
quantity	=	<i>quant+ity</i>
quality	=	<i>qual+ity</i>
charity	=	<i>char+ity</i>
sanctity	=	<i>sanct+ity</i>
necessity	=	<i>necess+ity</i>
capacity	=	<i>capac+ity</i>
velocity	=	<i>veloc+ity</i>
celebrity	=	<i>celebr+ity</i>

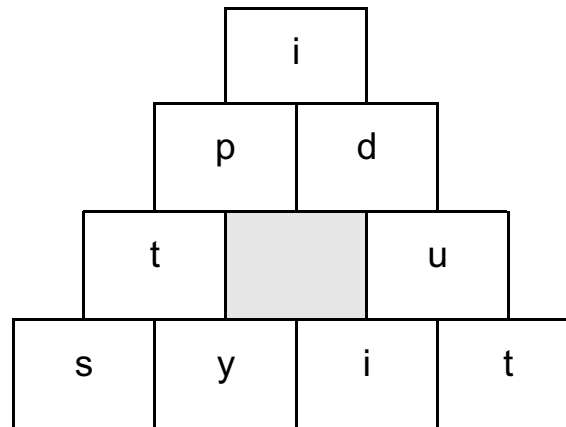
6 Six of the twelve words in 5 have short vowels at the head of a VCV string that is right in front of the suffix *-ity*. List the six below:

<i>humility</i>	<i>quality</i>	<i>capacity</i>
<i>ability</i>	<i>charity</i>	<i>velocity</i>



Word Blocks. Sort the words in the blocks of the pyramids into the two rows of blocks under each pyramid and you will make two words: The first word will be an adjective. The second word will be a noun made of the first word plus the suffix *-ity*. When you add the suffix *-ity* in the second word, the stress will shift to the vowel right in front of the suffix. Mark the strong stress in each word you make:

1.



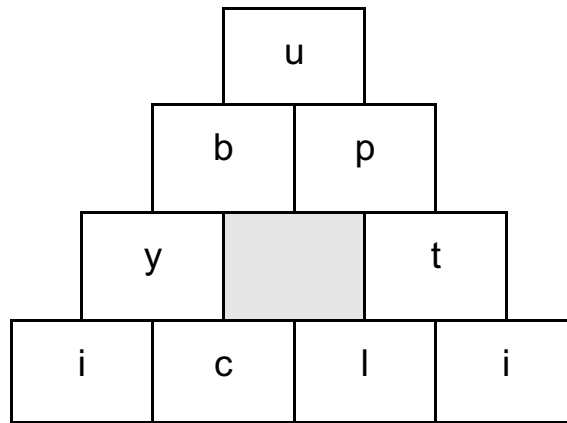
Word One: Adjective that means "slow to learn; not intelligent":

<i>s</i>	<i>t</i>	<i>ú</i>	<i>p</i>	<i>i</i>	<i>d</i>
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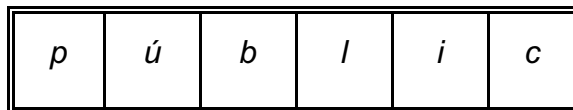
Word Two: Adjective + *ity* = Noun that means "the condition of being slow to learn and not intelligent":

<i>s</i>	<i>t</i>	<i>u</i>	<i>p</i>	<i>í</i>	<i>d</i>	<i>i</i>	<i>t</i>	<i>y</i>
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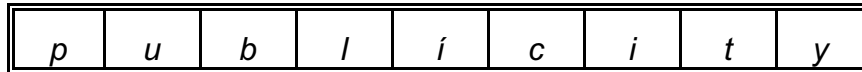
2.



Word One: Adjective meaning "known by all or most people; open":



Word Two: Adjective + *ity* = Noun meaning "information that brings something to the attention of many people":



Teaching Notes.

1. The main point of this lesson is to reinforce the idea that the Suffix *-ity* Rule preempts, or overrules, the VCV pattern. Another point that is illustrated here, however, and that you may want to point out to the students, is that the Suffix *-ity* Rule also stipulates that the vowel in front of the suffix *-ity* will always be stressed — stressed and short. That stipulation explains the stress shift in pairs like *mental* and *mentality*: In *mental* the stress is on the <e>, *méntal*, but when the suffix *-ity* is added, the stress shifts to the vowel right in front of the *-ity*, the <a>: *mentálicity*. You might ask the students to find other instances of stress shifting in this lesson. Instances are the following: *liberal/liberality*, *stupid/stupidity*, *public/publicity* (which also involves the shift from hard to soft <c>), *mental/mentality*, *feminine/femininity*, *final/finality*, *rational/rationality*, *local/locality*, *solemn/solemnity*.

Item 4: You may find it useful to point out to the students that some of the bound bases here are close relatives to some free bases: *humil* with *humble*, *abil* with *able*, *clar* with *clear*, *simplic* with *simple*.

Item 5: In *charity* the <a> spells a sound that in some dialects will sound more like [e] than [a]. In either case it is short. Most dictionaries show it as [a]; *Webster's Third International* shows both [a] and [e]. For more on the effects the sound [r] has on vowels immediately in front of it, see *AES*, pp. 307-26.

Word Blocks. The Word Blocks gives the students a chance to work with words that contain the suffix *-ity* and that undergo the stress shift discussed above.

Lesson Eleven

VCV and the Third Vowel Rule

1 You have seen that the rule that calls for a long vowel in a VCV string can be overruled by the rule that calls for a short vowel in front of the suffix *-ity*. The Suffix *-ity* Rule is part of a larger rule that explains why many other words have VCV strings with short head vowels. Notice that in a word like *general* the short <e> is the third vowel sound from the end of the word:

general
 ↑ ↑ ↑
 3 2 1

There is a very strong tendency for the third vowel sound from the end of a word to be short if it is stressed, even if it is the head vowel in a VCV string.

2 Notice the length of the vowels spelled by the letters in bold type in the pairs of words below:

nation	national
compete	competitor
crime	criminal
nature	natural
ration	rational
grade	gradual
rite	ritual
solo	solitude
supreme	supremacy
navy	navigate
legal	legacy

The two words in each of the pairs are closely related. In most cases the word on the right is formed from the word on the left, by adding one or more suffixes. But you should hear a difference in how the vowels in bold letters are pronounced. In each pair one vowel will be long, one will be short.

a. In the left-hand column how many of the vowels in bold letters spell the third vowel

sound from the end of the word? None of them.

b. In the right-hand column how many of the vowels in bold letters spell the third vowel sound from the end of the word? All of them.

c. Are the vowels in bold letters in the left-hand column long or short? Long

d. Are the vowels in bold letters in the right-hand column long or short? Short

e. Are the vowels in bold letters in the left-hand column the first vowels in VCV strings?
Yes

f. Are the vowels in bold letters in the right-hand column the first vowels in VCV strings?
Yes

g. Are the vowels in bold letters in the left column stressed? Yes

h. Are the vowels in bold letters in the right column stressed? Yes

3 The Third Vowel Rule. The third vowel sound from the end of a word will often be short if it is stressed, even if it is the first vowel sound in a VCV string.

4 Each of the following words contains a vowel sound that is an example of the Third Vowel Rule at work. Underline the vowel sounds that are examples of the rule and be ready to explain why they are and why the other vowels are not:

reference
cizen

posive
accelerate

hesitate
analysis

assimilate
criticize

Teaching Notes.

The Suffix *-ity* Rule says that the vowel sound in front of *-ity* will be stressed and short. The Third Vowel Rule is somewhat weaker: It simply says that the third vowel sound from the end of the word will be short **if** it is stressed. Most instances of the Third Vowel Rule are words adopted from Latin or French, and they reflect the way Latin pronunciation was taught in British schools during late Middle Ages and Renaissance. A few instances, like *holiday*, are native English words, which reflect the fact that in Old English there was a strong tendency to shorten long vowel sounds in syllables three or more places back in a word. For more on the Third Vowel Rule, see *AES*, pp.131-41.

Item 2: Remember that one-syllable words are assumed always to be stressed.

Item 4: Each of the underlined vowel letters spells the third vowel sound from the end of

the word and is stressed; thus, each is short even though it is the first vowel sound in a VCV string. All of the vowel letters that are not underlined are not affected by Third Vowel Rule because they do not spell the third vowel sound from the end of the word (and at least some of them are not stressed).

Lesson Twelve More Practice with the Third Vowel Rule

1 **The Third Vowel Rule.** The third vowel sound from the end of a word will often be short if it is stressed, even if it is the first vowel in a VCV string.

2 In sixteen of the words below the vowel in bold type is covered by the Third Vowel Rule. In the other eight words the vowel in bold type is not covered by the Third Vowel Rule — sometimes because it is not stressed, sometimes because it is not the third vowel sound from the end of the word. In each word put an accent mark over the vowel that has stress on it, and put a '3' under the vowel letter that spells the third vowel sound from the end of the word. If a word does not have three vowel sounds, do not put a number under it. We have given you a start with *xerography* and *committees*:

xer ó graphy 3	r é medy 3	acc ó mplish 3	c á lculate 3
com mi ttees 3	é nergy 3	pr é sident 3	sc i ssors
s ó lvable 3	h é sitate 3	t é lphone 3	v é nerate 3
pers o nality 3	s y mphony 3	exc é ssive 3	s á tisfy 3
á ltered	ob je ctive 3	d é finite 3	t ó lerate 3
amb á ssador 3	é lephant 3	aff é ction 3	m i grant

3 Sort the words into the two groups described below. Remember that for one of these vowels to be covered by the Third Vowel Rule, it must have an accent mark over it and a '3' under it. In the Reason column show why the vowels in bold type in the eight words are not covered by the rule: Put "No stress" if they are not stressed or "Not #3" if they are not spelling the third vowel sound from the end of the word:

Words in which the vowel in bold type . . .

is covered by the Third Vowel Rule		is not covered by the Third Vowel Rule	Reason
<i>xerography</i>	<i>elephant</i>	<i>committees</i>	<i>No stress</i>
<i>solvable</i>	<i>president</i>	<i>altered</i>	<i>Not #3</i>

is covered by the Third Vowel Rule		is not covered by the Third Vowel Rule	Reason
<i>personality</i>	<i>telephone</i>	<i>objective</i>	Not #3
<i>ambassador</i>	<i>definite</i>	<i>accomplish</i>	Not #3
<i>remedy</i>	<i>calculate</i>	<i>excessive</i>	No stress
<i>energy</i>	<i>venerate</i>	<i>affection</i>	Not #3
<i>hesitate</i>	<i>satisfy</i>	<i>scissors</i>	Not #3
<i>symphony</i>	<i>tolerate</i>	<i>migrant</i>	Not #3

4 In the sixteen words in which the vowel in bold type is covered by the Third Vowel Rule, eleven of the bold vowels are the first vowel in a VCV string; five are in a VCC string. Sort the sixteen words into these two groups:

Words in which the vowel in bold type is . . .

the first vowel in a VCV string		in a VCC string
<i>personality</i>	<i>telephone</i>	<i>xerography</i>
<i>remedy</i>	<i>definite</i>	<i>solvable</i>
<i>energy</i>	<i>venerate</i>	<i>ambassador</i>
<i>hesitate</i>	<i>satisfy</i>	<i>symphony</i>
<i>elephant</i>	<i>tolerate</i>	<i>calculate</i>
<i>president</i>		

5 Are the vowels in the VCV strings in the eleven words long or short? Short
 Why? They are stressed and they are the third vowel sound from the end of the word, so they are affected by the Third Vowel Rule.

Teaching Notes.

Item 2: Students may have problems identifying the stressed vowels in these words. Point out to them that we are interested here only in identifying the one most heavily stressed vowel in each word. Try pronouncing the words for them with the stress

differences exaggerated (that is, with the strong syllable very strong and the weak syllables very weak). Pronounce each problem word three or four times with this exaggerated pronunciation, moving the stress from one syllable to another. Tell the students that the pronunciation that seems least grotesque has the stress on the correct vowel. This could also be a good chance for the students to do some work in their dictionaries, which will tell them where the stress is in each of these words.

Item 5. The Third Vowel Rule is unreliable in words that contain free stems that are common words and that have stress on the same vowels that the words have. For instance, *definable* and *fatally* both contain free stems —*define* and *fatal*— with stress on the same vowel that it is on in the original word, and third vowels from the end that are long. It is especially unreliable if the word consists of a free stem plus some inflectional suffixes. For instance, *laciest* analyzes to the free stem *lacy* plus the inflectional suffix *-est*: *lacy* + *i* + *est*, again with a long third vowel. It is most reliable with words from Latin and French that contain bound stems, and since English contains so many of those words, in spite of its limitations, the rule is still a good one. For more on this aspect of the Third Vowel Rule, see *AES*, pp. 139-41

Lesson Thirteen VCV and Words like *Lemon*

1 **The Third Vowel Rule.** The third vowel sound from the end of a word will often be short if it is stressed, even if it is the first vowel in a VCV string.

The Suffix *-ity* Rule. The vowel right in front of the suffix *-ity* will be stressed and short even if it is the first vowel in a VCV string.

2 There is a third rule that causes many VCV strings to have short head vowels. Look at and say the word *lemon* : It has the VCV string <emo> in the middle, but the <e> is spelling a short sound. There is no suffix *-ity* and the <e> is not in the third syllable from the end:

lemon
VCV

So why is the <e> short in *lemon* , instead of being long, as it is in a word like *demon*?

The brief answer to that question is that *lemon* was borrowed from French, and many of our words from French have that same pattern. *Demon* , on the other hand, has a long <e> at the head of its VCV string because *demon* was borrowed from Latin, not from French.

Six of the following twelve words were borrowed from French and have short vowels at the head of VCV strings. None of the other six were borrowed from French; all have long vowels at the head of VCV strings. Mark all twelve words to show the VCV string as we have done with *lemon*:

lemon VCV	model VCV	scholar VCV	river VCV
demon VCV	yodel VCV	molar VCV	precious VCV
driver VCV	specious VCV	navel VCV	gravel VCV

3 Sort the twelve words into the following two groups:

Words with a VCV string with a . . .

long vowel		short vowel	
<i>demon</i>	<i>specious</i>	<i>lemon</i>	<i>river</i>

<i>driver</i>	<i>molar</i>	<i>model</i>	<i>precious</i>
<i>yodel</i>	<i>navel</i>	<i>scholar</i>	<i>gravel</i>

- 4 Starting with the first vowel in each word below mark the VCV string. Then sort the words into the two groups described below:

minor VCV	chorus VCV	legend VCV	local VCV
balance VCV	tenant VCV	agent VCV	visit VCV
soda VCV	color VCV	paper vcv	dozen vcv
legal VCV	ratio VCV	pigeon VCV	recent VCV
column VCV	moment VCV	closet VCV	motor VCV
schedule VCV	stomach VCV	focus vcv	lizard vcv

Words with a VCV string with a . . .

long head vowel		short head vowel	
<i>minor</i>	<i>agent</i>	<i>balance</i>	<i>legend</i>
<i>soda</i>	<i>paper</i>	<i>column</i>	<i>pigeon</i>
<i>legal</i>	<i>focus</i>	<i>schedule</i>	<i>closet</i>
<i>chorus</i>	<i>local</i>	<i>tenant</i>	<i>visit</i>
<i>ratio</i>	<i>recent</i>	<i>color</i>	<i>dozen</i>
<i>moment</i>	<i>motor</i>	<i>stomach</i>	<i>lizard</i>

- 5 Since so many words like *lemon* that are two syllables long and were borrowed from French have a short vowel in a VCV string, we will call this the **French Lemon Rule**:

Words that are two syllables long and were borrowed from French will have a short first vowel, even in a VCV string.

Teaching Notes.

1. Item 2. The reason for the short head vowel in the VCV in words like *lemon* is that the French source words had stress on the second vowel, not the first, and the first vowel was short. After they were taken into English, the stress shifted up front, to the first vowel. English prefers stress early in the word; French normally stresses the very last syllable of a word. Since the first vowel had been short in French, it stayed short after the stress shifted to it in English. So words like *lemon* now have a short vowel at the head of a VCV string. Since we adopted so many words from French, this rule covers hundreds of words.

2. Items 2 and 3: It is important that the students see that the twelve words are actually six short-long pairs: *model-yodel*, *lemon-demon*, *river-driver*, *scholar-molar*, and *precious-specious*. You might have the youngsters discuss these short-long pairs by asking them which six words probably were borrowed from French. If they have access to a dictionary with etymological information in it, this would be a good chance to have them work with the dictionary, looking up the sources of the six, or all twelve, words. (It is possible that some dictionaries may show some of the six words with long vowels as coming from French. Dictionaries don't always agree on etymological information. My sorting is based on the information in the *OED*, *Webster's Third*, and the *AHD*.)

3. Item 5: This is not a very helpful rule for predicting the correct spelling of a given word, since most people don't know whether or not words were adopted from French. The major use of the French Lemon Rule is to explain the existence of the very large number of words, like *lemon*, that may at first appear to be "exceptions to the rule." It is useful for the youngsters to see that there can be rules within rules and that by and large "smaller" rules — that is, rules that are more local or more specific — tend to preempt, or overrule, "larger," more global and general rules. It can be a useful lesson in places beyond spelling, too. A second value of the work with the French Lemon Rule is that after having done it, when students encounter a new word that has two syllables and a short vowel at the head of a VCV string, they may be inclined to say, "Ah ha, that must be one of those French words we talked about." And that response is much more useful than "Oh my, there's another exception to that VCV business."

For more on the French Lemon Rule see *AES*, pp. 123-30, especially pp. 127-28, where it goes by its technical name, the Stess Frontshift Rule.

Lesson Fourteen VCV Summarized

1 The rule that says that the head vowel in a VCV string will normally be long is very useful. But you have seen that it is complicated by three smaller rules that can overrule it:

The Suffix *-ity* Rule. The vowel right in front of the suffix *-ity* will always be stressed short, whatever kind of string it is in.

The Third Vowel Rule. The third vowel sound from the end of a word will often be short if it is stressed, even if it is the first vowel in a VCV string.

The French Lemon Rule: Words that have two vowel sounds and were borrowed from French will have a short first vowel, even in a VCV string.

2 Mark the VCV strings in the following words, starting with the vowel in bold type in each one:

advis o r VCV	a g ent VCV	le g end VCV	na n ure VCV	si m pl i c i t y VCV
clo s et VCV	na v el VCV	mo l ar VCV	qua l ity VCV	sol i tude VCV
ex cl usive VCV	co m pet i tor VCV	le g al VCV	re c ent VCV	sol o VCV
ext r em e ly VCV	co u rageous VCV	lo c al VCV	ri t ual VCV	mo m ent VCV
pub l icity VCV	ele ct ricity VCV	ra t ion VCV	se r ene VCV	sto m ach VCV
fo c us VCV	cri m inal VCV	ra t io VCV	sche d ule VCV	yo d el VCV

3 Sort the words into these two groups:

Words in which the first vowel in the VCV string is . . .

long		short	
<i>adviso</i>	<i>local</i>	<i>closet</i>	<i>quality</i>
<i>exclusive</i>	<i>ration</i>	<i>publicity</i>	<i>ritual</i>

long		short	
<i>extremely</i>	<i>ratio</i>	<i>competitor</i>	<i>schedule</i>
<i>focus</i>	<i>recent</i>	<i>electricity</i>	<i>simplicity</i>
<i>agent</i>	<i>nature</i>	<i>criminal</i>	<i>solitude</i>
<i>navel</i>	<i>serene</i>	<i>legend</i>	<i>stomach</i>
<i>courageous</i>	<i>solo</i>		
<i>molar</i>	<i>moment</i>		
<i>legal</i>	<i>yodel</i>		

4 Now sort the twelve words with short vowels into the following three groups:

Words in which the short vowel is due to the . . .

Suffix <i>-ity</i> Rule	Third Vowel Rule	French Lemon Rule
<i>publicity</i>	<i>competitor</i>	<i>closet</i>
<i>electricity</i>	<i>criminal</i>	<i>legend</i>
<i>quality</i>	<i>ritual</i>	<i>schedule</i>
<i>simplicity</i>	<i>solitude</i>	<i>stomach</i>

5 The following sentence summarizes the three rules that can lead to short vowels in VCV strings: In a VCV string the first vowel will usually be long, but the third syllable from the end of a word will often be short if it is stressed, even if it is the first vowel in a VCV string; and the vowel right in front of the suffix -ity will be short even if it is the first vowel in a VCV string; and many words that have two vowel sounds and were borrowed from French will have short vowels in a VCV string.

Lesson Fifteen Test Two

Each word is an instance of one of the three rules you've just studied. For each word, put a check in the proper column to indicate of which rule it is an instance:

Words	Suffix <i>-ity</i> Rule	3 rd Vowel Rule	French Lemon Rule
1. <i>analysis</i>		X	
2. <i>balance</i>			X
3. <i>competitor</i>		X	
4. <i>legend</i>			X
5. <i>precious</i>			X
6. <i>symphony</i>		X	
7. <i>publicity</i>	X		
8. <i>schedule</i>			X
9. <i>sublimity</i>	X		
10. <i>locality</i>	X		

Teaching Notes.

Item 6. Students may wonder about *symphony*, since the short [i] is at the head of a VCC string rather than a shortened VCV string. Point out to them that all the 3rd Vowel Rule says is that if the third vowel back is stressed, it will be short, which it is in *symphony*.

Lesson Sixteen Review of <I> Before <E>

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

1 The version of the <I> Before <E> Rule that we use is a little different from the old rhyme quoted above: There are two things different in our version:

First, it has an extra line: "Or when spelling [ɪ] at the beginning or middle of an element."

And second, it applies only to cases where the <i> and <e> are in the same element in the word.

Our version doesn't rhyme so well, but it is more reliable:

<I> Before <E> Rule. Within a single element, it's <i> before <e>, except after <c>,
Or when spelling [ā], as in *neighbor* or *weigh*,
Or when spelling [ɪ] that is at the element's beginning or
mid.

Spellings that follow this rule are called **instances** of the rule, and spellings that do not follow it are called **holdouts**. To be an instance a spelling involving <i> and <e> within a single element must be one of the following:

1. <cei>, or
2. <ei> spelling the long <a> sound, [ā], or
3. <ei> spelling the long <i> sound, [ɪ], at the front or the middle (but not at the end) of an element, or
4. <ie> everywhere else.

On the other hand, to be a holdout a spelling must be either

- 1, a <cie>, or
2. an <ei> not in a <cei> and not spelling [ā] and not spelling [ɪ] at the beginning or middle of an element.

2 The following forty words contain twenty-eight instances of the rule and twelve holdouts. Sort them into the five groups indicated below:

achieved	eiderdown	hygiene	receive
eight	reign	sovereign	priest
believe	feisty	kaleidoscope	relieve
ceiling	financier	leisure	surfeit
conceive	foreign	lie	vein
forfeit	neighbor	seismic	tie
counterfeit	grief	friendship	seize
deceit	heifer	piece	shriek
die	receipt	poltergeist	schlemiel
protein	sleight	weird	weir

Words that contain instances of the rule with . . .

<ie>	<cei>	<ei> spelling [ā]	<ei> spelling [ɪ]
<i>achieved</i>	<i>ceiling</i>	<i>eight</i>	<i>eiderdown</i>
<i>died</i>	<i>receipt</i>	<i>reign</i>	<i>feisty</i>
<i>believe</i>	<i>conceive</i>	<i>neighbor</i>	<i>sleight</i>
<i>grief</i>	<i>receive</i>	<i>vein</i>	<i>kaleidoscope</i>
<i>hygiene</i>	<i>deceit</i>		<i>seismic</i>
<i>lie</i>			<i>poltergeist</i>
<i>friendship</i>			
<i>piece</i>			
<i>priest</i>			
<i>relieve</i>			
<i>tie</i>			
<i>shriek</i>			
<i>schlemiel</i>			

Words that have holdouts to the rule:

<i>protein</i>	<i>heifer</i>	<i>forfeit</i>	<i>surfeit</i>
<i>financier</i>	<i>sovereign</i>	<i>weird</i>	<i>seize</i>
<i>foreign</i>	<i>leisure</i>	<i>counterfeit</i>	<i>weir</i>

3 The following words at first sight may seem like holdouts to the rule. Analyze each word into its elements as indicated in the formula: 'P' = Prefix, 'BB' = Bound Base, 'FB' = Free Base, and 'S' = Suffix. We've given you a start here and there:

Word	Formula	Analysis
ancient	BB+S	<i>anci + ent</i>
herein	FB+FB	<i>here + in</i>
conscience	P+BB+S	<i>con + n + sci + ence</i>
iciest	FB+S+S	<i>icy + i + est</i>
obedient	BB+S	<i>ob + edi + ent</i>
science	BB+S	<i>sci + ence</i>
society	BB+S	<i>soci + ety</i>
experience	P+BB+S	<i>ex + peri + ence</i>
efficiency	P+BB+S	<i>ex + f + fic + i + ency</i>
patience	BB+S	<i>pati + ence</i>

You should have found that in each of these words there is an element boundary (marked by a + sign) between the <i> and the <e>. Since the <I> Before <E> Rule only applies to spellings where the <i> and <e> are in the same element, words like these are not holdouts.

Teaching Notes.

The I-before-E Rule is presented in detail in Book 6, Lessons 31-34.

Item 3. Since the main point in this table is to see that the <i> and <e> are in different elements, it probably is not too important if the students give the full analyses given in the answer sheet. The bare minimum would be for them to have a plus sign between the <i> and the <e>.

The treatment here skips over some minor complexities: *Protein* is treated as a holdout here although in it the <i> and <e> are actually in different elements: In the technically correct analysis *prote+in* , the suffix *-in* is a form of *-ine* that is used to refer to neutral chemical substances. The analysis *prote+in* is more obvious in the alternative pronunciation [prō-tē-in]. The analysis *prote+in* could raise the question of why there is no final <e> deletion, the answer being that *prote* is a nonterminative base. All in all, it seems better just to treat it as a holdout.

Students may be confused about the analysis of *efficiency* to *ex+f+fic+i+ency*. The unusual <i> is inserted to satisfy the palatalization pattern required for the [sh] pronunciation of <c>: Without the inserted <i> we do not have the two unstressed vowels necessary for the palatalization: *Sufficently would be pronounced with the <c> spelling [s], not [sh].

Lesson Seventeen The Set of Bound Bases *ceive* and *cept*

1 The bound bases *ceive* and *cept* both come from the Latin verb, *capere*, which meant "to take." The meaning they add to words today is usually not too clear, but they usually add a meaning like "take." For instance, the *ad-* in *accept* means "to, toward," and when you accept something you take it to yourself.

Notice how *ceive* and *cept* work together in these sentences:

When you **receive** something, it's a **reception**.
When you **deceive** someone, it's a **deception**.

Bases that work together in this way are called a **set**. A **set** consists of two or more elements that work together as a team. They are related etymologically and they are usually more or less similar in spelling and meaning.

Sort the following words into the matrix below:

conceive	preconception	reception	exception
concept	acceptance	contraceptive	perception
receive	deceive	deception	receptor
receptacle	conception	susceptibility	perceive

	Nouns	Verbs
Words with <i>ceive</i>		<i>conceive</i> <i>receive</i> <i>deceive</i> <i>perceive</i>
Words with <i>cept</i>	<i>concept</i> <i>receptacle</i> <i>preconception</i> <i>acceptance</i> <i>conception</i> <i>reception</i>	<i>contraceptive</i> <i>deception</i> <i>susceptibility</i> <i>exception</i> <i>perception</i> <i>receptor</i>

2 Fill in with either *ceive* or *cept*: Usually when we want a verb, we use *ceive* , and when we want a noun, we use *cept* .

Three holdouts to this conclusion are the verbs *accept*, *except*, and *intercept*. We do not have the verbs **acceive*, **exceive*, or **interceive* and apparently never have had.

3 We can use *ceive* and *cept* to form adjectives and adverbs. Analyze the following adjectives into prefixes, bases, and suffixes:

Adjective	= Analysis
exceptional	= <i>ex+cept+ion+al</i>
inconceivable	= <i>in+con+n+ceive+able</i>
perceptible	= <i>per+cept+ible</i>
unacceptable	= <i>un+ad+c+cept+able</i>
conceptual	= <i>con+n+cept+ual</i>
deceptive	= <i>de+cept+ive</i>
unexceptionable	= <i>un+ex+cept+ion+able</i>
imperceptible	= <i>im+per+cept+ible</i>
receptively	= <i>re+cept+ive+ly</i>
receivable	= <i>re+ceive+able</i>
susceptible	= <i>sub+s+cept+ible</i>
unaccepting	= <i>un+ad+c+cept+ing</i>

4 **<I> Before <E> Rule:** If the <i> and the <e> are in the same *element* , it's <i> before <e>, except

1. after *<c>* , or
2. when spelling *[ā]* , as in *neighbor* or *weigh* , or
3. when spelling *[i]* that is at the element's beginning or *middle* .

In *ceive* the spelling is <e> before <i> after <c>, just as the <I> Before <E> Rule says. Most of the time when you are faced with a <cei> spelling, it will be in a word with the base *ceive*.

Teaching Notes.

Item 1. The two forms *cept* and *ceive* are from different inflectional forms of the Latin verb *capere* “take”: *Cept* descends directly from the past participle form, *ceptus*; *ceive* descends from the stem of the combining form of *capere*, which was *cip*. In French *cip* became *ceive*. If you want more *ceive* and *cept* words with which your students can work, you can go to dwcummings.com, then to the Lexis Database section and the Words subsection. Search on Explication contains “cept” and on Explication contains “ceiv”. The two searches should return around 300 words.

Lesson Eighteen The Set of Bases *duce* and *duct*

1 In the set *duce*, *duct* the base *duce* is bound; the base *duct* is free. We do not have a word spelled <duce>, but we do have the word *duct* .

Duce and *duct* are a set and work together in verbs and nouns the way *ceive* and *cept* do:

When you **reduce** something, it's called a **reduction**.

When you **introduce** someone, it's called an **introduction**.

Though it can be hard to see at times, *duce* and *duct* add a meaning like "lead, direct" to words: In *introduce* the prefix *intro-* means "into, inward," and when you introduce someone to something, you do lead them into it. The original idea in *reduce* is one of leading back or leading down and making less.

2 Examine the following pattern and fill in the blanks:

Verbs	Nouns	Adjectives
deduce	deduction	deductive
induce	induction	<i>inductive</i>
seduce	<i>seduction</i>	seductive
reduce	<i>reduction</i>	reductive
<i>reproduce</i>	reproduction	reproductive
produce	<i>production</i>	<i>productive</i>

In this array verbs take the base *duce* . Nouns and adjectives take the base *duct* .

2 As you might expect that pattern, though strong and useful , is more complicated than it is in that array. Combine the following prefixes, bases, and suffixes to form words, showing any changes that take place when the elements combine. In the Part of Speech column show whether each word is a noun, verb, or adjective:

Elements	Word	Part of Speech
<i>con</i> + n+ <i>duct</i> + <i>ed</i>	<i>conducted</i>	<i>Verb</i>
<i>de</i> + <i>duct</i> + <i>ion</i>	<i>deduction</i>	<i>Noun</i>

Elements	Word	Part of Speech
pro + duct + ive	<i>productive</i>	<i>Adjective</i>
in + duce + ment	<i>inducement</i>	<i>Noun</i>
intro + ducē + ed	<i>introduced</i>	<i>Verb</i>
intro + duct + ion	<i>introduction</i>	<i>Noun</i>
pro + ducē + er	<i>producer</i>	<i>Noun</i>
pro + duct + ivē + ity	<i>productivity</i>	<i>Noun</i>
e/x+ducē+atē+ion	<i>education</i>	<i>Noun</i>
mis + con + duct	<i>misconduct</i>	<i>Noun</i>
de + ducē + ible	<i>deducible</i>	<i>Adjective</i>
de + duct + ible	<i>deductible</i>	<i>Adjective, noun</i>
intro + duct + ory	<i>introductory</i>	<i>Adjective</i>
com + duct + or	<i>conductor</i>	<i>Noun</i>
com + ducē + ive	<i>conducive</i>	<i>Adjective</i>
e/x+duct+ion	<i>eduction</i>	<i>Noun</i>

Teaching Notes.

Item 1. *Duct* is the free base that refers to a pipe or passageway, usually for the passage of air or liquid. Though they are related the bound base *duce* is not the same as the Italian word *Duce* “leader,” pronounced [dūchā], as in Benito Mussolini’s title, *Il Duce*.

Item 2. You may want to point out to the students that when the suffix *-ate* is added to *educē* to form *educate*, the <c> shifts from soft to hard.

The story of the sources of the pair *duct* and *duce* is similar to that for *cept* and *ceive* : Both come from the Latin verb *dūcere* “draw along, lead, direct.” Our free base *duct* comes from the past participle form, *ductus*; our bound base *duce* comes directly from the infinitive form *dūcere*.

Lesson Nineteen
The Set of Bases *cede* , *ceed* , and *cess*

1 *Cede* and *cess* are a set much like *ceive* and *cept*, and *duce* and *duct*:

When you **concede** something, you make a **concession**.
 When the economy **recedes**, it is a **recession**.

The pattern for the bases in this set is much like those you've been working with, with one extra complication. Some of the words in this array are quite rare, but don't let that worry you; the important thing is to see the pattern:

Verbs	Nouns	Nouns
cede		cession
concede		concession
intercede		intercession
precede	precess	precession
recede	recess	recession
secede	secess	secession
succeed	success	succession
proceed	process	procession
exceed	excess	

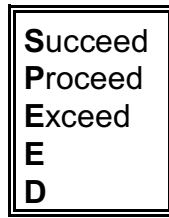
2 In the array *succeed*, *proceed*, and *exceed* are different from the other verbs. What is the difference? In them the base [sēd] is spelled <ceed> rather than <cede>.

3 In this array the verbs are formed with the bases cede and ceed , and their nouns are formed with the base cess

Cede and *ceed* are two different forms of the same base. When two forms like *cede* and *ceed* are so much alike in sound, meaning, and spelling, the little difference in spelling can be confusing. Since *succeed*, *proceed*, and *exceed* are the only verbs that contain the *ceed* form, the easiest thing to do is to remember the three. A mnemonic sentence can help:

If you **proceed** and do not **exceed**, you will **succeed**.

And some people remember the three with the use of a little diagram based on the word *speed*:



The <spe> in *speed* can help you remember the first letters of the three verbs, and the <eed> in *speed* can help you remember that these three contain the form **ceed**.

3 Combine the following elements to form nouns, verbs, adjectives, and adverbs.

Elements	Word	Part of Speech
ex + ceed + ing + ly	<i>exceedingly</i>	<i>Adverb</i>
ex + cess + ive + ly	<i>excessively</i>	<i>Adverb</i>
re + cess + ive	<i>recessive</i>	<i>Adjective</i>
ne + cess + ary	<i>necessary</i>	<i>Adjective</i>
ante + ced e + ent + s	<i>antecedents</i>	<i>Noun</i>
ad+c + cess + ible	<i>accessible</i>	<i>Adjective</i>
pro + ceed + ing + s	<i>proceedings</i>	<i>Noun</i>
ne + cess + ity	<i>necessity</i>	<i>Noun</i>
se + cess + ion + ist	<i>secessionist</i>	<i>Noun</i>
ne + cess + ary + ly	<i>necessarily</i>	<i>Adverb</i>

Teaching Notes.

Item 1. The *OED* lists an obsolete *concess*, which was a synonym to *concession*. It also lists an obsolete verb, not noun, *intercess*. And it lists another obsolete and rare noun *excession* “a going out or forth.”

Items 2 and 3. *Cede*, *ceed*, and *cess* derive from the Latin verb *cēdere* “go, go back; halt, give way.” *Cess* comes from the past participle form, *cessus*. *Cede* and *ceed* come from the stem of the infinitive, *ced*. It is not clear why the bases in *exceed*, *proceed*, and *succeed* are spelled the way they are. Their earliest spellings in English, usually 14th century, were <cede>. The <ceed> spelling does not arise until the 16th century.

Lesson Twenty More About *cede* and *cess*

1 Although the base *cede* appears in a number of words, it is not in the word *supersede*. The base in *supersede* is *sede*. *Cede* comes from a Latin word that meant "go, go back, give way"; *sede* comes from a Latin word that meant "sit." *Super-* means "above," so *supersede* means something like "to sit above, to be superior to." Remember that the base *sede* in *supersede* starts with an <s>, just like *sit* .

The verb *cede*, as you've seen, has a noun partner, *cession* , which means "something that is surrendered or ceded formally to another." And *cession* has a homophone, *session* . *Session* is related to the base *sede* and means, basically, "a sitting." In fact, we still speak of a court sitting in session.

2 Sometimes it is hard to see the meaning that *cede*, *ceed*, and *cess* add to words, but often the tie-in with the original meaning of "go, go back, give way" is clear once you think about it: For instance, in the word *recede* the prefix *re-* means "back," and if something recedes, it goes back. The prefix *inter-* means "between," and if someone intercedes for someone else, he goes between that person and another; we even call people who intercede like that "go-betweens." The prefix *ex-* means "out, beyond," and if something exceeds the limits, it goes out beyond the limits.

Some other words have changed so much over the centuries that the tie between the modern meaning and the original meaning is less clear, though there is always a tie. For instance, *succeed* originally meant simply "to come after another, to take another's place." It still has that meaning when we say things like "Bill Clinton succeeded George H. W. Bush as president of the United States." But today's more common meaning of *succeed* and *success* — that is, the accomplishment of something desirable — developed gradually: At first *succeed* meant something like "to follow," and so it, and *success*, came to refer to the results, good or bad, of a course of action. You could have good or bad success, meaning a desirable or undesirable result. In time the meaning narrowed to the good and desirable, which leads to our current use of *succeed* and *success*.

3 The verb *proceed* has another unusual thing about it: When we add the suffix *-ure* to it, to make a noun, the noun is not spelled **proceedure*, as we would expect it to be. Instead it is *procedure*. Think of it this way: We spell the noun *procedure* as if the verb *proceed* contained the base form *cede* rather than *ceed* .

You may find it easier to remember how to spell *procedure* if you remember that both *proceed* and *procedure* contain two <e>'s. In *proceed* the two <e>'s are side by side; in *procedure* they're spread out a bit.

4 Analyze the following words into prefixes, bases, and suffixes, showing any changes that occurred when the elements combined:

Word	Analysis
proceed	<i>pro+ceed</i>
proceedings	<i>pro+ceed+ing+s</i>
proceeded	<i>pro+ceed+ed</i>
procedure	<i>pro+cedé+ure</i>
procedures	<i>pro+cedé+ure+s</i>
procedural	<i>pro+cedé+uré+al</i>
procedurally	<i>pro+cedé+uré+al+ly</i>
necessarily	<i>ne+cess+ary+i+ly</i>
preceding	<i>pre+cedé+ing</i>
recesses	<i>re+cess+es</i>
cessions	<i>cess+ion+s</i>
sessions	<i>sess+ion+s</i>
superseding	<i>super+sedé+ing</i>
abscess	<i>abs+cess</i>
antecedents	<i>ante+cedé+ent+s</i>
successively	<i>sub+c+cess+ive+ly</i>

Lesson Twenty-one The Set of Bound Bases *miss* and *mit*

1 In the *miss, mit* set there is a verb-noun pairing for the bound bases *miss* and *mit* much like others with which you've worked:

Verbs	Nouns
admit	admission
commit	commission
emit	emission
intermit	intermission
omit	omission
permit	permission
remit	remission
submit	submission
transmit	transmission

In this array verbs have the base *mit* and nouns have the base *miss*.

2 *Mit* and *miss* come from a Latin verb that had the meaning "let go, cause to go, send." Those root meanings are fairly clear in most of the words in this array, if you remember the meanings of some prefixes:

ad- "to, toward"

com- "with, together"

ex- "out, away"

inter- "between, among"

re- "again, back"

trans- "across"

Be ready to discuss the connections you see in these words between what the prefixes and bases mean and what the words mean today.

3 Combine these elements into words, showing any changes that take place when the elements combine:

Elements	Word
trans + mit + <i>t</i> + er	<i>transmitter</i>
com + miss + ion + er	<i>commissioner</i>
com + miss + ar	<i>commissar</i>
ad + mit + <i>t</i> + ance	<i>admittance</i>
miss + ile	<i>missile</i>
com + mit + ment	<i>commitment</i>
ex + miss + ion	<i>emission</i>
sub + miss + ive + ly	<i>submissively</i>
miss + ion + ary	<i>missionary</i>
dis + miss + al	<i>dismissal</i>

4 Now try some the other way around. Analyze these words into prefixes, bases, and suffixes, showing any changes:

Word	Analysis
emitted	<i>ex+mit+t+ed</i>
intermissions	<i>inter+miss+ion+s</i>
admittedly	<i>ad+mit+t+ed+ly</i>
intermittent	<i>inter+mit+t+ent</i>
permissible	<i>per+miss+ible</i>
remittance	<i>re+mit+t+ance</i>
submitted	<i>sub+mit+t+ed</i>
dismissed	<i>dis+miss+ed</i>
missionaries	<i>miss+ion+ary+i+es</i>
committees	<i>com+mit+t+ee+s</i>
omitted	<i>ob+mit+t+ed</i>
remission	<i>re+miss+ion</i>

Teaching Notes.

The Latin verb from which the bound bases *mit* and *miss* descend was *mittere*. The bound base *miss* comes from the Latin past participle *missus* ; the bound base *mit* comes from the stem of the infinitive *mittere*. This base *miss* is not related to either of the free bases *miss* – neither the verb *miss* “to fail to hit” (which came from Old English) or the noun *miss*, as in “Miss Johnson”, a shortening of *Mistress* .

**Lesson Twenty-two
Test Three**

Words	Analysis
1. <i>conceivable</i>	Prefix + bound base + suffix = <u>con+h+n+ceiv+able</u>
2. <i>inducement</i>	Prefix + bound base + suffix = <u>in+duce+ment</u>
3. <i>exceeds</i>	Prefix + bound base + suffix = <u>ex+ceed+s</u>
4. <i>natural</i>	Noun + suffix = <u>natur+al</u>
5. <i>necessary</i>	Prefix + bound base + suffix = <u>ne+cess+ary</u>
6. <i>products</i>	Prefix + free base + suffix = <u>pro+duct+s</u>
7. <i>receiver</i>	Prefix + bound base + suffix = <u>re+ceiv+er</u>
8. <i>susceptible</i>	Prefix + bound base + suffix = <u>sub+s+cept+ible</u>
9. <i>submission</i>	Prefix + bound base + suffix = <u>sub+miss+ion</u>
10. <i>submitting</i>	Prefix + bound base + suffix = <u>sub+mit+t+ing</u>

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

1 You can hear the sound [z] at the beginning and end of the word *zebras* . Underline the letters that spell [z] in the following words. Do not underline any silent final <e>'s:

pro <u>cedu</u> res	zeal <u>ou</u> s	pres <u>id</u> ent	clo <u>se</u> t
pos <u>it</u> ive	critic <u>iz</u> e	gymnas <u>iu</u> m	obs <u>er</u> ve
qu <u>iz</u>	pajamas <u>z</u>	liz <u>ar</u> d	wis <u>do</u> m
do <u>z</u> en	abus <u>e</u> (<i>verb</i>)	waitress <u>es</u>	pres <u>en</u> ts
divis <u>ib</u> le	hesit <u>ate</u>	resid <u>en</u> ce	squeez <u>e</u>
seiz <u>e</u> d	citiz <u>en</u>	recogniz <u>e</u>	phas <u>e</u>

2 Sort the words into these two groups:

Words with [z] spelled <s>:

<i>procedures</i>	<i>abuse (v.)</i>	<i>waitresses</i>	<i>wisdom</i>
<i>positive</i>	<i>hesitate</i>	<i>residence</i>	<i>presents</i>
<i>divisible</i>	<i>president</i>	<i>closet</i>	<i>phase</i>
<i>pajamas</i>	<i>gymnasium</i>	<i>observe</i>	

Words with [z] spelled <z>:

<i>quiz</i>	<i>zealous</i>	<i>lizard</i>
<i>dozen</i>	<i>criticize</i>	<i>recognize</i>
<i>seized</i>	<i>citizen</i>	<i>squeeze</i>

3 Most of the time [z] is spelled <s> or <z>. It is difficult to write any clear-cut rules for telling when [z] should be <s> and when it should be <z>. But here are three useful observations:

- a. The <s> spelling of [z] does not occur at the beginnings of words; the <z> spelling does.
- b. The <s> spelling is much more common than is the <z> spelling.
- c. The <s> spelling is most common in longer words that come from Latin because <z> was rarely used in Latin.

The Homophones *phase* and *faze*

Phase is most often used as a noun that refers to a stage in a process or the various appearances that a person or thing may have, as in "He's in his rebellious phase" or "I'm not sure what phase of the moon we have tonight, but I think it is a full moon." It comes from the Greek word Φάσις, *phasis*, which meant "appearance." Our word *phase* is closely related to words like *phantom*, *phenomenon*, and *emphasis*, all of which come from that same Greek *phasis* and have the same <ph>, representing the Greek letter phi, Φ.

Faze is most often used as a verb that means "to disturb or upset someone," as in "His insult didn't faze her one bit." *Faze* comes from the Old English word *fēsian*, "to drive away." It is not related to any other modern words, but there is at least a spelling connection with words like *daze*, *craze*, and *amaze*, all of which deal with disturbances to the mind of one kind or another.

So remember *faze*, *craze*, *daze*, *amaze* to help with the <aze> spelling in *faze*. And remember *phase*, *phantom*, *phenomenon* to help with the <ph> spelling in *phase*.

Teaching Notes.

For more on the spelling of [z] see *AES*, pp. 391-97.

Lesson Twenty-four
Sometimes [z] is <zz>, Sometimes <ss>

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

bl <u>izz</u> ard	wh <u>izz</u> ed	qu <u>izz</u> ing	gr <u>izz</u> ly
s <u>izz</u> le	sc <u>iss</u> ors	po <u>ss</u> ess	br <u>ass</u> iere
de <u>ss</u> ert	pu <u>zz</u> les	di <u>zz</u> y	po <u>ss</u> ession
di <u>ss</u> olve	fe <u>zz</u> es	da <u>zz</u> le	em <u>bezz</u> le

2 Sort the words into these two groups:

Words with [z] spelled . . .

<zz>		<ss>	
<i>blizzard</i>	<i>quizzing</i>	<i>dessert</i>	<i>possess</i>
<i>sizzle</i>	<i>dizzy</i>	<i>dissolve</i>	<i>brassiere</i>
<i>whizzed</i>	<i>dazzle</i>	<i>scissors</i>	<i>possession</i>
<i>puzzles</i>	<i>grizzly</i>		
<i>fezzes</i>	<i>embezzle</i>		

3 The sound [z] is spelled <ss> only rarely. In fact, the words above are just about all of the cases. Notice that the <ss> is always in the middle of the word.

4 The <zz> spelling of [z] is also rather rare. It is sometimes due to twinning, sometimes due to the VCC pattern, and it occurs between short vowels and <le>:

The words above in which <zz> is due to twinning are:

<i>whizzed</i>	<i>fezzes</i>	<i>quizzing</i>
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The words in which <zz> is between a short vowel and <le> are:

<i>sizzle</i>	<i>dazzle</i>	<i>embezzle</i>
<i>puzzles</i>	<i>grizzly</i>	

The words in which <zz> is in a VCC pattern are:

<i>blizzard</i>	<i>dizzy</i>
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The words above in which [z] is spelled <s> are:

<i>scissors</i>	<i>puzzles</i>	<i>fezzes</i>
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5 **Some Other Spellings of [z].** In the Russian word *czar*, [z] is spelled <cz>. Another way of spelling this word is *tsar*, in which [z] is spelled <ts>. In the word *asthma* [z] is spelled <sth>. And the letter <x> at the beginning of words normally spells [z]:

xerography

xenon

xylophone

xenophobia

Teaching Notes.

Item 4. *Grizzly* analyzes to *grizzl*é+y.

Lesson Twenty-five How Do You Spell [f]?

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

f <u>l</u> uorescent	f <u>a</u> stener	he <u>i</u> fer	f <u>o</u> reign
eff <u>i</u> cient	indiff <u>e</u> rent	cert <u>i</u> fy	f <u>r</u> iendly
f <u>a</u> scinate	not <u>i</u> fy	golf <u>f</u>	sh <u>e</u> lf
buff <u>a</u> lo	count <u>e</u> rfeit	coff <u>e</u> e	def <u>i</u> nite
f <u>e</u> isty	prof <u>a</u> nity	waff <u>l</u> es	iff <u>y</u>
sc <u>i</u> ent <u>i</u> f <u>i</u> c	def <u>r</u> auded	f <u>e</u> zzes	f <u>i</u> nc <u>i</u> er

2 Sort the words into the following two groups:

Words with [f] spelled <f>:

<i>fluorescent</i>	<i>notify</i>	<i>certify</i>	<i>shelf</i>
<i>fascinate</i>	<i>counterfeit</i>	<i>golf</i>	<i>definite</i>
<i>feisty</i>	<i>profanity</i>	<i>fezzes</i>	<i>financier</i>
<i>scientific</i>	<i>defrauded</i>	<i>foreign</i>	
<i>fastener</i>	<i>heifer</i>	<i>friendly</i>	

Words with [f] spelled <ff>:

<i>efficient</i>	<i>indifferent</i>	<i>waffles</i>
<i>buffalo</i>	<i>coffee</i>	<i>iffy</i>

About 90% of the time [f] is spelled one of these two ways.

3 Most of the time [f] is spelled <f> or <ff>.

4 It is usually easy to know when to use <f> and <ff>. The <ff> is always there for good reasons. Most often it is due to assimilation or the VCC pattern, or it is between a short vowel and <le>. Less often it is due to twinning or simple addition.

With <ff> the VCC pattern rather than the VC# is usual at the end of words, as in *stiff* and *staff* rather than **stif* or **staf*. The only words that end with a single <f> following a short vowel are the French *chef* and *clef* and the English word *if*. So the only cases of [f] spelled <ff> due to twinning are in *iffy*, *iffier*, and *iffiest*.

In the following words, if the <ff> spelling is due to assimilation, twinning, or simple addition, analyze the word into prefix, base, and suffix to show where the <ff> spelling comes from. If the <ff> is due to the VCC pattern or is between a short vowel and <le>, just write 'VCC' or '<ffle>' in the Analysis column. Remember that VCC rather than VC# is normal for [f] at the end of the word:

Word	Analysis
affection	<i>ad+f+fect+ion</i>
iffy	<i>if+f+y</i>
offering	<i>ob+f+fer+ing</i>
sheriff	VCC
effective	<i>ex+f+fect+ive</i>
shelfful	<i>shelf+ful</i>
gruff	VCC
buffalo	VCC
indifferent	<i>in+dis+f+fer+ent</i>
efficient	<i>ex+f+fic+i+ent</i>
waffles	<ffle>
daffodil	VCC
suffered	<i>sub+f+fer+ed</i>
iffiest	<i>if+f+y+i+est</i>
coffee	VCC

Teaching Notes.

Item 4. The answer sheet gives full analyses for the words in this table although the students need only analyze the words enough to show the reason for the <ff>. The <i> insertion in *efficient* is, again, due to the demands of the pattern for the palatalized <c> spelling of [sh].

For more on the spelling of [f] see *AES*, pp. 377-84.

Lesson Twenty-six Five Other Ways to Spell [f]

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

<u>ph</u> ysics	pro <u>ph</u> et	<u>ph</u> enomenon	xerog <u>ph</u> ery
ele <u>ph</u> ant	as <u>ph</u> alt	xen <u>ph</u> obia	para <u>ph</u> agraph
<u>ph</u> ere	<u>ph</u> ilosoph <u>ph</u> y	tele <u>ph</u> one	<u>ph</u> otograph
<u>ph</u> ase	<u>ph</u> antom	<u>ph</u> rase	neph <u>ph</u> ew
xylo <u>ph</u> one	em <u>ph</u> asis	sym <u>ph</u> ony	trium <u>ph</u>

2 Sort the words into these three groups:

Words in which [f] is spelled <ph> . . .

at the front	in the middle		at the end
<i>physics</i>	<i>elephant</i>	<i>xenophobia</i>	<i>paragraph</i>
<i>phase</i>	<i>sphere</i>	<i>telephone</i>	<i>photograph</i>
<i>philosophy</i>	<i>xylophone</i>	<i>symphony</i>	<i>triumph</i>
<i>phantom</i>	<i>prophet</i>	<i>xerography</i>	
<i>phenomenon</i>	<i>asphalt</i>	<i>nephew</i>	
<i>phrase</i>	<i>emphasis</i>		
<i>photograph</i>			

The <ph> spelling of [f] usually comes from the Greek letter phi, which was translated into Latin and English as <ph>. In *sapphire* [f] is spelled <pph>. *Sapphire* comes from the Greek word *σάπφειρος*, *sappheiros*, in which the first <p> was the Greek letter pi, π, and the <ph> was phi, φ.

3 In a very few words [f] is spelled <gh>:

rough laugh trough enough cough tough

Where is the <gh> in all of these words — at the front, in the middle, at the end? at the

end _____ Is the vowel sound in front of the <gh> long or is it short?

short . The vowel in front of the <gh> is spelled with two letters. What is the

second of these letters in each word? <u>

Hundreds of years ago this <gh> spelled a sound like that you hear at the end of the Scottish pronunciation of *loch* or the German pronunciation of *Bach* . In time that sound dropped out of English, but the <gh> usually stayed in the written words. After long vowels the <gh> came to be no longer pronounced, as in *sigh* and *right* . And after short vowels spelled with a digraph ending in <u> it came to be pronounced [f], as in the six words above.

4 In the words *calf* , *behalf* , and *half* [f] is spelled <lf> . The <l> used to be pronounced [l] — as it still is in words like *golf* and *shelf* — but in time people changed the pronunciation of *calf* , *behalf* , and *half* without changing their spellings.

5 In the words *often* and *soften* [f] is spelled <ft> . The <t> used to be pronounced. You still hear some people who pronounce the <t> in *often* . In fact, some dictionaries show two pronunciations for *often* , one with and one without the [t]. But usually the <ft> just spells [f].

6 Usually the sound [f] is spelled <f> or <ff> . Sometimes [f] is spelled <ff>

because of twinning , assimilation , simple addition , VCC , or

VCCle# . Words with <ff> due to twinning are iffy , iffier , and

iffiest . Five other spellings of [f] are <ph , <pph> , <gh> , <lf> , and

<ft> .

Teaching Notes.

Item 1. *Phantom* has the variant spelling *fantom*. In Middle English it was spelled with an <f>; the <ph> spelling came later, probably as part of the enthusiasm for things Latin and Greek.

Item 2. Notice that even among the words with the <ph> in the middle, the <ph> is still usually at the beginning or end of an element: *xylo+phone*, *pro+phet*, *em+phasis*, *xeno+phobia*, *tele+phone*, *sym+phony*, *xerograph+y*.

Item 3. The use of <gh> to spell [g] at the front of words, as in *ghost*, *ghoul*, and *ghastly* is a late-comer to the language. For more on <gh> see the teaching notes in Book 5, Lesson 8.

Lesson Twenty-seven More About the Suffix *-ity*

1 You've seen that the suffix *-ity* regularly has a stressed short vowel in front of it. You've also seen that *-ity* is added to adjectives and bound stems to make nouns. Analyze each of the following nouns into stem plus suffix, showing any changes that took place. In the Stem column write "Adjective" if the stem is an adjective or "Bound" if it is a bound stem.

Noun	Analysis: Stem + Suffix	Stem
productivity	<i>productive + ity</i>	<i>Adjective</i>
necessity	<i>necess + ity</i>	<i>Bound</i>
quality	<i>qual + ity</i>	<i>Bound</i>
dignity	<i>dign + ity</i>	<i>Bound</i>
extremity	<i>extreme + ity</i>	<i>Adjective (Noun)</i>
complexity	<i>complex + ity</i>	<i>Adjective (Noun)</i>
humility	<i>humil + ity</i>	<i>Bound</i>
capacity	<i>capac + ity</i>	<i>Bound</i>
quantity	<i>quant + ity</i>	<i>Bound</i>
publicity	<i>public + ity</i>	<i>Adjective (Noun)</i>

2 The suffix *-ity* has two other forms that are used in certain settings: *-ety* and *-ty*. Underline the forms *-ity*, *-ety*, and *-ty* in the following words:

anxi <u>ety</u>	feroc <u>ity</u>	notori <u>ety</u>	real <u>ity</u>
casual <u>ty</u>	gai <u>ety</u>	penal <u>ty</u>	sanct <u>ity</u>
celebr <u>ity</u>	intens <u>ity</u>	pi <u>ety</u>	simplic <u>ity</u>
certain <u>ty</u>	liber <u>ty</u>	povert <u>ty</u>	soci <u>ety</u>
charit <u>ty</u>	loyal <u>ty</u>	propert <u>ty</u>	special <u>ty</u>
etern <u>ity</u>	ment <u>ality</u>	propriet <u>ty</u>	vari <u>ety</u>

3 Sort the twenty-four words into these three groups:

Words with . . .

-ity	-ety	-ty
<i>ferocity</i>	<i>anxiety</i>	<i>casualty</i>
<i>celebrity</i>	<i>gaiety</i>	<i>certainty</i>
<i>charity</i>	<i>notoriety</i>	<i>liberty</i>
<i>eternity</i>	<i>piety</i>	<i>loyalty</i>
<i>ferocity</i>	<i>propriety</i>	<i>penalty</i>
<i>intensity</i>	<i>society</i>	<i>property</i>
<i>mentality</i>	<i>variety</i>	<i>specialty</i>
<i>reality</i>		
<i>sanctity</i>		
<i>simplicity</i>		

4 You know that *-ity* always has a stressed short vowel right in front of it. Is the vowel right in front of *-ty* stressed or unstressed? unstressed. Is the vowel right in front of *-ety* long or short? long. Is it stressed or unstressed? stressed.

5 What are the main differences between words in which we use *-ity* and those in which we use *-ty*? In words with *-ity* the vowel just before the *-ity* is stressed and short; in words with *-ty* the vowel just before the *-ty* is unstressed.

6 Here are the analyses of the words above with *-ety*:

anxiety	=	anxi + ety
propriety	=	propri + ety
notoriety	=	notori + ety
society	=	soci + ety
gaiety	=	gay + i + ety
variety	=	vary + i + ety

7 What are the main differences between words in which we use *-ity* and those in

which we use *-ety*? In words with *-ity* the vowel just before the *-ity* is stressed and short; in words with *-ety* the vowel just before the *-ety* is stressed and long (and always spelled <i>.

Teaching Notes.

Item 1. *Extreme*, *complex*, and *public* have all acquired noun meanings as well as their original adjective meanings.

Item 3. The spelling of *gaiety* is odd in that the <y> of *gay* changes to <i> even though it's in a vowel digraph, which usually are immune to such changes. Apparently we simply adopted the French spelling with <i>. The French word for *gay* is *gai*. There is also an accepted variant English spelling *gayety*.

Items 6-7. Notice that all of the stems that take *-ety* end in <i>. Thus, the use of *-ety* rather than *-ity* enforces the constraint against <ii> in English: **anxiity*, **propriiity*, etc. For more on the constraint against <ii> see *AES*, pp. 81-82.

Lesson Twenty-eight
More Practice with -ity, -ety, and -ty

1 Combine the following elements to form nouns:

Elements	Noun
capt + ivē + ity	<i>captivity</i>
pi + ety	<i>piety</i>
abil + ity	<i>ability</i>
anxi + ety	<i>anxiety</i>
soci + ety	<i>society</i>
pro + duct + ivē + ity	<i>productivity</i>
speci + al + ty	<i>specialty</i>
proper + ty	<i>property</i>
multi + plic + ity	<i>multiplicity</i>
gai + i + ety	<i>gaiety</i>
vary + i + ety	<i>variety</i>
notori + ety	<i>notoriety</i>
ment + al + ity	<i>mentality</i>
liber + ty	<i>liberty</i>
sub + limē + ity	<i>sublimity</i>
com + plex + ity	<i>complexity</i>
in + capac + ity	<i>incapacity</i>
re + al + ity	<i>reality</i>
un + cert + ain + ty	<i>uncertainty</i>
casē + ual + ty	<i>casualty</i>
feroc + ity	<i>ferocity</i>
majes + ty	<i>majesty</i>

Elements	Noun
pen + al + ty	<i>penalty</i>
roy + al + ty	<i>royalty</i>

2 Cross out the incorrect answer: The suffix *-ty* is used if the vowel right in front of it is (stressed / unstressed). The suffix *-ety* is used if the vowel right in front of it is (stressed / ~~unstressed~~) and (long / short). And the suffix *-ity* is used if the vowel right in front of it is (stressed / ~~unstressed~~) and (~~long~~ / short).

Teaching Notes.

Item 1. The base of *piety*, *pi*, has the root meaning “dutiful” and is found also in the word *pious*. The base of *ability*, *abil*, is the nonterminative form of *able*.

Lesson Twenty-nine
The Free Bases *scribe* and *script*

1 *Scribe* and *script* mean "write, writing." They work in partnership like other pairs of bases with which you have been working:

Verbs	Nouns
circumscribe	circumscription
describe	description
inscribe	inscription
prescribe	prescription
proscribe	proscription
subscribe	subscription
transcribe	transcription

Sort the fourteen words above into this matrix:

Words with the base . . .		
	<i>script</i>	<i>scribe</i>
Nouns	<i>circumscription</i> <i>description</i> <i>inscription</i> <i>prescription</i> <i>proscription</i> <i>subscription</i> <i>transcription</i>	
Verbs		<i>circumscribe</i> <i>describe</i> <i>inscribe</i> <i>prescribe</i> <i>proscribe</i> <i>subscribe</i> <i>transcribe</i>

2 In this array the base *scribe* is used to form verbs, and the base *script* is used to form nouns.

3 Analyze the following words into prefixes, bases, and suffixes:

Word	Analysis
description	<i>de+script+ion</i>
indescribable	<i>in+de+scribe+able</i>
inscribes	<i>in+scribe+s</i>
inscription	<i>in+script+ion</i>
prescriptions	<i>pre+script+ion+s</i>
subscriber	<i>sub+scribe+er</i>
transcript	<i>transs+script</i>
postscript	<i>post+script</i>
descriptively	<i>de+script+ive+ly</i>
scriptures	<i>script+ure+s</i>
prescribing	<i>pre+scribe+ing</i>
subscript	<i>sub+script</i>
scriptural	<i>script+ure+al</i>
circumscribed	<i>circum+scribe+ed</i>
transcribing	<i>transs+scribe+ing</i>
manuscript	<i>manu+script</i>
proscribed	<i>pro+scribe+ed</i>
proscription	<i>pro+script+ion</i>
scriptwriter	<i>script+ write+er</i>
nondescript	<i>non+de+script</i>
superscript	<i>super+script</i>

Word Histories. The words *subscript* and *superscript* come from Latin words that meant "written under" and "written above." That is exactly what subscripts and superscripts are, things that are written under or above something else:

script^{superscript}

script_{subscript}

The base *manu* in *manuscript* means "hand": Originally, a manuscript was something written by hand.

Teaching Notes.

Item 1. Both *scribe* and *script* derive from the Latin verb *scribere* "to mark, draw, write." *Script* comes from the past participle form, *scriptus*; *scribe* comes from the stem of the infinitive.

Proscribe "to condemn" and *proscription* "a condemnation" have the root meaning "to write forth, to make public." Their Latin versions were used especially to describe public acts of condemnation; thus the modern sense. *Subscribe* has the root meaning "to put one's signature under—especially an accusation. *Describe* has the root meaning "to write from," meaning to copy a model.

Item 3. The <s>-deletion in *transcript* and *transcribing* is due to a constraint in English against clusters of consonants of three or more that contain a doublet consonant. So it is *transcript* (*trans*+*script*) rather than **transscript*. For more on this constraint see *AES*, pp. 77-79.

Lesson Thirty
Test Four

Words	Analysis
1. <i>buffalo</i>	[f] = <u><ff></u> [ō] = <u><o></u>
2. <i>certainty</i>	Adjective + suffix = <u>certain+ty</u>
3. <i>complexity</i>	Prefix + bound base + suffix = <u>com+plex+ity</u>
4. <i>citizen</i>	[z] = <u><z></u>
5. <i>phase</i>	[f] = <u><ph></u> [z] = <u><s></u>
6. <i>society</i>	Bound base + suffix = <u>soci+ety</u>
7. <i>subscription</i>	Prefix + free base + suffix = <u>sub+script+ion</u>
8. <i>manuscript</i>	Bound base + free base = <u>manu+script</u>
9. <i>prescribe</i>	Prefix + free base = <u>pre+scribe</u>
10. <i>xylophone</i>	[z] = <u><x></u> [f] = <u><ph></u>

Lesson Thirty-one How Do You Spell [j]?

1 You can hear the sound [j] at the beginning and end of the word *judge* . Underline the letters that spell [j]. Don't include any silent final <e>'s in your underlining. You should find four different spellings:

object	juicy	judgement	adjust
acknowledge	majestic	pajamas	justify
budget	courageous	hygiene	energy
gymnasium	grudge	dejected	prejudice
majesty	gadget	oxygen	digestion
wreckage	adjective	journalist	messenger

2 Sort the words into these four groups:

Words in which [j] is spelled . . .

<j>		<g>	
<i>object</i>	<i>pajamas</i>	<i>gymnasium</i>	<i>energy</i>
<i>majesty</i>	<i>dejected</i>	<i>wreckage</i>	<i>digestion</i>
<i>juicy</i>	<i>journalist</i>	<i>courageous</i>	<i>messenger</i>
<i>majestic</i>	<i>justify</i>	<i>hygiene</i>	
<i>judgement</i>	<i>prejudice</i>	<i>oxygen</i>	

Words in which [j] is spelled . . .

<dg>		<dj>
<i>acknowledge</i>	<i>gadget</i>	<i>adjective</i>
<i>budget</i>	<i>judgement</i>	<i>adjust</i>
<i>grudge</i>		

3 Look at the words in which [j] is spelled either <g> or <dg>. Sort them into the following three groups:

Words in which the <g> or <dg> is followed by . . .

an <e>		an <i>	a <y>
<i>acknowledge</i>	<i>judgement</i>	<i>hygiene</i>	<i>gymnasium</i>
<i>budget</i>	<i>oxygen</i>	<i>grudging</i>	<i>energy</i>
<i>wreckage</i>	<i>digestion</i>		
<i>courageous</i>	<i>messenger</i>		
<i>gadget</i>			

You should have found that the <g> and <dg> spellings of [j] follow the normal pattern for soft <g>: They are always followed by either <e>, <i>, or <y>. The <dg> spelling is like a double soft <g>: It always has a short vowel in front of it, just as the VCC pattern calls for.

4 When there is a long vowel right in front of the [j], how is the [j] spelled, <g> or <dg>? <g>. When there is a short vowel right in front of the [j], how is the [j] spelled, <g> or <dg>? <dg>. When the [j] is spelled <g>, which letters always follow the <g>? e>, <i>, or <y>. Does the spelling <j> usually come at the front, in the middle, or at the end of an element? At the front Does <dg> ever come at the front of a word? No

5 The <dj> spelling of [j] is very rare. Find the two words from the list above in which [j] is spelled <dj>. Analyze them into prefix plus stem to show where the <dj> comes from:

Words with [j] spelled <dj>	Analysis: Prefix + stem
<i>adjective</i>	<i>ad+jective</i>
<i>adjust</i>	<i>ad+just</i>

6 Four ways of spelling [j] are <j>, <g>, <dg>, and <dj>.

Teaching Notes.

Item 1. The students are told not to underline any final <e>'s because the <e>'s are not part of the spelling but rather part of the context that makes the <g> spelling possible.

The only known common word in which [j] is spelled <gg> is *exaggerate*. Its less common free base, *agger* "a mound; a double tide," also has the <gg> spelling of [j]. The base *agger* (*ad*+*g*+*ger*, "to carry to" carries the root meaning "to pile up." In *exaggerate* the prefix *ex-* is an intensifier, used much the way we use a word like *up*, as in "She tore the dress up" vs. "She tore the dress." So the modern meaning of *exaggerate* echoes its earlier senses: Notice that we still say of someone who is exaggerating that "He is really piling it on."

Soft <g> is introduced in Lessons 37-39 of Book 3. For more on the spelling of [j] see *AES*, pp. 417-21.

Lesson Thirty-two Sometimes [j] is Spelled <d>

1 Another way of spelling [j] is due to the same kind of palatalization that you encountered in the various spellings of [sh]. Underline the letters that spell [j] in the following words:

grad <u>u</u> al	sched <u>u</u> le	proced <u>u</u> re	educ <u>u</u> ate
pend <u>u</u> lum	gradu <u>u</u> ate	individu <u>u</u> al	ardu <u>u</u> ous
fraud <u>u</u> lent	residu <u>u</u> al	modul <u>u</u> ation	assidu <u>u</u> ous

2 What letter always follows the <d> in these words? <u>

3 Underline the letters that spell [j] in the following three words:

cord <u>u</u> al	grand <u>u</u> eur	sold <u>u</u> ier
------------------	--------------------	-------------------

How does the setting in which <d> spells [j] in these three words differ from the setting in part 1 above? These words have <i> or <eu> following the <d>; the words in Item 1 have <u> following the <d>.

4 Sort the following words into the two groups defined below. Some words go into both groups:

graded	fraudulently	modulate	educated
gradual	defrauded	proceeded	reduced
pendulum	resident	individual	arduous
dependent	residual	undivided	yardage

Words in which <d> spells . . .

[j]		[d]	
<i>gradual</i>	<i>modulate</i>	<i>graded</i>	<i>individual</i>
<i>pendulum</i>	<i>individual</i>	<i>dependent</i>	<i>undivided</i>
<i>fraudulently</i>	<i>educated</i>	<i>defrauded</i>	<i>educated</i>
<i>residual</i>	<i>arduous</i>	<i>resident</i>	<i>reduced</i>
		<i>proceeded</i>	<i>yardage</i>

5 You have worked with five different ways to spell [j]. Write them in the left-hand column below, and in the right-hand column write a word that contains each of the spellings:

	Spellings of [j]	Words that Contain the Spellings
#1	<j>	<i>judge</i>
#2	<g>	<i>hygiene</i>
#3	<dg>	<i>fudge</i>
#4	<dj>	<i>adjective</i>
#5	<d>	<i>gradual</i>

Teaching Notes.

items 1-3. The extra <u> could raise questions in class. It is not quite right to say that the <u> is put in there to mark the palatalization, because the <u> was there before the palatalization, and actually triggered it. The <u> is there because it was there in Latin. But it is right to say that today the <u> is necessary to mark the setting for the palatalization and thus the <d> spelling of [j].

This also explains the <i> in *-ial* and the <u> in *-ual*, two forms of the suffix *-al* that were discussed in Lesson 29 of Book Seven. It is accurate enough to say that these are two "forms" of *-al* since the <i> and <u> were added to the basic <a> form. Words that contain *-ial* or *-ual* show palatalization if the sound at the end of the stem can be palatalized: *actual*, *partial*, *sexual*, *gradual*, *racial*, etc. The only words not showing palatalization have stems that end in sounds that can't be palatalized: the bilabial [b] in *adverbial*, for instance, or the [r] in *tutorial*. In cases without palatalization the <i> and

<u> are still pronounced.

Educate is a bit of a curiosity: The palatalization occurs at the front of the base, rather than at the end upon the addition of a suffix. Also *educate* is related to *educe* in which the palatalization does not occur. Dictionaries show *educe* with [ū] and [yū]. It is conceivable that in time the pronunciation with the [y] glide will begin to encourage a palatalized pronunciation of *educe*, with [j] rather than [d]. It is likely that if such a change were to develop, it would be resisted as "sloppy pronunciation."

Item 4. *Dependent* has the variant *dependant*. The form with <a> came through French; that with <e> came directly from Latin. Notice that *independent* does not have a variant with <a>, though *dependent* and *pendent* do.

Item 5. Correct answers will, of course, vary.

Lesson Thirty-three The Suffix *-age*

1 You have seen that normally after stressed long vowels and consonants [j] is spelled <g> and after stressed short vowels it is spelled <dg>. Usually after an unstressed vowel [j] is spelled <g>. And very often it is in the suffix *-age*, which forms nouns, usually (but not always) from verbs:

pack + *age* = *package*
Verb + *age* = Noun

Combine the following stems and suffixes to form nouns. Show any changes:

Stem	+ Suffix	= Noun
pack	+ age	= <i>package</i>
drain	+ age	= <i>drainage</i>
break	+ age	= <i>breakage</i>
wreck	+ age	= <i>wreckage</i>
pass	+ age	= <i>passage</i>
<i>carry</i> +i	+ age	= <i>carriage</i>
<i>storé</i>	+ age	= <i>storage</i>
<i>dosé</i>	+ age	= <i>dosage</i>
percent	+ age	= <i>percentage</i>

2 Try some the other way around. Notice that not all the stems in this group are verbs:

Noun	= Stem	+ Suffix
package	= <i>pack</i>	+ <i>age</i>
carriage	= <i>carry</i> + <i>i</i>	+ <i>age</i>
luggage	= <i>lug</i> + <i>g</i>	+ <i>age</i>
percentage	= <i>percent</i>	+ <i>age</i>
dosage	= <i>dosé</i>	+ <i>age</i>
bandage	= <i>band</i>	+ <i>age</i>

Noun	= Stem	+ Suffix
roughage	= <i>rough</i>	+ <i>age</i>
yardage	= <i>yard</i>	+ <i>age</i>
postage	= <i>post</i>	+ <i>age</i>
storage	= <i>storé</i>	+ <i>age</i>
passage	= <i>pass</i>	+ <i>age</i>
baggage	= <i>bag + g</i>	+ <i>age</i>

3 The suffix *-age* is often added to bound stems. Add *-age* to each of the following bound stems to form a noun:

Bound Stem	Noun: Bound Stem + age
advant	<i>advantage</i>
aver	<i>average</i>
dam	<i>damage</i>
encour	<i>encourage</i>
foli	<i>foliage</i>
langu	<i>language</i>
mess	<i>message</i>
sav	<i>savage</i>
vill	<i>village</i>
voy	<i>voyage</i>

Teaching Notes.

Notice that in the suffix *-age* the letter <a> spells an unstressed short <i>.

Item 1. The one stem in the table that is not a verb is *percent*, though all of them also have noun meanings as well as verb meanings. Most monosyllabic English verbs can also function as nouns.

Item 3. There is no twinning in words like *damage* and *savage* because the twinning rule only applies to free stems, and *dam* and *sav* are not free stems; they are bound. The bound base *dam* is not related to either of the free bases *dam*. The first *dam* refers to a barrier to hold back water and is not related to the second, which refers to the mother of four-footed animals. Actually, the bound base *dam* is more closely related to the mild oath *damn*, since both descend from the Latin *damnum* “damage, loss, hurt.” The bound base *sav* has the root meaning “of the woods, wild” and is related to our word *sylvan*.

Lesson Thirty-four The Suffixes *-able* and *-ible*

1 The main function of the suffixes *-able* and *-ible*, as in *considerable* and *corruptible*, is to change verbs and bound stems into adjectives. The suffixes *-able* and *-ible* are two of the most troublesome homophones: When is it <a> and when is it <i>? Unfortunately, the answer to that simple question is extremely complicated. If we did answer it, we would be left with a rule too long and complex to remember and use. Pronunciation is no help because in normal speech they are pronounced the same, [əbəl]. But there are three things that can help:

First, since we are dealing with suffixes, they come late enough in the word that if you can spell the rest of the word, you can find the correct form in the dictionary. So they are easy to look up.

However, second, if you are stranded without a dictionary, *-able* is about six times more common than *-ible*, so if you have to guess, guess *-able*.

Third, as the next four lessons will show, there are some patterns that can be quite helpful.

2 In the following table fill in the unshaded blanks. Then answer the question at the end of the table:

Verb	Noun: Stem + <i>ion</i>	Noun: Stem + <i>ation</i>	Adjective: Stem + [əbəl]
<i>admire</i>		<i>admiration</i>	admirable
<i>adopt</i>	<i>adoption</i>		adoptable
<i>adore</i>		<i>adoration</i>	adorable
<i>attract</i>	<i>attraction</i>		attractable
<i>attribute</i>	<i>attribution</i>		attributable
<i>commend</i>		<i>commendation</i>	commendable
<i>compress</i>	<i>compression</i>		compressible
<i>compute</i>		<i>computation</i>	computable
<i>consider</i>		<i>consideration</i>	considerable
<i>corrupt</i>	<i>corruption</i>		corruptible

Verb	Noun: Stem + <i>ion</i>	Noun: Stem + <i>ation</i>	Adjective: Stem + [əbəl]
<i>dispense</i>		<i>dispensation</i>	dispensable
<i>exhaust</i>	<i>exhaustion</i>		exhaustible
<i>express</i>	<i>expression</i>		expressible
<i>predict</i>	<i>prediction</i>		predictable
<i>present</i>		<i>presentation</i>	presentable
<i>quote</i>		<i>quotation</i>	quotable
<i>reform</i>		<i>reformation</i>	reformable
<i>reverse</i>	<i>reversion</i>		reversible
<i>substitute</i>	<i>substitution</i>		substitutable
<i>value</i>			valuable

3 Do verbs that form nouns with *-ation* form adjectives with *-ible* or with *-able*?

-able

That leads to our first useful generalization: Stems that form nouns with <ation> take *-able* to form adjectives.

Teaching Notes.

The complications that we are trying to sort out here arise from a number of complications that occurred hundreds of years ago when words with *-able* and *-ible* were brought into the English language, usually from French and Latin. In general, the forms with *-ible* came directly from Latin, while those with *-able* came by way of French. But *-able* became the preferred form in English so that some words originally with *-ible* were respelled with *-able*, and *-able* was used with new adjectives based on native verbs, like *unspeakable*.

Lesson Thirty-five More About *-able* and *-ible*

1 In the previous lesson you saw that stems that form nouns with <ation> take *-able* for form adjectives. In the Verb column list the verb from which each adjective is derived:

Verb	Adjective
<i>appreciate</i>	appreciable
<i>calculate</i>	calculable
<i>communicate</i>	communicable
<i>demonstrate</i>	demonstrable
<i>equate</i>	equable
<i>estimate</i>	estimable
<i>navigate</i>	navigable
<i>negotiate</i>	negotiable
<i>penetrate</i>	penetrable
<i>remediate</i>	remediable
<i>separate</i>	separable
<i>venerate</i>	venerable
<i>anticipate</i>	anticipatable
<i>circulate</i>	circulatable
<i>create</i>	creatable
<i>indicate</i>	indicatable
<i>locate</i>	locatable
<i>translate</i>	translatable

5 Do verbs that end in *-ate* take *-ible* or *-able*? *-able*

That gives us our second useful generalization: Verbs that end in <ate> take *-able* to form adjectives.

3 In the Verb column list the verb from which each adjective is derived:

Verb	Adjective
<i>classify</i>	classifiable
<i>deny</i>	deniable
<i>envy</i>	enviable
<i>justify</i>	justifiable
<i>levy</i>	leviable
<i>magnify</i>	magnifiable
<i>modify</i>	modifiable
<i>multiply</i>	multipliable
<i>notify</i>	notifiable
<i>pity</i>	pitiable
<i>rely</i>	reliable
<i>vary</i>	variable

Which do verbs that end in <y> take to form adjectives, *-ible* or *-able*? *-able*

Notice that if a verb that ends in <y>, like *deny*, took *-ible*, the <y> to <i> change would lead to *deniible, which wouldn't work since we avoid <ii> in English. If we deleted one of the <i>'s, we'd get *denible, which doesn't fit the pronunciation because it leaves one vowel sound unspelled. So *-able* must be the logical choice.

That gives us our third useful generalization: Verbs that end in <y> take *-able* to form adjectives.

Lesson Thirty-six
Even More About *-able* and *-ible*

1 You have seen that sets of bases work together as a team, the way *ceed* and *cess* work together in the verb *succeed* and the noun *success*. Sometimes one member of a set will be used for the noun ending in <ion> and another for the adjective ending in [əbəl]. For instance, consider the nouns and adjectives derived from the verbs *reclaim* and *comprehend* :

In the set *claim, clam* , the noun *reclamation* uses the bound base *clam* while, the adjective *reclaimable* uses the free base *claim*.

Verb	Noun	Adjective
<i>reclaim</i>	<i>reclamation</i>	reclaimable

On the other hand, in the set *hend, hens* , the noun *comprehension* uses the same base as the the adjective *comprehensible*.

Verb	Noun	Adjective
<i>comprehend</i>	comprehension	comprehensible

2 Fill in the blanks and answer the questions following the table:

Verb	Noun	Adjective
<i>absorb</i>	absorption	absorbable
<i>certify</i>	certification	certifiable
<i>comprehend</i>	comprehension	comprehensible
destroy	<i>destruction</i>	destructible
<i>dispose</i>	disposition	disposable
divide	<i>division</i>	dividable
explain	<i>explanation</i>	explainable
<i>explode</i>	explosion	explosible

Verb	Noun	Adjective
<i>perceive</i>	<i>perception</i>	perceptible
persuade	<i>persuasion</i>	persuasive
<i>pronounce</i>	pronunciation	pronounceable
<i>reclaim</i>	<i>reclamation</i>	reclaimable
<i>resolve</i>	<i>resolution</i>	resolvable
<i>reveal</i>	revelation	revealable
<i>satisfy</i>	satisfaction	satisfiable
solve	<i>solution</i>	solvable
submerge	<i>submersion</i>	submersible
<i>transmit</i>	<i>transmission</i>	transmittable

3 In the words in this array if the noun uses a different base from the adjective, the adjective ends in -able . If the noun uses the same base as the adjective, the adjective ends in -ible .

4 That leads to a fairly good generalization: In verb-noun-adjective families, if the noun ending in <ion> uses a different base from the adjective, the adjective takes *-able* ; if the noun uses the same base as the adjective, the adjective takes *-ible* .

Teaching Notes.

Item 4. This is only “a fairly good generalization” because (i) it is more complex than we’d like, and (ii) it has a number of holdouts (for instance: *introduction* but *introducible*). However, the generalization has many more instances than holdouts. Also, in a number of cases there are variant spellings, one with <ible>, one with <able> (*transmittable, transmittible; evadable, evadible*), in which cases the generalization produces an accepted spelling. And I believe the demanding scrutiny involved can be a useful exercise for the students, both in general and for impressing the spellings in their minds.

Lesson Thirty-seven
Summary and Review of *-able* and *-ible*

1 Here are the generalizations from the previous three lessons:

- i. Stems that form nouns with <ation> take *-able* to form adjectives.
- ii. Verbs that end in <ate> take *-able* to form adjectives.
- iii. Verbs that end in <y> take *-able* to form adjectives.

2 Applying these generalizations, fill in the blanks below with whichever is correct.

Verb	Noun with <ion> or <ation>	Adjective
admire	<i>admiration</i>	<i>admirable</i>
<i>classify</i>	classification	<i>classifiable</i>
comprehend	<i>comprehension</i>	comprehensible
consider	<i>consideration</i>	<i>considerable</i>
deny		<i>deniable</i>
<i>envy</i>		enviable
irritate	<i>irritation</i>	<i>irritable</i>
<i>justify</i>	justification	<i>justifiable</i>
negotiate	<i>negotiation</i>	<i>negotiable</i>
observe	<i>observation</i>	<i>observable</i>
persuade	persuasion	<i>persuasive</i>
<i>pronounce</i>	pronunciation	pronounceable
solve	solution	<i>solvable</i>
tolerate	<i>toleration</i>	<i>tolerable</i>
vary	<i>variation</i>	<i>variable</i>

3 All of the words with *-ible* come from French and Latin (as do many of those with *-able*). However, *-able* is the form we use for making adjectives from native English words and for making up new words. The following words are all native English words. Add the suffix that changes them to an adjective ending in [əbəl]:

Native Word	Adjective with [əbəl]
answer	<i>answerable</i>
believe	<i>believable</i>
break	<i>breakable</i>
chew	<i>chewable</i>
crunch	<i>crunchable</i>
drink	<i>drinkable</i>
foresee	<i>foreseeable</i>
forget	<i>forgettable</i>
kiss	<i>kissable</i>
laugh	<i>laughable</i>
learn	<i>learnable</i>
reach	<i>reachable</i>
return	<i>returnable</i>
sing	<i>singable</i>
teach	<i>teachable</i>
work	<i>workable</i>

Native adjectives use the suffix -able .

This is a very strong generalization. But it is not very useful if you can't recognize native words. One hint: Notice that native words tend to be very short, only one syllable. Compare them with the words in the tables in Lesson 36. Words from Latin and French most often have two or more syllables.

4 The following are a few adjectives that have just recently been made up. Analyze each one into its stem plus suffix and be ready to talk about what you think they mean:

New Adjective	Analysis: Stem + Suffix
biodegradable	<i>biodegradé+able</i>
addressable	<i>address+able</i>
air-droppable	<i>air-drop+p+able</i>
camouflageable	<i>camouflage+able</i>
cartoppable	<i>cartop+p+able</i>
thermoformable	<i>thermoform+able</i>

5 One last word about *-able* and *-ible*: Remember that *-able* is about six times more common than *-ible* and that it is usually a good bet.

**Lesson Thirty-eight
Test Five**

Words	Analysis
1. <i>knowledge</i>	[j] = <dg> Verb + suffix = <u>know + ledge</u>
2. <i>carrage</i>	[j] = <g> Verb + suffix = <u>carry+i+age</u>
3. <i>adorable</i>	Verb + suffix = <u>adore+able</u>
4. <i>pajamas</i>	[j] = <j>
5. <i>considerable</i>	Verb + suffix = <u>consider+able</u>
6. <i>percentage</i>	[j] = <g> Free stem + suffix = <u>percent+age</u>
7. <i>divisible</i>	Bound stem + suffix = <u>divis(∅)+ible</u>
8. <i>exhaustible</i>	Verb + suffix = <u>exhaust+ible</u>
9. <i>justification</i>	[j] = <j>
10. <i>procedure</i>	[j] = <d> Prefix + bound base + suffix = <u>pro+ced+ure</u>

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

1 About two-thirds of the time [ch] is spelled either <ch> or <tch>, and <ch> is about twelve times as common as <tch>. Underline the letters that spell [ch] in the following words:

<u>ch</u> alk	en <u>ch</u> anted	mer <u>ch</u> andise	spin <u>ch</u>
<u>w</u> atch	<u>ch</u> imney	<u>b</u> tcher	dis <u>ch</u>
<u>ch</u> arity	sk <u>ch</u> es	mis <u>ch</u> ief	<u>p</u> urchase
<u>s</u> cratch	re <u>ch</u> research	wre <u>ch</u> ed	<u>ch</u> ocolate
<u>t</u> eacher	<u>k</u> itchen	<u>ch</u> uckle	<u>a</u> chieve

2 Sort the words into the following matrix:

Words in which the [ch] is . . .

	at the end of a free stem and following a stressed short vowel	the only consonant in a VCC string with a stressed short head vowel	located anywhere else in the word
Words with [ch] spelled <tch>	<i>watch scratch sketches wretched dispatch</i>	<i>butcher kitchen</i>	
Words with [ch] spelled <ch>			<i>chalk chuckle charity spinach teacher purchase enchanted chocolate chimney achieve research merchandise mischief</i>

3 Among the words in Items 1 and 2, when [ch] comes (a) at the end of a free stem and following a stressed short vowel or (b) in a VCC string, it is spelled <tch> ; everywhere else it is spelled <ch>.

4 On the basis of the analysis you've just done, be ready to discuss the following questions:

(i) Why can we say that <tch> behaves like a double <ch>?

(ii) What is unusual about the sounds in front of the <ch> in *bachelor* and *treacherous*? What rule did you recently learn that would explain the unusual sound in front of <ch> in these words?

(iii) What is there about the following six words that makes them holdouts to the pattern you've just found and described?

attach
much

detach
such

rich
which

There is little we can say about these six, except that they are clear holdouts to an otherwise useful and reliable rule and that there are fortunately very, very few of them.

Teaching Notes.

Item 2. In words like *spinach* (also *sandwich* and *ostrich*), which end in <ch> following a vowel, the vowel in front of the [ch] is not stressed.

Item 4. (i) We can say that <tch> behaves like a double <ch> because it is used after stressed short vowels the same way that other double consonants are. (ii) The sounds in front of the <ch> are stressed and short, so we would expect <tch> rather than <ch>. Both words are instances of the Third Vowel Rule, which says that if the third vowel from the end of a word is stressed, it will be short. (iii) The six words are holdouts because they have <ch> after a stressed short vowel, where the pattern would call for <tch>.

Lesson Forty Sometimes [ch] is Spelled <t>

1 About two-thirds of the time [ch] is spelled either <ch> or <tch>, and we can practically always tell when to pick <ch> and when to pick <tch>. About one-third of the time [ch] is spelled <t>. This <t> spelling is very much like the <t> spelling of [sh] and the <d> spelling of [j] with which you have already worked. It, too, is due to palatalization. Underline the letters that spell [ch] in the following words:

cult <u>u</u> re	sugg <u>e</u> stion	act <u>a</u> l	virt <u>u</u> e
intellect <u>u</u> al	spirit <u>a</u> l	literat <u>u</u> re	congest <u>i</u> on
quest <u>i</u> ons	situat <u>i</u> on	indigest <u>i</u> on	perpet <u>a</u> l
unfortunat <u>e</u> ly	mortu <u>a</u> ry	rit <u>a</u> l	stat <u>u</u> e
natur <u>a</u> lly	event <u>a</u> l	advent <u>u</u> rous	celest <u>i</u> al

2 Now sort the words into these two groups:

Words in which [ch] is followed by . . .

<u>		<i>	
<i>culture</i>	<i>situation</i>	<i>ritual</i>	<i>questions</i>
<i>intellectual</i>	<i>mortuary</i>	<i>adventurous</i>	<i>suggestion</i>
<i>unfortunately</i>	<i>eventual</i>	<i>virtue</i>	<i>indigestion</i>
<i>naturally</i>	<i>actual</i>	<i>perpetual</i>	<i>congestion</i>
<i>spiritual</i>	<i>literature</i>	<i>statue</i>	<i>celestial</i>

2 In these words, which vowel is stressed: the one in front of the [ch] or the one after it? The one in front of it What letter usually follows the <t> that spells [ch]? <u>

3 Most of the time when [ch] is spelled <t>, there is a <u> after the <t>. But often a <t> that spells [ch] is followed by an <i>. In earlier lessons you saw that a <t> right in front of two unstressed vowels spells the sound [sh], as in *deletion* and *spatial*. However, when the <t> has an <s> right in front of it, the <t> doesn't spell [sh]; it spells [ch], as in *question* and *celestial*. This is another case of a smaller, stronger pattern inside a larger pattern.

4 Below you are given prefixes, bases, and suffixes to combine. In each case you should produce a word that contains [ch] spelled <t> due to palatalization. Show any changes:

Prefixes, Bases, and Suffixes	Words with [ch] Spelled <t>
di ʒ + gest + ion	<i>digestion</i>
spirit + ual	<i>spiritual</i>
quest + ion + er	<i>questioner</i>
act + ual + ly	<i>actually</i>
ad + vent + ur ə + ous	<i>adventurous</i>
script + ur ə + al	<i>scriptural</i>
liter + at ə + ure	<i>literature</i>
virtu ə + ous	<i>virtuous</i>
con n + n + gest + ion	<i>congestion</i>
celest + ial	<i>celestial</i>
per + pet ə + ual	<i>perpetual</i>
sub b + g + gest + ion + s	<i>suggestions</i>

You can see that very nearly all the time when [ch] is spelled <t>, the <t> is either followed by an unstressed <u> or it is followed by the suffix *-ion* and has an <s> right in front of it.

Teaching Notes.

Item 1 This is the last palatalized spelling with which we will be working. Again the trigger is an old [y]-like glide before the <u> sound that forced the pronunciation of the [t] back against the palate, thus changing it to [ch]. In the few cases like *question* and *celestial*, the <i>, which used to be pronounced as a separate sound, eased to a [y] glide and triggered the palatalization.

It is important for the students to see that pattern of a stressed vowel in front of the [ch] and the unstressed vowel(s) after it.

Lesson Forty-one A Final Word About [ch]

1 There are three rare spellings of [ch] that are found only in a few Italian and German words that still have their Italian and German spellings. In Italian [ch] is regularly spelled <c> or <cc>, and in German it is regularly spelled <tsch>.

[ch] = <c>. In the Italian words *cello*, *concerto*, *vermicelli*, and the greeting *ciao* [ch] is spelled <c>.

[ch] = <cc>. In the Italian words *capriccio* and *cappuccino*, [ch] is spelled <cc>.

[ch] = <tsch>. In the German words *kitsch* and *putsch*, [ch] is spelled <tsch>.

2 According to some dictionaries the <c>'s and <s>'s in words like *financial* and *mansion* spell [ch]. Most dictionaries show them as spelling [sh], but Merriam-Webster's big unabridged dictionary is one that has it [ch]. It is a case of the experts disagreeing about what they hear. You might listen to your own pronunciation of these words and those of your friends. What happens is that some people tend to put a [t] sound in between the [n] and [sh], and the [tsh] actually equals [ch]. Either pronunciation is correct.

3 Sort the words into the groups, depending on whether you think you pronounce them with [sh] or [ch]. There is room here for honest differences of opinion, so we've given you extra blanks:

financial	expansion	concerto	comprehension
apprehension	dimension	kitsch	dissension
transient	cello	vermicelli	cappuccino
condescension	capriccio	ancient	suspension

Words pronounced with . . .

[ch]		[sh]	
<i>financial</i>	<i>vermicelli</i>	<i>apprehension</i>	<i>ancient</i>
<i>cello</i>	<i>cappuccino</i>	<i>transient</i>	<i>comprehension</i>
<i>capriccio</i>		<i>condescension</i>	<i>dissension</i>
<i>concerto</i>		<i>expansion</i>	<i>suspension</i>
<i>kitsch</i>		<i>dimension</i>	

4 Now sort the words again, this time on the basis of how the [ch] (or [sh]) is spelled. Write them into the proper groups below and in the columns marked '[]' write in the pronunciation of the <c>, <cc>, or <s>. Again, there are extra blanks:

<c>	[]	<cc>	[]	<s>	[]
<i>financial</i>	[ch]	<i>cappuccino</i>	[ch]	<i>apprehension</i>	[sh]
<i>cello</i>	[ch]	<i>capriccio</i>	[ch]	<i>transient</i>	[sh]
<i>concerto</i>	[ch]			<i>condescension</i>	[sh]
<i>vermicelli</i>	[ch]			<i>expansion</i>	[sh]
				<i>suspension</i>	[sh]
				<i>dimension</i>	[sh]
				<i>ancient</i>	[sh]
				<i>comprehension</i>	[sh]
				<i>dissension</i>	[sh]

5 The three most common ways to spell [ch] are <ch>, <tch>, and <t>.

Teaching Notes.

Item 3. The sorting given here is based on my pronunciation.

Item 4. You will probably find that your students have more cases of <s> spelling [ch] than is given in this table. (And in all honesty, in words with <ns> like *dimension* and *comprehension*, it is a very close call as to whether I seem to say [sh] or [ch]!)

Lesson Forty-two How Do You Spell [w]?

1 You can hear the sound [w] at the beginning of the word *word*. Underline the letters that spell [w] in the following words:

<u>w</u> affles	<u>s</u> weaty	<u>w</u> atering	<u>w</u> elfare
a <u>ft</u> er <u>w</u> ard	<u>w</u> eirdest	<u>w</u> eather	<u>t</u> winkling
<u>w</u> aiters	<u>s</u> wallowed	re <u>w</u> eighed	<u>s</u> weetheart
be <u>tw</u> een	<u>w</u> isdom	un <u>w</u> illingly	no <u>t</u> withstanding
<u>w</u> altzes	un <u>w</u> orthy	<u>t</u> wentieth	<u>t</u> welfth

2 Analyze each of the words as directed in the formula. Key: 'BB' = Bound base, 'FB' = Free base, 'BS' = Bound stem, 'FS' = Free Stem, 'P' = Prefix, 'S' = Suffix:

Word	Formula	Analysis
waffles	FB+S	<i>waffle+s</i>
afterward	FS+S	<i>after+ward</i>
waiters	FB+S+S	<i>wait+er+s</i>
between	P+BS	<i>be+tween</i>
waltzes	FB+S	<i>waltz+es</i>
sweaty	FB+S	<i>sweat+y</i>
weirdest	FB+S	<i>weird+est</i>
swallowed	FB+S	<i>swallow+ed</i>
wisdom	BB+S	<i>wis+dom</i>
unworthy	P+FB+S	<i>un+worth+y</i>
watering	FS+S	<i>water+ing</i>
weathered	FS+S	<i>weather+ed</i>
reweighed	P+FB+S	<i>re+weigh+ed</i>
unwillingly	P+FB+S+S	<i>un+will+ing+ly</i>
twentieth	FS+S	<i>twenty+i+eth</i>
welfare	BB+FB	<i>wel+fare</i>

Word	Formula	Analysis
twinkling	FS+S	<i>twinkl</i> é+ing
sweetheart	FB+FB	<i>sweet</i> +heart
notwithstanding	FB+FB+FB+S	<i>not</i> +with+stand+ing
twelfth	BS+S	<i>twelf</i> +th

3 Now sort the words into the following two groups:

Words in which the [w] is . . .

at the front of an element		not at the front of an element
<i>waffles</i>	<i>watering</i>	<i>between</i>
<i>afterward</i>	<i>weathered</i>	<i>sweaty</i>
<i>waiters</i>	<i>reweighed</i>	<i>swallowed</i>
<i>waltzes</i>	<i>unwillingly</i>	<i>twentieth</i>
<i>weirdest</i>	<i>welfare</i>	<i>twinkling</i>
<i>wisdom</i>	<i>notwithstanding</i>	<i>sweetheart</i>
<i>unworthy</i>		<i>twelfth</i>

4 In those seven words in which the [w] is not at the front of an element, it is part of a consonant cluster. Do these clusters come at the front of elements in these words?

Yes.

5 When [w] is spelled <w>, the <w> either comes at the front of an element or it is in a consonant cluster that comes at the front of an element.

Teaching Notes.

Item 2. The suffix *-eth* in *twentieth* is a variant of the more common *-th* used to form ordinal numbers from cardinals. The form *-eth* is used for cardinals that end in <y> as in *twentieth* ; and except for *first*, *second* , and *third* , *-th* is used everywhere else.

Item 4. Other consonant clusters with [w]: ***dwell***, ***thwart***, ***schwa***, and ***square***.

Lesson Forty-three Two Other Spellings of [w]

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

a <u>wh</u> ile	re <u>qu</u> est	qu <u>an</u> tity	qu <u>al</u> ities
ac <u>qu</u> aint	qu <u>o</u> tation	qu <u>i</u> zzes	squ <u>ir</u> rel
dist <u>ing</u> uish	lan <u>gu</u> age	<u>wh</u> istle	fre <u>qu</u> ently
persu <u>ad</u> e	p <u>ue</u> blo	earthqu <u>ak</u> e	squ <u>ee</u> ze
every <u>wh</u> ere	somew <u>h</u> at	equ <u>a</u> tion	qu <u>es</u> tion
ac <u>qu</u> ire	<u>wh</u> ich	over <u>wh</u> elm	<u>wh</u> izzed

2 You should have found two different spellings of [w]. Seven words have the first spelling; seventeen have the second. Sort the words into the following two groups:

Words with [w] spelled . . .

way #1	way #2	
<i>awhile</i>	<i>acquaint</i>	<i>quizzes</i>
<i>everywhere</i>	<i>distinguish</i>	<i>earthquake</i>
<i>somewhat</i>	<i>persuade</i>	<i>equation</i>
<i>which</i>	<i>acquire</i>	<i>qualities</i>
<i>whistle</i>	<i>request</i>	<i>squirrel</i>
<i>overwhelm</i>	<i>quotation</i>	<i>frequently</i>
<i>whizzed</i>	<i>language</i>	<i>squeeze</i>
	<i>pueblo</i>	<i>question</i>
	<i>quantity</i>	

3 Dictionaries usually give us a choice as to how we should pronounce <wh>: either [hw] or just [w]. You might check yourself: When you say *whale*, does it sound exactly like your pronunciation of *wail*? Or do you hear a little puff of air in front, a soft [h]?

Hundreds of years ago, *whale* was spelled *hwāl*, and the <h> was pronounced [h]. But in time the spelling changed, probably to make it more like the other digraphs <ch>, <gh>, <sh>, and <th>. The spelling changed, but the pronunciation more or less stayed the same. Over the centuries that [h] has tended to get lost. That is why dictionaries usually show two different pronunciaitions for <wh>: [w] and [hw].

4 Look at the seventeen words in which [w] is spelled <u>. In each one mark the letter that comes right in front of the <u> that is spelling [w]. You should have found four different consonants that come before the <u>. The first of the consonants is in thirteen of the words; the second is in two words, and the third and fourth are in one word each. Sort the words into the following groups:

Words in which the <u> follows <q>:

<i>acquaint</i>	<i>quizzes</i>	<i>frequently</i>
<i>acquire</i>	<i>earthquake</i>	<i>squeeze</i>
<i>request</i>	<i>equation</i>	<i>question</i>
<i>quotation</i>	<i>qualities</i>	
<i>quantity</i>	<i>squirrel</i>	

Words in which the <u> follows . . .

<g>	<s>	<p>
<i>distinguish</i>	<i>persuade</i>	<i>pueblo</i>
<i>language</i>		

5 It is not surprising that [w] is often spelled <u>: The letter <w> was originally just two <u>'s run together, <uu>. That is why <w> is called "double-<u>."

6 Three spellings of [w] are <w>, <wh>, and <u>. The spelling <w> always comes At the front of an element or in a consonant cluster that comes at the front of an element. The spelling <u> usually comes after the letter <q> and sometimes after the letters <g>, <s>, or <p>. The spelling <wh> is sometimes pronounced [hw], sometimes [w].

Word Histories. One set of homophones with [w] is *weather*, *whether*, and *wether*. *Weather* comes from an Old English word that meant “weather, storm, wind.” It is related to the words *wind* and *window*. A sentence that can help with the <w> spelling: “The wind and weather came through the broken window.”

Whether, as in “I don’t know whether to go or not,” comes from an Old English word that is closely related to words like *what*, *why*, *which*, *when*, all of which contain the <wh> spelling.

The rare *wether* “a male sheep” comes from an Old English word that is related to the word *veterinarian*. Notice that neither *veterinarian* nor *wether* have an <h> or an <a> among the first three letters.

Teaching Notes.

Item 3. Lesson 20 of Book 7 discusses how the <u> after <q> sometimes spells [w] as in *quick* and sometimes is part of the <qu> spelling of [k], as in *mosquito* or *mosque*. Remember that <u> following <q>, whether it spells [w] or is part of the spelling of [k], is a consonant.

Lesson Forty-four Review of Consonant Sounds

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

(Teacher's Note: To avoid printing the list over and over, we show all of the underlining in this one list. The students would start underlining just the spellings of [s] and then would go back to do the other sounds, one by one. Color coding would probably be useful. Or you could print off multiple copies of the following list of 32 words.)

digestion	juicy	susceptible	possession
ph <u>ys</u> ics	sc <u>ri</u> ptures	wh <u>izz</u> ed	z <u>eal</u> ous
ju <u>st</u> ifiable	lan <u>gu</u> age	laugh <u>e</u> d	en <u>ough</u>
proc <u>e</u> dures	w <u>altz</u>	judg <u>e</u> ment	fluoresc <u>e</u> nt
sugg <u>e</u> stions	ch <u>ar</u> ity	ch <u>oc</u> olate	assid <u>u</u> ous
w <u>aff</u> les	sk <u>etch</u> es	wh <u>ist</u> le	ch <u>im</u> ney
xyloph <u>o</u> ne	persu <u>a</u> de	abs <u>cess</u> ed	w <u>is</u> dom
puzz <u>l</u> es	brass <u>ier</u> e	qu <u>iz</u>	embezz <u>l</u> e

2 Sort the words you have underlined into the following five groups:

Words with [s] spelled . . .

<s>			
<i>digestion</i>	<i>suggestions</i>	<i>persuade</i>	<i>assiduous</i>
<i>physics</i>	<i>scriptures</i>	<i>susceptible</i>	
<i>justifiable</i>	<i>sketches</i>	<i>zealous</i>	

Words with [s] spelled . . .

<c>	<sc>	<ss>	Other
<i>procedures</i>	<i>susceptible</i>	<i>abscessed</i>	<i>waltz</i>
<i>juicy</i>	<i>abscessed</i>	<i>assiduous</i>	<i>whistle</i>
	<i>fluorescent</i>		

3 In the list in Item 1 underline the letters that spell [z] and sort the words into the following five groups:

Words with [z] spelled . . .

<s>		<z>	<zz>
<i>physics</i>	<i>puzzles</i>	<i>quiz</i>	<i>puzzles</i>
<i>procedures</i>	<i>scriptures</i>	<i>zealous</i>	<i>whizzed</i>
<i>suggestions</i>	<i>sketches</i>		<i>embezzle</i>
<i>waffles</i>	<i>wisdom</i>		

Words with [z] spelled . . .

<ss>		<x>
<i>brassiere</i>	<i>possession</i>	<i>xylophone</i>

4 Now underline the letters that spell [f] and sort the words into the following four groups:

Words with [f] spelled . . .

<f>	<ff>	<gh>	<ph>
<i>justifiable</i>	<i>waffles</i>	<i>laughed</i>	<i>physics</i>
<i>fluorescent</i>		<i>enough</i>	<i>xylophone</i>

5 Now underline the letters that spell [ch] and sort the words into the following three groups:

Words with [ch] spelled . . .

<ch>	<tch>	<t>
<i>charity</i>	<i>sketches</i>	<i>digestion</i>
<i>chocolate</i>		<i>suggestions</i>
<i>chimney</i>		<i>scriptures</i>

6 Underline the letters that spell [j] and divide the words into the following four groups:

Words with [j] spelled . . .

<j>	<g>	<dg>	<d>
<i>justifiable</i>	<i>digestion</i>	<i>judgement</i>	<i>procedures</i>
<i>juicy</i>	<i>suggestions</i>		<i>assiduous</i>
<i>judgement</i>	<i>language</i>		

7 Underline the letters that spell [w] and divide the words into the following three groups:

Words with [w] spelled . . .

<w>	<u>	<wh>
<i>waffles</i>	<i>language</i>	<i>whizzed</i>
<i>waltz</i>	<i>persuade</i>	<i>whistle</i>
<i>wisdom</i>		

Lesson Forty-five Review of Bound and Free Bases

1 Combine the following elements into words, showing any changes that occur when the elements combine:

Elements	Word
<i>i</i> n + <i>m</i> +per+cept+ible	<i>imperceptible</i>
super+con <i>h</i> + <i>n</i> +duct+or	<i>superconductor</i>
con <i>h</i> + <i>n</i> +ced <i>e</i> +ing	<i>conceding</i>
abs+cess+ed	<i>abscessed</i>
ex+miss+ion+s	<i>emissions</i>
inter+mit+ <i>t</i> +ent+ly	<i>intermittently</i>
non+de+script	<i>nondescript</i>
re+cess+ive	<i>recessive</i>
ex+duc <i>e</i> +ate	<i>educate</i>
re+cept+acle	<i>receptacle</i>
script+write <i>r</i> +er	<i>scriptwriter</i>
in+duct+ion	<i>induction</i>
post+script+s	<i>postscripts</i>
trans+mit+ <i>t</i> +er	<i>transmitter</i>
ex+cess+ive+ly	<i>excessively</i>
ob <i>b</i> +mit+ <i>t</i> +ed	<i>omitted</i>

2 Each of the following words contains one of the bases that you studied in earlier lessons. Most words contain one or more prefixes and one or more suffixes. Analyze each word into its elements. Again, show any changes that occur when the elements combine:

Word	Analysis
inconceivable	<i>in+con+n+ceiv+able</i>
deception	<i>de+cept+ion</i>
descriptively	<i>de+script+ive+ly</i>
introduce	<i>intro+duce</i>
deductible	<i>de+duct+ible</i>
antecedents	<i>ante+ced+ent+s</i>
procedure	<i>pro+ced+ure</i>
proceedings	<i>pro+ceed+ing+s</i>
necessary	<i>ne+cess+ary</i>
remission	<i>re+miss+ion</i>
exceedingly	<i>ex+ceed+ing+ly</i>
received	<i>re+ceiv+ed</i>
subscriber	<i>sub+scrib+er</i>
introductions	<i>intro+duct+ion+s</i>
prescriptions	<i>pre+script+ion+s</i>
preceded	<i>pre+ced+ed</i>

Lesson Forty-six
Review of Suffixes

1 Analyze each of the following words into stem plus one suffix:

Word	Analysis: Stem + Suffix
teachable	<i>teach+able</i>
comprehensible	<i>comprehens+ible</i>
modifiable	<i>modify+i+able</i>
carriage	<i>carry+i+age</i>
susceptibility	<i>susceptibil+ity</i>
anxiety	<i>anxi+ety</i>
presentable	<i>present+able</i>
necessity	<i>necess+ity</i>
appreciable	<i>appreci+able</i>
permissible	<i>permiss+ible</i>
baggage	<i>bag+g+age</i>
uncertainty	<i>uncertain+ty</i>
unforgettable	<i>unforget+t+able</i>
divisible	<i>divise+ible</i>
advantage	<i>advant+age</i>
divinity	<i>divine+ity</i>
society	<i>soci+ety</i>
specialty	<i>special+ty</i>
tolerable	<i>toler+able</i>
flexible	<i>flex+ible</i>
language	<i>langu+age</i>
indescribable	<i>indescribe+able</i>
quantity	<i>quant+ity</i>

Word	Analysis: Stem + Suffix
disposable	<i>disposé+able</i>
percentage	<i>percent+age</i>
communicable	<i>communic+able</i>
ferocity	<i>feroc+ity</i>
royalty	<i>royal+ty</i>
variety	<i>vari+ety</i>
simplicity	<i>simplic+ity</i>
deductible	<i>deduct+ible</i>
irritable	<i>irrit+able</i>

2 Among the adjectives ending in *-able* and *-ible* there are instances of rules that you studied in earlier lessons. For each rule given below find instances from the adjectives above and fill in the blanks:

a. Stems that form nouns in <ation> form adjectives in *-able*:

presentable

b. Verbs that end in <ate> form adjectives in *-able*:

<i>irritable</i>	<i>communicable</i>	<i>appreciable</i>	<i>tolerable</i>
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c. Verbs that end in <y> form adjectives in *-able* :

modifiable

d. Native English verbs form adjectives in *-able* :

<i>teachable</i>	<i>unforgettable</i>
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e. If the adjective and verb use one form of the base while the noun in <ion> uses another, the adjective will be formed in *-able* :

<i>modifiable</i>	<i>indescribable</i>	<i>disposable</i>
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f. But if the adjective and noun use one form of the base while the verb uses the other, the adjective will be formed in *-ible* :

<i>comprehensible</i>	<i>permissible</i>	<i>divisible</i>
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Teaching Notes.

Item 1. In *divisible* we need the final <e> on the base *vise* since it occurs in word-final position in the word *devise*. But I would not complain much if a student chose simple addition in this analysis.

Items 2e and 2f. The adjective, noun, verb forms involved here are the following:

Adjective	Noun	Verb
modifiable	modification	modify
indescribable	(in)description	(in)describe
disposable	disposition	dispose
comprehensible	comprehension	comprehend
permissible	permission	permit
divisible	division	divide

There is an interesting contrast between the synonyms *divisible* and *dividable*. Notice that *division* follows the pattern in 2f, but *dividable* follows that in 2e, with the forms *dividable, division, divide*.

Lesson Forty-seven Review of VCV Shortening Rules

1 **The Suffix *-ity* Rule.** The vowel right in front of the suffix *-ity* will always be (stressed and) short, even at the first vowel of a VCV string.

2 **The Third Vowel Rule.** The third vowel sound from the end of a word will often be short if it is stressed, even if it is the first vowel in a VCV string.

3 **French Lemon Rule.** Words that have two vowel sounds and were borrowed from French will have a short first vowel, even in a VCV string.

4 Some of the words below are instances of the three rules above. Sort them into the table:

electricity	moment	society	rationality
equality	chocolate	ferocity	hesitate
educate	gravel	citizen	analysis
assiduous	recent	positive	definite
physics	balance	stomach	personality
anxiety	susceptibility	agent	legend
precious	simplicity	dozen	focus

Words that are instances of . . .

The Suffix <i>-ity</i> Rule	The Third Vowel Rule	The French Lemon Rule
<i>electricity</i>	<i>educate</i>	<i>physics</i>
<i>equality</i>	<i>assiduous</i>	<i>precious</i>
<i>susceptibility</i>	<i>chocolate</i>	<i>gravel</i>
<i>simplicity</i>	<i>citizen</i>	<i>balance</i>
<i>ferocity</i>	<i>positive</i>	<i>stomach</i>
<i>rationality</i>	<i>hesitate</i>	<i>dozen</i>
<i>personality</i>	<i>analysis</i>	<i>legend</i>
	<i>definite</i>	

5 Be ready to discuss this question: What were your reasons for excluding each of the six words that you did not write into the table?

Teaching Notes.

Item 5. Four of the six words have long vowels in VCV strings (*moment, recent, agent, focus*); two have long vowels in V.V strings (*anxiety, society*). Four came directly from Latin and not through French (*anxiety, recent, agent, focus*). Linguists are not certain about the other two, *moment* and *society*, which could have come from French, possibly Latin, and possibly both. The French Lemon Rule argues for a Latin source for the modern spellings and pronunciations.

Lesson Forty-eight
Test Six

Words	Analysis
1. <i>abscess</i>	[s] = <u><sc></u> and <u><ss></u>
2. <i>whistle</i>	[s] = <u><st></u> [w] = <u><wh></u>
3. <i>charity</i>	[ch] = <u><ch></u>
4. <i>sketches</i>	[s] = <u><s></u> [ch] = <u><tch></u> [z] = <u><s></u>
5. <i>deductible</i>	Prefix + free base + suffix = <u>de+duct+ible</u>
6. <i>wisdom</i>	[w] = <u><w></u> [z] = <u><s></u>
7. <i>digestion</i>	[s] = <u><s></u> [j] = <u><g></u> [ch] = <u><t></u>
8. <i>quantity</i>	[w] = <u><u></u> Bound base + suffix = <u>quant+ity</u>
9. <i>proceedings</i>	[z] = <u><s></u> Verb + suffix ¹ + suffix ² = <u>pro+ceed+ing+s</u>
10. <i>ferocity</i>	[f] = <u><f></u> [s] = <u><c></u> Bound base + suffix = <u>feroc+ity</u>