## ěs =/Es/ the Rules $E: B:$



Memorizing (the pronunciation and/or spelling of) lists of items is not the most efficient, effective way to acquire word-level vocabulary or increase language proficiency. Instead, it makes good sense to spend time and energy on productive principles, patterns, and rules that apply to oral and written language systems. Spelling patterns for one-syllable items and accented syllables appear in Ideas F-P on pages 19-108. Here are rules that can make phonics/spelling instruction more manageable in regard to items of all lengths, including those with added affixes, at higher levels of language proficiency.

1. In normal English words, the consonant letters $\dot{\boldsymbol{j}}, \underline{\boldsymbol{k}}, \underline{\boldsymbol{w}}, \underline{\boldsymbol{x}}, \underline{\boldsymbol{y}}$ are never doubled; $-c(/ \mathrm{s} /$ ) or $-\underline{v}$ (without -e) cannot end a word. The letters $\underline{b}, \underline{c}, \underline{h}, \underline{k}, \underline{l}, \underline{n}, \underline{p}, \underline{s}, \underline{t}, \underline{w}$ are occasionally "silent," as in comb, science, honest, know, psalm, column, island, listen, wrong.
2. A well-known rule that usually works is to put "i before except after $\underline{c}^{\prime \prime}$-or when it makes the /eI/ sound within a syllable." Some examples are friend (/ع $/$ ), thief ( $/ \mathbf{i}^{\mathbf{y}} /$ ), pies (/ $\mathbf{a}^{\mathbf{y}} /$ ); receive ( $/ \mathbf{i}^{\mathrm{y}} /$ ), beige (/ ei /). But there are many exceptions to the rule, like weird. And it doesn't apply to vowels in separate syllables, as in socioety.
3. The letter - $\mathbf{y}\left(/ \mathrm{i}^{\mathrm{y}} /\right)$ replaces - $\underline{i}$ at the end of accented syllables after consonants, as in body, family, happy, beauty, company, vary. But it becomes -i- again before any added suffix. Examples include bodily, familiar, happiness, beautiful, companion, various.
4. A word ending in final silent -e after a consonant drops the -e before a suffix beginning with a vowel. For instance, hope +-ing = hoping; nose $+-y=$ nosy; use + -ual $=u s u a l ; ~ p u r e ~+-i t y ~=~ p u r i t y . ~ . ~$ The rule may not apply to words ending in -ce (/s /) or -ge (/ j /)-as in notice + -able $=$ noticeable; outrage +-ous =outrageous.
5. Words or accented syllables ending in a single consonant letter (except $-\underline{k},-\underline{v},-\underline{x})$ after a single (simple) vowel spelling double the final letter before adding a vowel ending. Some examples are rob + -ed = robbed; upset + -ing $=$ upsetting; begin $+e r=$ beginner; big + -est $=$ biggest; refer + al = referral; star $+-\underline{y}=$ starry.
6. Generally, adding a prefix or a consonant-suffix to a word does not change its correct spelling.

## Slow Down or Speed Up?

 Multi-Level PointersHere is a brief summary of phonics patterns that apply to the most frequent, "regular" spellings of one-syllable words and accented syllables. (The [ phonetic symbols ] used to represent sounds below are common in American dictionaries.)

- Most often, the simple ("short") vowel sounds [ă ě ío ô ŭ ] are spelled with one letter $\underline{a}, \underline{e}, \underline{i}, \underline{o}, \underline{u}$ in "closed" syllables that end in consonants. The complex ("long") vowel I sounds and diphthongs [ $\bar{a}$ ē $\overline{\mathrm{i}} \overline{\mathrm{o}} \mathrm{u}$ ou oi ] are spelled by two letters together inside a syllable-or a final silent - $\underline{e}$ after consonants that makes the previous vowel "complex."
- Whether they appear at the beginning or end of syllables, the consonant sounds [bpdtgvthth sh ] are regularly spelled by I the (sometimes doubled) letters and digraphs $\underline{b}, \underline{p}, \underline{d}$, $\underline{t}, \underline{q}, \underline{v}, \underline{t h}, \underline{s}, \underline{s h}$. The $[\mathrm{kfzj}$ $\mathrm{ch}]$ sounds have different spellings according to their I positions: $\underline{c} / \underline{k} / \underline{c} k, \underline{f} / p h^{*} / q h^{* *}$, z/s, $i / q(e) / d q e, \underline{c h} / \underline{t c h}$
- The letters $\underline{b}, \underline{c}, \underline{c}, \underline{d}, \underline{f}, \underline{q}$ $\underline{l}, \underline{p}, \underline{r}, \underline{s}, \underline{s} h, t, t h$ can be blended in clusters without vowels in between.
- "Word-family spelling patterns"-rimes consisting of a vowel (+ consonants) result in rhyming words.

Following are suggestions for ways to incorporate the benefits of generally helpful spelling patterns and rules into lessons, activities, and games that optimize time and energy use:

1. Use "spelling test items" as learning tools. Language students working with sound and letter systems may benefit from selecting correct spellings from multiple choices; from identifying correct spellings while correcting wrong ones; from completing words with blanks; and from spelling items from their sounds and meanings.

Sample "test items" of these kinds-arranged according to the spelling principles they exemplify-are offered on pages 133-135. After checking their responses, learners can try stating patterns or rules that lead them to correct answers. To learn from mistakes-or simply to imbed (remember) principles, they can review and explain these to others.

Eventually, both teachers and learners may want to make up their own (less elaborate) printed "spelling tests" with items of familiar or new types.
2. Take advantage of spelling puzzles with items illustrating rules. These may be Word Searches, Crosswords, Rebuses, Anagrams, Scrambled Words, Word Ladders /Pyramids, Mazes, or other puzzle types found in magazines, downloaded from sites like puzzlechoice.com/ or parenting-our-kids.com/word-puzzles or self-created-perhaps with direction from sites like discovery education.com/free-puzzle maker/. The best of these might be even more beneficial if they target relevant knowledge, stimulate productive thinking, and provide practice in useful multi-level vocabulary and spelling without wasting time or effort. Samples to (copy and) try and/or to use as models for puzzles with targeted content appear on pages 136-140.
Reference lists with examples illustrating the rules are on pages 141 to 142 . Templates and how-to instructions are in Activity Ideas V: Word Puzzles \& Games on pages 177 to 188.
3. Play the spelling game of "Ghost." In an oralspelling amusement that utilizes knowledge of word parts and spelling by the rules, players take turns saying one letter in sequence without reaching the end of a word. Someone who completes a word or cannot add a letter that keeps the process going loses the round and is considered "one-third (1/3) of a ghost." The competitor who defaults twice more in this way, becoming " $2 / 3$ " and finally " $3 / 3$ of a ghost," disappears from the game.

If the game is played in written form, participants add one letter at a time to sequences they are printing on cards circulating around the group.


In the above Game of Ghost, if the next player says -e, s/he loses the round with the word compete. But if s/he says "-i-," as in competition or competitor, the oral spelling process continues.

Slow Down or Speed Up?
Multi-Level Pointers


Here are more advanced principles to consider when learning to spell by the rules:
[1] When / $\mathrm{i}^{\mathrm{Y}} /$ precedes a vowel suffix, it is spelled $-\underline{i}$ as in medium, ingredient. As a suffix, it is spelled -(e) $y$, as in copy, money.
[2] When $-y$ makes the $/ \mathbf{i}^{y} \mathbf{a}^{\mathbf{y}} /$ sounds after a consonant, it changes to $-i$ - before suffixes other than -ing, as in carry $\rightarrow$ carries /
carried / carrier
(but: carrying); deny $\rightarrow$ denies / denied ) denier (but: denying).
[3] When / / / comes before a vowel suffix, it is spelled -ci-, -si--, -ti-, as in special, tension, ratio; -sí- may spell / $3 /$, as in fusion).
[4] The -ist suffix ends words for people (chemist); -est ends superlatives (finest, longest).
The -cian suffix is for people (musician, politician); -tion, for roots ending in / $\mathbf{t}$ (cite $\rightarrow$ citation); -sion, for roots ending in / sd / (tense $\rightarrow$ tension; divide $\rightarrow$ division). The -mit verb ending becomes -ssion in nouns (permit $\rightarrow$ permission)
[4] Between vowels, the /z/ sound is often spelled -s-, as in present, result, noisy; / s / is usually spelled -ss- or -c, as in bossy, gossip; juice, dancing, bicycle.
[5] The -le suffix follows two consonants after simple vowels (handle, little, puzzle) but only one after complex sounds (able, people, aisle). Much less commonly, -el can end nouns (label, jewel, hotel).
Many sites-like dyslexia.org/ spelling_rules. shtml summarize spelling rules.

## Instructions for Spelling by the Rules

Here are Spelling Test questions of various kinds to assess understanding and use of valuable phonics/spelling patterns and principles. Each question type targets a different set of spelling rules, shown to the left. Follow Instructions for the items; check your answers.


Can you explain how regular spelling patterns/principles lead to your correct responses?
Which correct spellings are examples of exceptions to spelling rules? In what ways?
Circle the correct spelling for each word . ( ${ }^{* *}$ ) = less common or unusual spellings. (You may want to list the words for later review.) Then read the sentences aloud, telling the spelling of the items you chose. Can you explain them-and the exceptions?


Put $\sqrt{ }$ [ in the brackets ] after the correctly spelled underlined words. Put $Q$ after the incorrect [wrong] spellings. [***] = less common or exceptional spellings. You may want to eross out the mistakes. Print the correct letters above. Then read the sentences aloud, telling the spelling of the items you chose. ** Can you explain them-and the exceptions?


Do you have friends** $[\sqrt{ }]$ or neighbors** $[\sqrt{ }]$ that are reiesning forieisn** [ ] shieks** [], conscientious** [ ] cheifes [ ] of poliece** [ ], or weis [ ] sceintists** on heish** [ ]-protein** [ ]macrobieotic [ ] dieits* [ ]? What about nieces [ ] that are heirs [ ]? Do you know preists [ ] of conscince** [ ] that don't decieve [ ], feindish [ ] theives [ ] that pull hiests** [ ], or weirdly** [ ] concietid [ ] shreiekeng [ ] aliens [ ] that siese** [ ] gient [ ] flies [ ]? Do you believe [ ] you've copeed [ ] thees [ ] words correctly?

Does a tipycal* [ ] couple in their twentyes [ ] really [ ] have to get marreed [ ] to be happey [ ]? Whay [ ] do many* [ ] peyple** [ ] seek joiful [ ] alliances [ ] or simply [ ] companyonship [ ] without tieing* [ ] themselves down with marryage [ ] and a loveyli [ ] family [ ] right away [ ]? Mabee [ ] it's because they** [ ] are veriy [ ] shy [ ] or warey [ ] of hasty [ ] decisions made in a hurri [ ]-especially [ ] if they don't make enough mony [ ] to paie [ ] for the necessitys [ ] of daily [ ] living.

## definition

What's a defingftion $[\theta]$ of agism** [ ]? The terme [ ] is somtims** [ ] used [ ] to describ [ ] prejudiceal [ ] attituds [ ] or negateivly [ ] discriminatery [ ] behaveor [ ] against folkes [ ] of widly [ ] diverse [ ] ageas [ ]. For instanc [ ], an elderly [ ] populateion [ ] misht be stereotypied [ ] as haveing [ ] decreasid [ ] or decreaseing [ ] mental capaceity [ ] or even senilety [ ]. Of course [ ], oldsteres [ ] over ninty may perceive [ ] teenaseers [ ] as extremly [ ] inexperiencd [ ], boreing [ ], sensless [ ], crazey [ ], ridiculeous, . . .


Whil__e hur__y__ing to a wed_ing, a young_coup_le and som__e of_their fe__low_ trav__el__ers were ro__bed of_their lu__gage, up__set__ing their trav__el__ plan__s. It__ nev__er__ o__cur__ed to them wh__at was hap__en_ing. When they ar__ived_ at their des_tin__at__ion, they dis__cov__er__ed they were mi__sing not on__ly the nec__e_sit__ies from__ their suit_cas__es and box__es of cloth__es but__ al__s__o the gif__ts they wer__e bring__ing al__ong. How_ut__er__ly a__noy__ing and rid__ic__ul__ous__
To fill in the blanks, choose from these letters: $s, s e, s i ;$, ss; $c, c e, ~ c i ; ~ t i$. Read the sentences, telling the letters you inserted. ${ }^{* *}$ Can you explain the pronunciation of or reasons for those spellings? How about the word meanings and uses?
 Effi___ent supervi_ors are u__ually fu__y about the practi__s and
performan__of their a___istants_techni___ans, scienti_ts, or other diver___ profe___ionals. The___ cau__ous bo___ e__ have no de__ire to pa___ently ac__ept lazine__, confu___on, so___ip, di__hone__ty, so___al incompeten___, indeci___on, amne___a, de__er___on, nervou__ ten___on, or pa__ionate emo___onality during bu__iness hour__. They insi__t on wi__, ex__ep___onal employee__ who get re__ult__.



























## Instructions for Spelling by the Rules

To practice vocabulary that follows spelling rules, in the Word Search Puzzle find and box the letters of the words under the picture + word clues. Copy them one letter per blank. Many initial and final letters are supplied; stars [******] indicate more difficult spellings.
Note that the 16 correct items are printed across and down, one letter per box, connected in a Spelling Path within the puzzle. Don't box the letters of the incorrect spellings.
As usual, take time to master the pronunciation and uses of the words in context.





## Instructions for Spelling by the Rules

For more practice in spelling by the rules, complete this Crossword. Print the letters of the answer to each clue in the appropriate boxes across and down. Some letters are supplied.

All the clues are basic Rebuses = definitions. To form words, add the given letters to the spellings for the words for the pictures. After checking your puzzle solution, review the items by saying them aloud in contexts that illustrate their meanings.


## Clues for Words Down








## Instructions for Spelling by the Rules

> Word puzzles with various shapes and formats provide practice in letter manipulation, which helps develop "common sense" regarding phonics/spelling patterns and rules. Follow the specific instructions for each puzzle type; pronounce and check your answers.

## You might also list the items: consider their spellings, parts of speech, meanings, and uses.

1
To complete this Letter-Pyramid Puzzle, add one letter at a time to the vowel at the top. Don't change the order of the letters.
Make new words for clues until you reach the base.
Let's meet at 2:00 $\qquad$ school.

Bring a $\qquad$ and a baseball. take a nice, warm $\qquad$ * $\qquad$ the smelly dog

I'm not a sun $\qquad$ _.
 For this Upside-Down Pyramid, subtract 1 letter at a time from the previous word. Keep the letters in the same sequence to make a shorter word for each clue-until you reach the single vowel letter at the bottom.
$\qquad$ *** a hole in the bucket. Hello $\qquad$ **! How are you? Could you stay $\qquad$ * with me? That isn't his; it belongs to $\qquad$ -.

That man over there-who is $\qquad$ $?$

> 3 For this Upside-Down Pyramid, leave out one letter at a time from the previous word. Rearrange letters if necessary to make shorter words - down to one single letter.


For this Letter-Pyramid Puzzle, add one letter at a time to the vowel at the top. Change the order of the letters if necessary. Make a new word to fit in each set of blanks until you reach the six-letter word at the bottom.
How do you $\qquad$ ***?
a natural mineral $\qquad$ shy $\qquad$ , not smiles wearing a wedding $\qquad$ play a hand of $\qquad$ * rummy We got there just $\qquad$ time.

For each of these WordLadder Puzzles, change one letter per step. Make a new word underneath that fits the clue.

In five steps, you will get to the word at the bottom of the ladder.


Honey always $\qquad$ sweet.

You barely $\qquad$ your dinner. We just $\qquad$ a lot of money.
$\qquad$ in line for an hour.
get menus from the $\qquad$ -
Which soap washes $\qquad$ $?$

It's a
$\qquad$ **? What's up,

10 degrees below is very $\qquad$ I would if I $\qquad$ **.
$\qquad$ , gray day.

For each of these Letter-Wheel Puzzles (downloaded from http://www.puzzlechoice.com/pc/Hub_Words_Menx.html), list one- and multi-sylable words of three to nine different letters each. The "hub" (middle) letter must be included in each answer.

















To solve the Syllable-Maze Puzzle to the right, draw a line directly from START to END. Don't make any detours. On paper, print the syllables you crossed from left to right: join the syllables that go together, but leave spaces between those that end and begin separate words. Can you answer the question you wrote?
**If you wish, you can make additional items from the syllables in other parts of the Maze.

ग!snu 07 uдŋs! ! ‘иоп̣ршıоји! ‘әфоәд ариә6 ‘ио!̣sas

 э!!!иа!эs ‘яиидшала!чэр Кןирןочэs 'sа!̣ошалаэ Би!ррам In!!̣праq ‘ламsир



 swəŋ! ә[zznd wopur.ı әшоs ә.ле ә.ләч ‘سoң








## Suggestions for creating your own word puzzles are in Activities-/dea V on pages 179-188.

## Instructions for Spelling by the Rules

To practice spelling, follow the instructions to print letters in the boxes of this 24-step Word-Ladder/Pyramid Puzzle. White boxes are for letters to copy; shaded boxes, for spelling changes. Some letters are supplied; possibly challenging items are starred ( ${ }^{* * * * * *) . ~}$
These Clues 1-24 might help you to check the finished puzzle and to use the items in context:

1. one 2. the whole of 3. ring a $\qquad$ 4. having ability
2. color of the sky 6. a slow, sad style of music
3. the most blue 8. hustle \& $\qquad$ 9. rent a rental to someone else 10. not obvious 11. subordinate type 12. quality of being subtle 13. having a secondary title 14. added up before the final total 15. took away
4. exhibiting differences 17. strange-looking equipment
5. a $\qquad$ agreement 19. Beauty is an $\qquad$ .
6. an $\qquad$ blocking the road 21. being in the way
7. destroying 23. teachers 24. related to teaching


# Instructions for Spelling by the Rules with Spelling-Rule Word Reference Lists 

On pages 141 to 142 are reference lists of common words whose spelling illustrates the most useful, productive phonics patterns, principles, and rules of American English. Items with unusual or exceptional spellings that still follow the rules are starred (***).
To make optimal use of these lists, you might want to state each principle, reading aloud (some of) its examples to identify how they follow-or are exceptions to-the rule. Can you think of/write down other vocabulary items that function in the same way?

## Summaries of Principles

1. Most often, the simple ("short") vowel sounds [ă ǎîô ǔ ©o a:(r) ̂̂(r) 厄о a:(r) û(r)] are spelled with one letter $\underline{a}, \underline{e}, \underline{i}, \underline{o}$, $\underline{u}$ in "closed" syllables ending in consonants.
2. The complex ("long") vowel sounds/diphthongs [ à è ī ō ou oi ] are spelled by two letters together within a syllable-or a final silent -e after consonants that makes the vowel sound "complex." In a few cases (* **) before two consonants-or in "open syllables," one letter spells a complex vowel sound.
3. The consonant sounds [bp $d \mathrm{tgv}$ th th s sh $]$ are regularly spelled by the same (perhaps doubled) letters or digraphs. The consonants $\underline{b}, \underline{c}, \underline{c h}, \underline{d}, \underline{f}$, $\underline{g}, \underline{l}, \underline{p}, \underline{p h} h^{*}, q^{*}, \underline{r}, \underline{s}, \underline{s h}, \underline{t}, \underline{t h}$ can be blended in clusters without vowels in between.
4. [kfzjch] have different spellings according to their positions. The letters $\dot{i}, \underline{k}, \underline{w}, \underline{x}$, $\underline{L}$ are never doubled; $-\underline{c}$ ([s]) or $-\underline{v}$ (without -e) cannot end a word. The letters $\underline{b}, \underline{c}, \underline{g}, \underline{h}$, $\underline{k}, \underline{l}, \underline{n}, \underline{p}, \underline{s}, \underline{t}, \underline{w}$ are occasionally silent.**
5. In single vowel-sound spellings, the letter $-\underline{i}-$ precedes -e except after $\underline{\underline{c}}$ - or when it makes the /eI / sound within a syllable.
There are exceptions (*****). Also, the rules don't apply to vowels in separate syllables.

## Examples of Vocabulary ltems That "Follow the Rules" (Or Not* ** ***)

danced*, glasses, after, attack; spent, pencils, never, recommend; things, didn't, enrich, symbols*; chopped, bottles, correspond, quality, garage*: false, always, smoggy, coffee, belong; rubber, result, wonder, among; bushes, sugar, wolves*; woman**; carved, started, cigar; service, nervous, prefer, cïrcle, confirm, nürsing, occurrred, disturbance, worthy*, attorney*
mayor, today, painted, explain, spaced, inhale, exchange; teaches, reveal, freezing, between, these, extremely, grieving, believe, magazine**: replied, strike, decide, stylé, heighten**; toasted, approach, jokes, alone, owns*, below ${ }^{\star}$, toes ${ }^{\star}$, shoulder**, although ${ }^{\star *}$, sewn**; gloomy, rules, jewels**, renew ${ }^{\star}$, pursues**, maneuvered***, coupons**, removes***, canoeing**: rounded, pronounce, allow, flowery; joyful, annoying, voices, avoidance waste*, fatal, potato, canary; legal, media, stereo ${ }^{*}$, cereal ${ }^{\star *}$, syrup ${ }^{\star *}$; mirror**, machinery**; childish*, behind*, giant*, icy; folks**, both*, social, poet*, oral*; truth*, music*, refusal, curious*, who( m$)^{\star \star}$
baby, robbed; puppet, sleepy; doddering, deed; tattle, feet; gigqle, league*, bags; very, save, every; this, rather, think, nothing; sits, sissy, message; shoes, wishes. blurb, branches, clerks, cranky, drafted, flirtatious, fragrant, glance, phrasal*, prankster, scalped, scholarly*, screwdriver, shrinkage, skirts, slanted, smuggler, snobbish, spherical*, splurging, spread, squeamishly*, standard, strength, sweeten, through $\underline{\text { cake, }}$ kick, creek, açre**, picnicking**, quirky, chaos**, ache ${ }^{* *}$, chromatic**; fluffy, $\underline{f}$ axing, photography ${ }^{\star \star}$; zigzags, pizzazz ${ }^{\star \star}$, razor, seasons; wisdom; jagged, lounge, judg(e)ment**, George**: charges, riches, voucher, switching thumb**, bombing*, deblor*; science*, rescind**; highest*, daughter**; hour*, ghost**, whistle**: knowledge*, knee*: calming*; column ${ }^{* *}$; pneumonia**; raspberry**; receipt**; island**; listen**; depot **: wrong*, answer**
friend** $(=\varepsilon)$; conscience*** $(=\Lambda)$; field, thief, fierce, grieving, copied, eerie*, genié*, species*, believes, fiendish $\left(=\mathrm{i}^{*}\right)$; pies, fiery, applied $\left(=\mathrm{a}^{*}\right)$ heifer*** $(=\varepsilon)$; forfeit***, foreign*** $(=1)$; eighth ${ }^{* * *}$, feigning*** $\left(=e^{y}\right)$; deceive, receipt*, ceiling, conceit; seize**, weird**, sheik**, protein** $\left(=i^{\prime}\right)$; heir*, veins, beige, neighbor* ( $=\mathrm{e}^{y}$ ); reins, heist ${ }^{\star \star *}$, seismic*** $\left(=\mathrm{a}^{y}\right)$ di…et, sci•ence, a•lㅡ․en, co•pí•er*; be•ing, age•ism*, al•be•it*, ca•noe•ist*

Summaries of Principles
6. Adding one or more prefixes to a word (root) may not change its spelling. For many words the same principle usually applies to the addition of a root or suffix starting with a consonant.
7. As a suffix added to a root, the $/ \mathrm{i}^{\mathrm{y}} /$ and $/ \mathrm{a}^{\mathrm{y}} /$ sounds are spelled $-y$. When the letter $-y$ follows a consonant, it changes to $-i$ - before endings other than -ing. The rule does not apply to $-\underline{y}$ after a vowel. Before a vowel suffix, $/ i^{y} /$ is spelled -ij. There are a few exceptions to these rules.
8. A word ending in final silent-e after a consonant drops it before a suffix starting with a vowel. Words with -ce (/ s I) or -ge ( $/ \mathrm{j} /$ ) may be exceptions.
9. Words or accented syllables ending in a single consonant letter (except $-k$, $-\underline{v},-\underline{x})$ after a single simple vowel spelling double the final letter before a vowel ending.
10. Between vowels, $/ \mathrm{z} /$ is spelled -(z) $\underline{z}-$ or $-\underline{s}$-; $/ \mathrm{s} /$ is spelled $-\underline{s}-$ or $-\underline{c}$. Before a vowel suffix, $/ f /$ is spelled -ci-, -(s)si-, -ti-; -si- may be pronounced $/ 3$ /.
11. The -ist and -cian suffixes end words for people; -est ends superlatives. The -tion suffix is for roots ending in tt ; -sion, for roots ending in
I zsd/. The -mit verb ending becomes-ssion in nouns.
12. The -le suffix follows two consonants after simple vowels, but one after complex sounds. Less common is -el.

Examples of Vocabulary Items That "Follow the Rules" (Or Not* ** ***)
absent, antibody, before, confide, counteract, disagree, enrage, expand, hemisphere, hyperactive, influence, interchange, non-smoker, obstruct, outgrow, overturn, preview, produce, renew, submarine, translate, ultrasound
basement, careless, slowly, wonderful, churchgoer, autograph, childhood, friendship, lengthwise, witness, microphone, laundry, condescend, backward
copy + -er = copier: ready + -ly = readily: family + -ar = familiar; happy + -ness = happiness; beauty +-ful = beautiful; marry + -age = marriage; company + -on = companion; vary + -ous = various; bury + -al = burial; identify + -cation = identification; multiply +-ed = multiplied; deny + -es = denies. copy + -ing = copying: marry + -ing = marrying: accompany +- -ing $=$ accompanying; bury + -ing = burying; identify + -ing = identifying; deny + ing $=$ denying. says, mayor, delaying, monkeys, surveyed, annoyance, joyful, buyers, buoys. medium, genial; die +-ing = dying**, dye +-ing = dyeing***
dose + -age $=$ dosage; arrive $+-a l=$ arrival; oxide + -ant = oxidant; reptile $+-a n=$ reptilian; rate $+-0=$ ratio; relate + -ive $=$ relative: hope + -ing = hoping; nose $+-y=$ nosy; move + -ie $=$ movie; use + -ual = usual; prude + -ish = prudish; pure + -ity = purity; bribe +-er + -y = bribery; create + -ive + -ity $=$ creativity But: notice + -able $=$ noticeable; outrage + -ous = outrageous; age + ism-ageism
rob $+-e d=$ robbed; pup $+e t=$ puppet; dad $+y=$ daddy; upset +- ing $=$ upsetting; bag + -age = baggage; picnic +ing = picnicking, if $+y=i \underline{f f y}$; bus + ed = bussed; quiz + ical = quizzical; program + able = programmable; begin +er = beginner; refer + al = referral; star + -y = starry BUT: hope +ing = hoping; prove + en = proven; zeal + ous = zealous; etc. razor, lazy, blizzard; present, result, business, season, drowsy; desért (= z ) bossy, gossip, essay. BUT: dessert** (/v l): juice, acid, icy, bicycle (/ s I) special, socially, musician; tension, mansion, session*; patient, cautious (/ / ) vision, abrasion, explosion, confusion, aversion, amnesia, ambrosia, ( ${ }_{3} /$ )
chemist, artist, ageist*, dentist, egoist, florist, guitarist, idealist, purist; magician, politician, beautician, technician, electrician, mathematician; saddest, fittest, thinnest; nicest, finest, driest, newest; laziest, busiest; cite /citation, emote lemotion, adopt /adoption, flirt /flirtation*:
confuse /confusion; diverse /diversion; tense /tension; decide /decision, expand lexpansion, provide/provision; admit /admission, permit /permission,
babble, apple, handle, castle**, little, puzzle, uncle. But: couple**, icycle*; enable, doodle, idle, eagle, measles, cycle, rifle, bridle, bugle, people, aisle ALso: angel, novel, bagel, camel, label, diesel, jewel; loyą ${ }^{*}$, pedala ${ }^{*}$, arrival*


Do you remember any rules from earlier times that help you in your spelling? (An example is "When two vowels go walking, the first does the talking," meaning that complex vowel sounds may be pronounced like the name of the first letter.) Explain. Or have you figured out rules from your own experience that might prove helpful? (For instance, it seems that $\underline{i}$ and $\underline{o}$ have tense sounds before certain consonant blends, as in mild, pint; cold, post.) Tell others your "theories" so they can check if they work.

