

25 Spelling:

Doubling Letters; "ie" Rule

1. DOUBLING LETTERS AT THE ENDS OF WORDS

- When a word changes from one form to another, double the last letter if it is a single consonant preceded by a single vowel: step, stepped, stepping; let, letting; sit, sitting.
- Two-syllable words with accents on the *second* syllable also double when changing form: regrét, regretted; transfér, transferred; préfér, preferring.
- If a word ends in a double consonant or if the single consonant is preceded by two vowels, the consonant is *not* doubled as the word changes: (1) ask, asked, asking (*ask* ends in a double consonant; therefore the final consonant is not doubled). (2) meet, meeting; eat, eating; conceal, concealed (the final consonant is preceded by two vowels; therefore the consonant is not doubled as the word changes).
- If the accent is not on the last syllable, do not double: offer, offered.

EXERCISES

Fill in the blanks with letters so that the words are spelled correctly. You may need more than one letter in each blank.

1. Since it was the hot_____t day of the summer, there were hordes of people swim_____g in the cool mountain lake.
2. Carl Borden was transfer_____d back to New York, and he regret_____d return_____ng to the city of his youth.
3. The young man sobbed openly after being expel_____d from school for cheat_____g on his physics exam.
4. No one offer_____d to pick up the apples that lay rot_____g on the ground.,
5. In his hopes for control_____g the company, he called a meet_____g at the last possible moment.

2. THE /E SPELLING RULE

The sound of a word with *ie* or *ei* combinations often helps you decide which combination to select.

- If the sound is a long *e* (as in *me*), spell the word with an *ie*: believe, achieve, relieve.
- If the sound is anything but a long *e*, you usually spell the word with an *ei*. In these words the *ei* combination has a long *a* sound as in *pray*: neigh, eighteen, sleigh.
- The letter *c* also determines the correct combination: if

a *c* comes before the letters, put the *e* before the *i*: deceit, receipt.

Remember the old jingle?

Place *i* before *e* except after *c*

Or when sounded as *ay*

As in neighbor and weigh. Remember, in addition, these exceptions: efficiency, leisure, scientific, seize, either, neither, foreign, height.

EXERCISES

A. In the following blanks fill in the proper combination of either *ie* or *ei*.

- | | |
|---------------|--------------|
| 1. f_____ld | 6. h_____ght |
| 2. for_____gn | 7. r_____gn |
| 3. n_____ce | 8. dec_____t |
| 4. w_____ld | 9. v_____l |
| 5. rec_____ve | 10. s_____ze |

B. Put the correct *ie* combination in the blanks in the words that appear in these sentences.

1. A misch_____vous child should rec_____ve, I bel_____ve, special attention.
 2. A sl_____gh ride in a for_____gn country is one exper_____nce n_____ther you nor your n_____ghbor should miss.
 3. To rel_____ve a serious illness w_____gh your doctor's advice carefully, it is based on sc_____ntific evidence that sh_____lds you from harm.
 4. One look at the h_____ght of the c_____ling and the aud_____nce knew that n_____ther the comedian nor the singer would be heard without a microphone.
 5. Because of his alleged dec_____t and misch_____f the th_____f was forced by the ch_____f of police to forf_____t his passport.
- C. Use separate paper for these assignments.
1. Write a sentence in which you correctly spell the word for someone who lives next door.
 2. Write a sentence using the correctly spelled word for how tall you are.
 3. Write a sentence using the correctly spelled word for the number following *seventeen*.
 4. Write a sentence using the correctly spelled word for the opposite of *give*.
 5. Write a sentence using the correctly spelled word for your brother's daughter.

26 Spelling:

Word Endings

Sometimes groups of letters are added to words to change their use, meaning, or form. For example, *bride* changes to *bridal*, *precede* changes to *precedence*, *ship* changes to *shipment*, *care* changes to *careful*.

As a result of these changes, spelling problems often arise. You learned about some of these problems on Card 25, which explains about doubling letters when new endings are added. A few more hints will help you avoid misspellings whenever you change a word by adding a new ending. Often the spelling is affected by vowels and consonants, so review the following reminder before you begin.

1. VOWEL AND CONSONANT REMINDER

- *a, e, i, o, u*—and sometimes *y*—are vowels.
- All other letters are consonants: *b, c, d, f, g, h, j, k, l, m, n, p, q, r, s, t, v, w, x, y, z*.

2. THE SILENT E

• If the last letter of a word is *e* and the ending you add begins with a vowel, drop the *e* from the word. If the ending you add begins with a consonant, keep the *e* on the word: *love + able = lovable*, *bride + al = bridal*, *care + ful = careful*, *sure + ness = sureness*.

Exceptions: *due, duly; true, truly; dye, dyeing; awe, awful; hoe, hoeing; judge, judgment.*

• If a *c* or a *g* comes before the final *e*, keep the *e* if the ending you add starts with a vowel. (Pronounce the word. If the *c* sounds like an *s* and if the *g* sounds like a *j*—both soft sounds—that is a hint that you keep the *e*): *notice + able = noticeable*, *courage + ous = courageous*.

EXERCISES

In the words that follow, join the ending to the word. In some cases you will keep the final *e*; in others it will be dropped. Be sure you know the reason for either keeping or dropping the *e* and be sure to keep the exceptions in mind.

1. combine - ation _____
2. sure - ly _____
3. fame - ous _____
4. shine - ing _____
5. bake - ing _____

3. ENDINGS AFTER Y

If you add an ending to a word whose last letter is *y*—and the letter before the *y* is a consonant—change the *y* to *i*: *rely + able = reliable*, *try + ed = tried*, *deny + al = denial*.

Exceptions:

(1) If the ending you add begins with an *i* (as *-ing*, keep the *y*: *rely + ing = relying*, *try + ing = trying*, *deny + ing = denying*.

(2) If the letter before the *y* is a vowel, keep the *y*: *donkey + s = donkeys*, *alley + s = alleys*.

EXERCISES

Add the endings indicated below and, following the rules in Section 3, write the word correctly.

1. mercy + less _____
2. study + ing _____
3. employ + ing _____
4. fancy + ful _____
5. turkey + s _____

4. ENDINGS WITH -ENT, -ANT, -ENCE, -ANCE

Unfortunately no rules cover all words that end in *-ent*, *-ant*, *-ence*, *-ance*. However, here are some helpful suggestions.

- Words ending in a soft *c* (sounds like *s*) or *g* (sounds like *j*) usually end in *-ent*: *magnificent, intelligent, regent, recent*.
- Words ending in a hard *c* (sounds like *k*) or *g* (as in *good*) end in *-ant*: *elegance, applicant, significant*.
- Add an *-ant* to any verb that ends in a *y* which changes to *i*: *comply + ance = compliance*, *defy + ant = defiant*.
- The *qu* combination is always followed by *-ent*: *eloquent, consequent, frequency*.
- An *-ent* comes after a *ti* or *ci* combination pronounced *sh*: *patient, efficient, sufficient*.

EXERCISES

Fill in the blank spaces with an *e* or *a* to spell the word correctly.

1. At any occur_____nce, O'Hara showed pati_____nce and independ_____nce as a superintend_____t.
2. He was hesit_____t to show either defi_____nce or toler_____nce.
3. In an eloqu_____nt voice he explained the strong consequ_____nces of an effici_____nt police force.
4. My uncle Neil's frequ_____nt though unexpected appear_____nce at our house was always a pleas_____nt surprise for my mother.

27 Spelling Nightmares:

Kits 1 and 2

1. SPELLING NIGHTMARES: KIT 1

- accommodate, embarrass, occurrence: these have two pairs of doubled letters.
- precede: to come before; only one *e* at a time here.
- proceed: to continue after a pause; double *e* here.
- supersede: only word in language ending *sede*.
- separate: one of the worst offenders. Say it as *sep ay rate* to yourself and you'll remember.
- disappoint, disappear: first *s* is single; the *p*'s are double.
- privilege: remember two *i*'s, then an *e*. And don't add any letters you don't hear!
- independent, superintendent: resist your impulse! The last syllable ends in *ent*.
- similar, liaison: don't add any more *i*'s. There are two here already.
- deceive, believe: the old rhyme keeps on these. Do you know it? Place *i* before *e*, except after *c* or when sounded as *ay* as in neighbor and weigh.
- benefited, referred: the accent determines whether you'll double the last letter or not. If the accent is on the second syllable, double (*refér, transfér*). If on the first syllable, don't double (*cáncel*).
- all right: always two words (remember the opposite *all wrong*).
- argument, judgment: these are exceptions to the rule. Drop the final *e*.

EXERCISES

Underline the correct spelling.

1. Willy said he was sorry but he could not (acommodate accommodate accomodate) our wishes.
2. She liked to (embarass embarrass embarras) her little brother.
3. It was a daily (ocurrence occurrence occurence).
4. Who will (preceed precede presede) the groom?
5. They will (procede proceed prosede) from the church to the restaurant.
6. This order will (supercede supersede superceed) my previous one.
7. They went their (seperate separate separete) ways.
8. I hope you will not (dissappoint disappoint disapoint) me.
9. Your depression will (dissappear disappear dissappear) if you take a vacation.
10. It has been my (privledge privilege privilige) to know you.
11. She was a very (independant independent) sort of a person.
12. The (superintendant superintendent) at the plant hired eight new employees.

2. SPELLING NIGHTMARES: KIT 2

- site: a location, a place (a noun only).
- sight: a view, ability to see, also to catch a view (noun or verb).
- cite: to call, quote, also a legal term as in "cited for contempt."
- dominant, intolerant: remember dominate, tolerate. These words end in *ant* like the word from which they were formed.
- permanent, prominent: these two end in *ent*.
- develop: no final *e* on this.
- envelope: but it is needed here!
- traveling, equipped, labeled: if accent is on first syllable, don't double final consonant to add *ing* or *ed*. If accent is on second syllable, double it. (Remember 2 for the second syllable and *double*.)
- piercing, receive: the *i* before *e* rule again: (Place *i* before *e* except after *c* or when sounded as *ay* as in neighbor or weigh).
- criticize: remember that the whole word *critic* appears in this one, and you won't have any difficulty.
- sophomore: don't forget the middle *o*!
- library, February: pronounce these words correctly and you won't forget the first *r*'s.
- parallel: think of two parallel *l*'s in the middle of this word.

EXERCISES

Circle the correct spelling:

1. "Will you please," he begged, "(cite sight site) chapter and verse?"
2. "Harry," she exclaimed, "you're a (cite sight site) for sore eyes!"
3. Jack and Barbara, their hands tightly clasped, gazed dreamily at the (cite sight site) of their future home.
4. Kelly played a (dominant dominant) role in bringing the play to New York.
5. There is danger in being (intolerent intolerant) of those who are different from us.
6. Part of her prize was a (permanent permanant) pass to all the home Dodger games.
7. His deep-set blue eyes peered out over a (prominent prominant) nose.
8. As the Russian flu spread through the country, the scientists worked feverishly to (develop develope) a new vaccine.
9. Janice fingered the (envelop envelope) nervously, afraid to open it.
10. (Traveling Travelling) across the country in a van is increasingly popular with today's youth.

28 Spelling Nightmares:

Kits 4 and 6

1. SPELLING NIGHTMARES: KIT 4

- fourth, fourteen: these keep the *u* of the number-word *four*.
- forty: this drops the *u*.
- forth: no connection with the number at all. Use in expressions like "go forth," "set forth," "come forth."
- loneliness: retains the *e* from the words *lone* and *lonely*.
- thorough: rhymes with *borough*; two syllables, means complete.
- writing: only one *t*; remember *write*; only *written* doubles the *t*.
- hoping: this comes from *hope*. I was *hoping* you would come. Hopping is done with one foot.
- acquaintance, acknowledge: don't forget the *c* at the beginning of each word.
- experience: *ence* ending.
- leisurely: exception to the *i* before *e* rule.
- condemn, column: a troublesome *mn* combination here!
- accept, except: the meaning determines the spelling. *Accept* means to take or receive. *Except* means to leave out: in a negative sense it means *but*—everyone *except* (but) Ethel left early.
- occasion: 2 *c*'s, 1 *s*.
- occurring: 2 *c*'s, 2 *r*'s.
- alumnus, alumni: certain Latin words form their plurals irregularly. *Alumnus* (one who graduates from a particular school) is singular; *alumni* is plural.
- unnecessary: attach the prefix *un*, then 1 *c* and 2 *s*'s.

EXERCISES

Fill in the spaces with the missing letters.

1. a th_____r_____gh plan
2. go f_____th
3. f_____ty birds
4. terrible lon_____l_____ness
5. f_____rteen years old
6. an old a_____quaint_____
7. everyone_____cept Mary
8. A l_____surely stroll
9. a_____knowled_____ his gift
10. conde_____ed to die
11. figures in a colu_____
12. keeps oc_____ur_____ing
13. wri_____ing a letter
14. ho_____ing for a sunny day

2. SPELLING NIGHTMARES: KIT 6

- secretarial: *ar + i + al*.
- fallacious: two *l*'s here; *ious* ending.
- suspicious: *ious* ending.
- probably: don't forget the *ab* before the *ly*.
- consequently: *se* after *con*.
- screech: double *e*, no *a*.
- marriage: marry becomes *marri + age*.
- escape: an *s*, no *x*!
- aggressive: two *g*'s here. *rav*.
- aggravate: two *g*'s; *rav*.
- excitable: there's a *table* in this one and *exc*.
- interpretation: don't forget the five syllables *in. ter. pre. ta. tion*.
- relieve: to *relieve* a cold, *lie* down.
- among: no *u*.
- opinion: only one *p*.
- opportunity: two *p*'s + *or*.
- allusion, illusion: the meaning determines the spelling. *Allusion* means an indirect reference; *illusion* is a misleading image.
- mortgage: a silent *t* is hidden here!
- business: do you see the *sin* in *business*?
- grammar: after the *g*, reverse the *ram* to *mar*.

EXERCISES

Fill in the blank spaces with the missing letters.

1. The scr_____ches from our neighbor's apartment made us realize that their "happy" mar_____ge was an _____lusion; they both tried to e_____ape each other as often as possible.
2. An ex_____it_____able person is rel_____ved through arguing; con_____sequently, it is prob_____ly best to avoid any hot discussions.
3. My o_____inion is that secret _____r_____ly experience gives a fine op_____ortunity to learn about bu_____ness.
4. The most suspic_____s person am_____ng all the guests was the man who made an _____llusion to the Main Street murder.
5. An a_____ressive person may use a fa_____acious argument so that his inter_____tation is accepted by his listeners.
6. I was surprised to find so many errors in spelling and gr_____ar in the mor_____age contract.

29 Spelling Nightmares:

Kits 8 and 9

1. SPELLING NIGHTMARES: KIT 8

- sincerely: *e* before the *ly*.
- truly: no *e* before the *ly*!
- enterprise: *rise* at the end; no *z*.
- succeed: double *c*, double *e*.
- referring: two *r*'s before the *ing*.
- manufacturers: *ur* + *ers* at the end.
- material: *dial* for material.
- license: a *c* after the *i*; an *s* after *n*.
- laborer: don't forget the last syllable.
- industries: the *y* of industry changes to *i*; add *es*.
- organization: no *s* here; keep the *z* in organize.
- persuade: *per*; don't forget the *e* at the end.
- sufficient: 2 *f*'s; *ient* ending.
- numerous: *er* + *ous*.
- weather: did you *hEAR* the *wEAt*her forecast?
- annually: two *n*'s.
- environment: pronounce it correctly—*en-vi-ron-ment*.
- assistance: 2 *s*'s, then a single *s*.
- campaign: troublesome *gn* combination at end!
- committee: remember, the committee *met*—2 *m*'s, 2 *e*'s, 2 *t*'s.
- curriculum: 3 *u*'s in this word.
- immediately: 2 *m*'s.
- guaranteed: *guard* the two *e*'s at the end.
- decision: *de* + *ci* + *sion*.

EXERCISES

Fill in the spaces with the correct letters.

1. an enterp_____ that will suc_____
2. Tru_____ly beautiful w_____ther is not
suf_____c_____nt.
3. P_____suade the labor_____s that industr_____s
care.
4. The com_____e met to plan the campai_____.
5. need as_____tance to develop the cur_____lum
6. suff_____ent materi_____l
7. refer_____ng to the manufact_____s and the
organ_____ation
8. apply for a li_____en_____e an_____ally
9. num_____r_____s people attended
10. It was g_____arant_____d im_____diately.
11. to sincer_____ly help the envir_____ment
12. refe_____ing to the mayor's de_____sion

2. SPELLING NIGHTMARES: KIT 9

- appearance: add *ance* to *appear*.
- technique: watch the *ch* and the *que* at the end.
- sense: no *c* in this word.
- sociology: *olo*
- preferred: *pre*; double the *r*; add *ed*.
- repetition: look for the *pet*; no *a* here.
- fascinating, discipline: *science* is a fascinating discipline.
- prejudice: *pre* + *jud* + *ice*; to prejudge.
- convenient: *ient* at the end.
- lengthening: don't forget *en* before *ing*.
- recognize: a *cog* after *re*.
- professor: one *f*, two *s*'s.
- narrative: double *r*.
- existence: *exist* + *ence*.
- compliment, complement: again, the meaning determines the spelling. *Compliment* is an expression of praise or admiration; *complement* is something that completes or perfects.
- strength: remember the *g*!
- unanimous: divide it into its syllables—*u-nan-i-mous*
- psychology: silent *p* and a tricky *y*—*psy*

EXERCISES

A. Each row of words contains one word that is misspelled. Underline the incorrect word and write it, correctly spelled, in the space provided.

1. discipline existance appearance strength

2. professor predjudice technique sense

3. sociology preferred repitition fascinating

4. convenent lengthening recognize narrative

5. unanimous psychology compliment transferred

B. Fill in the blanks with the missing letters.

1. A well-di_____plined child is often dull.
2. I p_____fe_____ed tea, not coffee.
3. I re_____nized you.
4. My soc_____ogy pr_____sor is here.
5. A p_____udice is dangerous.
6. A man's exist_____ce depends on it.