Overview

Communication skills are essential in every aspect of life today. Yet weak spelling skills can interfere with successful communication. For example, a prospective employer will think twice before he hires the applicant who writes, “I believe I will be an asett to your company.” Even misspelled words in personal notes and letters to family and friends stand out like the proverbial sore thumb.

Everyone makes a spelling mistake once in a while. In fact, most people can think of a handful of words they often misspell. Few people can achieve complete mastery over spelling without training and a desire to improve their spelling skills. The study of spelling is a lifelong task, one that offers satisfying rewards.

The purpose of this course, “Spelling: Word Study,” is to enable you to readily recall spelling rules and their exceptions so that you accurately spell words. Nine of the lessons in this course introduce a common spelling problem. Specific objectives then explain what you will learn as you build precision in your spelling. These
spelling rules and the exceptions to these rules are useful guidelines in building a platform of spelling knowledge. Lesson 1 explains how to spell words that contain *ie* or *ei*. Lesson 2 explores rules for words ending in *y*, while Lesson 3 covers rules for words ending in silent *e*. Lesson 4 explains all the rules for doubling a consonant. Lesson 5 identifies words that end in *cede*, *ceed*, and *sede*; and Lesson 6 demonstrates how to form the plural ending of a word. Lesson 7 introduces homophones, that is, words that sound alike but have different meanings. Lesson 8 covers abbreviations and the use of the apostrophe. Lesson 9 explains prefixes, hyphenation, and spelling demons. Lesson 10, an ungraded lesson, is an important guide for dictionary use. You will not be tested on Lesson 10. The final examination will cover all of the material in Lessons 1 through 9.

The only prerequisites for this course are a desire to improve your spelling and a willingness to complete all the assignments. To complete this course successfully, all you need are the materials that The Hadley School has provided and writing materials in the medium of your choice. The spelling rules in each lesson are
organized so that you can gradually assemble a three-ring notebook of rules and difficult words to keep for permanent reference. You can use the Glossary as a quick reference while completing this course.

The course, “Spelling: Word Study,” is designed to help you achieve success with specific spelling problems. Each lesson begins with a short pretest called Check Your Prior Knowledge. It tests you on the material that will be covered in that lesson. By checking your answers immediately after taking the pretest, you know exactly which spelling skills to concentrate on while completing the rest of the lesson. Each lesson also includes several practice quizzes designed to build spelling accuracy and self-confidence. These quizzes enable you to monitor your progress and determine which words and rules require further study before you complete the lesson assignment. Compare your answers to the practice quiz with those from the answer key immediately after you complete each quiz. Checking your answers reinforces correct spelling.

Remember, the Check Your Prior Knowledge pretest and the practice quizzes are included for your personal
development only. So don’t mail your answers to your Hadley instructor. You can always contact your instructor to either clarify an activity or to discuss your answers. To do so, refer to the contact information card that is included with your course materials.

Each lesson contains lists of words that illustrate the spelling rules, as well as lists of words that are exceptions to the rules. Review the lists carefully. If possible, ask someone to copy the words and test you on their spelling. If you are taking the course in braille or large print, make a tape of the words and test yourself. If you are using the recorded form of this course, try stopping your recorder after each word is announced, but before it is spelled, so that you can spell it yourself; then check the recorded spelling.

Lessons 1 through 8 include an exercise called Optional Writing Extension. This activity provides an opportunity to use your spelling words in a written activity. If you wish to complete an Optional Writing Extension, submit it with your lesson assignment. Your instructor will review your work, make comments, and mail it back to you with your graded assignment. The Optional Writing
Extension is neither graded nor is it averaged into your total grade for the course.

Lessons 1 through 9 end with an assignment; you must submit all nine. They enable your instructor to determine how well you have mastered the learning objectives for this course. Once you complete a lesson, submit its assignment in the medium of your choice. You must also complete the final exam at the end of the course.

Mail your assignments and the final exam as Free Matter for the Blind provided they are in large print (14 pt. or larger) or braille, on cassette or computer disk. Mailing labels are provided for your convenience. If you prefer to send them by fax or e-mail, refer to the contact information card included with your course materials.
Lesson 3: Words Ending in Silent e

Check Your Prior Knowledge

On a separate sheet of paper, write the word that is spelled correctly in each pair. When you are finished, compare your answers with those that follow.

1. amusement  amusement
2. managable  manageable
3. tasteful  tastful
4. peaceable  peacable
5. raceing  racing
6. exciting  exciteing
7. moveable  movable
8. outrageous  outrageous
9. canoeing  canoing
10. valueable  valuable
11. breezey  breezy
12. tinging  tingeing
13. movment  movement
14. arguement  argument
15. peaceful  peacful
16. truly  truely
17. sueing  suing
18. changable    changeable
19. admireable   admirable
20. hoing        hoeing

**Answers to Check Your Prior Knowledge**

1. amusement
2. manageable
3. tasteful
4. peaceable
5. racing
6. exciting
7. movable
8. outrageous
9. canoeing
10. valuable
11. breezy
12. tingeing
13. movement
14. argument
15. peaceful
16. truly
17. suing
18. changeable
Introduction

Earlier lessons introduced you to rules for correctly spelling words that contain \textit{ie} or \textit{ei} and for adding suffixes to words that end in \textit{y}. This lesson introduces rules for correctly spelling words ending in silent \textit{e}. For example, if you add a suffix to a word ending in a silent \textit{e}, do you drop the \textit{e} or retain it? Recalling two simple rules and recognizing their exceptions will enable you to attain your goal of accurately spelling words that end in silent \textit{e}.

Objectives

After completing this lesson, you will be able to

a. add suffixes to words ending in silent \textit{e}

b. add suffixes to words ending in \textit{ce} and \textit{ge}

c. correctly spell words that are exceptions to the rules for adding suffixes to words that end in silent \textit{e}
Adding Suffixes to Words Ending in Silent e

Whether a final e in a word is retained or dropped is usually determined by the spelling of the suffix. You will discover that a suffix beginning with a vowel is treated differently from one beginning with a consonant.

Adding a Suffix Beginning With a Vowel to a Word Ending in e

When you add a suffix that begins with a vowel to a word ending in silent e, drop the e. The following words demonstrate this rule:

- argue + ing = arguing
- create + or = creator
- force + ible = forcible
- grieve + ance = grievance
- arrive + al = arrival

In these examples, what does each suffix have in common? The first letter of each suffix is a vowel. Therefore, according to this rule, the e in the word receiving the suffix is dropped.
Adding a Suffix Beginning With a Consonant to a Word Ending in e

When you add a suffix beginning with a consonant to a word ending in silent e, keep the e. Examples of words that fit this rule follow:

- amuse + ment = amusement
- fate + ful = fateful
- time + ly = timely

What is similar about each suffix in these examples? Each one begins with a consonant. In the majority of cases, when a suffix beginning with a consonant is added to a word ending in silent e, the e is retained.

Exceptions

In some instances, the e is dropped when a suffix beginning with a consonant is added. Here are examples of words that fit this exception. Memorize the spelling of each word.

- acknowledge + ment = acknowledgment
- argue + ment = argument
- blue + ish = bluish
- due + ly = duly
- judge + ment = judgment
nine + th = ninth
true + ly = truly
whole + ly = wholly

Take the following practice quiz using the rules and exceptions you have just covered.

**Practice Quiz 3.1**

On a separate sheet of paper, write the word that results when you add a suffix to the following words that end in *e*. Compare your answers with those that follow the quiz.

1. like + able
2. time + ly
3. fate + ful
4. reverse + ible
5. amuse + ment
6. due + ly
7. conceive + able
8. nine + th
9. grieve + ance
10. whole + ly
11. excite + ment
12. blue + ish
13. decisive + ness
14. believe + able
15. safe + ly

Answers to Practice Quiz 3.1

Compare your answers with those that follow.
Correctly write any words you misspelled under the appropriate final e rule in your three-ring notebook.

1. likable
2. timely
3. fateful
4. reversible
5. amusement
6. duly
7. conceivable
8. ninth
9. grievance
10. wholly
11. excitement
12. bluish
13. decisiveness
14. believable
15. safely
Refresh Your Memory

In general, when you add a suffix to a word ending in silent e, keep the e if the suffix begins with a consonant. Remove the e if the suffix begins with a vowel.

Adding a Suffix to Words Ending in ce and ge

When adding the suffix able or ous to words ending in ce and ge, keep the e. In this way you keep the soft sound of c and g in the word. Here are more words that will help you understand this rule.

Recite the words notice, service, and mice. Can you hear the soft sound of c when you pronounce these words? Now, recite the words can, could, and cradle. Do you hear the hard c sound? Listen as you recite the words courage, outrage, and advantage. Do you hear the soft sound of g in these words? A hard g is heard in words like get, give, and gimmick. The following examples demonstrate this rule:

notice + able = noticeable
service + able = serviceable
advantage + ous = advantageous
courage + ous = courageous

More Exceptions to the Rules for Words Ending in Silent e

A small group of words don’t follow the rules explained in this lesson. For example, some words ending in *ie* drop the *e* and change the *i* to *y* before adding *ing*. Here are some examples to memorize:

- belie + ing = belying
- lie + ing = lying
- tie + ing = tying

What do these three examples have in common? Each word ends in *ie*. When the suffix *ing* is added, the *i* is changed to *y* and the *e* is dropped. Some words, though, retain the *e* before adding *ing*. Memorize the following examples:

- dye + ing = dyeing
- tinge + ing = tingeing
- singe + ing = singeing

Finally, when you add the suffix *ing* to words ending in *oe*, keep the *e*. Memorize these examples:
canoe + ing = canoeing
hoe + ing = hoeing
shoe + ing = shoeing

It’s time to take a practice quiz.

Practice Quiz 3.2
In the following letter, a boy’s grandparents invite him to spend a summer at their cottage. On a separate sheet of paper, write the words that are spelled correctly in parentheses. Compare your answers with those that follow the quiz.

Dear Larry,

Your grandmother and I think it would be (advantageous, advantagous) for you to stay with us at the cottage this summer and go to the camp nearby. There are a number of things you can do here. The sailboat is still (serviceable, servicable) and great fun. Grandmother thinks it’s an (outrageous, outragous) idea to take you sailing, as you’re only nine. I disagree. But I’m a (peaceable, peacable) sort of fellow, so we just won’t tell her! If the weather isn’t good for sailing, we
can go (canoeing, canoeing). Certainly a canoe is (manageable, managable). Don’t you agree?

What is most (noticeable, noticable) about the lake in the summer are the incredible waterfowl that visit. Some residents think these birds destroy the lake. I think the motor boats may be a problem. Still, our lake is thriving and (salvageable, salvagable). Whatever you do here this summer will be fun. Even (lying, lieing) around on the dock can be fun. And if we feel lucky and (couragous, courageous) one night, we can go fishing. I’ve got great hopes of catching a real big one this summer. Well, let us know if your parents will let you come visit us.

Love, Grandpa

Answers to Practice Quiz 3.2

Compare your answers with those that follow. Correctly write any words you misspelled under the exceptions to the final e rule in your three-ring notebook.

1. advantageous
2. serviceable
3. outrageous
4. peaceable
5. canoeing
6. manageable
7. noticeable
8. salvageable
9. lying
10. courageous

Assignment 3

Complete the following assignment. Begin by stating your full name, address, and phone number. Also mention the name of this course, Assignment 3, your instructor’s name, and the date. Then provide your answers. Be sure to indicate the question number along with each answer. Instructions for sending assignments can be found in the Overview to the course.

Complete the following spelling rules:
1. If a word ends in silent e, the e is usually dropped before adding any suffix that begins with a ----.
2. Retain the ---- when you add a suffix beginning with a ----.
3. To preserve the soft c and soft g sounds, retain the ---- in words ending in ce and ge before adding the suffixes ---- and ----.

For the following sentences, choose the word that is spelled correctly in the parentheses:

4. Peggy’s piano (reciteal, recital) was very successful.
5. Donna is (tingeing, tinging) the scarf with a touch of pink.
6. They were (argueing, arguing) about the case.
7. The book is (lying, lieing) on the dresser.
8. It was (surprising, surpriseing) to see him (canoeing, canoing) on the lake.
9. His (arguement, argument) ended with the (arriveal, arrival) of the judge.
10. If his car is (serviceable, servicable), the (managment, management) will be fair.
11. The (fleecy, fleecey) clouds (racing, raceing) across the treetops were beautiful.
12. The (preceding, precedeing) summary was most (pleaseingly, pleasingly) presented.
13. Without (recognizing, recognizing) his own responsibility, Jerry has been (blameing, blaming) us.

14. Rafting through the rapids requires a (courageous, courageous) attitude.

15. (Igniteing, Igniting) the candle, the miners rested from their (fatiguing, fatigueing) labors.

16. The placement bureau has been (promiseing, promising) me a job.

17. In my (judgement, judgment), he has (scarcely, scarcely) started to work.

18. The (peacful, peaceful) monkeys found much (amusement, amusment) in swinging on the ropes.

19. (Ignoreance, Ignorance) of good manners is no excuse for (outragous, outrageous) conduct.

20. (Shoeing, Shoing) a horse, (hoing, hoeing) corn, and racing a tractor for prizes were contests at a county farm fair.

Optional Writing Extension

If you would like additional practice, write a letter of invitation to a friend or relative. In your letter, practice using words you’ve learned in this lesson. Send your
writing along with your assignment for Lesson 3. Because this is an optional activity, it will not be graded.