

Words with *ie* and *ei*

16a. Write *ie* when the sound is long *e*, except after *c*.

The long *e* sound is what you hear in words such as *tree*, *chief*, and *please*.

16b. Write *ei* when the sound is not long *e*, especially when the sound is long *a*.

The long *a* sound is what you hear in words such as *skate*, *freight*, and *bay*.

EXAMPLES	<i>i</i> before <i>e</i>	<i>ei</i> after <i>c</i>	<i>ei</i> pronounced <i>ay</i>
	belief	perceive	neighbor
	field	conceive	freight
	niece	deceit	weigh
	chief	ceiling	vein
	shield	receive	sleigh
	yield	receipt	eight
	piece	conceit	reign
	achieve		

TIP ▶ If you are having trouble with the above guidelines, it is always good to remember the old rhyme: *i* before *e*, except after *c* (or when pronounced *ay*, as in *neighbor* and *weigh*).

EXERCISE A Circle the word in parentheses that is spelled correctly in each of the following sentences.

Examples 1. Sophie (believes, *beleives*) she will make the volleyball team. [The sound is a long *e*, and the letters do not follow *c*, so the correct spelling is *believes*.]

2. Steve, my (*nieghbor*, neighbor), collects antique cars. [The sound is a long *a*, pronounced *ay*, so the correct spelling is *neighbor*.]

1. My (*friends*, *freinds*) and I have read all of the books in that series. [Do the letters follow *c*? Are the letters pronounced *ay*?]
2. Bethany smiled for the cameras as she (*recieved*, *received*) her award. [Do the letters follow *c*? Are the letters pronounced *ay*?]
3. Queen Elizabeth I was the (*riegning*, *reigning*) queen of England from 1558 to 1603.
4. How much do those oranges (*wiegh*, *weigh*)?
5. Olympic athletes work very hard to (*achieve*, *acheive*) their goals.
6. The (*windshield*, *windsheild*) was already cracked when we bought the car.
7. As the (*frieght*, *freight*) train slowly passed, I wondered where it was going.
8. (*Thier*, *Their*) truck is parked near Gate 14.

9. Dust and plaster fell from the (*cieling, ceiling*) as the workmen stomped around upstairs.
10. My mother likes to collect (*foriegn, foreign*) coins.

TIP Because there are so many exceptions to spelling rules, it is always a good idea to use a dictionary if you are not sure how to spell a word.

EXERCISE B Circle the word in parentheses that is spelled correctly in each of the following sentences.

- Examples**
1. The Knights of the Round Table were celebrating with (*thier, their*) friends. [The letters are pronounced *ay*, so the correct spelling is *their*.]
 2. Suddenly, a (*fierce, feirce*) green giant rode into the hall on his green horse. [The letters are not pronounced *ay*, so the correct spelling is *fierce*.]
11. (*Wielding, weilding*) an ax, the giant challenged the knights: "Strike me with this ax now, and you will receive one strike from me next year." [Do the letters follow *c*? Are the letters pronounced *ay*?]
 12. Finally, Sir Gawain, whose (*chief, cheif*) virtue was bravery, accepted the challenge. [Do the letters follow *c*? Are the letters pronounced *ay*?]
 13. He picked up the (*wieghty, weighty*) ax and, in one swing, lopped off the green giant's head.
 14. The next year, Sir Gawain dressed in his suit of armor and polished his lance and (*shield, sheild*).
 15. His (*nieghbors, neighbors*) hoisted him onto his horse, Gringolet.
 16. Gringolet, carrying this heavy (*frieght, freight*), set out on the long journey.
 17. At night, Sir Gawain slept in a snowy (*field, feild*).
 18. Finally, the castle of the green giant came into (*view, veiw*).
 19. "I (*believe, beleive*) I am ready," said Gawain, as he kneeled before the giant.
 20. If you want to read the final (*piece, peice*) of this story, you can find it in *Sir Gawain and the Green Knight*.

Prefixes and Suffixes

Prefixes

A *prefix* is a letter or a group of letters added to the beginning of a word to change its meaning.

16d. When adding a prefix to a word, do not change the spelling of the word itself.

EXAMPLES un + clear = **unclear** mis + spell = **misspell** dis + respect = **disrespect**

EXERCISE A Add the prefix to the word for each of the following items. Write the new word on the line provided.

Examples 1. over + done = overdone [Adding the prefix *over* does not change the spelling of the word *done*.]

2. un + lucky = unlucky [Adding the prefix *un* does not change the spelling of the word *lucky*.]

1. in + correct = _____ [Does adding

the prefix *in* change the spelling of the word

correct?]

4. un + wrap = _____

5. dis + lodge = _____

6. re + arrange = _____

2. dis + please = _____ [Does adding

the prefix *dis* change the spelling of the word

please?]

7. il + legal = _____

8. un + known = _____

9. im + mature = _____

3. semi + circle = _____

10. dis + respect = _____

16f. Drop the final silent *e* before adding a suffix beginning with a vowel.

A silent *e* is not pronounced when you say the word.

EXAMPLES bite + ing = **biting** move + ed = **moved** insure + able = **insurable**

16g. Keep the final silent *e* before adding a suffix beginning with a consonant.

EXAMPLES hope + less = **hopeless** lone + some = **lonesome**

EXERCISE B Add the suffix to the word for each of the following items. Write the new word on the line provided.

Examples 1. remove + al = removal [The suffix begins with the vowel *a*, so the final silent *e* is dropped.]

2. arrange + ment = arrangement [The suffix begins with the consonant *m*, so the final silent *e* is kept.]

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11. like + able = _____ [Does the suffix begin with a vowel or a consonant?]
12. care + less = _____ [Does the suffix begin with a vowel or a consonant?]
13. manage + ment = _____
14. approve + al = _____
15. practice + ing = _____
16. lone + some = _____
17. private + ly = _____
18. ride + ing = _____
19. hope + ful = _____
20. date + ed = _____

16j. Double the final consonant before adding a suffix beginning with a vowel if the word (1) has only one syllable or has the accent on the last syllable and (2) ends in a single consonant preceded by a single vowel.

Common suffixes that begin with vowels are *-ing*, *-ed*, *-er*, and *-est*.

EXAMPLES hot + est = **hottest** begin + er = **beginner**

EXERCISE C Add the suffix to the word for each of the following items. Write the new word on the line provided.

- Examples** 1. refer + ed = referred [The accent is on the last syllable, and the word ends in a single consonant following a single vowel. The consonant *r* is doubled.]
2. sleep + ing = sleeping [The word is only one syllable, and it ends in a single consonant. But the final *p* follows a double vowel, *ee*, so the *p* is not doubled.]
21. prefer + ed = _____ [Which syllable is accented in this two-syllable word? Does the word end in a single consonant following a single vowel?]
22. scatter + ed = _____ [Which syllable is accented in this two-syllable word? Does the word end in a single consonant following a single vowel?]
23. leap + ing = _____
24. ship + ing = _____
25. outfit + ed = _____
26. hunt + ed = _____
27. win + er = _____
28. bait + ed = _____
29. omit + ing = _____
30. meet + ing = _____

Plurals of Nouns

Most nouns can be made plural simply by adding *-s* to the end of the word.

SINGULAR	violin	trio	flower	Smith
PLURAL	violins	trios	flowers	Smiths

Some nouns are made plural by adding *-es* to the end of the word.

SINGULAR	bench	dress	tomato	Sanchez
PLURAL	benches	dresses	tomatoes	Sanchezes

TIP Say the words quietly to yourself. If the plural word has one more syllable than the singular word has, the plural word is probably spelled with *-es*. A syllable is a word part that can be pronounced as one uninterrupted sound.

EXAMPLE The singular word *dress* has one syllable. The plural word *dresses* has two syllables: *dress • es*. The plural word *dresses* is formed by adding *-es* to the singular word *dress*.

EXERCISE A Write the plural form of each of the following words on the line provided.

Examples 1. subway subways [The plural *subways* has the same number of syllables as the singular *subway*. The plural is formed by adding *-s*.]

2. stitch stitches [The plural *stitches* has one more syllable than the singular *stitch*. The plural is formed by adding *-es*.]

- | | |
|--|--------------------|
| 1. bugle _____ [Does the plural form have the same number of syllables as the singular, or does the plural form have one more syllable?] | 3. couch _____ |
| 2. ranch _____ [Does the plural form have the same number of syllables as the singular, or does the plural form have one more syllable?] | 4. tricycle _____ |
| | 5. dish _____ |
| | 6. binocular _____ |
| | 7. idea _____ |
| | 8. lunch _____ |
| | 9. kiss _____ |
| | 10. defect _____ |

The plurals of some nouns are formed in different ways. Many words that end in *-y* form the plural by changing the *y* to *i* before adding *-es*. If the final *-y* follows a vowel, keep the *-y* and add *-s*.

SINGULAR	sky	injury	colony	joy	highway
PLURAL	skies	injuries	colonies	joys	highways

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Some nouns change in other ways to form the plural. A few nouns do not change at all to form the plural.

SINGULAR	child	mouse	louse	pliers	sheep
PLURAL	children	mice	lice	pliers	sheep

REMINDER ▶ If you are not sure how to spell the plural of a word, look the word up in the dictionary. Keep in mind that many dictionaries will only show the plural form of a word if the plural is not formed simply by adding *-s*.

EXERCISE B Write the plural form of each of the following words on the line provided.

Examples 1. thief thieves [The *f* in *thief* changes to *v* and then *-es* is added to form the plural.]

2. tooth teeth [The singular *tooth* changes to *teeth* to form the plural.]

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|---|--------------------|
| 11. knife _____ [Do any letters in <i>knife</i> change before <i>-s</i> is added to form the plural?] | 15. shelf _____ |
| 12. moose _____ [Does this word change to form the plural, or does it stay the same in the plural?] | 16. wife _____ |
| 13. roof _____ | 17. wildlife _____ |
| 14. life _____ | 18. Japanese _____ |
| | 19. scissors _____ |
| | 20. woman _____ |

EXERCISE C Each of the following words is a plural form. On the line provided, write the singular form of each word.

Examples 1. stretches stretch [The letters *-es* were added to the word *stretch* to make the plural form.]

2. tries try [The *y* in *try* was changed to *i* and then *-es* was added to make the plural form.]

- | | |
|---|--------------------|
| 21. potatoes _____ [What letters were added to make this plural form?] | 25. lice _____ |
| 22. selves _____ [What letter was changed before adding <i>-es</i> to make this plural form?] | 26. trout _____ |
| 23. tires _____ | 27. catches _____ |
| 24. men _____ | 28. injuries _____ |
| | 29. deer _____ |
| | 30. pliers _____ |

Words Often Confused A

People often confuse the following words. Some of these words are *homonyms*—that is, their pronunciations are the same. However, these words have different meanings and spellings. Others words in the following groups have the same or similar spellings yet have different meanings.

already [adverb] *previously*

Maryann has **already** finished her book report.

all ready [adjective] *all prepared*

The students in the hall are **all ready** to take the exam.

altogether [adverb] *entirely*

The fireworks display was **altogether** too noisy for Jimmy.

all together [adjective] *in the same place*

The children are **all together** on the picnic blanket.

[adverb] *at the same time*

The actors on the stage bowed **all together**.

EXERCISE A Circle the word or words in parentheses that will complete the sentence correctly.

Examples 1. The actors have rehearsed and are (all ready, *already*) to begin the play. [The actors are *prepared* to begin the play. The correct answer is *all ready*.]

2. By the time the Smiths arrived, the play had (*all ready*, already) begun. [The play had begun *before* the Smiths arrived. The correct answer is *already*.]

1. Roger had awakened, and it was (*already*, *all ready*) time to leave. [Is the meaning *previously*, or is the meaning *all prepared*?]

2. Winters in the North are (*altogether*, *all together*) too cold for some people. [Is the meaning *entirely*, or is the meaning *in the same place* or *at the same time*?]

3. Kim, Josh, and Rudy were (*already*, *all ready*), but the others were late.

4. The radio playing, along with the television, is (*altogether*, *all together*) too distracting.

5. There are (*all together*, *altogether*) too many billboards along our highways.

6. The school bus had (*all ready*, *already*) left by the time Jacob got there.

7. Sometimes it is important for a family to do things (*all together*, *altogether*).

8. The tour group tumbled out of the bus, but the museum had (*already*, *all ready*) closed.

9. We were (*already*, *all ready*) to go when the bell rang.

10. The choir director instructed us to sing (*all together*, *altogether*).

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brake [noun] *a device to stop a machine*
My bicycle has two sets of **brakes**.

break [verb] *to fracture; to shatter*
“If you **break** it, you buy it.”

choose [verb, rhymes with *whose*] *to select*
George had to **choose** between carpentry and mechanics.

chose [verb, past tense of *choose*; rhymes with *grows*] *selected*
George **chose** to study carpentry.

cloths [noun] *pieces of fabric*
Sylvia polished the silver with soft **cloths**.

clothes [noun] *wearing apparel*
Stan wanted to wear his best **clothes**.

EXERCISE B Circle the word in parentheses that will complete the sentence correctly.

Examples 1. Grandma tears up old shirts to make cleaning (*clothes*, *cloths*). [The meaning is *pieces of fabric*, so the correct answer is *cloths*.]

2. The front (*break*, *brake*) on my bicycle is working now. [The meaning is *a device to stop a machine*, so the correct answer is *brake*.]

11. Jeanne promised that this year she would (*break*, *brake*) her old record. [Is the meaning *to fracture; to shatter*, or is the meaning *a device to stop a machine*?]
12. Please (*choose*, *chose*) one of these questions to answer. [Is the verb a present tense form or a past tense form?]
13. There is an old saying, “(*Clothes*, *Cloths*) make the man,” but do they?
14. Kathleen (*choose*, *chose*) to go to the community college.
15. My mother said I must wear my best (*cloths*, *clothes*) for the photograph.
16. Finally, it is my turn to (*choose*, *chose*) which movie we will see.
17. Last month my sister (*choose*, *chose*) a romantic comedy.
18. Johnny was lucky not to (*break*, *brake*) the glass.
19. The mechanic told my father that our truck needs a new set of (*brakes*, *breaks*).
20. The bus driver (*choose*, *chose*) the wrong street and had to drive around the block.

Words Often Confused B

People often confuse the following words. Some of these words are *homonyms*—that is, their pronunciations are the same. However, these words have different meanings and spellings. Others words in the following groups have the same or similar spellings yet have different meanings.

coarse [adjective] *rough; crude*

The cornmeal was too **coarse** for the recipe.

course [noun] *path of action; unit of study; route* [also used in the expression of *course*]

The fishing boat was blown off **course** by the storm.

Of **course** you may go with them.

desert [noun, pronounced *des' • ert*] *a dry, sandy region*

Saguaro cactus grows in the Arizona **desert**.

desert [verb, pronounced *de • sert'*] *to abandon; to leave*

Vacationers **desert** the beach during rainy weather.

dessert [noun, pronounced *des • sert'*] *a sweet, final course of a meal*

My favorite **dessert** is strawberries and cream.

TIP A way to remember how to spell *dessert* is to pretend that the extra *s* stands for *sweet*.

hear [verb] *to receive sounds through the ears*

My mother can **hear** a pin drop.

TIP Remember that we **hear** with our **ears**.

here [adverb] *in this place*

It is easy to hear the speaker from **here**.

EXERCISE A Circle the word in parentheses in each of the following items that will complete the sentence correctly.

Examples 1. My sister needs to complete only one more (*coarse*, **course**) to receive her degree.

[The meaning is *a unit of study*, so the correct word is *course*.]

2. The (*desert*, **dessert**) was included in the price of the meal. [The meaning is *the sweet*,

final course of a meal, so the correct word is *dessert*.]

1. If you listen carefully, you can (*hear*, *here*) the individual instruments. [Is the meaning *to receive sounds through the ears*? Or is the meaning *in this place*?]
2. Did the captain (*dessert*, *desert*) the ship? [Is the meaning *the sweet, final course of a meal*? Or is the meaning *to abandon; to leave*?]

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3. The Gila monster, a poisonous lizard, lives in the (*dessert, desert*) regions of the southwest.
4. Meet us (*here, hear*) in one hour.
5. In the past, many people wore clothing made from (*coarse, course*) homespun cloth.
6. After Thanksgiving dinner, there were many (*deserts, desserts*) from which to choose.
7. The wolf can (*here, hear*) the pack howling in the distance.
8. Our instructor should know which (*coarse, course*) of action to take.
9. The gravel on the road is very (*coarse, course*).
10. (*Here, Hear*) we are at last!

lead [verb, rhymes with *feed*] *to go first; to be a leader*

Our school band will **lead** the parade.

led [verb, past tense of *lead*] *went first*

General Ulysses S. Grant **led** the Union army.

lead [noun, rhymes with *red*] *a heavy metal; graphite used in a pencil*

Lead, a heavy metal, is no longer used in water pipes.

loose [adjective, rhymes with *moose*] *not securely attached; not fitting tightly*

The little boy would soon lose his **loose** baby tooth.

lose [verb, rhymes with *whose*] *to suffer loss*

Whether they win or **lose**, all the children will receive prizes.

EXERCISE B Circle the word in parentheses in each of the following items that will complete the sentence correctly.

Example 1. Every winter I (lose loose) one glove. [The meaning is *to suffer loss*, so the correct word is *lose*.]

11. He will (*led, lead*) the band next year. [Is the meaning *go first* or *went first*?]
12. The pants were too (*loose, lose*) on me, so I returned them.
13. The family (*led, lead*) a quiet life in a small town.
14. After its injury healed, we let the squirrel (*loose, lose*).
15. The colored sections of the stained glass window are held together by (*led, lead*).

Words Often Confused C

People often confuse the following words. Some of these words are *homonyms*—that is, their pronunciations are the same. However, these words have different meanings and spellings. Others words in the following groups have the same or similar spellings yet have different meanings.

passed [verb, past tense of *pass*] *went by*
She **passed** the store every day.

past [noun] *that which has gone by*
In the **past**, people could only dream of flying.

[preposition] *beyond*
A bird flew swiftly **past** the window.

[adjective] *ended*
Computers were invented in the **past** century.

peace [noun] *security and quiet order*
Many enjoy the **peace** and quiet of a library.

piece [noun] *a part of something*
The glass bowl broke into dozens of **pieces**.

TIP Here is a way to remember the difference between *peace* and *piece*. You eat a **piece** of **pie**.

EXERCISE A Circle the word in parentheses in each of the following items that will complete the sentence correctly.

Example 1. In the (past *passed*), trains were powered by steam engines. [The meaning is *that which has gone by*. The correct word is *past*.]

1. The puzzle had five hundred (*peaces*, *pieces*). [Is the meaning *security and quiet order*, or is the meaning *a part of something*?]
2. Over the (*passed*, *past*) two months, it has rained every weekend.
3. Our vacation (*past*, *passed*) by too quickly.
4. The United Nations was formed in 1945 to promote world (*piece*, *peace*).
5. The sprinters ran (*past*, *passed*) the finish line.

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principal [noun] *the head of a school*

Our **principal** spoke to us in the auditorium.

[adjective] *main; most important*

The **principal** reason for recycling is to save resources.

TIP ▶ To remember the spelling of *principal*, remember that the principal is your **pal**.

principle [noun] *a rule of conduct; a main fact or law*

The basic **principle** of the Constitution is freedom.

If you want to go to college, you should learn the **principles** of grammar.

to [preposition] *in the direction of; toward*

[also used before the root form of a verb, such as *to be* or *to have*]

Devon went **to** Nepal last summer.

He wanted **to** climb Mt. Everest.

too [adverb] *also, more than enough*

Trevor wants to learn skydiving, **too**.

Skydiving seems **too** dangerous to me.

two [noun] *cardinal number between one and three*

I ordered **two** of those calendars.

[adjective] *one more than one*

A fortnight is a period of **two** weeks.

EXERCISE B Circle the word in parentheses in each of the following items that will complete the sentence correctly.

Example 1. The movie begins at (*to, too, two*) o'clock. [The meaning is the number *two*.]

- The first (*principle, principal*) of medicine is to do no harm. [Is the meaning *the head of a school; main; most important; or is the meaning a rule of conduct; a main fact or law?*]
- After twenty years as the school (*principle, principal*), Mr. DeMarco is retiring.
- Joey wanted (*to, too, two*) stay up with his big brother.
- The waiter brought plates that were (*too, to, two*) hot to touch.
- Electronic components and automobiles are (*principal, principle*) exports of Japan.