

Word Endings (Suffixes) and Doubling Consonants.

This worksheet introduces suffixes and will help you...

- ◆ become more aware of different word endings (suffixes) and how to spell them
- ◆ understand that many words are formed from a base word (often a verb) and a suffix

Pages 1-2: Information

Study these pages before looking at the exercises on pages 3-4.

Underline any points you are not sure of and discuss them with your tutor. Jot down your own notes too - if you find this helpful.

Before starting this work you need to understand the following terms:
(see boxes below for further help)

1. **Vowels** and **consonants**.
2. **Suffix**

You also need to know...

3. ... the difference between a vowel suffix and a consonant suffix (see box)
4. ... how to recognise words of one syllable that end in **one vowel** followed by **one consonant**.

Suffix

A word ending. A letter or group of letters added to the end of a base (root) word.

The 5 **vowels** are:

a e i o u (and sometimes **y**)

All other letters are **consonants**

All English words include at least one vowel. Each syllable also has at least one vowel.

- ◆ A **vowel suffix** begins with a vowel.
For example:
er, ed, ing, ity, ee, en, able, ise, ation, y, al, est
- ◆ A **consonant suffix** begins with a consonant.
For example:
ment, ness, ful, hood, let, some, less, ship

Syllable

The smallest part of a word that can be said separately with one effort of breath.

For example:

One syllable words -

- ◆ man, cat, hope, loop, straw, it, a, catch, aim.

Two syllable words -

- ◆ hap/py, bo/nus, si/lent, lem/on, roar/ing, o/pen.

Polysyllabic words -

- ◆ hap/pin/ess, a/gen/cy in/ter/est/ing, man/u/al.

Examples of single syllable words that end in one vowel followed by one consonant:

strip, sit, fit, ship, plan, in, skin, flat, sin, sad, spot, up,

Adult Literacy. Levels E3 / L1

Writing: Word Focus - Spelling. Know common prefixes / suffixes, their spelling consistency, and how they influence word meanings. Change spelling when adding endings such as - ed (E3). Use independent strategies (rules, phonic / graphic knowledge, etc.) to spell most words correctly. Understand that not all words follow regular patterns when tenses are changed (L1).

Adding a suffix to one syllable words ending in one vowel and one consonant

1) Vowel Suffixes

Rule: Double the last consonant when adding a vowel suffix to a single syllable word ending in *one vowel* and *one consonant*.

For example: *hop*, *sit*, *pat*, *shop*, *skin*, *sad*, *spot*, *slop*.

hop + *ing* = *hopping*
hop + *ed* = *hopped*
sit + *ing* = *sitting*
sit + *er* = *sitter*

pat + *ing* = *patting*
pat + *er* = *patter*
shop + *ing* = *shopping*
spot + *y* = *spotty*

slop + *y* = *sloppy*
skin + *y* = *skinny*
sad + *er* = *sadder*
sad + *en* = *sadden*

Exceptions: this rule does not work for single syllable words ending in the following consonants: **w x y**.

Examples: snow - snowed, play - played, box - boxed.

2) Consonant Suffixes

Rule: There is no change when adding a consonant suffix to these words (i.e. you do not double the final consonant).

For example: *fit*, *ship*, *mad*, *skin*, *sin*, *sad*, *spot*.

ship + *ment* = *shipment*
skin + *less* = *skinless*
spot + *less* = *spotless*

sin + *ful* = *sinful*
sad + *ly* = *sadly*
mad + *ness* = *madness*

fit + *ness* = *fitness*
fit + *ful* = *fitful*
mad + *ly* = *madly*

Some common suffixes beginning with a *consonant*

- | | |
|---------------|--------------------------|
| ◆ <i>ful</i> | sinful fitful manful |
| ◆ <i>less</i> | witless spotless gutless |
| ◆ <i>ly</i> | sadly madly badly |
| ◆ <i>ment</i> | fitment shipment |
| ◆ <i>ness</i> | fitness madness sadness |
| ◆ <i>s</i> | sins fits spots hops |

Some common suffixes beginning with a *vowel*

- | | |
|--------------|-------------------------|
| ◆ <i>ed</i> | hopped spotted starred |
| ◆ <i>en</i> | fatten sadden flatten |
| ◆ <i>er</i> | fatter madder sinner |
| ◆ <i>est</i> | fittest saddest biggest |
| ◆ <i>ing</i> | dimming fitting winning |
| ◆ <i>y</i> | spotty skinny witty |

Pages 3-7: Exercises, Record Sheets and Quizzes

Activities to practise your new skills. We recommend reading pages 1-2 first.

1) Build new words by adding the different endings to the root word.

♦ Study the first letter of the suffix (colour coded / italic), then think whether to double or not!

Base word	Word ending (suffix)				
	<i>est</i>	<i>en</i>	<i>ly</i>	<i>ness</i>	<i>er</i>
sad					
big					
glad					
flat					
mad					

Base word	Word ending (suffix)			
	<i>s</i>	<i>ing</i>	<i>er</i>	<i>ed</i>
clap				
trip				
shop				
slip				
hop				

Base word	Word ending (suffix)					
	<i>s</i>	<i>y</i>	<i>ing</i>	<i>er</i>	<i>ed</i>	<i>less</i>
spot						
skin						
wit						

2) Add as many endings as you can to these base words:

♦ **Example:** man manly manful manning

a) hot (at least 4) _____

b) leg (at least 4) _____

c) flip (at least 3) _____

d) star (at least 3) _____

e) stub (at least 3) _____

3) Build new words by adding the different endings to the root word.

♦ **No colour coding this time!**

Base word	Word ending (suffix)			
	s	ing	er	ed
hug				
spin				
split				
drag				
stun				

Base word	Word ending (suffix)					
	s	ful	ing	ness	er	ed
fit						
skip						
sin						

Base word	Word ending (suffix)					
	est	en	ly	ness	er	ed
fat						
rot						
drab						
thin						

4) Find other base words ending in one vowel and one consonant.

♦ **List them here as you come across them in your work.**

a) _____

h) _____

b) _____

i) _____

c) _____

j) _____

d) _____

k) _____

e) _____

l) _____

f) _____

m) _____

g) _____

n) _____

5) Recording new words that follow the same pattern.

- ◆ Use these blank charts to record any new words that you come across in the future that follow the same pattern.
- ◆ -ed and -ing are the most common endings. You will come across many others - add them to the blank columns.

Base word of one syllable, ending in one vowel and one consonant	Word ending (suffix)					
	ed	ing	_____	_____	_____	_____

Base word of one syllable, ending in one vowel and one consonant	Word ending (suffix)					
	ed	ing	_____	_____	_____	_____

Base word of one syllable, ending in one vowel and one consonant	Word ending (suffix)					
	ed	ing	_____	_____	_____	_____

Base word of one syllable, ending in one vowel and one consonant	Word ending (suffix)					
	ed	ing	_____	_____	_____	_____

6) When to double the consonant - When to make no change.

- ◆ As a reminder write the five English **vowels** here: _____
- ◆ There is also one other letter that sometimes acts as a vowel: ____
- ◆ Build new words by adding the different endings to the root words below.
- ◆ CAREFUL - not all the words listed below are single syllable words ending in one vowel and one consonant. You may want to use the first column to tick all those that do.
- ◆ EXCEPTIONS: Remember, words ending in **w x y** do not double the consonant.

Is this a one syllable word ending in one V and one C?	Base word	Word ending (suffix)		
		ing	er	ed
	sit			
	cut			
	show			
	mix			
	plot			
	start			
	harm			
	sprint			
	stay			
	plan			
	slim			
	draw			
	rain			
	help			
	run			
	stab			
	farm			
	dig			
	fix			
	scar			
	tax			
	spray			
	drum			
	pour			

7) When to double the consonant before adding a word ending

- ◆ Fill in the missing word. The base word is given in brackets but you need to add the correct ending. Remember - think whether the ending begins with a vowel or a consonant.

1. My son is **madly** (mad) in love; he has gone **shopping** (shop) for some red roses!
2. The floor was _____ (spot). She had been _____ (scrub) it all morning.
3. The _____ (skin) teenage _____ (beg) had a _____ (spot) face.
4. Keep up your _____ (fit) by _____ (hop) and _____ (skip).
5. He _____ (skid) to a halt, having _____ (stop) too quickly at the red light.
6. She _____ (clap) her hands in delight, at the thought of _____ (slip) away for a few days. She _____ (plan) to visit friends and then do some _____ (shop).
7. It was a really _____ (star) night; the new moon was the _____ (thin) crescent I had ever seen. I _____ (beg) him to come and look but he was too busy.
8. I _____ (glad) accepted his offer of help. He _____ (fit) a new shelf in my kitchen. In return, I made him the _____ (big) chocolate cake you have ever seen!
9. It was really _____ (slip) outside. I _____ (trip) over and hurt myself.
10. The gymnast was the peak of _____ (fit). She _____ (flip) over into a handstand. In a fit of _____ (mad) I tried to copy her, but _____ (sad) I _____ (slip) and hurt my wrist. The _____ (red) has gone now but it still hurts.
11. I thought the apples would last all winter, but _____ (sad) it got too warm in the garage and they all went _____ (rot).
12. "I'll _____ (flat) you," said the thug. "Oh no you won't!" said the policeman, quickly _____ (snap) the hand cuffs on as the thug _____ (mad) tried to escape.
13. My favourite actor was playing the _____ (star) role. I _____ (skip) college to go and see him. Everyone _____ (clap) for ages at the end of the play.
14. He _____ (flat) refused to go anywhere _____ (hot) than England.
15. I _____ (top) up my battery with water and _____ (fit) new spark plugs.
16. The _____ (ship) of goods was late. I had to tell the impatient _____ (shop) to come back tomorrow. They were the _____ (mad) customers I have ever seen!
17. I _____ (pat) the dog. It had the _____ (sad) look on its face.
18. The _____ (run) looked really _____ (slop) in that old tracksuit.
19. "We need to _____ (fat) you up a bit. You are far too _____ (skin)!"
20. Whilst _____ (sit) by the fire, I heard the _____ (pat) of rain on the window.

Pages 8-11: Answer Sheets

Use these to check your work before discussing it with your tutor.

1) Build new words by adding the different endings to the root word.

♦ Answers shown below.

Base word	Word ending (suffix)				
	<i>est</i>	<i>en</i>	<i>ly</i>	<i>ness</i>	<i>er</i>
sad	saddest	sadden	sadly	sadness	sadder
big	biggest				bigger
glad	gladdest	gladden	gladly	gladness	gladder
flat	flattest	flatten	flatly	flatness	flatter
mad	maddest	madden	madly	madness	madder

Base word	Word ending (suffix)			
	<i>s</i>	<i>ing</i>	<i>er</i>	<i>ed</i>
clap	claps	clapping	clapper	clapped
trip	trips	tripping	tripper	tripped
shop	shops	shopping	shopper	shopped
slip	slips	slipping	slipper	slipped
hop	hops	hopping	hopper	hopped

Base word	Word ending (suffix)					
	<i>s</i>	<i>y</i>	<i>ing</i>	<i>er</i>	<i>ed</i>	<i>less</i>
spot	spots	spotty	spotting	spotter	spotted	spotless
skin	skins	skinny	skinning	skinner	skinned	skinless
wit	wits	witty				witless

2) Add as many endings as you can to these base words:

♦ Possible answers are shown below - there may be others!

- a) hot (at least 4) hotly hotter hottest hotness hotting hotted hothead hotbed
- b) leg (at least 4) leggy legless legging(s) legged legging
- c) flip (at least 3) flipped flipping flipper flippant
- d) star (at least 3) starring starry starred starlet starless
- e) stub (at least 3) stubbed stubby stubbing stubbiest stubbier

3) Build new words by adding the different endings to the root word.

♦ Answers shown below.

Base word	Word ending (suffix)			
	s	ing	er	ed
hug	hugs	hugging		hugged
spin	spins	spinning	spinner	
split	splits	splitting	splitter	
drag	drags	dragging		dragged
stun	stuns	stunning	stunner	stunned

Base word	Word ending (suffix)					
	s	ful	ing	ness	er	ed
fit	fits	fitful	fitting	fitness	fitter	fitted
skip	skips		skipping		skipper	skipped
sin	sins	sinful	sinning		sinner	sinned

Base word	Word ending (suffix)					
	est	en	ly	ness	er	ed
fat	fattest	fatten		fatness	fatter	fatted
rot		rotten			rotter	rotted
drab	drabest		drably	drabness	drabber	
thin	thinnest		thinly	thinness	thinner	thinned

6) When to double the consonant and when to make no change.

- ◆ As a reminder write the five English vowels here: **a e i o u**
- ◆ There is also one other letter that sometimes acts as a vowel: **y**
- ◆ NOTE: single syllable words ending in one vowel and one consonant that DO NOT follow the rule (i.e. those ending in w x y) are marked with an asterisk.

Is this a one syllable word ending in one V and one C?	Base word	Word ending (suffix)		
		ing	er	ed
yes	sit	sitting	sitter	
yes	cut	cutting	cutter	
yes*	show	showing	shower	showed
yes*	mix	mixing	mixer	mixed
yes	plot	plotting	plotter	plotted
no	start	starting	starter	started
no	harm	harming		harmed
no	sprint	sprinting	sprinter	sprinted
yes*	stay	staying		stayed
yes	plan	planning	planner	planned
yes	slim	slimming	slimmer	slimmed
yes*	draw	drawing	drawer	
no	rain	raining		rained
no	help	helping	helper	helped
yes	run	running	runner	
yes	stab	stabbing	stabber	stabbed
no	farm	farming	farmer	farmed
yes	dig	digging	digger	
yes*	fix	fixing	fixer	fixed
yes	scar	scarring		scarred
yes*	tax	taxing		taxed
yes*	spray	spraying	sprayer	sprayed
yes	drum	drumming	drummer	drummed
no	pour	pouring	pourer	poured

7) When to double the consonant before adding a word ending

◆ Answers shown below.

1. My son is **madly** (mad) in love; he has gone **shopping** (shop) for some red roses!
2. The floor was **spotless** (spot). She had been **scrubbing** (scrub) it all morning.
3. The **skinny** (skin) teenage **beggar** (beg) had a **spotty** (spot) face.
4. Keep up your **fitness** (fit) by **hopping** (hop) and **skipping** (skip).
5. He **skidded** (skid) to a halt, having **stopped** (stop) too quickly at the red light.
6. She **clapped** (clap) her hands in delight, at the thought of **slipping** (slip) away for a few days. She **planned** (plan) to visit friends and then do some **shopping** (shop).
7. It was a really **starry** (star) night; the new moon was the **thinnest** (thin) crescent I had ever seen. I **begged** (beg) him to come and look but he was too busy.
8. I **gladly** (glad) accepted his offer of help. He **fitted** (fit) a new shelf in my kitchen. In return, I made him the **biggest** (big) chocolate cake you have ever seen!
9. It was really **slippery** (slip) outside. I **tripped** (trip) over and hurt myself.
10. The gymnast was the peak of **fitness** (fit). She **flipped** (flip) over into a handstand. In a fit of **madness** (mad) I tried to copy her, but sadly (sad) I **slipped** (slip) and hurt my wrist. The **redness** (red) has gone now but it still hurts.
11. I thought the apples would last all winter, but **sadly** (sad) it got too warm in the garage and they all went **rotten** (rot).
12. "I'll **flatten** (flat) you," said the thug. "Oh no you won't!" said the policeman, quickly **snapping** (snap) the hand cuffs on as the thug **madly** (mad) tried to escape.
13. My favourite actor was playing the **starring** (star) role. I **skipped** (skip) college to go and see him. Everyone **clapped** (clap) for ages at the end of the play.
14. He **flatly** (flat) refused to go anywhere **hotter** (hot) than England.
15. I **topped** (top) up my battery with water and **fitted** (fit) new spark plugs.
16. The **shipment** (ship) of goods was late. I had to tell the impatient **shoppers** (shop) to come back tomorrow. They were the **maddest** (mad) customers I have ever seen!
17. I **patted** (pat) the dog. It had the **saddest** (sad) look on its face.
18. The **runner** (run) looked really **sloppy** (slop) in that old tracksuit.
19. "We need to **fatten** (fat) you up a bit. You are far too **skinny** (skin)!"
20. Whilst **sitting** (sit) by the fire, I heard the **patter** (pat) of rain on the window

Page 12-13. Further ideas for students and tutors

If you have any comments or suggestions please email skillsworkshop@aol.com

1) For those uninterested in spelling rules...

- ◆ Spelling rules - even pretty straightforward ones like those discussed here - don't work for everyone.
- ◆ These exercises can be done in conjunction with Look - Say - Cover - Imagine -Write - Check sheets (see our web site for printable LSCIWC sheets). Write down the words that you have problems with and learn them using this tried and tested method.
- ◆ Other methods include printing them out on flashcards, or simply writing them out on paper lots of times. Keep experimenting until you find the method that works best for you.
- ◆ Once you have learnt a few double consonant words and have got used to the "look" of them - others that follow the same pattern may "come to you" instinctively. Good luck!

2) Newspaper or magazine search

- ◆ Choose a suitable newspaper article and highlight words that have double consonants. Are they always in the middle? Are they always CVC base words with suffixes attached? Discuss your list with tutor or another student. What types of words are they - nouns, adjectives, verbs, adverbs? Check the meanings of any unfamiliar words...
- ◆ Alternatively, the tutor could block out all the double consonant words with a black marker pen and use the article as a cloze exercise. Better still - copy and paste a news article from a news web site, then delete words in your word processor and replace with a space or dotted line. This way the cloze can be kept and re-used with other students.

3) Other suffixes

- ◆ Extend the work to include other words with double consonants.
Here are a few examples of other words containing double consonants. Many could be learnt in groups:

- a) settle - kettle - cattle - battle - bottle - throttle
- b) cellar - pillar - collar - dollar
- c) pallor - councillor - counsellor - chancellor
- d) funnel - tunnel - flannel
- e) grammar - hammer - drummer
- f) jelly - jolly - smelly - chilly - gully
- g) latter - letter - gutter - shatter - flutter
- h) common - gammon - uncommon
- i) embezzle - puzzle - sizzle - dazzle - drizzle - nozzle
- j) middle - fiddle - meddle - paddle - puddle
- k) passion - permission - mission - possession
- l) glass - vessel - possible - assume

4) Crosswords and word searches

- ◆ Tutors (or students) with access to a PC can make up a simple word search in half an hour. Crosswords take longer to prepare but many students enjoy them and they are ideal for extra spelling practice.
- ◆ There are plenty of easy-to-use programs available for free download from the Internet. See the [Useful Links for Tutors](#) page on our web site for software suggestions.

5) Other resources on the Web

- ◆ [Educate the Children](#) - aimed primarily at UK Primary school teachers and students, this site has an excellent range of Word Packs (all in PDF format). Each pack includes worksheets and puzzles based on a particular word string or suffix - many are suitable for adults too.

Main menu for Word Packs is at:

http://www.educate.org.uk/teacher_zone/classroom/literacy/wordpacks.htm

Word Pack focusing on double consonants is at:

http://www.educate.org.uk/teacher_zone/classroom/literacy/wordpack_year4_4.htm

Includes large word bank, crosswords, word searches, jumbles (anagrams), dictionary and vocabulary sheets.

- ◆ [English Zone](#) - an excellent site with a huge selection of printable and interactive work sheets, handouts and other resources. Includes a good section on [doubling consonants](#). Other spelling rules are also covered, for example interactive quizzes on [adding -ed and -ing](#), and adding suffixes to [verbs ending in "y"](#).

Printable worksheets include [CVC words](#) and a more challenging one on [mixed word endings](#).

English Zone home page can be found at: <http://members.home.net/englishzone/index.html>

- ◆ Try [Edouard-Monpetit College's](#) site for a simple, but rather nice animated slide show that shows when to double a consonant (and when not!). There are interactive questions at the end of the show, along with optional music.

Address for this site is: <http://www.collegeem.qc.ca/cemdept/anglais/agdouble.htm>

- ◆ [McDougal Littell Spelling](#) (see "Recommended Sites for Downloading Printable Worksheets" on our web site for more details) have some related worksheets. These concentrate on doubling (or not doubling!) the consonant in words of more than one syllable. Look for the "VAC" and "Non-VAC" worksheets in their Grade 6 section.

Home page at: <http://www.mcdougallittell.com/lit/liactspe.htm>

- ◆ Finally - for word fanatics only - there is a gigantic list of very difficult and unusual double consonant words (also double vowels) at Carolyn's Corner:
<http://www.spellingbee.com/cc01/Week25/double.htm>

This is part of the Howard Scripps National Spelling Bee site at: <http://www.spellingbee.com/>

Here's a taster! Mayonnaise, chauffeur, bookkeeper, beachhead, gizzard, gazetteer, embarrassment, sapphire, exaggeration, giraffe, interrogate.

Important Note: most of the sites above are American. Note that in the UK words ending in "L" always double the l when adding a vowel suffix (no matter where the stress is in the word). In the US the "L" is not doubled. For example:
travel - travelled (UK) but traveled (US), label - labelling (UK) but labeling (US).