

**DICTATION EXERCISES:
CONTAINING MANY WORDS OF
COMMON USE, THE ORTHOGRAPHY
OF WHICH IS DIFFICULT: INTENDED
FOR REVIEWS IN SPELLING**

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Dictation exercises: containing many words of common use, the orthography of which is difficult: intended for reviews in spelling by Charles Northend

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CHARLES NORTHEND

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WORDS OF COMMON USE

THE

ORTHOGRAPHY OF WHICH IS DIFFICULT:

INTENDED FOR

REVIEWS IN SPELLING,

AND

TO BE WRITTEN BY THE PUPIL.

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P R E F A C E .

THE compiler of this small manual has long been convinced that the only true method for acquiring skill and accuracy in spelling, consists in the frequent habit of writing words and sentences. Believing that the more advanced pupils, in most schools, may very profitably devote a few minutes, daily, to written exercises in spelling, he has endeavoured to make a selection of phrases and sentences adapted to the practice. He has aimed to bring together those words of common occurrence which are often misspelt, and at the same time to illustrate their meaning by combining them into sentences.

The collection is not intended as a substitute for the spelling book, but rather as an accompaniment, to apply and confirm knowledge acquired from the use of that.

If the older pupils in a school were in the habit of devoting about ten minutes, daily, to writing some of the exercises in this book, they could find

time for preparing themselves without neglecting their regular studies. If a teacher, for instance, should say to his pupils that he wished them to be prepared to write a certain page, or part of a page, near the close of the day, they would be inclined to devote any leisure and unoccupied moments of the day to learning the exercises assigned.

At the time of recitation, the teacher should read the sentences, slowly and distinctly, while the pupils write them upon their slates, or in blank books. They should be required to write legibly, and make proper use of capitals, marks of punctuation, &c. If slates are used, they may be speedily and honestly examined, by requiring scholars to exchange, so that each one shall become the inspector of his neighbour's slate, while the teacher spells the several words slowly and correctly. All words which are marked as wrong should be corrected by the pupil who wrote them.

DICTATION EXERCISES.

RULES FOR SPELLING.

1. VERBS of one syllable, ending with a single consonant, preceded by a single vowel (as **plan**), and verbs of two or more syllables, ending in the same manner, and having the accent on the last syllable (as **regret**), double the final consonant of the verb, on assuming an additional syllable; as, **plan, planned; regret, regretted**; but if a diphthong precedes the last consonant (as **join**), or the accent is not on the last syllable (as **suffer**), the consonant is not doubled; as, **join, joined; suffer, suffered**.

2. There is an exception to the last clause of the above rule, with respect to most of the verbs ending in the letter **l**, which, on assuming an additional syllable, are allowed, by general usage, to double the **l**, though the accent is not on the last syllable; as, **travel, travelling, travelled, traveller; libel, libelling, libelled, libeller, libellous; duel, duelling, dueller, duellist**. But the derivatives of **parallel** are written without doubling the final **l**; as, **paralleled, unparallelled**.

3. The following list comprises the verbs ending in *l*, which, without having the accent on the last syllable, yet commonly double the final *l*:—

apparel	embowel	level	revel
bevel	enamel	libel	rival
bowel	empanel	marshal	rowel
cancel	equal	marvel	shovel
carol	gambol	model	shrivel
cavil	gravel	panel	snivel
channel	grovel	parcel	tassel
chisel	handsel	pencil	trammel
counsel	hatchel	peril	travel
cudgel	imperil	pistol	tunnel
dishevel	jewel	pommel	unravel
drivel	kennel	quarrel	
duel	label	ravel	

4. The derivatives of these words are spelled, in the Dictionaries of Perry and Webster, with a single *l*; and this mode is also more or less favoured by the lexicographers Ash and Walker, by Bishop Lowth, and by some other scholars; and it evidently better accords with the analogy of the language; though the prevailing usage is to double the *l*.

5. The verb to *bias* commonly doubles the *s* on assuming an additional syllable; as, *biassing*, *biassed*, *biasser*. The verb to *kidnap*, on assuming another syllable, always doubles the *p*; and the word *worship*, also, according to general usage, does so; as, *kidnapping*, *kidnapped*, *kidnapper*; *worshipping*, *worshipped*, *worshipper*.

6. There is some diversity in usage, with respect to several other verbs ending in *p*, and also with respect to several ending in *t*, which, although the accent is not on the last syllable, are sometimes allowed to double the last consonant, when another syllable is added. But the more correct and regular mode is, to write them without doubling the final consonant, in the following manner:

benefit	benefited	benefiting
buffet	buffeted	buffeting
closet	closeted	closeting
develop	developed	developing
discomfit	discomfited	discomfiting
envelop	enveloped	enveloping
fillip	filliped	filliping
gallop	galloped	galloping
gossip	gossiped	gossiping
limit	limited	limiting
profit	profited	profiting
rivet	riveted	riveting
scallop	scalloped	scalloping
wallop	walloped	walloping

7. Derivative adjectives ending in *able* are written without an *e* before *a*; as *blamable*, *movable*, not *blameable*, *moveable*; except those in which the primitive word ends in *ce* or *ge*; in such the *e* is retained, to soften the preceding consonant; as, *peaceable*, *changeable*.

8. Compound words formed by prefixing a word or syllable to a monosyllable ending in *all*, retain the double *l*; as *appall*, *befall*, *downfall*, *forestall*, *fuzball*, *headstall*, *install*, *inthrall*, *laystall*, *mis-*

call, overfall, recall, saveall, thumbstall, waterfall, windfall. Withal, therewithal, and wherewithal, end with a single l.

9. A class of other compound words retain the final double l, which is found in the simple words; as bridewell, foretell, downhill, uphill, molehill, watermill, windmill, handmill.

10. Nouns ending in o, preceded by another vowel, form their plural by the addition of s; as, cameo, cameos; folio, folios; but if the final o is preceded by a consonant, the plural is commonly formed by adding es; as cargo, cargoes.

MISCELLANEOUS RULES.

1. Words of one syllable, ending with f, l, or s preceded by a single vowel, generally double the final consonant; as, chaff, mill, grass.

EXCEPTIONS.—As, of, is, us, has, gas, was, yes, his, this, thus.

2. The plural of words ending in y, preceded by a consonant, is formed by changing y into ies; as sky, skies; fly, flies, &c. If a vowel precedes the y, the plural is formed by adding s; as, day, days; money, moneys, &c.

8. Monosyllables, ending in double l, usually omit one l when prefixed to another syllable beginning with a consonant; as, skill, skilful; will, wilful.