

Word Skills: Adding -ing

When you write verbs in the present continuous and past continuous tenses, you use the ending **-ing**. Here are some rules to help you add that ending.

Language Objectives

Spell the **-ing** form of verbs correctly. Use **-ing** words correctly in sentences.

Rule 1: For words that end in a silent (not pronounced) **-e**, drop the **-e** and add **-ing**.

Example: smile → smiling

Rule 2: For one-syllable words that end in consonant-vowel-consonant (except **x** and **w**), double the last letter and add **-ing**.

Examples: sit → sitting run → running

Rule 3: For most other words (including words that end in **-y**), add **-ing** with no changes.

Examples: rain → raining send → sending

A Use these rules to add **-ing** to the following words:

- | | | |
|------------|-----------|-----------|
| 1. shave | 16. hope | 31. save |
| 2. comb | 17. jump | 32. tap |
| 3. make | 18. joke | 33. carry |
| 4. feed | 19. marry | 34. buy |
| 5. do | 20. put | 35. sew |
| 6. empty | 21. say | 36. eat |
| 7. jog | 22. talk | 37. write |
| 8. take | 23. stop | 38. dream |
| 9. vacuum | 24. type | 39. cut |
| 10. go | 25. use | 40. roar |
| 11. sleep | 26. worry | 41. snap |
| 12. wax | 27. look | 42. dig |
| 13. change | 28. bat | 43. bury |
| 14. fry | 29. dance | 44. see |
| 15. get | 30. hurry | 45. skate |

B Now write a sentence in your notebook for each of the **-ing** words you made. If you wish, you may use more than one **-ing** word in a single sentence. For example:

While Dad was _____ ing, Lee was _____ ing on the telephone, and I was upstairs _____ ing.

SKILL OBJECTIVES: Constructing gerunds; applying rules for spelling changes. Review the rules for spelling changes with the class. Do several examples together, then assign the page for independent written work. After Part B has been completed, ask each student to read his/her favorite sentence aloud to the class.