

ФЕДЕРАЛЬНОЕ АГЕНТСТВО ПО ОБРАЗОВАНИЮ

**Государственное образовательное учреждение
высшего профессионального образования**

**НИЖЕГОРОДСКИЙ ГОСУДАРСТВЕННЫЙ ЛИНГВИСТИЧЕСКИЙ
УНИВЕРСИТЕТ ИМ. Н. А. ДОБРОЛЮБОВА**

SPELLING IMPROVEMENT COURSE

Коррекция орфографических навыков

**Учебно-методические материалы
для студентов II курса ФАЯ
Издание второе переработанное и дополненное**

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Настоящие учебные материалы предназначены для самостоятельной и аудиторной работы студентов II курса факультета английского языка по совершенствованию орфографических навыков, приобретенных на первом курсе.

Материалы подразделены на несколько разделов, включающих правила, систему упражнений, направленных на формирование стабильных орфографических навыков.

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PART I

ENGLISH SPELLING

Graphical Representation of some Consonant Phonemes

[f], [k], [tʃ], [ʒ]

The phoneme [f] – (f, ff, ph, gh)

Rule I. The consonant phoneme [f] is represented by the letter “f” in the initial (a), medial (b), and final (c) position (sometimes followed by the silent “e”). In the final position it is preceded by a long vowel or a diphthong:

(a) flag	(b) perfect	(c) half
feeling	awful	scarf
force	selfish	thief
future	trifle	knife

Rule II. The constant phoneme [f] is represented by the double “ff”

1) in the medial position either to indicate the short sound value of the preceding single vowel letter (a) or when the first “f” belongs to the prefix and the second one to the root (b):

(a) traffic	(b) offend
coffee	effect
office	sufficient

Exceptions:

Café chauffeur

2) in the final position of one-syllable words to indicate the short sound value of the preceding single vowel letter (a) and in some two-syllable words (b):

(a) stiff	(b) tariff
stuff	plaintiff

Exception:

if

Rule III. The consonant phoneme [f] is represented by the diagraph “ph” in the initial, medial, and final position in the words of Greek origin. In the corresponding Russian words we hear [ф]. Compare: E. phase – R. фаза; E. sphere – R. сфера.

photo

alphabet

paragraph

philosophy

symphony

choreography

Rule IV. The consonant phoneme [f] is represented by the diagraph “gh” in the final position of the words “enough”, “rough”, “laugh”, “cough”, “trough”, and in the middle of the words “draught” and “laughter”. They ought to be memorized.

EXERCISES

1. Spell the following words:

*[sniff]**[self]**[saif]**[kʰɪf]**[kʰɪf]**[souʃq]**[feɪl]**[ɪvʰɪf]**[ɪʃ]**[ɪʃ]**[fɪzɪks]**[ʃɪf]**[kɪf]**[pʰɒmfɪt]**[stɪf]**[stɪf]**[sfɪq]**[dɪʃtʰɪŋ]**[rɪf]**[ɪ'nɪf]*

2. Insert the missing letters for [f]:

a) aw_ully sel_ish

an A_rikan ele_ant

satis_actory _otogra_s

their_alse_iloso_y

sti_ atmos_ere

_requent mis_ortunes

a piece of _at bee_

chi_ rivers of _rance

his lau_ing _ace

a rou_ dra_t of my speech

- b) 1. The pro_essor was satis_ied with his speech at the con_erence. 2. The de_ects in the plan a_ected the whole a_air having made it less e_ective. 3. The scar_ and the mu- were made of the same stu_. 4. Read the _i_th paragra_ of his monogra_. 5. His _irst sym_ony was his trium_. 6. You may drink a cup of _ine co_ee at the bu_et. Your belie_ in his being a thi_ is not a proo_. 7. Every _ather _eels a_ection _for his child. 8. _onology and _onestics are di_erent aspects o_ Linguistics.

3. Write in English:

триумф, духи, глухой, манжет, филателия, оскорблять, грубый, смеяться.

4. Write out of the text you are working at all the words with the [ʃ]. Practice spelling them.

The phoneme [k] – (c, k, ck, ch, qu(e))

Rule I. The consonant phoneme [k] is represented by the letter “k” in the initial (a) and medial (b) position before the vowels represented by the letters “e”, “y”, and in the final position when the preceding letter (or letters) represents a long vowel, a diphthong or a consonant (c).

(a) kill	(b) blanket	(c) greek	thank
kind	napkin	cloak	mask
kite	handkerchief	joke	walk

Rule II. The consonant phoneme [k] is represented by the letter “c”

- 1) in the initial (a) and medial (b) position, if the following sound is a consonant or vowel which is represented by the letters “a”, “o”, “u”:

(a) cat	(b) apricot
cake	across
coast	doctor

- 2) in the final position, in the endings -ic and -ac:

topic maniac lilac electric

Note: In the following words “k” not “c” is written before “a”, “o”, “u” and consonant letters: skate, skull, kangaroo, Kremlin, Kate, Kansas, Klondike, Korea and some other proper names.

Rule III. The consonant phoneme [k] is represented by the diagraph “ck” in the final and medial position (a) to indicate the short sound value of the preceding single vowel letter; as a rule, in the medial position of a word “ck” occurs in derivatives, compound and inflexional forms (b):

(a) duck	(b) jacket
thick	locker
pack	locksmith

Note: Though in the words like “book” [k] is preceded by the short vowel [u] write the letter ‘k’ but not “ck” because the [u] is represented by two letters. Also pay attention to the spelling of the words: acknowledge, Stockholm, hammock and other words ending in -ock.

Rule IV. The consonant phoneme [k] is represented by the diagraph ‘ch’ in some words of Greek origin which are mostly international words. In the corresponding Russian words we usually hear the sound [x]. Compare: E. echo – R. эхо; E. epoch – R. эпоха.

chemistry	school	scheme
character	ache	mechanic

Rule V. The consonant phoneme [k] is represented by the diagraph “qu” (e) in some words of foreign origin, mainly in borrowings from French.

quay queue liqueur antique

Note: 1) Such combinations with [k] as [kw] and [ks] are often misspelt and thus require special study.

- 2) The sound combination $[kw]$ is represented by ‘qu’, as a rule.
 3) The sound combination $[ks]$ is represented by ‘x’.
 4) $[ks]$ is represented by ‘x’ as the end of a word should be distinguished from $[ks]$ as the result of adding the inflexion –s to the words ending in $[k]$ (-k, -ke, -c, -ck, -ch, -que).

box		forks	epochs	cakes	eliques
fox	<i>but</i>	books	clocks	relics	cheques

EXERCISES

1. Spell the following words:

$[ki]$	$[kɔp]$	$[kis]$	$[krɪk]$	$[rɪnk]$
$[kaind]$	$[kɔk]$	$[pɪk]$	$[smɔk]$	$[fɪk]$
$[kɪp]$	$[drɪnk]$	$[skɪt]$	$[tɔk]$	$[stɪk]$
$[kɪn]$	$[sɪk]$	$[kɔrktɔ]$	$[dɪk]$	$[kɪd]$

2. Insert the missing letters for $[k]$:

- (a) li_e chee_ li_ re_ clo_ atta_ so_ cloa_
 loo_ soa_ lo_ ree_ che_ ta_e si_ see_

- (b) Ban_, _rawl, emban_ment, bis_uit, una_ceptable, stoma_, s_ate,
 logi_al, _indergarten, s_are.

- (c) 1. Stars are twin_ling in the s_y. 2. The _oo_'s face and even her ne_
 were fre_led. 3. In a_ordance with the _ustom they first _ongratulated
 their un_le. 4. Mar_ always gets e_ellent mar_ as he never ma_es
 spelling mista_es. 5. _lo_s in railway stations must be a_urate. 6. I was
 like the man who in so frightened of stoma_a_e. 7. You have asked her
 a very aw_ard _estion. 8. It was near _ristmas by the time all was

settled.

3. Write in English:

Химик, технический, желудок, архитектор, психология, спина, паять, погружаться, варить, Корея.

4. Extend the columns of words:

blackmail	politics	kansas	accept
nickname	physics	kuril isles	accuse

5. Find and correct the misspelled words:

clondike	ankle	coktail	copeck	exept
awquard	bicycle	politics	tickle	chord
stocking	uncle	quote	akcept	crock

6. Choose the word containing the phoneme [kʰ] that fits each definition:

1. A ticket or a piece of a paper showing that a person has a right to do something.
2. A combination of three notes which sound together.
3. A written order to a bank to pay money.
4. A metal instrument for moving the belt of a lock.
5. Careless.
6. A wild animal
7. A ground on which golf is played.
8. The bony framework of the head.

key, skull, quay, lax, lynx, cheque, scull, check, cord, links, chord, lacks

7. Write out of the text you are working at all the words with the phoneme [kʰ]. Practice spelling them.

The phoneme [kʰ] - (ch, tch)

Rule I. The consonant $[\text{tʃ}]$ is represented by the diagraph “ch” in the initial (a), medial (b), and final (c) position, when final ‘ch’ is preceded by a letter or letters representing long vowels, diphthongs or consonants:

(a) chain	(b) achieve	(c) search	bench
chat	kerchief	coach	filch
chicken	bachelor	approach	launch

Rule II. The consonant phoneme $[\text{tʃ}]$ is represented by the letter combination “tch” in the final and medial position (a) to indicate the short sound value of the preceding single vowel letter, in the medial position “tch” occurs as a rule in derivatives, compounds and inflexional forms (b):

(a) patch	kitchen	(b) pitcher
pitch	hatchet	catching
fetch	satchel	watchman

Exceptions: much, such, which, attach, rich

Rule III. The consonant phoneme $[\text{tʃ}]$ is represented by the letter “t” in the medial position before the ending $[\text{q}]$ -ure:

nature	lecture	signature	gesture	furniture
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Note: In the words century, fortune, question the phoneme $[\text{tʃ}]$ is also represented by the letter “t”.

EXERCISES

1. Spell the following words:

$[\text{pʊntʃ}]$	$[\text{kʃin}]$	$[\text{kʃpʃq}]$	$[\text{reʃid}]$	$[\text{ʃ}]$
$[\text{riʃ}]$	$[\text{inʃ}]$	$[\text{sʃqʃ}]$	$[\text{ʃink}]$	$[\text{fʃʃ}]$
$[\text{sʃʃ}]$	$[\text{kʃʃ}]$	$[\text{wiʃ}]$	$[\text{ʃin}]$	$[\text{mʃʃ}]$

[iː]

[bʌn]

[rɪ]

[ʧak]

[krʌ]

2. Insert the missing letters: (tch, ch, t)

- (a) _ase _ill a_ievement wa_ful atta_ment
 _ose _oose ha_et tea_er mis_ief
 alk wi cen_ury ca_ing ri_ness

- (b) mu__eese

a wide _oice of _ocolate

a _eap wa_

some fea_ures of fu_ure

an approa_ing coa_

a lec_ure on ancient architec_ure

a _arming sculp_ure

na_ural approa_

- (c) 1. We ca_ fish in the di_es. 2. Ri_ard is a good crea_ure. 3. Is this _imney from the ki_en? 4. The Fren_ soldiers sear_ed the bea_.

3. Couple the matching words. Transcribe the root vowel and read the coupled words:

Model:

[i:] [ɪ]

Rich – reach

Peach, inch, pinch, bench, pitch, each, punch, bunch, such, latch, match, Scotch, lurch, search, scorch, march.

4. Find and correct the misspelt words:

launch much attatch strecher achieve
 porch ostrich reproach lynch sloutch

touch pinch fortune witch mixture

5. Write out of the text you are working at all the words with the phoneme [ʒ]. Practice spelling them.

The phoneme [ʒ] – (g, dg(e), j)

Rule I. The consonant phoneme [ʒ] is represented by the letter “g” in the initial and medial position before the vowels represented by the letters “e”, “i”, “y” (a); in the final position, when followed by the silent “e” and preceded by a long vowel, diphthong or a consonant (b); in the endings –age, -ege (c):

(a)	gem	vegetable	(b)	huge	(c)	manage
	gyp	egypt		siege		college
	gin	margin		change		foliage

Rule II. The consonant phoneme [ʒ] is represented by the letter combination “dg”(e) in the final position if the preceding letter represents a short accented vowel (a); in the middle of a word in derivatives and compounds (b); and in some words ending –er, -et (c):

(a)	judge	(b)	judgement	(c)	badger
	edge		edgeway		fidget
	lodge		lodgement		budget

Notice: porridge, knowledge, cartridge in which ‘dg’(e) follows a letter representing an unaccented vowel sound.

Rule III. The consonant phoneme [ʒ] is represented by the letter “j” in the initial (a) and medial position (b) before vowels represented by any letter but “y”.

(a)	jack	joke	(b)	prejudice
	jelly	just		majority
	jangle	jest		pyjams

EXERCISES

1. Spell the following words:

[streɪn^ʤ] [keɪ^ʤ] [leɪ^ʤ] [ʤʰeɪ^ʤ] [deɪ^ʤ] [baɪ^ʤ]
 [peɪ^ʤ] [frɪn^ʤ] [tʃɪʃ^ʤ] [steɪ^ʤ] [pʌn^ʤ] [reɪn^ʤ]

2. Insert the missing letters:

- (a) re_ect _ealous cler_yman
 re_ister lo_ing porri_e
 ma_ority in_ection pi_eon
 in_ustice _ymnasium py_amas
 _em _inger _enius

- (b) 1. It is stran_e the _u_e has cha_ed his decision. 2. Then some _ypsies appeared on the sta_e. 3. On the table you can see a bottle of _uice, some tan_erines and a _ar of _am. 4. They have _ust crossed a lar_e bri_e and _oined soldiers.

3. Find and correct the misspelt words:

porridge, ajust, soldier, suggest, adjoin, exaggerate, sandwidge, cartridge, knowledge, adjective

4. Choose the word containing the phoneme [ʤ] that fits each definition:

1. Noble-minded, ready to give freely. 2. A man of very great height and size. 3. Food substance. 4. A quick lively dance. 5. A light ringing sound. 6. Something said or done to cause amusement. 7. A precious stone. 8. Put in danger. 9. Alcoholic drink. 10. To make fun of. 11. True. 12. A sudden pull or twist. 13. A movement of the hand to indicate an idea or feeling. 14. An African animal. 15. A clear tasteless substance dissolved in water to make some dishes.

Jelatine, gem, jib, jeopardize, giraffe, giant, jewel, jist, geminate, jelly, general, gibe, generous, Geneva, jealousy, gigantic, jerk, gemal, jilt, gill, jersey, genious, genteel, jest, gin, jig, gentle, jester, gesture, jet, ginger, genuine, gipsy, joke, jingle.

5. Write out of the text you are working at all the words with the phoneme

[ʤ]. Practice spelling them.

The Reduplication of Consonants

Rule I. In monosyllabic words ending in [f], [s], [ʃ], [z] the final consonant is doubled when preceded by a vowel sound represented by a single letter

stiff	stuff	kiss	bliss	bell	fill	buzz	fuzz
cuff	pass	miss	staff	smell	ball	jazz	Boz

Exceptions:

as	has	is	us	was
bus	his	nil	this	yes
gas	if	plus	thus	quiz

Rule II. In polysyllabic words the final consonant is doubled before a suffix beginning with a vowel (-able, -ing, -er, -est, etc.) if (a) the last syllable of the word is stressed, and (b) the final consonant is preceded by a short vowel represented by a single letter:

red – redder, redden, reddish

begin – beginning

thin – thinned, thinner

But: to repeat – repeated, repeating

to develop – developed, developing

Exceptions:

handicap (handicapped), kidnap (kidnapped), outfit (outfitted), worship (worshipped)

Rule III. The final letter “r” is doubled if it is preceded by a letter representing a stressed vowel, no matter if it is long or short (but not a diphthong):

to prefer – preferred, preferring

to occur – occurred, occurring

to stir – stirred – stirring

But: to wonder – wondered, wondering

to differ – differed, differing

to offer – offered, offering

to appear – appeared, appearing

to sneer – sneered, sneering

to interfere – interfered, interfering

Rule IV. The final letter ‘l’ is doubled if it is preceded by a short vowel (stressed or unstressed). It is not doubled if preceded by a long vowel or a diphthong:

[ɪ]

to travel – travelled, travelling

[ʌ]

to shovel – shovelled, shovelling

But:

[ɪ]

to reveal – revealed, revealing

[ɪ]

to peel – peeled, peeling

[eɪ]

to sail – sailed, sailing

Rule V. The final single consonant is not doubled if:

a) it is preceded by an unstressed vowel:

to open – opened, opening

to limit – limited, limiting

b) preceded by a vowel sound represented by two letters:

to look – looked, looking

to turn – turned, turning

c) the suffix begins with a consonant:

hot – hotly (**but:** hottest)

forget – forgetful (**but:** unforgettable)

formal – formally (**but:** formality)

EXERCISES

1. Spell the following words: *Consult Rule I*

<i>[smel]</i>	<i>[his]</i>	<i>[spel]</i>	<i>[bel]</i>	<i>[DAs]</i>
<i>[stif]</i>	<i>[swel]</i>	<i>[pres]</i>	<i>[mil]</i>	<i>[tDes]</i>
<i>[fAs]</i>	<i>[stres]</i>	<i>[gAs]</i>	<i>[fOs]</i>	<i>[fOs]</i>
<i>[pAf]</i>	<i>[dril]</i>	<i>[til]</i>	<i>[fel]</i>	<i>[blis]</i>

2. Insert the missing letters:

<i>[f]</i> sti_	stu_	[l] sti_	foo_	<i>[s], [z]</i> conger_	wa_
pu_	cu_	pi_	mea_	pa_	qui_
roo_	ser_	too_	snar_	embarra_	plu_
loa_	bee_	dea_	bu_	compa_	ye_
thie_	cli_	spi_	sea_	thi_	ga_

3. Form the comparative and superlative degrees of the following adjectives:

big	mean	clear	meeK	sweet
red	clever	broad	dim	thin
hot	weak	cool	flat	deep
green	sad	fat	slim	wet

4. Form the Past Indefinite and the Present participle of the following verbs. Underline double letters:

to feel	to win	to meet	to limit	to rebel
to put	to stop	to stir	to appear	to fill
to omit	to box	to equip	to add	to cool
to enter	to kidnap	to outfit	to quarrel	to exhibit

5. Insert the missing letters for the sounds given in brackets:

a)	ma(s)	wi(n)er	admi(t)ed	i(f)	bu(z)
	i(l)ne(s)	trave(l)er	quarre(l) some	droo(p)ed	regre(t)ful
	hoste(s)	worshi(p)er	wi(l)	contro(l)ed	re(d)en

b) 1. A(n) wi(l) mi(s) the b(u)s unle(s) she hu(r)ies. 2. They sto(p)ed cha(t)e(r)ing and go (s)i(p)ing only when darken(s) fell. 3. In a(d)ition to

kni(t)ing and iro(n)ing mother had to replace some mi(s)ing bu(t)ons. 4. The a(s)i(s)tant se(t)led the ma(t)er fina(l)y. 5. The book is fu(l) of re(f)e(r)ences to places I know we(l). 6. So I told her the whole story, omi(t)ing nothing. 7. Le(t) us have a gla(s) of co(f)ee at that li(t)le co(f)ee sta(l). 8. A pa(s)ing bu(s) sto(p)ed, pi(k)ed some pa(s)engers, an went o(f).

6. Find and correct the misspelt words:

accompany	across	quietted	merrit	fitted
offering	address	woolen	afford	merry
untill	suggar	beggar	nill	appealled

7. In each pair of sentences below the same idea can be expressed in two ways. Fill in the brackets with the appropriate word from the list. Open the brackets in the listed words and make the necessary changes:

appea(r)ed, cance(l)ed, wra(p)ed, occu(r)ed, trave(l)ed, wra(p)ed, diffe(r)ed, expe(l)ed.

1. They could not agree on the point. Their opinions on that point
2. A hideous face suddenly showed itself in the window. A hideous face suddenly
3. This event took place in 1964. This event ... in 1964.
4. He has visited many countries. He has ... a great deal.
5. The boy was turned out of school. The boy was ... from school.
6. It has been decided that the concert will not take place. The concert has been
7. The first snowfall indicated that autumn had come to an end. The first snowfall ... the end of autumn.
8. Mary put pretty paper round the gift and made it look attractive. Mary ... the gift attractively.

The Final Letter “y”

Rule I. The final letter “y”, preceded by a consonant letter, changes into “i” before all endings *except -ing*.

to dry – dries

to cry – cries

forty – fortieth

pity – pitiful

merry – merriment

But: carrying, crying, tidying, drying, replying

Exceptions:

1. Words ending in – “y” preceded by a consonant drop the – “y” before suffixes beginning with – “i”: -ical, -ic, -ism, -ist, -ize to avoid a double “i”:

economy – economic, economical

history – historic, historical

geology – geological, geologist

apology – apologize

2. The final letter “y” preceded by a consonant is retained:

- a) in some words before the suffixes *-hood, -ish, -ist, -like, -ship, -thing*:

babyhood

ladyship

babyish

copyist

ladylike

anything

- b) in personal names:

Mary – Marys

Kelly – the Kellys

Gatsby – the Gatsbys

- c) in compounds:

countryside

ladyship

d) in some monosyllable words before the suffixes: -er, -est, -ly, -ness:

shy – shyer, shyest, shyly, shyness

sly – slyer, slyest, slyly, slyness

dry – drier, driest, dryly, dryness

Note: Both forms are possible in *dryer – drier, flyer – flier*

3. The final letter “y” following “t” changes to “e” before –ous:

piteous

plenteous

beauteous

duteous

Rule II. The final letter “y” preceded by a vowel letter is retained before all suffixes:

to play – plays, played, playing, playful

to enjoy – enjoys, enjoyed, enjoying, enjoyment

day – days

Exception:

gay – gaily, gaiety

day - daily

Note that lay, mislay, pay, repay, slay are irregular verbs and their Past Indefinite and Participle II forms are spelled *laid, mislaid, paid, repaid, said, slain*.

EXERCISES

1. Insert the missing letters “y” or “i”:

bu_s	anno_ing	prett_est	stor_es	pla_mate
cop_es	militar_st	var_able	bu_er	betra_al
pa_s	fort_eth	enjo_able	carr_er	ma_be
pa_d	laz_est	merc_ful	essa_ist	m_self
la_s	psycholog_cal	da_ly	lovel_ness	cop_book
la_d	sh_est	dr_ly	bab_hood	ga_est
worr_ing	worr_some	necessar_ly		

2. Write the third person singular of the Present Indefinite and the Past Indefinite form for the following verbs:

dry	stay	comply	fry	beautify
play	try	betray	enjoy	supply
cry	delay	destroy	repay	lay

3. Write the forms of the comparative and superlative degrees for the following adjectives:

silly	witty	dry	grey	dirty
lazy	heavy	easy	tidy	merry
shy	gay	busy	shabby	angry

4. Write the derivatives for the following words adding the suffixes:

<i>-er</i>	<i>-ist</i>	<i>-al</i>	<i>-ness</i>
buy	essay	try	shy
carry	economy	betray	coy
employ	philology	industry	ready
<i>-ance</i>	<i>-ment</i>	<i>-ful</i>	<i>-ous</i>
annoy	merry	joy	vary
apply	enjoy	duty	fury
rely	accompany	play	glory
<i>-able</i>	<i>-eth</i>	<i>-ic, -ical</i>	<i>-ly</i>
envy	fifty	irony	dry
enjoy	eighty	ideology	gay
modify	seventy	history	merry

5. Use a suitable derivative of the word given in brackets:

1. The bride's parents did not approve of the (marry).
2. He likes to read (history) novels.
3. We've got a lot of electrical and other (apply) at home, but my husband buys more and more.

do – doe [*dou*]moral – morale [*mɔ'ri:əl*]

7. It may be a part of a diagraph or triagraph:

care

fire

cure

Rule I. The final mute letter “e” is usually dropped before a suffix beginning with a vowel letter:

fame - famous

amuse – amusing

love - lovable

guide - guidance

Note: 1. “e” is retained to show pronunciation in words ending in –ce, –ge. “e” is needed to preserve the sound of the soft “c”, “g”; but if the suffix begins with “i” the mute letter “e” is dropped:

change – changing – changeable

notice – noticing - noticeable

2. “e” is also kept after “o”:

toe – toeing

canoe – canoeing

shoe - shoeing

tiptoe - tiptoeing

3. Verbs ending in “-ie” change the “ie” into “y” before “ing” to avoid a double “i”:

die - dying

tie - tying

lie - lying

4. Double „e“ is retained before all suffixes except those beginning with “e” (-ed, -er, -est)

see - seeing

agree - agreeable

5. Rule I is not strictly observed in the case of monosyllabic words when they are likely to be misread:

likeable

saleable

likable

or

salable

Rule II. The final mute letter “e” is retained before a suffix beginning with a consonant (to keep the pronunciation):

safe - safety whole - wholesome care - careful

due – duly whole – wholly

Exceptions: true – truly nine – ninth

argue - argument

EXERCISES

1. Write the “ing-form” of the following verbs:

leave	face	tiptoe	give	place	see
use	save	wake	shake	promise	agree
lie	raise	unite	clothe	come	strike
ride	rise	take	bite	have	place
canoe	tie	make	love	prepare	die

2. Write the initial form of the following words and give all necessary explanations:

Abridging, amusement, arrival, bluish, changeable, continuous, creation, died, duly, dyeing, dying, freest, icy, nervous, tied, tiptoed, truly, wholly, valuable.

3. Write the derivatives for the following words adding the suffixes:

<i>-able</i>	<i>-ous</i>	<i>-ful</i>	<i>-er</i>
change	fame	hope	trade
notice	nerve	hate	dance
advise	courage	use	strike
trace	continue	taste	love
agree	fury	peace	skate
move	glory	care	believe
value	envy	grace	lecture
<i>-ment</i>	<i>-ly</i>	<i>-less</i>	<i>-ance</i>
announce	true	hope	guide
acquire	whole	use	grieve
improve	idle	care	ignore
excite	rare	noise	endure
commence	private	tire	resemble
agree	live	age	continue

achieve

large

sense

4. Write all forms and derivatives for the following words:

active care courage close hope move strange
 agree change create die lie notice value

5. Insert the letter „e“ where necessary:

a gentl_ breez_
 a hop_less cas_
 a grac_ful danc_er
 a continu_ous drizzl_
 a compl_t – ignor_ance
 an entir_ly wrong argu_ment
 the scen_ of a fam_ous battle
 ly_ing without mov_ment
 a tru_ly grat_ful and respons_iv_ audienc_

6. Add the suffixes given in brackets to the underlined words:

1. I may as well mention here that she made an advantage (-ous) match with a wealthy, worn-out man of fashion. 2. It wasn't from that dinner he remembered her, it was from notice (-ing) her in the street. 3. Glanc (-ing) at his companion, he wondered if she remembered it. 4. He knows the boy is very courage (-ous) but he is also young. 5. But most people are afraid of face (-ing) this part of their nature. 6. The mechanic who is extremely knowledge (-able) about any kind of machinery, knew exactly how to get the gate open. 7. One day he was called to the manager's room, due (-ly) reprimanded. 8. She learned many different steps, and even learned the art of tiptoe (-ing).

7. Find and correct the misspelt words:

Lying, eyeing, judgeing, agreed, useful, duly, wholely, argument, changing, careful.

8. Write in English the following words:

Ценный, надежный, предпочтительный, восхитительный, изменчивый, заметный, несогласный, управляемый.

Affixation (Prefixation and Suffixation)

I. Prefixation

A prefix is a word-building morpheme preceding the stem. It modifies the lexical meaning of the stem:

polite – impolite fill - refill

Some prefixes may form a different part of speech from the original word. When added to a verb-stem, they change an intransitive verb into a transitive verb:

wit, n. - outwit, v. ; little, adj. - belittle, v.

Thus, a prefix always has lexical and sometimes grammatical meaning.

Negative prefixes

The group of negative prefixes is numerous. They give the derived word negative, reverse or opposite meaning.

The prefix “in-“ (its variants -il, -im, ir) is usually added to adjectives (in accordance with the rules of assimilation) giving negative or opposite meaning. (The Russian prefix - “He-“).

convenience - inconvenience

logical - illogical

moral - immoral

rational - irrational

The prefix “de-“ gives the affixed word the following meanings: deprive of, rid of, rid of the character of; reverse, undo (what is denoted by the verb):

code - decode fame - defame

throne - dethrone form - deform

The prefix “dis-“ gives the affixed word an opposite or negative meaning, the meaning of “the reverse of”:

advantage - disadvantage arm - disarm

content - discontent agree - disagree

EXERCISES

1. Form adjectives of negative meaning by adding the prefix “in-“ (or its variants), “dis-“, “de-“:

direct, patient, complete, courage, moral, embody, legal, modest, correct, possible, responsible, resolute, figure, lodge, probable, liberal, forest, own, ability, partial, respective, material, mobilize

2. Write in English the following adjectives of negative meaning:

неопытный	независимый	невнимательный
нескромный	невежливый	обезоруженный
нелогичный	некорректный	децентрализованный
неприличный	неспособный	разъединенный
несовершенный	нелегальный	аморальный

II. Suffixation

A suffix is a a) word-building or b) word-forming morpheme following the stem.

- a) to form (v) – formation (n), formalist (n), formalism (n), former (n), formal (adj.), formative (adj.), formless (adj.), formally (adj.)

- b) formers, n.pl.
forms, v.3-rd person sing.
forms, n. pl.

The suffix **-tion, -sion**

The suffix -tion (-sion) is a suffix which is used to derive nouns from verb stems. The process of derivation is accompanied by an interchange of consonant [t], [s]/[ʃ]; [d] – [ʒ]:

to educate – education	to intrude – intrusion
to express - expression	to explode - explosion

Sometimes vowel changes take place alongside with letter dropping in the process of suffixation:

-sion (often corresponds to the Russian –сия)

session – сессия mission – миссия

to scan – scansion

to expand – expansion

to commit – commission (+consonant change)

to cohere – cohesion (irregular)

to repel – repulsion (+vowel change)

-tion (often corresponds to the Russian –ция)

section - секция fiction - фикция

to act – action

to educate – education

to repeat – repetition (+vowel change)

to explain – explanation (+vowel change)

to prescribe – prescription (+consonant change)

EXERCISES

1. Underline consonant and vowel changes in the derived nouns:

-sion

express – expression

impress – impression

confess – confession

discuss – discussion

convert - conversion

conclude – conclusion

invade - invasion

commit – commission

divide – division

provide – provision

admit – admission

permit – permission

persuade – persuasion

televise – television

repel – repulsion

expand – expansion

-tion

complete – completion	combine – combination
invent – invention	limit - limitation
attract - attraction	consider – consideration
except – exception	imagine – imagination
intend - intention	continue - continuation
describe – description	prepare – preparation
oblige – obligation	vary – variation
satisfy – satisfaction	realize – realization
perfect – perfection	present – presentation
select – selection	publish – publication
construct – construction	explain – explanation
separate – separation	prescribe – prescription
produce - production	reduce - reduction

2. Write corresponding nouns from the following verbs by adding the suffixes –tion, -sion:

-tion

describe, construct, educate, imagine, prescribe, select, satisfy, exhibit, continue, complete, expect, add, except, attract, translate, separate, intend, generate, consider, prepare

-sion

decide, discuss, divide, conclude, express, confess, impress, commit, comprehend, admit, persuade, televise, possess, profess, provide.

3. Write the verbs from which the following nouns are derived:

confession	commission	exhibition	intention	prescription
decision	production	repetition	obligation	persuasion
imagination	admission	imitation	invasion	provision

The suffixes *-ance/-ancy, -ence/-ency*

The suffixes –ance/ancy or their variant forms –ence/ency are added either to verb or adjective stems:

to appear – appearance	vacant – vacancy
to depend - dependence	excellent - excellency

There is no uniform guiding principle to the use of -ancy, -ency but there are several generalizations which help distinguish between these suffixes in spelling.

1. If a verb ends in “r” preceded by a vowel letter and is accented on the syllable it forms its noun with –ence, if the accent is on the first syllable the noun ending is likely to be –ance.

Write alongside each noun listed below the verb from which it is derived. Mark the accent:

conference, severance, utterance, occurrence, difference, inference, sufferance, concurrence, preference, transference, reference.

2. Copy the words listed below into two groups: a) the words with the suffixes –ence, –ency; b) the words with the suffix –ance. Mark off the suffix with an upright line. What letters precede the suffix? How are they pronounced before –ance and –ence?

Model: diligence –g [ʒ] before –e

significance, innocence, emergence, elegance, extravagance, agency, arrogance, intelligence, applicance, urgency.

3. Copy the words given below. Write alongside each noun the verb from which it is derived. What is the usual suffix of nouns derived from the verbs ending in -ure and -ear? What about the verbs in -ere?

adherence, reverence, clearance, assurance, endurance, appearance, interference, securance, reassurance, disappearance.

4. The following -ance nouns have a related word with an “a” [ei]. Copy them and underline “a”.

exuberance - exuberate tolerance – tolerate

ignorance - ignoramus protuberance - protuberate

5. Copy the words listed below grouping them according to their suffix, -ance or -ence. Which suffix, -ance or -ence, is more common after “l”?

ambulance, excellence, jubilation, violence, resemblance, corpulence, pestilence, indelence.

6. Here is the list of -ance and -ence nouns with the letter “t” preceding the suffix. Almost all the nouns in -ten-se are based on the root. What root is it? What are the two words with the same root that form the nouns by adding -ance?

admittance, competence, reluctance, inheritance, persistence, existence, circumstance, resistance, insistence, transmittance, subsistence, assistance, acceptance, acquaintance, instance, distance

7. Copy the words listed below into two columns: 1) with -ance, 2) with -ence (ency). What suffix is more common if the letter “i” precedes it? Is the initial form a full word?

conscience, luxuriance, disobedience, experience, obedience, radiance, efficiency, brilliance, audience, sufficiency.

8. In the list below some more nouns with “i” before -ance are given. They are all derived from the verbs ending in “y”. Write alongside each noun the verb it is derived from. What happens to “y” in nouns? Does the word “annoyance” belong to the same group?

alliance, appliance, reliance, compliance, defiance, variance.

9. Copy the words below. Mark off the suffix with an upright line. What letter precedes the suffix? Are there any nouns in -ance in this group?

consequence, constituency, eloquence, influence, sequence, subsequence, continuance.

EXERCISES

1. Insert the missing letters “a” or “e”:

a) an impud_ nt rascal

turbul_ nt passions

compet_ nt knowledge

some new inhabit_ nts

a convales_ nt hospital

an appli_ nce for opening tins

a dilig_ nt student

an effici_ nt secretary

a confid_ nt smile

a clear utter_ nce

b) 1. There is a dist_ nt resembl_ nce between the cousins. 2. There is a want of confid_ nce in their government. 3. No admit_ nce except on business. 4. At the confer_ nce I met some old acquaint_ nces of mine. 5. I was ignor_ nt of one import_ nt circumst_ nce. 6. The perform_ nce will begin at eight and the audi_ nce will retire at ten. 7. The lady was dressed with eleg_ nce and her appea_ nce was all that could be desired. 8. I keep my refer_ nce books near my desk for conveni_ nce.

2. Find words related to the verbs given below and use them in sentences of your own:

resist, enter, reassure, annoy, signify, inherit, repent, abound, tolerate, forbear.

The suffixes **-able, -ible**

The suffixes –able/-ible are Latin in origin. They came through French and are active in Modern English. They are added mainly to verbs to form adjectives, and sometimes to nouns or even phrases. Among them there are many adjectives borrowed from Latin or French:

audible, edible

Guiding Principles

I. Use –able if:

1) the stem is a full word:

break/able notice/able fashion/able pass/able

2) the stem is a full word lacking the mute “e”:

ador/able – adore lik/able – like
 advis/able - advise endur/able - endure

3) the stem ends in “i” (the initial form usually has “y” at the end):

envi/able – envy piti/able – pity
 reli/able - rely classify/able - classify

4) the stem ends in /k/– c or /g/– g

practic/able amic/able applic/able navig/able

If the stem ends in /s/– c or /z/– g, the final mute letter “e” is retained

before -able:

notice/able – notice service/able – service
 peace/able - peace change/able - change

5) there is a corresponding noun in -ation:

separ/able – separation imagin/able – imagination
 admir/able - admiration irrit/able - irritation

II. Use -ible if:

1) the stem is not a full word:

aud/ible vis/ible horr/ible

Exceptions: connect/ible irresist/ible perfect/ible express/ible

flex/ible	impress/ible	access/ible	resist/ible
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2) *the stem ends in -ns [ns] or -miss [mɪs].*

sens/ible	admiss/ible	comprehens/ible
respons/ible	dismiss/ible	transmiss/ible

3) *the stem ends in c [s] or g [ʒ].*

forc/ible	produc/ible	illeg/ible
convinc/ible	reduc/ible	intang/ible

Note: If the root word ends in “e”, as in “force”, the “e” is dropped before -ible.

4) *the word has the corresponding form in -ion:*

permiss/ible – permission	collect/ible – collection
access/ible - accession	perfect/ible - perfection

EXERCISES

1. Copy the following words under two headings: -able, -ible. See which generalizations can be applied to them:

terrible, responsible, reliable, defensible, lovable, durable, eatable, describable, excusable, demonstrable, pitiable, incorrigible, approachable, honourable, profitable, illegible, disagreeable, permissible.

2. Derive adjectives by adding suffixes:

	<i>-able</i>		<i>-ible</i>
notice	prefer	convince	sense
value	notice	respond	terror
desire	change	express	vision
remove	agree	exhaust	resist
utter	like	divide	digest

3. Complete the following words using -able or -ible:

access-	express-	connect-	tax-
pass-	flex-	resist-	perfect-
impress-	comfort-	detest-	detect-

4. Fill in the blanks with –able or –ible:

1. She always found his smile irresist___. 2. The heat was quite unbear___. It would quite imposs__ to sleep with such a noise. 4. He laughed his most horr__ laugh. 5. His stories were remark___. It was the most sens__ remark that she had ever made. 7. The little girl looked very miser___. 8. His behaviour was hardly bear__.

5. Fill in the blanks with the words given below:

adorable, imaginatinal, indispensable, disagreeable, reliable, suitable, valuable, unmistakable,

1. In my opinion she was the most ... of all ladies. 2. They have warned the doctor, guarded their tongues, done everything ... to prevent her from learning the truth. 3. He thought of the ... distance a man travels. 4. I hardly think that Mrs. Anderson is a very ... person. 5. This dictionary has achieved international recognition as an ... practical reference book to English as a foreign language. 6. The look she gave him was charged with an ... terror. 7. He was looked upon by his superiors as a ... officer. 8. His wrist-watch was a ... thing made by a famous clock-maker.

6. Write in English. Mind the suffixes –able, –ible and the negative prefix in- (im-, il- accordingly):

Безответственный, невыносимый, непостижимый, невыразимый, незаметный, неизлечимый, неизмеримый, неразрешимый, неопиcуемый, невероятный, неспособный.

The suffix -ous (-ious, -eous, -uous)

The suffix -ous (-ious, -eous, -uous) is added to nouns to form adjectives.

It may be added:

a) directly to the noun:

humour - humorous

b) dropping the final -e or -y of the noun:

fame – famous
chivalry – chivalrous

c) adding **-i** or **-e** before the suffix:

space – specious
right – righteous

d) changing **-y** to **-i**:

glory – glorious
mystery – mysterious

The choice of -ous, -ious, -eous, -uous depends on their pronunciation to a certain extent.

Thus, if you hear:

- 1) [*juqs*] or [*uqs*], write -uous;
- 2) [*qs*], after any consonant but [*s*], write -ous;
- 3) [*qs*], after [*s*], -ious is most probable, but -eous is also possible;
- 4) [*jqs*] or [*iqs*], write either -ious or -eous

Some of the adjectives should be memorized.

Study List to Memorize

various	jealous	ingenious	prosperous	obvious
curious	tremendous	illustrious	conscious	unanimous
previous	ominous	hideous		

EXERCISES

1. Copy the words listed below into four columns under the headlines: 1) -ous; 2) -eous; 3) -ious; 4) -uous. Above each heading give its transcription.

Read the words aloud carefully:

Analogous, conspicuous, curious, mysterious, righteous, ambiguous, famous, grievous, ferocious, spontaneous, jealous, spirituous, wondrous, homogeneous, furious, piteous, miraculous, specious, desirious, presumptions, vigorous, pretentious, outrageous, herbaceous, copious, scrupulous, continuous, poisonous, spacious, simultaneous, ingenious, gorgeous, villainous.

2. Write the proper endings of the words listed below:

disastr[*qs*] marvell[*qs*] ridicul[*qs*] impet[*juqs*]

gener[qs] virt[juqs] mischiev[qs] contempt[juqs]
 fat[juqs] tremend[qs] monstr[qs] traitor[qs]

3. Insert e or i :

outrag_ous relig_ous advantag_ous gorg_ous judic_ous
 office_ous spec_ous malic_ous contag_ous delir_ous
 herbac_ous consc_ous courag_ous prec_ous vic_ous
 spac_ous pit_ous grac_ous melod_ous fastid_ous

4. Give adjectives related to the nouns listed below by adding the suffix -ous (-ious, -eous, -uous):

beauty, glory, desire, danger, pity, pomp, mystery, adventure, outrage, duty, member, fury, advantage, ruin, envy, murder, nerve, thunder, ceremony, humour, industry, study, harmony, joy, luxury.

5. Insert the proper vowel wherever necessary:

a) a herbac_ous border

their gorg_ous spac_ous house

this harmon_ous group of buildings

the glor_ous autumn weather

her parents' right_ous anger

his outrag_ous behaviour

ambig_ous words

her contempt_ous look

that funny ceremony_ous welcome

fastid_ous about her clothes

b) 1. Are you dub_ous of his scrupol_ous honesty? 2. We have been talking about this env_ous of Ann's tremend_ous success. 4. Scarlet fever is a contag_ous disease. 5. I am fur_ous with his obv_ous swindle. 6. Such habits are injur_ous remark. 8. He is conspic_ous for his courag_ous deeds.

GENERAL REVIEW

1. Complete the words listed below:

[f]		[k]		[g]		[ʃ]	
tou_	or_an	pin_	jer_	ju_	_ug	mar_	a_ieve
sheri_	_rase	anti_	sto_ing	_elly	marria_e	an_or	scor_
lau_	dea_	_orus	_ettle	sta_	mar_in	_est	_air
gol_	roo_	ki_	_aracter	_ipsy	_et	spee_	ba_elor
tra_ic	all_abet	s_eme	si_	sol_ier	hin_	pa_	i_

2. Give the four forms of the verb:

to lie	to agree	to lay	to die	to offer
to confer	to dry	to interfere	to catch	to peel
to marvel	to enjoy	to pay	to matter	to stay
to canoe	to limit	to dig	to fit	to argue

3. Add Prefixes to make the words opposite in meaning:

legal	movable	fortune	natural	respect
material	furious	manageable	excused	kind
necessary	advisable	appropriate	avoidable	possible
satisfied	just	elegant	different	reasonable

4. Add suitable suffixes, write the new words:

expand	response	trace	appear	manage
admit	pardon	marvel	sleepy	agree
vary	occupy	judge	mercy	enjoy
repeat	correspond	pay	voice	fame

5. Find and correct the misspelt words:

arguement	admitting	listenning	seing	assured
happiness	begar	specialy	suggar	porrige
believe	relyable	painful	altogether	strangly
noticable	rarely	shyness	angryly	payed

PART II

ENGLISH PUNCTUATION

Punctuation marks

, comma

- hyphen

.	full	:	colon
?	question	'	apostrophe
!	exclamation mark (point)	« »	quotation mark
;	semicolon		

EXERCISES

Match each punctuation mark with its use.

- | | | | | |
|---|---------------------|---|--|-----------|
| 1 | an apostrophe | a | to separate items in a list | or |
| 2 | a question mark | | to mark a pause in a sentence before you add | |
| 3 | a colon | | more information | |
| 4 | a full stop | b | to show a letter has been left out | or |
| 5 | an exclamation mark | | to show possession | |
| 6 | a hyphen | c | to introduce a list | or |
| | | | to separate numerals | |
| 7 | a comma | d | to show direct speech | |
| 8 | quotation marks | e | to join the parts of a compound word | |
| 9 | a semicolon | f | to end a sentence | |
| | | g | to show a question | |
| | | h | to separate long compound complex sentences | |
| | | i | to show surprise or emphasis | |

The following rules are more or less standing for the simple sentence.

Comma

A comma is used:

- 1) to separate items listed in series. Before the final 'and' a comma is optional.
E.g. He ran up the stairs, into the house and to his room. His eyes were grey, unsmiling, intent.
- 2) to set off words in apposition. E.g. 1. My father, Atticus Finch, practiced law in Maycomb. 2. This is a statement from George Watkins, one of the regular attendants.
- 3) to set off direct addresses, and 'Yes' and 'No'. E. g. "Are we going to have a snow baby, Jem?" "No, a real snow man."

- 4) to separate direct quotations. E. g. “Mr. Wells,” she said, “I think you might breathe more easily if you kept perfectly still.”
- 5) to separate parenthetical words, groups of words and clauses. E. g. 1. “Well, let’s see what we can do.” 2. “Aunt Deb, it appeared, was having a dinner party.” 3. “He is, however, under age.”
- 6) to separate elements in dates. E. g. We passed through Washington, Delaware, on August 24, 1966.
- 7) to set off long, heavily loaded parts of the sentence. E. g. During the most exciting movie ever to appear in our town, my brother fell asleep.

Colon

Use a colon to introduce a list, to separate numerals. E. g. 1. Your equipment should include the following: a pen, paper and a dictionary. 2. 9:17 p. m.

Apostrophe

An apostrophe is used:

- 1) to indicate omission in the spelling of words. E. g. o’clock = of the clock; class of ‘76= class of 1976; back in ‘30 = back in 1930;
- 2) to indicate the Possessive Case in nouns. E. g. Marx’s *Capital*.

Note:

If a singular noun ends in -s, there are two possible forms:

- a) Add an apostrophe and -s: Thomas’s book.
- b) And only an apostrophe: Thomas’ book

Add only an apostrophe to a plural noun that ends in -s: The girls’ books are on the table.

Add an apostrophe and -s to plural nouns that do not end in -s: The men’s books are on the table.

- 3) to form the plural of words, letters, numbers, or symbols. E.g. 1. She uses too many and’s. 2. N. wrote during the 1880’s. 3. his 3’s and 5’s look alike.

Quotation Marks

- 1) Use double quotation marks to indicate the exact words of a quoted passage, the titles of stories, poems and articles.
- 2) Use single quotation marks to enclose a quotation within a quotation. E. g. My mother complains, “I simply can’t understand a child who says, ‘I am not hungry’.”

Hyphen

The hyphen is a mark used to join the parts of a compound word. Various writers follow quite different practices in the use of compound words, that is why it might be useful to point out a few helpful general principles.

- 1) Hyphenate two or more words which function together as one adjective modifier of a noun they precede. E. g. a *well-known* theory, a *two-hour* interval, an *up-to-date* laboratory.
- 2) Hyphenate compound numbers from *twenty-one* to *ninety-nine* inclusive. E.g. *thirty-three* (*thirty-third*), *sixty-two* (*sixty-second*).
- 3) Use a hyphen to avoid confusion. E. g. *repay* (pay back) - *re-pay* (pay again).
- 4) Use a hyphen after certain Latin prefixes. E.g. *ex-manager*, *non-user*.
- 5) Hyphenate some geographical names. E. g. *Straford-on-Avon*.

Note: When a noun used as a modifier is combined with a number expression, the noun is singular:

- a) It was a two-hour test
- b) She has a three-old son.

Punctuation of Compound and Complex Sentences The Comma and Semicolon

- 1) The comma is generally used to separate compound clauses. E.g. The group of boys watched her for a few minutes, and then one of them, in a husky voice, shouted Charlie’s name very loudly.
- 2) A comma is not necessary before **and** and **or** if the clauses are closely related in meaning. E.g. It was almost two o’clock and the night was dark.

- 3) A comma must be used before **but, yet, for** even if the two parts are short. E.g. Officially he was her adviser, yet he found himself constantly striving to win her approval, or at least to avoid her disapproval.
- 4) Clauses introduced by the heavier conjunctions, such as **however, nevertheless, on the other hand**, etc. are usually separated from the first clause by a semicolon. E.g. We were disappointed to find him out; however, he came before we could decide whether to wait for him or not.

Note: Connectors like **however, therefore**, etc. are usually followed by a comma if they occur at the beginning of the sentence and preceded by a comma if they occur at the end of the sentence. If they come in the middle of the sentence, they are usually set off by commas. E.g. Halloween isn't a legal holiday; *however*, it is a favourite holiday of children. Halloween isn't a legal holiday; it is a favourite holiday of children, *however*. Halloween isn't a legal holiday; it is, *however*, a favourite holiday of children,

- 5) An introductory adverbial clause is usually followed by a comma, but an adverbial clause at the end of the sentence is usually not preceded by one. E.g. 1. When Wilton left for Europe, we all went to the airport to see him off. 2. He was very excited when he got on the plane.

The semicolon is also used to separate compound clauses, but it represents a longer pause than the comma. E.g. She reminded him of earlier years; Indiana had been a good place to live.

The semicolon also separates long compound-complex sentences. E.g. Jonathan Swift published Gulliver's Travels in a somewhat mysterious manner; he realized that the political satire in the story could provoke resentment against him.

Capitalization

A capital letter lends significance to the word of which it is a part.

Here are some basic rules of capitalization which Russian students of English usually tend to disregard:

- 1) Capitalize names, nicknames, and epithets of persons. E.g. John Smith, Babe Ruth, Stonewall Jackson, Peter the Great.
- 2) Capitalize titles or abbreviations used with proper names. E.g. Professor Fox, Dr. Hollingworth, Mr. Cowlshaw, Mrs. Simeon Clowes, Sergeant Jenkins, Miss Emily.
- 3) Capitalize titles of high-ranking officials when such titles designate particular persons without the use of the proper names of those persons. E.g. The President, the Secretary of State, the Prime Minister, the Foreign Minister.
- 4) Capitalize words indicating kinship if they are used with personal names or if they are used instead of personal names. Do not capitalize words of kinship that are modified by possessives. E.g. I met Uncle Will and Father at the station. (But: I met my uncle and my father at the station).
- 5) Capitalize the names of particular historical documents, special historical events, and definite historical periods. E.g. the Decree on Peace, the Great October Socialist Revolution, Constitution Day, World War II, the Middle Ages.
- 6) Capitalize the first word (except the initial article in the name of a newspaper or a magazine) and each important word in the title of a literary work, a nonliterary publication, or a musical composition. Ordinarily do not capitalize prepositions and conjunctions within a title unless they consist of four or more letters. E.g. the Daily World, The Moon and Sixpence, Three Men in a Boat, The Moonlight Sonata.

EXERCISES

- 1. These are main times when capital letters are used. Choose two examples for each group from the list below.**

- 1 With the first word and also the main words in the titles of books, films, plays and of art
- 2 With areas/regions (but not with *east, west*, etc., on their own)
- 3 With the names of streets and other parts of a town
- 4 With rivers/mountains and other geographical features
- 5 With the names of planets (but not with *the earth, sun or moon*)
- 6 With days, months, festivals and historical periods (but not with seasons)
- 7 With the names of professions when they are used as titles (but not when used generally).....

Christmas, the Middle East, South Australia, Jupiter, the Amazon, Doctor White, the Middle Ages, The Mona Lisa, Wall Street, Mars, the Pacific Ocean, The Merchant of Venice, Trafalgar Square, Professor Smith.

2. Place commas or quotation marks where they are required:

1. Well it's like this sir. 2. There are several taxi lines in Brighton as far as I know. 3. She had clear features wonderful skin smiling grey eyes dark glossy hair falling almost to her shoulders. 4. Thackeray the English novelist was born in Calcutta India in 1811. 5. Before you know it Veronica you'll be as tall as your mother. 6. Last night we heard Puccini's *La Bohem'e* an opera about suffering artists in Old Montmartre. 7. David Garrick acted in Hamlet Macbeth and Coriolanus. 8. His artistic views I am sure are worth listening to. 9. I collected Bill's clothes signed forms made arrangements. 10. You're a comfort Alan she said. 11. Mr. Fate the sheriff of Maycomb County began to give evidence. 12. Mr. Smith no doubt will receive you immediately she said.

3. Certain commas in the following sentences need to be replaced by semicolons or colons. Correct where necessary and state the reason for each correction:

1. Janet plays four instruments, the piano, the harp, the flute, and the violin.
2. The chairman presided at every meeting, however, he did not participate in the voting.
3. He had three duties when he worked in the library, answering the telephone, shelving books, and operating the microfilm machine.

4. Supply commas where they are needed for clarity in the following sentences:

1. The crowd shouted for the quarter-back had just scored a touch-down.
2. High above the jet plane streaked through the sky.
3. Just when she tried to swallow the dentist began drilling on her tooth.
4. The class continued to wait patiently for the professor had explained that he might be detained.

5. Add capital letters and punctuation marks where necessary in these short texts.

- 1 i havent told you where were going this summer have i well weve decided to go to nepal in july
- 2 ken read an article about it in a sunday newspaper you see and he was so enthusiastic that i said why dont we go
- 3 well be flying to kathmandu and then touring the east of the country
- 4 itll be a chance to see mount everest although we certainly wont be climbing it
- 5 by the way im going to a lecture at the library next friday professor sweeting will be talking about his recent trip to the himalayas would you like to come too

Supplement

Words Frequently Misspelt

The following list includes most of the words misspelt by college students. The words in this list are almost all common ones, for it is usually the common words that give the most difficulty in spelling.

Try to master the entire list at the rate of twenty words a day at least. When you come to a word of which you are uncertain, proceed through the following steps: 1) observe the word carefully, analyse its structure, syllabify it, paying special attention to any difficult parts; 2) pronounce the word distinctly as a whole, then more slowly by syllables. Consult the dictionary for the pronunciation, if necessary; 3) think of the meaning of the word and envision the word in a sentence. Consult the dictionary for the meaning if necessary; 4) write the word several times, pronouncing it distinctly by syllables as you do so; 5) check your knowledge of the word after a week and perhaps at later intervals.

absence	ambitious	auxiliary
accidentally	among	
accommodate	amount	basically
accompanying	analogous	because
accomplish	analogy	becoming
accumulate	analysis	before
accustomed	analyze	beginning
achievement	annual	belief
acknowledge	answer	believe
acquainted	antecedent	benefit
acquire	apparent	benefiting
across	appearance	boundary
actually	appreciate	brilliance
address	approach	Britain
adolescent	appropriate	Britannica
aesthetics	approximately	British
against	argument	Briton
aggression	article	buoyant
all right	ascend	bureau
allotted	assassination	business
already	assistant	busy
altogether	association	
always	attendance	calendar
amateur	audience	captain

career	conscience	democracy
careful	conscientious	describe
careless	conscious	description
carriage	considerably	desirable
carries	consistent	desire
carrying	continuous	despair
category	control	desperate
cemetery	controlled	destroy
certain	controversial	destruction .
challenge	convenience .	determined
changeable	convincingly	difference
characteristic	copyright	difficulty
characterize	corps	disappear
chauffeur	corpse	disappoint
chieftain	courageous	discipline
clarity	courtesy	disease
collegiate	cried	disillusion
colloquial	cries	dissatisfied
colonel	criticism	distinction
column	criticize	doctor
coming	cruelty	dominant
commit	curriculum	dormitory
committed	curtain	drunkenness
committee	curiosity	during
community		
comparable	dangerous	easily
comparison	daughter	ecstasy
competition	dealt	efficiency
competitor	deceased	efficient
completely	deceive	eighth
concede	decide	eligible
conceivable	decision	eliminate
conceive	deferred	embarrass
condemn	definite	embarrassment
conjunctions	definitely	emphasize
connoisseur	definition	enough

enter	friend	indispensable
entertain	friendliness	inevitable
entirely	fulfil	influence
environment	fundamental	influential
equip		ingenious
equipment	gaiety	initiative
equipped	gait	intelligence
equivalent	gauge	interesting
erroneous	generally	interfere
especially	ghost	interference
exaggerate	governor	interpretation
exceed	grammar	interrupt
excel	grammatical	invariable
excitement	guarantee	irrelevant
exercise	guard	irreverent
exhausted		itself
experience	handsome	
experiment	happening	laboratory
explanation	heroes	laid
extravagant	hesitancy	laurel
extremely	horror	legitimate
	huge	leisure
familiar	humour	length
family	hurriedly	library
fascinating	hypocrite	lieutenant
field	hysterical	likely
fiery		liquor
finally	illogical	literally
financial	imagination	literature
financier	immediately	livelihood
first	impossible	lively
forehead	inadequate	loneliness
foreign	incident	lonely
foremost	incidentally	losing
frantically	incredible	lovely
fraternity	independence	luxury

magazine	notorious	physicist
magnificent	obstacle	planning
maintenance	occasionally	playwright
manoeuvre	occur	pleasant
many	occurred	politician
marriage	occurrence	possession
material	occurring	possibility
meant	omission	prairie
mechanical	omitted	precede
medicine	operate	preceding
medieval	opinion	preference
merely	opponent	preferred
miniature	opportunity	prejudiced
minute	optimist	preparation
mischief	ordinarily	prevalent
misspelt	organization	previous
modifying	original	primitive
mountain		probable
	paid	procedure
naive	parallel	proceed
naturally	parliament	profession
necessarily	pastime	professor
necessity	peculiar	privilege
Negro	perceive	prominent
Negroes	perhaps	pronunciation
nevertheless	permanent	propaganda
nickel	permissible	prove
niece	permitting	psychology
night	perseverance	publicly
nineteenth	persistent	pursue
ninety	persuade	pursuit
ninth	persuasion	
noisily	philosophy	ready
noticeable	physical	realize
noticing	physician	really
		reference

referred	strenuous	tries
regretted	stretched	truly
rehearsal	substantial	Tuesday
renowned	subtle	Twelfth
repetition	succeed	
representative	successful	unanimous
ridiculous	summarize	unnecessary
roommate	superintendent	unit
	supersede	unusual
safety	suppose	usage
sarcasm	surrounding	usually
satire	suspense	
satirical	syllable	variety
scarcely	symbol	various
schedule	symbolize	victim
seize	sympathetic	vengeance
semester	synonymous	view
sentence		village
separate	technical	villain
separation	tendency	visible
sergeant	theory	volume
several	therefore	
shepherd	those	Wednesday
shining	thought	weird
significance	throughout	where
source	together	writing
specifically	tolerance	written
specimen	tragedy	
sponsor	transferred	yacht
strength	tried	yield

Word List For Special Study

Homonyms. Homonyms are words that are identical in pronunciation but different in meaning and, usually, in spelling. Make sure that you can distinguish between the homonyms and homonymous expression in the

following list. Learn the meaning along with the spelling. Comparing the derivatives given in the dictionary will help you to distinguish them.

aisle, isle	mantel, mantle, marshal, martial
altar, alter	medal, meddle
arc, ark	passed, past
	peace, piece
bare, bear	plain, plane
berth, birth	principal, principle
brake, break	
buy, by	rain, reign, rein
	right, rite, wright, write
canvas, canvass capital, capitol	ring, wring
cereal, serial	role, roll
cession, session chord, cord	
coarse, course	sight, site, cite, sole, soul
	stake, steak
die, dye	stationary, stationery
dying, dyeing	steal, steel, straight, strait
faze, phase	tail, tale
fiancé, fiancée,	their, there, they're
forth, fourth	threw, through, thrown, throne
foul, fowl	to, too, two, troop, troupe
hear, here	vain, vane, vein
heard, herd	waist, waste
hole, whole	
	weak, week
its, it's	who's, whose
lead, led, lessen, lesson	your, you're

Words Similar In Sound Or Form

The words in the following groups, despite similarities in sound or form, have important differences in pronunciation, spelling and meaning. Study these words carefully using the dictionary whenever necessary, until

you're certain that you will not confuse them. Using a few of the words at a time, practise visualizing, pronouncing, and writing them.

accept, except	human, humane
adapt, adept	later, latter
advice, advise	loath, loathe
affect, effect	loose, lose, loss
alley, ally	marital, martial
allusion, illusion	moral, morale
angle, angel	of, off
author, Arthur	personal, personnel
basis, bases	poor, pore, pour
bath, bathe	prophecy, prophesy
born, borne	quiet, quite, quit
breath, breathe	respectfully, respectively
casual, causal	sense, since
cancel, censure	speak, speech
choose, chose	statue, stature, statute
close, clothes,	suit, suite
cloths cloth, clothe	than, then
collar, colour	though, thorough, through
coma, comma	trail, trial
complement, compliment	vary, very
costume, custom	wander, wonder
council, counsel, consul	weather, whether
diary, dairy	woman, women
decent, descent, dissent	
desert, dessert	
device, devise	
dual, duel	
elicit, illicit	
emigrant, immigrant	
eminent, immanent, imminent	
ever, every	
farther, further	
foreword, forward	
formally, formerly	
holly, holy, wholly	

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SPELLING IMPROVEMENT COURSE

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