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CULTURE OF WRITTEN ENGLISH

Рекомендовано Ученым советом федерального государственного бюджетного образовательного учреждения высшего профессионального образования «Оренбургский государственный университет» в качестве учебного пособия для студентов, обучающихся по программам высшего профессионального образования по направлению подготовки 035700.62 Лингвистика

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Цель учебного пособия – выработать у студентов навыки и умения письменного общения на английском языке. Издание содержит теоретические сведения и подборку упражнений, способствующих развитию орфографических навыков и зрительной памяти студентов, знакомству со структурой, основными нормами и правилами оформления письменных текстов различного типа на английском языке (письма, запросы, анкеты).

Учебное пособие предназначено для студентов I курса направления подготовки 035700.62 Лингвистика.

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Foreword

The ability to write well in English is very important nowadays. You fill out various forms, exchange ICQ, SMS, and other messages, chat in Internet chat rooms and on forums, write letters, applications, and resumes. How is your spelling? Your punctuation? Were there situations in which your addressee didn't understand you, and you didn't know why? Spelling, grammatical and punctuation errors will make you look unprofessional. Worse still, they will cause confusion and waste precious time and resources.

Written English is more formal than spoken English. It means that the rules of grammar are observed more precisely in writing, the choice of words is more accurate and careful, the style of narration is more elaborate. In oral speech, you can correct, clarify, or rephrase what you said. What you put in writing should be correct and clear right away. Good writing skills are very important and should become an integral part of language acquisition.

Good spelling, that is, knowing how to write words correctly, is one of the most necessary writing skills. Spelling is a very difficult field of studying English. There are many spelling rules and many exceptions to them. Even if your spelling is generally good, it is wise to use a spell-checking program.

Punctuation rules specify where to use a comma, a full stop, a colon, a semicolon, capitalization, quotation marks, and other punctuation marks. English rules of punctuation are a little different from Russian rules.

In addition to the writing skills mentioned above, language learners need to know how to write personal and business letters, reports, and essays.

We are going to study the norms of writing in English here, beginning with layout of written work.

1 Layout of Written Work

There are certain basic standards to set out (or present) written work in English schools, universities and colleges. Learn them.

1 Draw a margin on the left-hand side of each page, about three centimeters wide in pencil (unless there is a printed margin). The margin is left free for the teacher's marking.

2 Write the date in the top right-hand corner, underline it. The date may be written in various ways:

- a) 17 December, 2013;
- b) December 17, 2013.

These are read as follows:

- a) the seventeenth of December, twenty thirteen (or two thousand and thirteen);
- b) December the seventeenth, twenty thirteen.

The words *the* and *of*, although usually spoken, are never written in headings and only occasionally in continuous prose.

If you include the day of the week, always put it at the beginning (e.g. 2 September, 2013 or: Monday, 2nd September).

3 Put the name, year and group number in the top left-hand corner, against the margin, and also underline them. Write years and group numbers in the following way: 1st year, group 2; or 1st yr, group 1; or I – II.

4 Write the heading (e.g. the title of the composition) in the middle of the page or put it on the left, against the margin). All the words in a heading should be written with a capital letter except for articles and prepositions.

5 Begin each new paragraph a little way in from the margin.

What I Like and What I Hate to Eat

The topic seems to be...	OPENING PARAGRAPH explain your understanding of the problem
I personally think...	MAIN BODY OF THE COMPOSITION discloses your attitude and ideas
Summing up all I wanted to say...	CLOSING PARAGRAPH gives a suitable conclusion

Picture 1 – Example of a composition done on paper

2 How to Improve Letter Writing Skills

2.1 Spelling Difficulties

2.1.1 How to Study English Spelling

Pronunciation and spelling

It is very important to connect spelling to pronunciation by studying them together. Both spelling and pronunciation are complicated, and correspondence between them is often inconsistent. At the same time they are closely connected, though this connection may not be obvious to language learners. Always mark transcription and say the words aloud when you're studying the spelling of new words.

It is most useful to organize words in two or three columns on one page for comparison and easier memorization. Analyzing spelling variants for sounds helps to see typical spelling patterns of English words. You can organize words in columns in several ways, for example, a sound and its spelling variants, a letter and its pronunciation variants.

Memorization

It is not enough just to practice writing new words in order to memorize their spelling. Memorization is effective only when all types of memory work together (visual memory, auditory memory, articulatory memory, writing memory / kinesthetic memory). Examine your new words closely, listen to their pronunciation by a speaker, say them aloud, and write them. Repeat the process several times.

Always study the spelling of new words together with studying their meanings and usage in associations. Use typical phrases with your new words as your associations. Associations help you to develop your association memory. This type of memory helps you to remember how words are used in phrases and sentences, how they combine with other words in context.

Association memory helps to choose the right variant of meaning and spelling when some word is not easily recognizable from its pronunciation. For example, the words pair (couple), pear (fruit), pare (peel) sound the same, how do you know which word to write and its meaning? You don't, if these words are in isolation. But if you hear them in phrases, e.g., a pair of jeans, sweet pears, to pare an apple, the spelling of these words will become clear to you, because your association memory sorts out possible word combinations in phrases and gives you the right variant of spelling for the word in question.

There are so many exceptions and inconsistencies in English spelling (and in some cases there are no rules at all), that a little rote learning may be necessary, for example, with irregular verbs. But reduce that to a minimum, because rote learning often leads to stubborn mistakes which later on are hard to get rid of. It is always better to devise some meaningful method to memorize words. Many students combine similar irregular verbs into groups.

Group 1: bet – bet – bet; let – let – let; set – set – set;

Group 2: bend – bent – bent; send – sent – sent;

Group 3: drive – drove – driven; write – wrote – written.

Main rules and typical spelling patterns of English words are described in the materials of this section. Learn the rules, and every time you study new words, check if the rules apply. This is a good way to memorize both the spelling of new words and the rules

of spelling.

2.1.2 The Uses and Rules of Capital Letters

1 Capitalize the first word of every sentence — unless that sentence is in parentheses incorporated within another sentence.

E.G.: Glacial till or debris (some geologists call this material “garbage”) is often deposited in formations called *morains*.



2 Capitalize the personal pronoun *I*.

3 Capitalize the names of family relations when they are used as substitutes for names.

E.G.: I went to visit my Uncle Ted and Aunt Margaret.

But: I went with my mom and dad to visit my aunt and uncle.

4 In titles, capitalize the first, last, and all important words. Usually, we don't capitalize articles, prepositions, and coordinating conjunctions. (**E.G.:** *War and Peace*)

5 Capitalize proper nouns:

- Specific persons and things: *George W. Bush, the White House, General Motors Corporation*.

- Specific geographical locations: *Hartford, Connecticut, Africa, Forest Park Zoo, Lake Erie, the Northeast, the Southend*.

But: don't capitalize directions that aren't being used as names. (**E.G.:** *the north side of the city: they moved up north, to the southern shore of Lake Erie.*).

- Names of newspapers and journals.

But: do not, however, capitalize the word *the*, even when it is part of the newspaper's title: *the Hartford Courant*.

- Days of the week, months, holidays (**E.G.:** *Valentines Day, which is always on February 14, falls on Tuesday this year.*).

But: don't capitalize the names of seasons (spring, summer, fall, autumn, winter).

"Next winter, we're traveling south; by spring, we'll be back up north."

- Historical events: *World War I, the Renaissance, the Crusades.*

- Races, nationalities, languages: *Swedes, Swedish, African American, Jewish, French, Native American.* (Most writers do not capitalize *whites, blacks.*)

- Names of religions and religious terms: *God, Christ, Allah, Buddha, Christianity, Christians, Judaism, Jews, Islam, Muslims.*

- Names of academic courses when they're used as titles (**E.G.:** *He took Carpentry 101, but he did much better in his economics and English literature courses.*)

- Brand names (**E.G.:** *Tide, Maytag, Chevrolet, Ford, Kleenex.*)

- Titles when they precede names (**E.G.:** *Dean Arrington introduced President Carter to Secretary Bogglesworth.*).

6 Capitalize the first and last word in the salutation of a letter (**E.G.:** *Dear Friend / Dear John / My dearest Darling*) and capitalize the first word in the complementary close (*Sincerely yours / Yours truly / Sincerely*).

7 Capitalize organizations and their names (**E.G.:** *American League Republicans Salvation Army*).

8 Capitalize heavenly bodies (**E.G.:** *Mars, Saturn, the Milky Way*).

Tip for Users of WebCT and WebBoard

The "caps" icon (usually immediately before a word) indicates either that the following word ought to be capitalized or, if it is already capitalized, that it shouldn't be. A capitalized word that ought to be in lower-case is usually trying to appear more important than it really is.

Exercise 1. True-False Questions about Capitalization:

1 Capitalize all proper nouns.

2 Capitalize proper names and names of geographical places, specific historical events, eras, documents, languages, nationalities, countries, and races.

3 Capitalize the first word at the beginning of a sentence.

- 4 It's not important to use capital letters consistently within a particular document.
- 5 Capitalize only the last part of a person's name.
- 6 If a name begins with d', de, or du, do not capitalize the prefix unless it is preceded by a first name or a title.
- 7 A person can always decide how to capitalize the words in his or her name.
- 8 Do not capitalize the names of any animals.
- 9 A personal name that is used as a common noun is capitalized, as in "Watt" and "Kelvin."
- 10 Capitalize titles used before a person's name.
- 11 Capitalize only the first part of a compound title, as in "Vice president."
- 12 Capitalize titles that show family relationships when the title is used with a person's name or in direct address.
- 13 Capitalize titles of parents and relatives not preceded by a possessive word (such as my).
- 14 Capitalize the major words in titles of books, plays, movies, newspapers, and magazines.
- 15 Capitalize a compass point when it identifies a specific area of the country or refers to direction.
- 16 Capitalize religions and references to the Supreme Being, including the pronouns referring to the Supreme Being.

Exercise 2. Select the best revision for each sentence.

- 1 *The only four countries that start with the letter "D" are denmark, djibouti, dominica, and the dominican Republic.*
 - a) The only four Countries that start with the letter "D" are Denmark, Djibouti, Dominica, and the Dominican Republic.
 - b) The only four countries that start with the letter "D" are Denmark, Djibouti, Dominica, and the Dominican Republic.
 - c) The only four Countries that start with the letter "D" are denmark, djibouti, dominica, and the dominican Republic.

d) the only four countries that start with the letter “D” are Denmark, Djibouti, Dominica, and the Dominican Republic.

2 When first lady Eleanor Roosevelt received an alarming number of threatening letters soon after her husband became president at the height of the depression, the secret service insisted that she carry a pistol in her purse.

a) When first lady Eleanor Roosevelt received an alarming number of threatening letters soon after her husband became president at the height of the Depression, the Secret Service insisted that she carry a pistol in her purse.

b) When First lady Eleanor Roosevelt received an alarming number of threatening letters soon after her husband became President at the height of the depression, the secret service insisted that she carry a pistol in her purse.

c) When First Lady Eleanor Roosevelt received an alarming number of threatening letters soon after her husband became President at the height of the Depression, the Secret Service insisted that she carry a pistol in her purse.

d) When First lady Eleanor Roosevelt received an alarming number of threatening letters soon after her husband became president at the height of the Depression, the secret service insisted that she carry a pistol in her purse.

3 Winston Churchill, Franklin Delano Roosevelt, Theodore Roosevelt, and Eleanor Roosevelt were all Cousins through one connection or another.

a) Winston Churchill, Franklin Delano Roosevelt, Theodore Roosevelt, and Eleanor Roosevelt were all cousins through one connection or another.

b) Winston Churchill, Franklin Delano Roosevelt, Theodore Roosevelt, and Eleanor Roosevelt were all cousins through one connection or another.

c) Winston Churchill, Franklin Delano Roosevelt, Theodore Roosevelt, and Eleanor Roosevelt were all cousins through one connection or another.

d) Winston Churchill, Franklin Delano Roosevelt, Theodore Roosevelt, and Eleanor Roosevelt were all Cousins through one connection or another.

4 After the civil war, the U.S. sued Great Britain for damages that were caused by them building ships for the confederacy.

a) After the Civil War, the U.S. sued Great Britain for damages that were caused by them

building ships for the Confederacy.

b) After the civil war, the U.S. sued Great Britain for damages that were caused by them building ships for the Confederacy.

c) After the Civil War, the U.S. sued Great Britain for damages that were caused by them building ships for the Confederacy.

d) After the Civil war, the U.S. sued Great Britain for damages that were caused by them building ships for the confederacy.

5 The U.S. originally asked for \$1 Billion but settled on \$25 Million.

a) The U.S. originally asked for \$1 billion but settled on \$25 Million.

b) The U.S. originally asked for \$1 billion but settled on \$25 million.

c) The u.s. originally asked for \$1 Billion but settled on \$25 Million.

d) the U.s. originally asked for \$1 billion but settled on \$25 million.

6 John Quincy Adams took his last skinny-dip in the Potomac on his Seventy-Ninth birthday.

a) John Quincy Adams took his last skinny-dip in the Potomac on his seventyninth birthday.

b) John Quincy Adams took his last skinny-dip in the Potomac on his seventyninth birthday.

c) John Quincy Adams took his last skinny-dip in the Potomac on his seventyninth birthday.

d) John Quincy Adams took his last skinny-dip in the Potomac on his Seventyninth birthday.

7 The Panama Canal was excavated from the coasts inland; the final short segment was cleared by explosives detonated by President Woodrow Wilson, who sent the signal by wire from New York City.

a) The Panama canal was excavated from the coasts inland; the final short segment was cleared by explosives detonated by President Woodrow Wilson, who sent the signal by wire from New York City.

b) The Panama Canal was excavated from the coasts inland; the final short segment was cleared by explosives detonated by President Woodrow Wilson, who sent the signal by

wire from New York City.

c) The Panama Canal was excavated from the coasts inland; the final short segment was cleared by explosives detonated by President Woodrow Wilson, who sent the signal by wire from New York City.

d) The Panama canal was excavated from the Coasts inland; the final short segment was cleared by explosives detonated by president Woodrow Wilson, who sent the signal by wire from New York city.

8 *When John Wilkes Booth leaped onto the stage after shooting the president, he tripped – on the American flag.*

a) When John Wilkes Booth leaped onto the stage after shooting the President, he tripped – on the American flag.

b) When John Wilkes Booth leaped onto the stage after shooting the President, he tripped – on the American flag.

c) When John Wilkes Booth leaped onto the stage after shooting the President, he tripped – on the American Flag.

d) when John Wilkes Booth leaped onto the stage after shooting The President, he tripped – on the American Flag.

9 *Robert Todd Lincoln, son of President Abraham Lincoln, was present at the assassinations of three U.S. presidents: Lincoln, Garfield, and McKinley.*

a) Robert Todd Lincoln, Son of President Abraham Lincoln, was present at the assassinations of three U.S. presidents: Lincoln, Garfield, and McKinley.

b) Robert Todd Lincoln, son of president Abraham Lincoln, was present at the assassinations of three U.S. presidents: Lincoln, Garfield, and MCKinley.

c) Robert Todd Lincoln, son of President Abraham Lincoln, was present at the assassinations of three U.S. presidents: Lincoln, Garfield, and MCKinley.

d) Robert Todd Lincoln, son of President Abraham Lincoln, was present at the assassinations of three U.S. presidents: Lincoln, Garfield, and McKinley.

10 *James K. Polk was the only president to have been Speaker of the House.*

a) James K. Polk was the only President to have been Speaker of the House.

b) James K. Polk was the only president to have been Speaker Of The House.

- c) James k. Polk was the only President to have been Speaker Of The House.
d) James K. Polk was the only President to have been Speaker of the House.

Exercise 3. Read and translate the text, make notes.

Capitalizing People's Titles and the Names of Political Entities

One of the most frequently asked questions about capitalization is whether or not to capitalize people's job titles or the names of political or quasi-political entities. Most writing manuals nowadays seem to align themselves with the tendency in journalistic circles: less is better. When a title appears as part of a person's name, usually before the name, it is capitalized: Professor Farbman (or Professor of Physics Herschel Farbman), Mayor Peterson, U.S. Secretary of State Madeleine Albright. On the other hand, when the title appears after the name, it is not capitalized: Herschel Farbman, professor of history; Mike Peterson, mayor of the city of Hartford; Juan Carlos, king of Spain. Although we don't capitalize "professor of history" after the individual's name, we would capitalize department and program names when they are used in full*: "He worked in the Department of Behavioral Sciences before he started to teach physics." (We do not capitalize majors or academic disciplines unless they refer to a language, ethnic group, or geographical entity: Roundbottom is an economics major, but he loves his courses in French and East European studies.)

The capitalization of words that refer to institutions or governmental agencies, etc. can well depend on who is doing the writing and where or from what perspective. For instance, if I were writing for the city of Hartford, doing work on its charter or preparing an in-house document on appropriate office decor, I could capitalize the word City in order to distinguish between this city and other cities. "The City has a long tradition of individual freedom in selecting wallpapers." If I were writing for the College of Wooster's public relations staff, I could write about the College's new policy on course withdrawal. On the other hand, if I were writing for a newspaper *outside* these institutions, I would not capitalize those words. "The city has revamped its entire system of government." "The college has changed its policy many times."

We don't capitalize words such as city, state, federal, national, etc. when those words are used as modifiers "There are federal regulations about the relationship of city and state governments. Even as nouns, these words do not need to be capitalized: "The city of New York is in the state of New York" (but it's New York City). Commonly accepted designations for geographical areas can be capitalized: the Near East, the American South, the North End (of Hartford), Boston's Back Bay, the Wild West. Directions are not capitalized unless they become part of the more or less official title of a geographical entity: "He moved from south Texas to South Africa."

Capitalization in E-Mail

For some reason, some writers feel that e-mail should duplicate the look and feel of ancient telegraph messages, and their capitals go the way of the windmill or they go to the opposite extreme and capitalize EVERYTHING. That's nonsense. Proper and restrained capitalization simply makes things easier to read (unless something is capitalized in error, and then it slows things down). Text written in ALL CAPS is extremely difficult to read and some people regard it as unseemly and rude, like shouting. Restrain your use of ALL CAPS in e-mail to solitary words that need further emphasis (or, better yet, use italics or underlining for that purpose).

Words Associated with the Internet

There is considerable debate, still, about how to capitalize words associated with the Internet. Most dictionaries are capitalizing Internet, Web, and associated words such as World Wide Web (usually shortened to Web), Web page, Web site, etc., but the publications of some corporations, such as Microsoft, seem to be leaning away from such capitalization. The words e-mail and online are not capitalized. *The Guide to Grammar and Writing* is a monument to inconsistency on this issue.

The most important guiding principle in all such matters is **consistency** within a document and consistency within an office or institution. Probably the most thorough and most often relied upon guide to capitalization is the *Chicago Manual of Style*, but the *Gregg Reference Manual* is also highly recommended.

From: "Webster Guide to Grammar and Writing"

2.1.3 Words with the Digraphs and Trigraphs

Exercise 1. Arrange the following words in three columns according to the different pronunciation of the combination *ea*. Translate words into Russian.

Break, bread, sea, sweat, breath, tea, heavy, peace, death, realm, heaven, teach, endeavor, lead, treachery, read, breakfast, peak, deaf, already, deal, breast, reveal, tread, weather, scream, treasure, team, sweater, pheasant, clean, leap, jealous, please, release, pleasant, beat, beneath, cleanse, steak, leather, breathe, creature, great, pleasure, leave, dead, stealth, head, weapon, threat, header, lead, measure, read, treasury, spread, meant, health, dealt, peasant, thread, dread, instead, ready, feather, steady, meadow, wealth, threaten.

Exercise 2. Arrange the following words in three columns according to the different pronunciation of the trigraph *ear*. Translate words into Russian.

Dear, spear, hearth, beard, clear, earth, near, rear, fear, heart, bear, hear, tear, appear, wear, pear, year.

Exercise 3. Look at two lists of words spelt with the digraphs *-ei-* or *-ie-*. Note that the words in the first list are mostly of Latin or French origin. Some of them have the letter *c* in their root. Explain what they mean and memorize them. Pay attention to their pronunciation.

-ei-	ceiling	deceive	receive
	conceit	foreign	receipt
	conceive	forfeit	seize
	deceit	perceive	sovereign
-ie-	achieve	grief	relief
	believe	grieve	relieve
	besiege	handkerchief	retrieve
	brief	mischief	shield
	chief	niece	shriek
	field	piece	thief
	friend	priest	yield

Note the pronunciation of the digraph *-ie-* before *-r*: *pierce*, *fierce* [iə].

There is an English saying about words with *ei/ie* representing the sound [i:]: 'I' before 'E' except after 'C'.

Exercise 4. Complete the sentences with the correctly spelled words.

- 1 There are (eight, ieght) candles on the cake.
- 2 I have not (recieved, received) a letter since Saturday.
- 3 Have you ever been on a (sleigh, sliugh) ride?
- 4 Her (neice, niece) is going to come to (grief, greif).
- 5 She (shrieked, shreiked) in surprise when he dropped the ice cube down her back.
- 6 Drop that silver, you (theif, thief)!
- 7 He's the most (conceited, concieted) man I know.
- 8 I don't (beleive, believe) he is so (conceited, concieted).
- 9 As he was dying, the (cheif, chief) asked for a (preist, priest).
- 10 Leave the mouse a (peice, piece) of cheese.
- 11 Brevity is the soul of wit; therefore, be (breif, brief).
- 12 The (freight, frieght) train woke the (nieghbours, neighbours) .

Exercise 5. Supply the missing letters (-ei- or -ie-).

- 1 I have to bel__ve to ach__ve.
- 2 Look at that spider on the c__ling.
- 3 Judson could not conc__ve of such treachery.
- 4 W__gh your produce at the register.
- 5 The shower was a rel__f after the hot day.
- 6 The blood in my v__ns ran cold at the sight of King Kong.
- 7 I'll need a rec__pt for this purchase.
- 8 Did you perc__ve how Jan y__lded the floor to Tom?
- 9 The battle was fought during the r__gn of Ethelred the Unready.
- 10 How could he have dec__ved us as he did?
- 11 He packed a toothbrush in a bandana and hopped a fr__ght train.

12 That p__ce of limburger cheese really

Exercise 6. Write in either -ie- or -ei- to complete the words below, translate the words into Russian.

Variant 1

1 ach__ve
2 bel__f
3 br__f
4 c__ling
5 conc__t
6 dec__ve
7 for__gn
8 financ__r
9 misch__vous
10 n__ghbor
11 n__ther
12 p__ce
13 perc__ve

14 rec__pt
15 rel__ve
16 rev__w
17 sh__ld
18 shr__k
19 v__l
20 y__ld
21 cash__r
22 ch__f
23 f__ld
24 fr__ght
25 h__nous
26 hyg__ne

Variant 2

1 h__r
2 h__ght
3 l__sure
4 p__r
5 pr__st
6 rec__ve
7 s__zure
8 financ__r
9 misch__vous
10 sh__k
11 st__n
12 surv__llance
13 th__f

14 v__n
15 w__ght
16 w__rd
17 sc__nce
18 consc__nce
19 conterf__t
20 forf__t
21 spec__s
22 suffic__nt
23 fr__ze
24 fr__nd
25 f__ry
26 prot__n

Exercise 7. The following paragraph contains several boldfaced words that contain the -ai- or the -ia- vowel combinations. Circle the words that are spelled incorrectly.

Zoe and Rory decided that they would look for jobs **immediately** after the school year ended. Unfortunately, they were not **familair** with the local job market. Most students spent a **substantial** amount of time looking for work before the end of the school year. By the time Zoe and Rory began their search, only **menial** jobs with a low **medain** starting hourly rate were left. The positions in the **judicail** area, where they had **entertained** hopes of working, had all been filled.

Exercise 8. The digraph -gu- may occur at the beginning or at the end of a word, and is pronounced as [g]. Explain what the words given in the list mean and give their derivatives if possible. Copy the list.

guarantee

guile

catalogue

league

guard

guilt

colleague

plague

guerilla	guinea	epilogue	prologue
guess	guise	fatigue	rogue
guest	disguise	the Hague	vague
guide	guitar	intrigue	vogue

In the middle of a word *-gu-* is pronounced as [gw]: *to distinguish, language, linguistics.*

Note: argue – argument, tongue.

Exercise 9. Replace the italicized words with those given in the list below.

Translate the sentences into Russian.

argue, vague, guardian, distinguished, blackguard ['blæga:d], *guest, guile, fatigue.*

1. Mr Campbell *reasoned* with his *visitors* about Edward Brown. 2. “He is quite a *scoundrel* and besides an *eminent* one.” Mr Campbell finished and *weariness* appeared on his yellow face. 3. One of this companions, Mr Forester, said, “I suppose we should know the opinion of Mr Stone, as *defender* of Ted Brown’s interests.” 4. His words were of the same *uncertain* quality. 5. *Deceit* and hypocrisy are no credit to anybody.

2.1.4 Doubling the Final Consonant

Rule 1

A final single consonant letter 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, e.g. *abhor – abhorrent, abhorrence; red – redder, redden, reddish; begin – beginning; thin – thinned; thinner.*

But: *repeat – repeated, repeating; develop – developed, developing.*

Note 1. The words *handicap, kidnap, outfit, worship* are exceptions: *handicapped – handicapping; kidnapped – kidnapping; outfitted – outfitting – outfitter; worshipped – worshipping – worshipper.*

Note 2. Final *r* is doubled if preceded by a letter representing a stressed vowel, no

matter if it is long or short (but not a diphthong), e.g. *occur – occurred, prefer – preferred.*

But: *murmur – murmured; appear – appeared.*

Note 3. Final *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, e.g. *expel – expelled; travel – traveling.*

But: *boil – boiling.*

Rule 2

A final single consonant is not doubled if:

(a) preceded by an unstressed vowel, e.g. *open – opened, opening; limit – limited, limiting;*

(b) precede by a vowel sound represented by two letters, e.g. *look – looked, looking; turn – turned, turning;*

(c) the suffix begins with a consonant, e.g. *hot – hotly (but: hottest); forget – forgetful (but: unforgettable).*

Exercise 1. Form Participle I of the following verbs:

sit, wed, nag, wrap, commit, shop, grip, slip, tip, wag, skin, pat, slam, creep, shrug, win, grin, plan, regret, cook.

Exercise 2. Form the comparative and superlative degrees of the following adjectives:

Big, red, hot, green, sweet, mean, clever, weak, sad, thin, clear, broad, cool, fat, deep, meek, dim, flat, slim, wet.

Exercise 3. Read the following groups of related words. Note the dependence of the doubling of the final r on the stress.

Infer – inferred, inference; confer – conferred, conference; prefer – preferred, preferable, preference; differ – different, difference; abhor – abhorrent, abhorrence.

Exercise 4. Give the Past Indefinite and Participle I of the following verbs:

Differ, conquer, prefer, clatter, occur, appear, blur, recover, linger, fear, lower, murmur, water, flatter, stir, infer, refer, alter, bother, deliver, appear, pour.

Exercise 5. Give Participle I of the following verbs:

Cancel, worship, quarrel, travel, expel, reveal, deal, sail, steal, kneel, boil, conceal, peal, heal, rebel, level, patrol, marvel, signal, revel.

Exercise 6. Arrange the following words in two columns according to **whether or not they meet the requirements for doubling the final consonant before adding an ending that begins with a vowel.**

Meet, mop, look, seal, drink, bet, discover, clap, pump, walk, tip, ramp, think, eat, stop, jump, shovel, relax, read, ram.

2.1.5 Mute Final *-e*

Rule 1

Final mute *e* is usually dropped before a suffix beginning with a vowel letter; otherwise it would make two consecutive vowel: guide – guidance; amuse – amusing; fame – famous; refuse – refusal.

Exception: age – ageing.

Note 1. *e* is retained to show pronunciation in such words as: *courage* – *courageous*; *advantage* – *advantageous*; *service* – *serviceable*.

Note 2. *e* is also kept after *o*: *toe* – *toeing*; *shoe* – *shoeing*; *canoe* – *canoeing*; *tiptoe* – *tiptoeing*.

Note 3. Verbs ending in *-ie* change the *ie* into *y* before *-ing* to avoid a double *i*: *die* – *dying*; *tie* – *tying*; *lie* – *lying*.

Note 4. Double *e* (*ee*) is retained before all suffixes except those beginning with *e* (*-ed*, *-er*, *-est*): *agree* – *agreeable*; *see* – *seeing*.

Note 5. Rule 1 is not strictly observed in the case of monosyllabic words when they are likely to be misread: *likeable, saleable* or: *likable, salable*.

Rule 2

Mute *e* is retained before a suffix beginning with a consonant (to keep the pronunciation): *safe – safety; nine – nineteen; whole – wholesome; care – careful*.

Exceptions: *due – duly; true – truly; whole – wholly; argue – argument; nine – ninth*.

Exercise 1. Form Participle I of the following verbs:

Leave, use, lie, ride, canoe, see, face, save, raise, rise, tie, agree. Tiptoe, wake, unite, take, make, strike, give, shake, clothe, bite, love, place, praise, promise, come, have, prepare.

Exercise 2. Add the suffixes to the following words:

-ance: guide, grieve, ignore, endure, resemble, continue;

-er: trade, dance, strike, love, skate, believe;

-less: hope, use, care, noise, blame, tire, voice, age, time, change, sense;

-ly: like, love, nice, affectionate, live, entire, true, whole, idle, simple, rare, immediate, private, large, strange;

-ment: announce, improve, excite, commence, agree, achieve, engage, abridge;

-ful: hope, hate, use, taste, peace;

-ous: fame, nerve, courage, continue;

-able: change, notice, advise, trace, agree, move.

Make sure you know the meanings of all the words.

2.1.6 Final -y and Its Modifications

Rule 1

Words ending in -y preceded by a consonant change -y into -i before all endings except -ing: *cry – cries, thirty – thirties, marry – marriage, clumsy – clumsier, pity – pitiful, happy – happily, merry – merriment.*

But: *drying, crying, frying, applying.*

Note 1. Words ending in -y preceded by a consonant drop the -y before suffixes beginning with *i*: -ic, -ical, -ism, -ist: *economy – economic, economical; history – historical; geology – geological, geologist.*

Note 2. Final -y is retained:

a) in personal names: *Mary – Marys, Gatsby – the Gatsbys;*

b) in some words before the suffixes -hood, -ish, -ist, -like, -thing: *babyhood, copyist, ladyship, ladylike, anything, everything;*

c) in some monosyllabic words before -er, -est, -ly, -ness: *shy – shyer, shyest, shyness; sly – slyer, slyest, slyly, slyness; dry – dryly, dryness* (both form are possible in *dryer – drier, flyer – flier*).

Note 3. Final -y changes to -e before -ous after “t”: *piteous, beauteous, plenteous, duteous.*

Rule 2

Final -y preceded by a vowel letter is retained before all suffixes: *day – days, play – playful, pay – pays, payment, enjoy – enjoyable.*

Exceptions: *gay – gaily, gaiety; day – daily.*

Exercise 1. Give the comparative and superlative forms of the following adjectives.

Witty, gay, busy, sly, easy, happy, shy, early, grey, dry.

Exercise 2. Use the adjectives given in brackets in the appropriate degree of comparison. Translate into Russian.

1. I've never seen a ... boy (*lazy*). 2. You are the ... person I've ever met (*clumsy*). 3. The ... thing to do is to go there at once (*easy*). 4. The party was much ... than I had expected (*gay*). 5. She is a ... girl, the ... I have ever met; and to-day she has been ... than ever (*funny*). 6. It was the ... day in my life (*happy*). 7. Yesterday she looked ... than ever (*pretty*). 8. Look at my hat. Isn't it lovely? – Yes, the ... I've ever seen (*lovely*). 9. I can't say that I like this latest novel. I think his ... books are much better (*early*).

Exercise 3. Form adverbs from the following adjectives.

Lazy, gay, busy, sly, easy, tidy, pretty, angry, heavy, happy, dry, merry, shy, ready, lucky, icy.

Exercise 4. Give the plural of the following nouns.

Monkey, baby, lady, story, storey, body, hobby, day, country, beauty, joy, reply.

Exercise 5. Write down the third person singular in the Present Indefinite and the Past Indefinite forms of the verbs.

Play, comply, betray, delay, try, stay, destroy, fry, repay, copy, cry, dry.

Exercise 6. Give Participle I of the following verbs and use five of them in sentences of your own.

Tidy, apply, obey, marry, study, vary, enjoy, stay, try, play.

Exercise 7. Write out from a dictionary all the words derived from the following, and translate them.

Angry, merry, marry, shy, betray, employ, vary, beauty, industry, deny, history, apply, memory, plenty, pity, duty, gay, day.

2.1.7 Silent Letters

Exercise 1. Write out the words

- a) **with a silent *b*:** bomb, bomber, comb, cumber, somber, symbol, subtle, substract, crumble, limb, limber, numb, nimble, plumb, plumber
- b) **with a silent *n*:** autumn, autumnal, column, columnist, condemn, condemnation, condemning, damned, damning, hymn, hymnology, solemn, solemnize, solemnity, solemnly.

Exercise 2. Complete the sentences using one of these words:

Know, knowledge, knack, knife, knave (s), knock (s)

- 1 ... and fools divide the world.
- 2 ... is power.
- 3 There's a ... in it.
- 4 To ... everything is to ... nothing.
- 5 Little ... is a dangerous thing.
- 6 When fortune ..., open the door.

Exercise 3. Write out these words (numbering them 1 – 10) in the same order as the definitions that follow:

Arkansas, précis, island, aisle, chamois, chassis, corps, islet, Illinois, Isle

- 1 Middle Western State of U.S.
- 2 South Central State of U.S.
- 3 passage in a church
- 4 small island
- 5 piece of land surrounded by water
- 6 base framework of a motor-vehicle
- 7 restatement in shortened form of the chief ideas
- 8 island (used in proper names)

9 small goat-like animal

10 one of the technical branches in the army.

Exercise 4. Arrange the following words in two columns according to their different spelling representing the same sound [ɔ:].

-aught

-ought

S ... , h ... y, br ... , th ... , d ... er, t ... , f ... , n ... y, c ... , sl ... er, bes ... , b

Exercise 5. This time g is silent only in two of the words below. Find these words and write them out:

Cognate, significant, stagnant, Agnes, physiognomy, malignant, phlegmatic, pragmatic, pugnacious, champagne.

Exercise 6. Complete the sentences using one of these words:

halves, talkers, half, calm, calf, folks, almond, chalk

1 Great ... are great liars.

2 ... a loaf is better than no bread.

3 Never do things by

4 Training is everything. The peach was once a bitter ... ; cauliflower is nothing but cabbage with a college education.

5 Idle f... lack no excuses.

6 ... before the storm.

7 Don't make ... of one and cheese of the other.

8 ... love, half love; old love, cold love.

Exercise 7. Words for Dictation.

Folk, palm, balk, bulk, realm, halves, calf, yolk, colonel, self, gulf, mulberry, calm, elk, salve, salvation, Lincoln, Psalter, alter, holm, psalm, chalk, altitude, stalk, shelter, salmon, talc, almanac, bilk, almond, napalm, calvary, balm, halfpenny, salmon, qualms, falcon, paltry.

Exercise 8. Write out the words with a silent t from the list below:

Christmas, Christine, Christopher, pastry, pastel, listless, postal, listen, glisten, fasten, haste, hasten, christen, soften, moist, moisten;

Thistle, bristle, Bristol, pistol, Priestley, whistle, nestle, nestling, wrestle, rustle, rustling, bustle, jostle, apostle, monstrous;

Ballot, ballet, buffet, restaurant, debut.

Exercise 9. Choose the right answer.

1. The letter G is silent in the word
 - a) agnostic
 - b) gnome
 - c) ignition
 - d) resignation
2. The letter L is silent in the word
 - a) halves
 - b) shelves
 - c) valves
 - d) wolves
3. The letter W is silent in the word
 - a) swivel
 - b) tweezer
 - c) whale
 - d) wriggle
4. The letter T is silent in the word
 - a) ballet
 - b) ballot
 - c) billet
 - d) bullet
5. The letter P is silent in the word
6. The letter B is silent in the word
 - a) dumbness
 - b) humbly
 - c) nimbus
 - d) stumble
7. The letter S is silent in the word
 - a) aisle
 - b) moisten
 - c) psychiatry
 - d) raspberry
8. Would you like some
 - a) champagn
 - b) champagne
 - c) champaign
 - d) champaigne
9. They started a huge advertising
 - a) campagn
 - b) campagne
 - c) campaign
 - d) campagne
10. He has

- a) conscript
- b) excerpt
- c) intercept
- d) receipt

- a) reuhmatism
- b) rhumatism
- c) rheumatism
- d) rhuematism

Exercise 10. Sentences for Dictation.

He who knows nothing never doubts. He who increases knowledge increases sorrow. She who loves an ugly man thinks him handsome. He that has a glass roof should not throw stones at his neighbours. Who honours not age is unworthy of it. Who hastens too much often leaves behind. Where the wolf gets one lamb he looks for another. When war is ranging the laws are dumb. When it thunders the thief becomes honest. When the helm is gone the ship will soon be wrecked. He climbed the hill to the tomb, but his limbs became numb. Comb your hair, but do not thumb your book. Bombs are now commonly called “shells.” The debtor, who was a subtle man, doubted his word, and gave not a crumb of comfort. Take your psalter and select a joyous psalm. His answer was, “Pshaw!”.

Exercise 11. Underline the letter you don't pronounce in these English words.

Variant 1

- 1 autumn
- 2 knife
- 3 whole
- 4 cupboard
- 5 calm
- 6 climb
- 7 pneumonia
- 8 hour
- 9 muscle
- 10 island

Variant 2

- 1 who
- 2 write
- 3 comb
- 4 hymn
- 5 gnaw
- 6 foreign
- 7 honest
- 8 whistle
- 9 receipt
- 10 leopard

Variant 3

- 1 salmon
- 2 walk
- 3 know
- 4 sign
- 5 honour
- 6 half
- 7 psychology
- 8 castle
- 9 talk
- 10 lamb

2.1.8 Adjectives with the Suffixes *-able, -ible*

The suffixes *-able/-ible* are Latin in origin (L. suffix *-bilis*). 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*.

Here is a list of adjectives for you to memorize. Explain what they mean.

-able	<i>agreeable</i>	<i>disreputable</i>	<i>miserable</i>
	<i>amiable</i>	<i>indispensable</i>	<i>probable</i>
	<i>available</i>	<i>inevitable</i>	<i>remarkable</i>
	<i>capable</i>	<i>liable</i>	<i>respectable</i>
	<i>considerable</i>	<i>memorable</i>	
-ible	<i>audible</i>	<i>illegible</i>	<i>terrible</i>
	<i>compatible</i>	<i>incredible</i>	<i>responsible</i>
	<i>contemptible</i>	<i>intelligible</i>	<i>sensible</i>
	<i>edible</i>	<i>negligible</i>	<i>visible</i>
	<i>forcible</i>	<i>plausible</i>	
	<i>horrible</i>	<i>possible</i>	

Exercise 1. Form adjectives from the given verbs, and explain their meaning. Pay attention to their spelling and pronunciation. Use a dictionary.

Model: *to accept – acceptable; to reply – reliable; to conceive – conceivable; to value – valuable.*

Note: after c and g the letter e is retained: *to notice – noticeable; to manage – manageable.*

To avoid, to bear, to convert, to suit, to admire, to advise, to compare, to cure, to imagine, to measure, to remove, to change, to exchange, to force, to replace, to trace, to envy, to justify, to pity, to vary.

Exercise 2. In the following sentences, the final four letters are omitted from each *-ible* or *-able* word. Complete each word with the appropriate ending.

1 Last night's movie about the invis_____ man was so incred_____ that it was laugh_____.

2 My irrespons_____ little brother is usually kept away from anything break_____.

3 Are these new clothes really comfort_____, or do people only wear them because they are fashion_____?

4 I think I would be less irrit_____ if my professors were more flex_____.

5 I don't think voting twice in national elections is permiss_____.

6 It's always valu_____ to have a friend who is depend_____.

7 My employer said that it isn't suit_____ to have a secretary whose handwriting is illeg_____.

Exercise 3. Fill in the blanks with the words given below.

adorable, imaginable, inconceivable, indispensable, reliable, suitable, unmistakable, valuable, unspeakable, immeasurable.

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 Allon is a very ... person for this.

5 Presently the child gave a little sigh, very slight, but

6 He was looked upon by his superiors as a ... officer.

7 His wrist-watch was a ... thing made by a famous clock-maker.

8 This dictionary had achieved international recognition as an ... practical reference book to English as a foreign language.

9 He shook his head, "It's almost I'll never understand unless you explain".

10 The look she gave him was charged with an ... terror.

Exercise 4. a) In the following paragraph there are fourteen words ending with

-ible or -able, some of which are misspelled. Read the paragraph, locate the misspelled words and circle them.

Most people thought that Michael, an eligible bachelor, was an adorable, personible man. Mattie, however, found him detestable. Some time ago, Michael promised to take Mattie to a fashionable restaurant for a remarkable dinner. As horrible as it sounds, Michael took Mattie to the local McDonald's. Most of the food there was either inedable or undigestable. Mattie was as irritable as possable when she told her roommates about her terrible date. "Whoever finally marries that contemptable Michael," Mattie said, "is certainly not going to be in an enviable position."

b) Write the correct spellings below:

2.1.9 Words with the Suffixes *-ance, -ence*

Exercise 1. Supply the missing noun suffix *-ance* or *-ence*.

- 1 This country gained independ_____ in 1920.
- 2 The perfume's fragr_____ is too strong. I won't buy it.
- 3 In the future, people will build a robot with the same intellig_____ as a human being.
- 4 I know this man. I met him at a confer_____ two years ago.
5. I would like to invite you to the theater next Sunday. The perform_____ will start at 7 p.m.
- 6 There is no differ_____ between John and Roger. They are twin brothers.
- 7 I believe he is innocent. There is no evid_____ against him.
- 8 They gave an assur_____ that the report would be ready by Friday.
- 9 She always checks her appear_____ in a mirror before going out.
- 10 This man wrote a book about the future of sci_____.
- 11 What time did she leave the meeting? I hadn't even noticed her abs_____.
- 12 I always emphasize the import_____ of practicing English regularly.

2.1.10 Final -c

Rule

Most nouns and adjectives ending in *-c* (*-ic*) have the same spelling: *basic* – *basically*, *electric* – *electrical*.

Exceptions:

panic – *panicking* / *panicked* / *panicker*

picnic – *picnicking* / *picnicked* / *picnicker*

mimic – *mimicking* / *mimicked* / *mimicker*

traffic – *trafficking* / *trafficked* / *trafficker*

Exercise 1. Fill in the gaps with letter *k* where it is necessary.

1 My mother thinks me to be a very music__al child.

2 The crowd panic__ed at the sound of the explosion.

3 Why are you so critic__al of everything I wear?

4 We can't go picnic__ing, we have to look after children.

5 My brother wants to become an electric__al engineer.

6 Basic__ally, he is a nice person, but he does not always show it.

7 He was asked the same question so many times that he answered mechanic__ally.

8 The movements needed to ride a bicycle soon became automatic__.

9 He succeeded in traffic__ing stolen goods in the country.

10 You need to work at this difficult problem systematic__ally.

11 She made us all laugh by mimic__ing the teacher.

12 There is no reliable statistic__al information on the population in this period.

13 The conversation stopped when she made her dramatic__ entrance.

14 He was a handsome man of athletic__ build.

15 Logic__ally, one should become wiser with experience, but some people never do!

2.2 Lexical Difficulties

2.2.1 Words Similar in Pronunciation and Spelling

There is a group of words that share the same spelling and the same pronunciation but have different meanings. These words are called **homonyms**. They are found all throughout the English language. We see homophones and homographs in our reading all of the time, which is proof that it is not only knowing how to spell words correctly that is important, but also knowing *which* word you need to spell in the first place!

Words that are pronounced exactly the same, even though they may be spelled differently, are called **homophones**.

Example

break – brake

tail – tale

bare – bear

weather – whether

see – sea

ate – eight

deer – dear

fair – fare

piece – peace

wait – weight

here – hear

hair – hare

week – weak

would – wood

there – their

two – too

main – mane

new - knew

The list on the following pages shows you some homophones we use in our everyday lives.

Homographs are words that are spelled exactly the same way, but have completely different meanings. The following list shows some familiar homographs.

Examples:

1 *bear* (verb) – to support or carry

bear (noun) – the animal

In (1) the words are identical in spelling and pronunciation (i.e. they are also homophones), but differ in meaning and grammatical function.

2 *sow* (verb) – to plant seed

sow (noun) – female pig

(2) is an example of two words spelt identically but pronounced differently. Here confusion is not possible in spoken language but can occasionally occur in written language.

Exercise 1. Copy the following homophones and look up their meaning in the dictionary.

ad/add

access / excess

air/heir

allowed/aloud

ate/eight

beach/beechn

bean/been

beat/beet

berry/bury

birth/berth

blue/blew

bow/bough

break/brake

by/buy

cent/sent/scent

chews/choose

colonel/kernel

course/coarse

current/currant

gate/gait

grate/great

grown/groan

he'll/heal/heel

hair/hare

hear/here

hoarse/horse

hole/whole

hour/our

knead/need

key/quay

lain/lane

lead/led

meat/meet

maid/made

mail/male

main/mane

minor/miner

night/knight

ring/wring

road/rode/rowed

sale/sail

sea/see

seen/scene

sew/sow

sheer/shear

sight/site/cite

sole/soul

some/sum

son/sun

sort/sought

stationary / stationery

stare/stair

steak/stake

steel/steal

tale/tail

team/teem

through/threw

dear/deer	pain/pane	vein/vain/vane
dew/due	prey/pray	waist/waste
die/dye	pear/pair/pare	wait/weight
ewe/you/yew	pail/pale	week/weak
fare/fair	piece/peace	weigh/way
farther/father	plane/plain	where/wear/ware
fir/fur	read/reed	whether/weather
flew/flu/flue	rain/reign/rein	witch/which
flour/flower	root/route	write/wright/right/rite
for/four/fore		

Exercise 2. Fill in the blanks with the appropriate word from each group:

air – heir: 1. He got up with an ... of relief and yet reluctance. 2. The classroom should be ...ed during the break. 3. John was the only ... to his uncle's estate.

allowed – aloud: 1. She read the passage ... so that her sister should understand what she meant.

bare – bear: 1. The garden looked ... and deserted. 2. I can't ... the way you treat that man. 3. The ... has a massive body, coarse heavy fur and relatively short limbs.

beach – beech: 1. All the family sat round the table under a huge ... which grew near the house. 2. The day was stormy and there were very few people on the

bean – been: 1. Don't try to fool him with that suggestion. He knows how many ...s make five. 2. I've always ... treated as a gentleman.

beat – beet: 1. While we were cutting up potatoes, carrots and ...root for the soup I looked up and suddenly burst out laughing. 2. For a moment I could not feel my heart. It had stopped ...ing.

berry – bury: 1. Are you going to ... yourself in your work? 2. There are a lot of different ... and mushrooms in this forest.

birth – berth: 1. The upper ... was occupied by a young man who never took part in our conversation. 2. The news that Mrs Davis had given ... to a daughter seemed to make no impression on her relatives.

blue – blew: 1. A heavy storm ... up towards evening. 2. ... is my favourite colour.

bow – bough: 1. He was not a young man any longer; age had ...ed his head. 2. He climbed onto the huge ... of a pine. 3. He greeted him with a low

brake – break: 1. Jerry was the first to ... the silence. 2. The driver put on the ... and the car stopped. 3. Wait a bit. We'll discuss it in the

bread – bred: 1. He remained serene in a houseful of ill-... people. 2. Her hands trembled while she was eating her ... and butter.

cell – sell: 1. The ... is a structural unit of plant and animal life. 2. Don't ... this book, you may need it in future.

cent – sent – scent: 1. He could ... trouble the moment he stopped onto the porch. 2. the doctor was ... for immediately. 3. A ... is a hundredth part of the U.S. dollar.

course – coarse: 1. The main ... was steak with vegetables. 2. His hands were ... and roughened by years of hard work. 3. Christine did an intensive Russian ... before she came to Russia.

current – curreant: 1. We had reached the bridge over the river and stood there, gazing down at its strong 2. I opened the gate and saw some ... bushes and a line of white flowers frining the path.

dear – deer: 1. Two dollars! That was too ... far such trifle. 2. What a ... little kitten! 3. An adult male ... is called a stag.

dew – due: 1. The grass and leaves of the trees were overed with 2. The meeting is ... to begin at 4 o'clock.

die – dye: 1. A man can ... but once. 2 He is a liar of the blackest

fare – fair: 1. What is the ... from here to Moscow? 2. He was met by a ...-skinned young girl with a beautiful crown of black hair.

farther – father: 1. Her ... lived not far from her, but they seldom saw each other. 2. Mr Jone's house is just a few steps

fir – fur: 1. We were decorating the ...-tree when our guests came. 2. She had a very beautiful ...-coat on.

flower – flour: 1. She liked violets more than any other ...s. 2. ... is the finely ground meal of grain.

for – four – fore: 1. The part of the arm between the elbow and the wrist is called the ... arm. 2. These are good pills ... a cough, but you must not take more than ... pills at a time.

gate – gait: 1. At the ... I met a strangely familiar man dressed in black. 2. He walked with an awkward, stooping ... which was due to nervousness.

great – grate: 1. Her singing ...s on my ear. 2. I have a ... desire to spend a fortnight in the country.

grown – groan: 1. He is ...-up and must be responsible for his actions. 2. The wounded man ...ed when they tried to lift him.

Exercise 3. Copy and translate the following sentences:

1. The front part of the ship is called the bow. 2. Deer run fast. 3. Some currant bushes were seen reflected in the stream, the current of which was slow and quiet. 4. The feat of the four soldiers was highly praised by everyone. 5. Put your shoes on the grate, they are wet. 6. He recognized her at once by her gait. 7. There was barely suppressed fury in his voice. 8. I laughed aloud, hugely amused. 9/ They don't grow beet in this district. 10. "To expire" is a synonym for "to die". 11. It struck me at once that her hair looked like a spray of autumn beech-leaves. 12. I don't like beans, I much prefer peas. 13. Her hair had been dyed to exactly the same beautiful shade as Sophie's. 14. I saw the mother sitting at the table, her head buried in her hands. 15 He was the only heir to his rich grandfather. 16. A bore is a man who, if asked what the time is, would tell you how to make a watch. 17. I suddenly pushed open the garden gate and stepped inside to pick some berries from the nearest bush. 18. Hastily she grabbed her fur coat and ran out. 19. I'm not in the habit of stealing flowers from other people's gardens. 20. "I'd better go," – "Alone? Or could you bear my company?" 21. I wanted to grind some corn into flour. 22. We hired a boat and rowed along the coast until we found a beautiful secluded beach. 23. There were apples, peanuts, and milk on the table, but never enough of even this primitive fare.

Exercise 4. Insert in the blank spaces the appropriate word from each group.

hair – hare: 1. First catch your ..., then cook it. 2. What he saw there made his ... stand on end. 3. She took out all the pins and let her ... fall down her back.

heal – heel: 1. Don't worry! It's just a scratch; it'll soon 2. The dog followed the hunter at his ...s.

hoarse – horse: 1. Don't look a gift ... in the mouth. 2. They talked themselves ..., but never came to an agreement.

hole – whole: 1. He ate three ... oranges. 2. The ... in the ground was covered with some fir branches.

key – quay: 1. I often met this man wandering along the ... late in the evening, looking at the boats. 2. The landlady showed him upstairs and gave him a ... to his room. 3. The symphony is in a major

lain – lane: 1. I could see them now, walking up the ..., him and his girl. 2. He had ... motionless on the ground for an hour or so before he heard steps.

lead – led: 1. It could not be Tina! You must have been ... astray by her strong resemblance to Sophie! 2. The ... pencil does not, and never did, contain any

made – maid: 1. She ... up her mind not to interfere. 2. The door was opened by the ..., who told me that the master was out.

mail – male: 1. ... animals are often larger than the females. 2. If you want the letter to get there quickly, send it by air

main – mane: 1. The ... library contains books of general interest. 2. The horse's ... was decorated with paper flowers and ribbons for the occasion.

meat – meet: 1. Though he worked hard, he had difficulty in making both ends 2. One man's ... is another man's poison.

miner – minor: 1. I'd always thought of him as a rather minor artist till then. 2. His father worked as a ... in Donetsk. 3. A minor key is one of the two types of key in which music is written.

night – knight: 1. That ... I never thought of a sleeping. 2. In the Middle Ages a mounted soldier serving under a feudal superior was called a

pale – pail: 1. He turned ... when I told him we had found the gun near the house.

2. Take some water from the ... and wash your face.

pain – pane: 1. The rain was beating at the window 2. He never took ...s to get a proper education.

pear – pair – pare: 1. They left the house in ...s. 2. Very soon he was forced to ... down his expenses. 3. The woman carried a basket full of huge golden ...s.

piece – peace: 1. He tore the lettere into ...s and burned them in the fireplace. 2. May he rest in ..., poor soul! 3. This play is all of a ... with his previous works. 4. A ... pipe is a pipe smoked by the North American Indians as a token of

plain – plane: 1. There are ... brown curtains at the window of my bedroom. 2. ...geometry deals with figures whose parts all lie in one

prey – pray: 1. These worries ...ed upon his min. 2. She knelt down and began to

rain – reign – rein: 1. She kept a tight ... on her husband. 2. He used to come to our place every Sunday, ... or shine. 3. That building was designed during the ... of Queen Victoria.

road – rode – rowed: 1. He jumped on his horse and ... away. 2. She turned on to a narrow country ... and went on faster. 3. We crossed the river in a boat. Jim ..., and I steered with a short scull.

root – route: 1. She was red as a beet-... . 2. Which ... did he take?

Exercise 5. Copy and translate the following sentences.

1. I like to stand on the quay and watch the streamers make their landing. 2. Drive along the main road and then take the second turning to the left. 3. You have lain in the sun too long. Be careful. 4. Rebecca was pale, sandy-haired, and with eyes habitually cast down. 5. She likes shoes with high heels. 6. I cannot get into my room; I've lost my key. 7. The knight rode along the road in the night. He lived in a small house in Chancery Lane. 9. Now she found herself putting on a pair of small pearl earrings and a single row of pearls. 10. You can take a horse to the water, but you can't make it drink. 11. There hung a huge oil painting of a little girl holding the reins of a pure white pony with a long mane. 12. In slow and clumsy fashion I rowed about half a mile up the river, Sophie doing the

steering. 13. A wood of mostly poplars and beeches and fringed with reeds stretched along one bank.

Exercise 6. Insert in the blank spaces the appropriate word from each group.

sail – sale: 1. It is time to set 2. Be sure to buy this book: it is on ... now. 3. She ...ed into the room and stopped to be admired.

seen – scene: 1. We can't agree on this point, but please don't make a 2. He had never been ... since that day.

sew – sow: 1. I know that I can ... and hem much better than my Aunty Em. 2. ... the wind and reap the whirlwind. 3. It was too early to ... yet. 4. To ... one's wild oats means to live immorally, usually when young.

shear – sheer: 1. To ... means to remove wool from sheep with large scissors, or shears. 2. This work is a ... waste of time.

sight – site: 1. My grandmother doesn't read much now. Her ... is failing. 2. Soames found a beautiful ... for his new house.

sole – soul: 1. You must have shoes with thicker ...s. These won't stand up to a long walk. 2. He is the ... of humour. 3. Would you like ... for you lunch? – Oh, I don't like fish. Can I have some meat, please?

sort – sought: 1. They ... shelter from the rain in a ... of shed. 2. I could not understand why he ... my advice again; he had never followed it before.

stare – stair: 1. Don't ... at the poor girl. She is embarrassed as it is. 2. A long flight of ...s led down to the sea.

steak – stake: 1. I'd like a nice ... for my dinner. 2. A ... is a thick sharpened stick used to support a tent, young trees or plants.

steel – steal: 1. She managed to ... a glance at the man. 2. He seemed to have nerves of

tale – tail: 1. Children like fairy-...s, but they grow older, they prefer ...s of adventure. 2. I could not make head or ... of what he had told me.

through – threw: Jane ... the apple away because it was rotten right

vein – vain – vane: 1. She was so thin that ...s stood out against her pale skin. 2.

The weather ... on top of the town hall pointed east. 3. She was nothing but a silly ... girl.
4. She was not really bad, just ... and thoughtless.

waist – waste: 1. Joseph Sedley was as vain as a girl. He had dozens of ... coats, a special one for every occasion. 2. Don't ... your time reading this book.

wait – weight: 1. In England apples are sold by ... and oranges at so much a piece.
2. ... a minute. Will you stand on the scales, please. I must put down your

weigh – way: How often do you ... yourself? – Twice a week. But it does not seem to help. I'm not getting any thinner. – That is not the ... to lose weight. You should diet.

where – wear – ware: 1. After you pass the ... house, turn to the right. 2. ... can I find shoes for everyday ... ? 3. He used to keep a hard ... shop. 4. There are all kinds of silver ... for sale here.

whether – weather: 1. ... we go or ... we stay, the result is the same. 2. He promised to come, though the ... was awful.

which – witch: 1. A ... is a person who professes or is supposed to practice magic, especially black magic. 2. I don't know ... way we must take.

write – wright – right – rite: 1. He is a well-known play 2. You are old enough to know the difference between ... and wrong. 3. He behaved in a strange way, as if performing some peculiar 4. ... to me as often as you can, please.

Exercise 7. Copy and translate the following sentences.

1. By the time I got to the churchyard, I began to feel as if someone had tied a steel knot across my brain. 2. It was in vain that the old lady asked her if she was aware she was speaking to Miss Pinkerton. 3. And the Cat went through the Wet Wild Woods waving his wild tail and walking by his wild lone. 4. There is too much waste in this house. 5. The sole reason for my staying here at all is your poor state of health. 6. First he sought his fortune in London, then moved to Paris. 7. As a man sows, so shall he reap. 8. If you mix iron with carbon and make it hard and strong by heating you will get steel. 9. She was wearing stockings of sheer silk. 10. She was on a strict diet, always thinking about her waist. 11. They had hardly enough food to keep body and soul together. 12. There were distressing scenes when the earthquake occurred. 13. I'll get you a horse, even if I have to

steal it. 14. There is a fascinating poem about an animal who had no tail and then got one and was very proud of it. 15. Go up the stairs and you'll find the flat you are looking for. 16. Do not make a scene in public. 17. Don't stare at me! I can't bear it. 18. Does this boat sail, or has it got an engine? 19. She was wearing a pale primrose dance frock. 20. When she lets all her hair down, she must look like a witch. 21. She was so suddenly full of friendliness and warmth and sheer sweetness that I in turn was filled with a new affection for her. 22. Ladies wore gaiters made of their old wool shawls and cut up carpets; the soles of their shoes were made of wood.

Exercise 8. Choose the correct italicized word to complete each sentence.

- 1 The new shopping mall is being built on this *site* / *cite*.
- 2 It isn't always easy to *adapt* / *adopt* to life's big changes.
- 3 The bag *compliments* / *complements* that outfit nicely.
- 4 The weather is supposed to be *fair* / *fare* and sunny this weekend.
- 5 Brandon was selling candy bars to raise money for his baseball *team* / *teem*.
- 6 We weren't allowed to take any *access* / *excess* baggage on the flight.
- 7 Henry had the *write* / *right* answers to all the multiple choice questions.
- 8 I bought monogrammed *stationary* / *stationery* to send my thank-you notes.
- 9 Alice planned to *great* / *grate* cheese for the pizza.
- 10 I liked to watch the birds *soar* / *sore* through the sky.

Exercise 9. Look at each set of clues to determine the words that they are describing. Then identify whether those words homophones or homographs.

- 1 to bend at the waist or a large tree branch;
- 2 correct or a sacrament or to jot down;
- 3 devoured or ten minus two;
- 4 discounted price or to navigate a small boat;

- 5 permitted to do something or easy to hear;
- 6 tiny or sixty seconds;
- 7 motionless or fancy writing paper;
- 8 uppercase (letter) or center of state government;
- 9 to make something or fresh fruits and vegetables;
- 10 to move quickly through the air or a pesky insect;
- 11 gnaws or decide on;
- 12 a freshwater fish or a low-toned voice or guitar;
- 13 excessively or deuce;
- 14 aroma or dispatched;
- 15 nearby or to secure.

Exercise 10. Which of the underlined parts of these sentences is right?

- 1 I **bow / bough** to your decision, to his knowledge in these matters.
- 2 No bird was singing now,
A single leaf was on a **bow / bough**.
- 3 The light of the lamp-post winked at her **threw / through** the cold night.
- 4 All night long their nets they **threw/ through**
To the stars in the twinkling foam.
- 5 Most pasta is made from a pure **wit / wheat** flour **which / witch** is mixed with water into an elastic **doe / dough**.
- 6 Place the **doe / dough** back in the pan.
- 7 The Earl had the whole **court / caught** dancing to his tune.
- 8 He **court / caught** his breath sharply. And why must he be a chemist's **dotter / daughter**?
- 9 Experience has **taut / taught** us that we cannot rely on them.
- 10 His muscles, still **taut / taught** from the thrill of the chase, he rode the first mile at a gallop.
- 11 **Straight / strait**, "narrow" is occasionally confused with **straight / strait**, "direct".
- 12 Though he **slays / sleighs** me, yet will I trust in him.

13 In the memory of many Americans, a **slay / sleigh** was a more comfortable and stylish vehicle than a sled.

14 Of what **size / sighs** is our future army to be?

15 My story being done,

She gave me for my pains a world of **size / sighs**.

16 One man had lived one hundred years and **ate / eight**.

17 No wonder, he was fat. He **ate / eight** like a horse.

18 He is worth his **wait / weight** in gold.

19 And the man they called “**Hi!**” / “**High!**” replied with a sigh.

20 Then a scream, shrill and **hi / high**, went to the sky.

Exercise 11. Make your own list of homonyms.

Paronyms

Paronym is a cognate word: a) a word that is derived from the same root as another word; b) a word linked to another by similarity of form:

adverse (неблагоприятный, вредный) – *averse* (нерасположенный, неохотный);

preceed (предшествовать) – *proceed* (продолжать).

Exercise 1. Look at the list of paronyms, make sure you know all of them, be prepared for dictation.

<i>accept</i> (принимать)	<i>except</i> (исключать)
<i>adverse</i> (вредный)	<i>averse</i> (ненавидящий)
<i>affect</i> (влиять)	<i>effect</i> (результат; совершать)
<i>assure</i> (заверять)	<i>ensure</i> (обеспечить)
<i>beer guard</i> (пограничник)	<i>body guard</i> ((личный) телохранитель)
<i>bride</i> (невеста, новобрачная)	<i>bribe</i> (взятка, подкуп)
<i>business</i> (дело, занятие, работа, бизнес)	<i>busyness</i> (деловитость, занятость)
<i>chief</i> (правитель, вождь, руководитель)	<i>chef</i> ((шеф-)повар)

<i>cloister</i> (монастырь)	<i>cluster</i> (группа, пучок, гроздь)
<i>concert</i> (концерт как мероприятие)	<i>concerto</i> (концерт как музыкальное произведение)
<i>coach</i> (кареета, экипаж, пассажирский вагон, туристский автобус; тренер)	<i>couch</i> (диван, софа, кушетка)
<i>contents</i> (содержание)	<i>contest</i> (дискуссия, конкуренция, соревнование)
<i>context</i> (контекст)	<i>crush</i> (дробление, раздавливание, толпа, давка, толкотня)
<i>crash</i> (грохот, треск, авария, крушение, банкротство, крах)	<i>data</i> (данные)
<i>date</i> (дата)	<i>day</i> (день)
<i>different</i> (различный, иной)	<i>difficult</i> (трудный, тяжёлый)
<i>damn</i> (проклинать, осуждать на вечные муки)	<i>doom</i> (обрекать, осуждать, выносить обвинительный приговор)
<i>diner</i> (обедающий)	<i>dinner</i> (обед)
<i>Dutch</i> (нидерландский, голландский)	<i>Danish</i> (датский)
<i>economic</i> (экономический)	<i>economical</i> (экономный)
<i>eligible</i> (имеющий право быть)	<i>illegible</i> (неразборчивый)
<i>emigrant</i> (эмигрант)	<i>immigrant</i> (иммигрант)
<i>eminent</i> (знаменитый)	<i>imminent</i> (незамедлительный)
<i>ensure</i> (обеспечивать)	<i>insure</i> (застраховывать)
<i>experiment</i> (опыт как испытание)	<i>experience</i> (опыт как накопленные знания)
<i>feel</i> (чувствовать)	<i>fill</i> (наполнять)
<i>fool</i> (дурак, глупец)	<i>full</i> (полный)
<i>fragile</i> (ломкий, хрупкий, слабый, болезненный)	<i>fragrant</i> (ароматный, благоухающий)
<i>historic</i> (относящийся к прошлому)	<i>frail</i> (непрочный, непостоянный, изменчивый, скоротечный);
	<i>historical</i> (относящийся к истории как науке)

<i>history</i> (история)	<i>story</i> (рассказ)
<i>imprudent</i> (неблагоразумный, опрометчивый, неосторожный)	<i>impudent</i> (нахальный, дерзкий, бесстыдный)
<i>intelligence</i> (интеллект, рассудок, разум, умственные способности, сведения секретного характера, разведка, разведывательная служба)	<i>intelligentsia</i> (интеллигенция)
<i>keen</i> (острый, колющий, обладающий высокой чувствительностью, проницательный, сообразительный, увлечённый, пылкий)	<i>kin</i> (родственный);
<i>layer</i> (слой, пласт, прослойка)	<i>liar</i> (лгун)
<i>level</i> (степень, ступень, уровень)	<i>lever</i> (рычаг)
<i>live</i> (жить)	<i>liver</i> (печень)
<i>literal</i> (буквальный)	<i>leave</i> (оставлять, покидать, уходить)
<i>moss</i> (мох, торфяное болото)	<i>literary</i> (литературный)
<i>mouse</i> (мышь)	<i>moth</i> (мотылёк, ночная бабочка)
<i>neuter</i> (средний (о грамм. роде))	<i>mouth</i> (рот, устье)
<i>pass</i> (проход; пропуск, паспорт)	<i>neutral</i> (нейтральный)
<i>personal</i> (личный)	<i>path</i> (тропинка)
<i>pill</i> (таблетка, пилюля)	<i>personnel</i> (штат)
<i>potter</i> (гончар)	<i>peal</i> (звон колоколов, раскат грома)
<i>precede</i> (предшествовать)	<i>peel</i> (кожура, шелуха)
<i>prosecute</i> (преследовать в судебном или уголовном порядке, выступать в качестве обвинителя, предъявлять иск)	<i>porter</i> (привратник, швейцар, носильщик, грузчик)
	<i>proceed</i> (продвигаться)
	<i>persecute</i> (преследовать, подвергать гонениям, надоедать)
	<i>pursue</i> (гнаться, бежать за кем-л., следовать намеченному курсу,

<i>rifle</i> (винтовка, нарезное оружие)	добиваться)
<i>shade</i> (тень, тенистое место, полумрак, прохлада, оттенок, нюанс)	<i>rival</i> (соперник, конкурент, противник)
<i>sick</i> (больной, болезненный)	<i>shadow</i> (тень (от конкретного предмета) след)
<i>side</i> (сторона)	<i>thick</i> (толстый, густой)
<i>steam</i> (пар)	<i>site</i> (место, местонахождение, позиция, стройплощадка, имение, сайт);
<i>stir</i> (шевелить(ся), двигать(ся), мешать, помешивать, размешивать, взбалтывать, волновать)	<i>stem</i> (ствол, стебель, род, племя, основа);
<i>story</i> (рассказ)	<i>steer</i> (править рулём, управлять транспортным средством)
<i>superficial</i> (поверхностный)	<i>store</i> (склад, магазин)
<i>sweet</i> (сладкий)	<i>superfluous</i> (излишний)
<i>Swiss</i> (швейцарский)	<i>sweat</i> (пот)
<i>tip</i> (кончик, наконечник, верхушка)	<i>Swedish</i> (шведский)
<i>truck</i> (грузовик)	<i>type</i> (тип)
	<i>trek</i> (переселение, туристский поход, путешествие)
	<i>track</i> (след, отпечаток, тропинка, колея, рельсовый путь, лыжня, беговая дорожка)
	<i>trunk</i> (ствол (дерева), туловище, хобот)
<i>vine</i> (виноградная лоза, вьющееся растение)	<i>wine</i> (вино)
<i>vow</i> (клятва, обет)	<i>wow</i> (междометие, выражающее восторг)
<i>wander</i> (бродить, странствовать, скитаться)	<i>wonder</i> (удивляться, интересоваться, размышлять)
<i>west</i> (запад)	<i>vest</i> (жилет, безрукавка, майка, нижняя

Exercise 2. Fill in the blank**a) with either *accept* or *except*.**

- 1 The whole army is out of step ... Fred.
- 2 I'll ... no money from that cheapskate.
- 3 Please ... this pot of Mama's chicken soup.
- 4 It will cure anything ... flat feet.
- 5 Rip could do anything ... make money.
- 6 I had to ... their negative evaluation.
- 7 All the girls went to the game ... Mary.
- 8 Howard could not ... the job.
- 9 ... when there's a classic movie playing, Pete seldom watches TV.
- 10 I will ... your gift if you let me pay for my lunch.

b) with either *affect* or *effect*.

- 1 Wars ... everybody, and their destructive ... last for generations.
- 2 Television has a strong ... on public opinion.
- 3 My mood can ... my thinking, too.
- 4 I see that you're trying to ... apathy, but I know that you really do care.
- 5 Falling on my head had a bad ... on my memory.
- 6 His years of smoking have negatively ...ed his health.
- 7 This plan will surely ... significant improvements in our productivity.
- 8 The patient shows normal ... and appears to be psychologically stable.
- 9 The principal's new rules ... the school.
- 10 Supply and demand have a direct ... on the prices of commodities.
- 11 The ... of the speech was visible on the faces of the sleeping audience.
- 12 He's just trying to seem cool; his indifference is completely ...ed.
- 13 We may never know the full ... of the radiation leak.
- 14 The early frost will ... the crops.

15 What kind of ... can this quiz have on your dinner tonight?

Exercise 3. Choose the right variant from words in brackets.

1 The performance has attracted a lot of unfavourable (adverse / averse) comment.

2 I don't smoke cigarettes, but I'm not against (adverse / averse) having the occasional cigar.

3 I can't promise (assure / insure) that the medicine is perfectly safe.

4 Please make sure (assure / insure) that the lights are switched off before leaving the building.

5 He was praised (compliment / complement) for doing a good job.

6 A fine wine is a good addition (compliment / complement) to a good meal.

7 The group (council / counsel) of Ministers is a real power in the EC.

8 The king took advice (council / counsel) from the assembled nobles.

9 The country needs help (dependent / dependant) of foreign aid.

10 Please state your name, age and the number of persons depending on you for money (dependent / dependant).

11 Most wives do not like being supported (dependent / dependant) by their husbands.

12 A ship full of people escaping from their own country (emigrant / immigrant) left for Australia.

13 Many people from abroad (emigrant / immigrant) have come to live in the USA.

14 Anyone over the age of 18 has the right (illegible / eligible) to vote.

15 His writing is almost impossible to read (illegible / eligible).

16 The company's main problem is the shortage of skilled staff (personal / personnel).

17 He made a direct (personal / personnel) appeal to the kidnapper to return his child.

18 I will have to consult my boss (principle / principal) before I can give you my answer to that.

19 I was introduced to several senior lecturers, but not the head (principle / principal).

20 One of the main rules (principle / principal) of this dictionary is that definitions should be in simple language.

21 He started (precede / proceed) his speech with a few words of welcome to the special

guests.

22 The work goes on (precede / proceed) according to plan.

2.2.2 Countries and Nationality

Important Notes

All country names are unique. They are **not** similar to derived adjectives or nationality names. Adjective and nationality names are often, but not always similar. For example: French – the language, and French the nationality are the same in the case of France. However, English – the language, and American – the nationality are not the same in the case of The United States.

Remember that all countries, languages and nationalities are **always** capitalized in English. This is because country, language and nationality names are proper names of countries, languages and nationalities.

The picture below contains the following information about some of the countries or nations in the world:

- 1 The name of the country.
- 2 An adjective used for that country.
- 3 A noun used for a person from that country.
- 4 Nationality

Pay attention to the words ending *-s*, *-sh*, *-ch* (except *Czech*), *-ese*. They form nationality (plural) without adding *-s*:

a Dutchman – the Dutch

a Japanese – the Japanese

a Swiss – the Swiss

Table 1 – Countries and Nationalities

Country	Adjective	Person	Nationality
1	2	3	4
1 Czech Republic	Czech	a Czech	the Czechs
Greece	Greek	a Greek	the Greeks
Thailand	Thai	a Thai	the Thais
Iraq	Iraqi	an Iraqi	the Iraqis
Israel	Israeli	an Israeli	the Israelis
Pakistan	Pakistani	a Pakistani	the Pakistanis
Saudi Arabia	Arab <i>or</i> Arabic	an Arab	the Arabs
2 America	American	an American	the Americans
Angola	Angolan	an Angolan	the Angolans
Belgium	Belgian	a Belgian	the Belgians
Brazil	Brazilian	a Brazilian	the Brazilians
Chile	Chilean	a Chilean	the Chileans
Germany	German	a German	the Germans
Iran	Iranian	an Iranian	the Iranians
Italy	Italian	an Italian	the Italians
Laos	Laotian	a Laotian	the Laotians
Mexico	Mexican	a Mexican	the Mexicans
Morocco	Moroccan	a Moroccan	the Moroccans
Norway	Norwegian	a Norwegian	the Norwegians
Russia	Russian	a Russian	the Russians
3 China	Chinese	a Chinese	the Chinese
Portugal	Portuguese	a Portuguese	the Portuguese
Japan	Japanese	a Japanese	the Japanese
Burma	Burmese	a Burmese	the Burmese
Lebanon	Lebanese	a Lebanese	the Lebanese
Sudan	Sudanese	a Sudanese	the Sudanese
Vietnam	Vietnamese	a Vietnamese	the Vietnamese

Table 1 (continued)

1	2	3	4
4 Denmark Finland	Danish Finnish	a Dane a Finn	the Danes the Finns
5 Iceland New Zealand	Icelandic New Zealand	an Icelander a New Zealander	the Icelanders the New Zealanders
6 Poland Scotland	Polish Scottish, Scotch	a Pole a Scot <i>or</i> a Scotsman	the Poles the Scots
7 Sweden Turkey –	Swedish Turkish Jewish	a Swede a Turk a Jew	the Swedes the Turks the Jews
8 Britain England France Holland Ireland Spain Wales Switzerl ⁵⁷ and	British English French Dutch Irish Spanish Welsh Swiss	a Briton / a Britisher an Englishman a Frenchman a Dutchman an Irishman a Spaniard a Welshman a Swiss	the British the English the French the Dutch the Irish the Spanish the Welsh the Swiss

Exercise 1. Give English equivalents to the following words in brackets.

1 А (ливанский) horse breeder realizes his dream in Russia.

2 This beautiful plant has been cultivated from ancient times in the (Среднем Востоке), (Греции), (Риме).

3 (Русские) rush to brush up long-neglected teeth.

4 (Американцев) wages and benefits rose 3.3 percent in 1997.

5 The company's North American's operations continued to improve, helping to

overcome difficulties in (Европе), (Латинской Америке) and (Азии).

6 (Россия) seeks firm to set Rosneft price.

7 The USSR was a helping hand to the (венгерскому) people, later the same longer hand was extended to (Чехословакии) and (Афганистану).

8 Since the wars in former (Югославии) ended more than two years ago, there have been few reasons to bracket the words “Bosnia” and “progress” together.

9 If Clinton takes action in (Ираке), at home or abroad, he is not just creating a crisis to keep his enemy some distance away.

10 The bishops’ announcement appeared to be an attempt to satisfy both the Vatican and (немецкие) politicians.

11 The (британское) and (ирландское) governments are charting a compromise course between those two opposite demands.

12 (Израильский) Prime Minister Benjamin Netanyahu complained Tuesday that the (палестинцы) have done nothing to help to prevent terror attacks by Islamic militants.

13 Netanyahu spoke as an (израильский) magistrate ordered two (израильские арабы) held in prison on suspicion they planned an attack in Jerusalem.

14 Albright was to meet (французского) Foreign Minister Hubert Vedrine in Paris.

15 (Китайский) Prime Minister Li Peng called on Tuesday for resuming talks with (Тайвань) in a further sign (Китай) was relaxing harsh preconditions that have deadlocked relations.

16 (Алжирские) security forces killed suspected rebels in northeastern (Алжире).

17 (Японский) finance minister said on Tuesday that he would resign over a bribery scandal.

18 The proposal calls for donations of good and medicine to be distributed to needy (кубинцам) by the (американским) Red Cross.

19 Students come from (Гонконга), (Таиланда), (Японии), (США), (Нигерии) and (Европы) as well as from (Соединенного Королевства).

20 Staff in the school have wide-ranging interests in the literature and culture of (Франции), (Италии) and (Испании).

21 A love-struck (голландец) was seduced by his (английской) girl-friend into

cocaine worth \$115,000 and smuggling it into (Британию) was jailed for six years yesterday.

22 (Корея) swallows its pride and asks the IMF for help.

23 The (палестинцы) accused (Израиль) of its policy and said they had lived up to obligations spelled out in previous peace accords.

24 (Алжирская) newspaper reports Tuesday significantly raised the number of people killed in two previous attacks this weekend.

25 Hermann Maier from (Швейцарии) won his fourth consecutive World Cup race.

2.2.3 Using Numbers

The advice proffered here is meant primarily for standard academic prose. Business and technical writing sometimes goes by a different set of standards, and writers of those kinds of text should consult a manual dedicated to those standards.

1 Write out numbers that require no more than two words, remembering that a hyphenated number between twenty-one and ninety-nine counts as one word. Some writing manuals will suggest that whole numbers from zero through nine should be written as words, and numbers from ten on up should be written as numerals, especially when the word modifies a noun as *in five students* or *two professors* (*There are twenty-six students in my wife's third-grade class. Juan is over 183 centimeters tall. Hartford has over ninety-three thousand citizens.* Some people would argue that all such statistical information should be expressed in numerals; when rounded off spelled-out words are appropriate. *Hartford has 97,500 citizens*).

- a) Use numerals when the number modifies a unit of measure, time, proportion, etc.: *2 inches, 5-minute delay, 65 mph, 23 years old, page 23, 2 percent.*
- b) Use numerals for decimals and fractions: *0.75, 3.45, 1/4 oz, 7/8 in.* (Notice that abbreviations are always written in the singular form whether they would be expressed as plurals or not: *14 oz, 12 in.* The period can be omitted from

such abbreviated measurements unless confusion would result [after in., for example]).

- c) Use numerals for any number greater than nine: *237 lb, 32 players*. (But this may be determined by context and how exact the numbers are. In business and technical writing, yes, all such numbers would be written as numerals; in other kinds of text, you might see something like six million victims, four thousand volunteers.
- d) Approximate figures – fractional or otherwise – may be written out as words: one half the students, a quarter cup of sugar, a third of the time, four times as often.
- e) Place a hyphen after a unit of measure when the unit modifies a noun: *10-foot pole, 6-inch rule, 3-year-old horse*. (The unit of measure in such expressions is, for some reason, always singular.)
- f) When many numbers are involved, use all numerals unless all the numbers are whole numbers less than nine.
- g) When fractional or decimal expression are 1 or less, the word they modify should be singular: *0.7 meter, 0.22 cubic foot, 0.78 kilometer*. Precede decimal fractions with a value less than one with a leading zero before the decimal point.
- h) Percentage expressions should be written out as words: *Last semester, 78 percent of the first-year students passed English Composition*. (as opposed to 78 %)
- i) Avoid using ordinals when writing dates: *February 14, not 14th*.

2 Consistency is important here! (*Juan is about 183 centimeters tall, which means that he is just over 6 feet tall*).

3 To avoid confusion by running numbers together, combine words and numerals when one number follows another. Generally, write out the shorter number

(My wife teaches 26 third-grade students. There were 10 four-foot boards on the trucks. The lab has 24 seventeen-inch monitors. We need six 50-watt bulbs for this apartment).

4 Avoid beginning a sentence with a number that is not written out (*Seventy-two inches equals approximately 1.83 meters*).

Exception: you can begin a sentence with a date: *1997 was a very good year for owls.*

5 Use figures instead of words for

a) **Dates and years:** *December 18, 1997.* Avoid using ordinals when writing dates: *Her birthday is on April 4~~th~~.*

b) **Decimals, percentages, and fractions:** *235.485, 55 %, 14 ¼.*

c) **Scores:** *The Bulls won the final game by a score of 114 to 106.*

d) **Addresses:** *1032 Maple Avenue.* Sometimes, though, an address is part of a building's name, and then you'll want to spell it out: *One Corporate Plaza.* Unless space is at a premium, write out numerical street names (of one hundred or less): *1032 Fifth Avenue.*

e) **Political and military units (for numbers of one hundred or less):** *Seventh Precinct, Fourteenth Congressional District, Fifty-third Regiment, Third Battalion, 112d Artillery.*

f) **Finances:** *Tickets cost \$35.50 apiece. The city spent \$1.1 million for snow removal last year.* (Or use \$1,100,000.) You can leave the comma out of figures in the thousands: *They spent \$7500 on that car before junking it.* Also, leave the comma out of addresses and year-dates: *In 1998, they moved to NE 12887 53rd Avenue.*

g) **Ranges:** *Between 18 and 25 bald eagles have been counted near the Connecticut River this spring.*

h) **Time:** *9:15 a.m.* If you use the word *o'clock* for rounded off times, spell out the number in words: *We left at seven o'clock.* Use a.m. and p.m., not AM and PM.

Exercise 1. Look at the list of numerals and learn by heart. Pay attention to their spelling

1 – 12

Cardinal	Ordinal
one	the first
two	the second
three	the third
four	the fourth
five	the fifth
six	the sixth
seven	the seventh
eight	the eighth
nine	the ninth
ten	the tenth
eleven	the eleventh
twelve	the twelfth

13 – 19

Cardinal	Ordinal
thirteen	the thirteenth
fourteen	the fourteenth
fifteen	the fifteenth
sixteen	the sixteenth
seventeen	the seventeenth
eighteen	the eighteenth
nineteen	the nineteenth

20 – 100

Cardinal	Ordinal
twenty	the twentieth
twenty-one	the twenty-first
twenty-two	the twenty-second
thirty	the thirtieth
forty	the fortieth
fifty	the fiftieth

sixty	the sixtieth
seventy	the seventieth
eighty	the eightieth
ninety	the ninetieth
a (one) hundred	the hundredth

Exercise 2. Write the correct answer for each sentence, using either words to spell out the numbers (thirty-one) or numerals where appropriate (31). Write a C if the sentence is correct as is.

- 1 351 people attended the performance.
- 2 There were one hundred and thirty-five pieces in the puzzle.
- 3 Class started at eight-thirty A.M. in Room Twenty.
- 4 In the sixties there were sit-ins at 100's of colleges.
- 5 Every afternoon at two o'clock the chimes rang.
- 6 The stock deal, which involved \$4.5 billion, paid a twelve and a half percent dividend.
- 7 The Lafayette television station is Channel Eighteen.
- 8 They needed eight ten-foot poles for the construction.
- 9 The vote was 126 in favor of the action and only sixteen opposed.
- 10 The assignment was to read chapter 6, pages 31-39.
- 11 Only fifty percent of high school students go on to college.
- 12 We were assigned a report of about 10 pages in length.

2.2.4 Common word combinations

It is not always easy to know which preposition to use after a particular noun, verb or adjective. Here are some of the most common combinations.

to be absorbed in – БЫТЬ ПОГРУЖЕННЫМ В

according to – СОГЛАСНО ЧЕМУ-ЛИБО

to be accustomed to – ПРИВЫКНУТЬ К

to be afraid of – бояться чего-либо
to be anxious for/about – сильно желать чего-то/беспокоиться о
to be ashamed of – стыдиться чего-либо
to be aware of – осознавать что-либо
to be bad at/for – плохо что-либо делать/быть вредным для
to be capable of – быть способным на
to be confident of – быть уверенным в
to be due to/for – благодаря/быть обусловленным чем-либо
to be fit for – подходить для
to be fond of – любить что-либо
to be frightened of/at – испугаться чего-либо
to be good at/for – делать что-либо хорошо/быть полезным для
to be interested in – быть заинтересованным в
to be involved in – быть вовлеченным в
to be keen on – сильно желать чего-либо; очень любить что-либо
to be liable for/to – быть ответственным за/быть подверженным чему-либо
to be nervous of – нервничать из-за
owing to – по причине/благодаря
to be pleased with – радоваться чему-либо
to be prepared for – быть готовым к
to be responsible for/to – отвечать за что-либо перед кем-либо
to be scared of – испугаться чего-либо
to be sorry for/about – извиняться за/жалеть о чем-либо
to be successful in – иметь успех в
to be suspicious of – подозревать в
to be terrified of – быть в ужасе от
to be tired of – устать от
to be used to – привыкнуть к

2.2.5. Prepositional verbs

Prepositional verbs are made of: verb + preposition. A preposition always has an object, that's why all prepositional verbs have direct objects. Prepositional verbs cannot be separated. That means that we cannot put the direct object between the two parts. For example, we must say "look after the baby". We cannot say "look the baby after".

Tip. It is a good idea to write "something/somebody" in your vocabulary book when you learn a new prepositional verb, like this:

believe in *something/somebody*

look after *sth/sb*

This reminds you that this verb needs a direct object (and where to put it).

Here are some examples of prepositional verbs:

to accuse sb of – обвинять кого-либо в

to apologize to sb for – извиняться перед кем-то за

to apply to sb for sth – обратиться к кому-либо за

to ask for/about – спрашивать, осведомляться о

to attend to – ухаживать за

to beg for – просить что-либо

to believe in – верить во что-либо

to beware of – остерегаться чего-либо

to blame sb for – винить кого-либо в чем-либо

to charge sb with – поручать кому-либо что-либо

to compare sth with – сравнивать что-либо с

to comply with – соблюдать что-либо

to conform to – соответствовать чему-либо

to consist of – состоять из

to deal with – иметь дело с

to depend on – зависеть от

to dream of – мечтать о

to drop in – зайти, заглянуть к

to expose to – выставлять; подвергать действию чего-либо

to fight with sb for – бороться с кем-либо за

to fine sb for – оштрафовать кого-то за

to hope for – надеяться на что-либо

to insist on – настаивать на чем-либо

to interfere in/with – вмешиваться во что-либо; мешать кому-либо

to live on – жить на что-либо

to long for – сильно желать чего-либо

to object to – возражать против

to occur to – приходить в голову кому-либо

to persist in – настаивать на

to prefer sb/sth to sb/sth – предпочитать кого-либо/что-либо кому-либо/чему-либо

to prepare for – готовить к

to punish sb for – наказывать кого-либо за

to quarrel with sb about – ссориться с кем-либо из-за

to refer to – сослаться на что-либо

to rely on – полагаться на кого-либо

to remind sb of – напоминать кому-либо о

to resort to – прибегнуть к

to succeed in – достигнуть чего-либо

to suspect sb of – подозревать кого-либо в

to think of/about – думать о

to wait for – ждать кого-либо, что-либо

to warn sb of/about – предупреждать кого-либо о чем-либо

to wish for – желать чего-либо, стремиться к чему-либо

Exercise 1. Fill in the blanks with the preposition below.

to, by, of, in, for, on, about, from, with

1 Realists argue that the moral issues do not apply ... states, whose relations should be governed ... consideration ... national interest not of moral.

2 ... addition, America should not interfere ... Israeli politics.

3 Mr Blair might not be able to force his party to vote ... the tough limits ... public spending needed to get the government's finances ... shape.

4 Realists are more pessimistic ... progress ... human affairs.

5 There are other reasons ... the drop ... abortions.

6 Although Mr Gerphardt is trying to look different ... Mr Gore, he is not different enough to impress voters much.

7 With \$450 billion ... assets under management, AXA is a word leader ... insurance and investment.

8 Brazil's military police are responsible ... most of the abuse.

9 Intrusive officials are suspicious ... anything the government did not control, but paid too much ... Japan's voluntary services earlier this century.

10 ... response ... the public hostility generated ... the role of the press ... Diana's life and death, editors are struggling ... the problem of how to deal ... the privacy issue ... general, and the royal family ... particular.

Exercise 2. Insert in the blank spaces the appropriate preposition, comment on your choice.

1 The research will require tests to be carried out ... animals.

2 In February, L'Oreal set up a branch ... the company ... Peking to supply their products ... the market ... China.

3 The singer was released ... jail after being arrested ... suspicion ... possessing child pornography ... his computer.

4 Doctors, health professionals and consumer organizations said attention should be focused ... the real reason ... banning tobacco advertising – the decrease and death caused ... smoking.

5 The European directive ... banning tobacco advertising ... sport will be discussed ... a Council ... Health Ministers' meeting ... Brussels ... 4 December.

6 This week, preparations began around the world ... global action to attack the evil ... child labour.

7 ... Thursday, 20 November, the universal Day ... the Rigghs of the Child, hundreds ... organizations, ... London ... Rio and Manila ... Mexico, announced their involvement ... a global march ... child labour.

8 The Independent Television Commission has discontinued the transmission ... an advertisement ... Direct Line ... complaints ... rival insurance companies.

9 Commuters ... my local station were informed ... Thursday morning that their train was late because ... a sudden fall of rocks ... the line ... Winchester.

10 The fall ... the European governmental system based ... Marxim turned out to be a kind ... twilight ... the gods that theology

11 He ran the university ... four decades, before moving ... 1971 ... the largely ceremonial post ... Chancellor and devoting much ... his energy ... preaching.

12 A great deal ... her time was devoted ... answering inquiries and writing ... her father.

13 Merrydown, the leading drinks making group in the world, has been forced to delay the announcement ... its financial results due ... an embarrassing administrative error.

14 He said the business community should still prepare now ... a single currency and be ready ... the UK to join early ... the next parliament.

15 According ... the law ... probability, I must have a good chance Winning one ... the big prizes.

16 Most bids ... the UK manufacturing are ... businesses that are being hurt ... the high pound, though the inability of many British managers to cope ... conditions ... the US market is an important factor ... their readiness to sell out.

17 The fate ... National Westminster bank will probably be decided ... outsiders.

18 London is arguably the most sophisticated world financial centre ... assessing the world worth ... foreign investments.

19 You will find them helpful ... answerin queries and ... the more problematic issues they are hard but fair.

20 That's because the value ... your investment keeps pace ... inflation and, ... addition, you will earn 2.75 % per annum over five years – all completely tax free.

Exercise 3. Choose the right preposition.

1 According ... (with/to) the British Bankers Association, banks are discussing ways forward with Jewish groups but are anxious ... (to/for) the government to define its policy.

2 New research published ... (in/by) the trade union shows that stress ... (at/in) the workplace has a lot of to do ... (with/in) how we communicate ... (to/with) each other and the kind of relationships we enjoy.

3 Investors who want to save the planet while saving their money can choose ... (among/from) a range of genuinely “green” investment funds, many of which have performed better than the market ... (in/during) the past year.

4 Hundreds of jobs have been created as a result ... (of/it) the implementation of energy efficiency policies.

5 One of the first initiatives aimed ... (to/at) creating environment-friendly homes and businesses was the Standard of Performance ... (of/for) Energy Efficiency Programme.

6 Originally intended to run ... (for/during) four years, it will now go on ... (by/until) the year 2000.

7 The climate is starting to hot up in Japan where politicians and their officials have gathered to take part ... (at/in) a 10-day summit ... (at/in) Kyoto to agree ... (with/on) targets for greenhouse emissions.

8 voters ... (in/at) the beautiful old cathedral city of Winchester are going to have a re-run of the general election, raising the prospect of a fascinating and violent three-way fight as all the parties seize the opportunity to score political points ... (in/at) what will inevitably be a close-run contest.

9 It should have been a straightforward day out for the Prime Minister in Moscow, lining up alongside Boris Yeltsin for cheerful photo-opportunities, hanging ... (in/on) the Metro, meeting the people ... (at/in) the Red Square.

10 If housework had to be paid ... (to/for), the national output would probably

double overnight, according ... (to/with) a survey done ... (at/by) the Office of National Statistics.

11 Surprise – women spend twice as much time ... (in/on) average doing unpaid work ... (about/at) the home as they spend in paid employment.

12 The mistress of Paolo Gucci was yesterday banned ... (for/from) keeping horses ... (during/for) five years after admitting charges of causing unnecessary suffering.

13 A hasty apology has been issued ... (by/from) Manchester-based firm who would like to ensure their customers that all their products are thoroughly checked and come ... (to/from) the best suppliers.

14 Reports of technical errors and inaccuracies ... (of/in) the interpretation of screening testing have caused shock and anger and led to an increased demand ... (of/for) information.

15 Screening has a key role to play ... (for/in) preventing cancer and ... (in/at) its early detection.

16 The Nobel Prize committee surprised scientists yesterday ... (by/with) awarding its medicine prize ... (to/for) Stanley Prusiner.

17 Thousands of British football fans are due to travel to Rome this week ... (for/to) England's World Cup match ... (with/against) Italy.

18 Scotland Yard and the West Midlands have recently set up an internal telephone hotline for their own workforce to inform ... (about/on) their colleagues if they suspect them ... (in/of) breaking the law.

19 ... (During/For) the past eight years, doctors in Nottingham have been experimenting with a substitute ... (for/of) the human ear.

20 The teenage nanny Louise Woodward went ... (to/on) trial on the United States yesterday charged ... (with/for) the murder of a nine-month-old baby in care.

2.2.6 British and American English

Table 2 – Difference in Spelling

British	American
1	2
-our honour labour colour splendour	-or honor labor color splendor
-re centre theatre litre fibre metre	-er center theater liter fiber meter
-ce defence licence practice offence	-se defense license practise offense
-s- organisation analyse	-z- organization analyze
-me, -ue programme catalogue monologue dialogue	program catalog monolog dialog

Table 2 (continued)

1	2
-ll- travelled cancelling dialled	-l- traveled canceling dialed

Table 3 – Difference in Vocabulary

British	American
1	2
flat	apartment
lawyer	attorney
luggage	baggage
milliard	billion
taxi	cab
company	corporation
city/town centre	downtown
chemist's	drugstore
lift	elevator
autumn	fall
petrol	gas
motorway	highway
cross-roads	intersection
living room	drawing room
coach	long-distance bus
post	mail
cinema	movies
trousers	pants
sleeper	Pullman

Table 3 (continued)

1	2
railway	railroad
shop-assistant	salesman, clerk
time-table	schedule
football	soccer
underground	subway
booking office	ticket office
to be sick	to be ill
advocate	trial lawyer
lorry	truck
boot	trunk
ground floor	first floor
first floor	second floor
second floor	third floor

2.3 Grammar Difficulties

2.3.1 Adding the Ending -s/-es to Nouns and Verbs

The material below describes the rules of adding the ending -s/-es to the final consonants and vowels of nouns and verbs. The ending -s/-es is added to nouns to form the plural form of nouns (*a book – books*). The ending -s/-es is added to verbs to form the third person singular in the Simple Present Tense (*he / she / it works*). The rules of adding s/es to nouns and verbs are mostly the same. In most cases, the ending -S is added. The choice of the ending -S or -ES depends on the sound or letter to which the ending is added.

1 In most cases, the ending -S is added to nouns and verbs without any change of the letter to which it is added.

Nouns: *a rug – rugs; a cloth – cloths, a house – houses.*

Verbs: *give – (he) gives, lie – (he) lies, pick – (he) picks.*

2 After -s, -z, -x, -ch, -tch, -sh, the ending -ES is added. If the word ends in mute E after the above letters (or ends in -dge, -ge), the ending -S is added (pronounced [iz]). Or one can say that the final mute letter E is dropped in this case, and the ending -ES is added.

Nouns: *a class – classes; a quiz – quizzes; a church – churches; a match – matches; a dish – dishes; a garage – garages.*

Verbs: *kiss – (he) kisses; lose – (he) loses; relax – (he) relaxes; catch – (he) catches; judge – (he) judges; rouge – (she) rouges.*

Note: If names or family names end in -s, -z, -x, -ch, -tch, -sh, the ending -ES (pronounced [iz]) is added to form the plural. For example: *Morris – two Morrises; Max – three Maxes; the Douglasses* (family members whose last name is Douglas); *the Joneses* (members of the Jones family); *the Foxes; the Hooches; the Nashes*. Usually, the surname in the plural is used when referring to husband and wife.

3 If final Y doesn't form a syllable (Y stands after a vowel letter), Y doesn't change, and the ending S is added.

Nouns: *a ray – rays; a boy – boys; a toy – toys; a key – keys.*

Verbs: *play – plays; say – says.*

If final Y forms a syllable (Y stands alone after a consonant letter), the ending -ES is added, and Y changes to I.

Nouns: *a story – stories; a family – families; a try – tries.*

Verbs: *study – (he) studies; fry – (he) fries; deny – (he) denies.*

Note: In the case of names or family names ending in Y, the ending -S is added to form the plural, and the letter Y doesn't change. For example: *Mary – two Marys; Tony – two Tonys; the Crosbys* (family members whose last name is Crosby); *the Rileys* (members of the family by the name Riley).

4 If a verb ends in -O, the ending -ES (pronounced [z]) is added in all cases.

Verbs: *go – (he) goes; do – (he) does; veto – (he) vetoes; echo – (he) echoes.*

If a noun ends in -O, the ending -S (pronounced [z]) is added in a number of cases.

Nouns: *kilo – kilos; kimono – kimonos; logo – logos; metro – metros; photo – photos; piano – pianos; portfolio – portfolios; radio – radios; studio – studios.*

If a noun ends in -O, the ending -ES ([z]) is added in some other cases.

Nouns: *echo – echoes; embargo – embargoes; hero – heroes; potato – potatoes; Negro – Negroes; tomato – tomatoes; torpedo – torpedoes; veto – vetoes.*

In some cases, both spelling variants are considered standard.

Nouns: *cargo – cargoes / cargos; halo – haloes / halos; motto – mottoes / mottos; tornado – tornadoes / tornados; volcano – volcanoes / volcanos; zero – zeroes / zeros.*

Note: If a verb or a noun ends in -OO, the ending -S (pronounced [z]) is added in all cases: *boo – boos, moo – moos, cuckoo – cuckoos.*

5 Some nouns that end in -F or -FE in the singular form the plural by changing F, FE to "ves" (pronounced [vz]).

Nouns: *loaf – loaves; half – halves; calf – calves; shelf – shelves; elf – elves; thief – thieves; wife – wives; knife – knives.*

But some nouns that end in -F, -FE form the plural in the regular way by adding the ending -S (pronounced [s]).

Nouns: *belief – beliefs; chief – chiefs; handkerchief – handkerchiefs; dwarf – dwarfs; goof – goofs; proof – proofs; roof – roofs; safe – safes; gulf – gulfs.*

Several nouns have two plural variants.

Nouns: *scarf – scarfs / scarves; wharf – wharfs / wharves; hoof – hoofs / hooves; turf – turfs / turves.*

Nouns that end in -FF add the ending -S to form the plural: *sheriff – sheriffs, tariff – tariffs, cliff – cliffs, cuff – cuffs, puff – puffs.* **Exception:** *staff* (in the meaning stick, rod, pole) – *staves / staffs.*

Note: Verbs ending in F, FE, FF do not change when adding the ending S: *(he) knives, (he) loafs, (he) wolfs, (he) surfs, (he) bluffs.*

6 In most cases, the plural ending -s/-es is added to the last component of the compound noun according to the rules described above.

Nouns: *greenhouse – greenhouses; mailbox – mailboxes; stepmother – stepmothers; grown-up – grown-ups; take-off / takeoff – take-offs / takeoffs; fruit juice – fruit juices; train station – train stations; computer monitor – computer monitors.*

But in some hyphenated compounds and in some compound nouns written as two words, the plural ending -s/-es is added to the first component (i.e., to the main noun in these compound nouns).

Nouns: *attorney general – attorneys general; commander-in-chief – commanders-in-chief; court martial – courts martial; governor-general – governors-general; man-of-war – men-of-war; mother-in-law – mothers-in-law; passer-by – passers-by.*

Some compound nouns have a peculiar way of forming the plural: *still life – still lifes; woman doctor – women doctors.*

It is always advisable to check the plural forms of compound nouns in the dictionary.

Exercise 1. Write the plural form of each word. If there are two ways of expressing the plural form, give both variants.

1) Umbrella, box, hoof, sheep, library, place, photo, mouse, lady, bush, dress, country, Tony, party, wife, day, knife, Morris, mother-in-law, knowledge, chief, month, pen, hero, goose, company, life, cuckoo, woman doctor, deer, tomato, city, man, grown-up, play, news, proof, scarf, commander-in-chief, child, fruit, Mary, passer-by, shelf, leaf, foot, fish, woman, money, information, ox, tea-cup, roof, fly, toe, fax, dish, quiz, key, half, elf.

2) Kilo, motto, echo, halo, potato, scenario, kimono, tornado, logo, hero, metro, photo, veto, cargo, volcano, piano, embargo, torpedo, portfolio, tomato, radio, Negro, solo, studio, silo, zero.

Exercise 2. Add the ending -s or -es to verbs to form the third person singular in the Simple Present Tense. If there are two ways of expressing this form, give both variants.

Give, veto, kiss, copy, teach, go, take, release, buzz, care, study, see, moo, relax, lie, rely, boo, sit, lose, pick, puff, fry, choose, do, catch, play, wash, judge, manage, say, echo, try, rouge, deny, cuckoo.

Exercise 3. There are nouns that maintain their Latin or Greek form in the plural. Transcribe and translate the words given below into Russian; learn them by heart.

more than one nucleus = nuclei

more than one syllabus = syllabi (*syllabuses* is acceptable)

more than one focus = foci

more than one formula = formulae (*formulas* is acceptable)

more than one cactus = cacti (*cactuses* is acceptable)

more than one thesis = theses

more than one crisis = crises*

more than one phenomenon = phenomena

more than one index = indices (*indexes* is acceptable)

more than one appendix = appendices (*appendixes* is acceptable)

more than one criterion = criteria

more than one stimulus = stimuli

more than one analysis = analyses

more than one basis = bases

more than one hypothesis = hypotheses

more than one medium = media

more than one datum = data

more than one bacterium = bacteria

more than one curriculum = curricula

* Note the pronunciation of this word, *crises*: the second syllable sounds like *ease*. More than one base in the game of baseball is *bases*, but more than one *basis* for an argument, say, is also *bases*, and then we pronounce the word basease.

2.3.2 Some Other Grammar Difficulties

Exercise 1. Select the correct word or words to complete each sentence.

- 1 Maddie led the *sightseers* / *sight seers* on a mountain hike.
- 2 I like to keep my *household* / *house hold* tidy and organized.
- 3 When I saw Tom's new *lap top* / *laptop* I thought, "Wow! What a *supercomputer* / *super computer*!"
- 4 The police targeted a radius of four blocks for a crime *crackdown* / *crack down*.
- 5 No one likes to ride with Olivia because she drives like she has a *lead foot* / *leadfoot*.
- 6 The southern exposure and large windows make this a very *hothouse* / *hot house*.
- 7 Do you know the secret *catchphrase* / *catch phrase*?
- 8 The plane will not leave until we are all *onboard* / *on board*.
- 9 I'd like to find a way to avoid being *bed ridden* / *bedridden* because of my terrible *back ache* / *backache*.
- 10 If Julia's *roommate* / *room mate* decides to move out, I plan to move in.

Exercise 2. a) Match the first part of compound adjectives with the second one.

- | | |
|-----------|--------------|
| 1 well- | a) fashioned |
| 2 brand- | b) mannered |
| 3 deeply- | c) new |
| 4 short- | d) rooted |
| 5 old- | e) sighted |

b) Choose the right compound adjective from the exercise above.

- 1 When Brian got his promotion, he bought a _____ car.
- 2 Look at Leila . She's wearing an _____ skirt. She found it in her grandmother's drawer.
- 3 Nancy is such a _____ girl. She can't even read what's on the blackboard.
- 4 Some people think that we should preserve the _____ traditions of

countries.

5 Cathy is a _____ girl. She's very polite.

Exercise 3. Spell and transcribe the four forms of the following verbs:

tell, go, come, walk, give, take, put, say, speak, hear, see, read, write, finish, begin, make, show, enter, teach, study, find, get, leave, stay, pay, eat, drink, prefer, ask, answer, pass, stop, prepare, travel, examine, offer, plan, carry, occur, quarrel.

Exercise 4. Give the degrees of comparison of the following adverbs and transcribe them:

slowly, fast, hard, badly, much, well, early, far, near, often, late, quietly, easily, little, warmly, seriously, comfortably, quickly.

Exercise 5. Write the correct adverb form (comparative or superlative) of the adjectives in brackets.

1. I speak English (fluent) _____ now than last year.
2. She greeted me (polite) _____ of all.
3. She smiled (happy) _____ than before.
4. This girl dances (graceful) _____ of all.
5. Could you write (clear) _____?
6. Planes can fly (high) _____ than birds.
7. He had an accident last year. Now, he drives (careful) _____ than before.
8. Jim can run (fast) _____ than John.
9. Our team played (bad) _____ of all.
10. He worked (hard) _____ than ever before.

Exercise 6. Fill in the correct

a) reflexive pronouns (myself - yourself - himself - herself - itself - ourselves - yourselves - themselves).

- 1 Robert made this T-shirt _____.
- 2 Lisa did the homework _____.
- 3 We helped _____ to some cola at the party.
- 4 Emma, did you take the photo by _____?
- 5 I wrote this poem _____.
- 6 He cut _____ with the knife while he was doing the dishes.
- 7 The lion can defend _____.
- 8 My mother often talks to _____.
- 9 Tim and Gerry, if you want more milk, help _____.
- 10 Alice and Doris collected the stickers _____.
- 11 I did not want to believe it and then I saw the UFO _____.
- 12 The girl looked at _____ in the mirror.
- 13 Freddy, you'll have to do your homework _____.
- 14 You don't need to help them. They can do it _____.
- 15 I introduced _____ to my new neighbour.
- 16 Boys, can you make your beds _____-?
- 17 She made _____ a pullover.
- 18 What happens when a fighting fish sees _____ in the mirror?
- 19 The father decided to repair the car _____-.
- 20 We can move the table _____.

b) demonstrative pronouns (this, these, that, those).

- 1 Hey, Jillian, is _____ your ring? I've just found it on the floor.
- 2 He can't finish _____ chocolate. Would you like some?
- 3 _____ beach was quite empty last year.
- 4 Hello, _____ is Rachel speaking. ' Hello. How are you, Rachel?
- 5 _____ exhibition will be open until the end of May.
- 6 _____ people come from that hotel over there.
- 7 What does _____ notice say?
- 8 _____ -- exhibition closed a month ago.

- 9 ' Jane! _____ is her penfriend Joe'. ' Hello, pleased to meet you'.
- 10 He was dismissed on the 13th. _____ night the factory went on fire.
- 11 Look at _____ woman over there. She's a Spanish teacher
- 12 Do you see _____ birds at the top of the tree?
- 13 Look at _____ painting over there. What fabulous colours!
- 14 _____ - are the old classrooms. Those are the new ones.
- 15 _____ is my cousin, Jessica.
- 16 Wasn't _____ a horrible thing to say?
- 17 Listen! _____ awful dog next door is barking again.
- 18 His uncle, who fought in world war II, told him that in _____ days they didn't have enough food.
- 19 _____ mountains in the distance are the Alps.
- 20 Mmm. I love _____ pancakes. They're home-made, aren't they?

2.4 Punctuation Difficulties

In writing (especially in formal English – documents, official letters, etc.) it is very important to observe correct punctuation marks.

Practice 1. The Importance of Correct Punctuation

Read the two letters and see how the use of punctuation can change the meaning of the text.

Letter 1

Dear John:

I want a man who knows what love is all about. You are generous, kind, thoughtful. People who are not like you admit to being useless and inferior. You have ruined me for other men. I yearn for you. I have no feelings whatsoever when we're apart. I can be forever happy – will you let me be yours?

Gloria

Letter 2

Dear John:

I want a man who knows what love is. All about you are generous, kind, thoughtful people, who are not like you. Admit to being useless and inferior. You have ruined me. For other men, I yearn. For you, I have no feelings whatsoever. When we're apart, I can be forever happy. Will you let me be?

Yours,

Gloria

Table 4 – Punctuation Marks

Full Stop (End Mark, Period, Dot)	.	Inverted commas	‘ ’
Comma	,	Quotation marks	“ ”
Semicolon	;	Brackets	() or []
Colon	:	Dash	—
Question mark	?	Hyphen	-
Exclamation mark	!	Apostrophe	’

A full stop is put:

- 1) at the end of sentences;
- 2) at the end of interrogative sentences expressing a polite request (e.g.: *Will you kindly fill out and return this questionnaire.*);
- 3) in decimals (e.g. 4.7 – pronounced «four point seven», 35.69 – pronounced «thirty-five point sixty-nine»);
- 4) in most of the common abbreviations and contractions (e.g. *a.m.* = *ante meridiem*; *P.O.* = *Post Office*). The modern tendency, however, is towards omitting the full stop (e.g. *Dr, Mr, UNO* = *United Nations Organization*), (see the Appendix A);
- 5) to separate parts of email and web addresses. This is read out as ‘dot’:

http://dictionary.cambridge.org bob@hotmail.com

! Do not use an end mark after another end mark, e.g.:

To please our customers, we have ordered scarce materials from Home Supplies

Company, Inc..

Edited: *To please our customers, we have ordered scarce materials from Home Supplies Company, Inc.*

We don't want customers saying, "Why don't you have what I want?"

Edited: *We don't want customers saying, "Why don't you have what I want?"*

A comma separates:

1) homogeneous parts of the sentence if there are more than three members (e.g. *I bought a doll, a ball, and a teddy bear*);

2) parentheses (e.g. *Sarah, my dear, comparatively speaking, you are safe*);

3) Nominative Absolute Constructions (e.g. *The play over, the audience left the hall*);

4) appositions (e.g. *The voice, warm and tender, disturbed her*);

5) interjections (e.g. *Oh, it must be more than that*);

6) coordinate clauses joined by and, but, or, nor, for, while, whereas, etc. (e.g. *Not only did he speak more correctly, but he spoke more easily, and there were many new words in his vocabulary*);

7) attributive clauses in complex sentences if they are commenting (e.g. *The Thames, which runs through London, is quite slow*. Compare with a defining clause where no comma is needed – *The river that/which runs through London is quite slow*);

8) adverbial clauses introduced by if, when, because, though, etc. (e.g. *If it is true, we are having good luck*);

9) inverted clauses (e.g. *Hardly had she entered, they fired questions at her*);

10) in whole numbers (e.g. *25,750 – twenty five thousand seven hundred and fifty*);

Object clauses are not separated by commas (e.g. *He asked what he should do*).

A semicolon is put:

1) between asyndetic coordinate clauses in complex sentences (e.g. *The night shift staff start appearing at 4.15 p.m.; the day shift ends at 4.30 p.m.*);

2) between extended homogeneous parts of the sentence, particularly if there are other punctuation marks within them (e.g. *We have visited many places in Moscow in the*

last few days: Stary Arbat, where artists sell their paintings on the street; the Tretyakov Gallery with its marvelous collection of pictures of Russian artists; and of course, the Kremlin).

A colon is put:

1) before an enumeration (e.g. *The human society remains divided: rich and poor, north and south, the employed and the unemployed*);

2) between clauses when the second clause is an explanation or an extension of the first one (e.g. *Some things we can, and others we cannot do: we can walk, but we cannot fly*);

3) before a short quotation (e.g. *Always remember the ancient maxim: Know thyself*).

A dash has the force of a strong comma, it marks sharper breaks in the continuity and achieves more definite effects of suspense than the comma.

A dash is put:

1) to mark a sharp or sudden turn in the thought or structure of a sentence, or an afterthought (e.g. *But Nick – well, Nick was Nick – seemed not to notice*);

2) to separate a parenthetical expression from the main clause (e.g. *People crowded in, ambulances and police arrived, – it was chaos*).

Commas or **brackets** may also set off a parenthetical expression. The choice depends on several factors. If the parenthetical expression is relatively distant from the centre of the communication, one should prefer the brackets; if relatively near, the comma; if intermediate, the dash;

3) to set off a word or words summarizing a preceding series (e.g. *Ups and downs, joys and sorrows – this is human life*);

4) to set off a word or words intended to effect suspense, climax, or anticlimax (e.g. *He who laughs – lasts*);

5) to mark an unfinished sentence (e.g. *‘He did not lie, he – “Yes, what?”*).

Punctuation marks with direct speech are used differently in British English. There are two approaches. The prevailing one is to use double marks for most purposes, and single ones for quotations within quotations (e.g. *‘Well’, so he said to me ‘What do*

you mean by it?’ and I said ‘I didn’t mean anything’). Single marks are also used for isolated words, short phrases, and anything that can hardly be called a formal quotation.

The other method is that adopted by the Oxford University Press, of reserving the double marks exclusively for quotations within quotations.

But for this difference the use of other punctuation marks in both approaches is similar:

1) quotation marks are placed at the top of the line;

2) the words introducing direct speech are followed by a comma (or occasionally by a colon, particularly when the direct speech starts a new paragraph);

3) when the words of the author interrupt direct speech in the middle of a clause they are set off by commas and the first word of the second half of the clause is spelt with a small letter (e.g. ‘Oh’, he said, ‘so that is the long and the short of it?’);

4) when the words of the author are inserted between two independent clauses these words are preceded by a comma or the punctuation mark required after the first clause. The words of the author are followed by a full stop (e.g. ‘Quite correct’, said the host. ‘Quite correct.’/ ‘What is this?’ he asked. ‘I do not understand.’).

The question mark is used:

1) at the end of all types of questions (general, special, tag, rhetorical), except the indirect question which closes with an end mark (*Is he at home? What is your name? Harold may come along, mightn't he? What else should we do, after all? Compare: The instructor asked the students what they were doing*);

2) with a series of brief questions, completing one question. When that happens, each of the little questions can begin with a lowercase letter and end with a question mark (*Who is responsible for executing the plan? the coach? the coaching staff? the players?*);

3) to show doubt / uncertainty (*Sidney Morgan (1898 ? – 1972) was little known until after his death. The host must have paid a lot of money (fifty dollars?) for each meal*).

! Do not use the question mark at the end of indirect questions and polite requests. Use a full stop instead (*Tom asked when I was leaving. Would everyone in the room who hasn't received an ID card please move to the front of the line*).

Practice 2. Using End Marks and Question Marks

Improve the punctuation in the following paragraph by adding an end mark or a question mark wherever necessary; also make an accompanying change in capitalization that may be required. As you make these corrections, write out the entire paragraph.

How do historians rate the contributions of Gen Gordon to his country their opinions differ some consider him a military genius, one of the greatest soldiers in British history others criticize him severely in their opinion C G Gordon, or “Chinese” Gordon as he was popularly known, acted impulsively he was rash he was dangerous he was not fit to hold a command did he seek death on Jan 26, 1885 historians give conflicting answers

The exclamation point is used at the end of a sentence expressing showing a strong feeling (surprise, shock, etc.), interjection, or command (*What a spectacular view! Stop! Ouch!*). It can also be used to indicate a loud sound (*Bang!*).

Exercise 1. Put in commas wherever they are needed in the following sentences.

- 1 The problems involved in this operation are I think numerous.
- 2 Celene who does not usually tell anyone what she feels said she didn't want to go to the dance.
- 3 To get tickets for some Broadway musicals one has to order three months in advance.
- 4 Listening to the radio Jun heard an announcement that Spangler his own dog was lost.
- 5 I used to live at 16689 Sutton Avenue Milpitas California but we have since moved to 1895 Holland Way Dubuque Iowa.
- 6 The Valley of the Moon the name of a section in Napa County California is the heart of the state's wine producing area.
- 7 Chris did not see how he could organize write and proofread this paper in only two hours.
- 8 By the pilings of the old pier I found four starfish a clam and a sea anemone.
- 9 Yes Helen did mention that all three of you were coming for lunch.

- 10 I believe therefore that fraternities are good influences on a college campus.
- 11 The girl with the bright friendly smile wore a bright green scarf to celebrate St. Patrick's Day.
- 12 As he read the Chekhov story he became aware of the Russian's genius.
- 13 Dauphin Island located off the coast of Alabama is a favorite spot for fishing.
- 14 She was as a matter of fact mainly interested in showing off her vocabulary.
- 15 I often go to the seashore and collect rocks there.
- 16 Before reaching the summit the climbers were forced by a storm to turn back.
- 17 Lady Jane Grey was the queen of England from July 10 1553 to July 19 1553.
- 18 Joseph registered for English 101 History 204 and Biology 106.
- 19 Squaw Valley California the scene of the winter Olympics in 1960 is a ski resort.
- 20 Understanding history increases your understanding of today's world.
- 21 15 Meg Fischer my cousin hopes to graduate from law school in two years.
- 22 He reads everything: road maps want ads and cereal boxes.
- 23 "When" Jaime asked "will you return my book?"
- 24 We went to Bar Harbor but did not take the ferry to Nova Scotia.
- 25 The ginkgo tree whose leaves turn bright yellow in the fall came to this country from Asia.
- 26 The address for the governor's mansion is 391 West Ferry Road Atlanta Georgia.
- 27 The villagers enjoyed fairs festivals and good conversation.
- 28 When the intermission was over the members of the audience moved back to their seats.
- 29 Andy took the elevator to the third floor rushed into the office and asked to see his father.
- 30 When he stumbled over your feet William was clumsy not rude.
- 31 She listened to her favorite record with close careful attention.
- 32 Jillian who had worked in the dress shop all summer hoped to work there again during the Christmas holidays.
- 33 Go the first traffic light turn left and then look for a yellow brick building on the north side of the street.

34 Once she has graduated I do not know where she is going or what she is planning to do.

35 "Oh no" Max exclaimed "I think that Dr. Holmes was referring to Eliot the novelist not Eliot the poet."

36 Below the fields stretched out in a hundred shades of green.

37 To understand the purpose of the course the student needs to read the syllabus.

38 All students are eligible to receive tickets but must go to the athletic office to pick them up.

39 Thomas Paine's pamphlet appeared in Philadelphia Pennsylvania on January 9 1776.

40 You don't want any more hamburgers do you?

Exercise 2. a) If the following sentences are correctly punctuated with introductory commas, mark a C on the line to the right of the sentence. If there is an error, put an X on the line and circle the error. Do you know why each sentence is correct or incorrect?

1 As the boat turned about a dozen dolphins began to follow it. ____

2 Since we moved into town, our fuel bill has tripled. ____

3 Having chosen nursing as a career Susan enrolled in many science courses. ____

4 Usually, I have time to eat breakfast. ____

5 From outside the twelve-mile fishing limits off the coast of Maine, a strange phenomenon has been reported. ____

6 When he was in high school he was known only as an athlete. ____

7 Before you decide what courses to take, you should consider the amount of work you are willing to do. ____

8 Nevertheless I do not want to meet him. ____

b) Add introductory commas where they are needed in the following sentences. Can you identify whether the introductory element, if any, is a clause, phrase, or word? If it is a phrase, what kind of phrase is it?

1 To give Jane a good look at the university Mr. Benson drove up for the Day on

Campus.

2 Since the dog had started to run a way we had to scramble to catch him.

3 Of course the movie that I had rushed to see didn't start on time.

4 Her secondhand car was in excellent condition when she bought it.

5 As I mentioned the rules can be broken occasionally.

6 Having decided to eat only natural foods he had to give up all of his favorite junk food snacks.

7 To estimate the costs he consulted a repairman by phone.

8 To succeed in politics is not necessarily desirable.

9 Making up his mind quickly Jared ordered lasagna while we were still reading the menu.

10 However he tried to use the bottle opener it wouldn't work.

c) Write your own sentences with introductory elements, and punctuate them correctly.

1. After _____

2. To save _____

3. If _____

4. Often _____

5. Hearing _____

6. _____

7. _____

8. _____

9.

Exercise 3. Each of the following sentences needs either a comma or a semicolon. Put in the necessary punctuation.

1 Many companies make sugar-free soft drinks, which are flavored by synthetic chemicals the drinks usually contain only one or two calories per serving.

2 Mr. Leyland played the viola professionally for many years and he now conducts a community orchestra.

3 The crab grass was flourishing but the rest of the lawn, unfortunately, was dying.

4 The hill was covered with wildflowers it was a beautiful sight.

5 As I turned around, I heard a loud thump for the cat had upset the goldfish bowl.

6 The artist preferred to paint in oils he did not like watercolors.

7 The house was clean, the table set, and the porch light on everything was ready for the guests' arrival.

8 He looked carefully in the underbrush but he failed to notice the pair of green eyes staring at him.

9 The foundations of the house had been poured but, to his disappointment, nothing else had been done because of the carpenters' strike.

10 The computer could perform millions of operations in a split second however, it could not think spontaneously.

11 I thought registration day would be tiring but I didn't know I'd have to stand in so many lines.

12 The dog, growling and snarling, snapped at me I was so frightened that I ran.

13 The snowstorm dumped twelve inches of snow on the interstate subsequently, the state police closed the road.

14 Professors are supposed to be absent-minded and I've seen plenty of evidence to support that claim since I've been in college.

15 The suspect said that he had never met the victim however, the detective knew

that he was lying.

16 In the first place, it was snowing too hard to see the road in the second place, we had no chains.

17 I have read *Soul on Ice* but I have not read *The Invisible Man*.

18 San Francisco is my favorite city in fact, I plan to spend two weeks there this summer.

19 The quarterback made a brilliant pass and the end crossed the goal line for the winning touchdown.

20 Large supermarkets fascinate me I can find everything from frozen chow mein to soybean flour in one place.

21 Ron and Mike were both in English class this morning they gave an interesting presentation on their research.

22 The obstacles are not insurmountable but they are real and formidable.

23 Riding a bicycle is excellent exercise I ride mine every day.

24 I am not interested in a trip to Asia this year however, I would like to go to Europe.

25 Not all highly educated people enjoy traveling, but many world travelers are particularly well educated.

26 Jack worked overtime to pay off his education debts at least, that was his explanation for his long hours.

27 Katherine has given up smoking about five times but she cannot seem to break the habit.

28 His work may be almost totally forgotten but he would certainly be surprised to see how much current scholarship simply echoes his ideas.

29 Our dog seems to have a built-in alarm clock he wakes us up at exactly the same time every morning.

30 The passengers on the plane were initially alarmed by the loss of altitude but the pilot and the crew kept them calm.

31 I realized at once that something was wrong I was not, however, the only person who was concerned.

32 I had to complete the assignment by Friday otherwise, I would have failed the course.

33 Ralph decided to be a chemist but he changed his mind after taking Chem. 121.

34. I finished reading *The Nation* and then I went to bed.

35 We always go to the mountains in the fall they are at their prettiest at that time of year.

36 Tim went to the candy store quite often the clerk even knew his name.

37 Criticism of capitalist expansionism does not surface in most discussions of the worldwide ecological crisis indeed, proposed solutions rarely deviate from a basic message of further technological "progress."

38 The president has pledged to cut taxes repeatedly and the public has responded enthusiastically.

39 The office was closed consequently, I could not pay my bill.

40 The air was beautifully clear it was a lovely day.

Exercise 4. Put in semicolons, colons, dashes, quotation marks, Italics (use an underline), and parentheses where ever they are needed in the following sentences.

1 The men in question Harold Keene, Jim Peterson, and Gerald Greene deserve awards.

2 Several countries participated in the airlift Italy, Belgium, France, and Luxembourg.

3 Only one course was open to us surrender, said the ex-major, and we did.

4 Judge Carswell later to be nominated for the Supreme Court had ruled against civil rights.

5 In last week's New Yorker, one of my favorite magazines, I enjoyed reading Leland's article How Not to Go Camping.

6 Yes, Jim said, I'll be home by ten.

7 There was only one thing to do study till dawn.

8 Montaigne wrote the following A wise man never loses anything, if he has himself.

9 The following are the primary colors red, blue, and yellow.

10 Arriving on the 8 10 plane were Liz Brooks, my old roommate her husband and Tim, their son.

11 When the teacher commented that her spelling was poor, Lynn replied All the members of my family are poor spellers. Why not me?

12 He used the phrase you know so often that I finally said No, I don't know.

13 The automobile dealer handled three makes of cars Volkswagens, Porsches, and Mercedes Benz.

14 Though Phil said he would arrive on the 9 19 flight, he came instead on the 10 36 flight.

15 Whoever thought said Helen that Jack would be elected class president?

16 In baseball, a show boat is a man who shows off.

17 The minister quoted Isaiah 5 21 in last Sunday's sermon.

18 There was a very interesting article entitled The New Rage for Folk Singing in last Sunday's New York Times newspaper.

19 Whoever is elected secretary of the club Ashley, or Chandra, or Aisha must be prepared to do a great deal of work, said Jumita, the previous secretary.

20 Darwin's On the Origin of Species 1859 caused a great controversy when it appeared.

Exercise 5. Punctuate the following sentences with apostrophes according to the rules for using the apostrophe.

1 Whos the partys candidate for vice president this year?

2 The fox had its right foreleg caught securely in the traps jaws.

3 Our neighbors car is an old Chrysler, and its just about to fall apart.

4 In three weeks time well have to begin school again.

5 Didnt you hear that theyre leaving tomorrow?

6 Whenever I think of the stories I read as a child, I remember Cinderellas glass slipper and Snow Whites wicked stepmother.

7 We claimed the picnic table was ours, but the Smiths children looked so

disappointed that we found another spot.

8 Its important that the kitten learns to find its way home.

9 She did not hear her childrens cries.

10 My address has three 7s, and Tims phone number has four 2s.

11 Didnt he say when he would arrive at Arnies house?

12 Its such a beautiful day that Ive decided to take a sun bath.

13 She said the watch Jack found was hers, but she couldnt identify the manufacturers name on it.

14 Little girls clothing is on the first floor, and the mens department is on the second.

15 The dogs bark was far worse than its bite.

16 The moons rays shone feebly on the path, and I heard the insects chirpings and whistlings.

17 Theyre not afraid to go ahead with the plans, though the choice is not theirs.

18 The man whose face was tan said that he had spent his two weeks vacation in the mountains.

19 I found myself constantly putting two cs in the word process.

20 Johns 69 Ford is his proudest possession.

Exercise 6. In the following sentences put in quotation marks wherever they are needed, and underline words where italics are needed.

1 Mary is trying hard in school this semester, her father said.

2 No, the taxi driver said curtly, I cannot get you to the airport in fifteen minutes.

3 I believe, Jack remarked, that the best time of year to visit Europe is in the spring.
At least that's what I read in a book entitled Guide to Europe.

4 My French professor told me that my accent is abominable.

5 She asked, Is Time a magazine you read regularly?

6 Flannery O'Connor probably got the title of one of her stories from the words of the old popular song, A Good Man Is Hard to Find.

7 When did Roosevelt say, We have nothing to fear but fear itself?

8 It seems to me that hip and cool are words that are going out of style.

9 Yesterday, John said, This afternoon I'll bring back your book Conflict in the Middle East; however, he did not return it.

10 Can you believe, Dot asked me, that it has been almost five years since we've seen each other?

11 A Perfect Day for Bananafish is, I believe, J. D. Salinger's best short story.

12 Certainly, Mr. Martin said, I shall explain the whole situation to him. I know that he will understand.

Exercise 7. Identify the nonessential words, phrases, or clauses in the following sentences and add the appropriate punctuation.

1 Patterson Tower the recently completed office building is a monument to concrete ugliness.

2 The movie that I wanted to see is no longer playing.

3 Each person who enters the contest must send in two box tops.

4 John decided nonetheless not to buy the car.

5 The Mississippi River which once flowed north into Hudson Bay flows south into the Gulf of Mexico.

6 Your cat watching the dog intently walked carefully away.

7 The cat that was watching the dog most intently walked carefully away.

8 TV commercials sometimes the most entertaining parts of a program are essentially flashy corporate propaganda.

9 The dam project which many in the government consider to be a sign of national strength will destroy hundreds of villages and vast areas of wildlife habitat along the river banks.

10 The free-jazz musician Sun Ra claimed to be from Saturn.

3 Writing a Letter

In this chapter on letter writing, you will have an opportunity to investigate a special kind of writing that is particularly useful in your everyday life, at home and at work. To create an effective letter, writer needs three sets of skills:

- 1 A good knowledge of mechanics (spelling, grammar, etc.)
- 2 The ability to structure good sentences and paragraphs
- 3 A familiarity with the conventions readers have come to expect when reading letters.

You have already had a lot of practice with the first two skills. The only one left to master is the conventions (arrangement of details) within the letter.

People communicate every day by telephone, computer e-mail, the Internet, and that modern marvel, the "fax" machine, where an exact copy of any document is transferred thousands of miles over telephone cables. Does anyone still write letters?

The answer is a strong and definite, yes. Letter writing is still important. It is sometimes easier to write down our feelings and thoughts than it is to speak them. It also remains less expensive to mail a letter to family or friends than to call long distance or pay for access to a computer and e-mail. For conducting personal business, such as requesting services from a company, complaining about products, applying for employment, and contacting the editor of a local newspaper, letters remain the best and most effective way of getting the message across.

Letters, unlike phone calls, have several advantages. First, they provide a permanent record of what was said. Second, the writer has the time to carefully compose the message, and the reader has the time to read it and reread it until the message is clear. As well, a letter can be kept on file and used as many times as necessary. Other forms of communication may not offer this advantage.

In the business world, letter writing continues to play a vital role. Letters flow regularly between offices, companies, and other organizations. Anyone can write a letter; however, it is important to learn how to write an *effective* letter, one that ensures that you

will get what you want. You need to be taken seriously. You need to make yourself understood.

Certain *styles* of letters are required for certain occasions. When deciding what style of letter to write, consider the *purpose* of the letter, and the *audience* of the letter. If you are writing to a friend about your new job, for example, you would write a *personal letter*. If you are writing to a car dealership to complain about the number of times you had your car serviced, you would write a *business letter*.

3.1 Personal Letters

A personal letter is written to someone you know or want to know better. A personal letter is usually written in casual, friendly language, or in practical straightforward language, depending on the purpose and audience of the letter.

All letters must follow certain conventions or formats. Here is the format to use when writing a personal letter. It will help you organize your letter and make it easier for your friend to read. The personal letter format has five parts: Heading / Date, Salutation, Body, Complimentary closing, Signature.

When you write to a friend to exchange news and “catch-up” on the latest news, the letter is written in casual language. You write as if you were speaking to the friend. Although the letter may be to someone who knows you well, it is important that you spell correctly, write in complete sentences, and keep your thoughts separate by writing in complete sentences and paragraphs, indenting at the beginning of each paragraph. Grammar, spelling, capitalization, and punctuation count as well. You want the reader to understand what you mean to say.

Here are some guidelines for writing friendly letters.

1 If you are answering a letter you received from someone, thank the sender for his/her letter, or for responding to questions you asked in your last letter. This lets the reader know you received and read his/her letter.

2 If you are responding to a letter, have that letter on hand when you write your reply. Answer the questions and comment on the information given in that letter. This lets

the reader know you were interested in what he or she had to say.

3 Write about things which would interest both you and the reader.

4 Make your letter as detailed and descriptive as possible. You want the reader to be interested and to feel as if they have shared your experiences.

5 Ask questions so that your friend will have something to write back about. Avoid filling your letter with questions, however. Your friend is probably interested in what you are doing.

6 ALWAYS USE CORRECT SENTENCES AND PARAGRAPHS.

7 Proofread your letter for errors in expressions, as well as grammar. This will help you reader and prevent misunderstandings.

Exercise 1. Write a letter to a friend...

a) or relative in which you up-date him/her on the events in your life over the past three months. Be sure to follow the guidelines, format, and suggestions for writing friendly letters. Remember that all spelling, grammar, and all the other conventions of standard English usage apply, so always proofread your work.

b) who has recently moved to another city. Again, be sure to follow the guidelines, format, and suggestions for writing friendly letters.

3.2 Business Letters

Every company, large or small, relies heavily on the business letter to keep the organization running smoothly. Business letters ask for and give information, order goods and services, request appointments, make complaints, and deal with all routine matters. Although telephone calls have their place in the business world, letters have several important advantages.

1 Letters provide a permanent, written record.

2 Letters are like written promises and clearly indicate who is responsible.

3 Letters allow busy people to send and receive information when it is convenient for them.

4 Letters allow time to think about and research a topic or situation before writing or responding.

5 Letters allow the reader the chance to reread and review complicated material as often as necessary.

A business letter should be brief, concise, clear, courteous and tactful. To get the best letters possible, use the writing process. Start by focusing on your purpose for writing the letter and the results you want from it. Think about your reader's needs. Second, prepare an outline or plan. It doesn't have to be more than a few scribbles on a scrap of paper that list the points you want to be sure to include. Third, write a rough draft of the letter and allow a "cooling off" period before you revise it. Business letters are not a place to vent your anger, but rather a way for you to present a reasoned and logical argument. Fourth, revise the letter by arranging the details effectively and reworking sentences and paragraphs until your message is as brief and clear as possible. Finally, check the mechanics of your writing and prepare the letter for mailing.

Knowing how to write a correct and effective business letter is one of the best skills any employee can have, no matter what his/her work assignment is.

Business Writing Tips

All business material should be written in a professional way which means that it should be clear, concise, and formal. Avoid technical jargon that only industry insiders will understand. Also avoid buzzwords. So what exactly is meant by clear and concise business writing? Well, clear and concise means that you should avoid:

Vague or ambiguous statements

While writing business documents you should avoid vague and ambiguous statements that the reader may not be able to understand or interpret.

Jokes, anecdotes and clichés

Jokes and clichés are fine in informal pieces of writing. But in business writing these are totally out of place and should be avoided.

Unsubstantiated facts

Avoid including unsubstantiated facts in a business letter or document as these may affect the credibility of the writer and the organization.

Slang or offensive language

These are strict no-no in a piece of business writing.

Grammar, punctuation and spelling errors

This rule is applicable to all forms of writing, but in the case of business writing it is particularly true. Spelling and grammatical errors will make you look unprofessional. Worse still, they will cause confusion and waste precious time and resources.

Using the Passive Voice

Good business writing doesn't permit the use of excessive passive verbs. The passive voice is used in situations where you don't want to attribute the action to a particular person or group. As a general rule, you should use few passive verbs in your writing. That said, passive constructions are quite appropriate in situations where the reader doesn't need to know who performed the action.

Business emails

Nowadays much of the business writing is in the form of emails. Business emails are usually simple and straightforward. However, even in short emails you should include a clear subject line. Start the email with the name of the person you are writing to. Sign off with an appropriate closing formula such as 'Best regards' or 'Kind regards' and your name. In more formal emails sign off with "Yours sincerely"

Exercise 1. Write a letter to the company correctly using *full block* format. You may need to make up some of the details of your letters.

A. Write a letter to Protectall Insurance Company reporting an accident in which you were involved. Make sure that you include precise details of the accident and all the information necessary in making a claim. Use mixed punctuation.

B. Write a letter of complaint to the Maritime Sports Equipment Company about an overcharge of \$22.10 on a bicycle you had ordered from them. The original advertisement stated that the bicycle would cost \$185.00, plus \$25.00 handling charges. Use open

punctuation.

C. Write a letter of application to the Burnwell Candy and Novelty Company Limited, who want to hire someone to open up a new territory for their products in northern New Brunswick, particularly at all the little convenience stores in the country side. You heard about this job from Jack McNab, the company's leading salesman and your best friend. Use closed punctuation.

Exercise 2. Write the following letters. Use *block format*.

A. Write a letter to Zap Electric Company explaining that you are returning a recently purchased toaster because it is not working properly. Explain what the problem is and whether you expect it to be repaired or replaced. Use closed punctuation.

B. Write a letter to CKLB radio station, applying for a job in the advertising department. List your qualifications for the job in the letter. Use your imagination for this letter. You may sign the letter with your name, or make up a fictitious name. Use open punctuation.

C. Write a letter-to-the-editor of your hometown newspaper about an issue that concerns you. Once your instructor has corrected your letter you might want to send it to your local paper for publication. Use mixed punctuation.

Exercise 3. Write the following letters. Use a different format and punctuation style for each. At the top of each page, indicate the format and punctuation style you have used.

A. Write an inquiry letter to your local solid waste committee asking for information about how to deal with several different disposal problems, like paint cans, batteries, etc. Also ask about the availability of recycling in your area.

B. Write a "no" response letter for the application letter to Burnwell Candy and Novelty in Question 1 above.

C. Write an order letter to Altamira Auto Parts. Order three items from one catalogue and two from another. Include information about payment and ask that the items be sent to an address other than the one listed in the heading.

Exercise 4. Fill in the gaps in the cover letter using one of these words:

define, interested, experience, application, consider, available, current, relate, position, interview, résumé, advertisement, superiors, requirements.

Dear Sir or Madam,

Your ... in *'The Time news'* for the ... as a teacher sparked my interest.

Please find the details of my ... for the position in the enclosed and let me briefly explain how I can contribute to your department.

With over 15 years of ... in teaching English and French in Paris, Norwich and Inverness, I believe my qualifications would match your In my ... position I manage a team whose main purpose is to find the best way to teach different languages to young pupils. My ... and the students' parents have recognized that I have found an easy method which develops my students' skills.

I would ... myself as serious and dynamic, I am able to ... well to people and believe it is time for me to move to a university like yours in order to pursue my teaching career and to bring my best to your students.

If you are ... or if you have any questions I am ... for a recruitment I thank you for taking the time to ... my résumé and I am looking forward to hearing from you soon.

Yours faithfully.

Bridget Smith.

4 Filling in Forms

There are many times when you are asked to fill in a form. For example:

- 1 Applying for a passport.
- 2 Applying for a driving licence.
- 3 Applying to join a library or club.
- 4 Applying for a job.
- 5 Giving information like in the Census form.

Tips for filling in forms

1 It is good to keep all the information you might need together so you can find your personal details quickly and easily, for example your Personal Public Service Number (PPS number). You can get this number from the Department of Social and Family Affairs. It should also be on your pay slip.

2 Make a copy of the form so that if you make a mistake you can start again. You can always ask for an extra form to practise on.

3 Read the form carefully before you write anything.

4 You may not need to fill in everything.

5 If it does not apply to you leave it blank.

6 If there is something on the form you do not understand, ask for help.

7 Often the information you need to give on forms is the same. Once you get used to filling in forms they will all become easier!

8 Sometimes you are asked to fill a form in Block Letters or Block Capitals. This means writing EVERYTHING IN CAPITAL LETTERS. This is to make the information very clear and easy to read or easy to scan by a computer.

Some words that are used in forms

Sometimes forms use different words to ask the same thing.

First name: *Mary* This can also be asked as Christian name or Forename.

Surname: *Byrne* This can also be called Last Name or Family Name.

Be careful! Some forms ask you to put your surname first.

Address: This is where you live (*19 The Green, Rathmines, Dublin 6*)

You might be asked to write it out on separate lines.

Example: Street: 19 The Green

Town/City: Rathmines

County: Dublin 6

Title: Mr, Mrs, Miss, Ms.

Mr is used for all men.

Mr Michael Byrne

Mrs is used for a married woman.

Mrs Mary Byrne

Miss is used for a single woman. *Miss Mary Byrne*

All women can use **Ms**. *Ms Mary Byrne*

They can be married or single.

Telephone / Phone: 01-234567

Contact Number: This is where you can be reached most easily. If you don't have a phone this could be your friend's telephone number. It could be a work number or a daytime number (where you are during the day) or your mobile number.

Date of Birth: When you were born, **DOB** – the initials of each word **Date of Birth**.

21st December 1954 or 21/12/54

Signature: How you write your first and last name together. Your signature is unique. You are the only person in the world who writes your name in that way.

You sign a letter or a form or a cheque.

1 Your signature is legally binding.

2 You are agreeing to the conditions of the form.

3 You are stating that the information you are giving is true.

Occupation: This is the job you have or the work you do.

Example: *Homemaker, Farmer, Doctor, Waiter, Student, Part time shop assistant, Unemployed, etc.*

Country of origin: This means the country you were born in.

Example: *Mary was born in England. Her country of origin is England.*

Marital Status: You may be asked to put a ✓ in a box to show the one that is right for you.

Married Widowed Separated

Single Divorced

Are you male or female?


Sex and Gender mean the same thing. Your sex or gender is whether you are a man or woman, male or female.

Sex: Male Female

Gender: Male Female

Dependants: People who are relying on you to provide for them.

Exercise 1. Fill out this form with your details (see the Picture 2). It is a good idea to have a friend look at this for you when you are finished.

DVD
World

Application for Membership

First Name:

Surname:

Title: Mr Mrs Miss Ms

Address:

Telephone:

Daytime Contact Number:

Date of Birth:

I am applying for membership of DVDWorld. I agree to abide by the rules of DVDWorld. I declare that the information given above is true and correct to the best of my knowledge.

Signature:

Date:

Picture 2 – Application for Membership

Exercise 2. Put a ✓ in the right box.

1. **DOB** stands for:

- a) Day of bouncing
- b) Date of birth
- c) Don't over book

4. **Gender** means:

- a) Your sex - male or female
- b) Children
- c) Where you were born

2. Another name for your **first name** is:

- a) Forename
- b) Surname
- c) Last Name

5. Your **dependants** are:

- a) Your cousins
- b) Your friends
- c) People you provide for

3. Your **country of origin** is:

- a) Where you were brought up
- b) Where you were born
- c) Where you go on holiday

6. Your **occupation** is:

- a) If you are married or single
- b) Your work
- c) Your work history

Exercise 3. Fill in the application form




The image shows a membership application form for 'Get Fit Gym'. At the top right is a logo featuring a woman jumping rope with the text 'Get Fit Gym' next to it. Below the logo is the title 'Membership Application Form'. The form contains several sections: a header instruction 'Complete this application form using BLOCK CAPITALS'; fields for 'Surname:', 'Forename:', and 'Address:' (with three lines); fields for 'Phone No:' and 'Mobile:'. There are two sections for marital status, each starting with 'Please ✓ the correct box.' and listing 'Married', 'Single', 'Widowed', and 'Divorced' with checkboxes. There is a section for 'Sex:' with 'Male' and 'Female' options and checkboxes. Fields for 'Date of birth:' and 'Occupation:'. A question 'Have you used a gym before?' with 'Yes' and 'No' checkboxes. Finally, a 'Signature:' field with a line for writing.

Picture 3 – Membership Application Form

Exercise 3. Job application form. You have replied to an advertisement for a job in Telesales. You are required to complete the following application form using block

capitals.

The Modern Telephone Company Ltd 

Please complete this form in Block Capitals.

First Name: _____ Title: _____

Last Name: _____

Address: _____

Phone No:

Contact No:

Please the correct box.

Sex: Male Female

Date of birth: / /

PPS No:

Present occupation: _____


Previous employment: _____

Valid Driving Licence: Yes No

Signature: _____

Picture 4 – Job Application Form

Exercise 4. Fill in the following form for your Childcare Centre. Use block capitals.

Happy Days Montessori School 

Forename: _____

Last Name: _____

Address: _____

Home phone No:

Mobile phone No:

Names and dates of birth of children:

Name	DOB		
_____	<input type="text"/> <input type="text"/>	<input type="text"/> <input type="text"/>	<input type="text"/> <input type="text"/>
_____	<input type="text"/> <input type="text"/>	<input type="text"/> <input type="text"/>	<input type="text"/> <input type="text"/>
_____	<input type="text"/> <input type="text"/>	<input type="text"/> <input type="text"/>	<input type="text"/> <input type="text"/>

Signature: _____

Picture 5 – Application Form

5 Creating the Effective Resume

What is a Resume? A resume is a one page summary of your skills, education, and experience. The resume acts much like an advertisement for a company trying to sell something. The resume is your advertisement. Just as a sneaker company spends countless hours (and millions of dollars) designing their latest advertising campaign, you too must spend a good deal of time creating, proofreading, editing, and perfecting your resume. A resume is one of the most important pieces of writing you will ever create. A solid resume is the key that will open the door to good jobs. Don't cheat yourself...work hard on it.

How long do employers typically look at a resume?

- A. Less than 30 seconds
- B. 3 Minutes
- C. 1 Minute

If you answered "A", you are correct. Employers often receive hundreds of resumes for a single position. They do not have time to pour over every word on each one. This increases the importance of the smallest details.

What should be included in a resume? Not all resumes are the same, but there are some common elements that they all should include. The necessary elements are the following.

1 Heading. Your heading should include the essential personal information. Your formal name (not nickname) should appear at the top and it should stand out above all else on the paper. You want them to remember who you are in less than 30 seconds. Also include your address (both permanent and temporary) and phone number. If you use email, include your email address.

2 Objective (also called "**Career Objective**"). Employers often say this is the most important part of a resume. It is generally a one sentence explanation of the type of job you are seeking. Your objective should be fairly specific. If you are applying for different types of jobs, change your objective to match each type of job. If you are uncertain about the specific positions available, note your areas of interest.

3 Education. As students, this should be your next section of information. If you are

in college, you only need to include college because it is assumed that you have graduated from high school. For the same reason, high school students should not include information from junior high/middle school. You should specify the dates of attendance or graduation (or expected graduation). As a college student, include your major and the degree you expect to receive. Some people include education-related honors in this section. If your education is particularly relevant to a job, you may want to include a section titled “Relevant Courses.” In this category, you can list classes that might contribute to your employability.

4 Experience (also called “**Work Experience**” or “**Employment Experience**”). In this section, you should include previous employers, their locations, your dates of employment, and your job title. You may have to create a job title if you did not have one. You should include at least two one-line descriptions of what your job duties and responsibilities were. You can not assume that the job title explains what you did to all readers. Use action verbs to start each of these descriptions. Do not use “I” in descriptions.

5 Activities. Employers like to see people who have been involved in school or community activities. In this section, list special activities you participated in (prom committee) and organizations you joined (drama club, baseball team, etc.). Include the years in which you participated. Be aware, however, that some employers may eventually view this information as irrelevant. As high school students, this should not be a concern.

6 Summary of Skills. Some people use this section to include special skills or talents that are not included elsewhere on the resume, but would be relevant to the employer. Some possibilities are:

- Type 60 words per minute
- Fluent in French

7 References. Although it is common practice to put “References Available Upon Request” at the bottom of a resume, most career advisors say it is unnecessary. However, there is nothing wrong with taking a nicely printed list of personal references with you to an interview. You should have 2 – 3 people who have observed your work habits (employers, teachers, coaches, etc.) and 2 – 3 people who can speak about your character. Make sure you have asked their permission to include them as references. Only ask people

who will speak well of you. Create a separate list of references including their names, addresses, employers, job titles, and phone numbers. It is best to list work numbers since some people don't appreciate calls at home. You know an employer is interested when they request a list of references.

How do I set up a resume? Your resume should be divided into distinct sections. The italicized words above are typical section headings. Do not label the heading section. Headings should stand out as boldfaced, larger text. Employers tend to have certain headings that interest them most. Make it easy for them to find them. Here are some suggested headers:

Major Headers (to be used in almost all resumes): Objective, Education, Employment History/Work Experience, School Activities.

Minor Headers (to be used if appropriate): Computer Experience, Associations, Certifications, Community Activities, Highlights of Qualifications, Honors/Awards, Interests and Hobbies, Projects, Relevant Courses, Summary of Qualifications, Volunteer Experience.

Should items be arranged in any particular order? Yes! You want your resume to be coherently organized. There are two distinct types of resumes. Most young people utilize a **Chronological Format**. The chronological style is exactly what it sounds like: It follows your work history backward from your current job, listing employers, dates, and job responsibilities. This is the format that you would most likely use if you are new to the workforce and have limited experience. Frequent job changes and work instability show up dramatically with this format. For someone who has held many jobs, the **Functional Format** is more useful. A functional resume is created without employment dates or company names. This format concentrates on skills and responsibilities and is more likely to be used after you have developed your career skills and have accomplishments to your credit.

Should I place Education above Experience or vice versa? Most high school and college students include the Education section directly after the objective. However, if you have experience that relates directly to the job you are applying for, you should place the Experience section above Education.

How important is the format? The importance of the format lies in its consistency. There is no one best resume format. Remember to stick to one format. It shows off your organizational abilities.

Should I use complete sentences when describing jobs? Not usually. Use action phrases instead. Leave out unnecessary words. Try to match your skills and experience with the employer's needs

Do the looks of a resume matter? Absolutely! When sending a resume to an employer or college, don't skimp. Use white or off-white professional weight paper and black ink. Avoid using colored paper or fancy graphics in your resume unless the job you are applying for is in a career area that might stress this type of formatting (art, graphic design, advertising, etc.) Always print resumes using a quality laser printer.

Excerpted from ACAP (Aroostook County Action Program)

Workforce Development Center Resume

Resume Tips and Suggestions

1 Final hiring decisions are rarely based solely upon the resume. The resume is your advertisement (just like the Nike swoosh or McDonald's arches) that will get you an interview. The resume should be a concise, factual, and positive listing of your education, employment history, and accomplishments.

2 Make sure your resume is **PERFECT!** It only takes one error in spelling, punctuation, or grammar to cause an employer to stop reading. Ask people to proofread your resume. Go over it with a fine tooth comb.

3 Limit your resume to one page. Only people with a great deal of related experience should have resumes longer than one page.

4 One inch margins around the page and blank lines between sections will make all the information easier to read. Use a 10-point font size minimum and avoid overuse of italics, bold, and underlining.

5 Since you probably have little work experience, you will want to emphasize your accomplishments in and out of the classroom. Volunteer activities, hobbies, sports, honor roll, and student organizations are things that help define who you are and should be

highlighted. List only recent honors and awards unless they are specifically relevant to the position for which you are applying.

6 Present your job objective in a manner that relates both to the company and the job description.

7 Sell yourself! Create a good first impression by highlighting skills and abilities appropriate to the position. If you don't sell yourself, your resume will stay in the pile with all of the others. Separate yourself!

8 Tell the truth and nothing but the truth! Employers will pick up on "little" white lies when they interview you.

9 Choose your words carefully. In a resume, you need to sound positive and confident, neither too aggressive nor overly modest. Do not use "I." Each description of your responsibilities should begin with a verb. The following words and phrases are intended as suggestions for thinking about your experience and abilities:

accomplish; achieve; analyze; adapt; balance; collaborate; coordinate; communicate; compile; conduct; contribute; complete; create; delegate direct; establish; expand; improve; implement; invent; increase; initiate; instruct; lead; organize; participate; perform; present; propose; reorganize; research; set up; supervise; support; train; travel; work (effectively, with others).

For more action verbs, refer to the list of *Action Verbs to Strengthen Your Resume*.

Exercise 1. a) Look at the sample resume.

JESSICA NADEAU

42 Washington Avenue
Auburn, Maine 04240
(207) 555-5555
jnadeau@internet.com

Career Objective:

Computer support technician in central Maine

Education:

High School Diploma, June 2002
Edward Little High School
G.P.A. 3.2 Class Rank: 45 out of 411

Honors and Awards:

Honor Roll for last three semesters

Perfect Attendance Award for the last two academic years

Relevant Courses:

Introduction to Computer Repair I Introduction to BASIC
Database & Spreadsheets Word Processing I

Computer Experience:

Neighborhood "Computer Expert" - 2001-present.
Performed troubleshooting for several friends and relatives who were having difficulty with their hardware or software. Resolved the issue 95% of the time.

Network Assistant (volunteer) - Edward Little High School.
September 2001-May 2002. Assembled 20 computers for new computer laboratory, loaded software on each one, and networked them.

Other Experience:

Waitperson, Rolandeau's, Auburn, Maine. Summer 2001.
Provided efficient, friendly, quality service in busy fine dining atmosphere.

Child care provider – Freeport, Maine. Summer 2000.
Provided safe, warm environment for two children aged 4 and 7. Supervised their self-directed play, prepared meals and snacks, settled disputes, determined appropriate discipline, and followed bedtime routines.

Activities:

Soccer Team - 1998-2002 - Co-captain 2000-2002
Civil Rights Team - 2002
Soup Kitchen Volunteer - 1999-2001

b) Fill in the Blank Resume Form

your name, capitalized, boldfaced and 16 pt. font

street address

town, ME zip code

home phone number

email address

EDUCATION (each heading should be in capital letters and boldfaced)

Class of _____, _____ High School, _____

Major area of study (or coursework): _____

WORK EXPERIENCE (list any job you have held)

_____ - _____
job title business name, location, dates

describe your position duties and skills learned using key verbs

_____ - _____

SCHOOL ACTIVITIES (list all sports, clubs, etc. you have been involved with)

_____ (_____)
activity number of years
_____ (_____)

COMMUNITY ACTIVITIES (volunteer work, etc.)

_____	(_____)
activity	number of years
_____	(_____)

AWARDS (list any awards or special recognition you have received)

_____	-	_____
title of award		month, year
_____	-	_____

INTERESTS (list a few of your hobbies if pertinent)

6 Useful resources

There are many good books and online resources which can help you to develop and improve your writing skills.

1 **Simon and Schuster Handbook for Writers** by Lynn Q. Troyka and Doug Hesse (several editions). The book covers various topics related to the writing process: writing essays and reports, understanding grammar, using punctuation, building correct sentences, business writing, using English as a second language.

2 **Prentice Hall Handbook for Writers** by Glen Leggett, C. David Mead, William Charvat (several editions). In concise and clear form and with lots of examples and exercises, the book covers the most important issues of grammar, punctuation, syntax, word usage, writing reports, essays, and business letters.

3 **IRA Style Guide**

<http://www.reading.org/styleguide.aspx>

The International Reading Association Online Style Guide provides clear and concise answers to frequently asked questions about English spelling and matters of style, such as capitalization, punctuation, syntax, and word usage.

4 **Purdue University Online Writing Lab (OWL)**

<http://owl.english.purdue.edu/owl/>

The site provides a large number of writing resources and instructional materials on various aspects of writing in English, such as sentence style and structure, grammar,

punctuation, spelling, word choice, writing essays, reports, and business letters. There is a special section with educational materials for ESL students.

List of reference links

- 1 Васильева, Л. Деловая переписка на английском языке / Л. Васильева. – М. : Рольф, Айрис-пресс, 1998. – 352 с.
- 2 Куценко, А.В. Пиши правильно по-английски = Spell it correctly : сборник упражнений по орфографии английского языка / А.В. Куценко. – М. : Гуманит. изд. центр ВЛАДОС, 1998. – 176 с.
- 3 Письменная английская речь: практический курс : учеб. пособие для студ. лингв. вузов / под ред. И.А. Уолш. – 2-е изд., испр. и доп. – СПб. : Филологический факультет СПбГУ; М. : Издательский центр «Академия», 2005. – 240 с.
- 4 Практический курс английского языка. 1 курс : учеб. для пед. вузов по спец. «Иностр. яз.» / под ред. В.Д. Аракина. – 5-е изд., испр. – М. : Гуманит. изд. центр ВЛАДОС, 1998. – 536 с.
- 5 English Grammar [Электронный ресурс]. – Режим доступа: <http://www.englishgrammar.org>
- 6 Guide to Grammar and Writing [Электронный ресурс]. – Режим доступа: <http://grammar.ccc.commnet.edu>
- 7 Literacytools.ie [Электронный ресурс]. – Режим доступа: <http://www.literacytools.ie>
- 8 Purdue University **Online Writing Lab (OWL)** [Электронный ресурс]. – Режим доступа: <http://owl.english.purdue.edu>
- 9 ToLearnEnglish.com [Электронный ресурс]. – Режим доступа: <http://www.tolearnenglish.com>
- 10 Useful English [Электронный ресурс]. – Режим доступа: <http://usefulenglish.ru>

Appendix A

(reference)

List of Abbreviations and Contractions Most Common for Business Correspondence

A

ACCA	Association of Certified and Corporate Accountants	Ассоциация дипломированных бухгалтеров Великобритании
a/c, acct.	account	счет
ack.	acknowledgement	подтверждение
add(r)	address	адрес
ad(vt)	advertisement	объявление, реклама
A.D.	Anno Domini	нашей эры <i>лат.</i>
add.	addendum	приложение
ADP	automatic data processing	автоматическая обработка данных (АОД)
ad val.	ad valorem (according to the value)	с объявленной стоимостью <i>лат.</i>
AG	Aktiengesellschaft (German public company)	общественная компания в Германии
AGM	annual general meeting	ежегодное общее собрание
a.m.	ante meridiem (before noon)	до полудня <i>лат.</i>
amt.	amount	сумма, количество, итог
anon	anonymous	анонимный
appro	approval	одобрение
approx	approximately	примерно
Apr	April	апрель
arr	arrival	прибытие
a.k.a.	also known as	так же известен, как
AOB	any other business	и прочие вопросы
appx	appendix	приложение
ASA	Advertising Standarts Authority	отдел рекламных стандартов
assoc.	association	ассоциация
asst	assistant	помощник, ассистент
Attn	Attention	внимание
Aug	August	август
AV	audio-visual	звуко-зрительный

av. Av(e) AWOL	average avenue absent without leave	средний авеню находящийся самовольной отлучке	В
----------------------	---	--	---

В

B.A.	Bachelor of Arts	бакалавр гуманитарных наук
BA	British Airways	Британские авиалинии
b	born	родившийся
b & b	bed and breakfast	ночлег и завтрак (для постояльца)
BBC	British Broadcasting Corporation	Британская радиовещательная корпорация
BC	before Christ	до нашей эры
BC	British Council	Британский совет
bc	balance sheet	балансовый отчет
bc	blind copy	пометка в письме, которую ставит автор, если он не желает упоминать имя другого адресата
B.Com.	Bachelor of Commerce	бакалавр коммерции
b.e.	bill of exchange	переводной вексель
BIM	British Institute of Management	Британский институт менеджмента
bk	bank; book	банк; книга
bldg(s)	building(s)	здание, строение(я)
B/L	Bill of Lading	коносамент, транспортная накладная
BR	British Rail	Британская железная дорога
B Sc	Bachelor of Science	бакалавр (естественных) наук
BST	British Summer Time	британское летнее время
B/S	bill of sale	купчая
BSI	British Standards Institute	Британский институт стандартов
BT	British Telecom	Британские телекоммуникации

С

cat.	catalogue	каталог
C	centigrade	по стоградусной шкале (температур)
c.	circa (roughly this date)	примерно, приблизительно, около
c.	cent(s), century	цент(ов); век
Cath	Catholic	католический
cc	chapters	главы
cc	centuries	веков
cc	carbon copy	пометка в письме, если автор желает ознакомить с ним определенное лицо
CD	Corps Diplomatique Diplomatic Service	дипломатический корпус <i>фр.</i>
C&D	Collection & Delivery	инкассо и доставка
C&F	cost & freight	стоимость и фрахт
cap.	capital	капитал
CB	cash book	кассовая книга
CC	County Council	совет графства
CEO	chief executive officer	исполнительный директор
cf	confer (compare)	сравни
ch(ap)	chapters	главы
CIA(US)	Central Intelligence Agency	Центральное разведывательное управление, ЦРУ
CID(GB)	Criminal Investigation Department	Отдел уголовного розыска, уголовно-следственный отдел
CGT	capital gains tax	налог на доход от реализации основных средств
chq	cheque	чек
c/o	cash order	предъявительская трата
Co.	company	компания
COD	cash on delivery	оплата при доставке
contd	continued	продолжение следует
cont	contents	содержание
Cons.	conservative (GB)	консервативная партия Великобритании
Corp	corporation	корпорация
CV	curriculum vitae	жизнеописание

D

dd	dated; deadline date	датированный; предельная дата
D.D.	Doctor of Divinity	доктор богословских наук
Dec	December	декабрь
deg	degree	степень
dep	depart; departure; deputy	отъезжать; отъезд; депутат
Dept	department	департамент
dif(f)	difference	разница
Dip	diploma	диплом
Dir	director	директор
DM	Deutschmark	немецкая марка
do	the same as before	так же как и раньше
dos	disk operating system	дисковая операционная система
DP	data processing	обработка данных
Dr.	Doctor	доктор (<i>ученая степень</i>)

E

E & OE	errors and omissions excepted	исключая ошибки и пропуски
EC	European Community	Европейское сообщество (ЕС)
ECS	echantillons commerciaux (commercial samples)	коммерческие образцы <i>фр.</i>
ECU	European currency unit	европейская денежная единица (экю)
EDP	electronic data processing	электронная обработка данных
e.g.	exempli gratia (for example, for instance)	например <i>лат.</i>
EEU	European Economic Union	Европейский экономический союз (ЕЭС)
EFTA	European Free Trade Association	Европейская ассоциация свободной торговли
enc.	enclosed	прилагается
Eng	engineer(ing)	инженер, инженерное искусство
etc.	et cetera (and the rest)	и так далее <i>лат.</i>
Esq	Esquire	эсквайр

eta	estimated time of arrival	расчетное время прибытия
etd	estimated time of departure	расчетное время отбытия
eve	evening	вечер
excl	excluding	исключая

F

f	foot, feet; female; feminine	фут, футы; женский, женского пола
fac.	facsimile	факсимильный
fax	facsimile	факс
FBI	Federal Bureau of Investigation	федеральное бюро расследований, ФБР (США)
Feb	February	февраль
Fed'	Federal	федеральный
ff	following (pages)	следующие (страницы)
fig	figure	цифра
fl	floor	этаж
FO	Foreign Office	МИД Великобритании
fr.	franc	франк
Fri	Friday	пятница
fwd	forward	отослать

G

GB	Great Britain	Великобритания
Gen	General	генерал
Gk	Greek	греческий
gm	gram(s)	грамм(ов)
GMT	Greenwich Mean Time	среднее время по Гринвичу
GP	General Practitioner	врач общей практики
gt	great	здорово

H

h	height	высота
ha	hoc anno	в текущем году <i>лат.</i>
HC	House of Commons	палата общин Великобритании
HL	House of Lords	палата лордов

HM	His/Her Majesty	Великобритании
Hon.	the Honourable	его/ее величество
hosp	hospital	достопочтенный
HQ	headquarters	больница
HP	hire purchase	штаб
hr	hour	покупка в рассрочку
		час

I

i.e.	id est (which is to say, in other words)	другими словами
Inc.	incorporated	зарегистрированный как корпорация
incl.	including	включая
info	information	информация
IMF	International Monetary Fund	Международный валютный фонд
Inst	Institute	Институт
intro	introduction	вступление
inv	invoice	счет-фактура
IOY	I owe you	долговая расписка
IT	Information Technology	информационная технология
ital.	italic	курсив

J

Jan	January	январь
Jr	Junior	младший
Jul	July	июль
Jun	June	июнь

K

kg	kilogram(s)	килограмм(ов)
km	kilometer(s)	километр(ов)

L

L/A	Letter of Authority	доверенность
Lab	Labour party (GB)	трудова́я, или лейбористская партия
Lib	Liberal party (GB)	либеральная партия

lang	language	язык
L/C	letter of credit	аккредитив
LOC	letter of commitment	гарантийное письмо
Ltd	limited	ограниченный
lux	luxury	люкс, роскошь

M

M.A.	Master of Arts	магистр гуманитарных наук
Mar	March	март
max	maximum	максимум
mdse	merchandise	товар
memo	memorandum	записка
Messrs	Messieurs (Gentlemen)	господа <i>фр.</i>
min	minimum	минимум
misc	miscellaneous	разное
mkt	market	рынок
ml	mile(s)	миля(ей)
mm	millimeter(s)	миллиметр(ов)
mgr	manager	руководитель
MS	manuscript	рукопись
mtg	meeting	собрание

N

NB	nota bene (take special note of)	обратите внимание на <i>лат.</i>
no(s)	number(s)	номер(а)
NIS	not in stock	не быть на складе, в ассортименте
NL	no liability	не нести обязательства
про	non-profit making organization	некоммерческая организация
Nov	November	ноябрь

O

ob.	obit (deceased)	поминальная служба, некролог
Oct	October	октябрь
ОНР	overhead projector	диапроектор
oos	out of stock	не иметь на складе
oz	ounce(s)	унция(и)

P

p pa PA para(s) PAYE	page; penny; per per annum (each year) personal assistant paragraph(s) pay-as-you-earn	страница; пенни; каждый ежегодно личный помощник параграф(ы) платите по мере того, как зарабатываете (уплата налогов при получении заработной платы)
PC	personal computer	персональный компьютер
p/d	postdate	датировать более поздним числом или более поздняя дата
pd PG Ph.D. plc	paid paying guest Doctor of Philosophy public limited company	оплачено квартирант доктор философии общественная компания с ограниченной ответственностью
pkt P & L p & p PM p.m. p.m. pop PO pp, p.p.	packet profit & loss postage and packing Prime Minister post meridiem (after noon) per month popular Post Office post procurationem (for and on behalf of)	пакет прибыль и убыток пересылка и упаковка премьер-министр после полудня <i>лат.</i> ежемесячно популярный почтовое отделение по доверенности <i>лат.</i>
pp PR Pres. pro Prof. pron PS Pt PTO	pages public relations President professional Professor pronunciation postscriptum payment Please turn over	страницы общественные связи президент профессиональный профессор произношение приписка <i>лат.</i> платеж Пожалуйста, переведите страницу.

Q

Qu qv	queen; question quod vide (which may be referred to)	королева; вопрос смотри там-то <i>лат.</i>
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R

R R & D rcd ref. re retd rev Rev RSVP Rt Hon. Rt Revd	Royal Research and Development received refer to with reference to retired revolution Reverend respondez s'il vous plait (please reply) Right Honourable Right Reverend	королевский научно- исследовательские и опытно-конструктор- ские работы получено ссылаться на со ссылкой на ушедший в отставку революция преосвященство ответьте, пожалуйста <i>фр.</i> достопочтенный Его Преосвященство
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S

sae SAYE sch sec Sen Sept sgd Sr. Soc Sq St Sun sub SRL	stamped addressed envelope save-as-you-earn school secondary; secretary Senate September signed senior society square street Sunday subscription societe a responsabilite limitee (limited liability company)	конверт с обратным адресом сберегайте по мере получения дохода <i>англ.</i> школа вторичный; секретарь сенат сентябрь подписанный старший общество площадь улица воскресенье подписка компания с ограничен- ной ответственностью <i>фр.</i>
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T

Tech	technical	технический
tel.	telephone	телефон
tbc	to be confirmed	будет подтверждено
temp	temporary	временный
trans	translated	переведенный
Tue	Tuesday	вторник
Thurs	Thursday	четверг
TV	television	телевидение
TOPs	training opportunities	возможности обучения
tsvp	tournez s'il vous plait (turn over)	переверните, пожалуйста <i>фр.</i>

U

UAE	United Arab Emirates	Объединенные Арабские Эмираты
ult.	ultimo (last)	прошлого месяца
UNESCO	United Nations Educational, Scientific and Cultural Organization	Комитет Организации Объединенных Наций по вопросам образования, науки и культуры, ЮНЕСКО
UNO	United Nations Organization	Организация Объединенных Наций, ООН
UK	United Kingdom	Соединенное Королевство
UFO	unidentified flying object	неопознанный летающий объект, НЛО
UHF	ultra high frequency	ультравысокая частота
Univ	university	университет
urgt	urgent	срочно

V

V	victory	победа
vac	vacation	каникулы, праздник
VAT	value added tax	налог на добавочную стоимость, НДС
VC	Vice Chairman	заместитель председателя
VIP	Very Important Person	особо важная персона
VDU	Video Display Unit	видеомонитор

viz.	videlicet (namely)	то есть, а именно <i>лат.</i>
VP	Vice President	вице-президент
vol	volume	том, объем
vs	versus	против <i>лат.</i>
v.s.	vide supra	смотри выше <i>лат.</i>

W

W	west	запад
wk	week; work	неделя; работа
w/o	without	без
w.p.m.	words per minute	слов в минуту
WP	word processing	обработка текста
wt	weight	вес
WS	Writer to Signet	присяжный стряпчий (в Шотландии)

X

Xmas	Christmas	Рождество
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Y

yr	year; your	год; ваш(а, е, и)
yf	yours faithfully	с совершенным почтением, искренне Ваш
yrs ty	yours truly	искренне Ваш
ys	yours sincerely	искренне Ваш

&	and	<i>СОЮЗ И</i>
@	at	коммерческое at в адресе электронной почты
№	number	номер

Appendix B

(reference)

Action Verbs to Strengthen Your Resume

DECISION MAKING

ACCEPT
ACTIVATE
APPROVE
AUTHORIZE
DECIDE
RENDER
REQUIRED
SOLVE
TERMINATE
TEST

MANAGEMENT

ADJUDICATE
ANALYZE
ANTICIPATE
APPROVE
DIRECT
ESTABLISH
EVALUATE
EXECUTE
MANAGE
MEET
ORGANIZE
PLAN

CHANGES

ACTIVATE
COMPARE
CREATE
DESIGN
ESTABLISH
IMPROVE
MAKE
MODIFY
STIMULATE
UPGRADE

PERSONNEL

APPRAISE
DISCHARGE
EMPLOY
HANDLE
INTERVIEW
PROMOTE
RECRUIT
SCREEN
SEEK
SELECT
TRAIN
TRANSFER

SUPERVISION

ADHERE
ASSESS
ASSIGN
COUNSEL
DEFINE
DELEGATE
DEMONSTRATE
DEVELOP
ENCOURAGE
EXERCISE
FOSTER
MANAGE
MEET
PARTICIPATE
REPORT
REQUEST
SUPERVISE

ADMINISTRATION

ADMINISTER
ENGAGE
FURNISH
INSURE
JUSTIFY
PROCESS
PROCURE
PURCHASE
RECEIVE
RECLAIM
REJECT
REQUISITION
SECURE
SHIP
STORE
SUPPLY

RESEARCH

ANALYZE
COMPILE
DEFINE
DETERMINE
DEVELOP
EVALUATE
IDENTIFY
INVESTIGATE
PREPARE
PROPOSE
RECOMMEND
RESEARCH
REVIEW
SUBMIT

PLANNING & CONTROL

ACQUIRE
ALLOCATE
ASSUME
CONTROL
EXTEND
FORECAST
FORMULATE
MEASURE
MONITOR
PLAN
PROGRESS
SCHEDULE

HELPING

ARRANGE
ASSIST
CONTRIBUTE
COUNSEL
GIVE
GUIDE
INITIATE
SERVE
SOLVE

PERSONNEL

APPRAISE
DISCHARGE
EMPLOY
HANDLE
INTERVIEW
PROMOTE
RECRUIT
SCREEN
SEEK
SELECT
TRAIN
TRANSFER

COMMUNICATION

CONTACT
CRITIQUE
DECLARE
DISPLAY
INFORM
INTERPRET
ISSUE
SPEAK
TESTIFY
WRITE

EXTERNAL ACTIVITIES

COOPERATE
COORDINATE
NEGOTIATE
PUBLICIZE
REPRESENT
STRENGTHEN