

Методические указания по освоению дисциплины
Б1.В.ДВ.01.02 Правописание современного английского языка

Направление подготовки 44.03.01 «Педагогическое образование»
Профиль подготовки Иностранный язык (английский)

1. Целями освоения дисциплины «Правописание современного английского языка» являются формирование у студентов систематизированных знаний в области английской орфографии и пунктуации; развитие практических навыков орфографии, профессиональных навыков.

2. Цель методических рекомендаций: обеспечить обучающемуся оптимальную организацию процесса освоения дисциплины.

Процесс освоения дисциплины включает посещение лекций, практических занятий по расписанию, самостоятельную работу обучающегося, а также прохождение текущего контроля знаний и промежуточной аттестации (сдача зачета и экзамена).

3. Методические указания по выполнению самостоятельной работы

Объектом контроля является, во-первых, знание студентами нового теоретического материала, правил-рекомендаций. К примеру:

Silent 'e'

Rule 1

Final silent "e" is usually dropped before a suffix beginning with a vowel letter:

Die – <u>died</u>	ice – <u>icy</u>	ride – <u>rider</u>
Eye – <u>eyed</u>	fame – <u>famous</u>	refuse – <u>refusal</u>
Move – <u>moved</u>	simple – <u>simplest</u>	active – <u>activity</u>
Amuse – <u>amusing</u>	advise – <u>advisable</u>	continue – <u>continuation</u>

Here are some exceptions to this rule:

a) Verbs ending in **-ie** change the **-ie** to **-y** before **-ing** to avoid a double **i**:

die – dying lie – lying

b) One-syllable words ending in **-ye**, **-oe**, and **-ue** retain the **e** before **-ing** for various reasons:
dye – **dyeing** (in this way **dyeing** is distinguished from **dying**, the Present Participle of **to die**)
toe – **toeing**

c) Verbs ending in **-ee** keep both final **e**'s before all suffixes except **-ed**, **-er**, and **-est** (which would give three **e**'s in succession):

agree – agreed but agreeing	free – freed but freeing
agreeable	freedom
agreement	

d) Words ending in **-ce** or **-ge** keep the silent **e** before **-able** and **-ous** to retain the proper sounding of the consonant letter:

notice – noticeable courage – courageous

Notice also:

Singe – singeing (to distinguish it from **singing**)

Line – lineage [ˈlɪniɪdʒ] (where the **e** is sounded)

Europe – European [juərəˈpi:ən]

Rule II

Final silent ‘e’ is usually retained before a suffix beginning with a consonant letter to avoid the change in the pronunciation of the stem in derivatives:

Safe – safety	late – lately	like – likeness
Hope – hope <u>less</u>	nine – nine <u>teen</u>	whole – whole <u>some</u>
Care – care <u>ful</u>	move – move <u>ment</u>	false – false <u>hood</u>

Mind the spelling of the words **abridgement**, **acknowledgement**, **judg(e)ment**, **lodg(e)ment**.

Some exceptions:

Due – duly	whole – wholly	awe – awful
True – truly	argue – argument	nine – ninth

In **wise** and **wisdom**, **wide** and **width** the dropping of the ‘e’ shows the change from [ai] to [i].

Adjectives ending in **-le**, **-able**, **-ible** lose not only their ‘e’ but their ‘l’ before the adverb-forming suffix **-ly**:

Idle – idly	possible – possibly	comfortable – comfortably
-------------	---------------------	---------------------------

Final ‘y’ and its Modifications

Final ‘y’ preceded by a consonant letter usually changes to ‘i’ before all suffixes except ‘-ing’.

Fry – fries	fifty – fiftieth	but cry – crying
Try – tried	marry – marriage	carry – carrying
Easy – easier	mercy – merciless	reply – replying
Angry – angrily	merry – merriment	study – studying

Note 1. Words ending in a consonant letter + ‘y’ lose the ‘y’ before the suffixes ‘-ic’, ‘-ical’, ‘-ism’, ‘-ist’, ‘-ize’ to avoid a double ‘i’:

Apology – apologize, history – historical, biology – biologist

Note 2. Final ‘y’ preceded by a consonant is generally retained:

- a) in some words before the suffixes ‘-hood’, ‘-ish’, ‘-ist’, ‘-like’, and ‘-ship’: babyhood (but ‘livelihood’ is spelled according to the rule), babyish, copyist, babylike, ladyship, ladylike;
- b) in compounds: everything, countryside, fairy-tale;
- c) in some words before the suffixes ‘-er’, ‘-est’, ‘-ly’, and ‘-ness’ (the initial form is a monosyllable):

shy – shyer – shyest – shyly – shyness

sly – slyer – slyest – slyly – slyness

Note 3. Final ‘y’ following ‘t’ changes to ‘e’ before ‘-ous’: beautiful, plentiful

Rule 2. Final ‘y’ preceded by a vowel letter is retained before all suffixes:

Buy – buys	key – keys	boy – boyish
Stay – stayed	play – player	joy – joyful
Obey – obeying	betray – betrayal	employ – employment

Major exceptions to this rule are: day – daily, gay – gaily, gay – gaiety.

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

Doubling of final consonant letter of the stem before suffixes beginning with a vowel letter

1. Words of one syllable and those of more than one accented on the last syllable, when ending in a single consonant sound preceded by a short vowel represented by a monograph, double the single final consonant letter before a suffix beginning with a vowel:

Big	- bigger	- biggest
Red	- redden	- reddish
Wit	- witty	- quick-witted
Commit	- committed	- committing - committee
Regret	- regretted	- regretting - regrettable

Note: Words ending in the accented [ɜ:], [a:], [o:], represented in spelling by 'er ('ir', 'ur'), 'ar', 'or' double the final 'r' before a suffix beginning with a vowel letter:

Stir	- stirred	- stirring
Prefer	- preferred	- preferring
Occur	- occurred	- occurring - occurrence
Bar	- barred	- barring
Abhor	- abhorred	- abhorring - abhorrence

But no doubling of 'r' in:

Fear - feared - fearing (and other words ending in diphthongs)

Offer - offered - offering (and other words ending in [ə])

Confer - conference (and other derivatives where the accent is shifted to the preceding syllable).

1. The final consonant letter representing a single consonant sound is not doubled

a) if the consonant it stands for is preceded by an unaccented vowel:

open - opened - opening

limit - limited - limiting

b) if a consonant it stands for is preceded by a vowel (either accented or unaccented) represented by a digraph:

look - looked - looking - looker

turn - turned - turning - turner

c) if the suffix begins with a consonant:

fit - fitful (but fitting)

forget - forgetful (but unforgettable)

Далее, оцениванию подлежит выполнение упражнений, на которых проверяется понимание изучаемого материала, вырабатывается умение распознать новое орфографическое явление в совокупности с уже изученными ранее. К примеру:

Exercise 1. Define the function of the final silent 'e' in the following words.

Model: **Thrice**. The silent 'e' is written to indicate the [s] value of the letter 'c' and the diphthongal value of the letter 'i'.

Candle. To show that [l] forms the syllable.

Have. After the letter 'v'.

Picture. In the trigraph 'ure' standing for [ə].

Palace	twice	move	since	pie
Excuse	value	prize	sense	toe
College	kettle	clothe	strange	dare

Exercise 2. Read aloud the words listed below and copy them into two columns: a) the words in which the function of the final silent 'e' is evident, b) the words in which nothing accounts for its use.

Same, some; gone, none, bone, one; come, home; give, dive; discipline, examine, line, mine, heroine; rope, Europe; frame, gramme; rite, favo(u)rite; rate, accurate, separate (adj.); unite, definite; parade, comrade; mate, climate; concrete, cigarette.

Exercise 3. Write the initial form of the following words. Be ready to explain: 1) why the final 'y' is changed, 2) why it remains unchanged, 3) why it is lost.

Days	player	annoyance	variable
Babies	cattier	appliance	enjoyable
Pays	librarian	payment	industrial
Dries	biologist	accompaniment	economic
Enjoyed	philologist	joyless	historical
Hurried	essayist	merciless	ironic
Playing	denial	beautiful	busily
Studying	betrayal	playful	heavily
Happiest	marriage	various	memorize
Gayest	happiness	joyous	beautify

Exercise 4. Copy the words listed below and mark off the suffix. Give the initial form and explain why the consonant letter is doubled.

Model: Redd|est. The initial form is 'red'. The final 'r' of 'red' is doubled in 'reddest' before the suffix '-est', because the consonant it stands for is preceded by the short and accented vowel [e] represented by the single letter 'e'.

Hotter	funny	planned	committee
Thinner	muddy	stirred	regrettable
Saddest	bidden	level(l)ed	marvel(l)ous
Flattest	madden	excelled	occurrence
Winner	gladden	referring	admittance
Travel(l)er	reddish	quarrelling	long-legged

Выработка навыка репродуктивного владения изучаемым орфографическим явлением оценивается, к примеру, при выполнении следующих упражнений:

Exercise 1. In the words given below mark off the suffix and see what is left. Write the initial form, and make all necessary explanations.

Model: Agre|ed – agree. The word 'agree' loses one 'e' when the suffix '-ed' is added.

Abridging, activity, amusement, arrival, believed, bluish, changeable, composer, continuous, courageous, creation, cultural, died, duly, dyeing, dying, engaged, examination, excited, eyeing, fortunate, freest, hostility, icy, idly, nervous, pleasing, practical, scenery, singeing, singing, stranger, tied, tiptoed, truly, tying, valuable, voiceless, wholly, wisdom.

Prepare for a written class test on the spelling of these words.

Exercise 2. Write all possible forms and derivatives for the words listed below.

Model: large enlarg|ed

Larg|er enlarg|s

Larg|est enlarg|ing

Large|ly enlarg|ment

Active, agree, care, change, continue, courage, create, close, die, educate, fame, free, hope, lie, move, noise, notice, practice, probable, propose, safe, strange, use, value, wise.

Exercise 3. Write all forms and derivatives for the following words:

Beauty, busy, carry, easy, economy, gay, happy, heavy, joy, lucky, pay, pity, shy, vary.

Exercise 4. Double the consonant wherever necessary and give your reasons for both single and double letters.

1. The fo[l]owing words with a dou[b]le consonant are o[k]asiona[l]ly mi[ss]pe[l]led.
2. Co[r]rect spe[l]ling is a ne[s]e[s]ity.
3. Homophones like 'pa[s]t' and 'pa[s]ed', gue[s]t' and 'gue[s]ed' are a constant source of spe[l]ling di[f]iculties.
4. Usua[l]y a gue[s] is be[t]er than no answer at a[l].
5. A[n] wi[l] mi[s] the bu[s] unle[s] she hu[r]ies.
6. The ru[n]er a[l]most su[ks]ee[d]ed in the wi[n]ing race.
7. They sto[p]ed cha[t]e[r]ing and go[s]i[p]ing only when darken[s] fe[l].
8. The a[s]i[s]tant se[t]led the ma[t]er fina[l]y.
9. Bo[b]y's ho[b]y is co[l]lec[t]ing ja[z] records.
10. Congre[s] wi[l] discu[s] the tari[f].
11. Bill volunteered to ca[r]y the me[s]age to a we[l]-known pro[f]e[s]or.
12. The old cou[p]le pa[s]ed their a[n]iversary quietly in the village.
13. The su[d]en o[k]u[r]ence of showers sa[d]e[n]ed them.
14. Let u[s] have a gla[s] of co[f]ee at that li[t]le co[f]ee-sta[l].
15. Apa[s]ing bu[s] sto[p]ed, pi[k]ed some pa[s]engers, and went o[f].

И, наконец, контролируется выполнение упражнений, направленных на дальнейшую автоматизацию полученного навыка, на развитие умений более сложного характера.

Exercise 1. Insert the proper homophone. If necessary, consult the dictionary for the meaning.

1. Charles Darwin was _____ in 1809. The leaves were torn off and _____ by the wind. (borne, born).
2. They built a _____ for the defence against enemies. Playing chess is not his _____ . (forte, fort).
3. We saw the _____ party leave the Registry office. The horse objects to his new _____ . (bridle, bridal).
4. Don't _____ with your future. The mother watched the children _____ on the lawn. (gambol, gamble).
5. Don't make an _____ out of your child. He sits _____ for hours. (idol, idle).
6. The soldier was awarded a _____ for his bravery. They never _____ in my affairs. (meddle, medal).
7. The _____ of their college is a man of _____ . (principal, principle).

Exercise 2. Two words in each of the following sentences

a) either lack a letter or b) have an extra letter. In either case correct the spelling.

1. I should like, incidentally, to ad one more point to my argument.
2. Occasional missprints in the books allways disturb her.
3. We should not like to emmbarrass our hostess by leaveing too early.
4. The youthes were curious to learn how one so clever was not addmitted to the college.

5. Everyone wants a little happiness in his life.
6. We all together agreed that after supper we should attend the party all together.
7. They accepted our terms unconditionally.
8. We find learning spelling rules not as difficult as we had expected.
9. You can increase your vocabulary by constantly referring to the dictionary of synonyms to vary your written and oral speech.
10. Each country can be successful only when all assume their full obligations as citizens.

Exercise 3. Copy the following text adding suffixes and endings given in brackets.

It was a warm, sun(y) day in the late autumn.
 "Let's go for a swim," said the Cucumber to the Cabbage.
 "It's too cold," reply(ed) the Cabbage, wrap(ing) her leaf(es) more close(ly) about her.
 "Nonsense!" declare(ed) the Cucumber. "Don't be so lazy!"
 At last the Cabbage consent(ed), and the two hurry(ed) to the river.
 The Cucumber plunge(ed) in at once, and splash(ed) about happy(ly) while the Cabbage sat on the bank, slow(ly) remove(ing) lay(er) after lay(er) of leaf(es).
 "Hurry up!" call(ed) the Cucumber. "Aren't you ready yet? The sun will soon be going down, and then it will be cold."
 Still the Cabbage sat on the bank, strip(ing) off her leaf(es) lazy(ly), one by one.
 At last the Cucumber clamber(ed) out of the water, refresh(ed) by the swim.
 The sun was low in the sky, and it was time to go home.
 The Cabbage shiver(ed), and began to wrap her leaf(es) about her again, but the Cucumber got tire(ed) of wait(ing) long before she had finish(ed), and the silly Cabbage was left to come home alone.

Основным средством контроля являются различные диктанты, преимущественно творческого характера.

Write the dictation with blank spaces in it. Fill in the missing information.

Dictation

Oh, hello. This is _____ (who?). I tried to reach you _____ (when?), but you weren't home. I'm calling to _____ (to do what?) you to a party _____ (when?). There will be just _____ (how many?) of us, and it will be very informal, so you can wear _____ (what kind of?) clothes. Do you know my address? It's _____ (what is it?). I'll expect to see you at about _____ (what time?), then. Oh, by the way, this party is to celebrate my _____ (what?).

Compare your versions with the suggested answers: Jane, yesterday, invite, next Saturday, 16, casual, 16 Bridge Street, 8 o'clock, 21st birthday.

Discuss the information given in your variants of dictations.

Read the passage with the verbs removed. Discuss which verb and form belongs in each verb space.

When I _____ two years old, I _____ an elephant for the first time.
 This _____ in Atlantic City in New Jersey.
 While my parents were _____ on the beach, I _____ them and _____ along the beach. Suddenly, right in front of me, _____ a building in the shape of an elephant.

I couldn't _____ my eyes! "Look, entu!" I _____.
I had not yet _____ how to say the word **elephant**.

Verbs:

wander	stand	believe
be	learn	happen
leave	sit	shout
see		

Discuss an early childhood memory of your own. Then write about it using the past tense and beginning with "When I was _____ years old..."

4. Оценочные средства для текущего контроля успеваемости, промежуточной аттестации по итогам освоения дисциплины и учебно-методическое обеспечение самостоятельной работы студентов

Проверка диктантов в аудитории может предполагать творческую работу студентов по выявлению своих ошибок. Это может быть помета преподавателя на полях с заданием найти ошибку в строке; или найти все ошибки, общее количество которых указано в конце работы. Взаимопроверка диктантов также будет способствовать профессионализации процесса обучения.

Зачет предусматривает выполнение проверочных работ по правописанию и написание диктанта. Студентам предлагается выполнить упражнения, в которых комбинируются трудности различного характера: написание слов, данных в транскрипции; дописывание начала или конца слова, употребляя правильный аффикс; написание слов по моделям; написание производных слов и т.п.