

АНГЛИЙСКИЙ ЯЗЫК для студентов педагогических вузов 1

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Государственным комитетом Российской Федерации
по высшему образованию
в качестве учебника для студентов
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обучающихся по направлению «Филология»,
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Т.Т. Михайлюкова, Н.М. Ерофеева, Л.Д. Кашурникова,
Т.А. Кириллова, В.П. Сошникова, И.С. Гинзбург, Г.Е. Юрченко,
М.Н. Морозова, Л.П. Докторова

Рецензенты:

кафедра фонетики английского языка Иркутского государственного
педагогического института иностранных языков им. Хо Ши Мина (зав.
кафедрой С.В. Матвеева);

д-р филол. наук, проф. Я.Г. Биренбаум (Кировский государственный
педагогический институт)

Федеральная целевая программа книгоиздания России

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**Английский язык для студентов педагогических вузов.
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Учебник построен на принципах современной коммуникативной кон-
цепции обучения и ставит целью выработку практических навыков во
всех видах речевой деятельности. Учебник включает вводно-корректив-
ный курс и основной курс, состоящий из шести комплексов, организо-
ванных по тематическому принципу («Семья», «Дом», «Мир моды»,
«Время», «Институт», «Еда») с системой упражнений, лабораторных за-
даний для самостоятельной работы, обучающих программ на ЭВМ и ро-
левых игр, а также грамматический справочник.

Для студентов I курса факультетов и отделений английского языка
педагогических вузов.

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ПРЕДИСЛОВИЕ

Предлагаемый учебник предназначен для студентов I курса педагогических институтов и факультетов иностранных языков, изучающих английский язык как специальность.

В учебнике реализованы современные профессионально-ориентированные подходы к обучению иностранному языку: овладение коммуникативной компетенцией в основных видах речевой деятельности, приобретение нормативных знаний системы языка, обеспечивающих адекватность иноязычного общения.

Содержание учебника отражает также психологические аспекты общения и сферу коммуникации. Разработанные коммуникативные установки способствуют психологической готовности обучаемого к речевому акту; объем учебного материала варьируется с учетом принципа допустимого насыщения. Таким образом достигается максимальная работоспособность студента в пределах отдельного занятия. Методическая система учебника предполагает дипломатический уровень обучения со стороны преподавателя.

Структура учебника отражает комплексную организацию обучения в специальном языковом вузе педагогического профиля. Единицей организации и планирования материала служит тематический комплекс.

Учебник включает вводно-коррективный курс, основной курс, состоящий из шести тематических комплексов, и грамматический справочник.

Коммуникативная и жанро-ролевая направленность, отбор и подача словаря, разработка учебного аппарата основываются на методических принципах, характерных для всей структуры учебника. Учебный аппарат каждого комплекса обеспечивает студента необходимыми фоновыми знаниями путем толкования языковых реалий, выделения активного словаря, имеющего некоторую специфику. В курсе учебника формируется активный, пассивный и потенциальный словарь путем специально организованных упражнений. В качестве способов семантизации предлагаются средства наглядности, контекст, толкование с помощью антонимов, синонимов, словообразования.

Система упражнений носит уровневый характер, предусматривает повторяемость структурных единиц и их использование в различных коммуникативных сферах общения. Специальные коррективные и речевые упражнения доводят их употребление в свободной речи до уровня приобретенного навыка.

Специфика данного этапа обучения обусловила достаточный объем работы по совершенствованию произносительных навыков и овладению правилами чтения.

Рациональным способом подачи грамматического материала в представленном учебнике является сочетание структурного и коммуникативного подходов. Релевантные признаки учебных единиц, включенных в грамматический паспорт, – нормативность, образцовость, коммуникативность, употребительность в определенном стиле речи, – позволяют формировать надежный механизм порождения грамматически корректной речи.

Учебник обеспечивает следующий уровень речевых навыков и умений.

В области говорения:

– умение свободного монологического высказывания (подготовленного и неподготовленного) в данной коммуникативной сфере общения (социально-бытовой, семейной и социально-культурной);

- умение свободного диалогического общения на основе следующих функциональных типов диалога: диалог-расспрос, диалог-обмен мнениями, диалог-обмен впечатлениями, диалог-беседа по интересующей тематике.

Учебник содержит специально отобранные диалогические клише к каждому функциональному типу диалога с набором минидialogов и упражнений (раздел *Speech Functions Developed*).

В области чтения:

- умение практического владения ознакомительным чтением с адекватным пониманием 75% заложенной в тексте информации при скорости чтения 150 – 170 слов в минуту с целевым заданием: определить основную идею текста; установить основные факты сюжета; разбить текст на смысловые части, найти определяющее предложение в каждой части; объяснить название текста.

Контроль понимания прочитанного осуществляется с помощью теста с множественным выбором, контрольных вопросов, коммуникативных заданий для обучения собственно чтению.

Текстовый материал отражает тематику каждого комплекса и способствует расширению лингвострановедческих знаний обучаемого.

В учебнике представлены образцы современной англо-американской публицистической и художественной литературы. В комментариях к текстам даются пояснения отдельных лексических особенностей, объясняются лингвострановедческие реалии.

В области аудирования:

- овладение базовыми навыками получения информации на слух;
- умение осмысления и понимания звукового сообщения заданного коммуникативного типа (повествование, сообщение, диалогическая речь);
- умение понимания предметного (фактического) содержания прослушанного;
- осмысление общей идеи сообщения.

Предъявляемые обучаемому аудиотексты начитываются в среднем скоростном режиме. Аудиотексты относятся к повседневной и публицистической тематике и предполагают двукратное предъявление.

Контроль понимания речевого сообщения осуществляется после каждого прослушивания. Используются тесты множественного выбора и специальные контролируемые задания.

В области письменной речи:

- умение правильной графической фиксации речи в пределах пройденной тематики (различные типы диктантов);
- умение письменной речи как таковой, связанное с выражением мыслей в письменной форме (описание, написание биографии, изложение, сочинение).

Курс учебника рассчитан в среднем на 560 часов занятий (из расчета 16 учебных часов в неделю). Дозировка материала и темп его прохождения определяются преподавателем в зависимости от условий обучения и уровня языковой подготовки студента.

Авторы приносят искреннюю благодарность сотрудникам кафедры грамматики английского языка и кафедры фонетики английского языка Иркутского государственного педагогического института иностранных языков им. Хо Ши Мина, а также доктору филологических наук, профессору Кировского государственного педагогического института Я.Г. Биренбауму, ознакомившимся с рукописью учебника и сделавшим ряд ценных замечаний.

Авторы

ВВОДНО-КОРРЕКТИВНЫЙ КУРС

Вводная беседа

§ 1. Фонема как единица языка и ее позиционные варианты*

Основой фонемного строя языка являются звуки, функционирующие в качестве фонем. Фонема – это минимальная единица плана языка, способная различать в языке пары слов по смыслу (например, русск. *сук* – *сок*, англ. *rap* – *rep*). Фонема реализуется в речи в виде своих конкретно звучащих позиционных вариантов, которые в зависимости от положения в слове или на стыке слов могут несколько отличаться друг от друга по своей артикуляции, сохраняя при этом основное свое качество. Например, при произнесении [t] в слове *tea* [ti:] кончик языка находится на альвеолах, а в слове *at* [æt], за которым следует межзубный звук [ð], – в межзубном положении. Таким образом, во втором варианте изменилось место артикуляции, тем не менее [t] сохраняет свои основные признаки – он остается смычным, шумным, взрывным, глухим.

Каждая фонема имеет свой знак (транскрипционный).

В английском языке 20 гласных и 24 согласных.

Гласные: [i:], [ɪ], [e], [æ], [ɑ:], [ɔ:], [ʊ], [u], [ʌ], [ə:], [ə], [eɪ], [aɪ], [ɔɪ], [aʊ], [oʊ], [ɪə], [εə], [ʊə]

Согласные: [p], [b], [t], [d], [k], [g], [f], [dʒ], [m], [n], [ŋ], [θ], [ð], [s], [z], [ʃ], [ʒ], [h], [w], [l], [r], [j]

§ 2. Речевой аппарат и органы речи

Речевой аппарат состоит из четырех следующих полостей:

- 1) ротовая полость,
- 2) полость фаринкса (глотка),
- 3) носовая полость,
- 4) гортань.

Ротовая полость – основное место образования подавляющего большинства английских и русских звуков.

Полость фаринкса находится за ротовой полостью, между корнем языка и задней стенкой фаринкса.



* Теоретический материал заимствован из: Лукина Н.Д. Фонетический вводно-коррективный курс английского языка. М., 1985.

Носовая полость, расположенная над ротовой, резонирует только в том случае, если через нее проходит поток воздуха. Гортань находится в дыхательном горле ниже фаринкса и является началом трахеи.

Органы речи могут быть подвижными (язык, губы, нижняя челюсть, мягкое нёбо с маленьким язычком, голосовые связки) и неподвижными (верхние зубы, альвеолы, твердое нёбо).

Язык условно подразделяется на следующие части:

- а) конец языка (состоит из кончика и тупой его части, который находится напротив альвеол);
- б) переднюю часть языка, расположенную против твердого нёба;
- в) заднюю часть языка – против мягкого нёба.

§ 3. Механизм образования звуков

Формирование звуков речи происходит во время выхода воздуха при участии различных органов речи. Источником энергии при этом служат мускулатура грудной клетки и брюшная мускулатура. Воздух, втягиваемый в легкие при расширении грудной клетки и опускании диафрагмы, в результате увеличения легочного давления выталкивается из легких и проходит по трахее через гортань в фаринкс.

Звонкие звуки образуются в результате колебательного движения голосовых связок, которые при этом сдвинуты и вибрируют под воздействием воздушной струи.

При образовании глухих звуков голосовые связки раздвинуты. При артикуляции гласных связки напряжены, мускульное напряжение распределяется равномерно по всему речевому аппарату.

§ 4. Гласные

В английском языке 20 гласных. Гласным называется звук, при образовании которого воздух проходит свободно через ротовую полость, не встречая на своем пути какой-либо преграды. Воздушная струя – слабая, мышечное напряжение распределяется по всему речевому аппарату.

Качество гласных зависит от следующих факторов.

1) Формы и объема ротового резонатора, который определяется положением языка. В зависимости от того, где находится основная масса языка и какая часть языка занимает наиболее высокое положение, гласные могут быть переднего, заднего или смешанного ряда, поскольку язык вместе с корнем языка может продвигаться вперед, оттягиваться назад или оставаться в середине ротовой полости.

[i:], [ɪ], [e], [æ] – гласные переднего ряда
[ɑ], [ɔ], [ɔ:], [ʊ], [u:] – гласные заднего ряда
[ʌ], [ə:], [ə] – гласные смешанного ряда

При артикуляции гласных заднего ряда происходит значительное увеличение ротового резонатора за счет того, что язык оттягивается назад. При этом наблюдается повышенное напряжение мышц задней части ротоглоточной полости и верхней части гортани. Именно эта артикуляция сходна с ротоглоточным укладом в пении. Количество гласных заднего ряда в английском языке больше, чем в русском: [a], [o], [y] – в русском, [ɑ], [ɔ:], [ɔ], [u:], [u] – в английском.

Чтобы установить артикуляционные различия между английскими и русскими гласными, необходимо также описать вертикальное движение языка при произнесении гласных. Уровень подъема спинки языка имеет значение для создания большего или меньшего по объему ротового резонатора.

2) Степени стабильности положения органов речи во время их произнесения. По этому признаку гласные делятся на монофтонги, дифтонги и дифтонгоиды. При артикуляции монофтонгов органы речи не меняют своего положения. При артикуляции дифтонгов происходит движение от языка к глайду (glide – скольжение). В русском языке дифтонгов нет.

[au], [ou] – дифтонги
[ɑ], [u] – монофтонги
[i:], [u:] – дифтонгоиды

3) Степени напряженности мышц речевого аппарата или мускульного напряжения языка. Различают напряженные гласные и ненапряженные гласные. Дифтонги – это полунпряженные звуки. Дифтонгоиды – напряженные. В английском языке все долгие гласные – напряженные, все краткие – ненапряженные. Русские гласные – ненапряженные.

4) Положения губ при артикуляции гласных. Губы могут занимать нейтральное положение (как при [e]), могут растягиваться (как при [i:]).

Гласные могут быть огубленными ([ɔ], [ɔ:], [u:], [u]) и неогубленными ([i:], [i], [e], [æ], [ɑ], [ʌ], [ə:]).

§ 5. Согласные

В английском языке 24 согласных звука. Согласным называется звук, при образовании которого поток воздуха встречает на своем пути преграду в речевом аппарате, преодоление которой вызывает шум. Мышечное напряжение сосредоточено в месте образования преграды. Поток воздуха довольно сильный, особенно при произнесении глухих согласных.

Согласные классифицируются по следующим принципам:

1) по степени наличия музыкального тона и шума: сонанты [m], [n], [l], [r] и шумные [z], [dʒ], [ʃ] и т.д.;

- 2) по работе голосовых связок (глухие и звонкие);
- 3) по количеству энергии, затрачиваемой на произношение звука (звонкие и глухие);
- 4) по типу резонатора согласные распадаются на носовые [m], [n], [ɲ] и ротовые (все остальные). При артикуляции носовых сонантов нёбо опущено, проход воздуха в ротовую полость открыт.
- 5) по виду преграды: на смычные, при произнесении которых органы речи смыкаются, образуя преграду, [p], [b], [m] и т.д. и щелевые [θ], [ð] и т.д.

Смычные

При артикуляции смычных в ротовой полости образуется полная преграда.

Шумные смычные

Носовые смычные

- а) взрывные [p], [b], [t], [d], [k], [g];
- б) аффрикаты [tʃ], [dʒ] (преграда образуется двумя разными частями языка)

сонанты

(мягкое нёбо опускается, в полости рта образуется преграда)

Щелевые

При артикуляции щелевых звуков в ротовой полости образуется проход для воздуха.

Шумные щелевые (щель узкая)

[f], [v], [θ], [ð],
[s], [z], [h], [ʃ],
[ʒ]

Ротовые щелевые сонанты

боковые

[l]

(кончик языка прижат к альвеолам, боковые края опущены; воздух идет по бокам языка)

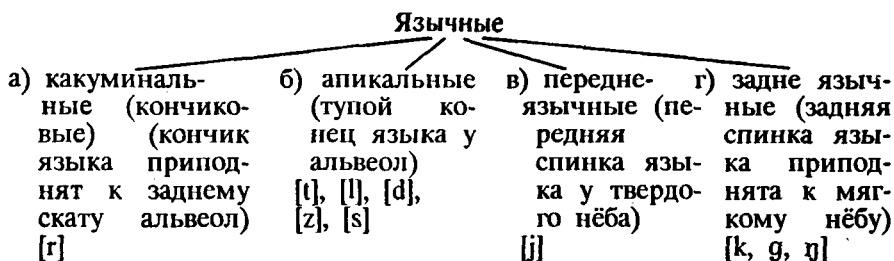
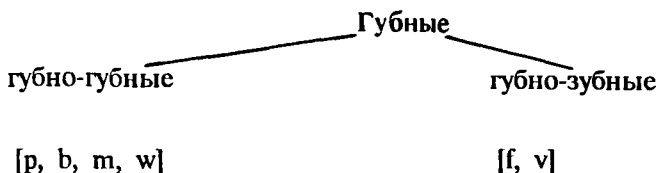
срединные

[w, r, j]

(воздух проходит по центральной части языка, так как боковые края языка подняты и прижаты к зубам, а поток воздуха идет по срединному протоку)

б) по способу образования шума: взрывные, аффрикаты, фриктивные и сонанты;

7) по подвижному органу речи (т.е. органу, который активно участвует в произнесении звука): губные, язычные и гортанные.



8) по неподвижному органу речи:

межзубные: [θ], [ð]

альвеолярные: [t], [d], [n], [l], [s], [z]

альвеолярно-палатальные: [ʃ], [dʒ], [ʒ], [ʒ]

заальвеолярные: [r]

палатальный: [j]

альвеолярно-велярный: [ŋ] (темный)

Урок 1

СТУПЕНЬ I

1. Произнесите за преподавателем альвеолярные [t, d, n, l]. Звонкие согласные произнесите слабо, глухие – сильно, сонорные продлевайте, не отрывая кончик языка от альвеол.
2. Произнесите гласный [æ] за преподавателем, соблюдая все артикуляционные особенности.
3. Произнесите следующие слоги. Произносите звук [æ] дифференцированно в зависимости от конечного глухого, звонкого, сонорного.

[æt], [æd], [æn], [æl]

4. Произнесите следующие слоги.

[tæ], [dæ], [næ], [læ]

5. Произнесите за преподавателем следующие губные согласные.

[p], [b], [m]

6. Произнесите следующие слоги, избегая палатализации (или смягчения) губных согласных.

[pæ] – [æp]
[bæ] – [æb]
[mæ] – [æm]

7. Произнесите следующие зубно-губные согласные.

[f], [v]

8. Произнесите следующие слоги, продлевая звучание [v], пропуская более сильную струю воздуха в [f].

[fæ], [væ], [æv]

9. Сравните интонационные контуры понижающегося тона в английском и русском языках.

Dan дань

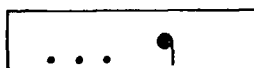


10. Прочитайте следующие слова с нисходящим тоном.

ˌDan	ˌbad	ˌhand
ˌAnn	ˌflat	ˌpal
ˌpan	ˌmat	ˌpad
ˌdad	ˌhat	ˌvan

11. Изучите интонационную модель односоставного предложения.

I have a ˌflat.



12. Составьте аналогичные предложения со словами упр. 10 и прочтите с помощью интонационной модели.

СТУПЕНЬ II

1. Подготовьте чтение текста с помощью интонаграмм.

I have a ˌflat.

'Ann and 'Dad have a ˌflat.



I 'haven't a ,bad ,flat.

'Ann and 'Dan 'haven't a ,bad ,flat.



СТУПЕНЬ III

Правила-инструкции к самостоятельной работе

1. При артикуляции звука [æ] опустите нижнюю челюсть, растяните уголки губ (раствор рта достаточно широкий, контролируйте его в зеркале), прижмите кончик языка к нижним зубам, масса языка лежит плоско. Произнесите звук [æ] на выдохе с нисходящим тоном. Удлиняйте звук [æ] перед звонкими согласными, укорачивайте перед глухими. В сочетании [æ] + сонорный давайте удлинённый вариант [æ] и держите кончик языка на альвеолах, пока звук не затихнет.

Проделайте упр. 3, 4, следуя инструкциям.

2. Дифтонг – это звук, состоящий из двух элементов (ядра и глайда). [aɪ] – это дифтонг. Ядро дифтонга произнесите громко, с пристомом, вторую часть – тише, не доводя до звука [й]. Произнесите дифтонг несколько раз с нисходящим тоном. Помните, что раствор рта достаточно широкий.

[aɪ] – [aɪ] – [aɪ]

3. При артикуляции взрывных [p], [b] следите за придыханием, произносите [pʰ]. При артикуляции слогов со звуками [b], [d], [n] задержитесь на начальном согласном, накопите мышечное напряжение, проверьте его, затем резко на выдохе переходите к звуку [æ].

Произнесите с нисходящим тоном:

[bæ]	[tæ]	[læ]
[pæ]	[næ]	[mæ]

4. При артикуляции звука [ɪ] контролируйте наличие сильной струи воздуха и хорошо слышимый шум. Верхнюю губу приподнимите. Звук [v] произносится с меньшим шумом. Сравните русский и английский:

[fæn]	– фон, фонарь
[væn]	– вагон

5. Английский звук [h] напоминает легкое дыхание, он слабее

русского [x]. Избегайте звука трения. Помните, что русский [x] – заднеязычный, а английский [h] – гортанный. Сравните:

[hæv] – хлеб, хобби

Произнесите легко:

[,hæ] – [,hæ] – [,hæ]

СТУПЕНЬ IV

Задания к самостоятельной работе

1. Прочитайте информацию о системе физиологического и фонационного дыхания.*
2. Начертите тонограмму предложения:
I have a pal.
3. Ответьте на вопросы:
 - что такое дифтонг?
 - какие напряженные гласные вы знаете?
 - от чего зависит качество звучания гласного?
 - что такое палатализация?
 - какова разница в падающем тоне в русском и английском предложениях?
4. Изучите правило чтения буквы “a” в закрытом типе слога.
5. Прочитайте в Грамматическом справочнике в конце учебника информацию о неопределенном артикле.
6. Выполните письменные упражнения (1, 2, 3, 4, 5) в разделе «Домашнее задание».
7. Прослушайте магнитную запись урока.

Правила чтения

1. Одним из важнейших умений при изучении английского языка является умение правильно увязывать графический и звуковой образ слова.

Трудности чтения слов вызываются тем, что 26 буквам английского алфавита (6 гласным и 20 согласным) соответствуют 44

* Гинзбург И.С. Основы выразительного чтения на английском языке. Горький, 1985, с. 4.

фонемы (20 гласных и 24 согласных). Из сопоставления числа гласных звуков и букв видно, что каждая гласная буква может иметь 4 варианта чтения. Чтение гласных зависит от соседних букв, последующих или предыдущих. Это же касается и некоторых согласных. Гласные буквы в ударном и безударном положении читаются по-разному. Правила расстановки ударения в двусложных и многосложных словах различны. Кроме того, существует большое число исключений, которые относятся к наиболее часто употребляемому слою лексики и поэтому создают впечатление бессистемности буквенно-звуковых соответствий.

Умение читать английские слова (не являющиеся исключениями) без обращения к фонетической транскрипции вырабатывается на основе правил чтения (техники чтения). Существует определенная система правил чтения односложных, двусложных и многосложных слов. Односложные слова – самые распространенные, они составляют до 60 – 85% неспециального текста. Кроме того, в односложных словах иллюстрируется чтение всех гласных (кроме безударных) и согласных букв, как монографов, так и диграфов.

2. Согласные буквы b, d, f, h, l, m, n, p, t, v читаются следующим образом:

Буква	читается как
-------	--------------

B, b	[b]
D, d	[d]
F, f	[f]
H, h	[h]
L, l	[l]
M, m	[m]
N, n	[n]
P, p	[p]
T, t	[t]
V, v	[v]

Удвоенные согласные читаются как один звук, например:

App [æp] Аня

3. В английском языке различают два типа ударных слогов: закрытый и открытый слоги*.

* В дальнейшем для удобства изложения типы чтения гласных букв в закрытом и открытом слогах будут называться I и II типами чтения гласных соответственно. См.: Мкртчян И.Г. Пособие по технике чтения на английском языке. М., 1977, с. 15.

В закрытом слоге гласная буква читается как краткий гласный звук. К закрытому типу слога относятся:

а) односложные слова, оканчивающиеся на одну или несколько согласных:

rap	[ræp]	кастрюля
lamp	[læmp]	лампа

б) ударный слог, в котором гласная отделена от последующей гласной двумя или несколькими согласными:

apple	[ˈæpl]	яблоко
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В открытом слоге гласная обычно имеет алфавитное звучание. К данному типу слога относятся:

а) односложные слова типа be [bi:] и слова, оканчивающиеся на немую е, которая обычно не читается:

late	[leɪt]	поздний
name	[neɪm]	имя
nine	[naɪn]	девять

б) слова типа table [ˈteɪbl], в которых гласная буква отделена от немой гласной е двумя согласными, одна из которых i. Несмотря на то, что в подобных словах остается одна читаемая гласная буква, они состоят из двух слогов, так как в роли слогообразующего звука выступает звук [l]:

'faɪble	[ˈfeɪbl]	басня
---------	----------	-------

4. Буква А, а [eɪ] в ударном слоге читается:

А а

I тип слога
Ударный закрытый слог
[æ]

plan	план
man	мужчина, человек

II тип слога
Ударный открытый слог
[eɪ]

plane	самолет
name	имя

5. Буква I, i [aɪ] в ударном слоге читается:

I, i

I тип слога
Ударный закрытый слог
[ɪ]

in в (предлог)
it он, она, оно (личное местоимение 3-го лица единственного числа среднего рода)

II тип слога
Ударный открытый слог
[aɪ]

life жизнь
tie галстук

Домашнее задание

1. Напишите каждую из следующих букв по строчке. Назовите их.

A a, B b, D d, F f, G g, H h, I i, L l, M m, N n, P p, T t, V v

2. Выучите правила чтения гласных и согласных букв, ознакомьтесь с грамматическим комментарием к уроку.

3. Протранскрибируйте следующие слова. Произнесите их.

hand, dad, line, bad, nine, hat, tie, pad, bat, fine, apple, mat, Ann, man, bag, pipe, Dan

4. Напишите буквами слова, данные в транскрипции. Произнесите их.

[væn], [haɪd], [paɪn], [æm], [plæn], [faɪv], [pæn], [taɪm], [fæn], [laɪf], [læd], [ænd], [fæt], [bænd], [maɪn]

5. Составьте 10 предложений, употребив слова из текста и упр. 3.

Урок 2

СТУПЕНЬ I

1. Произнесите за преподавателем альвеолярный [s] после объяснения способа артикуляции звука.

[s] – [s] – [s]

а) Произнесите слоги.

[sæ] – [sæ] – [sæ]

б) Произнесите слова.

[sæm] – [sæm] – [sæm]

2. Произнесите за преподавателем альвеолярный [z].

[z] – [z] – [z]

а) Произнесите слог.

[æz]

б) Произнесите слово.

[hæz]

3. Произнесите за преподавателем согласные [k], [g].

[k – k – k], [g – g – g]

а) [kæ] – [kæ] – [kæ]

б) [kæt] – [kæt] – [kæt]

[sæk] – [sæk] – [sæk]

[bæg] – [bæg] – [bæg]

4. Произнесите следующие предложения с помощью интонаграммы.

Модель: 'Sam has a ,sack.



1. 'Sam has a ,bag. 2. 'Basil has a ,cat. 3. 'Basil has a ,pie.

5. Произнесите за преподавателем гласный [e]. При постановке звука [e] используйте в качестве ключа русское слово «пенка».

[e] – [e] – [e]

а) Произнесите слоги, избегая палатализации.

[pe], [be], [de], [te], [le]

б) Произнесите следующие слова с нисходящим тоном.

[,pen], [,ben], [,bes], [,hen]

6. Произнесите предложения по модели (упр. 4).

1. 'Ben has a ,pen. 2. 'Bess has a ,hen. 3. 'Della has a ,pencil.

7. Произнесите за преподавателем дифтонг [eɪ].

[eɪ] – [eɪ] – [eɪ]

а) Произнесите, избегая палатализации.

[keɪ], [peɪ], [feɪ], [teɪ], [beɪ], [deɪ]

6) Произнесите следующие слова с нисходящим тоном.

[,kerk], [,peɪl], [,feɪs], [,teɪbl]

8. Прочитайте пары слов. Четко покажите разницу между звуками [æ] – [e].

and – end	bad – bed
land – lend	tan – ten
man – men	band – bend
pan – pen	bag – beg

9. Прочитайте следующие слова во множественном числе в соответствии с их фонетическими вариантами.

[z]	[s]	[ɪz]
bags	sacks	faces
beds	pipes	
hens	bikes	
pens	cakes	
tables		
pencils		
pies		
eyes		

10. Пользуясь подстановочной таблицей, составьте предложения и прочтите их.

I	have	pens.
Sam		hens.
Bess	has	pies.
Basil		apples.
Ada		bikes.
		cakes.

СТУПЕНЬ II

1. Подготовьте чтение текста, используя транскрипцию и интонаграмму.

Текст

'Sam and 'Della have a 'nice ,cat.
[sæm and delə hæv a naɪs kæt]



'Ben and 'Bess have 'fine ,hens.
[ben and bes hæv faɪn henz]



2. Ответьте на вопросы преподавателя по тексту.

1. What have Sam and Della? 2. What cat have Sam and Della?
3. What have Ben and Bess? 4. What hens have Ben and Bess

СТУПЕНЬ III

Правила-инструкции к самостоятельной работе

1. Прочитайте информацию о голосе*.

2. Ассимиляция – это уподобление двух согласных друг другу.

Одним из случаев ассимиляции является следующий: если за взрывной согласной следует боковой сонант [l], то образуется латеральный (боковой) взрыв. Кончик языка остается на альвеолах, а взрывные [t], [d], [p], [b], [k], [g] свой взрыв не сохраняют.

а) Произнесите правильно:

[tl], [dl], [pl], [bl]

б) Произнесите слова, соблюдая правило ассимиляции, не допуская гласного призвука в латеральном взрыве:

['ketl], ['teɪbl], ['æpl], ['leɪbl]

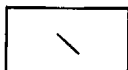
3. При произнесении взрывных [k], [g] помните, что взрывной глухой [k] произносится сильнее, чем звонкий [g]. Звук [g] произносится без призвука [gʲ]. Не допускайте оглушения звонкого [g] в конечной позиции слова. Прочтите:

[bæk] [bæg]
[sæk]

4. При артикуляции звука [e], корректируя его дома, в качестве ключа используйте слово *пенка*. Произносите это слово на английский манер с придыханием на первом звуке. Сравните русский и английский:

pen

пень



5. Работайте над дифференциацией звуков [æ] – [e], читая с нисходящим тоном обе колонки по горизонтали и по вертикали (упр. 8, Ступень I).

6. При произнесении альвеолярных зазубных [s], [z] помните, что язык, находясь за зубами, не должен их касаться. Используя

* Гинзбург И.С. Указ. соч., с. 7 – 10.

слуховой контроль, добивайтесь по сравнению с русским более густого оттенка звучания. Произнесите:

[sæm], [sæk], [bes], [ˈheɪzl], [hæz], [ˈsændɪ]

7. Различайте фонетические варианты множественного числа существительных. После глухих согласных s произносится как [s], после звонких, сонорных, гласных – как [z], после шипящих, свистящих – как [ɪz].

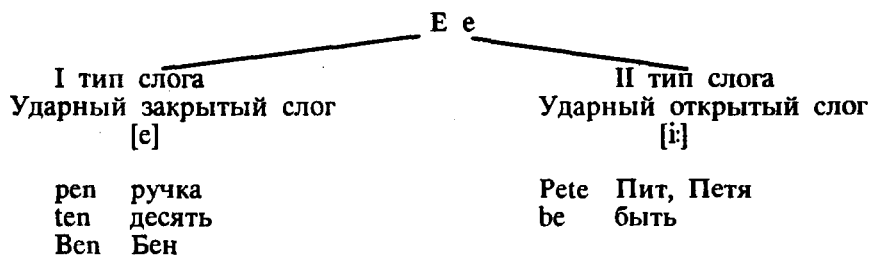
СТУПЕНЬ IV

Задания к самостоятельной работе

1. Прослушайте магнитную запись урока.
2. Прочитайте правила чтения букв s, z, c, k, e в закрытом типе слога.
3. Выполните письменные упражнения 1, 4, 6, 7, 8 (раздел «Домашнее задание»).

Правила чтения

1. Буква E, e [i:] в ударном слоге читается:



2. Буква S, s [es] читается как [s]:

а) перед согласными, например:

test [test] испытание, контрольная работа

б) в начале слова, например:

sad	[sæd]	печальный
send	[send]	посылать

в) на конце слова после глухой согласной, например:

cats [kæts] кошки

г) в сочетании ss, например:

Bess [bes] Бесс

Она читается как [z]:

а) на конце слова после звонкого согласного и гласного, например:

pens [penz]	ручки
bees [biz]	пчелы

б) между двумя гласными буквами, например:

visit ['vɪzɪt]	визит, посещение
Basil ['bæzɪl]	Безил, Василий

3. Буква Z, z [zed] всегда читается как [z], например:

hazel ['heɪzəl] светлокоричневый, карий

4. Буква C, c [si:] имеет два чтения:

а) перед гласными e, i, у она читается как звук [s], например:

place [pleɪs]	место	city ['sɪti]	город
face [feɪs]	лицо	icy ['aɪsi]	ледяной

б) перед остальными гласными, согласными и на конце слова она читается как звук [k], например:

cap [kæp]	шапка
clay [kleɪ]	глина

5. Буква K, k [keɪ] всегда читается как звук [k], например:

Kate [keɪt]	Кейт, Катя
bike [baɪk]	велосипед

6. Сочетание sk читается как звук [k], например:

black [blæk] черный

7. В сочетании kn первая буква не читается, например:

knife [naɪf]	нож
knack [næk]	ловкость, сноровка

Домашнее задание

1. Напишите каждую из следующих букв по строчке. Назовите их.

Е е, С с, S s, Z z, К к

2. Выучите вышеприведенные правила чтения гласных и согласных букв, ознакомьтесь с грамматическим комментарием к уроку.
3. Подготовьте чтение фонетических упражнений и текста.
4. Протранскрибируйте следующие слова. Произнесите их.

pet, tape, act, able, stand, plane, date, nice, cent, cist, fact, lace, kick, cite, pence, can, battle, sack, pane, men, tell, stem, knave, Ada, Della, kettle

5. Прочитайте вслух следующие слова, объясните, по каким правилам они читаются.

size, beds, cakes, pies, handbags, fine, glad, mine, ebb, lie, spell, flag, date, back, able, tact, mate, faces

6. Образуйте множественное число следующих существительных. Сгруппируйте существительные по фонетическому варианту окончания.

a hen, a table, a bike, an eye, a pal, a tax, a mat, a knife, a pencil, a desk, a kite, a tie, a pipe, a land, a bag, a lamp, a bell, an ass, a text

7. Заполните пропуски глаголом to have в требуемой форме (утвердительной или отрицательной стяженной).

1. I ... a pal, Ted by name. Ted ... a pale face and hazel eyes.
2. Pat and Ann ... bikes. 3. I ... a black handbag. 4. My pal Kate ... a nice hat. Kate ... a bad hat. 5. Sam ... nine ties. I ... five ties. 6. Ben and Della ... ten maps.

8. Вставьте неопределенный артикль, где необходимо.

1. Bess and I have ... flats. I haven't ... bad flat, I have ... nice flat. 2. Dan has ... black cap. 3. Mike has ... apples and ... cake. 4. Ed has ... pens and I have ... pencils. 5. Ellen has ... pads and ... stamps.

Урок 3

СТУПЕНЬ I

1. Прочитайте, дифференцируя звуки [æ] - [e].

and - end
land - lend
man - men

bad - bed
sand - send
pan - pen

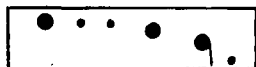
sat - set
band - bend
tan - ten

2. Повторите за преподавателем, соблюдая ритмическую и интонационную структуру предложения.

- 'Sam has a 'nice ,bag.
 a) 'Bess has a 'black ,hen.
 'Della has a 'bad ,cat.
 'Nelly has a 'fine ,flat.
 b) 'Ada has 'many ,stamps.
 'Ellen has 'many ,handbags.
 'Sam and 'Ben have 'fine ,tents.

3. С помощью подстановочной таблицы составьте предложения и прочитайте вслух, опираясь на интонограмму.

Ben		nice	apple.
Ted		fine	table.
Dan		white	flag.
Benny	hasa/an	black	stamp.
Eddy		bad	bag.
Ada			pencil.
Kate			bed.
			tent.
			hat.
			cap.



4. Произнесите за преподавателем после объяснения артикуляции звук [ɪ].

[ɪ - ɪ - ɪ]

Сравните русский [и] и английский [ɪ].

Инна - in
 лилия - Lily

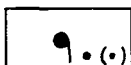
5. Произнесите за преподавателем звук [w], слог [wɪ], слово ['wɪni].

Произнесите следующие слоги, избегая палатализации согласного.

[li] - [mi] - [ni] - [pi] - [ti] - [bi] - [di]

6. Произнесите следующие односложные, двусложные и трехсложные слова со звуком [ɪ].

,Pin. ,Tim. ,Big. ,His. ,Lily. ,Kiddy. ,Sister.
 ,Kitty. ,Winny. ,Family.



7. Произнесите следующие предложения.

1. 'Lily has a ,pin. 2. 'Tim has a ,sister. 3. 'Winny has a ,kiddy.
4. 'Nelly has a 'big ,sister. 5. 'Tim has a 'big ,family. 6. 'Tim and 'Billy have 'big ,families.

8. Произнесите за преподавателем, обращая внимание на латеральный, носовой взрывы и отсутствие взрыва на стыке двух взрывных согласных. Избегайте прогласовки между взрывным и сонорным.

a kitten ['kɪtn], little [lɪtl], a little kitten

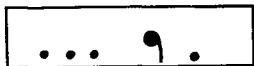
'Lily has a 'little ,kitten.

'Tim has a 'big ,pimple.

a black ,cat, a big ,bed, a nice handbag, a black ,tent

9. Следуя интонационной модели утвердительного предложения с глаголом to be, проговорите следующие предложения.

Модель: It is a ,pencil.



1. It is a ,kiddy. 2. It is a ,piggy. 3. It is a ,table. 4. It is a ,bed.

10. Составьте по модели свои предложения, включив в них слова со знакомыми вам звуками.

СТУПЕНЬ II

1. С помощью преподавателя подготовьте чтение следующих микротекстов.

Текст 1

'Ada has a ,flat. She 'hasn't a ,bad ,flat. 'Ada has a 'big ,table and a 'nice ,bed.

Текст 2

My 'name is ,Eddy. My 'pal 'Dan and ,I have ,families. We have ,wives and ,kiddies. We 'haven't ,big ,families.

Текст 3

'Tim has a ,family. His 'family 'isn't ,big. He has a ,wife. She is a ,typist. 'Tim and ,Lily have a ,kiddy.

2. Протранскрибируйте тексты 1 и 2 в аудитории, классе.

3. Начертите тонограммы текстов 1 и 2 на доске.

4. Выразите согласие с тем, что говорит преподаватель.

Преподаватель: Ada has a flat.

Студент: She has.

П.: Ada has a table.

С.: ...

П.: She has a nice bed.

С.: ...

П.: Dan has a family.

С.: ...

П.: He has a wife.

С.: ...

П.: Dan has a kiddy.

С.: ...

5. Поменяйтесь ролями с преподавателем. Сделайте утверждения по текстам 1 и 2, а преподаватель согласится с вами.

6. Ответьте на вопросы преподавателя к текстам 1 и 2. Обратите внимание на логическое ударение в ответе.

1. Who has a flat? 2. What flat has Ada? 3. What has Ada in her flat? 4. Who has families?

7. Выучите скороговорки.

1. Ann has a black hat and a black bag.

2. Ann has plaits [plæts] and black slacks.

3. Lily has a little pimple.

СТУПЕНЬ III

Правила-инструкции к самостоятельной работе

1. Звук [ɪ] – переднего ряда, высокого подъема языка. Старайтесь на слух корректировать качество его звучания. Стремитесь к тому, чтобы звук [ɪ] был слегка похож на русский [ы] или на [e], избегайте русского варианта [и], не поднимайте слишком высоко спинку языка. Произнесите русские и английские слоги. В английском языке сделайте звучание согласного твердым.

русский	–	английский
ли	–	[li]
ми	–	[mi]
ти	–	[ti]
ви	–	[vi]

Произнесите слова, избегая палатализации в английском слове.

тик	– tick	фильм	– film
лист	– list	пил	– pill

Работайте над звуками сначала по вертикали, потом по горизонтали, дифференцируя звуки и качество их звучания и переходя от узкого к широкому раствору рта.

[ɪ]	[e]	[æ]
pin	– pen	– pan
tin	– ten	– tan
bid	– bed	– bad
pit	– pet	– pat
sit	– set	– sat

2. При соединении взрывного звука с носовым сонантом имеет место носовой взрыв. Кончик языка остается на альвеолах, опускается только мягкое нёбо. Произнесите:

[tn], [dn], ['kɪtn]

При стыке двух взрывных внутри слова, на стыке двух слов, первый взрывной произносится без взрыва. Прочтите:

act, a big cat, a fat cat, a black bag, a handbag, a big pig

3. Если у вас тихий голос, нужно его развивать. Профессия педагога выдвигает определенные требования к голосу. Голос должен быть средней громкости, отчетливый, ясный, мягкий по тембру.

Поставьте кончик языка на альвеолы для произнесения звука [n]. Медленно вращая голову, произнесите протяжно [n] – [n] – [n], затем [m] – [m] – [m], [l] – [l] – [l]. Начните с тихого произнесения звука [n], затем чуть громче, еще громче, затем опять тихо.

4. Работая над скороговорками, начните с проверки качества звучания изолированного звука. Затем подставляйте его в слово. Внимательно следите за позиционным положением гласных (перед глухими, звонкими, сонорными), за конечными звонкими (слабыми) и глухими (сильными) согласными.

Обратите особое внимание на фонетические явления на стыке согласных (носовой взрыв, латеральный взрыв, стык двух взрывных согласных). Добивайтесь чистоты и виртуозности произнесения скороговорки.

СТУПЕНЬ IV

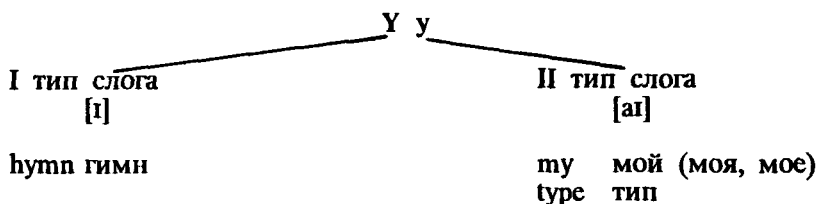
Задания к самостоятельной работе

1. Изучите правило чтения буквы *i* в закрытом слоге, букв *i*, *y* в открытом слоге.
2. Изучите информацию о носовом взрыве, латеральном взрыве; проделайте упражнения.

3. Затранскрибируйте микротекст 3.
4. Начертите тонограмму микротекста 3.
5. Сделайте письменные упражнения из раздела «Домашнее задание».
6. Прослушайте магнитную запись урока.

Правила чтения

1. Буква Y, y [waɪ] в ударном слоге читается:



В начале слова перед гласной буква Y, y читается как [j]:

yes да

На конце слов в безударном положении буква Y, y читается как звук [ɪ]:

family	[ˈfæmɪlɪ]	семья
Lily	[ˈlɪlɪ]	Лили

2. Буква W, w [ˈdʌblju:] в начале слова читается как звук [w], например:

we [wi:] мы

3. Буквосочетание sh читается как звук [ʃ], например:

she она
ship корабль

4. Сочетание любой гласной с буквой r в безударном положении читается как нейтральный звук [ə], например:

letter	[ˈletə]	письмо
doctor	[ˈdɒktə]	доктор, врач
dollar	[ˈdɒlə]	доллар

Домашнее задание

1. Подготовьте чтение фонетических упражнений и текстов.
2. Назовите по порядку буквы в следующих словах.

Winny, typist, vine, knife, pale, stamp, fact, hat, hazel, shelf, slacks

3. Определите, сколько букв и сколько звуков в каждом из следующих слов.

kitten, wife, kiddy, pimple, Ada, letter, black, fine, sack

4. Выпишите в отдельные колонки слова со звуками [ɪ], [e], [æ], [er], [aɪ].

Basil, Tim, Ada, Bess, name, tent, pie, have, pencil, big, type, spell, face, size, family, table, knife, bag, sister, man, tie

5. Напишите в орфографии следующие слова и подготовьте их чтение.

[hɪz], [ten], [naɪn], [pɪn], [mɪlk], [flæg], [naɪs], [kerk], [baɪk], [feɪs],
[hɪr], [desk]

6. Употребите в качестве подлежащего соответствующее личное местоимение.

1. Ben and I have families. 2. Ben hasn't a big family. 3. Eddy has a tasty cake. 4. Winny has a pale face. 5. Dan and I have a big flat. 6. Della has a fine flat as well. 7. Ellen has many hens. 8. Tim has a big sister. 9. Ada and I have big apples. 10. Ted has a nice little kitten.

7. Заполните пропуски глаголами to have и to be в требуемой форме.

1. I ... a wife, Lily by name. Lily ... a typist. My wife and I ... a baby. It ... little. 2. We ... a table and ten desks. We ... ten lamps as well. 3. Basil ... a pen. It ... black. Tim ... five pencils. Ted and Mike ... nine pencils. 4. Sam ... a tent. It ... a fine tent. 5. Bill and Bessy ... a pie. It ... a tasty pie.

8. Переведите на английский язык.

1. Пять писем, семь котят, девять блокнотов, десять человек, чудесный пирог. 2. У меня есть сестра. Аня – секретарь-машинистка. У нее бледное лицо и карие глаза. 3. Меня зовут Бен. У меня жена и маленький ребенок. У нас прекрасная квартира. 4. У Елены есть портфель, он черный. 5. Это шляпа. Это моя шляпа. 6. У Нелли есть много марок.

Урок 4

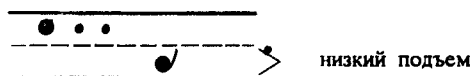
СТУПЕНЬ I

1. Прослушайте следующие пары слов, не заглядывая в учебник. Скажите, какими звуками они различаются.

- | | | | | | | | |
|----|-----|---|-----|----|------|---|------|
| a) | n | - | Ann | b) | pin | - | pen |
| | Ed | - | add | | bill | - | bell |
| | beg | - | bag | | pick | - | peck |
| | bed | - | bad | | sit | - | set |
| | pen | - | pan | | tin | - | ten |
| c) | pin | - | pen | - | pan | | |
| | tin | - | ten | - | tan | | |
| | bid | - | bed | - | bad | | |
| | pit | - | pet | - | pat | | |
| | sit | - | set | - | sat | | |

2. Внимательно изучите грамматическую и интонационную структуру общего вопроса. Обратите внимание на высокое положение первого ударного слога (слова) и постепенное восхождение ядерного тона.

Модель: 'Is it a ,pen?



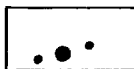
В русском языке восходящий тон начинается с высокотонального уровня.

а) Повторите за преподавателем следующие односложные слова с низким подъемом.

a ,pad	a ,bag	a ,tie	a ,hen
a ,pan	a ,cat	a ,pie	a ,cake
a ,flat	a ,sack	a ,bike	

б) Повторите за преподавателем следующие двусложные слова с низким подъемом.

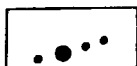
a ,pencil



a ,table, an ,apple, a ,baby, a ,kiddy, a ,kitten, a ,letter

в) Повторите за преподавателем трехсложное слово с низким подъемом.

a ,family

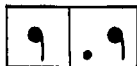


г) Произнесите общий вопрос, соблюдая низкий подъем (в конце вопроса).

1. 'Is it a ,kiddy? 2. 'Is it a ,letter? 3. 'Have you a ,pencil? 4. 'Has Ann a ,baby? 5. 'Has Pat a ,bike? 6. 'Has Ted a ,stamp?

3. Внимательно изучите интонацию ответа на общий вопрос.

Модель: ,Yes, I ,have.
,Yes, it ,is.



4. Ответьте на вопросы упр. 2(г).

5. Повторите за преподавателем дифтонг [εə] после объяснения артикуляции преподавателем.

[εə] – [εə] – [εə]

а) Произнесите слова.

a pear, a bear, hair, fair

б) Произнесите предложения.

1. I have a little teddy-bear. 2. Ann has a fine pear. 3. Tim has fair hair.

в) Задайте общие вопросы к этим предложениям и ответьте утвердительно.

6. Повторите за преподавателем межзубные [θ], [ð] после объяснения артикуляции.

[θ] – [ð], [θ] – [ð]

а) Произнесите слова.

thick, thin, they

б) Произнесите предложения.

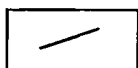
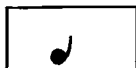
1. Little Ann has thin hair. 2. Tim and Dan have thick hair. 3. They have thick hair.

в) Задайте общие вопросы к этим предложениям и ответьте на них.

7. Внимательно изучите структуру восходящего тона в английском языке и сравните с русским. В чем разница?

Bill?

был?



8. Произнесите следующие пары слов с восходящим и нисходящим тоном. В конечных сонорных подъем плавный.

,land	-	,lend	,dad	-	,ded
,man	-	,men	,band	-	,bend
,bad	-	,bed	,pan	-	,pen

9. Выразите удивление, используя в ответной реакции интонацию низкого восходящего тона.

Модель: - 'Ada has a ,kiddy.
- ,Has she?

- | | |
|-----------------------------|-------------|
| 1. 'Bess has a 'black ,hen. | - ,Has she? |
| 2. 'Della has a 'bad ,cat. | - ,Has she? |
| 3. It's a 'big ,pig. | - ,Is it? |
| 4. 'Tim has a ,family. | - ... |
| 5. It's a 'tasty ,cake. | - ... |
| 6. Alice has thick hair. | - ... |

10. Повторите за преподавателем звук [r] после объяснения артикуляции.

[r - r - r - r]

а) Произнесите слова.

red, dress

б) Произнесите предложения.

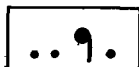
1. I have a red dress. 2. Lily has a red dress.

в) Задайте общие вопросы к этим предложениям.

СТУПЕНЬ II

1. Подготовьте чтение следующих модельных микродиалогов и текстов.

1. - 'Is 'Tim ,in?
- ,Yes, he ,is. 'Tim's ,ill.
- ,Is he? It's a ,pity.



2. - 'Has 'Dan a ,family?
- ,Yes, he ,has.
- 'Has he a ,big ,family?
- ,Yes, he has ,five ,kiddies.

- ,Has he? 'Fine!



- 'Has ,Della a family?

- ,Yes, she ,has.

- 'Has she a ,kiddy?

- ,Yes, 'little 'Nelly has 'big 'hazel ,eyes and 'thick 'fair ,hair. She is ,pretty.

Текст 1

That is a ,dress. It's a ,red ,dress. It's ,bright. It's a 'nice 'red ,dress. It's 'made of ,silk. It's ,silk.

Текст 2

'This is ,bread. It's 'white ,bread. The 'bread is ,fresh.

'That is a ,cake. It's 'fresh and ,tasty. It's a ,tasty ,cake.



a dress



a cake



bread

2. Задайте общие вопросы к текстам 1 и 2.

3. Выучите скороговорки.

1. Tell Bill to fill the pail with milk.

2. A well written letter.

3. Tim is as thin as a pin.

4. Kate and Mabel like the place.

СТУПЕНЬ III

Правила-инструкции к самостоятельной работе

1. Подготовьте чтение упр. 1 на дифференциацию звуков [e] - [æ], [ɪ] - [e].

2. Прогрессивная ассимиляция: [˘]. Предыдущий звук влияет на последующий, уподобляя его себе. В звукосочетаниях [prɪ], [fr] под влиянием глухих согласных сонорный [r] оглушается. Прочтите правильно:

[pres], [tres], [tred], [traɪ], [kraɪ], [kreɪp], [treɪs], [praɪs]

3. Взаимная ассимиляция: [˘]. Оба звука влияют друг на друга. В случае [tr] [t] оглушает [r], а под влиянием заальвеолярного [r] [t] становится заальвеолярным. Прочтите правильно:

[træʃ], [træp], [treɪ], [tred], [tredl], [trebl], [trek], ['trembl]

4. Регрессивная ассимиляция: [˘]. Последующий звук влияет на предыдущий, меняя его произношение. Английские альвеолярные [t], [d], [n], [l], [s], [z] становятся межзубными под влиянием межзубных [θ], [ð].

Сочетание звуков [zð] является одним из трудных для артикуляции. Важную роль здесь играет слуховой контроль. Проверьте звучание сначала звука [z], потом [ð]. Не торопитесь переходить к звуку [ð]. Продлите звучание [z], остановитесь на нем, затем переходите к звуку [ð]. Произнесите несколько раз:

[ɪz ðə]

В то же время не артикулируйте звуки [z], [s] сильно, чтобы не появился призвук [ə]. Неправильно:

[ɪððə] [ɪzðɪsə]

5. При работе над дифтонгом [eə] следите, чтобы ядро дифтонга было более длительным по сравнению со второй частью (скольжением). Произнесите правильно с учетом инструкции:

[eə], [heə], [feə], [beə], [reə]

6. Прочитайте о работе над дикцией в книге И.С. Гинзбург «Основы выразительного чтения на английском языке» (с. 13, 14).

СТУПЕНЬ IV

Задания к самостоятельной работе

1. Повторите правило чтения буквы i в закрытом слоге. Изучите правила чтения буквосочетаний air, ear, th и др.
2. Затранскрибируйте микродиалоги 1 и 2.
3. Изучите новую информацию об ассимиляции. Прodelайте устно упр. 2, 3, 4, Ступень III.

4. Прослушайте магнитную запись урока.

5. Сделайте письменные упражнения из раздела «Домашнее задание».

Правила чтения

1. Сочетание **th** может читаться как звук [ð] и как звук [θ].

Как звук [ð] оно читается в следующих случаях:

а) в начале служебных слов, например:

this [ðɪs]	этот, эта, это (указательное местоимение единственного числа)
that [ðæt]	тот, та, то (указательное местоимение единственного числа)
they [ðeɪ]	они
the [ði, ðə]	определенный артикль
with [wɪð]	с

б) в знаменательных словах между гласными буквами, например:

bathe [beɪð] купаться

Как звук [θ] сочетание **th** читается в начале и в конце знаменательных слов, например:

thick [θɪk]	толстый
thin [θɪn]	тонкий

2. Буква **R, r** [ɹ] перед любой гласной, кроме немой **e**, читается как звук [r], например:

red [red] красный

3. Буквосочетание **air** читается как дифтонг [eə], например:

hair [heə] волосы

4. Буквосочетание **ear** читается иногда как звук [eə], например:

bear [beə]	медведь
pear [peə]	груша

5. В буквосочетании **wh** буква **h** не читается, если за ней не следует буква **o**, например:

white [waɪt]	белый
when [wen]	когда

6. Буквосочетание ea читается как звук [e] перед d, t, th и l, например:

bread	[bred]	хлеб
sweat	[swet]	пот
leather	[ledə]	кожа
health	[helθ]	здоровье

7. Буква I, i [aɪ] перед сочетаниями ld, nd, gh читается как звук [aɪ]:

wild	[waɪld]	дикий
kind	[kaɪnd]	добрый
bright	[braɪt]	яркий, светлый

Домашнее задание

1. Напишите буквы, введенные на уроке.

Rr, Ww, Xx

2. Выучите правила чтения гласных и согласных букв и буквосочетаний.

3. Протранскрибируйте следующие слова, произнесите их и объясните, по каким правилам они читаются.

fine, yet, came, neck, thin, sky, pace, fish, mice, them, leather, dish, shame, bear, white, hair, with, bread, pretty, shine, pear, that, bright, tasty, dress

4. Определите, сколько букв и сколько звуков в каждом из следующих слов.

thick, air, wide, feather, wear, they, peck, rice, lash, while

5. Дайте множественное число существительных и сгруппируйте их по фонетическому варианту окончания.

a text, a day, a lip, a dress, a shelf, a lesson, a baby, a sack, an eye, a place, an actor, a sentence, a wife

6. Проспрягайте в утвердительной и вопросительной форме: а) глагол to have;

б) предложение: We have a pear (an apple, a cake, a pie, etc.).

7. Заполните пропуски артиклями и объясните их употребление.

1. This is ... cap. ... cap's black. 2. This is ... pencil. It's ... thin pencil. That's ... thick pencil. 3. This is ... fine film. 4. This is ... apple. ... apple is tasty. 5. Is that ... bread? - Yes, it is. ... bread's fresh. 6. Is ... dress red? - Yes, it is. It's ... nice dress. 7. Leila has ... thick fair hair. 8. Fanny has ... thin pale face. She has .. big hazel eyes and thick lashes.

8. Поставьте предложения в вопросительную форму и подготовьте их чтение.

1. Pat has a pad. 2. Meg has a pen. 3. Ted has a pencil. 4. Mike has a pie. 5. Kate is a typist. 6. My name is Winny. 7. Eddy has bright ties. 8. They have five kiddies. 9. The cake is fresh. 10. We have a big flat.

9. Переведите на английский язык.

1. Это молоко? – Да. Это вкусное молоко. 2. Это мой портфель, то его портфель. 3. Это булавка? – Да. Это тонкая булавка. 4. У Алисы есть красивое белое платье. Платье сделано из шелка (платье шелковое). 5. Этот карандаш черный? 6. Том болен? – Да. – Жаль! 7. У Нелли длинные волосы? – Да. У нее густые длинные волосы. 8. Это пирог? – Да. – Это яблочный пирог? – Да, это свежий яблочный пирог. 9. Эта квартира большая, а та – маленькая.

Урок 5

СТУПЕНЬ I

1. Подготовьте чтение следующих слов.

[e] – [ei]

[e] – [ei]

get – gate
met – mate

ten – name
men – bade

2. Повторите за преподавателем с повышающимся и с понижающимся тоном.

,Dick and ,Nick
,Zip and ,Tim
,Billy and ,Lily
,Willy and ,Winny

3. Повторите за преподавателем звук [i]. Губы растяните, среднюю спинку языка поднимите к твердому небу. Долготу звука держите на счет «раз-два-три».

4. Произнесите слова.

Lena, Peter, these, we

5. Произнесите за преподавателем звук [r].

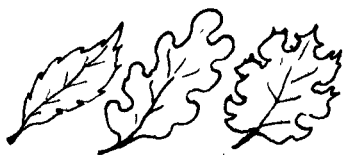
6. Произнесите слова.

three, tree

7. Прочитайте громко.



'These are 'three ,trees.



'These are 'three ,leaves.



'These are 'three ,bees.



'These are 'three ,beans.



'These are 'three ,beaks.

8. Произнесите за преподавателем звуки [tʃ], [dʒ].

9. Произнесите следующие слова.



a chicken



a child



a teacher



a picture



a cherry



a jacket



jam



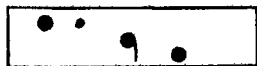
Jim



Jane

10. Повторите за преподавателем. Обратите внимание на: а) произнесение слабой формы вспомогательного глагола to be; б) логическое ударение на притяжательных местоимениях и притяжательном падеже существительных.

'These are ,his ,peas.



1. 'These are ,my ,leaves. 2. 'These are ,Ann's ,leaves. 3. 'These are ,Nick's ,peas. 4. 'These are ,Lily's ,bees. 5. 'These are ,Bill's ,children. 6. 'This is ,Dan's ,child. 7. 'These are ,Mary's ,tents. 8. 'This is ,Sally's jacket.

11. Составьте свои предложения и произнесите их вслух.

This	is	Dan's	pens.
These	are	Sam's	apples.
		Eddy's	bags.
		Ben's	kiddies.
		Cecil's	stamps.
		Sheila's	dresses.
		Eve's	chickens.
		Steve's	kitchen.
			child.
			leaves.
			children.

СТУПЕНЬ II

1. Подготовьте чтение следующих микродиалогов и выучите их наизусть.

1. - I 'feel ,bad. It's my 'head a,gain.
- ,Head? It's ,bad.

2. - 'Peter's ,ill.
- In,deed?
- He ,is.
- It's a ,pity.

3. - 'Steve! 'Take a ,seat, ,please.

4. - 'Max is ,absent.
- It's a ,pity.

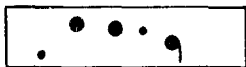
2. Подготовьте чтение текста. Обратите внимание на стяженную форму глагола to be и притяжательный падеж существительного, логическое ударение.

Текст

My 'name's 'Jim ,Thatcher.



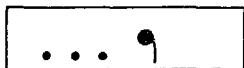
My 'wife's 'name is ,Jane.



'Jane and 'I are ,teachers.



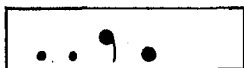
We 'have a ,child.



'Jane is 'twenty-seven.



I'm the same age.



'Little 'Eve is five.



3. Ответьте на вопросы к тексту.

1. Has Jim a family? 2. Is his wife's name Jane? 3. Is Jane a teacher? 4. Is their child's name Eve? 5. Is Jim 27? 6. Is his wife the same age? 7. Is Eve 8? 8. Is their family name Thatcher?

4. Выразите согласие.

Модель: Jim has a family. – He has.

1. His wife's name is Jane. 2. Jane and Jim are teachers. 3. They have a child. 4. Jane is 27. 5. Jim is 27. 6. Eve is 8.

5. Выучите скороговорки.

1. These are three seats. – Are these three seats free?
2. Is Mildred's sister still ill?
3. Little Willy lives in a village.
4. Stephen eats three pieces of cheese.

СТУПЕНЬ III

Правила-инструкции к самостоятельной работе

1. При артикуляции дифтонгоида [i:] губы должны быть растянуты. Гласный произносится громко, так чтобы резонировала вся ротовая полость. Звук должен быть напряженным, причем

громкость и напряжение нарастают к концу его звучания. Средняя спинка языка высоко поднята к твердому нёбу.

Произнесите следующие слоги с нисходящим тоном, избегайте палатализации согласного.

[,li:]	[,bi:]	[,ni:]	[,di:]
[,ti:]	[,mi:]	[,pi:]	[,ki:]

В односложных словах звук [i:] произносится в конечном положении протяжно, перед звонким согласным – менее протяжно, перед глухим – почти кратко.

[,pi:]	-	[,pi:z]	-	[,pit]
[,li:]	-	[,li:v]	-	[,li:f]
[,si:]	-	[,si:d]	-	[,sit]

2. Личные местоимения, вспомогательные глаголы, глаголы-связки относятся к незначащим словам. Они имеют две формы: неакцентированную (слабую) и акцентированную (сильную). Акцентированная форма незначащих слов встречается:

в общем вопросе: 'Is it a ,table?
в кратком ответе: ,Yes, it ,is.

В середине фразы глагол имеет слабую форму.

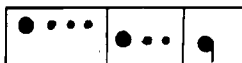
'It is a ,table.

3. При артикуляции звуков [tʃ], [dʒ] кончик языка находится на заднем скате альвеол. Оттенок английских звуков более твердый, чем похожий на него русский.

4. Ритмическая группа – это акцентируемый слог или слово и примыкающие к нему неакцентируемые слоги или слова.

Находясь между двумя акцентируемыми слогами, неакцентируемые слоги имеют тенденцию примыкать к предшествующему слогу.

'Peter is at | 'home after | ,six.



СТУПЕНЬ IV

Задания к самостоятельной работе

1. Прослушайте магнитную запись урока.
2. Изучите правило чтения буквы "е" в открытом слоге.
3. Разделите предложения текста на ритмические группы.
4. Выучите наизусть скороговорки.
5. Сделайте письменные упражнения из раздела «Домашнее задание».

Правила чтения

1. Буквосочетание *ee* читается [i:], т.е. так же, как буква *e* в ударном открытом слоге:

free	[fri:]	свободный
indeed	[in'di:d]	в самом деле, действительно

2. Буквосочетание *ea* часто читается как звук [i:], например:

please	[pli:z]	пожалуйста
seat	[si:t]	место, сиденье

3. Буквосочетания *ch*, *tch* читаются [tʃ]. Сочетание *ch* встречается: 1) в начале слова, 2) в конце односложных слов после долгого гласного звука.

chess	[tʃes]	шахматы
teach	[ti:tʃ]	учить

Сочетание *tch* встречается в конце односложных слов после краткого гласного звука.

match	[mætʃ]	спичка
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4. Буквосочетание *ture* в конце слов читается как [tʃə], например:

picture	['pɪktʃə]	картина
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5. Буква *G*, *g* [dʒi:] имеет два чтения:

а) перед гласными буквами *e*, *i*, *u* она читается как звук [dʒ], например:

page	[peɪdʒ]	страница
gym	[dʒɪm]	гимнастический зал
gipsy	['dʒɪpsɪ]	цыган, цыганка

Запомните исключение:

give [gɪv] давать, дать

б) перед остальными гласными, перед согласными и на конце слов буква g читается как звук [g], например:

glad [glæd]	радостный, довольный
bag [bæg]	сумка, портфель

6. Буква J, j [dʒeɪ] всегда читается как звук [dʒ], например:

Jane [dʒeɪn]	Джейн
jam [dʒæm]	варенье

Домашнее задание

1. Напишите каждую из следующих букв по строчке. Назовите их.

G g, J j

2. Напишите в орфографии следующие слова; проверьте по словарю и подготовьте их чтение.

[ˈsɪtɪ], [ˈvɪlɪdʒ], [pɪt], [liː], [naɪt], [eɪdʒ], [peɪdʒ], [dʒæk], [ˈtɪtʃə], [wɪtʃ], [ˈpɪktʃə], [fiːl], [ˈdʒækɪt], [tʃɪz], [keɪdʒ]

3. Напишите следующие слова в транскрипции; проверьте их по словарю и повторите их значение.

she, read, help, easy, daddy, yet, next, ice, back, game, with, shine, bell, sleep, spell, cherry, see, very, kitchen, Steve, eight, peas, sweet, kind

4. Поставьте следующие предложения в вопросительную форму.

1. My tie is red. 2. His flat is clean and tidy. 3. His pen is bad.
4. Nick is in Minsk. 5. Cecil has six pencils. 6. Jack has a big dog.
7. Ann has ten apples.

5. Поставьте подлежащее во множественном числе и сделайте соответствующие изменения.

1. This is a table. 2. That is a picture. 3. That is a match. 4. Is this a lamp? 5. Is that a leaf? 6. He has a nice stamp. 7. I have a child. 8. This is my friend. 9. That is a mane. 10. This is my sister. 11. This is a knife. 12. That is a fork. 13. She is a teacher.

6. Вставьте артикль, где необходимо.

1. Peter has ... picture. It is ... fine picture. Is ... picture big?
2. Jane has ... nice jacket. ... jacket is bright. 3. We have ... big kitchen. ... kitchen is light. 4. Is ... table big? 5. I like ... sweet tea.

6. It is ... tasty pie. I like ... meat pies. 7. I have ... pen. ... pen is in my bag. It is ... fine pen. 8. Jane has ... nice handbag. ...handbag is black. I like ... handbag. 9. I have ... apple. ... apple is big. Take ... apple! 10. Jack has ... child. ... name of his child is Jim. He is ... baby of five. ... baby is nice. 11. ... man in ... picture is my pal. He is ... teacher.

7. Замените предложный оборот формой притяжательного падежа, где возможно.

1. The family of Bill. 2. The child of Jack. 3. The pal of Mike. 4. The wife of James. 5. The wives of Dan and Jim. 6. The name of the teacher. 7. The names of the kiddies. 8. The babies of Dan and Sam. 9. The jacket of Jane. 10. The matches of Jim. 11. The eyes of Lily. 12. The flat of Thatcher. 13. The lessons of Leila. 14. The leg of the table. 15. The pages of the pad.

8. Выразите отношения принадлежности при помощи притяжательного падежа, где возможно.

Модель: Lena, the pal. – Lena's pal.

1. The man, the name. 2. The picture, the name. 3. The babies, the age. 4. Sheila, the child. 5. James, the jacket. 6. The pad, the pages. 7. Steve, the kitten. 8. Eve, the sister. 9. Thatcher, the family. 10. Jim and Jane, the flat.

9. Употребите в качестве подлежащего соответствующее личное местоимение.

1. Fanny and Sam have nice apples. 2. Kate has a cake. 3. Bill, Bessy and I have hazel eyes. 4. My sister has black eyes. 5. Eve has thick lashes. 6. My kiddies have a cat. 7. Daddy is a teacher. 8. Basil and Betty have a baby. 9. The baby has a nice face. 10. Della is a teacher. 11. Eddie is a writer. 12. The kitchen is clean.

10. Переведите на английский язык, употребив притяжательный падеж там, где возможно.

1. Друзья моей сестры. 2. Спинка стула. 3. Жена Дэна. 4. Глаза ребенка. 5. Картина Петра. 6. Ножка стола. 7. Письма детей. 8. Учитель Джима. 9. Бусы Джейн. 10. Галстук Стива.

Урок 6

СТУПЕНЬ I

1. Прочитайте следующие пары слов, различая звуки [i] – [ɪ] и другие.

,feel – ,fill	,bid – ,bed – ,bad
,heel – ,hill	,big – ,beg – ,bag

,leap - ,lip
,peel - ,pill
,beat - ,bit

,pit - ,pet - ,pat
,pin - ,pen - ,pan

2. Проговорите, варьируя темп произнесения от медленного до быстрого.

1. The leaves of these trees are green at this season. 2. In this city live three simple silly sisters: Kitty, Cissie and Billie.

3. Повторите за преподавателем звук [α] изолированно, в словах, в предложениях.

[α] - [α] - [α]

a) a ,car, ,Charles, ,Carl, ,fast
'This is a ,car.
'These are ,cars.
'These are 'Charles' and ,Carl's ,cars.
[ðɪz ə ʃɑːlzɪz ənd kɑːlz kɑːz]
The 'cars are ,fine.
The 'cars are ,fast.

б) a ,garden, a ,father, ,Barbara
'This is a ,garden.
'This is 'Barbara and her ,father's ,garden.
[ðɪs ɪz bɑːbərə ənd hə fɑːðəz gɑːdn]
The 'garden is ,large.

4. Выразите удивление.

'This is a ,car.
'This is ,Charles' ,car.
'These are 'Charles' and ,Carl's ,cars.
'The 'cars are ,fine.
The 'cars are ,fast.
'This is a ,garden.
'This is ,Barbara's ,garden.

- ,Is it? 'Is this a ,car?
- ,Is it? 'Is it ,his car?
- ,Are they? 'Are they ,their ,cars?
- ,Are they? 'Are they ,fine?
- ...
- ...
- ...

5. Повторите за преподавателем новый звук [ɔ] изолированно, в словах, в предложениях.

[ɔ] - [ɔ] - [ɔ]

a) ,John, ,Olive, a ,shopper, a ,docket
'John is a ,shopper.
'Olive is a ,docket.

б) ,Tom, ,Bob, a ,dog, a ,box
'Tom has a ,dog.
'Bob has a ,box.

6. Выразите радость, употребив выражение: I'm ,glad he/she is. I'm ,glad he/she has.

1. 'Barbara has a 'nice ,garden. 2. 'John has a 'big ,dog. 3. 'Charles has a 'fine ,car. 4. 'Olive is a ,docker. 5. 'Bob has a 'fine ,box. 6. 'John is a ,shopper.

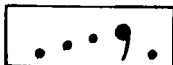
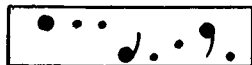
7. Выразите удивление и сожаление, употребив выражение: I'm ,sorry.

Модель: 'John is ,lazy. - ,Is he? I'm ,sorry.

1. 'Barbara is ,late. 2. 'Charles is ,absent. 3. 'Olive is ,pale. 4. 'Peter is ,ill. 5. 'Bob has a 'heavy ,box. 6. 'Dorothy is 'late a,gain. 7. 'Tom has 'bad ,socks.

8. Внимательно изучите мелодический рисунок альтернативного вопроса и ответа на него.

'Is it a ,pen or a ,pencil? It is a ,pencil.



9. Произнесите гласные и дифтонги с восходящим и нисходящим тоном.

[e]	-	[æ]	[ɪə]	-	[εə]	[ɑ]	-	[ɔ]
[e]	-	[ɪ]	[æ]	-	[ɑ]	[ɔ]	-	[ɑ]

10. Произнесите следующие пары слов с восходящим и нисходящим тоном.

a ,pen	- a ,pencil	a ,teacher	- a ,doctor
a ,hat	- a ,cap	a ,cat	- a ,dog
,Barbara	- ,Charles	a ,cap	- a ,hat
a ,shopper	- a ,docker		

11. Задайте альтернативный вопрос, не акцентируя союз. Перед гласным произнесите его как [ɔə].

'Is it a ,desk or a ,table?	- A ,table.
'Is 'Tom a ,docker or a ,doctor?	- A ,docker.
'Is 'Olive ,ten or e,leven?	- ,Ten.
'Has 'Tim a ,dog or a ,cat?	- A ,dog.
'Is her 'father's 'name ,John or ,Charles?	- ,John.

12. Задайте своему партнеру альтернативные вопросы, используя следующие пары слов.

a dress - a jacket; a car - a bike; a pen - a pencil; a table - a desk;
a farmer - a doctor; a park - a garden

СТУПЕНЬ II

1. Подготовьте чтение следующих микродиалогов.

1. – 'Father 'says I'm ,lazy.
– I'm a'fraid he's ,right.
2. – ,My, 'this is a 'nice ,car!
– ,Rather.
3. – 'Barbara! 'Margaret! 'Are 'Martha and 'Charles in the ,garden?
– They ,are.
– Let's ,dance.
– We ,can't. It's ,dark, I'm a'fraid.
4. – 'Are you Dr ,Collins?
– ,Yes, I ,am. ,Why?
– You ,see, I'm the 'father of 'Tom ,Hoggler, your ,pal.
– In,deed? Very 'glad to 'meet you, 'Mr ,Hoggler.

2. Подготовьте чтение текста.

Текст

My Family

I'm 'Arthur ,Barnes. I have a ,family. We're ,three. I'm '28. I'm a ,docker. My 'wife 'Dorothy is the ,same ,age. She is a ,doctor.

We have a ,child. His 'name's ,Tom. 'Tom 'Barnes is ,seven. We are a ,friendly ,family.

3. Ответьте на вопросы к тексту.

1. What's the man's name? 2. Has he a family? 3. How many are they in the family? 4. How old is Arthur? 5. What's his wife's name? 6. How old is Dorothy? 7. What is she? 8. What is Arthur? 9. What is the child's name? 10. How old is Tom?

4. Выразите согласие или несогласие со своим партнером, употребив: Yes, you're right или I'm sorry, you're not right.

1. The man's name is Bill Barnes. 2. They are five in the family.
3. Arthur Barnes is 28. 4. Arthur is a doctor. 5. Dorothy is a doctor.
6. Their child's name is Bob. 7. Tom is seven.

5. Задайте альтернативные вопросы к тексту.

6. Выучите скороговорки. (Обратите внимание на редукцию в предлоге of, отсутствие редукции в предлоге on.)

1. What's this box on top on these socks? [wɒts ðis bɒks ɒn tɒp ɒv ðɪz sɒks]

2. Dorothy's got a lot of dots on the frock. [dɔrəθɪz gɒt ə lɒt əv dɒts ɒn ðə frɒk]
3. I'll be free at three. [aɪl bi fri: ət θri:]
4. The fish had a thin fin. [ðə fɪʃ hæd ə θɪn fɪn]
5. Pick that pig. [pɪk ðæt pɪɡ]

СТУПЕНЬ III

Правила-инструкции к самостоятельной работе

1. При работе над звуком [ɑ] произносите его протяжно, громко, низким голосом, так как звук [ɑ] – звук заднего ряда, низкий по тональности. Звук должен иметь бархатистую тембральную окраску. Не раскрывайте рот широко, так как это положение мешает низкому укладу языка. Прodelайте упр. 3.

2. Прежде чем произнести звук [ɔ], подготовьте к артикуляции органы речи: поднимите верхнюю губу, обнажив верхние зубы, резко опустите нижнюю челюсть вниз, обеспечив широкий раствор рта. Прodelайте одновременное движение верхней губы и нижней челюсти молча, затем со звуком. Контролируйте свою артикуляцию с помощью зеркала. Звук произносится отрывисто, низким голосом. Прodelайте упр. 4.

3. Связующее [r] употребляется на стыке слов, если предшествующее слово в орфографии оканчивается на г или ge, а последующее начинается с гласного звука. Связующее [r] два раза подряд не употребляется и во втором случае опускается. Проговорите:

We are in the garden.
 The father of Arthur Barnes.
 The doctor is ill.
 They are in the park.

4. В английской разговорной речи употребляются стяженные формы служебных глаголов:

to be	– I'm, you're, he's, she's, we're, they're
to have	– I've got, you've got, he's got, she's got, we've got
to do	– d'you
shall, will	– I'll, we'll, they'll
should, would	– I'd

5. Интонация альтернативного вопроса основана на контрастном чередовании восходящего и нисходящего тонов. Ответ на этот вопрос звучит уверенно, категорично, что оформляется с помощью нисходящего тона.

Задания к самостоятельной работе

1. Прослушайте магнитную запись урока.
2. Изучите правила чтения буквы "о" в закрытом типе слога, буквы "я" в третьем типе слога.
3. Затранскрибируйте новые слова.
4. Начертите тонограммы первых трех предложений текста.
5. Повторите теоретический материал о притяжательном падеже существительных. Выполните письменные упражнения из раздела «Домашнее задание».

Правила чтения

1. III тип чтения гласных в ударном слоге – гласная + конечная г (+ согласная).

Буква г после гласной не читается, но она придает этой гласной иное звучание, чем то, которое эта гласная имеет в ударных слогах, читающихся по первому и второму типу чтения. Правила чтения гласных букв в ударном слоге перед конечной буквой г или перед г + согласная объединяются в так называемый третий тип чтения. Так, гласная а перед конечной согласной г (или г + согласная) читается как звук [ɑ], например:

car	[kɑ]	автомобиль
mark	[mɑ:k]	отметка, оценка

2. Буква О, о [ou] читается в ударном закрытом слоге как звук [ɔ]:

not	[nɒt]	не
dog	[dɒg]	собака

3. Буква а в закрытом ударном слоге перед буквосочетаниями n, s, f + согласная, а также th, ss читается как звук [ɑ]:

answer	[ˈɑnsə]	отвечать
ask	[ɑsk]	спрашивать
after	[ˈɑftə]	за, позади
father	[ˈfɑðə]	отец
class	[klɑs]	класс

4. Буквосочетания ei и eu читаются как [ei]:

eight	[eɪt]	восемь
they	[ðeɪ]	они

5. Связующий звук [ɹ]. Конечная буква г и буквосочетание ge на конце слов обычно не читаются, а лишь влияют на чтение

предшествующей гласной. Однако, если после слова, оканчивающегося на букву *г* или буквосочетание *ge*, идет слово, начинающееся с гласной, то конечная буква *г* или буквосочетание *ge* читается как звук [r], причем оба слова произносятся слитно, например:

A ,teacher or ,a ,doctor?
You are ,a ,teacher.

Преподаватель или врач?
Вы преподаватель.

Конечная буква *г* не читается на стыке двух смысловых групп, отделенных одна от другой паузой, например:

His 'sister ,is a ,teacher and 'he's a ,doctor. Его сестра – преподаватель, а он – врач.

6. Ударение в двусложных словах. В большинстве английских двусложных слов ударение падает на первый слог. Правила чтения гласных букв в ударных слогах двусложных слов совпадают с правилами чтения односложных слов, например:

baby ['beɪbɪ] ребенок, младенец (II тип чтения)

Словообразование

Суффикс *-er* [ə] – суффикс существительного, присоединяется к глаголам для образования конкретных имен существительных, обозначающих деятеля, например:

to read читать – a reader читатель

to teach обучать, преподавать – a teacher учитель, преподаватель

Суффикс *-or* [ə] – вариант суффикса *-er*, например:

a doctor врач, доктор

Домашнее задание

1. Назовите по порядку буквы в следующих словах. Определите, сколько букв и сколько звуков в каждом из них.

shopper, friend, box, garden, right, which, lazy, season, Kitty, reader

2. Протранскрибируйте следующие слова, объясните, по каким правилам они читаются, и подготовьте их чтение.

Carter, dance, garden, large, rather, cheese, actor, fast, John, simple, shopper, artist, March, right, type, collar

3. Проспрягайте в утвердительной и вопросительной форме.

1. I am a teacher. 2. I am an artist. 3. I am right.

4. Поставьте предложения в вопросительную форму и подготовьте их чтение.

1. My parents are doctors. 2. Tom's father has a car. 3. The car is big. 4. Dorothy's jacket is dark red. 5. The collar is white. 6. They are teachers. 7. You are farmers. 8. Barbara and Martha are pals. 9. The pals are artists. 10. They are in the garden.

5. Заполните пропуски соответствующей формой глагола to be.

My name ... John Stark. I ... a doctor. My family ... large. We ... six: my parents, my wife, my kiddies and I. My father ... a farmer. My wife Margaret ... an artist. The names of my kiddies ... Kitty and Bill. My parents ... 56. They ... the same age. My wife ... 28. I ... 29. Kitty ... 7 and Bill ... three. We have a flat. It ... a nice flat. The flat ... large and light.

6. Используя образец, выразите свое согласие с тем, что говорится в предложениях. Обратите особое внимание на стяженные формы глаголов to be и to have.

Модель: 1. – He's a nice cap.
– He has.
2. – She's ill.
– She is.

1. Winnie's dress is dark. 2. Ellen's clever. 3. Edna's child's clever. 4. He's a bath at 7. 5. Tom's right. 6. His right hand's free. 7. He's free time till 6. 8. Peter's sad. 9. Peter's a sad face. 10. Jim's bag's cheap. 11. Their child's neat. 12. They've a nice flat. 13. They've many free seats.

7. Заполните пропуски артиклями, где необходимо.

1. My friend Olive has ... fine little car. 2. Is Kate ... teacher or ... artist? – She is ... teacher. 3. They have ... garden. It's ... big garden. 4. Martin has ... lamp. He has ... green lamp. ... green lamp is on ... table. 5. Please give me ... pen and ... pencil. 6. This is ... text. It's ... easy text. Read ... text! 7. That is ... cheese. ... cheese is ... fresh and ... tasty. Take it!

8. Поставьте альтернативные вопросы к следующим предложениям, используя слова, данные в скобках.

1. Fred is a doctor. (a farmer) 2. Ann is my friend. (Jane) 3. They are teachers. (actors) 4. Those socks are green. (white) 5. These boxes are heavy. (light) 6. My kiddies have a kitten. (a dog) 7. His wife's name is Sheila. (Cecil) 8. Little Eve is five. (eight) 9. We have a table in the kitchen. (in the garden) 10. Steve and Nick have nice cherries. (apples)

9. Переведите следующие предложения на английский язык и подготовьте их чтение.

а) 1. Он бледен? 2. Билл опаздывает? 3. Она врач? 4. Он прав? 5. Том ленив? 6. Сэм свободен? 7. Нелли отсутствует? 8. Марта довольна? 9. Василий доволен? 10. Бетти печальна? 11. Он умен? 12. Он отец Карла?

б) 1. Они свободны? 2. Они веселы? 3. Они во дворе? 4. Они больны? 5. Они отсутствуют? 6. Они друзья? 7. Они в машине?

в) 1. Жарко? 2. Поздно? 3. Легко? 4. Светло? 5. Плохо? 6. Темно?

II. а) 1. Тот карандаш зеленый или красный? 2. Полки темные или светлые? 3. Спички толстые или тонкие? 4. Столы легкие или тяжелые? 5. Лили печальна или весела? 6. Этот мужчина художник или писатель? 7. Ваш друг врач или преподаватель? – Он врач.

б) Меня зовут Дэн. Я художник. Чарльз – мой приятель. Он артист. Мы находимся в его квартире. Его квартира большая и чистая.

Урок 7

СТУПЕНЬ I

1. Подготовьте чтение следующих фонетических упражнений.

а) Следите за тем, чтобы глухие согласные звучали сильно, а конечные звонкие – слабо, но не оглушались.

rack – rag pick – pig peck – peg
back – bag tack – tag tick – tag

б) Произнесите следующие слова с латеральным взрывом. Между согласным и сонантом не должен появиться гласный призвук.

title, idle, stifle, bible, simple, fiddle, middle, stipple, medal, metal, settle, peddle

2. При произнесении следующих слов различайте звуки [θ] – [s].

thin – sin – tin – chin
thigh – sigh – sky – tie
tenth – tense – tent – tench
path – pass – part – parch
mass – mash – mat – match

3. Произнесите за преподавателем звук [u] изолированно, в словах, в предложениях.

[ʊ] - [ʊ] - [ʊ]

a book, good, cookery

'This is a ,book.

'This is a ,good ,book.

'This is a ,very 'good ,book.

'This is a ,very 'good ,cookery ,book.

4. Произнесите за преподавателем дифтонг [ou] изолированно, в слове, в предложении.



'This is a ,goat.



'This is a ,rose.



'This is a ,note.



'This is a ,coat.



'I've has a 'noble 'Roman ,nose.

5. Выразите удивление и несогласие с тем, что утверждает ваш партнер.

Модель: 'This is a ,pony.

- ,Is it? 'Oh, ,no. It's a ,goat.

1. 'This is a jacket. (a coat) 2. 'This is a for'get-me-,not. (a rose)
3. 'This is a ,text-book. (a cookery book) 4. 'This is a ,picture. (a photo) 5. 'This is ,silver. (gold)

6. Произнесите за преподавателем дифтонг [au] изолированно, в слове, в предложении.



'This is a ,house.



'This is a ,blouse.



'This is a ,mountain.

'This is a ,vowel. [ɪ]

7. Выразите удивление и несогласие с тем, что говорит ваш партнер.

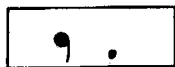
Модель: 'This is a hut. - ,Is it? I'm a'fraid, it's ,not. 'This is a ,house.

1. 'This is a ,dress. (a blouse) 2. 'This is a ,hill. (a mountain)
3. 'This is a ,consonant. (a vowel) 4. 'This is a ,goat. (a cow) 5. 'This is a ,city (a town)

8. Внимательно изучите мелодический рисунок специального вопроса и ответа на него.

,What's this?

It's a ,box.



9. Произнесите несколько раз этот тип специального вопроса, обратив внимание на ассимиляцию.

,What's this?

,What's that?

10. Задайте своему партнеру этот специальный вопрос.



a coffee-pot



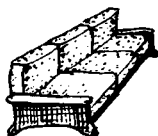
a box



a doll



a coat



a sofa



a photo

11. Задайте своему партнеру специальный вопрос, используя в ответе неисчисляемые существительные.

'What's ,this?

- It's ,hair.



coffee



gold



silk



tea

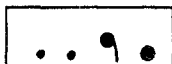
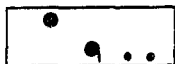


milk

12. Внимательно изучите мелодический рисунок и структуру данного типа специального вопроса и ответа.

'What ,dog is it?

It's a ,good ,dog.



13. Спросите вашего партнера, каково его мнение об интересующих вас предметах. Используйте в вопросах и ответах следующие существительные и прилагательные.

существительные

прилагательные

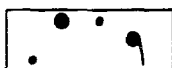
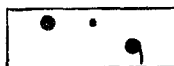
a box, a table, a car, a garden, a dress, a jacket, a coat, a kitchen, a book

fine, good, light, bad, nice, thick, thin, large, black, white

14. Внимательно изучите структуру и мелодический рисунок этого типа специального вопроса и ответа на него.

'What's your ,name?

My 'name is ,Jane.



15. Поинтересуйтесь, как зовут близких вашего друга или друзей. В своих ответах используйте нижеприведенные имена.

1. What's your granny's name? 2. What's your father's name?
3. What's your aunt's name? 4. What are your friends' names?
5. What's your neighbour's name? 6. What's his kiddy's name?
7. What's her child's name? 8. What's your group-mate's name?
9. What's your sister's name?

Jack, Steve, Lily, George, Arthur, Eve, Tim, Bobby, Kate

16. Внимательно изучите структуру и интонационный рисунок специального вопроса и ответа.

'How ,old are you? I'm 'seven,teen.



17. Спросите своего партнера о возрасте его друзей, родственников.

СТУПЕНЬ II

1. Подготовьте чтение следующих микродиалогов.

1. - 'What is it?
- It's a ,watch.
- 'Isn't it a ,pocket-watch?
- ,No, it ,isn't.
- 'What ,watch is it?
- It's a ,wrist ,watch.
2. - 'What's ,this?
- It's a ,clock.
- 'Is it a ,good clock?
- ,Yes, it ,is.
3. - 'What's your ,name?
- My 'name's 'Joan ,Cook.
- 'How ,old are you?
- I'm 'now 2,5.
- 'Are you the 'sister of 'Lily ,Cook?
- ,No, I'm ,not. I've ,no sister.
- ,What are you?

- I'm a 'book-keeper.
- 'Have you a ,pal?
- ,Yes. 'Fanny ,Fowler is my ,pal. She is a ,typist.

2. Ответьте на вопросы к диалогу 3.

1. How old is Joan? 2. Isn't she 20? 3. Is she the sister of Lily Cook? 4. Has she a sister? 5. Has she a pal? 6. What's her pal's name? 7. What is she?

3. Выучите следующие скороговорки с уже знакомыми вам звуками.

1. [ou] 'Rover is a ,dog.
2. [ou] But 'Rover has 'got 'no ,bone.
3. [i:] The 'leaves of these 'trees are 'green at _this ,season.
4. [au] 'John 'Brown has 'been to ,town.
5. [au] Our 'house is on the ,mountain.
6. [e] The 'man is 'Merry 'Terry whose 'checks are as 'red as ,cherries.

СТУПЕНЬ III

Правила-инструкции к самостоятельной работе

1. При соединении конечного альвеолярного звука [t, d, n, l, s, z] предшествующего слова с начальным межзубным [θ, ð] последующего слова альвеолярные звуки становятся межзубными. Здесь имеет место регрессивная ассимиляция.

Наиболее трудными являются стыки звуков [s] – [ð] и [z] – [ð]. В данном случае тоже имеет место регрессивная ассимиляция, но нельзя заменять аллофоны альвеолярных [s, z] полностью межзубными [θ, ð].

Is _this a book?
Is _the book good?
What's _this?
What's _that?

2. В специальных вопросах употребляется, как правило, низкий нисходящий тон.

,whose? ,what? ,where?

СТУПЕНЬ IV

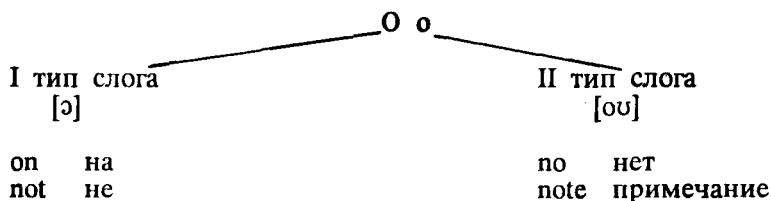
Задания к самостоятельной работе

1. Прослушайте магнитную запись урока.
2. Изучите правило чтения букв и буквосочетаний.

3. Затранскрибируйте новые слова урока и сгруппируйте по типу слогов.
4. Работая над скороговоркой 6, разделите ее на смысловые и ритмические группы.
5. Выполните письменные упражнения из раздела «Домашнее задание».

Правила чтения

1. Буква О, о [ou] в ударном слоге читается:



Конечное о всегда читается как [ou].

photo ['fɒtəʊ]	фотография
piano ['piænəʊ]	фортепиано

2. Буквосочетание oo читается:

а) как [u:] перед любой согласной буквой, кроме к, г, и в конце слова, например:

spoon [spu:n]	ложка
too [tu:]	также, тоже

б) как [ʊ] перед буквой к, а в некоторых словах и перед t, d, например:

book [bʊk]	книга
look [lʊk]	смотреть
good [gʊd]	хороший
foot [fʊt]	нога

3. Буквосочетание ow имеет два чтения:

а) под ударением в односложных словах оно часто читается как звук [aʊ], например:

now [naʊ]	сейчас, теперь
town [taʊn]	город

б) на конце односложных слов и двусложных слов с ударением на первом слоге это сочетание читается как звук [əʊ], например:

snow	[snəʊ]	снег
yellow	['jeləʊ]	желтый
Moscow	['moskəʊ]	Москва

4. Буквосочетание *ou* читается как звук [aʊ], например:

house	[haʊs]	дом
mountain	[ˈmaʊntɪn]	гора

5. Буквосочетание *oa* в ударном положении читается как звук [oʊ], например:

coat	[kəʊt]	пальто
boat	[bəʊt]	лодка

6. Перед буквосочетаниями *ld*, *nd* гласные буквы читаются по второму типу чтения, т.е. так, как они называются в алфавите, например:

old	[əʊld]	старый
child	[tʃaɪld]	ребенок

7. Буква *U*, *u* [ju:] читается как звук [ʊ] в середине слова в закрытом, как правило, ударном слоге в случае, если ей предшествуют губные согласные *b*, *p*, *f*, и в суффиксе *-ful*. Например:

full	[fʊl]	полный, целый
bull	[bʊl]	бык, буйвол
pussy	[ˈpʊsi]	кошечка, киска

Исключения:

cushion	[ˈkʊʃn]	(диванная) подушка
sugar	[ˈʃʊɡə]	сахар

8. Сочетание *ph* в словах греческого происхождения читается как звук [f], например:

phone [fəʊn] телефон; звонить по телефону

Словообразование

В английском языке имеется два основных способа словообразования: словосложение и словопроизводство. Как показывают сами названия, словосложение – это образование слова путем сложения основ слов; словопроизводство – образование слова путем прибавления к основе слова аффиксов, т.е. префиксов или суффиксов.

Словосложение. В результате сложения основ слов получаются новые слова, которые называются сложными словами. Значение сложных слов обычно складывается из значений их компонентов. Сложные слова пишутся вместе или через дефис, например:

a 'blackboard	классная доска (black черный, a board доска)
a 'text-book	учебник (т.е. книга с текстами)

В сложных словах, образованных путем словосложения, ударение падает в большинстве случаев на первое слово.

Домашнее задание

1. Выучите правила чтения гласных букв и буквосочетаний, изученных на уроке.
2. Назовите по порядку буквы в следующих словах. Дайте транскрипцию слов и определите, сколько букв и сколько звуков в каждом слове.

settle, game, watch, George, tone, shook

3. Прочитайте вслух следующие слова и объясните, по каким правилам они читаются.

а) note, lot, code, sock, look, shook, Moscow, cook, bow, Rose, window, down, noun, scout, fond, cold, Joe, road, gold, soap, cloud, brown, around, zone, choose, gown;

б) mice, star, spider, peach, hot, where, mild, art, paper, cream, party, orange, France, give, write, egg, lesson, consonant, myth, armchair, sofa, cosy

4. Напишите во множественном числе следующие существительные.

bench, lady, neck, pie, knife, play, photo, doll, pocket, coat, sofa, foot, woman, shelf, watch, bookcase, partner, sentence

5. Поставьте следующие предложения в отрицательную и вопросительную форму. Дайте краткие ответы на полученные общие вопросы.

1. This is a good tie. 2. That is an easy text. 3. Those are big bags. 4. These rooms are clean. 5. Maud has a silk blouse. 6. Joan has a red rose. 7. Edna's marks are good. 8. The day is cold. 9. Little Arthur is fond of books with pictures.

6. Поставьте альтернативные вопросы к выделенным словам.

Модель: This pencil is *good*.

Is this pencil good or bad?

1. My pen is *thin*. 2. This is *Vivie's* photo. 3. Jack has a *wrist* watch. 4. Those classrooms are *large*. 5. His name is *Jim*. 6. It's *ten* o'clock. 7. Ann and Steve are *absent* today.

7. Заполните пропуски артиклями, где необходимо.

а) Peter Brown is ... teacher. He is in ... classroom. These are ... desks. ... desks are dark brown. Those are ... books and ... textbooks. They are on ... desks.

б) We have ... flat in ... big house. ... flats in ... house are very good. We have ... large flat. I have ... room of my own. I have ... table, ... chair, ... armchair and ... sofa in ... room. ... table is at ... window. ... sofa is next to ... table. ... room is light as ... window is large. It is ... cosy room.

8. Вставьте по или not.

1. I am ... a cook. 2. I have ... child. 3. I have ... family of my own. 4. I have ... 10 books. 5. I have ... this book. 6. She has ... five sisters. 7. Their flat is ... big. 8. Ann has ... pal. 9. Lily is ... her pal. 10. The books in the bookcase are ... good. 11. They have ... park in the town. 12. Little Tom has ... coat. 13. I have ... yellow blouse. 14. The house has ... many flats. 15. The rooms are ... light. 16. He has ... piano in his room. 17. The room is ... cosy.

9. Поставьте вопросы к выделенным словам.

1. Joe is *18*. 2. His sister's name is *Rose*. 3. She has *3* books. 4. *The houses* are good. 5. *The rooms* are light. 6. *The windows* are large. 7. The town has a *big park*. 8. She has a *grey coat*. 9. The name of the book is "*To Have and Have Not*". 10. The man's name is *John Smith*. 11. John is a *farmer*. 12. They are *five* in the family. 13. They have a *house* of their own.

10. а) Ответьте на вопросы.

1. What's your name? 2. How old are you? 3. Have you a family? 4. What is your father? 5. Is your family in Moscow? 6. How many are you in your family? 7. Has your family a flat? 8. Is the flat large? 9. How many rooms are there in the flat? 10. Are they light? 11. Are the windows large or small? 12. Have you a piano? 13. What have you in the bedroom? 14. Are the rooms cosy? 15. What kitchen have you? 16. Have you a big dinner-table there? 17. How many chairs have you there? 18. Have you a garden around the house?

б) Задайте примерно такие же вопросы своему товарищу, спрашивая его о его друге.

11. Переведите на английский язык.

1. Тим, возьмите книгу и откройте ее. Читайте текст. Текст легкий? – Да. Текст легкий. 2. Повторите за мной слова *thick, thin, teeth*. 3. Дайте мне учебник, пожалуйста. 4. Закройте книги. Урок окончен.

б) 1. Кто вы (по профессии)? – Я бухгалтер. 2. Чьи это книги? – Это книги моего отца. У него много хороших книг. 3. Эта женщина учительница? – Да. – Где ее ученики? – Они в классе. 4. Где ваша тетрадь? – Она в моем портфеле. 5. Чьи это словари? – Это словарь Ольги, а то – Артура. 6. Карандаши на столе или в портфеле? 7. Что это? – Это чай. – Чай холодный? – Нет, горячий. 8. У Марты сегодня три урока.

Урок 8

СТУПЕНЬ I

1. Подготовьте чтение следующих слов с кратким гласным [ə].

on	- not	John	- box
hot	- Tom	fox	- bottle

2. Прочитайте следующие слова с дифтонгом [ou].

go	- coat	sofa	- only
home	- rose	old	- cold

3. Прочитайте следующие пары слов, дифференцируя краткий звук [ə] и дифтонг [ou].

not	- note	dot	- cold
got	- goat	lot	- rose
cot	- coat	tot	- home

4. Прочитайте и выучите микродиалог.

- 'Is 'Tom at ,home?
 - 'No, he ,isn't. He is at the ,office.
 - 'It's a ,pity.

5. Произнесите следующие слова, словосочетания и фразы, отстукивая ритм.

a ,comb
 'got a ,comb
 I 'haven't 'got a ,comb.

a ,watch
 'got a ,watch
 I 'haven't 'got a ,watch.

6. Повторите за преподавателем дифтонг.

[ɪə] - [ɪə] - [ɪə]

7. Произнесите дифтонг [ɪə] в словах.

an ear, near, here, a tear, beer, dear

8. Назовите следующие предметы.



What is it?

9. Прочитайте следующие пары слов, дифференцируя дифтонги.

ear	– air	beer	– bear
here	– hair	fear	– fair
mere	– mare	peer	– pair

10. Произнесите за преподавателем дифтонг [ʊə].

[ʊə] – [ʊə] – [ʊə]

11. Произнесите дифтонг [ʊə] в словах.

poor, sure

12. Произнесите дифтонг [ʊə] в следующих восклицаниях.

Poor Sam! Poor Peter! I'm sure!

13. Выразите уверенность так, как это показано в модели.

Модель: – 'Joc has a 'noble ,nose.
– I'm ,sure he ,has.
– 'Little 'Benny has ,no pennies.
– I'm ,sure he hasn't.

1. Mrs Cook is a very good cook. 2. Steven is greedy. 3. Mr Pan is a well-dressed man. 4. Mrs Benson has a fine cat. 5. The music isn't bad at all today. 6. Mr and Mrs Green have many grandchildren.

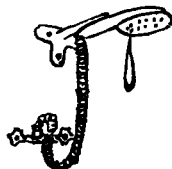
14. Произнесите за преподавателем сочетание дифтонга с нейтральным звуком. Избегайте огубления при переходе к нейтральному звуку.

[aʊə] – [aʊə] – [aʊə]

15. Произнесите слова.

a flower, a towel, a tower

16. Назовите следующие предметы.



What is it?

17. Произнесите за преподавателем сочетание дифтонга и нейтрального звука.

[aɪə] – [aɪə] – [aɪə]

18. Произнесите слова.

Violet, tired

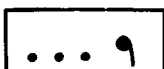
19. Произнесите фразы.

'Violet is 'very tired.

'Poor 'Violet is 'very tired.

20. Изучите модель специального вопроса.

'Where is the table? – It's at the wall.



а) Повторите за преподавателем вопросы и ответы. Избегайте ложной регрессивной ассимиляции.

Where is the book?

Where is the box?

Where is the pen?

Where is the chair?

Where is the table?

Where is the bed?

Where are the pencils?

Where are the books?

Where are the flowers?

Where are the towels?

– It's here.

– It's there.

– It's on the table.

– It's at the table.

– It's not to the sofa.

– It's opposite the table.

– They are in the bag.

– They are on the shelf.

– They are in the vase.

– They are on the shelf.

б) Задайте вопросы своему партнеру. В ответе используйте следующие словосочетания.

in the house

in the pocket

in the box

in the bag

in the cup

in the pan

on the wall

on the table

on the plate

on the chair

on the shelf

next to the table

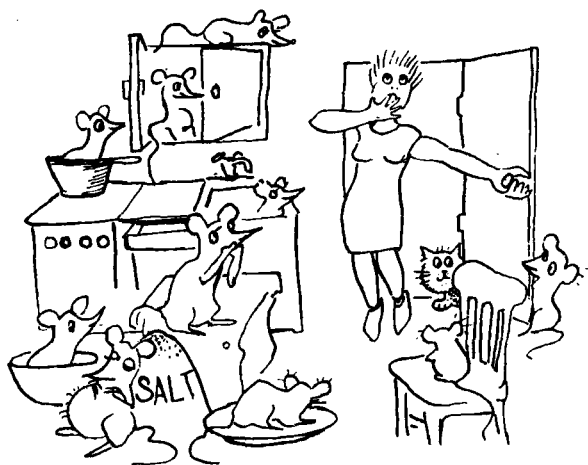
next to the sofa

opposite the wall

opposite the chair

under the chair

- в) Посмотрите на рисунок и задайте друг другу вопросы о местонахождении мышей.



СТУПЕНЬ II

1. Подготовьте чтение текста.

Текст

My 'name's 'Howard Cook. 'Here is the 'picture of our family. The 'women are my wife and my sister. 'This is Joan, my sister and 'that is Violet, my wife. 'These are my children, Samuel and Helen. 'Poor 'Sam is 'very tired. 'Those 'men be'hind are my father and I.

2. Ответьте на вопросы к тексту.

1. Is this the picture of a family? 2. How many are they in the family? 3. What's the man's name? 4. What's his wife's name? 5. How many children have they? 6. What are the names of the children?

3. Прослушайте, что утверждает преподаватель. Выразите различные чувства.

удивление: Indeed?

сожаление: It's a pity!

радость: I'm glad.

согласие: He has, he is...

несогласие: You're not right, I'm afraid.

1. Howard Cook has a large family. 2. His sister's name is Mary. 3. Howard has a brother. 4. His wife's name is Violet. 5. Poor Sam is very tired. 6. Howard has a father.

4. Выучите скороговорки.

1. Sarah has fair hair and various dresses to wear
[səərə həz feə hɛə ənd vɛəriəs dresɪz tə weə].
2. Jane bakes eight cakes.
3. Kate is at the gate.

СТУПЕНЬ III

Правила-инструкции к самостоятельной работе

1. Не забудьте употреблять в специальном вопросе низкий нисходящий тон. Опасайтесь ложной ассимиляции (замены последующего звука предыдущим) в вопросе where is the... . Послушайте себя внимательно и четко произнесите звук [z] перед [ð]: [weəɪzðə].

2. Произнесите связующий [ɪ] слабо, следите за тем, чтобы он звучал как конечный звук предшествующего слова, а не как начальный последующего: ['weəɪzɪ], а не ['weə_ɪzɪ]

3. Следите за тем, чтобы ядро дифтонгов [ɪə], [eə], [ʊə] удлинялось, а вторая их часть, которая называется скольжением [ə], была краткой. Соблюдайте позиционную длительность дифтонгов.

4. Не забудьте, что служебные части речи (артикли, предлоги, союзы) подвергаются в потоке речи редукции, т.е. сокращению длительности звучания гласного или изменению качества звучания гласного.

Артикли имеют следующие слабые формы:

the	-	[ðə] + согласная [ði] + гласная	а [ə] + согласная an [ən] + гласная
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Предлоги:

at [ət]	for [fə]
of [əv]	to [tə]
from [frəm]	

Но: В конце вопроса предлоги сохраняют сильную форму.
Например:

Whom are you waiting for? [fɔ:]

Союзы:

that [ðət]	because [bɪkəz]
as [əz]	than [ðən]
but [bət]	

СТУПЕНЬ IV

Задания к самостоятельной работе

1. Прослушайте магнитную запись урока.
2. Подготовьте чтение фонетических упражнений 1 – 5 (Ступень I).
3. При работе над текстом подготовьте тонограммы предложений.
4. Выучите скороговорки наизусть.
5. Изучите нижеприведенные правила чтения.
6. Сделайте письменные упражнения из раздела «Домашнее задание».
7. В Грамматическом справочнике прочитайте информацию о предлогах места и направления.

Правила чтения

1. IV тип чтения гласных. Сочетания типа гласная + г + гласная объединяются в IV тип чтения. По этому типу гласные имеют следующие чтение:

а) буква а читается как дифтонг [ɛə] например:

Mary ['mɛəri]	Мери
parent ['pɛərənts]	родители

б) буква е читается как дифтонг [iə], например:

here [hiə] здесь, сюда

Запомните исключения:

there [ðeə]	там, туда
where [weə]	где, куда

в) буквы і и у читаются как звуко сочетание [aɪə], например:

fire ['faɪə]	огонь
tyre ['taɪə]	шина

г) буква и читается как звуко сочетание [juə], например:

pure [pjʊə]	чистый
cure [kjʊə]	излечивать

После звуков [ʃ], [dʒ], [r] и сочетания «согласная + l» буква u читается [uə].

sure [ʃʊə]	несомненный; уверенный
------------	------------------------

jury	[ˈdʒʊəri]	жюри
plural	[ˈplʊərəl]	множественный

2. Буквосочетание **eer** читается как дифтонг [iə], например:

deer	[diə]	олень
engineer	[endʒɪˈniə]	инженер

3. Буквосочетание **our** читается как звуко сочетание [aʊə], например:

our [aʊə] наш

4. Буквосочетание **oor** читается как дифтонг [ʊə], например:

poor [puə] бедный

Запомните исключения:

door	[dɔ:]	дверь
floor	[flɔ:]	пол

Домашнее задание

1. Определите, сколько букв и сколько звуков в каждом из следующих слов и назовите по порядку буквы в этих словах.

bear, violet, greedy, office, plate, chair, wall, jacket, where, photo, next, Samuel

2. Дайте транскрипцию следующих слов и подготовьте их чтение.

a flower, a fireman, a friend, a street, a dress, brown, a man, a woman, women, a child, a towel, ginger, a hare, a piece, a father

3. Образуйте множественное число следующих существительных. Прочитайте существительные во множественном числе вслух.

a house, a goat, a blouse, a window, an office, an engineer, a milkman, a party, a dress, a wife, a nose, a mountain, a star

4. Составьте предложения по образцу, употребляя соответствующие притяжательные местоимения, глагол to be и слова, данные в скобках.

Модель: He has a little sister. (six)
His sister is six.
I have five books. (good)
My books are good.

1. I have a pal. (twenty) 2. She has a family. (not big) 3. You have a big room. (cosy) 4. It has a window. (very large) 5. We have a

house. (little) 6. You have many pictures. (good) 7. They have a lot of flowers. (fine) 8. Rose has a nice blouse. (red) 9. I have a coat. (brown) 10. My sister and I have a piano. (good) 11. James and Mike have a father. (an artist) 12. The town has fine parks. (large) 13. We have a garden. (little) 14. Jane and Lily have parents. (farmers) 15. You have a car. (nice) 16. John and I have a lot of books. (good)

5. Замените единственное число местоимений и существительных множественным.

1. This is a big room. 2. This is the teacher's table. 3. This is my desk. 4. This is a large window. 5. That is a little window. 6. This is a good picture. 7. This is your dictation. 8. That is your written test. 9. This woman is pretty. 10. This is a shelf. 11. This book is good. 12. That book is not good. 13. This child is six. 14. This is a difficult question. 15. That is a poor man. 16. That woman is kind. 17. This flower is fine. 18. This is a deer, not a sheep.

6. Поставьте перед существительными указательные местоимения *this, these* (*that, those*).

a flat, rooms, a table, a sofa, chairs, windows, a piano, a mat, a lamp, ties, a fan, dresses, collars, a coat, blouses, a jacket, a face, eyes, hair, a leg, lips, a pie, cakes, apples, a kitchen, a family, children, a baby, parents, a father, teachers, desks, a pen, pencils, maps, a bag, classes, books, pages, a picture, a town, streets, houses, a park, cars, men, women, a farmer, an artist, doctors

7. Заполните пропуски английскими предлогами в соответствии с русскими предлогами, данными в скобках.

a) 1. Are their parents ... the village? (в) 2. Is the book ... the shelf or ... the bookcase? (на, в) 3. Whose hat is this? Why is it ... the chair? (под) 4. Is your table ... the window? (у) 5. Is the picture ... the bed or ... the table? (над) 6. The cat is ... the table. (под) 7. I have five exercise-books ... my brief-case. (в) 8. The camp is ... the river. (около)

б) 1. Please take these books ... the table. (со) 2. Please go ... the blackboard. (к) 3. Please close your book and put it ... your brief-case. (в) 4. Please go ... the window and close it. (к) 5. Please go ... the room. (из) 6. Please take a pen ... that student. (у) 7. Look ... the picture. It is ... the wall. (на, на)

8. Поставьте вопросы к выделенным словам. (В скобках указано количество вопросов к каждому предложению.)

1. It is *our* classroom. (2) 2. It's a *light* room. (1) 3. The table is *at the* window. (1) 4. *Mr Green* is *their* teacher. (3) 5. *The* chairs are *at the* table. (2) 6. *Mary* has *thick* hair. (2) 7. *Rose's* coat is yellow. (2) 8. *The* cat has *little* kittens. (3)

9. Переведите на английский язык.

а) 1. Где хлеб? – Он на тарелке. 2. Где молоко? – Оно в стакане. 3. Где сумка? – Она на диване. 4. Учебник на столе или в портфеле? – Он в портфеле. 5. Где большая карта? – Она в той комнате. 6. Где ваш стол? – Он у окна. 7. Дети во дворе или в парке? 8. Где скамейки? – Они под деревьями.

б) 1. Не закрывайте свои книги. 2. Не кладите свою сумку на стол, пожалуйста. 3. Не пишите эти слова сейчас, пожалуйста, сделайте это дома. 4. Пишите предложения. 5. Не берите мою тетрадь. 6. Не давайте мне черный карандаш, дайте мне, пожалуйста, красный карандаш. 7. Не читайте этот текст на уроке, прочитайте его дома, пожалуйста.

Урок 9

СТУПЕНЬ I

1. Подготовьте чтение следующего фонетического упражнения. Различайте звуки [t - s - θ], [d - s - ð].

tin - sin - thin	day - say - they
tick - sick - thick	die - sigh - thy
team - seem - theme	dine - vine - thine
fate - face - faith	bade - base - bathe

2. Произнесите следующее, отстукивая ритм.

'Ken ,Graves.	a ,cat
'name is 'Ken ,Graves.	a 'fat ,cat
My 'name is 'Ken ,Graves.	a 'fat 'black ,cat
	a 'nice 'fat 'black ,cat
	I have a 'nice 'fat 'black ,cat.

3. Прочтите, соблюдая правила ассимиляции.

in _the street, in _the bag, in _the end, in _the middle, in _the box,
in _the bookcase

4. Повторите за преподавателем утвердительное предложение с вводящим there.

Модель: There is a ,book on the ,table.
[ðeərizə buk ɔn ðə teɪbl]
There are ,books on the ,shelf.

1. There is a map in the classroom. 2. There is a box in the corner. 3. There is a clock on the bookshelf. 4. There is a house in the picture. 5. There is a vase on the table. 6. There are six hats on the

shelf. 7. There are nine shops in the street. 8. There are many pictures in the book. 9. There are twenty red apples in the vase. 10. There are three rooms in the flat.

5. Повторите за преподавателем отрицательное предложение с вводящим there.

Модель: There is 'no lamp on the table.

1. There is no bed in the room. 2. There is no apple on the plate.
3. There's no car in the street. 4. There's no bath in the flat.
5. There's no milk in the glass. 6. There's no tea in the box. 7. There are no chairs in the room. 8. There are no flowers in the vase.

6. Спросите и ответьте как в модели.

Is there a a) pencil in the b) bag ?

Модель: - Yes, there is.
- No, there isn't.

a) a map, a knife, a bed, a cinema, an apple, a shop, a clock, a bell, a desk, a park, a telephone

b) street, room, bag, flat, city, classroom

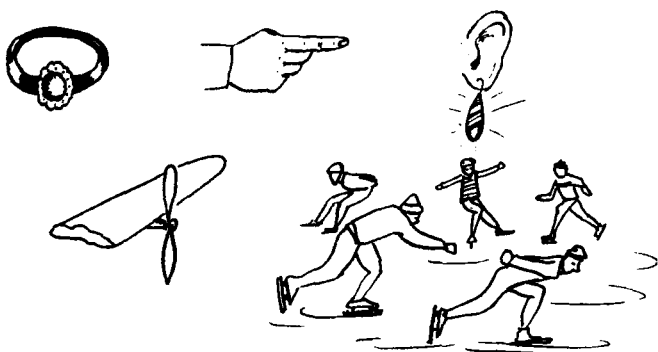
7. Произнесите за преподавателем звук [ɪ].

[ɪ] - [ɪ] - [ɪ]

8. Произнесите звук [ɪ] в словах.

a ring, a finger, an ear-ring, a wing, a skating-rink

9. Назовите следующие предметы.



What is it?

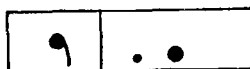
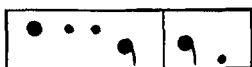
10. Согласитесь или не согласитесь, употребив фразы: Yes, you're right. I'm afraid, you're wrong.

1. There are many tables in the classroom. 2. You have a finger-ring. 3. There are no note-books on the table. 4. You have no ear-rings. 5. There is no skating-rink in the city. 6. There are no flowers in the classroom. 7. There is no chalk on the shelf. 8. There is no milk in the glass. 9. There are no pictures on the wall. 10. There are no boys in the group.

11. Изучите интонационную модель разделительного вопроса.

'This is a ,ring, ,isn't it?

,Yes, it ,is.

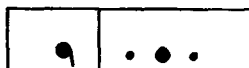
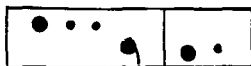


тип I

Или:

'This is a ,ring, ,isn't it?

,No, it ,isn't.



тип II 'This ,isn't a ,ring, ,is it?

,No, it ,isn't. (согласие)
But it ,is. (несогласие)



12. Повторите за преподавателем, варьируя интонацию во второй части вопроса.

'This is a ,ring, ,isn't it?

- ,Yes, it ,is.

'This is a ,sink, ,isn't it?

- ,Yes, it ,is.

'This is a ,finger, ,isn't it?

- ,Yes, it ,is.

This 'isn't a ,ring, ,is it?

- ,No, it ,isn't

This 'isn't a ,wing, ,is it?

- ,No, it ,isn't.

This 'isn't a ,stick, ,is it?

- ,No, it ,isn't.

13. Посмотрите на рисунки и задайте вопросы, уточняющие или подтверждающие вашу мысль.



a coat



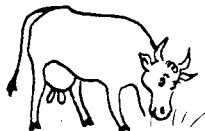
- a jacket



coffee



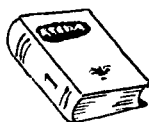
- tea



a cow



- a goat



a note-book - a book



a mountain - a hill

СТУПЕНЬ II

1. Подготовьте чтение текста.

Текст

'This is 'Barry King. He is a ,pop-singer. 'Now he is at ,home. He is in the ,kitchen. There are 'many ,things around him. There is a ,table, 'three ,chairs, a ,cooker and a ,kitchen-sink in it.

'Barry is ,married. He's 'not ,single. He has a 'finger-ring on his ,finger. He has a 'wife ,Nora and a 'little 'son ,Frank.

2. Выразите согласие или несогласие, употребляя фразы: I think you're right или I'm afraid you're wrong.

1. Barry is a clerk. 2. Barry is a pop-singer. 3. He is in the living-room. 4. There are many things around him. 5. There's no kitchen-sink in the kitchen. 6. Barry is single. 7. He has no finger-ring on his finger. 8. His son's name is Steve.

3. Подготовьте чтение диалога и выучите его наизусть.

- 'Let's 'go to the ,park on ,Friday.

- A ,park? There are a 'lot of 'people in the ,park. 'Oh, ,no, 'no ,parks for me.

- ,Well, 'let's 'go to the ,river ,then. There is a 'nice ,place not ,far from ,here. There is a 'river and 'not 'many ,people.

- 'Let's 'go to the ,river then.

- 'Fine!

4. Послушайте, как выражают свое согласие или несогласие говорящие и выразите свое согласие или несогласие.

T.: There are many people here!

St₁: There are.

St₂: No, there aren't.

T.: There are no people here!

St₁: There aren't.

St₂: Why! There are.

1. There are a lot of people in the park. 2. There is no park in the city. 3. There is a nice river in the city. 4. There are no pencils on the table. 5. There are many chairs in the room. 6. There is no blackboard in the room. 7. There is no bread at home. 8. There are no apples at home.

5. Выразите свое одобрение.

Модель: - 'This is a ,new ,finger-ring, ,isn't it?
- ,Yes, and it's 'awfully ,nice, ,isn't it?
- ,Yes, ,very.

1. There is a new skating-rink in the city, isn't there? 2. You have new ear-rings, haven't you? 3. Steve has a new kitchen-sink, hasn't he? 4. There are new pictures on the wall, aren't there? 5. Jane has a new coat on, hasn't she? 6. Maud has a new watch, hasn't she?

СТУПЕНЬ III

Правила-инструкции к самостоятельной работе

1. Повторите все, что было написано о связующем *г* в предыдущем уроке. Помните, что связующее *г* звучит слабо и два раза подряд в одном предложении не употребляется.

Their answer is good. [ðeəɹɑːnsə ɪz gud]

2. Разделительный вопрос состоит из двух частей. Если первая часть утвердительная, то вторая – вопросительно-отрицательная. В речи вопрос этого типа разделяется на две смысловые группы: первая, содержащая заявление, оформляется нисходящим тоном, а вторая – вопросительная, произносится с восходящим тоном. В этом случае говорящий неуверенно высказывает свое мнение. Если говорящий не сомневается в своем утверждении, то в обеих синтагмах употребляется нисходящий тон. Тренируйте чтение вопросов по смысловым группам. Между двумя частями вопроса делайте паузу. Например, говорящий, зная, что на улице низкая температура, произносит:

It's ,cold, ,isn't it?

Если он сомневается, холодно ли, он произносит:

It's ,cold, ,isn't it?

3. При работе над звуком [ŋ] контролируйте местонахождение кончика языка: он должен быть у нижних зубов; широко откройте рот, опустите нижнюю челюсть. Произнесите звук протяжно. Следите за тем, чтобы последующая гласная произносилась плавно и не появился призвук [g] в таком слове, как *singer* [ˈsɪŋə].

4. Определенную произносительную трудность представляет произношение предлога с местоимением в конце смысловой группы. В русском языке ударно местоимение, в английском языке – предлог. В английском языке предлог частично акцентируется и поэтому сохраняет сильную форму.

on it	[ɒnɪt]	on them	[ɒndəm]
for it	[fɔːrɪt]	for them	[fɔːðəm]
of it	[ɒvɪt]	of them	[ɒvdəm]

for him	[fɔ:him]
for me	[fɔ:mi]
for us	[fɔ:rəs]

СТУПЕНЬ IV

Задания к самостоятельной работе

1. Прослушайте магнитную запись урока.
2. Подготовьте тонограммы предложений текста.
3. Изучите правила чтения буквосочетаний ng, nk ниже.
4. Выучите скороговорки.
 1. Spring brings many charming things.
 2. She sells sea shells on the sea-shore.
 3. The young king took his ring one morning in the spring and put it on his finger.
 4. For lunch Charles chose a cheap chop.
5. Сделайте письменные упражнения из раздела «Домашнее задание».

Правила чтения

1. Буквосочетание ng в конце слова и в середине существительных глагольного происхождения читается [ŋ], например:

to sing	[sɪŋ]	петь
singer	['sɪŋə]	певец

В остальных случаях сочетание ng читается [ŋg].

English	['ɪŋɡlɪʃ]	английский
finger	['fɪŋɡə]	палец

2. Сочетание nk читается [ŋk], например:

to thank	[θæŋk]	благодарить
ink	[ɪŋk]	чернила

Домашнее задание

1. Выучите правила чтения буквосочетаний, изученных на уроке.
2. Протранскрибируйте следующие слова и произнесите их.

a) thing, fang, strong, pink, opening, wrong, wink, evening, ear-ring, bring, drink, leaving, living-room, dining-room, single, long, thank, kitchen-sink, taking, Frank, interesting, wink;

6) fetch, cheese, gaze, theme, wise, dare, wire, shot, silver, over, poor, dark, wages, socks, sound, letter, cotton, Clara, gypsy, twice, why, south

3. Переделайте следующие утвердительные предложения в вопросительные и отрицательные. Произнесите их, обращая внимание на мелодику и ударение. Переведите их.

1. There is a map on the wall. 2. There are three windows in their classroom. 3. There is a piano in the sitting-room. 4. There is an English book on the bookshelf. 5. There is a bench under the tree. 6. There are ten schoolchildren in the classroom. 7. There is a garden not far from our house. 8. There is a cooker and a kitchen-sink in the kitchen.

4. Поставьте вопросы к следующим предложениям в письменной форме.

1. Irving King is a pop-singer. (специальный) 2. Clara is twenty-eight years old. (альтернативный) 3. Jim and Jack have many English books. (разделительный) 4. There are three chairs, a table, a cooker and a kitchen-sink in the kitchen. (общий) 5. His name is Frank. (специальный, альтернативный) 6. There is no fridge in the room. (разделительный) 7. These jackets are long. (общий) 8. Boris has a good watch. (who-question) 9. I have no free time today. (разделительный) 10. There are six knives on the table. (альтернативный)

5. Составьте предложения, употребляя соответствующие указательные и притяжательные местоимения.

Модель: I have a pen. This is my pen.
He has five pencils. These are his pencils.

1. Sam has a pal. 2. Basil has pictures of his pal. 3. My sister has children. 4. The children have many friends. 5. The children have a good teacher. 6. We have a piano. 7. We have six chairs. 8. I have a green coat. 9. Jane has a gray dress and a gray jacket. 10. You have a bad mistake in the test. 11. The cat has little kittens. 12. I have a dog. 13. Charles has a car.

6. Вставьте по или not и артикль, где необходимо,

1. My father is ... old man. He is ... 50 yet. His hair is ... gray. 2. My parents are ... in Kursk now. 3. She is ... good woman. She is ... kind. She has ... friends. 4. The room is ... light as the window is ... large. He has ... many chairs in the room. 5. We are ... late. We have ... many lessons. 6. He has ... French books on his shelf. 7. There are ... benches in ... park. 8. I have ... yellow pencil in ... bag. 9. Barbara is ... teacher of English. 10. English is ... easy.

7. Заполните пропуски соответствующими предлогами, где необходимо.

a) 1. There is a car ... the yard. 2. There is a clock ... the book-

shelf. 3. There is a cat ... the table. 4. There is an easy-chair .. the window. 5. The photo is ... the wall. Look ... it! 6. There are many new houses ... the street. 7. There is no bread ... the plate. 8. There is a table ... the middle ... the room. 9. Steve has a finger-ring ... his finger. 10. The sofa is ... the wall.

6) 1. Put these text-books ... the shelf and those papers ... the bookcase. 2. Take the book ... me and put it ... the bag. 3. Take the exercise-book ... the bag and give it ... John. 4. Show ... me the picture. 5. Show the picture ... me. 6. Come ... the table. 7. Repeat ... me! 8. Let's go ... the park. 9. Charles is late ... the lesson again. 10. Who's absent ... the lesson today? 11. Who's ... duty today?

8. Закончите следующие предложения, образуя разделительные вопросы.

1. You have no ring ... 2. He is a singer ... 3. There is a skating-rink in the city ... 4. Your pal's name is Kate ... 5. There is no vase on the table ... 6. Samuel is married ... 7. He has not a large family ... 8. Their house is not big ... 9. Winny is busy today ... 10. Dan and Della have a good flat ... 11. Mike has no brother ... 12. We are three in the room ... 13. There is a box under the sofa ... 14. There is no milk in the glass ... 15. Her hair is thick ... 16. Benny has blue eyes ... 17. There is a TV set in their sitting-room ... 18. There is no coffee at home ... 19. Her aunt is a nice woman ... 20. His parents are not old ... 21. Eddy has only English books ...

9. Переведите на английский язык.

а) 1. На столе лампа. 2. Лампа на столе. 3. На улице автомобиль. 4. Автомобиль на улице. 5. У стены диван. 6. Диван у стены. 7. На стуле нет книги. 8. Книга не на стуле. 9. На тарелке хлеб. 10. На столе много вилок, ножей и ложек. 11. На столе два стакана. 12. Что в этом стакане? – Чай. 13. В вашем саду много цветов? 14. В портфеле нет тетради. 15. В этой комнате много вещей. Здесь стол, пять стульев, пианино, диван и два кресла. 16. В углу круглый стол. У окна рояль. На рояле ваза с цветами.

б) У меня большой письменный стол. На нем много вещей. На столе лежат книги и тетради. На столе есть также карандаши и ручка. У меня много красных, черных, коричневых и желтых карандашей. На стене книжная полка. На ней книги. У меня много английских книг, но нет французских книг.

в) 1. Пойдемте. 2. Пойдемте домой. 3. Пусть они задают вопросы. 4. Позвольте мне ответить на его вопросы. 5. Позвольте взглянуть. 6. Давайте навестим Виви. 7. Пусть Сид назовет по буквам stand. 8. Давай возьмем пять яблок и восемь груш. 9. Давайте поможем Джеку.

10. Напишите 12 предложений о том, что находится или отсутствует в вашей комнате (квартире, улице и т.д.).

Модель: There is a piano in my room.
There is no cinema in our street.

Урок 10

СТУПЕНЬ I

1. Подготовьте чтение следующих фонетических упражнений.

а) Дифференцируйте звуки [n] – [ŋ].

sin – sing – sink	ban – bang – bank
thin – thing – think	tan – tang – tank
win – wing – wink	

б) Соблюдайте правильную ритмическую организацию фразы, корректность звука [ŋ].

smiling at him	singer
sitting on it	ringing, singing
wrong of him	bringing

в) Не оглушайте предлог of.

the wife of a teacher, the son of a doctor, a lot of things, a glass of tea, a box of matches

г) Следуйте логическому ударению фразы.

1. The 'gray 'coat is ,short.
The 'gray 'coat is short.
The 'gray ,coat is short.
The ,gray coat is short.
2. The chalk is in the box on the ,floor.
The chalk is in the ,box on the floor.
The chalk is ,in the box on the floor.
The ,chalk is in the box on the floor.

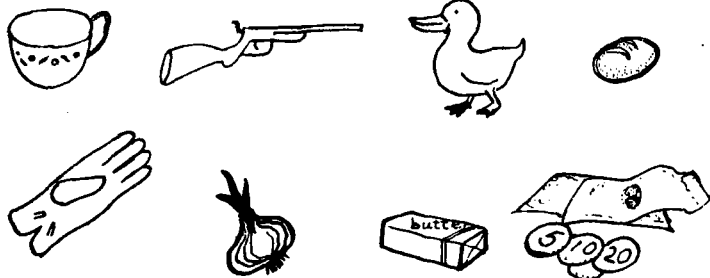
2. Произнесите за преподавателем звук [ʌ].

[ʌ] – [ʌ] – [ʌ]

3. Произнесите звук [ʌ] в словах.

a gun, a bun, a cup, a glove, a duck, an onion, butter, money

4. Назовите следующие предметы.



What is it?

5. Повторите за преподавателем.

1. Cuthbert has a lovely buttered bun for supper. 2. My cousin and I are hunters. 3. We are in the country, aren't we? 4. My mother and my brother are in the country. 5. There is no rubber on the desk. 6. Have some onions for lunch and supper.

6. Составьте предложения, используя подстановочные таблицы.

My cousin	has	a cup of coffee for breakfast.
My mother		a buttered bun for supper.
My uncle		a gun.
His brother		a summer hut in the country.
Cuthbert		
Her elder son		

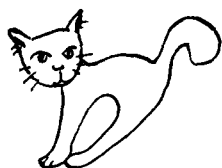
There is	a some	cheese on the plate.
		butter on the plate.
		duster on the blackboard.
		rubber in his hand.
		cup on the table.
		lovely bun in the bowl.

7. Повторите интонацию специального вопроса.

'What ,colour is it? It's ,black.



8. Поинтересуйтесь, какого цвета могут быть эти животные и предметы.



What colour is the cat?

СТУПЕНЬ II

1. Подготовьте чтение текста.

Текст

My 'name is 'Dick ,Summers. I have a 'large ,family. 'This is my 'wife ,Bunny. 'This is my 'son ,Sunny. 'This is my 'mother ,Brenda. 'This is my 'brother ,Douglas. 'This is my 'uncle ,Duncan. 'This is my 'cousin ,Humphrey.

In 'summer we are in the ,country. There is a 'summer ,house there. There is a 'river and a ,forest there. My 'cousin and my 'uncle are ,hunters. We 'love 'summer 'very ,much.

2. Ответьте на вопросы к тексту.

1. What's the man's name? 2. Has he a son? 3. What's his son's name? 4. What's his mother's name? 5. He has no uncle, has he? 6. What's his name? 7. What's his cousin's name? 8. Where are they in summer? 9. What is there in the country? 10. What are his uncle and cousin?

3. Задайте своему партнеру как можно больше разнообразных вопросов о его/ее родственниках, их именах.

4. Выучите следующие микродиалоги наизусть.

1. - 'Have you 'any ,money with you?

- I ,have some but 'not 'very ,much. ,Here it is.

- 'Thank you 'very ,much.

2. - 'Have some 'coffee and a ,biscuit.

- 'Thank you 'very ,much. I'm 'not ,hungry.

5. Обменяйтесь репликами.

Модель: – Have a cup of tea.
– Thank you very much.

a lovely bun; a buttered bun; a glass of tea; a cup of coffee

6. Принесите в аудиторию фотографию вашей семьи, ваших родственников и представьте их вашему партнеру.

СТУПЕНЬ III

Правила-инструкции к самостоятельной работе

1. Специальный вопрос начинается с вопросительного слова, которое оформляется высоким нисходящим тоном с широким диапазоном, так как говорящий проявляет большой интерес, задавая его.

2. Английский звук [ʌ] относится к гласным звукам смешанного ряда, так как основная масса языка находится в середине ротовой полости, а средняя часть языка поднимается к нёбу. У русских студентов существует тенденция уподоблять английский звук [ʌ] русскому [а], который является гласным заднего ряда. Сравните:

mother – мама

При произношении английского [ʌ] не отодвигайте массу языка назад, не выпячивайте губы. На слух контролируйте качество звучания этого краткого звука.

3. Длинные фразы могут мелодически члениться на смысловые группы (синтагмы). Одна смысловая группа отделяется от другой изменением в мелодике и паузой или и тем и другим. Восходящий тон в первой смысловой группе показывает на тесную связь данной смысловой группы с последующей.

In ,summer } we're in the ,country.

СТУПЕНЬ IV

Задания к самостоятельной работе

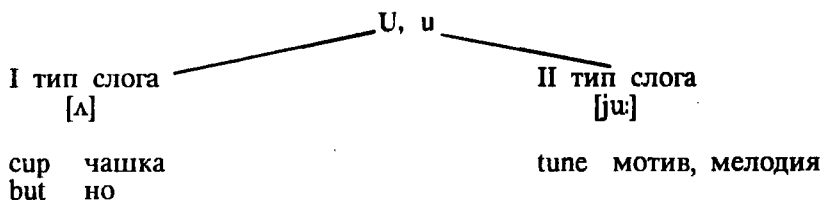
1. Прослушайте магнитную запись урока.
2. Выучите нижеприведенные правила чтения букв и буквосочетаний.
3. Выучите скороговорки.

1. Some people have onions for lunch and supper.
2. My cousin and I often go hunting in the country.

4. Сделайте письменные упражнения из раздела «Домашнее задание».

Правила чтения

1. Буква U, u [ju:] в ударном слоге читается:



2. Буква O, o [ou] в начале, середине слова, в закрытом ударном слоге перед n, m, v и th читается как звук [ʌ].

son	[sʌn]	сын
other	[ʌðə]	другой, иной
oven	[ʌvən]	печь, духовка
comfort	[ˈkʌmfət]	комфорт

3. Буквосочетание ow перед gh, bl(e), pl(e) читается как звук [ʌ].

enough	[ɪˈnʌf]	достаточно, довольно
couple	[ˈkʌpl]	пара
trouble	[ˈtrʌbl]	беспокойство, волнение

Запомните:

cousin	[ˈkʌzn]	двоюродный брат, кузен; двоюродная сестра, кузина
country	[ˈkʌntri]	страна; родина, отечество
young	[jʌŋ]	молодой
touch	[tʌtʃ]	трогать, (при)касаться
courage	[ˈkʌrɪdʒ]	храбрость, смелость

Домашнее задание

1. Назовите по порядку буквы в следующих словах. Определите, сколько букв и сколько звуков в каждом из них.

colour, yellow, violet, much, thank, hunter, pupil, spoon, just, glove, weather, month

2. Приведите в качестве примеров слова, в которых гласные буквы a, e, i, u, o, u читались бы по I и II типу чтения.

3. Прочитайте и протранскрибируйте следующие слова. Объясните, по каким правилам они читаются.

pale, day, gate, they, eat, heat, head, mete, meat, meet, seat, sit, June, use, you, choose, new, soup, know, loud, low, show, south, hare, hear, here, fair, fear, chair, cheer, money, uncle, huge, blue, come, Russian

4. Напишите вопросы к выделенным словам.

1. There are *twelve* months in a year. 2. Bunny Summers is *twenty-eight*. 3. *My brother's* friend is a singer. 4. It is *the second of November*. 5. It is *Monday*. 6. We are students of the *English Department*. 7. Their child's name is *Sunny*. 8. Dick is *in the country*. 9. There is *a river* not far from the summer house. 10. Douglas has *no cousins*. 11. Lucy has a *nice, gentle* face.

5. Закончите следующие предложения.

1. His aunt's son is his... 2. Your father's father is your... 3. My sister's son is my... 4. My mother's brother is my... 5. Your mother's sister is your... 6. Your mother's mother is your... 7. Your uncle's daughter is your...

6. Поставьте разделительные и общие вопросы к следующим предложениям.

1. There is a cup on the table. 2. There are some onions in the bag. 3. There isn't any butter on the plate. 4. There is a duster on the blackboard. 5. There aren't any mistakes in Humphrey's test. 6. There is some coffee in the coffee-pot. 7. There isn't any cheese on the plate. 8. There are a lot of flowers in the garden. 9. My uncle has no gun. 10. They have a summer house in the country.

7. Заполните пропуски местоимениями *some, any, no*.

1. Have you ... English newspapers at home? - No, I haven't. 2. Has Duncan ... brothers? - No, he hasn't. 3. Show me ... new pictures, please. 4. Give him ... thin exercise-books. He hasn't got 5. Mike has ... French books. 6. Please take ... magazine you like. 7. I have ... spare time today. 8. Has Howard ... coffee in his cup? - Yes, he has 9. Are ... students away from the lesson? 10. I hope, I have ... mistakes in my translation. 11. Don't ask me ... questions now. I am in a hurry. 12. Are there ... pictures in this book? 13. We have ... Spanish books. 14. Is there ... milk in the jug? - Yes, there is 15. Are there ... students in the next classroom? - No, there aren't 16. There are ... forks on the table, but there aren't ... knives.

8. Заполните пропуски предлогами, где необходимо.

1. Is Benny ... home? - No, he is still ... the country ... his mother. 2. The sister ... my mother is my aunt. 3. What has Basil ... his bag? 4. Take the exercise-book ... the bag. 5. Martha has no books ... the

shelf. 6. Barbara has a buttered bun ... supper. 7. Violet's house is not far ... the metro station. 8. They have dinner ... 3 o'clock ... the afternoon. 9. He is not ... the room. 10. Go ... the room. 11. Come ... the room. 12. Give ... me the duster, please. 13. Give the duster ... me. 14. Look ... the boy. How tidy he is!

9. Заполните пропуски артиклями, где необходимо.

1. Have you ... cousins? 2. My uncle is ... writer and his wife is ... pianist. 3. I have ... father, ... mother and ... little brother. 4. We are ... students of ... English Department. 5. These are ... difficult sentences. 6. This isn't ... snow, this is ... ice. 7. Winny has ... velvet dress. 8. Douglas is ... good-looking young man of twenty. 9. There are ... beautiful flowers in ... park. 10. You have ... spelling mistake in ... dictation. 11. Are ... rooms in your flat large or small? 12. ... lesson is over. 13. It is not easy to study ... foreign language. 14. There is a ... very interesting article about ... new metro station in ... book. 15. Where is ... dictionary? 16. There are three rooms and ... kitchen in his new flat. 17. My new dress is made of ... silk.

10. Переведите на английский язык,

а) обращая внимание на употребление неопределенных местоимений.

1. У меня дома нет (никаких) французских книг. 2. У вас есть (какие-либо) друзья в Киеве? 3. У меня нет (никаких) вопросов. 4. Есть ли у вас (какие-нибудь) вопросы? – Да, есть (несколько). 5. Дайте мне воды, пожалуйста. 6. На полке есть несколько английских учебников. 7. В чашке есть кофе.

б) обращая внимание на употребление оборота there is/are.

1. Сколько студентов в вашей группе? – В нашей группе 10 студентов. Это хорошие студенты. 2. В библиотеке много книжных полок и книжных шкафов. 3. В нашей библиотеке много хороших книг, не правда ли? 4. Там есть какие-нибудь словари? 5. В вашем диктанте нет ошибок? 6. На улице много народу. 7. На этой улице старые или новые дома? – На этой улице нет старых домов. 8. На тарелке сыр или масло? 9. Лук в сумке или на столе? – На столе.

в) обращая внимание на употребление выражений классного обихода.

1. Кто сегодня дежурный? – Иванова. 2. Сегодня кто-нибудь отсутствует? – Да. Два студента отсутствуют. 3. Никто сегодня не отсутствует. Все студенты сегодня присутствуют. 4. Виктор присутствует сегодня? 5. Какое сегодня число? – 20 октября. 6. Поставьте вопросы к тексту. 7. Тише, пожалуйста. Занятие не окончено. 8. Сдайте тетради, пожалуйста. 9. Давай исправим ошибки в диктанте. 10. Том, иди к доске.

Урок 11

СТУПЕНЬ I

1. Подготовьте чтение следующих фонетических упражнений.

а) Дифференцируйте звуки [æ], [ʌ], [ɑ].

hat	– hut	– heart
ham	– hum	– harm
match	– much	– March
back	– buck	– bark
cap	– cup	– carp
cat	– cut	– cart

б) Произнесите следующие скороговорки со знакомыми вам звуками [ɑ], [ɔ].

1. Farmer Barnes goes to the market in a car. 2. The marmalade is remarkably dark. 3. Tom's got a lot of dots on his jeans. 4. What's that long box on top of those books?

2. Повторите за преподавателем новый дифтонг [ɔɪ].

[ɔɪ] – [ɔɪ] – [ɔɪ]

3. Произнесите дифтонг [ɔɪ] в словах.

Roy, boy, noisy, Joyce, voice

4. Произнесите дифтонг [ɔɪ] в следующих предложениях.

'Roy is a 'noisy ,boy.
He has 'many ,toys.



'This is ,Joyce.
She has a 'pleasant ,voice.



5. Произнесите за преподавателем новый гласный [ɔ:].

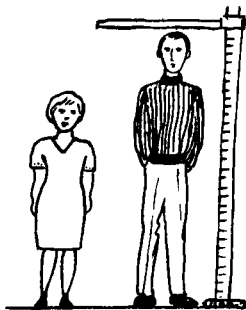
[ɔ:] – [ɔ:] – [ɔ:]

6. Произнесите гласный [ɔ:] в словах.

Maud, Paul, tall, short, a ball, a horse, a door

7. Произнесите гласный [ɔ:] в предложениях.

'Maud is ,short.



'Paul is ,tall.

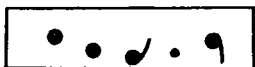


'Walter is as 'tall as 'Paul.

8. Глядя на рисунки, задайте своему партнеру вопросы (общие, специальные, разделительные).

9. Глядя на тонограмму, повторите интонацию альтернативного вопроса.

'Is 'Maud ,tall or ,short?



10. Повторите за преподавателем вопросы и ответы.

'Is 'Roy ,noisy or ,calm?

- He is ,noisy.

'Has 'Joyce a ,pleasant or a ,harsh voice?

He is ,terribly ,noisy.

- Of ,course, she has a ,pleasant ,voice.

'Is 'Maud ,tall or ,short?

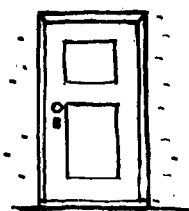
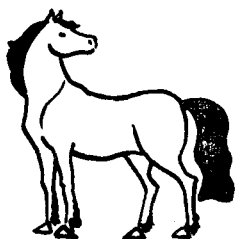
- Of ,course, she is ,short.

'Is 'Paul ,tall or ,short?

- Of ,course, he is ,tall.

Of ,course, he is a ,tall,man.

11. Спросите своего партнера, что именно изображено на рисунках.



a ball – an orange a horse – a pony a door – a wall

12. Задайте своему партнеру альтернативные вопросы, используя подстановочную таблицу.

Is	the chalk	blue or white?
	the clock	big or small?
Are	the tape recorder	new or old?
	the blackboard	black or brown?
	the chairs	round or square?
	the table	large or small?
	the windows	

13. Повторите за преподавателем, обращая особое внимание на звучание носовых звуков, отсутствие палатализации у согласных, предшествующих носовому звуку.

,standing	[dɪŋ]	,walking	[kɪŋ]
,sitting	[tɪŋ]	,watching	[tʃɪŋ]
,smiling	[lɪŋ]	,listening	[nɪŋ]
,dreaming	[mɪŋ]	,singing	[ɪŋ]
		,hanging	[ŋɪŋ]

,sitting or ,standing?
,sitting or ,walking?
,singing or ,speaking?

,talking or ,listening?
,watching or ,playing?

14. Положите перед собой цветные кубики: синий – подлежащее, красный – вспомогательный глагол to be, зеленый – причастие I. Произнесите следующие предложения.

1. Roy is playing with his toys. 2. He is looking at the door.
3. Joyce is singing a song. 4. She is singing an English song.

15. Постройте из своих кубиков аналогичные утвердительные предложения.

16. Постройте из кубиков общий вопрос.

17. Добавьте к вашим кубикам желтый. Желтый – это вопросительное слово. Повторите за преподавателем.

Who is sitting on the floor?	– Paul is.
What is he looking at?	– At the door.
What is he playing with?	– With his toys.
What is Joyce doing?	– Singing.

18. Постройте свои специальные вопросы с помощью кубиков.

СТУПЕНЬ II

1. Подготовьте чтение следующих диалогов. Выучите их наизусть.

1. – 'Good morning, Paul! 'What's that? 'Is it a picture or a photo?
– 'Good morning, Roy! It's my photo.
– Oh, it's your photo. What is it? 'Is it a horse or a pony?
– Of course, it's a horse. 'Those are the legs, 'that's the tail, and 'this is the head.

Пронтируйте самостоятельно.

2. – Good evening, Paul.
– Good evening, Tom. How are you?
– Quite well, thanks. How are your people at home?
– Fine, thanks. How are you? Are you single or married?
– I'm married. We are three now: my wife Maud, our child and I.
– Have you a daughter or a son?
– We have a son.
– What a joy!
– His name's Roy. He is sometimes naughty and noisy.
– How old is he?
– He is only four. Come and see us.
– Thanks. Good-bye.
– Good-bye.

2. Подготовьте чтение текста. Пронтируйте его.

Текст

About the Corders

We are Paul and Maud Corder. We have a son and a daughter. Walter is only four. He is sometimes noisy and naughty. He is always playing with his toys. Joyce is fourteen. She is tall. Now she is singing an English folk song. She has a pleasant voice. She is always dreaming.

3. Ответьте на вопросы к тексту.

1. What's the name of the family? 2. What's the man's name?
3. What's his wife's name? 4. How many children have they? 5. How old is Walter? 6. How old is his sister? 7. Why is Walter naughty?
8. What is Joyce doing now? 9. What is she always doing?

4. Представьте себе, что вы Мод Кордер. Ответьте на вопросы о своей семье.

СТУПЕНЬ III

Правила-инструкции к самостоятельной работе

1. При артикуляции гласного [ɔ:] необходимо сохранить глубокий уклад языка при умеренном округлении отверстия рта, избегая выпячивания губ. Расстояние между верхними и нижними зубами не меньше 2 см. Звук произносится низким голосом, громко и протяжно. (Упр. 5, 6, 7, Ступень I.)

2. При артикуляции дифтонга [ɔɪ] поднимите верхнюю губу, нижнюю челюсть опустите резко вниз, вторую часть дифтонга выполняйте плавно. Первую часть дифтонга – ядро – произносите низким голосом, помня, что это звук заднего ряда. (Упр. 2, 3, 4, Ступень I.)

3. Помните, что у звуков [n] и [ŋ] место образования разное. Старайтесь при произнесении [n] осязательно контролировать местонахождение кончика языка, который должен быть на альвеолах.

Произнося [ŋ], откройте широко рот, опустите нижнюю челюсть. Кончик языка у нижних зубов. Смычка достигается прижатием задней спинки языка к мягкому нёбу. (Упр. 13, Ступень I.)

4. Служебные слова (в том числе и предлоги) в предложении бывают в сильной или слабой форме. В неакцентированной позиции в середине предложения они встречаются в слабой форме.

She is 'looking at the ,photo.
[ʃiː ɪz lʊkɪŋ æt ðə ˈfəʊtəʊ]

В конце предложения предлоги имеют сильную форму.

'What is she ,looking at?
[wɒt ɪz ʃiː lʊkɪŋ æt]

СТУПЕНЬ IV

Задания к самостоятельной работе

1. Прослушайте магнитную запись урока.
2. Выучите правила чтения буквы "o" в III типе слога.

3. Проинтонируйте текст.
4. Выполните письменные упражнения.
5. Познакомьтесь с материалом Грамматического справочника.
6. Выучите скороговорки.
1. She sells sea shells on the seashore.
2. Swan swam over the sea
swim, swam, swim
Swan swam back again
Well swam, swan.
3. - Where's the hot-water?
- It's in the hot-water bottle.

Правила чтения

1. Буква О, о [ou] читается по III и IV типу чтения как звук [ɔ:].

or	[ɔ:]	или
fork	[fɔ:k]	вилка
shore	[ʃɔ:]	берег (моря, озера)

2. Буква а перед l, за которой следует еще одна согласная, в том числе и вторая буква l, читается как звук [ɔ:].

salt	[sɔ:lt]	соль
wall	[wɔ:l]	стена

В сочетании alk буква l не произносится.

chalk [tʃɔ:k] мел

3. Буквосочетание ai в ударном слоге в начале и середине слова читается как звук [ɔ:] (в основном в словах, заимствованных из латинского и французского языков).

August	['ɔ:gəst]	август
Paul	[pɔ:l]	Поль

4. Буквосочетание augh читается как звук [ɔ:], если за ним следует t.

daughter	['dɔ:tə]	дочь
naughty	['nɔ:ti]	непослушный

5. Буквосочетания oi и ou читаются как звук [ɔi].

voice	[vɔis]	голос
toy	[tɔi]	игрушка

Домашнее задание

1. Выучите правила чтения гласных букв и буквосочетаний, введенных в уроке.
2. Назовите по порядку буквы в следующих словах. Дайте транскрипцию слов и определите, сколько букв и сколько звуков в каждом слове.

naughty, joy, spoilt, talking, always, floor, two, photo, corner, evening, Joyce, four

3. Дайте транскрипцию следующих слов и отработайте их чтение.

January, February, March, April, May, June, July, August, September, November, December

4. Выпишите в отдельные колонки слова со звуками [э:], [Λ], [э:], [ou] и подготовьте их чтение.

Russian, warm, form, boat, door, Sunday, throw, boy, colour, uncle, talk, soap, hall, duck, noise, butter, coin, board, low, voice, follow, daughter

5. Образуйте причастия настоящего времени от инфинитивов следующих глаголов и переведите их на русский язык.

to tell, to give, to take, to write, to play, to do, to swim, to go, to answer, to sit, to bring, to open, to read, to ask, to eat, to study, to listen, to smile

6. Поставьте следующие предложения в вопросительную и отрицательную форму.

1. Hugh is reading a book now. 2. I am taking the book off the table. 3. They are looking at me. 4. Joyce is singing an English song. 5. Maud is listening to Paul. 6. You are closing the window. 7. I am opening the exercise-book.

7. Прodelайте следующие действия и ответьте на вопросы: What are you doing at the moment? или What is he (she) doing now?

1. Please take your book. 2. Please open it. 3. Please read Text Two. 4. Please close the book now. 5. Please give it to your friend. 6. Please put the exercise-book on the table. 7. Please take it off the table. 8. Please go to the blackboard. 9. Please look at the blackboard. 10. Please read sentence four. 11. Please go to your table now. 12. Please sit down.

8. Поставьте альтернативные вопросы к выделенным членам предложения.

1. Walter is having *orange juice* for breakfast. 2. Jim is asking Bill about *his studies*. 3. David is writing a letter to his friend. 4. Doris is playing with *her* toys. 5. Roy and Floy are *having supper*. 6. Steve is writing on *the blackboard*. 7. The students are listening to *the teacher*. 8. We are having an *English* lesson. 9. Jane is *answering* the teacher's questions.

9. Прочитайте следующие предложения, употребив числительные, стоящие в скобках.

1. I'm going to read text 12. (4, 17, 18, 19) 2. Please open your books at page 7. (9, 11, 13, 15, 16) 3. Please go to room 8. (10, 14, 17, 20, 30, 40)

10. Употребите глаголы, стоящие в скобках, в соответствующем лице и числе Present Continuous.

1. Peter and Ben are at home now. They (to play) chess. Nick is at home too. He (to watch) TV. 2. Paul (to show) me his new picture now. His picture is very good. 3. What Douglas (to do) now? - He (to write) a letter to his friend. 4. What Joan (to do)? - She (to read) text 3. 5. What the students (to do)? - They (to listen) to an English folk song. 6. Little Walter (to play) with his toys now.

11. Заполните пропуски артиклями, где необходимо.

1. Olga is going to be ... teacher of ... English. Now she is ... student at ... Teachers' Training College of ... Foreign Languages in ... Nizhny Novgorod. Olga has ... lectures every day. She is ... good student. 2. This is ... classroom. ... room is big. It is ... light room with ... large windows. This is ... teacher's table. Those are ... students' desks. 3. We are at ... English lesson. ... students are sitting at their desks. ... teacher is standing in front of them. 4. They are speaking ... English. I am speaking ... English too. It's ... foreign language. My mother tongue is ... Russian.

12. Заполните пропуски местоимениями some, any, no.

1. Are there ... children in the classroom? - No, there are ... children in the classroom. They are playing in the garden. 2. Is there ... chalk in the box? - Yes, there is 3. There are ... chairs and two arm-chairs in the living-room. 4. Are there ... flowers in your garden? 5. It is so cold that there are ... people in the street. 6. There is ... snow on the ground in May. 7. Have you ... books in your bag? - No, I have only ... exercise-books in it. 8. There are ... maps on the walls of the classroom.

13. Переведите на английский язык.

1. Что делает ваш друг? - Он читает книгу дома. 2. Посмотри! Бесс и Энн сидят за столом. - Что они делают? - Они переписывают текст восьмой. 3. Какой текст вы читаете? - Мы читаем текст третий. 4. Сейчас 5 часов. Родители Марты пьют чай. 5. Посмотри на Джорджа. Он делает уроки. 6. М-р Грин сидит в кресле. Он читает газету. 7. Маргариты нет сейчас дома. У нее урок английского языка. Ее брат дома. Он смотрит телевизор.

14. Переведите реплики одного из собеседников на английский язык и реплики другого с английского языка на русский. Воспроизведите получившиеся диалоги.

1. *Teacher:* Good morning.
Студент: Доброе утро. Как вы себя чувствуете?
Teacher: I'm fine, thank you. Now open your book and read the text, please.
2. *Teacher:* Ben, go to the blackboard and write the sentence: "We are having an English class."
Студент: Простите, повторите, пожалуйста, предложение.
3. *Бен:* Простите, урок окончен?
Teacher: Yes, the lesson is over. Good-bye. Have a nice weekend.
Бен: Спасибо. Желаю вам того же. До свидания.
4. *Пит:* Ты занят сегодня вечером?
Bill: Yes, I am. I'm going to see my sister.
Пит: Она больна?
Bill: No, she isn't. She's going to help me with my English.
5. *Студент:* Доброе утро. Простите, я опоздал.
Teacher: That's all right. Good morning.

Урок 12

СТУПЕНЬ I

1. Подготовьте чтение следующих пар слов. Следите за долготой и краткостью звуков.

[ɔ] - [o:]

pots	-	ports	dot	-	door	shot	-	short
cod	-	cord	not	-	naughty	fox	-	forks
			dog	-	door			
			box	-	bore			

2. Произнесите за преподавателем новый звук [u:].

[u:] - [u:] - [u:]

3. Произнесите звук [u:] в словах.

moon, stool, blue, shoes, new, tooth, music, students, pupils, beautiful

4. Произнесите звук [u:] в предложениях. Назовите следующие предметы.

What is this?



This is a new...

This is a...

This is a pair of new...

5. Повторите за преподавателем следующие вопросы и ответы.

What's wrong with Hugh?

- He has a loose tooth.

He has a tooth-ache.

What is Sue like?

- Sue is beautiful.

What are Sue and Lucy?

- They are students.

What are Ruth and Prue?

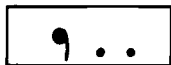
- They are pupils.

What are they fond of?

- They are fond of music.

6. Глядя на тонограмму, воспроизведите интонацию специального вопроса.

Who is this? 'This is Sue.



7. Задайте своему партнеру вопросы.

1. Who is this? (Ruth) 2. Who is that? (Sue) 3. What are they? (pupils) 4. Whose shoes are these? (Hugh's shoes) 5. What colour are they? (blue) 6. What are you fond of? (music)

8. Внимательно слушайте преподавателя и следите за рассказом, который он читает от имени Прю.

I'm Prue. I'm a student. I study at a college. I study English. I don't study at school. My friend Lucy Duke is a student too. She studies at the college too. She studies French. She does not study English. My sister Ruth studies at school. She is a pupil.

9. Повторите за преподавателем рассказ Прю.

10. Положите перед собой цветные кубики: синий - подлежащее, красный - сказуемое, зеленый - дополнение, желтый - вспомогательный глагол. Сложите предложение.

1. I study at a college. 2. My sister studies at school. 3. My friend studies at the college. 4. She studies French.

11. Передвигая кубики в нужном порядке, повторите за преподавателем.

Do you study at a college?

- Yes, I do.

Does Lucy study at a college?

- Yes, she does.

Does Ruth study at a college?

- No, she does not.

Does she study at school?

- Yes, she does.

12. Добавьте к имеющимся кубикам еще один. Это - вопросительное слово. Повторите за преподавателем, построив специальный вопрос.

Where does Prue study?

- At a college.

Where does her friend study?

- At the college.

- | | |
|--|-----------------------------|
| Where does Ruth study? | - At school. |
| Where do you study? | - At a college. |
| Who studies at school? | - Ruth does. |
| Who studies at a college? | - Prue does. |
| What language does Prue study? | - She studies English. |
| What language does Lucy study? | - She studies French. |
| Does Lucy study at a college or at school? | - She studies at a college. |
| Ruth studies at school, doesn't she? | - Yes, she does. |

13. Выстроив кубики в определенном порядке, задайте свои вопросы партнеру.

СТУПЕНЬ II

1. Подготовьте чтение микродиалогов. Выучите их наизусть.

1. - 'What's this?
- 'This is a 'new 'moon. 'Do you 'like it?
- 'Yes, 'very. It's 'beautiful.
2. - Ex'cuse me, 'Miss Luke!
- 'Yes, 'Prue?
- 'There's some 'chewing-gum on your 'shoe.
- 'Really? 'Oh, 'that's 'true.
3. - 'What's the 'matter with 'Sue?
- 'Poor 'thing! She has a 'bad 'tooth-ache.
4. - 'Do you 'like 'music?
- I'm 'fond of it.
5. - 'Does 'Hugh 'like 'soup?
- He 'hates it. He 'likes 'fruit 'juice.

2. Подготовьте чтение текста. Проинтонируйте его.

Текст

Ruth Duke studies at school. She has a brother. His name's Hugh. Hugh is a pupil. Ruth and Hugh study a lot of subjects, including English. They are both good at the language.

As a rule, after school they go to the Zoo to have a look at the kangaroo.

3. Ответьте на вопросы к тексту.

1. Who studies at school? 2. Does Ruth study well? 3. What about Hugh? 4. How many subjects do they study? 5. What language do they

study? 6. Where do they go after school? 7. Why do they like to go there?

4. Представьте, что вы – Рут. Расскажите о своем брате.

СТУПЕНЬ III

Правила-инструкции к самостоятельной работе

1. Произносите дифтонгоид [u:] четко, громко, увеличивая громкость к концу звучания. Проверяйте зрительно увеличение огубления к концу звучания дифтонгоида. Следите за тем, чтобы губы не были растянуты. Такое положение губ искажает акустический эффект звука, самого огубленного в системе английских гласных. Решающим фактором для получения правильного качества звука является положение задней спинки языка. По сравнению с русским [у] язык должен быть немного продвинут вперед.

2. Чтение окончаний глаголов в 3-м лице единственного числа различно в зависимости от того, каким звуком оканчивается основа слова. Оно читается:

после глухих согласных звуков – [s].

stops, works

после звонких согласных звуков – [z].

to dig – digs

после гласных – [z].

to study – studies

после шипящих и свистящих – [ɪz].

to watch – watches

СТУПЕНЬ IV

Задания к самостоятельной работе

1. Прослушайте магнитную запись урока. Проинтонируйте текст.
2. Начертите тонограмму первого предложения.
3. Выучите правило чтения буквы “u” в открытом слоге. Познакомьтесь с буквосочетаниями oo, ou, ow.
4. Сделайте письменные упражнения из раздела «Домашнее задание».

5. Выучите скороговорки.

1. Ruth sits on a stool in the cool of the June evening.
2. In spring the bluebells are really blue.
3. At noon Ruth is leaving for New York.
4. Is your group going to the Zoo today?

Правила чтения

1. Буква U, u [ju:] в открытом слоге читается как звук [ju:] (см. урок 10). Но после звуков r, l, j буква u читается [u:].

rule	[ru:l]	правило
Lucy	[ˈlu:si]	Люси
June	[dʒu:n]	июнь

2. Буквосочетание oo в ударном слоге читается как звук [u]:
а) в середине слова перед согласным звуком, выраженным на письме одной буквой, и б) на конце некоторых слов.

а) school	[sku:l]	школа
moon	[mu:n]	луна
б) too	[tu:]	тоже, также
Zoo	[zu:]	зоопарк
kangaroo	[kæŋgə'ru:]	кенгуру
shampoo	[ʃæm'pu:]	шампунь

Сочетание oo, как правило, читается как звук [u] перед k, а в некоторых словах и перед t, d (см. урок 7).

3. Буква O, o [ou] читается как [u:] в следующих словах:

do	[du:]	делать
to	[tu:]	к, в
move	[mu:v]	двигать(ся)
two	[tu:]	два
who	[hu:]	кто
whose	[hu:z]	чей
prove	[pru:v]	доказывать

4. Буквосочетание ou читается [u:] в середине слов в основном французского происхождения.

soup	[su:p]	суп
group	[gru:p]	группа
route	[ru:t]	маршрут

5. Буквосочетание ew читается как: а) звук [ju:] или б) [u:].

a)	new	[nju:]	новый
	nephew	[ˈnevju:]	племянник
	dew	[dju:]	роса
b)	chew	[tʃu:]	жевать; жвачка
	Jew	[dʒu:]	еврей
	shrewd	[ʃru:d]	проницательный, хитрый

Запомните:

shoe	[ʃu:]	полуботинок, туфля
through	[θru:]	через, сквозь
beauty	[ˈbju:ti]	красота; красавица

Домашнее задание

1. Назовите буквы.

a, e, i, o, u, y, f, g, h, j, k, q, r, t, w, x, z

2. Дайте транскрипцию следующих слов и подготовьте их чтение.

June, duty, butter, July, music, whose, rule, tooth, student, duck, Ruth, school, blue, must, huge, cool, beauty, new, moon, chewing-gum, do, pupil, rude, does, true, soup, Lucy, Prue, move, kangaroo, group, excuse

3. Напишите 3-е лицо единственного числа следующих глаголов. Протранскрибуйте их и подготовьте их чтение.

to thank, to write, to read, to take, to stand, to answer, to watch, to do, to show, to speak, to give, to pass, to study, to bring, to live, to like, to wash, to meet, to play, to hate, to rent, to copy

4. Проспрягайте в утвердительной, вопросительной и отрицательной форме следующие предложения.

1. I speak English. 2. I study many subjects. 3. I go to school. 4. I watch TV in the evening. 5. I play the piano every day.

5. Поставьте вопросы к выделенным словам и ко всему предложению.

1. Joan goes to the Institute at half past seven. 2. Hugh comes home at two. 3. Sue teaches English. 4. We read English. 5. You write well. 5. Our teacher always speaks English in class.

6. Образуйте вопросительную и отрицательную форму следующих предложений.

1. My pal lives in our city. 2. She studies here. 3. I study too. 4. Frank and Eddie have many friends. 5. They study Russian. 6. Ruth and Hugh are good pupils. 7. Bob has a place at the hostel. 8. Nick and Mike rent a room. 9. Mary lives with her parents. 10. You know my cousin Humphrey. 11. We write many sentences on the blackboard. 12. Prue reads English books at home.

7. Заполните пропуски артиклями, где необходимо.

My sister is ... student. Her friends are ... students, too. They live in ... Voronezh. They study ... English. They usually have classes in ... morning. Their classroom is large. ... walls in ... classroom are yellow. Every morning ... students go into ... classroom and sit down at ... tables. They usually do ... lot of ... exercises and have ... dictations in class. They also often write on ... blackboard. They do ... exercises at ... home, too.

8. Раскройте скобки, употребив глагол в Simple Present или Present Continuous.

1. My brother (to have) a music lesson now. He always (to have) a music lesson on Friday. 2. Who (to sing) in the next room? 3. Father (to read) a newspaper. He usually (to read) something before going to bed. 4. Mother (to cook) breakfast in the kitchen. She always (to cook) in the morning. 5. Look! It (to rain). It often (to rain) in autumn. 6. What you (to write)? 7. They (to study) well and never (to miss) their lessons. 8. Where you (to go)? – We (to go) to the language laboratory. We (to go) there every day. 9. Lucy (to like) fruit and juice. 10. Is Peter in? – Yes, he (to play) chess with his friend. They often (to play) chess on Sunday.

9. Ответьте письменно на следующие вопросы.

1. You live in Nizhny Novgorod, don't you? 2. Are you a student? 3. Where do you study? 4. How many subjects do you study? 5. What languages do you study? 6. At what time do you leave for the Institute? 7. When do your lessons begin? 8. At what time do you come home? 9. Do you know English well? 10. Does your pal study English too? 11. What student is your pal? 12. Does your friend rent a room? 13. You live with your parents, don't you? 14. What are your parents? 15. Have you a brother or a sister?

10. Переведите на английский язык.

1. Я часто слушаю радио по утрам. 2. Мы обычно смотрим телепередачи по субботам. 3. Мой отец и брат часто играют в шахматы по средам. 4. Анна читает английские газеты каждый день, не так ли? – Да. 5. Джон редко болеет. 6. Ник никогда не опаздывает. 7. Петр не курит, не правда ли? 8. Она редко пьет чай по утрам. Она обычно пьет кофе. 9. Сколько лет вашему племяннику? Он уже ходит в школу? Когда он приходит домой? 10. На каком языке они говорят? 11. Я не понимаю тебя. 12. Где ваш приятель? Что он там делает? 13. Много ли предложений вы обычно пишете на доске? – Мы обычно пишем пять или шесть предложений на доске. 14. Что он пишет на доске? – Он пишет английское предложение. 15. Вы разговариваете по-английски или по-русски со своим преподавателем? – Обычно мы говорим по-английски, иногда по-русски.

10. Спросите вашего товарища по-английски: 1) где он живет, где учится; 2) какой иностранный язык он изучает, когда у него бывают уроки (утром или вечером), часто ли он пишет на уроке, много ли делает упражнений, часто ли разговаривает на уроке по-английски; 3) много ли английских книг он читает, часто ли говорит по-английски после уроков, по-русски или по-английски разговаривает дома.

Урок 13

СТУПЕНЬ I

1. Подготовьте чтение следующих пар слов. Различайте долгие и краткие звуки, монофтонги и дифтонги.

[ʊ]	–	[u:]	[u:]	–	[ou]
pull	–	pool	pool	–	pole
full	–	fool	boots	–	boats
put	–	moon	cool	–	coal
book	–	wool	rule	–	role
bull	–	June	whom	–	home

2. Произнесите следующее, отстукивая ритм.

		in the ,morning.
	'study	in the ,morning.
'usually	'study	in the ,morning.
'John ,writes.		
'John ,writes 'letters 'every ,weekend.		
'John 'usually 'writes 'letters 'every ,weekend.		

3. Придумайте свои ритмические модели по аналогии.
4. Произнесите за преподавателем новый гласный [ə:].

[ə:] – [ə:] – [ə:]

5. Произнесите новый гласный [ə:] в словах.

Shirley, Earl, nurse, thirty, curly, German, purse, early

6. Произнесите следующие предложения.

1. This is Shirley. 2. That is Earl. 3. Shirley is a beautiful girl.
4. She is a nurse. 5. Shirley is thirty. 6. Her hair is curly. 7. She is holding a purse in her hand. 8. Earl is thirty-three. 9. He is a teacher of German. 10. He likes to get up early.

7. Выразите согласие или несогласие. В своих ответах используйте фразы: I think (I suppose) you're right. I'm afraid, you're wrong.

1. The girl's name is Pearl. 2. The girl is a doctor. 3. Shirley is a beautiful girl. 4. Shirley is twenty-five. 5. Her hair is curly. 6. Earl is thirty too. 7. He is a teacher of German. 8. He likes to get up early.

8. Взгляните на рисунок. Спросите друг друга все, что вы можете, об этих людях.

Mr Burns (55)



a clerk
to work in the firm
to like one's work
not to like to get up early

Mrs Burns (51)



a nurse
to like to get up early
not to work on Sunday
birthday
to be good at cooking

СТУПЕНЬ II

1. Подготовьте чтение диалогов. Выучите их наизусть, проинтонируйте.

1. - Excuse me, is Miss Turner a nurse?
- Is it the girl who is not at work on Thursday?
- That's it.
- She is the worst nurse in the world.
2. - Do you like to get up early?
- I don't. But I go with the first train up to Birmingham.
- An early bird catches the worm, they say.
- That's true.

2. Подготовьте чтение текста.

Текст

'Shirley and 'Pearl are sisters. 'Shirley is twenty. She has 'long 'fair hair and 'beautiful eyes. She is a nurse. She 'works as a nurse at the hospital. She is a student at that. She is a 'first-year student at a college. She learns German.

It is her 'twenty-first birthday today. She is 'happy.

Her 'sister 'Pearl is only 'thir,teen. She has 'curly 'hair and 'hazel eyes. She is a 'school-girl. She 'learns 'German at 'school, too.

3. Ответьте на вопросы к тексту.

1. What are the sisters' names? 2. How old is Shirley? 3. How old is Pearl? 4. What is Shirley like? 5. What is Pearl like? 6. What is Shirley? 7. Does she study or work? 8. What language does she learn? 9. What is Pearl? 10. What language does she learn?

4. Согласитесь, возразите, удивитесь, выразите уверенность: Yes, that's true. You're right. Why? You're wrong, I'm afraid. Quite on the contrary. I'm sure... .

1. Pearl is Shirley's sister. 2. Pearl is a student. 3. Shirley is a pupil. 4. It is Shirley's twenty-second birthday today. 5. She is a first-year student. 6. Shirley is not a nurse. 7. Pearl learns English at school. 8. Shirley's sister is thirty.

5. Представьте группу как Перл. Расскажите о своей сестре.

СТУПЕНЬ III

Правила-инструкции к самостоятельной работе

1. При работе над звуком [ə:] следите за тем, чтобы рот был слегка приоткрыт, верхняя губа приподнята. Не растягивайте губы, чтобы не появился призвук [e]. Звук [ə:] произносится протяжно. Очень важен слуховой контроль за качеством выполнения звука. При первых пробных артикуляциях добивайтесь нужного тембрального оттенка. Корпус языка должен находиться в центре полости рта.

Во фразах, включающих звук [ə:], стремитесь сохранить одинаковое качество звучания гласного. Избегайте оттенка [o] в слове girl, произносите звук [g] твердо. Следите за тем, чтобы в словах thirty, German гласный [ə:] не был огублен.

2. Изменение высоты тона голоса на акцентируемых и неакцентируемых слогах образует мелодику звучащей фразы.

Наиболее важным в мелодической структуре фразы является изменение высоты тона голоса на последнем выделенном по смыслу слове, т.е. в терминальном тоне, который определяет коммуникативную направленность фразы. Терминальный тон показывает, является ли данная фраза утверждением, вопросом, приказанием или просьбой.

Предтерминальная часть мелодики фразы называется шкалой, которая начинается с первого акцентируемого слога и заканчивается на последнем акцентируемом или неакцентируемом слоге.

Неакцентируемые слоги, предшествующие шкале, называются

предшкалой. Неакцентируемые слоги конца фразы, находящейся за терминальным тоном, – зашкалой. Например:

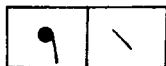
He is a	student of the English de	part	ment.
предшкала	шкала	тер-	зашкала
		мин.	
		тон	

Мелодическая шкала английской фразы располагается между двумя высотными уровнями диапазона голоса – верхним и нижним:

_____	верхний высотный уровень
_____	нижний высотный уровень

Низкий нисходящий тон (Low Fall) выражает завершенность мысли, категоричность высказывания. В русском и английском языках различают два основных тона – нисходящий и восходящий, но звучат они по-разному. Английский нисходящий тон по сравнению с русским шире по диапазону. Голос падает до более низкого тонального уровня. Ср.:

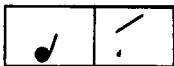
англ.	рус.
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No.	Нет.
-----	------

Низкий восходящий тон (Low Rise) выражает незавершенность мысли, неуверенность, некатегоричность ответа или сообщения. Английский низкий восходящий тон начинается на более низком тональном уровне, подъем тона очень постепенен. Русский восходящий тон начинается с высокого тонального уровня, подъем осуществляется сразу и заканчивается небольшим спадом. Ср.:

англ.	рус.
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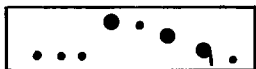


There?	Там?
--------	------

Нисходящая ступенчатая шкала (The Descending Stepping Scale). Она характерна для монологической и неэмоциональной диалогической речи. В данной шкале первый акцентируемый слог произносится на высоком уровне, и каждый последующий располагается ниже, чем предыдущий, вплоть до терминального

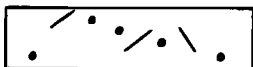
тона. Неакцентируемые слоги произносятся на одном уровне с акцентируемыми слогами.

He is a 'very 'good ,student.



Для русского языка характерна шкала, в которой неакцентируемые слоги постепенно понижаются, а акцентируемые повышаются.

Он очень хороший студент.



Нисходяще-восходящий тон (Fall-Rise) служит для передачи различных чувств: сомнения, противоречия, контраста, упрека.

Высокий нисходящий тон (High Fall) служит для выражения радости, удивления.

СТУПЕНЬ IV

Задания к самостоятельной работе

1. Прослушайте магнитную запись урока.
2. Выучите правила чтения букв i, e, y, u в III типе слога.
3. Определите терминальный тон и коммуникативный тип предложения.

1. She is a good-looking girl. 2. Does she go to school? 3. Why? Who? (сильное удивление) 4. Really happy? (сомнение)

4. Выучите скороговорки.

1. Why is Earnest leaving home so early?
2. Mr Burns hopes to return early next week.

5. Сделайте письменные упражнения из раздела «Домашнее задание».

Правила чтения

1. Буквы e, i, y, u по III типу чтения читаются как звук [ə:], например:

her	[hə:]	ее
firm	[fə:m]	фирма
Byrd	[bə:d]	Бэрд (фамилия)

purse [pə:s] кошелек

2. Буквосочетание ea перед согласной читается как звук [э:] в следующих и некоторых других словах:

earl	[ə:l]	граф (английский)
early	[ˈɜ:li]	ранний
learn	[lɜ:n]	учить(ся)
earn	[ɜ:n]	зарабатывать

3. Буквосочетание or читается как звук [э:] после w в следующих словах и их производных:

work	[wɜ:k]	работа
word	[wɜ:d]	слово
worse	[wɜ:s]	хуже
worm	[wɜ:m]	червяк
world	[wɜ:ld]	мир, вселенная

Домашнее задание

1. Выучите английский алфавит.
2. Прочитайте фонетические упражнения. Отработайте их.
3. Протранспибируйте следующие слова и произнесите их.

а) Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday;

б) first, talking, corner, circle, shore, socks, worse, thirsty, board, bored, curly, watch, church, four, thirteen, before, during, world, wore, clock, birthday, born, worker, verb, more, North, thirty, myrtle, lorry, further, course

4. Переведите на английский язык следующие сочетания слов и прочитайте их вслух.

три кошелька, шестьдесят мужчин, сорок птиц, тринадцать девочек, два иностранных языка, пять лекций, двадцать восемь женщин, двенадцать медицинских сестер, тридцать студентов, семьдесят ножей, шестнадцать ящиков, одиннадцать учебных предметов, пятнадцать учителей, восемнадцать учеников, шесть вещей, четырнадцать лошадей, девятнадцать чашек, семьдесят три глагола, девяносто слов, восемьдесят дней, четыре (больших) города

5. Образуйте соответствующие порядковые числительные и подготовьте их чтение.

3-й, 8-й, 2-й, 5-й, 10-й, 12-й, 11-й, 1-й, 70-й, 4-й, 6-й, 7-й, 20-й, 15-й, 30-й, 9-й, 40-й, 14-й, 80-й, 17-й, 50-й, 19-й, 13-й

6. Ответьте письменно на следующие вопросы.

1. How many days has the week? 2. What are the days of the week? 3. Is Monday the first or the second day of the week? 4. Which is the third day of the week? 5. Saturday is the sixth day of the week, isn't it? 6. What month is it now? 7. Is it a cold or a warm month? 8. Is October the first month of the year? 9. What day is it today? 10. What is the date? 11. On what days do you not study?

7. Вставьте there is или it is.

1. ... cold today. 2. ... not a single mistake in your exercise. 3. ... not very far to walk. 4. ... a tape-recorder in the classroom. 5. ... thirty-four students in the lecture hall. 6. ... strange that she is absent today. 7. ... a school near the house I live in. 8. ... not any ink in my fountain-pen. 9. ... time to begin our lesson. 10. ... a purse in Shirley's bag. 11. ... a pity that Pearl is ill. 12. ... a nice park in our city. 13. ... true that Hugh is my cousin. 14. ... five girls at the blackboard.

8. Поставьте к следующим предложениям все типы вопросов (общий, специальный, разделительный, альтернативный).

1. The Corders live in Birmingham. 2. Shirley works at a hospital. 3. Sue is a first-year student. 4. Pearl has curly hair. 5. Miss Turner speaks German. 6. Their flat is on the fourth floor. 7. Today is Thursday. 8. There are some English text-books on my table. 9. We have two lectures on Wednesday. 10. The girls read well. 11. Eddy leaves home at eight. 12. Earl likes to get up early.

9. Заполните пропуски предлогами, где необходимо.

1. The teacher writes ... a piece ... chalk ... the blackboard. 2. We do not work ... Sunday. 3. They learn English ... school. 4. His brother works ... a hospital. 5. We write ... pens and pencils. 6. ... our English lessons we speak, read and write. 7. Pupils clean the blackboard ... a duster. 8. Ruth comes ... home ... four. 9. She often stays ... the library. 10. The students are repeating sentences ... the speaker. 11. Please translate the dialogues ... English ... Russian. 12. Do exercises 3 and 5 ... page 10. 13. John is listening ... the tape.

10. Переведите на английский язык и перескажите тексты.

1. Наша аудитория – большая комната. В ней два окна. На стенах висят картины, доска и карта России. В аудитории пять столов и десять стульев.

У нас занятие по английскому языку. Петр и Ольга читают диалоги и переводят их на русский язык.

Сейчас мы записываем домашнее задание.

2. Лена – студентка первого курса педагогического института иностранных языков. Сейчас она слушает магнитофонную запись и повторяет предложения за диктором. Лена очень любит английский язык. Она собирается стать преподавателем английского языка.

3. Моя сестра – врач. У нее небольшая семья: муж, дочь и сын. Ее муж – инженер. Сын – студент Нижегородского университета, дочь учится в школе.

Сейчас они дома. Они в гостиной. Муж читает газету, дочь и сын играют в шахматы, сестра смотрит телепередачу.

4. *Преподаватель:* Возьмите, пожалуйста, ваш учебник, Анна, и идите сюда. (Студентка идет к столу преподавателя). Откройте ваш учебник на странице десятой и прочитайте текст второго урока. Прочитайте, пожалуйста, первые три предложения.

Студентка: «Мы занимаемся (у нас уроки) в большой светлой комнате. Студенты всегда вовремя приходят на занятия. Во время наших уроков мы читаем, пишем диктанты и переводим предложения с русского языка на английский».

Преподаватель: Спасибо, вы хорошо читаете этот текст. Садитесь. Ваша отметка – «отлично».

Урок 14

СТУПЕНЬ I

1. Прочитайте следующие пары слов, различая звуки: [s] – [θ], [z] – [ð], [ʃ] – [ʒ].

sin	– thin	bays	– bathe
sick	– thick	close	– clothe
pass	– path	breeze	– breathe
sink	– think		

sop	– shop	sin	– shin
sack	– shack	puss	– push

2. Прочитайте, соблюдая правило ассимиляции.

а) stopped, hoped, kept, football, night cap, sit down, a blackboard, a good girl, a black dog, a big cat, a pig tail;

б) sadness, goodness, sudden, a big man;

в) middle, fiddle, candle, needle

3. Произнесите правильно звук [ʃ]

а) в словах.

shop, she, short, sheet, dish, wish

б) во фразах.

1. Mr Shaw always shines his own shoes. 2. Charlotte wishes to go to the sea shore. 3. There she can fish, watch ships, splash in the

water. 4. She sells sea shells on the sea shore. 5. Shirley wants to do some shopping. 6. She wishes to go to Chicago.

4. Произнесите правильно звук [tʃ]

а) в словах.

chair, chess, lunch, march

б) во фразах.

1. My favourite teacher is Miss Chapman. 2. Professor Charlie Chase is a good teacher too.

5. а) Произнесите правильно звук [dʒ] в словах.

joy, page, joke

б) Различайте звуки [dʒ] – [tʃ].

joke – choke

jeep – cheap

gin – chin

в) Прочитайте и заучите следующие микродиалоги. Проинтонировать их.

1. – Do you drink much orange juice?

– Yes, I drink orange juice every morning for breakfast.

2. – What is your favourite subject at school?

– Geography.

6. Прочитайте микротекст. Проинтонировать его.

Jack Jameson is a small boy. He lives in a village. Every morning he goes to a village store to buy some jelly, oranges, jam and some cheese.

7. Произнесите правильно согласный [k]

а) в словах.

cat, come, o'clock, school, look, walk

б) во фразах.

1. He walks to his work. 2. What a clear day! 3. What a clever kitten! 4. Go for a walk!

в) Различайте звуки по силе артикуляции.

[k] – [g]

coat – goat

rack – rag

cold – gold

back – bag

come – gum

pick – pig

8. а) Произнесите правильно звук [ŋ] в словах.

sing, bring, ring, long, thing, wing, ping-pong, coming, singing, going

б) Различайте звуки [ŋ] – [n].

sing	–	sin	ding	–	dean
wing	–	win	king	–	keen

9. Произнесите за преподавателем новый звук [ʒ].

[ʒ] – [ʒ] – [ʒ]

10. Произнесите звук [ʒ] в словах.

leisure, pleasure, garage, occasion, usually

СТУПЕНЬ II

1. Прочитайте текст. Проинтонировуйте его.

Текст

The Browns Have a Holiday

It's a pleasure to have a holiday. When the Browns have some leisure time they take the car from their garage and go to the beach. On this occasion they usually buy bread, some cheese, fruit and juice.

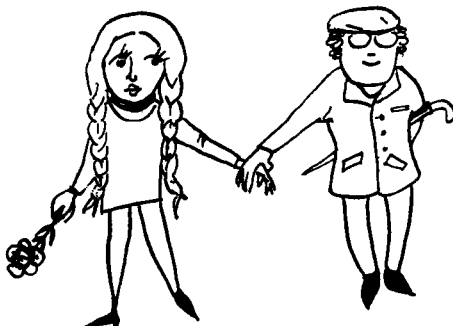
At the beach Father reads a newspaper, Mother knits. Paul and Peter play football. Shirley and Pearl lie in the sun.

2. Ответьте на вопросы к тексту.

1. Where do the Browns go when they have some leisure time?
2. How do they get there?
3. What do they buy?
4. What does Father do on the beach?
5. What about Mother?
6. What do the boys do?
7. What about the girls?

3. Посмотрите на рисунок и выразите ваше отношение к нему.

Ann
23
student



Harry
25
engineer

1. Ann is a charming girl. (согласитесь) 2. She has thick plaits. (согласитесь) 3. She is taller than Harry. (не согласитесь) 4. She has a good friend. (выразите одобрение, согласитесь) 5. She is a nurse. (не согласитесь) 6. Harry is a handsome young man. (выразите сомнение) 7. Harry is a good engineer. (выразите одобрение, подтвердите) 8. Harry is as old as Ann. (выразите вежливое несогласие) 9. They go for a walk every Sunday. (выразите предположение)

4. Приближается ваш выходной день. Вы собираетесь с другом на пляж. Спросите, что он собирается взять с собой.
5. Вы никогда не видели нового друга вашей сестры/брата. Спросите все, что вы можете о его/ее внешности, возрасте, занятии, его/ее семье.
6. Вы познакомились с известным певцом. Расскажите о нем, его возрасте, внешности, его семье.
7. Вы рассматриваете семейный альбом вашего друга/подруги. Поинтересуйтесь родственными отношениями сидящих перед вами людей, роде их профессии, возрасте.

СТУПЕНЬ III

Правила чтения

1. Буква **G, g** читается как звук [ʒ] а) в начале и середине слова перед гласными звуками, передаваемыми на письме буквами **e** или **i**; б) на конце слова, если за ней следует непронизносимая **e**. Эти слова являются заимствованиями из французского языка.

а) genre	[ʒɑ̃ʁ]	жанр, манера
regime	[ʁeʒim]	режим, строй
б) garage	[gæʁɑʒ]	гараж
rouge	[ʁuʒ]	румяна; губная помада

2. Буквосочетание **sire** на конце слов читается как [ʒə].

pleasure	[ˈpleʒə]	удовольствие
measure	[ˈmeʒə]	мера, мерка

3. Буквосочетание **sion** на конце слов после гласных читается как [ʒɒ].

occasion	[əˈkeɪʒɒ]	случай, возможность
television	[ˈtelɪvɪʒɒ]	телевидение

Запомните:

usual	[ˈjuːʒuəl]	обыкновенный, обычный
casual	[ˈkæʒjuəl]	случайный

Домашнее задание

1. Прочитайте следующие слова вслух и объясните, по каким правилам они читаются.

a) quite, quick, call, chalk, few, news, wrist, wrap, wrong, English, angry, high, bright, she, happy, pony, marble, theme, bathe, mule, but-ter, ugly, hobby, mean, teach, close, shelf, fun, tube, hard, term, bird, icy, free, single;

б) pair, pear, boot, board, meet, mere, fair, far, fire, fir, tea, tired, tune, tone, torn, near, low, lie, line, sheep, ship, chip, chirp, cheer, chief, car, care, cure, curl, cool, hair, hear, here, her, wave, way, wire, work

2. Назовите по порядку буквы в следующих словах, дайте их транскрипцию и определите, сколько букв и сколько звуков в каждом слове.

leisure, garage, usually, occasion, pleasure, colour, ceiling, chair, fruit, beach, naughty, hazel, during, floor

3. Прочитайте и переведите следующие словосочетания.

five pages, ten matches, two bags, three sisters, eleven pipes, six villages, nine kittens, thirteen boxes, four cousins, seven singers, twenty roses, forty photos, seventeen nurses, eight subjects, twelve rings, sixteen oranges, twenty-four typists, thirty women, fifty-five stamps, thirty-three flowers, ninety cows, eighty leaves

4. На основе предлагаемых коротких текстов продумайте возможные вопросы к вашему товарищу (общие, специальные, альтернативные, разделительные). Запишите их.

1. Bertha Green is an English girl. She lives in Birmingham. Her parents teach at a college. Bertha is thirteen this Thursday.

2. John is a student. He has two lectures and a seminar today. The first lecture begins at 8. The hostel is far from the college. John leaves home at 7.

3. Our classroom is not large. There is a big window in it. The walls are light green and the ceiling is white. There are no pictures on the walls but there is a blackboard and two maps. There are seven desks and twelve chairs in the classroom. There is a tape-recorder on the teacher's desk.

5. Заполните пропуски притяжательными местоимениями.

1. We're students. This is ... classroom. The door in ... classroom is white. 2. I'm at home now. ... room is small, but it's light and cosy. These are ... sisters. ... names are Mary and Ann. 3. Open ... books, please. 4. Sit down, Prue. ... mark is "good". 5. Is she a teacher? Are these boys and girls ... pupils? 6. This man is an engineer. ... name is Smith.

6. Закончите предложения таким образом, чтобы получились альтернативные вопросы. Задайте их своему товарищу, обращая внимание на мелодию.

1. Are you a pupil...? 2. Do you study at a college...? 3. Does your pal work...? 4. Is today Monday...? 5. Is room 5 on the first...? 6. Is the teacher a man...? 7. Do you study English...? 8. Does your cousin live in Minsk...? 9. Is she 18...? 10. Does Jim know French...? 11. Is that your...? 12. Are the children boys...?

7. Заполните пропуски артиклями, где необходимо.

1. Have you ... grandfather? 2. There is ... garden behind ... house. 3. My uncle is ... worker and his wife is ... doctor. 4. These are ... difficult sentences. 5. I have ... father, ... mother and ... little sister. 6. We are ... students of ... English. 7. This isn't ... snow, this is ... ice. 8. She has ... leather coat. 9. He is ... good-looking young man of 20. 10. There are ... beautiful flowers in ... park. 11. I want ... glass of ... milk. 12. When do you usually get ... home? 13. There is no ... bed in this room.

8. Употребите соответствующую временную форму глагола вместо инфинитива, данного в скобках.

1. It is 5 o'clock. The family (to have) tea. Every day the family (to have) tea at 5 o'clock. 2. The sun (to rise) in the East. 3. Look, the sun (to rise). 4. We often (to watch) TV. 5. It is evening. We (to sit) in arm-chairs and (to watch) TV. 6. Mother (to cook) breakfast. 8. Bad students never (to work) hard. 9. He (not to watch) TV, he (to work). 10. Somebody (to talk) in the next room. 11. She (to write) to her mother every day. 12. What you (to write) now?

9. Переведите на английский язык.

1. Сын моей сестры – ученик. Он хорошо учится в школе. Он, как правило, не получает плохих отметок. На досуге он любит играть в футбол. 2. Я преподаватель английского языка. Я работаю в школе. Мне нравится учить детей. У меня много учеников. Моя семья невелика, у меня двое детей: сын и дочь. Моя жена сейчас не работает. Она остается дома с нашим сыном. Ему только 8 месяцев. Моей дочери пять лет. Она не ходит в школу. 3. Сегодня суббота. 9 часов утра. Джон и Мери до-

ма. Они сидят за столом. Они завтракают. На столе хлеб, масло, сыр, джем, фрукты. Их детей нет дома. Они играют в саду.

10. Спросите вашего товарища, как перевести на английский язык следующие слова и словосочетания, попросите назвать по буквам некоторые из них, поблагодарите за каждый правильный ответ.

Модель: - What's the English for диктант?
 - A dictation.
 - Please spell the word.
 - D-i-c-t-a-t-i-o-n.
 - Thank you.

слово, предложение, писать, грамматика, ученик, домашнее задание, упражнение, иностранный язык, знать, учебник, тетрадь, мел, изучать, учитель, газета, магнитофон, переводить

ПРИЛОЖЕНИЕ

Четыре типа чтения английских гласных букв в ударных слогах

Буквы						
Тип чтения	a	o	e	i	y	u
I	[æ] flat	[ɔ]	[e] pen	 sit myth		[ʌ] cup
II	[eɪ] name	[oʊ] note	[iː] be	 fine my		[juː] tune
III	[ɑː] large	[ɔː] fork	 term firm Byrd fur			
IV	[ɛə] Mary	[ɔː] more	[ɪə] here	 fire tyre		[jʊə] during

Чтение ударных сочетаний гласных букв

Буквосочетания	Чтение	Примеры	Буквосочетания	Чтение	Примеры
ai } au }	[eɪ]	Spain day	oo } ou } ow }	[u:] [aʊ]	too out brown
ea } ee } ew }	[i:] [ju:]	sea meet new	ai + r ee + r	[εə] [iə]	chair engineer
oi } ou }	[ɔɪ]	point boy	ou + r oo + r	[aʊə] [ɔ:]	our door
oo + k	[v]	book			

Согласные буквы, имеющие два чтения

Буква	Позиция	Чтение	Примеры
c [si]	1. перед e, i, y 2. перед a, o, u, всеми согласными и в конце слов	[s] [k]	cent, pencil, icy cap, come, cup, black
g [dʒi]	1. перед e, i, y 2. перед a, o, u, всеми согласными и в конце слов	[dʒ] [g]	page, gin, gypsy good, gap, gulf, green, big
s [es]	1. в начале слова, перед глухими согласными и в конце слова после глухих согласных 2. между гласными, в конце слов после гласных и звонких согласных	[s] [z]	sit, student, lists please, ties, pens
x [eks]	1. перед согласными и в конце слов 2. перед ударной гласной	[ks] [gz]	text, six exam

Чтение некоторых сочетаний согласных букв

Буквосочетания	Позиция	Чтение	Примеры
sh	любая	[ʃ]	she
ch	любая	[tʃ]	chess
tch	после кратких гласных	[tʃ]	match
ck	после кратких гласных	[k]	black
th	1. в начале знаменательных слов и в конце слова	[θ]	thick, myth
	2. в начале местоимений, служебных слов и между гласными	[ð]	this, bathe
wh	1. в начале слова перед всеми гласными, кроме o	[w]	what
	2. перед буквой o	[h]	who
qu	перед гласными	[kw]	question
ng	в конце слова	[ŋ]	long
nk	любая	[ŋk]	thank
wr	в начале слова перед гласными	[r]	write

Чтение сочетаний гласных с согласными

Буквосочетания	Позиция	Чтение	Примеры
ai	1. перед k в ударном слоге 2. перед остальными согласными в ударном слоге	[ɔ:] [ɔ:l]	chalk wall, also
wor	перед согласными в ударном слоге	[wɔ:]	work, word
wa	1. перед конечными согласными (кроме r) или сочетанием согласных 2. перед r	[wɔ:] [wɔ:r]	want warm
igh	любая	[aɪ]	light

BASIC COURSE

Symbols Used in the Basic Course

Ph-1 – exercise in Phonetics
WS-1 – exercise in Word Study
L-1 – exercise in Listening Practice
O-1 – exercise in Oral Practice
Gr-1 – exercise in Grammar
RC-1 – assignment in Reading and Comprehension
W-1 – exercise in Writing Practice
BP-1 – Become Proficient

Unit 1

Family Life and Ways. Traces of Appearance

To the Student:

Dear friend!

We welcome you heartily to visit the Clarks family. They come from London. They are most intelligent and pleasant people. Their household has a peculiar touch of warmth and security.

Take our best wishes of good luck!

I. TEXT-ORIENTED ACTIVITIES

LISTENING PRACTICE

Text A

Meet the Clarks

The Clarks live in a semi-detached house with a garden in London. They are four in the family: the father, Mr Clark, the mother, Mrs Clark, and their two children.

Mr Clark is a tutor. He works at London University. He teaches English and American Literature.

He is a quiet man, rather shy, but strict with his students, a good listener, not much of a talker. He is in his early forties, a little above medium height, with regular features and fair hair slightly grey at the temples. He has hazel eyes.

Charles Clark is fond of music. He plays the piano very well. He

is also fond of books. He knows French, German and reads and writes these languages very well.

His wife Mary is two years younger than her husband, tall and slim, with a lovely face and large grey eyes. She has beautiful brown hair. She makes up very little.

Mary works in a service industry for three days a week. She quite likes her job as it gets her out of the house. She meets people and it is close to the children's school. Charlie is proud of his wife, as she is kind and gentle and cooks perfectly.

Their daughter Kitty is a pretty little girl with dark blue eyes and chestnut hair. She takes after her mother. She is eight years old and goes to primary school in London. She is fond of books. Her favourite book is "Alice in Wonderland"¹.

Her brother Bobby is a dark-haired boy of fifteen. He is not like his sister. He is a tall strong boy broad at the shoulders and thin at the waist. He is quiet and hard-working. Bobby does well at school. He is good at natural sciences and he is going to enter the University. He likes to play chess, tennis, football. He is the best footballer among his friends.

The Clarks are a friendly family. Their most popular evening entertainment is watching television or video. Sometimes they visit friends, go to the cinema or a restaurant. Their most popular hobby is gardening.

Vocabulary

semi-detached house один из двух

особняков, имеющих общую стену

tutor руководитель группы студентов

quiet спокойный, тихий

shy застенчивый

Syn. **modest** скромный

not much of a talker не слишком

разговорчивый

of medium height среднего роста

regular features правильные черты лица

Ant. **irregular features**

at the temples на висках

slim стройный

Syn. **slender, thin**

Ant. **thick, stout**

to make up краситься, употреблять косметику

service industry сфера обслуживания

to be proud of smb гордиться кем-л.

chestnut hair каштановые волосы

to take after smb походить на кого-л.

Syn. **to be like smb, to look like smb, to resemble smb, to be of the same appearance**

primary school начальная школа

broad at the shoulders широкий в плечах

broad-shouldered широкоплечий

Ant. **narrow-shouldered**

thin at the waist тонкий в талии

natural sciences естественные науки

to enter the University (an institute)

поступать в университет (институт)

evening entertainment вечернее развлечение

Notes

1. "Alice in Wonderland" – a popular English fairy-tale (1865) by Lewis Carroll (1832-1898).

PHONETICS

a) Vowels

Ph-1. Before you start working at the text practise the pronunciation of the following words. Pronounce them with the falling tone. Mind: short stressed vowels are checked.

[æ]	[ʊ]	[ɪ]	
detached	good	live	industry
family	books	with	it
man	cooks	Mr	is
has	football	Mrs	sister
piano	footballer	children	thin
language		English	video
Alice		literature	visit
natural		listener	cinema
		little	pretty
		slim	
[e]		[ʌ]	[ɔ]
regular	chestnut	London	not
temples	enter	mother	fond
very	chess	much	job
well	tennis	above	Bobby
French	friends	younger	strong
gets	friendly	husband	popular
gentle	television	lovely	watching
		Wonderland	hobby
		brother	
		does	
		among	
		sometimes	

Ph-2. Mind: long vowels are tense.

[u:]	[i:]	[ɔ:]	[ə:]	[ɑ]
two	teaches	four	works	Clarks
tutor	features	talker	University	garden

music	speaks	forties	early	father
beautiful	reads	tall	German	Charlie
school	these	daughter	her	rather
blue	three	broad	works	dark
	week		service	after
	meets		perfectly	hard
	people		girl	gardening

Ph-3. Pronounce the following words containing the diphthongs with [ɪ] glide.

[eɪ]		[aɪ]		[ɔɪ]
they	days	shy	wife	boy
grey	takes	height	quite	
hazel	eight	slightly	likes	
plays	favourite	eyes	kind	
face	waist	writes	primary	
makes	entertainment			

Ph-4. Pronounce the following words containing the diphthongs with [ʊ] glide.

[aʊ]		[oʊ]
house	knows	shoulders
brown	close	going
out	old	most
proud	goes	

Ph-5. Pronounce the following words containing the diphthongs with the neutral vowel for their glide.

[ɪə]	[eə]
year	fair
	hair
	their
	Mary

Ph-6. Pronounce the following pairs of words. Mind the difference in the length of vowels.

[ɪ] - [i:]		[e] - [æ]		[ɔ] - [ɔ:]
pretty	- people	friendly	- family	fond - four
children	- feature	temples	- detached	strong - tall
with	- week	enter	- Alice	Bobby - daughter
slim	- meet	chess	- has	strong - talker
thin	- speak	French	- language	not - broad
Mr	- these			

[ʌ] - [ɑ]		[ʊ] - [u]		[ɔ:] - [ə:]	
mother	- father	cook	- school	four	- work
much	- large	book	- blue	tall	- girl
does	- dark	good	- tutor	daughter	- German
husband	- garden	footballer	- two	forty	- early
brother	- rather			talker	- perfectly
above	- after				
lovely	- Clarks				

Ph-8. Read the following word combinations from the text. Mind: their rhythmic structure depends on the peculiarities of long and short vowels.

two [u:] children [ɪ]; Mr [ɪ] Clark [ɑ]; teaches [i:] English [ɪ]; good [ʊ] listener [ɪ]; much [ʌ] of a talker [ɔ:]; in early [ə:] forties [ɔ:]; regular [e] features [i:]; Charles [ɑ] Clark [ɑ]; fond [ɔ] of music [ju:]; very [e] well [e]; speaks [i:] and reads [i:]; tall [ɔ:] and slim [ɪ]; strong [ɔ] boy [ɔɪ]; brother [ʌ] Bobby [ɔ]; a friendly [e] family [æ]; very [e] little [ɪ]; meets [i:] people [i:]; in a service [ə:] industry [ɪ]; the children's [ɪ] school [u:]; cooks [ʊ] perfectly [ə:]; daughter [ɔ:] Kitty [ɪ]; pretty [ɪ] little [ɪ]; dark [ɑ] blue [u:]; fond [ɔ] of books [ʊ]; Alice [æ] in Wonderland [ʌ]; the best [e] footballer [ʊ]; fair [eə] hair [eə]; semi [e]-detached [æ]

Ph-9. Unstressed vowels. Read the following word combinations. Reduce the unstressed vowel [ə] in prepositions and conjunctions.

works at London; English and American Literature; not much of a talker; regular features and fair hair; grey at the temples; is fond of music; is fond of books; speaks and reads and writes; tall and slim; for three days a week; out of the house; close to the children's school; is proud of his wife; as she is kind and gentle; a boy of fifteen; broad at the shoulders and thin at the waist; does well at school; likes to play chess; is good at natural sciences; go to the cinema; quiet and hard-working

Ph-10. Pronounce the following word combinations. Pronounce "with" distinctly. Don't stress it.

with a garden; with regular features; with fair hair; with a lovely face; with large grey eyes; with dark blue eyes; with chestnut hair

b) Consonants

Ph-11. Read the following word combinations. Distinguish [w], [v], [f].

works at London University; with regular features; speaks these languages very well; with a lovely face; works in a service industry for three days a week; is proud of his wife; her favourite book is "Alice

in Wonderland"; their evening entertainment is watching TV or video; visit their friends

Ph-12. Avoid [g] at the juncture.

strong boy; going to enter; among his friends; evening entertainment; watching TV; a hard-working boy

But: English, younger.

Ph-13. Mind regressive assimilation at the juncture.

a) Alveolars replaced by dentals.

at the temples; at the shoulders; at the waist; and their; in the family; writes these; plays the piano; is the best; sometimes they; meet the Clarks

b) Lateral plosion. Avoid the neutral vowel between [p], [t] and [l].

little; gentle; temples; quite likes; does not like; people; perfectly; slightly

c) Progressive plosion. Devoice [r] after [f], [t], [p].

proud; friend; pretty; French; industry; primary; strong

c) Word Stress

Ph-14. Read the following polysyllabic words and compound words. Mind correct stresses.

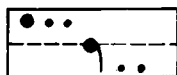
'semi-de'tached; 'Uni'versity; 'Wonderland; 'dark-'haired; 'hard-'working; 'football; 'footballer; ,enter'tainment; 'tele'vision; 'makes 'up; 'fifteen

d) Intonation

Let's practise examples of the Descending Scale with the Low Fall and Low Rise, as reading the text we shall mostly use these tone patterns (to revise the material about these basic tone patterns go back to the Introductory Correction Course).

a) Descending Stepping Scale with Low Fall.

Pattern 1: 'Tom has a ,family.



Read the following sentences.

1. 'John is ,small. 2. 'Kitty is ,eight. 3. 'Mary is ,gentle. 4. 'Charles is a ,tutor. 5. 'Bobby is ,strong.

Pattern 2: 'Jane has 'hazel ,eyes.



Read the following sentences.

1. 'Jim is a 'quiet ,man. 2. 'Charles is a 'good ,listener. 3. 'Kitty has 'chestnut ,hair. 4. 'Bobby is a 'dark-'haired ,boy. 5. The 'Clarks are a 'friendly ,family.

b) Descending Stepping Scale with Low Rise.

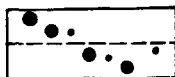
Pattern 1: 'Is he a ,doctor?



Read the following sentences.

1. 'Is he a ,tutor? 2. 'Is she ,pretty?

Pattern 2: 'Has 'John an 'elder ,brother?



Read the following sentences.

1. 'Does 'Charles 'work at the Uni,versity? 2. 'Is 'Bobby a ,schoolboy?

Now let's practise reading sentences consisting of more than one sense-group. In such sentences we shall use both Low Rise and Low Fall. Make a pause between sense-groups.

1. He 'knows ,French, ,German and 'speaks these 'languages very ,well. 2. He 'likes to 'play ,chess, ,tennis, ,football.

Give tonograms and read the following sentences.

1. Their 'most 'popular ,hobby is ,gardening. 2. She is 'eight 'years ,old and 'goes to 'primary ,school in London. 3. Her 'brother ,Bobby is

a 'dark-'haired 'boy of ,fifteen. 4. His 'wife ,Mary is 'two 'years younger than her ,husband.

WORD STUDY

WS-1. Read and give Russian equivalents of the following.

he is not much of a talker; he is a good listener; he is in his early forties; above medium height; she makes up very little; his hair is slightly grey at the temples; she works in a service industry; it gets her out of the house; he is proud of his wife; she is gentle; he is not like his sister; broad at the shoulders and thin at the waist; he does well at school; he is good at natural sciences; he is quiet; two years younger than her husband; he is fond of music; she quite likes her job; a lovely face; gardening

WS-2. Find in the text the English equivalents to the following.

он преподает английскую и американскую литературу; правильные черты лица; карие глаза; светлые волосы; высокого роста; стройная; скромный; три дня в неделю; темноглазые глаза; каштановые волосы; большие серые глаза; похожа на маму; ей восемь лет; темноволосый мальчик 15 лет; он не похож на сестру; она учится в начальной школе; трудолюбивый; поступать в университет; играть в шахматы; неразговорчивый; лучший футболист среди друзей; дружная семья; вечерние развлечения; любимое занятие

LISTENING PRACTICE

L-1. So you got acquainted with the Clarks. Make sure if you know much about them. Say which of the statements are true and which are false.

1. The Clarks live a) in Liverpool, b) in New York, c) in London. 2. Mr Clark is a) a doctor, b) a reporter, c) a tutor. 3. He works a) at school, b) at the University, c) in a factory. 4. He teaches a) Literature, b) French, c) Russian. 5. He is a) in his late fifties, b) in his early forties, c) thirty years old. 6. He is fond of a) football, b) music, c) sport. 7. He is a) tall, b) short, c) of medium height. 8. He has a) hazel eyes, b) green eyes, c) grey eyes. 9. His wife is a) two years older than her husband, b) two years younger, c) the same age. 10. She is a) stout, b) slim, c) thin. 11. She works a) at school, b) in a service industry, c) in a hospital. 12. Their daughter is a) 10, b) 15, c) 5. 13. She takes a) after her mother, b) after her father. 14. She goes a) to primary school, b) to secondary school, c) studies at a college. 15. Bobby is a boy of a) 10, b) 15, c) 17. 16. He is a) thin, b) strong, c) stout. 17. He is a) lazy, b) hard-working. 18. He studies a) in a secondary school, b) at the University, c) at a college. 19. He likes to

play a) football, b) volley-ball, c) hockey. 20. He is the best a) tennis-player, b) chess-player, c) footballer. 21 Their most popular hobby is a) hiking, b) gardening, c) travelling.

ORAL PRACTICE

0-1. Look and study.



This is Martin.

This is his younger sister Susan.

This is his little brother Tim.



Here are his mother and father. They are his parents. Martin is their son. Susan is their daughter.

These are his grandmother and grandfather. They are his grandparents. Martin is their grandson.



These are his uncle George and his aunt Mary.

This is their daughter Frieda. She is Martin's cousin.

Grandfather

Grandmother

Mary

George

Father

Mother

Frieda

Susan

Martin

This is their family tree.

0-2. Look at the family tree. Describe Martin's family.

0-3. Speak about Tom Johnson's family. (Tom's in the centre.)

Uncle Joe	Father Robert	Mother Alice	Aunt Pam	Uncle Ed
Sister-in-law Sally	Brother John	Tom Johnson	Sister Ellen	Brother-in-law Steve
	Nephew Bill		Niece Carol	

0-4. a) Complete the sentences.

1. Robert and Alice are Tom's parents.
2. Ellen is Tom's ...
3. Bill is Tom's ...
4. Steve is Tom's ...
5. Sally is Tom's ...
6. Robert and Alice are Carol and Bill's ...
7. John is Tom's ...
8. Pam is Tom's ...
9. Ed is Tom's ...

b) Ask these questions.

1. Who is Tom's brother? John is.
2. ... ? Carol is.
3. ... ? Steve is.
4. ... ? Sally is.
5. ... ? Robert and Alice are.
6. ... ? Joe and Ed are.
7. ... ? Tom is.

0-5. Work with your partner. Look at the family tree below to find out the relationships of the persons shown on it.

Example: Is Mary any relation to Brian?
What relation is Arthur to David?

John Brown married Mary White in 1920

Arthur Brown (born 1921) married Carol Green in 1946		Martin Brown (born 1923)		Barbara Brown (born 1926) married Jack Grey in 1947	
Alan Brown (born 1947)	Judy Brown (born 1952)	Brian Grey (born 1949)	Brand Grey (born 1949)	David Grey (born 1954)	

0-6. Draw your family tree and describe it. Ask each other questions to find out the relations between the persons shown on your family tree.

grandmother		grandfather
father's name	aunts	uncles
mother's name		
brothers	your name	sisters
		cousins

O-7. Draw the family tree of the Clarks and describe it. Pretend you are Charles (Mary, Bobby, Kitty). Speak about your family.

O-8. Interview Charles (Mary, Bobby, Kitty) asking the following questions.

1. What place are you from? 2. Are you married or not? 3. How many are you in the family? 4. How old are you? 5. Who is the eldest in the family? 6. What is your occupation? 7. What subject do you teach? 8. Do you play the piano? 9. What languages do you know? 10. How well do you know French and German? 11. Is your wife younger or older than you are? 12. How much is she younger than you? 13. What does she look like? 14. Where does she work? 15. She likes her job, doesn't she? 16. How many children do you have? 17. What are their names? 18. What does Kitty look like? 19. What colour is her hair? 20. What colour are her eyes? 21. Whom does she take after? 22. What is she fond of? 23. Is your son younger or older than his sister is? 24. Do they look alike? 25. What does he look like? 26. Is he good at any subject? 27. What is he going to do after finishing school? 28. What kind of sport does he go in for? 29. What do you usually do in the evening? 30. Are you a friendly family?

O-9. Interview your classmate to find out his/her:

a) first name – surname; permanent residence; nationality; occupation; appearance (height, hair, eyes, figure, etc.); family likeness; interests; evening entertainment; hobby, etc.;

b) relatives.

O-10. What do you call your mother's sister?

I call her my aunt.

What do you call your father's brother? brother's daughter? mother's sister? father's sister? sister's daughter? mother's father? father's mother? sister's son? uncle's daughter? aunt's son? father's father? mother's mother? uncle's son? aunt's daughter? wife's mother? husband's mother? wife's father? husband's father? wife's sister? husband's sister? wife's brother? husband's brother? father's second wife? mother's second husband?

What Does It Mean?

O-11. Give one word which has the same meaning.

Example: a son of one's brother or sister – a nephew

a daughter of one's brother; an unmarried woman; a woman who has not married after her husband's death; a person who is on an old-age pension; a child who has lost his parents; a man who has not married after his wife's death; a daughter of one's sister; an unmarried

man; a child of one's uncle; a daughter of one's aunt; two children born at the same time of the same mother; to separate husband and wife by law; a woman on her wedding day; a marriage ceremony; a man on his wedding day; a child from 13 to 19; to be in one's early fifties; to be in one's late thirties

0-12. Give male/female counter.

Example: uncle – aunt

man; nephew; son; fiancé; granddaughter; mother-in-law; stepson; widow; bridegroom; stepmother; grandmother; baby son; lady; boyfriend; hostess; father

0-13. How many of these opposites do you know?

Example: large – small

to live; young; alive; fair-haired; alike; lazy; single; regular; stout; distant relative; broad-shouldered; fair complexion; straight hair; beautiful; to be under age; short; thin; long-haired; eldest; even teeth; to divorce; deep-set eyes; bushy eyebrows; delicate features; happy; greedy; boring; well-bred; rude; high

Occupations

0-14. Work with your partner and ask each other informative questions. Use the words given below.

Example: What is his name?
How old is he?
What is he? (What is his job?)

veterinarian; builder; farmworker; mail carrier; taxi driver; writer; agronomist; police officer; doctor; miner; clerk; secretary; typist; waiter; engineer; architect; worker; hairdresser; computer programmer; dentist; reporter; cook



Janet

Barry



Victor



David



Brian



Andrew



Martin



Clara



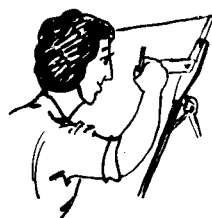
Peter



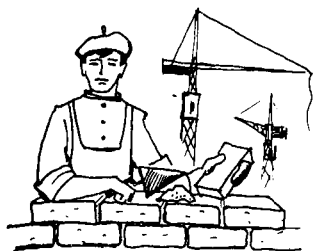
Linda



Thomas



Steve



Sam



Chris



Rose



James



Ellen



Susan



Richard



Paul



Nancy



Mike



Helen



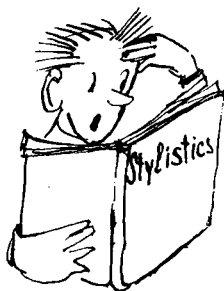
George



Robert



Frieda



Paul

A Valuable Job

O-15. Which of the following jobs is the most important in your opinion? Put them in order. Express your opinion using the following conversational formulas.

in my opinion; I (personally) believe; I (personally) think; I (personally) feel; it seems to me; from my point of view; as I see it

doctor
reporter
engineer
actor/actress
lawyer

secretary
farmworker
worker
builder
pilot

teacher
pop singer
miner
writer
minister

0-16. Answer the following questions.

1. Which of them do you think earns most? 2. Which of them do you think should earn most? 3. Which of the trades would you like to do? Which wouldn't you like to do? Why?

0-17. What do you consider to be the most important aspect of a good job? Put these in order of importance.

Power
Seeing the results of your work
Interesting work
Job security

Good pay
Exciting work
Opportunity to help people
Flexible hours

What's My Line?

0-18. This is the name of a popular television English quiz game in which people try to guess what job a person has by asking questions.

Do you wear a uniform of any kind?

Do you work indoors/outdoors?

Do you work alone?

Is your job well paid? Is your job dangerous/exciting?

Do you use any tools?

Do you make things?

Do you need special qualifications for your job?

Do you work in a factory/office/hospital, etc.?

Are you paid by the hour?

Are you a...?

Remember that the person you are asking can only answer "Yes" or "No" and that you can ask as many questions as you like, but when the person has answered "No" ten times, he wins - so try to turn the question so he says "Yes".

0-19. Quiz yourself. Just for fun try to find the odd word. Here are 21 words and 10 clues. Each clue needs two of the words. When you have done them all, you will be left with the odd one. Which is it?

- a) Two opposites.
- b) They mean the same.
- c) Two features of the face.
- d) They sound the same.
- e) They begin with the same letter.

- f) Two counterparts.
- g) Two relatives.
- h) Two jobs.
- i) They have the same number of syllables.
- j) Two traits of character.

- 1. broad
- 2. chin
- 3. fiancé
- 4. man

- 8. height
- 9. unmarried
- 10. uncle
- 11. narrow

- 15. miner
- 16. reliable
- 17. father
- 18. woman

5. secretary
6. family
7. regular

12. single
13. lazy
14. face

19. aunt
20. fiancée
21. forehead

Text B

The Clarks at Home



This is the picture of a sitting-room. The Clarks are in the sitting-room. They are six in the picture: the grandfather, the grandmother, the father, the mother, the son and the daughter. In the centre of the picture there is a table. Bobby is sitting at the table. He is writing a letter to his friend in Oxford. On his right there is an armchair. The grandfather is sitting in it. He is an elderly man of about seventy. He is reading a newspaper. In the left-hand corner of the room there is another armchair. The grandmother is sitting in it. She is over sixty, grey-haired, tall and thin. Her daughter Mary and she look very much alike. Granny is knitting. Kitty is sitting near her on the carpet and playing with a dog.

By the left wall there is a piano. Mary is playing the piano now and Charles is listening to her. He is enjoying himself.

It is a quiet evening at the Clarks'.

PHONETICS

a) Vowels

Ph-1. Practise the pronunciation of the following words. Mind: short stressed vowels are checked.

[æ]	[ʊ]	[ɪ]	[ʌ]	[ɔ]	[e]
grandfather	look	picture	mother	Bobby	centre
grandmother	room	sitting-	son	Oxford	letter
man		room	under	dog	friend
piano		six	much		elderly
Granny		his			left
hand		knitting			very
		thin			himself
		Kitty			

Ph-2. Mind: long vowels are tense.

[u:]	[i:]	[ɔ:]	[ɑ]
newspaper	reading	daughter	Clarks
	evening	corner	are
		tall	father
		wall	armchair
			Charles
			carpet

Ph-3. Read the following word combinations from the text. Mind: their rhythmical structure depends on the peculiarities of long and short vowels.

this [ɪ] is the picture [ɪ] of a sitting-room [ɪ]; six [ɪ] in the picture [ɪ]; the father [ɑ], the mother [ʌ], the son [ʌ], the daughter [ɔ:]; the centre [e] of the picture [ɪ]; to his friend [e] in Oxford [ɔ]; reading [i:] a newspaper [ju:]; in the left-hand [e] corner [ɔ:] of the room [ʊ]; another [ʌ] armchair [ɑ]; tall [ɔ:] and slim [ɪ]; very [e] much [ʌ]; by the left [e] wall [ɔ:]

Ph-4. Unstressed vowels. Read the following word combinations. Reduce the unstressed vowel in prepositions and conjunctions.

the picture of a sitting-room; the son and the daughter; the centre of the picture; at the table; to his friend; of about seventy; of the room; tall and thin; Mary and she; listening to her; at the Clarks'

b) Consonants

Ph-5. Read the following word combinations. Distinguish [θ], [ð]; [s], [z].

this is the picture; in the sitting-room; they are six in the picture; in the centre of the picture there is; there is another; the grandfather is sitting

Ph-6. Avoid [g] at the juncture.

sitting-room; sitting at the table; writing a letter; sitting in it; reading a newspaper; sitting near her; playing with a dog; playing the piano; listening to her; enjoying himself

Ph-7. Mind assimilation at the juncture.

a) Alveolars replaced by dentals.

is the picture; at the table; and the daughter; in the centre; on his right there is; on the carpet

b) Progressive plosion: devoice "r" after f, t, p, g.

friend, grandfather, grandmother, Granny, train

Ph-8. Mind linking "r" at the juncture.

the picture of a sitting-room; are in the sitting-room; there is a table; the grandfather is sitting; in the corner of the room; there is a piano

c) Word Stress

Ph-9. Mind your stress in compound words.

'grandfather; 'grandmother; 'sitting-room; 'news, paper; 'left-'hand; 'arm chair; 'grey-'haired

Ph-10. Stress prepositions in the following sentences. Mind: in sentences with a preposition and pronoun at the end, the preposition is stressed.

1. The grandmother is sitting in it. 2. Charles is listening to her.

d) Intonation

Ph-11. Mind correct reading: pronounce place-phrases with the rising tone at the beginning of the sentence.

in the centre of the picture; on the right; in the left-hand corner of the room; by the left wall

Ph-12. Mind the rising tone in enumeration.

the grandfather, the grandmother, the father, the mother, the son and the daughter

WORD STUDY

WS-1. Make use of the following words to describe the position of things and people in the picture to Text B.

in the foreground (centre); in the background; in the left-/right-hand corner; on the right/left of the picture; on the left-hand/right-hand side of the picture; in front of; behind; beside; next to; between

WS-2. Give Russian equivalents of the following words and word combinations.

slender figure; uneven teeth; expressive eyes; graceful figure; attractive smile; long moustache; delicate features; plump cheeks; to grow one's beard; tanned complexion; hollow cheeks; double chin; irregular

features; reliable; generous; selfish; to wear one's hair shoulder-length; to have one's hair cut; dyed hair; common face; slant eyes; aquiline nose; to be alike; open forehead; bushy eyebrows; thin waist; auburn hair; clean-shaven

WS-3. Give English equivalents of the following words and word combinations.

приятная улыбка; правильные черты лица; густые, прямые волосы черного цвета; грубые черты лица; длинные ресницы; стройная фигура; быть крепкого телосложения; курносый нос; лысый; золотистые волосы; узкоплечий; выразительное лицо; морщинистое лицо; седые волнистые волосы; вздернутый нос; высокий лоб; смуглый цвет лица; острый подбородок; полные губы; крупные черты лица; легкомысленный; доверчивый; бакенбарды; среднего роста; близко посаженные глаза; карие глаза; маленького роста; гладкая кожа; большой рот; красивые зубы; небритый; походить на кого-л.; упрямый; веснушки

WS-4. Make use of the following words and word combinations in sentences of your own.

to be the image of smb; to be alike; to wear one's hair long; shoulder-length fair hair; to be different from smb; to be like smb in appearance; charming smile; straight eyelashes; wavy hair; fair complexion; protruding chin; perfect teeth; plain features; long-legged; pink complexion; considerate; to change beyond recognition; to make smb pretty; well-cut lips; to make up; to have a stooping figure

ORAL PRACTICE

Police Description

Here's the description of a man whom the police wish to interview in connection with this morning's bank robbery. The man is in his early thirties, is slightly built and is about five feet eight inches tall. He has blue eyes and a pale complexion and has shoulder-length dark hair. He's well dressed, wears a gold ring. Police believes he is still carrying the gun used in the robbery and members of the public are warned not to approach him but instead to notify the police immediately.

O-1. Pair work. One of you has seen the description. The other hasn't. Inform him.

O-2. There has been a particularly brutal murder in your town. Last night the police put out a picture of a man they would like to question. You have just been in town shopping and you are sure you saw the man. You decide to go in to the nearest police station. Work in pairs with one student as a policeman. Use the prompts given below.

to start with; and another thing; what's more; just a small point; perhaps I should mention; oh, I almost forgot

Quiz Yourself

O-3. Choose a famous person or someone in the class to describe. Talk about the person's face, general appearance, clothes, qualities and anything else that would help people to recognize him/her.

Example: My friend is a fine-looking girl, her birthday is on the 10th of April. She has brown hair, grey eyes with long thick eyelashes and she is 160 cm tall. She's got a charming smile. She likes music. She is good at singing and playing the guitar. She is very popular with her friends. Today she looks very smart wearing her nice black dress. Who is she?

O-4. Think of a person in the class and let the others guess whom you have chosen. Ask questions about: 1. a person's complexion; 2. a person's height; 3. a person's build; 4. a person's face; 5. a person's hair; 6. a person's ...

Example:

- What colour hair has she got?
- She's got blond hair.
- Is her hair wavy?
- No, she's got straight hair.
- Is she tall?
- Yes, she is.

...

II. GRAMMAR PATTERNS IN KNOW-HOW DRILLS*

1. The Simple Present Tense

Gr-1. Group work. What is your favourite holiday? Choose one or two holidays and tell your group-mates how you celebrate these holidays. Make use of the following words.

to have parties; to have a holiday meal; to sing; to dance; to listen to music; to exchange presents with one's family and friends; to receive presents; to decorate a New Year tree etc.

Gr-2. This is a story about Dave. He is a sportsman. He goes in for sports every day. Look at the pictures and say what he does every afternoon. Use the following vocabulary.

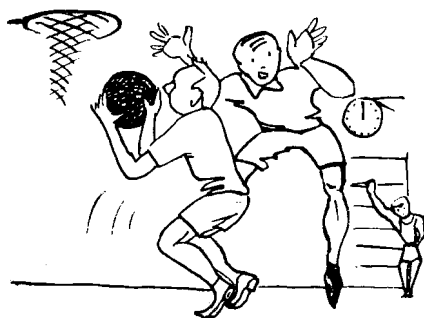
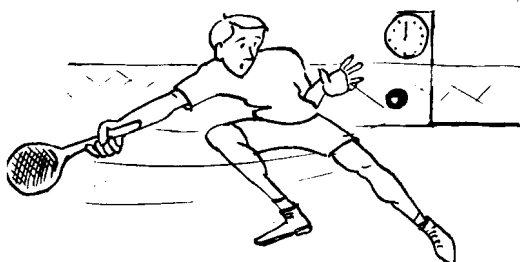
to play hockey, tennis, basket-ball, to box, to swim, to wrestle

* Consult the Grammar Guide at the end of the book.



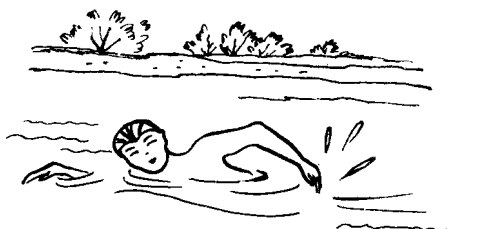
Monday afternoon

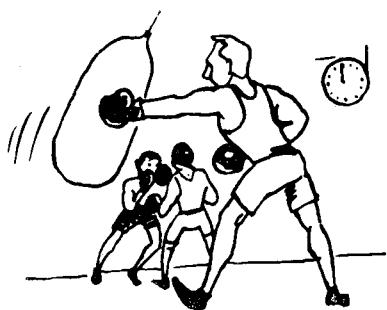
Tuesday afternoon



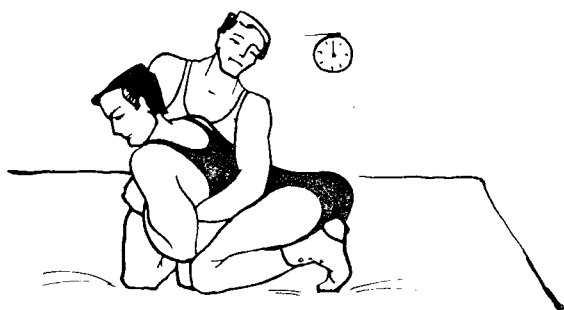
Wednesday afternoon

Thursday afternoon



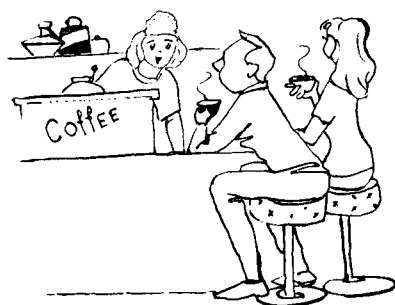


Friday afternoon



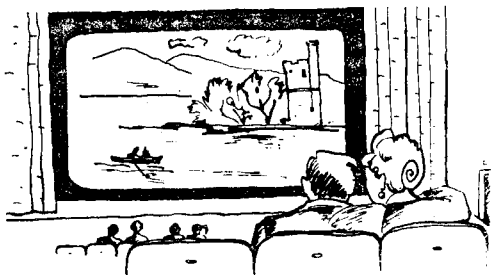
Saturday afternoon

Say what he does every night of the week.



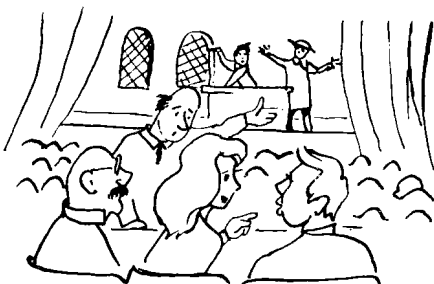
Monday night

Tuesday night





Wednesday night



Thursday night



Friday night

Saturday night



Gr-3. Speak about Steve's regime (routine). Ask your group-mate to inform you about Steve's routine.

to wake up (to get up); to do morning exercises; to wash; to dress; to have breakfast; to go to school; to study; to have dinner; to do homework; to watch TV; to read; to go to bed

Gr-4. How is your daily routine different from Steve's? How is it similar?

Gr-5. Tell the group about Alice.

Example: She gets up at 6. (rarely)
She rarely gets up at 6.

1. She has a shower. (sometimes) 2. She does her morning exercises. (usually) 3. She goes to the Institute on foot. (never) 4. She has lunch at the refectory. (often) 5. She goes to the reading-room after classes. (always)

Gr-6. Make the following sentences negative.

1. I do my homework every day. 2. She usually does the shopping on Monday. 3. We go to the lab three times a week. 4. The Clarks often work in the garden. 5. We live in the centre of the city. 6. He always comes to the Institute in time.

Gr-7. Put disjunctive questions to the following statements.

1. It doesn't take me long to get to the Institute. 2. They never talk at the lesson. 3. We often write dictations. 4. John and Tom are twins. 5. He sometimes makes spelling mistakes. 6. I don't teach English. 7. He seldom reads newspapers.

Gr-8. Answer the questions beginning with "How often" or work with your partner. Use the expressions below in your answers.

Example: How often do you go to the theatre?
I go to the theatre about once a month.

to telephone your friend (your family); to eat in a café; to watch TV; to write letters; to go to the dentist; to cook meals; to arrive late for class; to read a book; to listen to music

once a week; twice a month; every day; once in a while; several times a year; every other day; every morning

2. The Present Continuous Tense

Gr-9. Ask questions about the people in the pictures below. Use the following vocabulary.

to listen to the radio, to music; to watch television; to play the guitar; to play volley-ball, chess; to ride a horse, a bicycle; to ski; to skate; to fix a bike; to cook; to draw

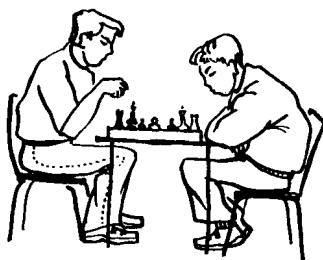
Example: What's Mark doing?
He is doing his homework.



Laura



John



Dan

James



schoolboys



Ted



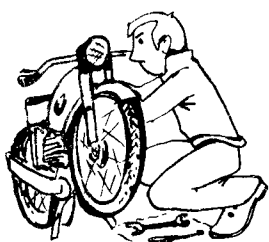
Lucy



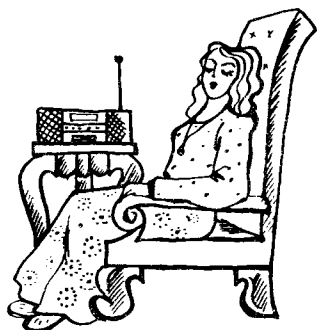
Jack



Andrew



Edward



Mary



Peter



Frieda



Charles



Basil

Gr-10. Look at the illustration again. Answer true or false to the following statements.

Example: Laura is riding a horse.
 Laura is not riding a horse. She is reading a book.

1. John is fixing his bike. 2. Dan and James are playing chess. 3. The schoolboys are playing tennis. 4. Mary is singing. 5. Andrew is skating. 6. Lucy is riding a horse. 7. Edward is listening to music. 8. Jack is talking on the phone. 9. Basil is reading a book. 10. Ted is playing the guitar. 11. Frieda is cooking dinner. 12. Charles is skiing. 13. Peter is having dinner.

Gr-11. Read the following telephone conversation.

Ally who is living at the student's hostel is calling her friend who is living at a nearby hostel. Ally is complaining to her friend about the students on the floor.

Ally: Hi, Helen. This is Ally.

Helen: Hi, Ally. How are things going?

Ally: Oh, I'm very upset.

Helen: Why? What's the matter?

Ally: The students on this floor are really noisy.

Helen: That's too bad.

Ally: My room-mate, Laura, is playing her record. The students in the next room are watching a basket-ball game and they are shouting and cheering and the student across the hall is practising her French with some new tapes. I am going crazy with all this noise.

Helen: Well, I'm going to the library because I'm having the same problems. Let's go together, OK?

Ally: Good idea. Of course, the library is the perfect place to study.

Gr-12. Answer true or false to the following statements.

1. Both Ally and Helen are having problems with students. 2. Helen's room-mate is Laura. 3. Laura is playing the piano. 4. Ally is upset because the students are playing tennis in the hall. 5. Some students on Ally's floor are watching a basket-ball game. 6. The student across the hall is singing. 7. Both the girls are going to the library.

3. Simple Present and Present Continuous Contrasted

Gr-13. Open the brackets using the correct tense.

1. You (to hear) how the rain (to beat) on the window? 2. The sun (to rise) in the east and (to set) in the west. 3. Why you (not to drink) tea? - It's too hot. 4. She (not to go) to the pictures as often as we 5. Where Robert (to be)? - He (to have) a shower in the bathroom. He always (to have) it after his morning exercises. 6. He (to eat) too much. No wonder he (to get) stout. 7. I say, Helen, why you (to walk)? - Because the queue for the bus was too long. I always (to go) by bus, but now I must walk. You (to go) my way? If so, hurry up. 8. Why you (to stand) here? You (to wait) for anybody? - Yes, I (to wait) for my friend. We always (to meet) here and (to go) home together. - See, a girl (to come). Is she your friend? - Yes, she is.

4. To be going to

Gr-14. Look at Lily's schedule. Answer "when" and "what" questions. See the examples.

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
hair	library	music lesson	tennis game 3 p.m.	dentist 4 p.m. cinema 7 p.m.	disco 8.00	birthday party

Example 1: When is Lily going to go to the disco?
She is going to go to the disco on Saturday.

music lesson; tennis game; hairdresser's; dentist; cinema; disco; birthday party

Example 2: What is Lily going to do on Monday, Tuesday...?
She is going to

get her hair cut; go to the library; have her music lesson; play tennis; go to the dentist; go to the disco; go to the birthday party

5. Degrees of Comparison

Gr-15. What do you think?

1. Which river is longer: the Volga or the Thames? 2. Which city is more beautiful: Moscow or London? 3. Who is more popular: Michael Jackson or Paul McCartney? 4. Which beaches are cleaner: in the Black Sea or in the Baltic Sea? 5. Which vacation is better: in winter or in summer? 6. Which music is more popular: rock music or folk music? 7. Which language is more difficult: English or German? 8. Which kind of sport is more dangerous: diving or ski-jumping? 9. Which subject is more interesting: History or Linguistics?

Gr-16. Discuss the differences between the city and the country. Use the following adjectives and nouns.

Examples: There is less traffic in the country than in the city. It is more exciting in the city.

traffic; people; views and scenery; cultural facilities (theatres, cinemas, museums); air; job opportunities; pollution; streets; buildings

beautiful; quiet; noisy; peaceful; interesting; healthy; clean; crowded; wide; busy; modern

Gr-17. Use "as ... as" to compare the following. See the example.

Example: Tom is 6 feet tall. John is 6 feet tall.

Tom is as tall as John. They are both the same height.

1. Jack is 57 years old. Ed is 57 years old. 2. German, French - difficult, easy. 3. men, women - intelligent, honest. 4. economics, politics - interesting, boring. 5. cats, dogs - friendly.

Gr-18. Use "not as ... as" or "than" to compare the following. See the example.

Example: the air in the city, the air in the country - clean

The air in the city is not as clean as in the country.

The air in the country is cleaner than in the city.

1. a car, a bicycle - expensive, cheap, quick, slow. 2. a man, an animal - intelligent. 3. an ocean, a lake - big, small. 4. money, love - important.

Gr-19. Use these adjectives to talk about a car, a bicycle and a motorcycle.

Which one is the -est?

Example: big

The car is the biggest of the three.

small; cheap; fast; cold in winter; safe; noisy; heavy; healthy; easy to park; quiet; good for health

Which one is the most ...?

expensive; dangerous; economical; comfortable; relaxing; exciting to drive or ride

Gr-20. Choose the right word: "elder", "eldest" or "older", "oldest".

1. Mr Clark is ... than his wife. 2. Who is ... of the children? 3. They have 3 children. John is the ... child and Kate is the youngest daughter. 4. John is 8 years ... than his sister. 5. Mr Clark's father is 80. He is the ... among his relatives. 6. Mary has two sisters. Her ... sister is 3 years ... than she.

Gr-21. Steve and James work for General Company. They would like a better position in the company. Who do you think will get the promotion? Why? Use these adverbs.

accurately; earlier/later; carefully; harder; longer; slower or slowly; faster

Steve

James

gets to work at 7.30
works 8 hours a day
does careful work
completes reports accurately
completes reports a little late
types 100 words per minute

gets to work at 8.30
works 6 hours a day
does very careful work
completes reports very accurately
usually completes reports on time
types 85 words per minute

6. Articles and Prepositions

Gr-22. Use the proper article.

A. 1. Does your brother go to ... school? - No, he isn't ... school-boy yet. 2. Ann's sister has ... family of her own. She has ... two children, ... son and ... daughter. ... children are ... same age. They are ... twins. 3. Mary is playing ... piano, ... grandmother is reading ... book, ... boys are playing ... chess. 4. My cousin is ... nurse and her husband is ... builder. 5. Have you ... uncle? - Yes, he is ... teacher of ... English. 6. I'm ... aunt to my brother's son. 7. His sister is ... ten-year-old girl. 8. In England children usually begin school at ... age of ... five. 9. Uncle James came up to his little niece, patted her on ... head and took her by ... hand saying she was such ... pretty girl. 10. She is ... middle-aged woman of 43. She is like ... mother to Jane.

B. 1. They all love Kate. She is ... youngest in ... family. 2. Tom is in ... second form. He is ... hard-working boy and ... good pupil. 3. ...

man and ... woman in ... photo are ... husband and ... wife. 4. ... Knights are ... charming people. 5. Baby is ... youngest member of the family, grandmother is ... oldest. 6. Mary is ... daughter of ... Doctor Smith, ... eldest of ... children, to be more exact. 7. I like ... girl. She has ... straight nose, ... wavy hair and ... fresh complexion. She is ... pretty girl, no doubt. 8. My elder sister is ... girl of twenty with ... large eyes, ... golden hair, ... pleasant smile. She has ... good figure too. She is ... tall and slender. She is ... real beauty. 9. She is ... most beautiful woman I have ever met.

Gr-23. Fill in prepositions or adverbs if necessary.

1. John is very much ... his father. In a word, he is the very image ... him. 2. Lena smiles ... such a pleasant way. 3. Look ... the picture. ... the picture you see a pretty girl ... fifteen ... dark long hair and hazel eyes. ... her right you see a boy ... ten but he looks older as he is tall ... his age. 4. His parents are ... the same age. They are not ... pension yet. 5. My sister is going to marry ... a doctor. 6. Whom is she married ...? - I know little ... her husband. The only thing I know, he is an engineer ... profession. 7. Does Lucy take ... her mother? - Yes, she does. She looks very much ... her mother. 8. Who is the girl sitting ... you? What is she ... you? Is she any relation ... you? 9. She is the eldest ... the three children. 10. Whom did he marry? - He married ... my cousin. He has been married ... two years.

III. SPEECH FUNCTIONS DEVELOPED

1. Greetings.
2. Introductions.

0-1. Study the formulas.

Greetings

Responses:

- How are you?
- How are you keeping?
- Hello!
- Hi!
- Good morning!
- Good afternoon! (until lunch time)
- Good evening!

- I am fairly/very well, thank you!
- Fine, thanks.
- Not too bad, thank you.
- All right, thanks.

Introductions

- Hello! This is ... (your first name and surname)
- Hello! My name is ... (your first name and surname)
- Hello! You must be ... (first name and surname)
- May I introduce myself: (first name, surname, trade ... etc.)
- First let me introduce myself ...
- Allow me to introduce myself ...
- I'd like you to meet ...
- Have you met ...?
- Do you know ...?

Responses:

- Glad to meet you!
- Delighted to see you!
- How do you do!
- Hello.
- Pleased to meet you.

O-2. Read and enact the mini-dialogues. Pay due attention to the intonation.

1. - Good morning, Mr Brown!
- Hello, Kitty! How are you? How is life?
- Fine, thanks!
2. - Hello, Lily!
- Good to see you, Chris. How are you keeping?
- I am fairly well, thank you.
3. - Hi, Roy! How very nice to see. How are things with you?
- Not too bad, thank you. How are you?
- All right, thanks.
4. - Oh, Paul, I'd like you to meet Steve Parker.
- How do you do!
5. - Oh, Paul, have you met Grace Brooks?
- Glad to see you.
6. - Good morning, Mr Parker! Let me introduce our manager Mr Ward.
- Pleased to meet you.
7. - Hello! You must be Michael Smith, I am Peter Robert.
- Delighted to meet you.
8. - Oh, Peter, I'd like to introduce Mr Basil Johnson. Mr Johnson, this is Mr Peter Richards, the manager of our plant.
- I am glad to see you, Mr Johnson. How do you do!

O-3. Greet the people. Use the appropriate form.

1. a close friend (Barbara); 2. a colleague, whom you are on friendly terms with; 3. your parents in the morning; 4. your English

teacher; 5. a group of fellow-students; 6. a man in the street, who is not familiar to you

O-4. Give suitable responses.

1. Hello, Grace! 2. Good evening, Mrs Barks! 3. Hi, Mr Clark.
4. Hello! How is life? 5. Hello, Amanda. Nice to see you.

O-5. Introduce:

1. your colleague Mr Smith to Mr Brown; 2. yourself to a small friendly party; 3. your friend to your mother; 4. a young girl to elderly Mrs Barks; 5. your parents to your young boy-friend; 6. yourself to a group of managers

O-6. Act out the mini-dialogues. Make up your own dialogues using the key-words.

1. - Are you any relation to *Helen*?

- Yes, she's my *cousin*.

- Oh, really!

that girl, the boy on your right, the old woman, the man in the photo, Ann;

sister, brother, cousin, grandmother, nephew, uncle, niece

2. - What relation is *Peter* to *John*?

- They are *cousins*.

- Really?

that girl, John, Nick, Alex, the child, the man;

twins, brother and sister, husband and wife, mother and son

3. - To whom is she married?

- To my brother.

- Fancy!

your sister, your friend, your brother, Lily;

my elder brother, a doctor, a lawyer, Ted Brown

4. - How old is *your mother*?

- 40.

- Fancy! I should never think so. She looks younger (older).

your brother, your friend, Mrs Parker, your teacher;

about 50, over 30, nearly 20

5. - Where was she born?

- In *London*.

- Was she?

in the town of Bor, in the village of Kamenka

6. – What does *your brother* do?

– He *works at a factory*.

– Does he?

your mother, your friend, Mr Clark, Nancy;

studies at school, studies at the Institute, serves in the Army, works at a plant

7. – What does *she* look like?

– She's very *lovely*.

your sister, Ann, your teacher, your aunt, your friend;

pretty, small, short but slender, handsome, good-looking, tall and broad-shouldered

8. – What kind of *hair* has she?

– As far as I remember, she has *straight yellow hair*.

mouth, nose, face, eyes;

blue, round, snub, long

9. – What colour are her *eyes*, I wonder?

– They are *blue*.

complexion, hair;

dark, pink, fair, auburn

O-7. Interview your partner about her/his relatives (family). Then tell your friends about what you've learned from her/him.

Example: Have you any sisters or brothers? What does your elder brother look like? Do you take after your mother? Why do you think so?

O-8. Conversational situations.

1. You speak with your partner about what a typical actress/student/teacher/Englishman/sportsman is like.
2. You ask your friend to do you a favour to meet your friend/sister/mother at the station as you are very busy. You describe her appearance.
3. You are looking through your friend's family album and trying to guess if the people in the pictures are her/his relatives or not.
4. A new student has come to your group. One of you hasn't seen him/her yet. You ask your partner about him/her.

O-9. Role play.

Personages: People of different trades.

Stimulus: Getting acquainted.

Arrangement: Speaking on whole community.

Expected Activity: Conduct peculiarities in giving and asking information.

Speech skills and functions developed: Greetings, introducing oneself and people.

Supplement: Cards with fixed information and word structures.

IV. READING AND COMPREHENSION

Here is a useful piece of advice on reading.

"My dear friend!

You ask me for advice on reading. That's a very difficult thing to do. How can I possibly know what will interest other people? If you are fond of detective stories (Agatha Christie, Simenon and other modern favourites), you will read them quickly, you'll "swallow" them. If the book is in English, that may mean slow progress for you. But I don't advise you to read too slowly. And don't start reading a book unless you see, from the first few pages, that you can read it with ease and understanding - "don't try to run before you can walk".

Quite often you'll find the unknown word comes again, perhaps several times, and by the end of the chapter you'll have found out its meaning by intuition. The need to use a dictionary perhaps ten or twenty times a page makes reading very dull and tiring." (from *A.S. Hornby*)

So we are going to start learning how to read faster and get the information right. You will read good English texts on different subjects. All of them have small problems to think over and discuss in class. First we start with this:

Reading with general understanding.

Close attention: develop the following reading skills:

- how to get the information;
- how to understand it as far as the main idea.

Today we are making the first step to develop your reading skill and the speed of reading.

Welcome!

RC-1. Read the text carefully. Get acquainted with the family. Time your reading.

The Season of Divorce

(after John Cheever)

A. My wife has brown hair, dark eyes, and a gentle¹ nature. Because of her gentle nature, I sometimes think that she spoils the chil-

dren. She doesn't refuse them anything. They always get around her. Ethel and I are married 10 years. We both come from Morristown, New Jersey. Our marriage is happy. We live in the East Fifties². Our son Carl, who is six, goes to a good private school, and our daughter, who is four, is going to school next year.

Ethel is cheerful and adaptable. She gets up at 7 and turns the radio on. After she is dressed, she wakes up the children and cooks the breakfast. All day long Ethel is busy with the housework, cooking, shopping and the demands of the children.

B. We go out once or twice a week to the parties given by the Newsomes. Sometimes we meet there Mr and Mrs Trencher. Mr Trencher seems a pleasant man to have around. He is a doctor. Other doctors say that he's a good physician. The Trenchers are about 30, at least he is. She is older.

Mrs Trencher is a plain woman. She is small, has a good figure and regular features. She has inner modesty. Dr Trencher doesn't smoke or drink, the colouring in his slender face is fresh - his cheeks are pink, and his blue eyes are clear and strong.

The Trenchers live in a comfortable and unpretentious private house in our neighbourhood. The house is old and large. The halls are gloomy and empty.

C. Late afternoon Ethel takes our children to the playground and sits with them until it is time to take them home. Dr Trencher makes it a regular thing to come there and talk with Ethel. To Ethel it seems strange. "He stares at me," she says. "He sighs and stares at me." I know what my wife looks like in the playground. She wears an old coat, overshoes, and a scarf is tied under her chin. The picture of a well-dressed, pink-cheeked doctor losing his heart to Ethel is hard to take seriously. But he sends her roses for birthday and makes me angry. Ethel thinks he is crazy and is sorry for him.

Notes

1. gentle = mild
2. the East Fifties - the streets and avenues are mostly numbered. Here: from No. 50 to No. 58.

RC-2. Check up the level of general comprehension: perform the ABC test and see if you are true or false.

A. My wife has

1. a) blond hair and blue eyes;
b) fair hair and grey eyes;
c) brown hair and dark eyes.
2. Ethel has a gentle nature. That's why she
a) spoils the children;
b) refuses them sometimes;
c) likes the children to get around her.

3. The author thinks
 - a) their marriage is happy;
 - b) their marriage is unhappy;
 - c) their marriage only meets the demands of the children.
4. The author and his wife
 - a) have no children;
 - b) have one child;
 - c) have two children – a boy and a girl.
5. All day long Ethel is busy with
 - a) her work at the office;
 - b) herself;
 - c) the housework, cooking and shopping.

- B.**
1. The Trenchers are
 - a) rather young, about 25;
 - b) middle-aged;
 - c) about 30.
 2. Mr Trencher is
 - a) an office-worker;
 - b) a business man;
 - c) a physician.
 3. Mrs Trencher is
 - a) very bright in appearance;
 - b) rather plain and modest;
 - c) ugly and unpleasant.
 4. Dr Trencher looks
 - a) pale and thin;
 - b) slender in face and pink in cheeks;
 - c) ill and tired.
 5. The Trenchers' house is:
 - a) comfortable and large;
 - b) old and gloomy;
 - c) old and empty.
 - C.** Late afternoon Ethel takes the children
 - a) to school;
 - b) to do the shopping;
 - c) to the playground.
 2. Dr Trencher
 - a) comes to talk to Ethel;
 - b) plays with the children;
 - c) has a walk in the playground.
 3. While in the playground Ethel looks
 - a) pleasant;
 - b) well-dressed;
 - c) unpretentious.

4. Dr Trencher seems to be
 - a) in love with Ethel;
 - b) on good friendly terms with Ethel;
 - c) on business terms with Ethel.

RC-3. Quick review questions. Consult the text and answer.

A. 1. What is the author's wife by nature? 2. What does she look like? 3. Why does he think she spoils the children? 4. What proves that the children love Ethel? 5. What place do Ethel and her husband come from? 6. Is their marriage unhappy? 7. Where do they live? 8. Are their children grown-up? 9. At what time does Ethel get up? 10. What is she busy with all day long?

B. 1. How many times a week do Ethel and her husband go out? 2. Where do they usually go? 3. Whom do they meet there? 4. Where do the Trenchers live? 5. What do you make of their house? Do you like it?

C. 1. Where does Ethel usually take the children late afternoon? 2. What is a regular thing with Dr Trencher? 3. How does Dr Trencher show his love to Ethel? 4. Why doesn't the author take it seriously? 5. What makes Ethel's husband angry? 6. What does Ethel make of Dr Trencher?

RC-4. Go back to the text and say:

1. What do you know about Ethel and her family? (family ways, appearance, traces in nature, her daily round) 2. What do you make of the Trenchers? (family ways, appearance, trade and occupation, habits, household) 3. What does Ethel look like while in the playground? (appearance, clothes she wears)

RC-5. Develop your opinion and say:

1. Why is Ethel sorry for Dr Trencher? 2. What does Dr Trencher like in Ethel? 3. What is a possible end of this story?

RC-6. Intelligent text study. a) Pick out the key sentence from each part (A, B, C). b) Arrange the sentences as the story demands.

1. The Trenchers live in a comfortable and unpretentious private house in our neighbourhood.
2. Dr Trencher makes it a regular thing to come there and talk to Ethel.
3. Ethel and I are married 10 years.
4. All day long Ethel is busy with the housework, cooking and shopping.
5. We go out once or twice a week to the parties given by the New-somes.
6. Ethel thinks Dr Trencher is crazy and is sorry for him.

Nicely done! Next time we shall advance further.

V. WRITING PRACTICE

Drafting a Descriptive Paragraph

Drafting is the formulating stage of the writing process. A paragraph is a series of interrelated sentences that develop a single idea, or topic. Whether it is brief or lengthy, whether it stands alone or is a part of a large whole, the paragraph is the basic unit of organized and developed thought.

A descriptive paragraph can either stand by itself or be part of a longer piece of writing. In either case, it needs a topic sentence, supporting sentences and often a concluding sentence.

The Topic Sentence. In your topic sentence you identify the topic of your description and suggest what you plan to say about it.

Supporting Sentences. The body of a descriptive paragraph is made up of supporting sentences that develop the topic. Supporting sentences provide the detailed information that readers need in order to understand the topic sentence.

The Concluding Sentence. If your topic sentence begins the paragraph, close it with a concluding sentence. Your concluding sentence can reinforce the general impression that you gave in your topic sentence; use different words, summarize your ideas, tying together your supporting details, present your personal impressions of the topic that you have discussed.

W-1. Read the text to develop your descriptive technique.

Of all my relatives, I like my aunt Emily the best. She's my mother's youngest sister. She has never married, and lives alone in a small village near Bath. She is in her late fifties, but she's quite young in spirit. She has a fair complexion, thick brown hair which she wears in a bun, and dark brown eyes. She has a kind face, and when you meet her, the first thing you notice is her smile. Her face is a little wrinkled now but I think she is still rather attractive. She is the sort of person you can always go to if you have a problem.

She likes reading and gardening, and she still goes for long walks over the hills. She's a very active person. Either she's making something, or mending something or doing something to entertain herself. She's extremely generous, but not very tolerant with people who don't agree with her. I hope, I'm as contented as she is when I'm her age.

W-2. Go through the text and say

- which is the topic sentence;
- which are the supporting sentences;
- which is the concluding sentence.

W-3. The text consists of factual description and personal opinions. Go through the text and underline what is factual description once and double underline what is personal opinion.

W-4. Go through the text again and say which parts describe

- her face and body;
- her likes and dislikes;
- her character;
- her habits.

W-5. List the adjectives used in the text and say if they describe the person's character or appearance.

W-6. Now write a similar description of someone you know (friend, relative, teacher etc.).

VI. BECOME PROFICIENT

BP-1. Look and study. Read paying attention to your pronunciation and melody.

1. Greeting the Class

- Good morning/afternoon, children! (in primary schools)
- Good morning/afternoon, boys and girls! (in secondary schools)
- Sit down, please!

2. Lateness

Pupil: - I am sorry I'm late (I didn't hear the bell).

- I am sorry I'm late but I've overslept.
- I am so sorry, I have no excuse.
- I am sorry I am late. I have an excuse.

Teacher is satisfied:

- Very well, (go and) sit down.
- I see.
- All right.

Teacher is not satisfied:

- Why are you (so) late?
- That's no excuse.
- That's a poor excuse.
- That's not a very good excuse.
- You must learn to be on time (for lessons).
- You must (learn to) come to lessons on time.

3. Bringing the Class to Order

- Get ready for the lesson.
- Will you, please, stop talking?
- Will you, please, sit straight?
- Put your things away.
- I am waiting for you to be quiet.

BP-2. What will the teacher say if he (she) comes into the room to start a lesson?

BP-3. The lesson has begun. A schoolchild is late for the lesson. Play the part of the teacher. What will you say to the pupil to show a) you are not satisfied; b) you are satisfied?

BP-4. Work with your partner. Play the part of a teacher and a pupil who is late.

BP-5. You are a teacher. What will you say to bring the class to order?

To the Student:

You have done it well and advanced in your English. You like it, don't you? Now pass over to Unit 2.

Unit 2

Our Furnished Flat and Accommodations Required

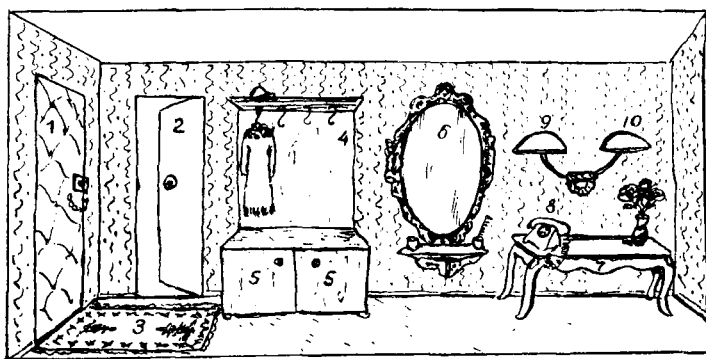
To the Student:

This time our household and general accommodation is our special care. We spend a large part of our life at home. Most enjoy their surroundings and find them comfortable. It's natural to make a small corner in the world which we can recognize as our own.

Here! Sally, Florence and Mary welcome you to their living. Hope you get a pleasant sort of sensation.

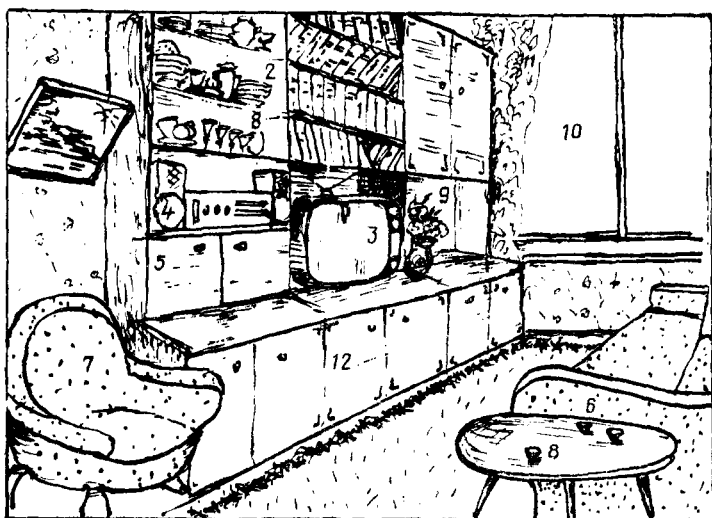
Look and study.

Hall



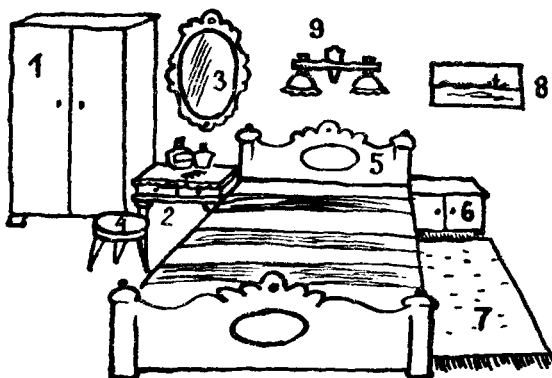
1 - front door, 2 - living-room door (lounge door), 3 - door mat, 4 - coat rack, 5 - chest of drawers for shoes, 6 - hall mirror, 7 - table, 8 - telephone, 9, 10 - lamps

Living-room (lounge)



- 1 - bookshelves, 2 - cupboard unit, 3 - television set (TV set), 4 - stereo system, 5 - drawers, 6 - sofa (settee), 7 - armchair, 8 - coffee table, 9 - flower vase, 10 - window, 11 - curtains, 12 - cupboard base unit

Bedroom



- 1 - wardrobe, 2 - dressing-table, 3 - mirror, 4 - dressing-stool, 5 - double bed, 6 - bedside cabinet, 7 - bedside rug, 8 - picture, 9 - bedroom lamp



1 - refrigerator (fridge), 2 - kitchen table (dining table), 3, 4 - kitchen chairs, 5 - kitchen lamp, 6 - gas cooker, 7 - base unit, 8 - kitchen sink, 9 - wall cupboard, 10 - houseplants

I. TEXT-ORIENTED ACTIVITIES

LISTENING PRACTICE

Text A

A Letter Home

23 Students' Street,
London, N.W. 4
10th November, 1992

Dear Mum and Dad,

Delighted to tell you that now I've got a place at the hostel and that's where I'm writing from. It's in Students' Street which is named so because there are a few colleges and a University here. We are lucky it isn't a long way from our college, either. The street is all green, lined with trees and there are still flowers in the flower-beds though it's September already.

I share the room with one of my group-mates. Of course, I know very little of her yet but she seems to be sociable and kind. She spent a few years in Paris with her parents, so she speaks French much better than anyone else in the group.

The room is quite enough for the two of us. We moved in a few days ago and everything is in its place now. You are certainly interested to know what our room looks like. Well, it's a little larger than my room at home, with a big window right opposite the door. In front of the window there is a writing-table with a table-lamp on it. On both sides of the table there are beds. I take one to the left of the table with two shelves above. On one of them I keep some of my books (others are in the drawers of the desk), on the other - a transistor-radio, an alarm-clock, a looking-glass, my favourite teddy-bear and our family photo. In the middle of the room there is a dining-table and near the door - a wardrobe. There are also a few chairs and an armchair in the right-hand corner. It's a pity we haven't got any television-set but there is one in the hall on the ground floor. So, we can watch television at odd hours, which are quite rare, though. As a matter of fact we have a lot to do at college. I'm up to my ears in studies and happy to have good living and work conditions. Here at the hostel there is a laboratory and a reading-room, and a canteen, too. There is also a kitchen next door and we can use a gas-cooker if we like. As you can see I'm settled down quite well here. Yet, I feel homesick at times. Now that I am far away I understand: there is no place like home.

Well, so much for myself. How are you and how is Granny's health? Is there any news of Lucy and Mike, what about their new flat?

Please, give everyone my fondest love.

Yours,
Mary

Text B

A Letter from Home

14 Part Avenue,
Wembley
17th November, 1992

Mary dear,

It's less than a month that you're away from home but it seems ages. We miss you badly, so it's sweet of you to write often. We are all fairly well and pleased you are too, in your room at the hostel with a nice room-mate. Dad and I are back to work after the holidays, Granny does most of the work about the house - just the usual run of things, as you can see. I can't say I see much of Lucy and Mike, but we speak much over phone. Their latest news and chief topic of conversation is the new flat, of course. They are moving somewhere

around the end of the month. As you can imagine it's quite an event for them and they are, certainly, anxious. Their new apartment is in a block of flats in a new district on the outskirts of the city. It's a pretty long way from the centre, but that doesn't matter much as there is an underground round the corner. Lucy is a little upset that the flat is on the top floor of a twelve-storeyed house, but this can't be helped and, after all, there is a lift. As far as I know, it's a two-room flat with a bathroom, a lavatory, a spacious hall and a balcony. The kitchen is very comfortable, with an electric cooker and built-in furniture. There are also a few built-in wardrobes in the hall and the bedroom which is very convenient, no doubt. There are, certainly, all modern conveniences in the flat: electricity, central heating, hot and cold water supply. Hope to see it all for myself soon and write you more then. That's our news for the present. There is little else I can say, just that we are lucky with the weather. It's fairly warm and doesn't at all look like autumn. How are things with you? We all send you our love and kisses.

Yours,
Mum

Vocabulary

A

delighted (= I am delighted) to tell
you рада сообщить вам
that's where I'm writing from отсюда
я и пишу
we are lucky нам повезло
a long way from далеко от
lined with trees обсажена деревьями
I share the room with я живу в одной комнате с
I know very little of her yet я ее еще мало знаю
she seems to be sociable она кажется общительной
quite enough for the two of us
вполне достаточно для нас двоих
to move in въезжать (в квартиру)
in its place на своем месте
right opposite прямо напротив
on both sides of по обе стороны
I take one я занимаю постель
(one – слово-заместитель, здесь вместо bed)
to the left of слева от

to keep держать, хранить
alarm-clock будильник
teddy-bear плюшевый медвежонок
on the ground floor на первом этаже
at odd hours в свободное время, в свободные часы
which are quite rare, though которые, однако, очень редки
as a matter of fact дело в том, что...
a lot to do много дел
up to my ears in studies по уши в учебе (очень занята учебной)
living conditions жилищные условия
work conditions условия для работы, для занятий
canteen столовая
as you can see как видите
I am settled down я устроилась
Yet, I feel homesick at times. Тем не менее, временами я скучаю по дому.

now that теперь, когда
there is no place like home нет ни-
чего лучше дома
so much for myself хватит о себе

is there any news of есть ли какие-
нибудь новости о... (news сочета-
ется с глаголом в ед. ч.)

В

it seems ages кажется, что прошла
вечность
we miss you badly мы очень по те-
бе скучаем
it's sweet of you... очень хорошо,
что ты...
fairly довольно, весьма
back to work возобновили работу
about the house по дому
the usual run of things всё, как
обычно
over phone по телефону
somewhere around the end of the
month где-то в конце месяца
it's quite an event for them это для
них большое событие
to be anxious ждать с нетерпением,
сильно желать; волноваться
a block of flats многоквартирный
дом
district район
a pretty long way from далеко от
on the outskirts на окраине
round the corner за углом

on the top floor на последнем эта-
же
storey этаж
this can't be helped ничего не поде-
лаешь
as far as I know насколько мне из-
вестно
lavatory уборная
spacious просторный
built-in furniture встроенная мебель
convenient удобный
conveniences удобства
no doubt без сомнения
central heating центральное отопле-
ние
hope (= I hope) to see it all for
myself надеюсь все увидеть свои-
ми глазами
for the present пока, на сегодняш-
ний день
We all send you our love and
kisses. Привет и поцелуй вам от
всех нас.

PHONETICS

a) Vowels

Ph-1. Pronounce the following words with the falling tone (the voice quickly goes up and then down).

students
few
can'teen

Ph-2. Mind: long vowels are tense.

[u:]	[i:]	[ɔ:]	[ə:]
students	street	because	University
few	green	all	certainly
moved	trees	of course	furniture
use	seems	four	outskirts
news	speaks	door	
Lucy	reading	wardrobe	
room	canteen	corner	
two	sweet	drawer	
usual	pleased	hall	
	convenient	yours	
	conveniences	water	
	heating	warm	
	chief	autumn	

Ph-3. Mind: short vowels are checked.

[æ]	[ʊ]	[ɪ]	
gas	books	which	pity
fact	cooker	still	living
matter	looks	with	conditions
that's		little	things
flat		English	electricity
back		interested	lift
anxious		big	built-in
imagine		window	kisses
lavatory			
balcony			

[ʌ]		[ɒ]	[e]
mum	up	got	tell
lucky	studies	hostel	spent
much	love	college	everything
enough	brother	long	bed
front	month	opposite	teddy
one	but	holidays	any
above	just	block	settled
some	doesn't	long	well
other	underground	topic	myself
			health
			everyone
			less
			end
			event
			twelve
			upset
			help
			bedroom
			central
			present
			weather

Ph-4. Read the following word combinations from the text. Mind: their rhythmical structure depends on the peculiarities of a) long and b) short vowels (c - mixed).

a) Students' Street; that street is all green; news of Lucy; pleased you are two; new apartment;

b) September already; much better; anyone else; quite enough; big window; watch television; quite well; much for myself; Granny's health; fondest love; matter of fact; less than a month; the end of the month; doesn't matter much;

c) Mum and Dad; a few colleges; speaks French; moved in; certainly interested; a little larger; opposite the door; the right-hand corner; a lot to do at college; two shelves; living and work conditions; next door; new flat; back to work; speak much; chief topic; new district; the outskirts of the city; on the top floor; can't be helped; built-in furniture; built-in wardrobes; in the hall and the bedroom; all modern conveniences; central heating; more than; news for the present

Ph-5. Unstressed vowels. Reduce the unstressed vowel in prepositions and conjunctions reading the following word combinations.

A. a place at the hostel; colleges and a University; a long way from our college; and there are still flowers; of course, I know very little of her; better than anyone else; for the two of us; larger than my room at home; and near the door; and an armchair; we can watch, in front of the window; to the left of the table; and our family photo; in the middle of the room; as a matter of fact; a lot to do at college; up to my ears in studies; happy to have good living and work conditions; at the hostel; laboratory and a reading-room; and a canteen; and we can use a gas-cooker; as you can see; at times; now that I am far away; so much for myself; and how is Granny's health; any news of Lucy and Mike;

B. less than a month; that you are away from home; but it seems ages; it's sweet of you to write often; and pleased you are too; your room at the hostel; Dad and I are back to work; most of the work; the usual run of things; but we speak much; and chief topic of conversation; of course; the end of the month; as you can imagine; quite an event for them; and they are anxious; in a block of flats; a pretty long way from the centre; as there is an underground; as far as I know; a spacious hall and a balcony; an electric cooker and built-in furniture; hot and cold water supply; hope to see it all for myself; and write you more than; for the present, I can say, just that we are lucky

Ph-6. Pronounce the word combinations with "on". Mind: "on" is never reduced - [ɒn].

with a table-lamp on it; on both sides; on one of them, on the other; on the ground floor; on the outskirts; on the top floor

Ph-7. Mind: both the numeral "one" and the word substitutor "one" are pronounced [wʌn]. The numeral is stressed (a), the word substitutor is not (b).

a) 1. I share the room with one of my group-mates. 2. On one of them I keep some of my books.

b) 1. I take one to the left of the table. 2. ...but there is one in the hall on the ground floor.

b) Consonants

Ph-8. Pronounce the following words and word combinations with [w]. Mind the position of the lips and the tension in the back part of the tongue.

where	window	sweet
which	one	somewhere
way	wardrobe	twelve
anyone	we	water
quite	watch	weather
what	word	warm
well	away	

Ph-9. Pronounce the following word combinations. Don't stress "with", but pronounce it distinctly.

with trees; with one of my group-mates; with a big window; with a table-lamp; with two shelves above; with a nice room-mate; with an electric cooker; with the weather

Ph-10. Read the following word combinations. Distinguish [w] - [v] - [f].

quite enough; in front of the window; with two shelves above; on one of them; we haven't got any television-set; living and work conditions; away from home; it's sweet of you; fairly well; are moving somewhere; which is very convenient; fairly warm

Ph-11. Avoid [g] at the juncture.

everything is in its place; a long way; writing-table; dining-table; reading-room; looking-glass

Ph-12. Mind assimilation at the juncture. Pronounce [i], [d], [n], [s], [z] between the teeth.

at the hostel; in the flower-beds; in the group opposite the door; in the middle; in the right-hand corner; in the room; but there is one; in the hall; on the ground floor; in the kitchen; about their new flat; is there any news of Lucy; less than a month; about the house; is the new flat; around the end of the month; and they are anxious; on the outskirts; but that doesn't matter; as there is an underground; round the corner; on the top floor; but this can't be

helped; in the hall and the bedroom; in the flat; just that we are lucky

Ph-13. Give lateral plosion, avoid the neutral vowel between [p], [t], [b] and [l].

place, hostel, little, sociable, table, settled

c) Word Stress

Ph-14. Mind: in compound nouns the first element is stressed.

'room-mate; 'group-mate; 'writing-table; 'teddy-bear; 'dining-table; 'table-lamp; 'armchair; tele'vision-set; 'reading-room; 'gas-cooker; a'larm-clock; 'bathroom

Ph-15. Mind: in compound adjectives and verbs both the elements are stressed.

'twelve-'storeyed; 'built-'in; 'two-'room; 'right-'hand; 'moved 'in; 'settled 'down

Ph-16. Mind: in compound pronouns the first syllable is stressed.

'anyone; 'everything; 'everyone; 'somewhere

d) Intonation

Ph-17. Read with correct intonation. Mind: place-phrases at the beginning of the sentence are pronounced with the rising tone.

in 'front of the ,window; on 'both 'sides of the ,table; on ,one of them; on the ,other; in the 'middle of the ,room; near the ,door

Ph-18. Mind: sense-groups expressing an incomplete idea are pronounced with the rising tone.

de'lighted to ,tell you; you're 'certainly 'interested to ,know; as a 'matter of ,fact; if we ,like; as you can ,see; as 'far as I ,know

Ph-19. Mind: the rising tone is typical of enumeration.

a tran'sistor-,radio, an a'larm-,clock, a 'looking-,glass and my 'favourite ,teddy-bear; a la,boratory and a ,reading-room; with a ,bathroom, a ,lavatory, a 'spacious ,hall; elec,tricity, 'central ,heating and a ,telephone

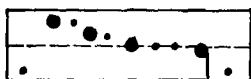
Ph-20. Find in the texts and read with correct intonation the sentences containing the word combinations of ex. Ph-17, 18, 19.

Ph-21. Mind the logical stress in the sentence:

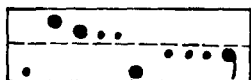
'How are 'things with ,you?

Ph-22. Study the tonograms and read the following sentences.

I 'share the 'room with 'one of my ,group-mates.



On 'both 'sides of the ,table } there are ,beds.



Ph-23. Listen to the text and intone it.

Ph-24. Read the text several times to master it well.

WORD STUDY

WS-1. Translate from English into Russian.

A. delighted to tell you; that's where I am writing from; the street is all green, lined with trees; she seems to be sociable and kind; much better than anyone else in the group; you are, certainly, interested to know; we can watch television at odd hours, which are quite rare, though; I'm up to my ears in studies; I am settled down quite well here; yet, I feel homesick at times; now that I am far away; there is no place like home;

B. it's less than a month that you are away from home but it seems ages; we miss you badly; it's sweet of you; we are fairly well; Dad and I are back to work; it's the usual run of things; somewhere around the end of the month; it is quite an event for them; they are anxious; Lucy is a little upset; hope to see it all for myself soon; that's our news for the present; there is little else I can say; we are lucky with the weather; it's fairly warm

WS-2. Find the English equivalents for:

A. место в общежитии; улица названа так; это недалеко от нашего института; обсажена деревьями; я занимаю комнату с одной из студенток моей группы; я ее еще мало знаю; она кажется общительной и доброй; намного лучше, чем любой из студентов группы; комната вполне достаточна для нас двоих; мы переехали несколько дней назад; всё на месте; вам, конечно, интересно знать; к сожалению, у нас нет телевизора; на первом этаже; мы можем смотреть телевизор в свободное время; дело в том, что; у нас много дел; я с головой погружена в учебу; хорошие жилищные условия и условия для занятий; если нам хочется; в

соседней с нами комнате расположена кухня; мы можем пользоваться газовой плитой; как видите, я хорошо здесь устроилась; тем не менее я временами скучаю; теперь, когда я нахожусь далеко от дома; нет ничего лучше дома; ну, хватит о себе; как здоровье бабушки; есть ли какие-нибудь новости о Люси и Майке; передавайте всем от меня большой привет;

В. прошло меньше месяца, с тех пор как ты уехала; мы по тебе очень соскучились; хорошо, что ты часто пишешь; у нас все хорошо (в порядке); мы довольны; мы снова приступили к работе; большую часть работы по дому; все идет своим чередом; мы много говорим по телефону; их последние новости и основная тема разговора; где-то в конце месяца; можешь себе представить, что для них это целое событие; они волнуются; многоквартирный дом; довольно далеко от центра; на окраине; с этим ничего не поделаешь; в конце концов; насколько мне известно; двухкомнатная квартира; просторная прихожая; встроенная мебель; это, несомненно, очень удобно; современные удобства; надеюсь все увидеть сама; вот пока все наши новости; как твои дела; привет и поцелуи от всех нас

LISTENING PRACTICE

L-1. Test your memory. Say which of the statements are true to Text A.

1. The first letter is a) from Mary, b) from Margaret, c) from James. 2. The girl is a) a worker, b) a student, c) a schoolgirl. 3. It's a letter a) to her friend, b) to her sister, c) to her parents. 4. Mary a) lives at her aunt's place, b) rents a room, c) has a place at the hostel. 5. The hostel is located a) in Park Street, b) in Market Street, c) in Students' Street. 6. a) It's not a long way from Mary's college, b) a long way from Mary's college. 7. a) Mary lives alone in the room. b) There are two other students in the room besides Mary. c) Mary shares the room with one of her group-mates. 8. a) Mary knows her room-mate very well already. b) She knows very little of her yet. 9. a) Mary is telling her people much about her living and work conditions. b) She is telling them very little about her living and work conditions. 10. a) She doesn't quite like her life at the hostel. b) She is pleased with her life at the hostel. 11. a) Mary hasn't very good work conditions. b) Mary's work conditions are quite good. 12. a) Mary can't study at the hostel because there is no laboratory or a reading-room there. b) There are both a laboratory and a reading-room at the hostel. 13. a) There is no canteen at the hostel. b) There is a canteen at the hostel. 14. a) Mary has nowhere to cook at the hostel, there is no kitchen there. b) There is a kitchen with a gas-cooker next door. 15. a) Mary doesn't like her living conditions at the hostel. b) Mary says she is settled down quite well at the hostel.

L-2. Say what things in Mary's room are in this or that place.

Example: There is a lamp on the table.

in the middle of the room; near the door; opposite the door; in front of the window; on the writing-table; on one of the shelves; on the wall above the bed; to the left of the table; on both sides of the table; on the shelf; in the kitchen; around the table; in the right-hand corner; in the hall on the ground floor

L-3. Now that you know quite enough about Mary's life from her letter develop your own opinion. Begin with: "I think (believe, suppose)". "As far as I can guess (know, understand, judge)".

1. Why is Mary writing her letter in high spirits? 2. Does she like the place where the hostel is located? 3. What does she like about the place? 4. Does she like her room-mate? Why? 5. Why does Mary's room-mate know French much better than anyone else in the group? 6. Do the girls take care of the room? 7. Have they got all the necessary things in the room? 8. The room looks nice, doesn't it? 9. Are there good living and work conditions at the hostel? Why do you think so? 10. Is Mary quite happy far away from home? Why do you think so? 11. Has she got any things at the hostel to remind her of home? 12. Is she a loving daughter and granddaughter? Why do you think so?

L-4. Test your memory. Say which of the following statements are true to Text B.

1. a) Lucy and Mike aren't going to get a new flat, b) are going to get a new flat. 2. a) They are moving one of these days, b) somewhere around the end of the month, c) next weekend. 3. a) They are anxious. b) They aren't anxious at all. 4. a) They aren't very much interested in their new flat. b) They don't speak about their new flat at all. c) Their new flat is the chief topic of their conversations. 5. a) Their new apartment is in town, b) out of town, c) in another town. 6. a) Their new flat is in the same district as the old one, b) in a new district. 7. a) Their new apartment is in a small cottage, b) in a block of flats, c) in a detached house, d) in a semi-detached house. 8. a) It's a pretty long way from the centre, b) on the outskirts, c) in the very centre (in the heart of the town), d) not a very long way from the centre, e) far from the centre. 9. a) Their flat is in a multi-storeyed house, b) in a two-storeyed house, c) in a five-storeyed house. 10. a) It's on the twelfth floor (on the top floor), b) on the ground floor, c) on the fifth floor. 11. a) There is no lift in the building. b) There is a lift in the building. 12. a) There is no underground near the house. b) There is a bus stop round the corner. c) There is an underground round the corner. 13. a) There are three rooms in the new flat. b) It's a two-room flat. c) It's a very large four-room flat. 14. a) There is no bathroom in the flat and the hall is quite small. b)

There is no bathroom in the flat but the hall is rather big. c) There is a bathroom and a spacious hall in the flat. 15. a) The kitchen is comfortable, with a gas-cooker. b) There is an electric cooker in the kitchen and built-in furniture, so the kitchen is comfortable. c) There is built-in furniture and a gas-cooker in the kitchen. 16. a) There are a few built-in wardrobes in the flat, in the hall and the lounge, b) in the hall and the bedroom, c) in the bedroom and the study. 17. a) There aren't all conveniences in the flat. b) There is central heating but there is no hot water supply. c) There is electricity, hot and cold water supply but no central heating. d) There are all modern conveniences in the flat.

L-5. Act as Mary. Develop your attitude. Useful expressions:

I think; I suppose; I believe; as far as I can judge; I should say; I shouldn't say so; I am afraid not; I'd love to; I believe so; I think so; sure; there is no doubt about it; why, of course; as far as I know.

1. Are you glad for your sister? 2. Do you understand why she speaks of nothing but her new flat now? 3. She is happy and anxious at the same time, isn't she? 4. Does she like the district she is going to live in, what do you think? Why do you think so? 5. What do you think: does it take very long to get from there to the centre of the town? Why do you think so? 6. Lucy doesn't like the top floor, does she? Do you understand why? 7. What do you think: is it very hard to reach the twelfth floor in a block like that? 8. What do you think: is the room comfortable enough? Explain why you think so. 9. What can you say about the kitchen and the hall? 10. Which do you think is more convenient: an electric or a gas-cooker? 11. What else makes the flat comfortable, do you think? 12. What do you think: is it nice to have hot water supply? 13. Is there a telephone in the flat already? 14. Is the flat quite enough for your sister's family? (they are two) 15. All your people are glad for Lucy, aren't they?

L-6. Now that Lucy is moving to a new flat she is certainly going to buy some furniture. What furniture is she going to buy a) for the hall; b) for the bedroom; c) for the lounge; d) for the bathroom.

II. GRAMMAR PATTERNS IN KNOW-HOW DRILLS

1. There is/there are

Gr-1. Use the given words in two "there is/there are" sentences. In one place the prepositional phrase at the end, in the second - at the beginning of the sentence.

Example: There is a park opposite the house. In the park there are lots of old trees and nice flowers.

1. armchairs, two, comfortable, near the window; between, coffee-table. 2. big, double bed, in the bedroom; a bedside rug, on the floor near the bed. 3. wardrobe, big, in the hall; things, many, in. 4. sofa, nice, in the lounge; above, wall-lamp. 5. in the left-hand corner, armchair, comfortable; cushion, on. 6. round, table, big, in the middle of the room; a few, chairs, around. 7. opposite, the front door, coat-rack; a lot of, coats, on

Gr-2. Use the words in brackets to complete the description.

Example: There is a large window in the room. On the window-sill there are flowers. (beautiful) The flowers are beautiful.

1. There is a small table near the window. On the table there is a tape-recorder. (quite new) 2. There are twin beds in their bedroom. On the beds there are bedcloths of the same colour. (dark green) 3. There is a big vase on the table. Under the vase there is a table-runner. (very beautiful) 4. There is a big wardrobe opposite the door. On the wardrobe there are a few hats. (belong to...) 5. There are many shelves on the wall. On the shelves there are a lot of house plants. (make the room cosy) 6. There is a cupboard by the left wall. Near it there is a fridge. (keeps the provisions fresh) 7. There is a bedside cabinet near the bed. There is a reading-lamp on it. (very convenient) 8. There are a few chairs around the table. Opposite the table there is a bookcase. (full of books) 9. There is a big carpet on the floor. Above the sofa there is a carpet too. (of the same colour) 10. There is a coffee-table near the wall. On both sides of it there are armchairs. (very comfortable)

Gr-3. Fill in the blanks with "it is" or "there is/there are".

1. ... a beautiful picture. 2. ... three drawers in the table. 3. ... fine roses in the vase. ... a present from a friend of mine. 4. Hurry up! ... no time to lose! 5. ... the only room to let. no other rooms here. 6. ... not a pantry. ... no pantry in this flat. 7. ... no gas in the house. ... an electric cooker, ... very convenient. 8. ... a pity ... no telephone in your room. 9. ... two large windows in the bedroom, so ... quite light. 10. ... really a nice table but ... no place for it in my room.

2. Indefinite Pronouns

Gr-4. Fill in the blanks with "some", "any", "no", "none".

1. I need ... paper. Have you got ... ? 2. Is there ... news for me? 3. I would gladly give you ... money, but I have 4. There is ... butter in the fridge but there isn't ... cheese. 5. Buy ... more dictionaries, they'll be of great help. 6. There are ... house plants on the window-sill, but on the wall there aren't 7. They have three daughters but ... sons. 8. ... people say I am the very picture of my

granny. 9. Have you got ... relatives in Yalta? I personally have 10. I'm not going to buy ... new furniture.

3. Quantity Determiners

Gr-5. Fill in the blanks with "many", "much", "few", "little", "a few", "a little". Translate the sentences.

1. Come here! There are ... vacant seats near us, three or four. 2. I must hurry, there isn't ... time left. 3. His study is packed with furniture. There is very ... spare room in it. 4. Roy is ... older than Steve. He is already thirty, while Steve is twenty-one. 5. How ... built-in cupboards are there in your flat? 6. He's a newcomer here. Very ... people know him yet. 7. I'm not going to buy ... furniture, just ... chairs and a table. 8. The man isn't talkative. He talks rather ... but does 9. I can't say it's a busy shopping street. There are ... shops here but not very 10. Put the grand piano into this room. It's not very big either, yet ... larger than that room.

Gr-6. Use the following word combinations and quantity determiners in sentences of your own.

plenty of photos; a little younger; very many chairs; a few English books; rather little chalk; lots of people; some drawers; not very many benches; no piano; too many things; not any carpets; much grass; rather few days; much spare time

Gr-7. Use the correct form of the Simple Present.

1. Two wall-lamps (hang) in the hall. 2. A carpet (lie) under the table. 3. A few cushions (lie) on the sofa. 4. A pretty landscape (hang) on the opposite wall. 5. Many small things (stand) on the shelf. 6. A door mat (be placed) in front of the door. 7. A big clock (hang) above the mirror.

Gr-8. Complete the sentences using the words in brackets and the phrases: "you see", "one can see", "you can notice", "one can notice".

Example: Opposite the piano (a few bookshelves).
Opposite the piano you can see a few bookshelves.

1. On the top shelf (some English books). 2. In the drawers (a lot of spoons, forks and knives). 3. To the left of the photo (a small picture). 4. Behind the curtain (a few shelves). 5. Next to the kitchen sink (a built-in cupboard). 6. Over the table (a beautiful pendant lamp). 7. On one of the shelves (some small boxes). 8. On the dressing-table (a powder-box and a few small boxes with rings).

Gr-9. Build up sentences using the given word combinations and the phrases of "there is/there are" or "to hang", "to lie", "to stand", "to be placed".

a lamp with a pretty yellow lampshade; a few albums with family

photos; a table with a nice table-cloth; a bed with a still life above; a dressing-table with a dressing-stool in front of it; a few shelves with books; a refrigerator with a nice samovar on it; two single beds with bedside cabinets near them; a shelf with house plants on both sides; two armchairs with a standard lamp between them; a small table with a telephone

4. Articles and Prepositions

Gr-10. Fill in the blanks with the proper article.

We have ... nice flat with ... modern conveniences. It is on ... fifth floor of ... nine-storeyed house in ... Green Street. As .. building is tall it has .. lift. ... lift can take you to ... floor you like. In our flat there is ... balcony, ... telephone and, of course, ... central heating, ... electricity, ... cold and ... hot water. ... rooms are square. ... largest is ... sitting-room. In ... evening we all gather there to watch ... television. Sometimes we sit down around ... table which stands in ... middle of ... room and talk about ... events of ... day. All ... members of ... family like to be at ... home together.

Gr-11. Fill in the blanks with prepositions or adverbs if necessary.

If you enter ... our kitchen you'll see a window right ... the door. There are light nylon curtains ... the window and lots ... flowers ... the window-sill. ... front ... the window stands a dinner-table ... four chairs this table we usually have meals. ... the wall ... the left ... the table there are a few shelves ... different kitchen things. ... the floor ... the shelves there stands a fridge. We can't do ... it, especially ... summer. ... right wall, ... the fridge you can see a sink and a base unit ... it. We try to keep our kitchen ... good order, so it is always clean and tidy. Come and have tea ... us ... some day!

III. SPEECH FUNCTIONS DEVELOPED

1. Introducing Opinion.
2. Disagreement.
3. Approval and Favour.

0-1. Study these formulas.

Introducing Opinion

- As far as I know...
- As a matter of fact...
- I am sure...
- I think (guess, believe)...
- To my mind...
- In my opinion...
- My view is...

Disagreement

- I am afraid not.
- Sorry, I don't think so.
- I don't think it's right.

Approval and Favour

- Certainly!
- Sure!
- That's true.
- A good idea.
- Good for you.
- Well done!

O-2. Read and enact the mini-dialogues. Pay due attention to the intonation.

1. - Alice, how do you find my room?
- I rather like it. But in my opinion it's too small.
2. - The house looks quite comfortable!
- Oh, I am afraid not. The place is a bit gloomy.
3. - John, we need one or two pieces of furniture for the kitchen.
- A good idea!
4. - I am moving into a new flat.
- Oh, so good for you.

O-3. Introduce your opinion. Use the appropriate form.

Example: sofa, very comfortable
I think the sofa is very comfortable.

1. cottage, in the country; 2. house, central heating; 3. flat, rather sunny; 4. kitchen, modern services

O-4. Disagree tactfully.

1. There is too much furniture in the kitchen. 2. The room seems gloomy. 3. There are nine storeys in the house. 4. Let's place the armchairs in the right-hand corner. 5. It's not good to live on the ground floor.

O-5. Express approval or favour.

Example: The hotel you are staying (not far from the centre).
The hotel you are staying is not far from the centre.
Certainly, it's a good place!

1. the sofa you enjoy (very comfortable); 2. the carpet on the floor (keeps it warm); 3. the room of your own (light and cosy); 4. the living-room is lovely (furnished with taste)

O-6. Fill in and enact. Use the appropriate conversational technique.

1. - They say you're moving?

- ...

2. - So, I'm coming at 12.

- ...

3. - Is that better?

- ...

4. - At last! We're moving!

- ...

5. - Just imagine: all modern conveniences, a telephone!

- ...

6. - Does she like her room-mates, I wonder?

- ...

7. - Is it in the very centre?

- ...

8. - She's pleased with her life at the hostel, isn't she?

- ...

O-7. Develop this skill in further speech activity. Florence and Sally are discussing their accommodation. Read and memorize.

Sally: Are you really going to move away from the hostel, Florence?

Florence: I sure am. I can't get used to living there.

S.: What's wrong? I thought you were quite friendly with your room-mates.

F.: True, they are nice girls. We have coffee together or see a film but ... we're very different, you know.

S.: What is it, I wonder?

F.: Well, the main thing for me is studies but they... they sleep or amuse themselves days and work nights. I can't work nights. Besides, there's music and people around all the time. And ... and we aren't real friends, of course. In fact we don't feel close. You know what I mean?

S.: Why, yeah. Friendship is something for a long, long time when you're really close and can count on the person. And they're a little superficial, I guess?

F.: Umm, that's it. And... and I must have good work conditions, after all.

S.: So, what are you going to do?

F.: I'd like to rent a room. Do you have any idea how to find one?

S.: Oh, it's very hard now and expensive, I think. What's your price limit, I wonder?

F.: Not higher than \$ 7.

S.: Try to find someone to share with. May be it'll cut your costs. Well, any time I hear of anything I'll let you know right away.

F.: Thank you in advance.

S.: Well, do you know what? Look in the local paper for a start.

F.: That's not a bad idea. Here is today's paper. Oh, there are a few advertisements, here is one: West Perivale. Suit two girls sharing. One reception, bedroom (2 beds), bathroom, kitchenette. Telephone 527-33-65.

S.: Let's go and ring up quickly.

* * *

- Hallo! Is that 527-33-65?

- Yes.

- I understand you have a room to let.

- That's right.

- How much is the rent, please?

- 7 guineas a week, payable weekly in advance. Light and heat are extra.

- When can I have a look at the flat?

- Tomorrow. Say about 12.

- All right.

- So, I'm expecting you. Thank you.

- Oh, my, I forgot to ask the landlady's name and address!

- Well, go on, ring again!

to move away съехать с квартиры
I can't get used to... я не могу привыкнуть к...

What's wrong? Что случилось?

true (= it's true) верно, в самом деле

What is it? В чем дело?

we don't feel close между нами нет душевной близости

You know what I mean? = Do you know what I mean?

yeah = yes

to count on положиться на кого-л.

superficial поверхностный; зд. легкомысленный

price limit предельная плата (за квартиру)

it'll cut your costs обойдется дешевле

right away сразу

in advance заранее, вперед

for a start сначала

suit two girls sharing подойдет для двух девушек

kitchenette кухонька

you have a room to let у вас сдается комната

payable weekly in advance понедельная оплата вперед

light and heat are extra свет и отопление за дополнительную плату

oh my Господи!

well, go on ну, давай

O-8. Act as Florence. Answer the questions using the conversational formulas trained.

1. You live at the hostel, don't you?
2. Are you quite pleased with your life there?
3. Can you say that you've got used to living there?
4. Have you got a single or a shared room?
5. Do you always spend

your time with your room-mates? 6. Can you say that you are close friends? 7. In what do you differ? 8. Can they work as well as you work? 9. So, you haven't got good work conditions, have you? 10. What are you going to do? 11. Do you know how to find a good room? 12. Do you think the rooms are expensive now? 13. What's your price limit? 14. Do you think it's easy to find a nice room?

O-9. Summarize everything you don't like about your life at the hostel, say: why are you going to remove?

Firstly... Secondly... Thirdly... Besides...

O-10. Act as Sally. Answer the questions using the conversational formulas trained.

1. What do you think: must Florence find a single room all for herself? 2. Why do you think so? 3. Is it hard to find a room now? 4. What do you advise her to do for a start? 5. Are there any advertisements there? 6. What do you think: is Florence right in her decision to move away from the hostel? 7. Why do you think so?

O-11. So, Florence sees an advertisement in the local paper and rings up. Let's see and remember what she asks the landlady about. Find in the dialogue: a) 1) how she tries to make sure that the right number is on the line; 2) how she tries to make sure there is a room to let; 3) how she asks about the rent; 4) how she asks the permission to have a look at the flat; b) what the landlady answers to these four questions.

O-12. Functional dialogue: asking for clarification, details. Mind: keep strictly to the point. Connect the questions logically. Make the subject of interest clear. Read the dialogue. Memorize how Florence and the landlady develop their conversation.

Florence

1. - Is that 527-33-65?
 - It's 527-33-65, isn't it?
 - I guess, it's 527-33-65?
 - Is 527-33-65 on the line?
2. - I understand you have a room to let.
 - Sorry, have you got a room to let?
 - I heard you have a room to let. Is that true?
 - As far as I know you have a room to let.
3. - How much is the rent?

The Landlady

- That's right.
- It is.
- Yes, it is.
- Yes.
- That's right.
- Yes.
- It is.
- Yes.
- ... 7 ... a week (a month, per month).

- How much is the room per month (week)?
- What's the rent, please?
- Can I know the rent, please?
- What about the rent, please?
- How much do you charge for the room?
- 4. - When can I have a look at the flat?
- May I see the room, please?
- 5. - Must I have my own sheets?
- What about kitchen things?
- 6. - Can I use the bookcase?
- 7. - Is it warm here?
- Is there hot water supply?
- Why, of course. ...
- ...
- Tomorrow, say about 12.20.
- Certainly. Can you come, say, at 12.20?
- No, you needn't.
- You can use mine if you like.
- Why not? And that bookshelf, too. I guess, you've got a lot of books.
- Sure. There's central heating and an electric heater at that.
- Certainly. We've got all conveniences.

O-13. a) You are Florence. You have come to see the flat and speak with the landlady about it. Get as much information from her as possible. Then make up another conversation, exchange roles. **b)** Sally and Florence after Florence's visit. Sally wants to know as much as possible about the flat and the impression the landlady produced upon Florence. Give two variations of the dialogue: 1) Florence likes the flat and is going to rent it. 2) Florence doesn't like the flat, she is going to look for another.

O-14. Role play.

Personages: Landladies and tenants.

Stimulus: Asking for a furnished room.

Arrangement: Students are divided into 2 teams: "tenants" and "landladies".

Expected activity: All move about the room speaking (every "tenant" to every "landlady") till the suitable variant is found.

Speech skills and functions developed: Clarification, introducing opinion, disagreement, approval, favour. Brushing up the language stuff.

Supplement: Cards with fixed information and word structures.

0-15. Try your hand in dialogue striking. Take this for basis.

Furnishing

- 1. - Are you going to buy anything for the lounge?**
 - Yes, a coffee table, a standard lamp and a few pictures.
 - What kind of pictures would you like (do you want)?
 - I'm fond of landscape, you know.
- 2. - What kind of mirror do you want?**
 - A big one for the hall and a chest of drawers for shoes, too.
 - Going to buy a new coat rack?
 - No, the old one is quite all right, I think.
- 3. - I understand you need a bookcase?**
 - A bookcase and a few bookshelves. You know, George is just crazy about books. We've lots, lots of them but he goes on buying new ones.
 - Where do you keep them?
 - Oh, there are books everywhere: in the lounge, in the bedroom, in the study. All the bookcases are packed full.
- 4. - What is better for a bedroom, do you think: a double bed or two single twin beds?**
 - For your bedroom? Neither. The room is very small. Better buy a sofa, it doesn't take so much place.
- 5. - Have you got a tape-recorder?**
 - Yes, a tape-recorder, and a stereo-system, and a video, too.
 - When do you study, I wonder?
- 6. - Where are you going to hang this carpet?**
 - Hang it? I'm going to put it on the floor. I hate carpets on the walls.
- 7. - How are you going to furnish your room?**
 - I wouldn't like to place much furniture. Just the most necessary pieces (things).
- 8. - Follow my advice and place a bedside rug near the bed. It'll make the room much cosier.**
 - I believe, you're right.
- 9. - Don't put that vase there.**
 - But where?
 - Onto the shelf.
 - Here?
 - Yes, here it looks much better.
- 10. - What are you doing, where are you placing the bed, old man?**
 - What's wrong?
 - Well, not there near the window, we'll catch cold there.

11. - Is this mirror for the bathroom?
- Yes, I'm going to hang it above the wash-basin. And to the right of the basin - a towel-rail.
12. - Are you going to buy some more house plants?
- Oh, yes, I'm fond of them. I want to have them everywhere: on the shelves, on the walls, on the window-sills.

About Students' Living Conditions

1. - You're lucky to live at the hostel.
- I shouldn't say so. Everything is so different from home here.
- But you've got all modern conveniences!
- All? No telephone, no hot water, bath. I don't like it very much here.
2. - You look depressed. Anything the matter?
- Nothing special. It's just that I'm getting fed up with my room-mates. Music and amusement days and nights. I can't stand it any more.
- Isn't it possible to change to a different room?
- I don't know if it's possible, but I'd do anything to get away from here.
3. - Do you like the place you live in? What's it like?
- The room itself isn't bad, but the landlord is awful. And the rent is very high, you know.
4. - How do you find this furniture?
- Pretty nice, but I'm afraid, the size is too large. I prefer this grey suite [swit].
- Let's buy a carpet and curtains to match.
- Don't mind. That'll be really fine.
5. - That corner seems bare. Let's place the bookcase there.
- Oh, yes, that's surely better.
6. - Have a look at my dining-room. How do you find it?
- It's not bad, but why did you put so many armchairs here? It'd be better to place some of them in this study, I think.
7. - Do you like this armchair?
- Yes, it looks comfortable.
- But I think we've put it in a wrong place. Let's move it nearer the window.
8. - How nicely you've furnished your rooms! I like the furniture and the way it's arranged.
- Oh, do you? I'm glad you do.

9. - What did she put in the middle of the room?
 - Two armchairs.
 - Armchairs?!
10. - Miss White has such a good taste! Her room is wonderful!
 - Wonderful? What's so extraordinary about it?
 - Oh, I don't know... the wallpaper, the curtains, the furniture are simple, but everything is so clean and in quiet colours.
 - I'd like to have a look.
11. - I've come about the room to let.
 - Come in, please.
 - I see. It's not very bright, is it?
 - It looks very nice in the morning, though.
 - How much do you charge for it?
 - The price is reasonable, as rooms go these days.
 - Very well, I'll take it.
12. - What a surprise to run into you! You look great! How are you?
 - Thanks, I'm doing well. Tell me about yourself. Where do you live now?
 - I found a beautiful one-bedroom apartment not too far from the University.
 - Great! Sure you're happy.
13. - You're going to buy a summer house, aren't you?
 - Yes.
 - What kind of house?
 - Not a very big one. We haven't got much money, you know.

O-16. Now speak about yourself.

A. 1. Where do you live now: at home, at the hostel or rent a room? 2. Do you like the district you live in? 3. Is it in the centre or on the outskirts? 4. Is there a supermarket, any other shops, a cinema, a library in the neighbourhood? 5. Is it a busy shopping street? 6. Are there always many people around? 7. Is the traffic heavy? 8. Is it a long way from the Institute? 9. Is there a bus or tram stop, or an underground not far from your house? 10. Is your street green? 11. It's lined with trees, isn't it? Is there a nice yard behind the house? 12. Are there any old trees and flower-beds in the yard? 13. What kind of house do you live in: detached, semi-detached, a cottage or a block of flats? 14. What conveniences have you got? 15. Is there a rubbish chute? 16. What about a telephone? 17. What can you say about the room you live in: is it large, small, light, warm? 18. Is it square or long and narrow? 19. Is the ceiling high? 20. Is the floor parquetted? 21. Are the walls papered or whitewashed? Are there any carpets on the walls? 22. Is there a carpet on the floor? 23. Are there many things in your room? 24. How is the furniture arranged? 25. Have you got a TV-set? A stereo-system? What kind of music do

you like? 26. Have you got much time for amusement? 27. Do you watch TV or listen to music every day? 28. Are you up to your ears in studies? 29. Have you got many textbooks at home? 30. Where do you keep them? 31. How many shelves are there in your room? What things do you keep there? 32. Is there a bookcase and a wardrobe? Where do they stand? What things do you keep in your wardrobe? Is the bookcase full of books? 33. What kind of table is there in your room? 34. Where does it stand? 35. Are there any chairs and armchairs? 36. Is there a wall mirror in your room? Where does it hang? 37. Is there a bed or a sofa in your room? 38. Are there any pictures above? What kind of pictures are they? 39. Do you understand much about painting? 40. Have you got an album with your family photos?

B. 1. Are you homesick at times? 2. Do you often write letters home? 3. When are you going to write a letter again? 4. Do your people know anything about your living and work conditions here? What can you say about them? 5. Are your living conditions at home better than here? 6. What kind of flat do your people live in? 7. Is it quite enough for the family? 8. What do you think: is the flat well planned? 9. Is there a spacious hall in the flat? What about the kitchen? 10. What kind of cooker is there in the kitchen? 11. Is it convenient to have a cooker like that? 12. Is your mother good at cooking? 13. Are you? 14. Have you got a fridge at home? 15. Does it keep the provisions fresh for a long time? What do you think: in what season is a fridge most necessary? 16. Where does your mother keep all kitchen things? 17. Are there any built-in cupboards in the kitchen? 18. Are there any built-in wardrobes in the hall? 19. Do you think it's convenient to have built-in furniture? 20. Is there much furniture in your flat? Is it all modern or are there any pieces of the past? How are your rooms at home called? 21. Which of the rooms is the cosiest? 22. What makes it so cosy? 23. What does it look like? Is it always in good order, is everything in its place? Is there a balcony in this room? 24. On what floor is your flat? What's your opinion: is it nice (convenient) to live on the ground or on the top floor? 25. Is there a lift in your house?

O-17. Summarize all your answers to the above given questions and say as much as you can about your living conditions 1) here; 2) at home (explain why you think so).

O-18. Conversational situations. Imagine:

1. You are a young married couple. Plan how to arrange the furniture in your flat.
2. You move into a new 3-room flat. You are buying furniture. Your close friend helps you.
3. A friend comes to see you. She finds your room to be overcrowded with furniture. You disagree and give grounds.

4. You live in the hostel. Your group-mate rents a room. You don't find it good because she pays much.
5. You visit your friend's new apartment. One of you likes it, the other doesn't.
6. You are in need of accommodation. You apply to a landlady. She is rather disagreeable.
7. You are a landlady. Someone asks for a room to rent. Inform about your conveniences.

0-19. Read the joke and say what you make of the landlady.

Arriving home one evening Florence found the house locked up. After trying to get in at the windows on the ground floor Florence climbed upon the roof and with much difficulty entered through the balcony. On the dining-room table she found a note from her landlady: "I have gone out. Find the key under the door mat."

IV. READING AND COMPREHENSION

1. Scanning.
2. General understanding.

Scanning is the most widely used reading technique to get the information rapidly. It's the matter of good strategy and skill.

Close attention: Scanning is more effective when:

- the subject of interest is fixed in advance;
- you limit your interest to 2-3 items;
- you know how to manage the text.

RC-1. Read and mark in memory the information to search about:

- A. the machine a lecturer brought to Canterbury;
- B. the author's accommodation in Vincent Square;
- C. the services the landlady provided him with;
- D. the places he travelled when he was 20.

Looking Back on Eighty Years

(after *S. Maugham*)

A. The world I entered when at the age of eighteen I became a medical student was a world that knew nothing of planes, motor-cars, movies, radio, or telephone. When I was still at school a lecturer came to Canterbury to show us boys a new and very inadequate machine which haltingly reproduced the human voice. It was the first gramophone. The world I entered was a world that inadequately warmed itself with coal fires, lit itself by gas and paraffin lamps, and looked

upon a bathroom as a luxury out of the reach of all but the very wealthy.

B. It was a very cheap world. When I entered St. Thomas's Hospital I took a couple of furnished rooms in Vincent Square for which I paid 18 s. a week. My landlady provided me with a solid breakfast before I went to the hospital and high tea¹ when I came back at half-past six, and the two meals cost me about 12 s. a week.

C. Travelling was cheap, too, in those days. When I was twenty I went to Italy by myself for six weeks of the Easter vacation. I went to Pisa and spent a wonderful month in Florence, where I got a nice room and my board in the house of a widow lady. It was a very cheap world.

Notes

1. high tea плотный ужин с чаем

RC-2. Self-control questions.

A. What did the lecturer show to the boys?

B. Where did the author live when he entered St. Thomas's Hospital?

C. Where did the author travel at the age of 20?

RC-3. Back review. See in the text if you are true/false.

General understanding is a more difficult reading technique. Practise reading for the central idea. It is expressed directly or in a round-about way. The central idea has different places in the text.

Close attention: Reading for general understanding is more effective when:

- you time your reading;
- don't stop at each word you don't know;
- read the text with speed best for understanding;
- mark in memory the main details.

RC-4. Read and mark in memory the main idea. Time your reading (start/finish).

Robert Burns

(after *F.B. Snyder*¹)

A. I begin what I have to say about Burns with two questions. Is there any other person in the whole field of English letters as sincerely beloved as he? I think not. Is there any other person whose birthday is as sure to be remembered as his? I think not. Not alone in Scotland, but also in England and Canada and the United States, on the continent of Europe and in far-away lands like India and Ceylon, January 25 is a notable anniversary. The lad who was born in Kyle² on

that stormy day, 194 years ago, has a grip of our affections which is without parallel in the English-speaking world.

B. For many years I tried to find some simple explanation for this fact, but always in vain. There is no one outstanding quality in Burns that accounts for his continuing hold on our hearts and minds. Rather should I say that there are four attributes of the man and his work which, taken together, do in a measure explain his unique position in our culture. These are his vibrant³ personality, his staunch⁴ patriotism, his broad human sympathy, and his consummate⁵ art.

C. Burns was greatly interested in what we today call "international development". His powerful intellect ranged⁶ over all Europe and north America; he commented astutely⁷ on what was taking place there, and related it intelligently to events in the British Isles. But he never forgot that he was a Scot, or allowed anything to dim his love for his native land.

D. Yes, this man whose birthday we commemorate, could write superbly well. He could weave⁸ twenty-six letters of the alphabet into patterns of haunting⁹ beauty, and when all is said and done it is this great art that ensures Burns's permanent place in the minds and hearts of mankind.

Notes

1. Franklin B. Snyder - an American authority on Burns.
2. Kyle - the place in Scotland, where Burns was born.
3. vibrant - *here*: lively
4. staunch - *here*: deep
5. consummate = perfect
6. to range - *here*: to pass over
7. astutely - deeply, shrewdly
8. to weave - *here*: to compose, to make
9. haunting - *here*: noble

RC-5. Check up the level of general comprehension.

1. January 25 is a notable anniversary because
 - a) there is no other person in English literature as sincerely beloved as R. Burns;
 - b) R. Burns is known mainly in far-away lands like India and Ceylon where the anniversary is celebrated;
 - c) R. Burns with his poetry affects the whole English-speaking world.
2. Robert Burns holds our hearts and minds
 - a) due to his remarkable poetry;
 - b) because of his unique position in our culture;
 - c) because of his personality, patriotism, broad human sympathy and art.

3. Burns could write so vibrant poetry because
 - a) he could turn twenty-six letters of the alphabet into patterns of real beauty;
 - b) he commented on what was taking place in the world;
 - c) he was interested in every day life.

RC-6. Quick review questions.

- A. Why is R. Burns so sincerely beloved all over the country and all over the world?
- B. What explains Robert Burns's unique position in culture?
- C. From what position did he comment on politics?

V. WRITING PRACTICE

W-1. Arrange the antonyms in pairs.

ceiling; back door; to switch off the light; behind; floor; in front of; to turn off the gas; to switch on the light; front door; badly-furnished room; to turn on the gas; well-furnished room

W-2. Consult the dictionary and translate into English.

А. здание; двор; передняя; жилище; пол; занавеска; дача; потолок; ванная комната; раковина; пианино; мусоропровод; платяной шкаф; холодильник; обстановка; центральное отопление;

В. переезжать на новую квартиру; однокомнатная квартира; прибирать комнату; в правом углу; налево от окна; дом новой конструкции; быть обращенным к... (выходить на...); хорошо обставленная комната; вести хозяйство

W-3. Close attention: Complete the sentences.

1. Books are kept in... 2. Dresses and hats are kept in... 3. We usually receive guests in... 4. People cook their meals in... 5. Children play toys in... 6. You have a bath in... 7. We sleep in...

W-4. Fill in prepositions.

1. Dust the furniture ... a duster! 2. Clean the carpets ... a vacuum cleaner! 3. Sweep the floor ... a broom! 4. Help me ... the house. 5. Move ... a new flat.

W-5. Render.

1. На противоположной стороне улицы – кинотеатр. 2. За углом дома – станция метро. 3. Недалеко от магазина – прекрасный парк. 4. В этом городе нет метрополитена. 5. Книга на полке или в шкафу?

W-6. Describe your room at the hostel.

W-7. Fix a picture of a furnished apartment. Seal it on to the page and describe it.

W-8. Prove the proverb.

East or West, home is best.

VI. BECOME PROFICIENT

BP-1. Look and study.

1. Requests and Orders

- Will you come out to the board?
- Come out to the front, please!
- Face the class!
- Clean the blackboard!
- Get down to work!
- Fetch some chalk!
- Get your books ready!
- Hand in your copy-books!
- Switch on (off) the lights!
- Wipe off the word!

2. Pupils' Requests/Teacher's Response

- | | |
|-------------------------------|---------------------------|
| - May I go out? | - Do, please. |
| - May I sit in another place? | - Yes, you may. |
| - May I sit next to Ann? | - A little later, please. |
| - May I borrow a book? | - No, you may not. |
| - May I pick up my pen? | - Take your time. |

BP-2. Practise giving instructions to the pupils. Use the phrases above.

BP-3. What will the teacher say if he (she) wants the pupils:

to clean the blackboard; to fetch some chalk; to hand in copy-books; to get down to work; to get the books ready; to come out to the board; to switch on the lights

BP-4. What will the teacher say if he (she) doesn't want the pupils:

to come out to the board; to switch off the lights; to wipe off the word; to sit in another place

BP-5. Give the English equivalents for the following phrases.

Принесите мел! Приготовьте книги! Сдайте тетради! Не стирайте с доски! Пройди к доске! Сотри слова! Не выходи к доске! Встань лицом к классу!

BP-6. Practise your classroom English. Let one of the students act as a teacher and respond to students' requests. Use the phrases given above.

To the Student:

Well done! Now pass over to Unit 3. Good luck!

Unit 3

The World of Fashion.

Clothes

To the Student:

Hope this Unit will keep up your spirits. Talking about our season outfit and various fashions in clothes is the subject of our interest. All young have a special gift for trends. Wish you good luck and a pleasant prospect.

Look and study.

Ladies' Wear (Women's Clothes)

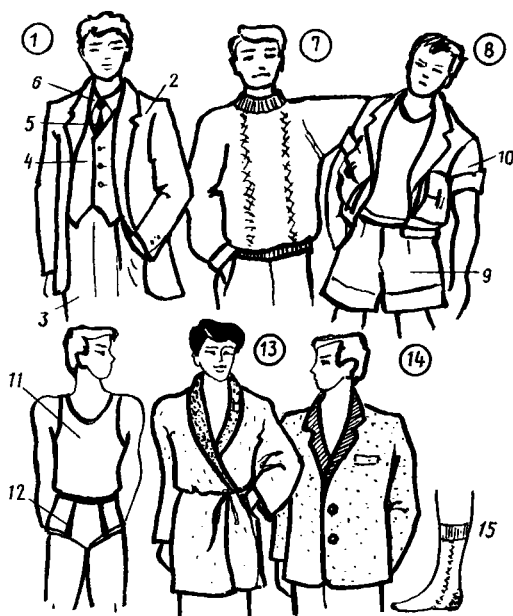


1. dress (frock), 2. collar, 3. cuff, 4. belt, 5. button, 6. pocket, 7. sleeve, 8. evening gown, 9. costume (skirt suit), 10. skirt, 11. jacket, 12. jumper.



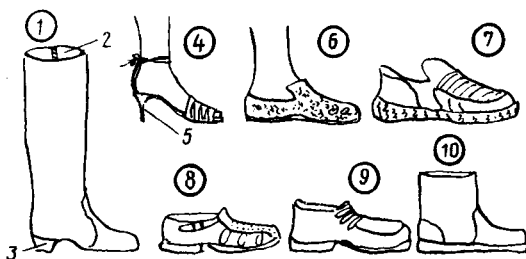
13. dressing-gown (house frock), 14. summer dress (dress for summer wear), 15. party blouse, 16. party skirt, 17. fur coat, 18. winter coat, 19. fur collar, 20. fur cuff, 21. raincoat, 22. hood, 23. night-dress (night-gown, nightie), 24-26. underwear, 24. brassiere (bra), 25. slip, 26. tights

Men's Wear (Men's Clothes)



1. men's suit (single-breasted suit), 2. jacket, 3. suit trousers, 4. waistcoat (vest), 5. tie.
6. shirt, 7. pullover, 8. beach suit, 9. shorts, 10. short-sleeved jacket, 11-15. men's
underwear, nightwear, 11. sleeveless vest, 12. briefs, 13. dressing-gown, 14. pyjamas, 15.
sock

Shoes (Footwear)



1. ladies' boot, 2. zip, 3. heel, 4. evening sandal, 5. high heel (stiletto heel), 6. slipper,
7. trainer (training shoe), 8. sandal, 9. shoe (laced shoe), 10. men's boot

I. TEXT-ORIENTED ACTIVITIES

LISTENING PRACTICE

Text

We all wear¹ clothes. Some clothes are for summer, some for winter, other clothes are for work or for holidays. In clothes shops we often find two departments – one for overwear, and the other for underwear. We go to a boot or shoe department to buy footwear.

So when you want to buy clothes you go to a shop. If you can find clothes that are the right size for you, and if they are ready to wear, you will probably buy them. They are called ready-made clothes. If you cannot find clothes that are your size, you will go to the tailor's shop. A tailor is a man who makes² clothes. Such clothes are called tailor-made clothes. A person who is dressed well is called a well-dressed person. A person who is dressed badly is called a badly-dressed person.

If it rains heavily you wear a coat that will keep the rain out. Such a coat is called a raincoat. It is made of waterproof cloth that does not let the water pass through. We have a lot of rain in England. If you come to England, bring a raincoat and an umbrella. You will find them useful.

Vocabulary

clothes одежда	tailor-made clothes одежда, сделанная на заказ
overwear верхняя одежда	to keep out эд. не пропускать
underwear нижнее бельё	raincoat плащ
footwear обувь	cloth ткань
boot (shoe) department отдел обуви	waterproof cloth водонепроницаемая ткань
ready-made clothes готовая одежда	umbrella зонт
tailor портной	
Syn. dress-maker	
tailor's shop ателье	

Notes

1. Mind: to wear, to have smth on носить, быть одетым в... .

She is wearing a nice dress. = She has a nice dress on.

The verb "to dress" in this meaning is used in the Passive "to be dressed in".

She was dressed in green and orange pyjamas.

"To dress" means a) одевать кого-л.; b) одеваться.

Could you dress the children for me?

She dresses well.

It takes me only 5 minutes to dress in the morning.

In informal English in the meaning одеваться the expression "get dressed" is used.

Get dressed and come down at once.

When there is a direct object (надевать на себя что-л.) the verb "to put on" is used.

I put on a pullover this morning because I thought it was going to be cold.

2. Mind the difference between the verbs "to do" and "to make". "To do" means делать, производить действие, осуществлять, выполнять.

He did the work well.

What can I do for you?

The verb "to do" is used in a wider, more general sense, more abstractly than the verb "to make".

"To make" means делать, изготавливать, производить, составлять.

I don't know how to make this dish.

Bees make honey.

Jane made this dress.

Mind: to express the meaning сделано из чего-л. we use the prepositions "of", "from", "out of".

The dress is made *of* silk.

The table is made *of* wood.

Bread is made *from* flour.

I like salad made *from* cucumbers.

The blouse is made *out of* an old dress.

Remember some set phrases with "to do" and "to make":

- | | |
|-----------------------------|----------------------|
| a) to do smb a favour | b) to make a mistake |
| to do one's hair | to make a remark |
| to do good (to do smb good) | to make a noise |
| to do (smb) harm | to make a report |
| to do without | to make the bed |
| to do one's best | to make friends |
| | to make a promise |

PHONETICS

Ph-1. Practise the pronunciation of the following words and word combinations.
Use Low Fall.

a) clothes [kloʊðz], department [drɪpɑːtmənt], boot [buːt], probably [ˈprɒb(ə)bli], cannot [ˈkænət], tailor [ˈteɪlə], person [ˈpɜːsn], cloth [klɒ(:)θ], England [ˈɪŋɡlənd], umbrella [ʌmˈbrelə], useful [ˈjuːsf(u)l];

b) underwear [ˈʌndəweə], overwear [ˈoʊvəweə], footwear [ˈfʊtweə], ready-made [ˈredɪmeɪd], ready-made clothes [ˈredɪmeɪd ˈkloʊðz], tailor-made [ˈteɪləmeɪd], well-dressed [ˈwelˈdrest], well-dressed person [ˈwelˈdrest ˈpɜːsn], raincoat [ˈreɪnkəʊt], waterproof [ˈwɔːtəpruːf];

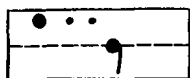
c) in clothes shops; when you want; if it rains heavily; wear a coat; such a coat is called; a lot of rain in England; bring a raincoat; you will find; clothes shops; find clothes; right size; let the water; pass through; find them

Ph-2. Let's practise examples of the Descending Stepping Scale with the Low Fall and Low Rise, as reading the text we shall mostly use these tone patterns (to revise the material about these basic tone patterns go back to the Introductory Correction Course).

a) Descending Stepping Scale with Low Fall.

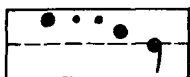
Repeat after the teacher.

Pattern: 'This is a ,dress.
'Jane has a ,hat.



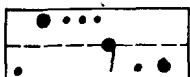
1. 'This is a ,coat. 2. 'This is a ,suit. 3. 'John has a ,tie. 4. 'Mary has a ,blouse.

Pattern: 'This is a 'nice ,dress.
'Jane has a 'fine ,hat.



1. 'This is a 'new ,coat. 2. 'This is a 'grey ,suit. 3. 'John has a 'red ,tie. 4. 'Mary has a 'blue ,blouse.

Pattern: Such 'dresses are in ,fashion ,now.

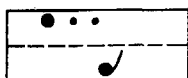


1. The 'cut of it is ,quite ,new. 2. The 'choice of them is ,very ,wide.

b) Descending Stepping Scale with Low Rise.

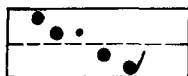
Repeat after the teacher.

Pattern: 'Is it a ,dress?



1. 'Is it a ,coat? 2. 'Is it a ,blouse? 3. 'Is it a ,cap? 4. 'Is it a ,frock?

Pattern: 'Has 'Ann a 'blue ,blouse?

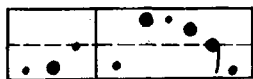


1. 'Has 'John a 'new ,suit? 2. 'Has 'Dick a 'red ,tie? 3. 'Has 'Jane a 'silk ,dress?

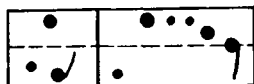
c) Sentences consisting of more than one sense-group with both Low Rise and Low Fall.

Read them making a pause between sense-groups.

In ,winter { she 'likes to 'wear ,mittens.



To 'my ,mind { your 'dress is a 'bit ,loud.



Give tonograms and read the following sentences.

1. When you 'want to 'buy ,clothes you 'go to the ,shop. 2. 'Such a ,coat is 'called a ,raincoat.

If you don't want to be misunderstood, and if you want to understand other people speaking English, don't stop improving your phonetic skills. Learn and practise rules in pronunciation and intonation like five-finger exercises on a piano!

WORD STUDY

WS-1. Write out of the text all the words connected with the topic "Clothes". Transcribe them and learn.

WS-2. Find in the text the words and word combinations with the opposite meaning to those given below. Form pairs.

Clothes for winter

Clothes for summer

overwear

...

the wrong size

...

tailor-made clothes

...

well-dressed

...

clothes for work

...

WS-3. Find in the text synonyms to the following words and word combinations.

outfit; boot department; made-to-measure; a dressmaker; to have smth on

WS-4. Can you restore these sentences?

1. We all wear 2. We go to a boot department to buy
3. A ... is a man who makes clothes. 4. A person who ... badly is called a ... person. 5. If it rains heavily you wear ... that will keep the rain out. 6. Such a coat is called 7. If you come to England, bring a raincoat and an

WS-5. Find in the text English equivalents for the following and use them in sentences of your own.

зимняя одежда; выходная (праздничная) одежда; отдел верхней одежды; нижнее бельё; готовая одежда; одежда, сделанная на заказ; хорошо одетый; нужного размера; ателье; водонепроницаемый; ткань, которая не пропускает воду; зонт; плащ; полезный (нужный); обувь

WS-6. Memory train: give sentences from the text with:

to wear; clothes shops; footwear; to go to a shop; the right size; the tailor's shop; tailor-made; well-dressed; badly-dressed; to keep the rain out; waterproof cloth; umbrella; useful

WS-7. Study the vocabulary. Insert the right verb: "to do", "to make" in the required form.

1. It will ... you no harm to read these rules carefully. 2. How do

we ... a fire? 3. She ... many mistakes in her last test. 4. I ... my homework yesterday. 5. Do you ... friends easily? 6. He always keeps a promise he ... 7. Her mother ... all the housework. 8. Jane likes to ... dresses. 9. They didn't ... much last week. 10. What is your blouse ... of? 11. Will you ... me a favour?

WS-8. Choose the right verb: "to wear", "to dress", "to put on".

1. What do you prefer to ...: dresses or skirts and blouses? 2. He always ... well, but today he ... a strange suit. 3. I saw Kate yesterday. She was ... in red. 4. What do you ... when it is cold? 5. When do you ... a raincoat? 6. I learned to ... when I was 3 (years). 7. ... your pyjamas and go to bed! 8. ... the child warmer, it is cold outside. 9. Do you like ... ready-made clothes? 10. I don't like the way she 11. Wait a minute! I'm going ... a new dress. It won't take me long.

WS-9. Translate into English.

1. Вы делаете утреннюю зарядку? 2. Что это ты мастеришь? - Бумажного змея. 3. Что ты делаешь? - Шью платье. - Когда ты собираешься надеть это платье? - На Новый год. - Оно из шелка? - Да. 4. Мне нравится платье, которое было на тебе в прошлое воскресенье. - Ситцевое? Я сама его люблю. 5. Каждое утро я делаю зарядку, заправляю постель, одеваюсь, готовлю завтрак.

WS-10. This is Lucille. Have a good look at Lucille's photo and let's talk on the way she is dressed.



a) Fill in the questionnaire:

1. What clothes is Lucille having on?

light, warm

2. What coat is she wearing?

raincoat, winter coat

3. What hat has she on?

summer hat, fur hat

- | | |
|--|---|
| 4. Do you think she is wearing shoes or boots? | |
| I am sure, she is wearing ... | yes, no |
| 5. Is Lucille's coat beautiful? | |
| I think, ... | yes, no |
| 6. Do you think it's old-fashioned? | |
| To my mind, ... | yes, no |
| 7. Is it a tailor-made or ready-made coat? | |
| I'm sure, it's ... | yes, no |
| 8. What makes you think so? | It doesn't fit her. |
| ... | It fits her perfectly. |
| 9. Do you like Lucille's hat? | Yes, it matches her coat. |
| ... | No, it doesn't match her coat. |
| 10. Is Lucille well-dressed? | She isn't, she doesn't look attractive. |
| It seems to me ... | She is, she looks beautiful. |

b) Now interview your partner using the questionnaire. When answering don't say only "yes" or "no", it's dull. Make your answers interesting using conversational formulas: "I think", "I'm sure", "to my mind", "it seems to me".

c) This time it's going to be a kind of monologue. You will try to describe Lucille in the photo. Take your time, think it over. The points of the questionnaire will help you. Begin with: "This is Lucille's photo". Then you will describe the way she is dressed. At the end of the description give your opinion if Lucille is badly-dressed or well-dressed. 10-15 sentences will do.

LISTENING PRACTICE

L-1. Answer the questions on the text. Don't forget about your pronunciation and intonation.

1. Do we all wear clothes? What do we all wear? 2. Where do we go when we want to buy clothes? 3. What departments are there in clothes shops? 4. You buy clothes that are your size, don't you? 5. Are such clothes called ready-made? 6. When do you go to the tailor's shop? 7. Clothes made by a tailor are called tailor-made, aren't they? 8. If a person dresses well he is called well-dressed, isn't he? 9. When do you wear a raincoat? 10. Why is it advisable to take a raincoat and an umbrella if you go to England?

Dialogue

Mr Priestley: I think it's your turn to speak to us, Lucille, and I want you to talk about clothes. Then we'll ask Pedro and Olaf to speak about men's clothes.

Lucille: I am very pleased to talk about clothes. They are something that I am really interested in. I like to have dresses of the latest¹ fashion and style, well-cut tailored costumes, nylon undies and well-made shoes. In the morning I generally wear a blouse and a skirt or a jumper and a skirt, especially in winter. In spring or summer I like something lighter and I wear a cotton or a linen frock and a hat to match². In the evenings I like to dress for dinner, especially if I am going out to a theatre or a dance. My favourite is a black evening dress, beautifully cut. For tennis I wear a short white linen dress, and for the seaside a beach dress.

Pedro: I, too, like well-cut clothes, so I always go to a good tailor. I prefer suits of dark brown or grey or blue. It pays to choose a good cloth for a suit, then it wears well and keeps its shape.

Olaf: In the morning I take off my pyjamas, have my bath, and then put on my vest, pants, shirt, collar and tie, socks, trousers, waistcoat (or sometimes a pullover) and jacket. When I go out in the winter I put on an overcoat or a raincoat, gloves and a hat, or sometimes, in the country, a cap. If it is very cold I sometimes wear a scarf round my neck. My clothes are not so expensive as Pedro's and I can usually get a good suit ready-made; this is considerably cheaper than having it made to measure. My clothes don't keep their shape so well, perhaps, as Pedro's suits, but they are fine for walking in the country, for climbing or for golf, and they wear for years without getting worn out. I like a good strong pair of shoes for country wear and a lighter pair for town wear.

Vocabulary

of the latest fashion последней моды

(модели); самый модный фасон

Syn. to be all the fashion, to be in fashion

Ant. to be out of fashion

well-cut хорошо скроенный, хорошо-го покроя

nylon нейлоновый

undies *срл.* = underwear

cotton хлопчатобумажный

linen льняной

frock = dress

to pay платить; It pays to choose...

Это окупается (выгодно)...

shape форма

to take smth off снимать

Ant. to put on

vest нижняя сорочка; *Ам.* жилет

pants *Ам.* брюки, штаны; кальсоны,

трусы

overcoat пальто (мужское)

gloves перчатки

hat шляпа

cap кепка, шапка

scarf шарф

expensive дорогой

Ant. cheap

made to measure сшитый на заказ

Syn. made to order

to wear for years носиться годами

to get worn out изнашиваться

for country wear для носки в дерев-

не

for town wear для носки в городе

to be pleased to do smth делать

что-л. с удовольствием

to be interested in smth интересоваться чем-л.

Notes

1. Take note of the difference between "latest" and "last". Both are the superlative degrees of the adjective "late".

"Latest" means "newest"; antonyms: "old", "old-fashioned", "out-of-date".

"Last" means "final" (последний); antonym: "first".

2. to match идти, подходить, гармонировать (по цвету и т.п.);
Syn. to go well with; to suit, to become smb идти, подходить (in a wider meaning); to fit smb подходить, хорошо сидеть

PHONETICS

Ph-1. Read the following combinations of words observing the cases of assimilation. Use Low Fall.

to ,speak to us; 'pleased to ,talk; I ,like to have; about ,clothes;
'well-cut ,clothes; a 'good ,cloth; 'don't ,keep

Ph-2. Read the following combinations of words; pronounce the sound [ŋ] carefully.

I 'think it's ,your ,turn; I am 'going ,out; a 'black 'evening ,dress; in the ,evenings I 'like to ,dress; 'having it 'made to ,measure; for 'walking in the ,country; without 'getting 'worn ,out

Work at the phonetic side of the text. Listen to it in the laboratory many times. The more the better.

WORD STUDY

WS-1. Write out all the words connected with the topic, transcribe them and learn.

WS-2. Make two lists of words and expressions under the titles: a) men's clothes; b) women's clothes.

WS-3. Word quiz.

мужская одежда; самый модный фасон; платье; вечернее платье; льняной; хлопчатобумажный; любимый; сшитый на заказ костюм; брюки; дорогой; носиться годами (долго носиться); блузка; юбка; пляжное платье; для деревни; для города; интересоваться

ся чем-л.; надевать; значительно дешевле; носки; держать форму; джемпер

WS-4. Try your hand at translating.

1. Когда идет дождь, мы надеваем плащ. 2. Плащ шьется из водонепроницаемой ткани. 3. Моя подруга очень интересуется одеждой. Она всегда хорошо одета. Вещи хорошо сидят на ней. Она предпочитает шить одежду на заказ. 4. Всю прошлую неделю они ходили по магазинам, искали туфли к новому платью. 5. Вчера я видела Джейн. На ней было прекрасное пальто. Я уверена, что оно сшито на заказ. Отличный покрой и фасон. Оказалось, Джейн купила его в магазине месяц назад. 6. Когда я шила блузку, позвонила Катя и предложила пойти погулять. 7. Какую одежду вы любите носить зимой? – Я люблю носить шерстяные джемперы с юбками. 8. Этот фасон мне не нравится, он не в моде. 9. Дайте, пожалуйста, посмотреть другое платье. У этого очень яркий цвет. 10. Он снял ботинки, надел домашние туфли и прошел в комнату.

WS-5. Test yourself! Restore the sentences (insert Pedro, Olaf or Lucille). You will do the assignment properly if you know the text well. The form of the verb will depend on what you'll put in.

1. ... like(s) expensive clothes. 2. ... wear(s) clothes of the latest fashion and style. 3. ... like(s) well-cut tailored costumes. 4. ... prefer(s) suits of dark brown or grey or blue. 5. ... usually wear(s) good ready-made suits. 6. ... like(s) a good strong pair of shoes for country wear and a lighter pair for town wear. 7. In the evening ... like(s) to dress for dinner. 8. ... wear(s) well-made shoes.

WS-6. Fill in the blanks in the following sentences.

1. I bought this scarf ... month. (last, latest) 2. She likes to wear dresses of ... fashion and style. (the last, the latest) 3. When I go to the theatre I ... my favourite black dress. (to put on, to take off) They say it ... my complexion. (to go well with, to suit) 4. Margaret's new costume is blue. It ... her perfectly and ... her blue eyes. (to suit, to fit, to match) 5. Ready-made clothes are considerably ... than clothes made to measure. (cheaper, more expensive) 6. The coat the girl is trying on ... her but it doesn't ... her. It's a bit loose on her. (to become, to suit, to match, to fit) 7. Low-heeled shoes are very good (for country wear, for town wear)

LISTENING PRACTICE

L-1. True/false test. When your answer is negative, begin with "I don't think that's right" or "That's wrong, surely", then give reasons beginning with "On the contrary". When your answer is affirmative, begin with "Yes, that's right" or "Yes, that's quite correct".

1. Lucille is not interested in clothes. 2. Lucille likes to have dresses of the latest fashion and style. 3. Lucille doesn't like nylon undies. 4. In spring Lucille wears a jumper and a skirt. 5. For tennis Lucille wears a short white linen dress. 6. Pedro never goes to a good tailor. 7. It pays to choose a good cloth for a suit. 8. Olaf's clothes are very expensive. 9. Pedro wears well-cut tailored suits. 10. Olaf's clothes wear for years without getting worn out.

ORAL PRACTICE

O-1. a) Memorize the dialogue. b) Dramatize it with your fellow-students.

O-2. Answer the questions.

1. What are Mr Priestley's students speaking about? 2. Why is Lucille pleased to talk about clothes? 3. What dresses does Lucille like to have? 4. What costumes does she like to wear? 5. What does Lucille usually wear in the morning? 6. When does Lucille wear a cotton or a linen frock and a hat to match? 7. Does she wear in the evening the same clothes as in the morning? 8. What is Lucille's favourite dress? 9. Does Pedro or Olaf always go to a good tailor? Why so? 10. What are Pedro's favourite colours? 11. Pedro is sure that it pays to choose a good cloth for a suit, isn't he? Why is he? 12. Are Olaf's clothes as expensive as Pedro's? 13. Olaf's clothes don't keep their shape so well as Pedro's, do they? Why not? 14. What does Olaf like about his own clothes? 15. What does Olaf put on when he goes out in winter? 16. When does he wear a scarf round his neck? 17. Pedro and Olaf are quite different in their attitude towards clothes, aren't they?

O-3. Do you recognize Lucille? Have a good look at the photo and answer the questions.



These are some cues:

- | | |
|---|-----------------------------|
| 1. Whose photo is it? | Lucille's. I don't know. |
| 2. Is she wearing a light cotton frock? | No, she isn't. Yes, she is. |
| 3. What is her dress made of? | silk, wool |

4. Lucille is in her favourite black evening dress, isn't she?
5. Does it suit her?
6. Does it fit her perfectly?
7. Is it of the latest style?
8. What can you say about Lucille's hair-do?
9. Is she dressed for a theatre, dance or for a game of tennis?
10. What makes you think so?

I think so. I can't say. I don't think so.

I think so. I don't think it does. It's loose on her. It's tight. It fits her perfectly.

It is. It isn't.

I like it. It makes her attractive. I don't like it. It doesn't suit her. To my mind...

She is wearing a long dress. Her dress is expensive, she is wearing rich ear-rings.

O-4. Try to describe Lucille in the photo. Begin with: "This is Lucille's photo." The above questions will help you. Finish with your opinion of the way Lucille dresses. Remember the facts from the dialogue. 15 sentences will do.

O-5. a) Describe the way the young men dress comparing them. Use the list of words and phrases as cues.

well-cut; expensive; ready-made; made to measure; it pays to choose a good cloth for a suit; to keep its shape; fine for walking in the country; to get worn out

b) Answer the questions.

1. So is their attitude towards clothes the same or different? 2. What is your own attitude to clothes? 3. Do you take much interest in them?

III. GRAMMAR PATTERNS IN KNOW-HOW DRILLS

We are going to continue our work at the system of English tenses which is quite different from the Russian one. In this Unit we shall do many exercises on the use of the Simple Past and the Past Continuous, and some other grammar exercises too.

If you want to talk freely, try to master basic grammar rules until you are so familiar with them you don't have to think about them any more, they come naturally.

1. The Simple Past Tense

Gr-1. a) Write the past forms of the following verbs. Transcribe them. Read the words pronouncing the endings distinctly.

to dress, to fit, to look, to talk, to match, to use, to enjoy, to

hurry, to prefer, to answer, to transfer, to try, to order, to dance, to inform, to ask, to beg, to care, to prepare, to mend, to sound, to study

b) Group the verbs according to the ways of reading of the suffix "-ed": [t], [d], [ɪd].

Gr-2. a) Learn the spelling rules of the -ed form. Write the past forms of the following verbs.

to play, to cry, to tie, to reply, to marry, to refer, to cover, to share, to die, to bag, to grudge, to tune, to smile, to stop, to bottle, to travel, to hope, to melt, to pat

b) Read the forms, pronouncing the endings distinctly. Get ready to comment on the spelling of the words in class.

Gr-3. Restore the infinitive forms of the following verbs.

slowed, gabbed, destroyed, wired, compared, freed, repelled, married, lamed, cracked, winked, voted, started, divided, collided, submitted, hopped, hoped, fogged

Gr-4. Give the past forms of the following verbs. Read and memorize.

to put on, to take off, to wear, to go, to see, to choose, to speak, to have, to pay, to sit, to come, to feel, to fall, to get, to do, to make, to begin, to be

Gr-5. Repeat after the teacher. Explain the use of the Simple Past.

1. We had a nice walk two days ago. 2. He visited his native town in 1972. 3. I bought a nice dress yesterday. 4. It rained a great deal last summer. 5. Kate put on her coat and hat, took her bag and left the room. 6. Jane saw beautiful shoes in the Central Store the other day.

2. The Past Continuous Tense

Gr-6. Repeat the following sentences after the teacher. Make them interrogative (ask general and special questions). Get ready to comment on the use of the Past Continuous Tense in class.

1. At 2 o'clock yesterday I was learning a poem by heart. 2. From 10 o'clock in the morning till 12 o'clock I was writing a letter to my friend. 3. It was raining all day yesterday. 4. I was sewing a dress when my mother returned home.

Gr-7. Make the following sentences complete using the Past Continuous (in the second part of each sentence).

1. When my daughter came into the kitchen I 2. While I was writing on the blackboard John 3. When I called on Jane she 4. What were you doing while the mother ...? 5. From 5 till 6 I

6. All day yesterday they 7. At 2 o'clock the students 8. While I was trying on the hat he

Gr-8. Try to remember and write:

1. What the members of your family were doing at 7 o'clock yesterday evening. (Begin with: "It was 7 o'clock...") 2. What your room-mates were doing from 8 to 9 yesterday. (Begin with: "As far as I remember...") 3. What your fellow-students were doing when you entered the classroom.

Gr-9. Supply the correct tense (Simple Present, Present Continuous, Simple Past or Past Continuous).

1. Ann always (to dress) with taste. She (to like) to have well-cut fashionable dresses. The dress she (to wear) now (to be) very beautiful. She (to buy) it last week. 2. Alice (to take off) her coat when the telephone (to ring). 3. What you (to do) yesterday at 3 o'clock? - I (not to remember), why? - You (to be) at home at that time? - Sure. - I (to call on) you, (to knock) at the door, but nobody (to open). - Oh, I (to remember) now! I (to listen) to music with my earphones on and naturally I (not to hear) when you (to knock). 4. Yesterday I (to see) Jane and Nick. They (to talk) in a lively manner and (not to notice) me. 5. Tomorrow I (to go) to the Big Central Store. I (to be going) to buy a new hat to match my new coat which I (to buy) last week. 6. Those who (to like) to have clothes that (to fit) them perfectly (to prefer) to have them made-to-measure. 7. My coat (not to be) new. I (to buy) it in 1985. 8. Be quick! There (to be) many people outside. You (to begin) to try on the dress half an hour ago. 9. The things I (to wash) yesterday (to be) dry. 10. What Mary (to do)? - She (to iron) her blouse.

3. Articles and Prepositions

Gr-10. Insert articles where necessary. (If you like the conversation learn it and then act it out with your fellow-students in class.)

Ann: Oh, Mary, isn't it ... nice dress in ... window? How do you think it will look on me?

Mary: It's ... lovely dress and ... colour is nice. Let's go and ask whether they've got your size.

(They enter the shop.)

Ann: I should like to try on ... blue dress. My size is 46.

Shop-assistant: Certainly. Come this way. ... fitting-room is vacant.

Ann: I like ... colour and ... style very much.

Mary: It looks lovely on you.

Ann: Yes, I'll take it.

Mary: Look, Ann. There are very nice sweaters here. Do you think ... blue one will suit me?

Ann: Will it fit you? It's too big for you, I think.

Mary: It's ... pity. I need ... smaller size.

Gr-11. Fill in the blanks with articles.

1. At what shop did you buy ... hat? 2. What colour scarf would you like to buy to match ... coat? 3. Are ... gloves old or new? 4. When will you go to ... State Department Store? 5. Has Ada given you ... good advice? 6. Go to ... mirror and have ... look at yourself. 7. Ann wore ... velvet black dress that night. 8. Alice's bag is made of ... silk. ... silk is very thick. 9. What size ... gloves do you wear? 10. ... nylon blouses are out of ... fashion now. 11. Kitty bought ... new coat for ... winter wear last month. 12. ... gloves made of ... wool are usually warm. 13. Did you like ... colour of Joan's new jacket? 14. Have ... look at ... suit! I've been wearing it for ... years but ... cloth is still good. 15. It pays to choose ... good cloth for ... suit.

Gr-12. Insert prepositions or adverbs where necessary.

1. His spring coat is made ... brown leather. 2. My sister is very particular ... clothes. She has a lot ... clothes ... winter and summer wear. 3. Take the handkerchief ... your bag and put it ... the pocket. 4. Have a look ... those shoes! Won't they match ... my new costume? I'd like to try them ..., may be they are ... my size and will fit ... me. 5. Put a warm scarf ... your neck. It's cold ... the street. 6. This frock becomes ... her and she looks smart today. 7. Go ... the fitting-room and try ... the green frock. 8. I'm afraid the shirt is a bit loose ... you. 9. You must choose another belt. This one does not go well ... your light dress. 10. These shoes are ... fashion now.

III. SPEECH FUNCTIONS DEVELOPED

1. Asking for Permission (Favours).

2. Asking for Information.

Are you sure that you have "a feel" for saying the right thing at the right time? Why is it important to say the right thing at the right time and place? Because it helps people to communicate effectively. Using language appropriately helps to improve communication. But any inappropriate using can have the opposite effect. For example you will sound quite ridiculous if you use very formal expressions in informal situations. Likewise it's not proper to use informal expressions in formal situations.

The choice of neutral, informal or formal expressions depends on with whom, where and when we speak. You can use neutral expressions at any time. It doesn't matter who you are talking to or when, or where. Informal expressions are used with your friends or relatives. Formal expressions are used with your employer, teacher and so on.

O-1. Study these formulas.

Asking for Permission (Favours)

a) *Neutral:*

- Can I..., please?
- Could I...?
- I was wondering if I could...?
- Do you mind if...?

b) *Informal:*

- Mind if...?
- OK if...?
- All right if...?
- Any chance of...?

c) *Formal:*

- May I...?
- Might I...?
- With your permission I should like to...

Asking for Information

a) *Neutral:*

- Could you tell me..., please?
- (Excuse me) d'you know...?
- Sorry to trouble you but d'you happen to know...?

b) *Informal:*

- Happen to know...?
- Got any idea...?

c) *Formal:*

- I wonder if you could tell...?
- I hope you don't mind my asking, but...?

O-2. Read and enact the mini-dialogues. Pay due attention to the intonation.

1. - Excuse me do you think I could try this one on?
- Yes, there is a fitting-room over there.
2. - Hello, Jackie! Any chance of borrowing that old camera of yours for a few days?
- Yes, sure.

3. - May I stay away from the lessons for a few days, Mr Brown?

- Yes, you may.

4. - Could you tell me where the station is, please?

- Yes, it's along there and first left.

5. - Got any idea, Alice, when they are closed?

- 7 sharp, I think.

6. - I wonder if you could tell me when Mr Smith will see me?

- Wait a moment, please. I'll find it out.

- Thank you.

O-3. a) You are with a good friend at the theatre. She has a pair of binoculars.

You have not. You want to borrow them for a moment. What do you say?

a) Mind if I borrow your binoculars for a moment?

b) Could I borrow your binoculars for a moment?

c) With your permission I should like to borrow your binoculars for a moment?

(All neutral most appropriate; informal and formal also possible.)

... use the phone

does the man say?

b) In a shop there's a man, a cashier; a telephone is not far from her. What

((a) and (b); (c) is too formal.)

c) You stop someone in the street. You want to know the time. What do you say?

(informal most appropriate)

d) You have decided to go to the cinema with a friend. Do you say: "I wonder if you could tell me what time the film starts?" If not what will you say?

(neutral)

O-4. Say in what situations the characters in the dialogues below speak: neutral, formal or informal. Warm-up.*

a) Learn the following mini-dialogues. Act them out with your fellow-student. Pass over to the next pattern after you have practised all the prompt words.

b) Remember about the functions trained. Do the same in chain.

1. - You are dressed too *thinly*. It's rather *frosty* outside.

- Is it? Then I'll change into my *warm overcoat*.

lightly, thickly, warmly;
windy, warm, hot;
fur coat, woollen suit, blue costume

2. - Why don't you change *after the Institute*?
- I'm just going to put on my *house dress*.
-

after work, for dinner, for the theatre;
dressing-gown, slacks, slippers, evening-dress

3. - You look so *smart* in this new *jacket*.
- Do I? But I think my *dark blue* one suits me better.
-

nice, young, pretty;
dress, suit, costume;
light yellow, ordinary

4. - Why don't you wear your *dark woollen skirt*?
- It's just because *I have outgrown it*.
-

green cotton dress;
I feel uneasy in it, it's to be altered, it's to be dry-cleaned

5. - The skirt seems *rather long*, doesn't it?
- I wouldn't say that. Just look at yourself *in the mirror*.
-

too short, a bit loose, somewhat tight

6. - Do you think this *tie* will go well with my *jacket*?
- Surely. They'll match perfectly well.
-

hat, blouse, socks;
coat, skirt, shoes

7. - Let me help you (to) put on your *coat*.
- Thank you.
-

overcoat, raincoat, mackintosh

8. - Oh, my! Just see how you have *crumpled* your *trousers*.
- Really? Where?
-

soiled, stained, torn;
skirt, dress, shirt

9. - Can you tell me what is the latest style in *coats*?
- Coats are worn *tight-fitting* at present.
-

suits, dresses;
with inside pockets, trimmed with fur, double-breasted

0-5. a) Here we are going to work at larger pieces of conversation. Study the dialogues closely, memorize and act them out with your fellow-student. Make sure of the correct pronunciation and intonation.

1. - What are you doing there so long?
- I'm pulling on my socks.
- But it can't take you so long!
- Well... as a matter of fact I'm looking for them.
2. - That's a lovely jacket!
- You think so? Thank you, I myself like it very much, especially when I wear it in spring.
- And it's becoming you very much, too.
- So it is, thank you. I think it's very much in fashion, isn't it?
- The style is so good that it seems always in fashion.
3. - How about going to the theatre right away?
- You mean without dropping in at home to change? No, that won't do, I'm not dressed well enough.
- Oh, that's all right, these cotton dresses are all the fashion now and it's quite decent to go any place in them.
- Well, I don't think so.
4. - I should like to try on one of these dresses.
- That dress seems to be very nice and quite the latest style.
- I like the style but I don't like the colour and after all I believe it's expensive for me.
- What about this one? This is a dress to match your hair and eyes. It is the latest style and I think it will suit you best.
5. - How do you like my new dress?
- Fishing for compliments?
- Of course not. I simply trust your taste. That's all.
- To my mind, your dress seems a bit loud.
- I don't think so. Gray colours are in, you know.
- What's the idea of dressing up, anyhow?
- I'm going to a party tonight.
- Are you? Have a good time then.
6. - Where did you buy that hat?
- I bought it at a special sale.
- How much did you pay for it?
- Oh, believe me, it was a real bargain (much too much).
- I must say it really suits you.
- Do you really think so?
- Yes, the colour goes well with your eyes.

7. – Have you a dark grey suit, please? Size 48.

– Single or double-breasted?

– Single-breasted. May I try it on? ... Yes, both the trousers and the coat seem to fit me well. Besides, I think the colour will be suitable for most occasions. Now I must also buy a shirt and a tie to match.

b) Listen to your group-mates. Train your would-be teacher's ear. Choose whose reproduction you liked best. Give reasons. Use the following words and phrases as cues.

to pronounce the sounds properly; to sound natural; melody; to mispronounce; to make mistakes

c) Make a list of words and phrases from the dialogues that you want to remember and use them in your speech.

O-6. Give some pieces of advice to your friends what to wear if they go to:

a) a cinema; b) a theatre; c) a stadium; d) some official reception.

O-7. You and your friend are planning to go to your summer-house to have a rest (for a week). Tell us what you are going to take with you.

O-8. Speak in favour of

a) having ready-made clothes; b) having tailored clothes (clothes made-to-measure).

O-9. Play the game. a) Look attentively at each other. Then turn back-to-back and describe each other's clothes. The one who listens agrees or disagrees with what is said. Use the following:

quite so, precisely, quite right, yes, correct; you're mistaken, quite the opposite, not exactly so, I'm afraid that's wrong

b) Show your partner a picture and take it away. Let him (her) describe the picture by memory. Agree or disagree using corresponding formulas.

O-10. Role play.

Personages: Students (in close community).

Stimulus: Memorize what is there in the picture.

Arrangement: In the classroom. A picture is shown to the students and then taken away. The students are divided into 2 groups.

Expected activity: The students of both the groups discuss what they have seen, then choose a student who describes the picture in full detail.

Result: The winner is the group whose representative describes the picture better.

Supplement: A picture with a fashion view.

O-11. Read and say what you make of the jokes.

Freshman: Say, what's the idea of wearing my raincoat?

Room-mate: Well, you wouldn't want our new suit to get wet, would you?

* * *

- I can see you are a married man now?

- How?

- 'cause you have no buttons off your coat and -

- Yes, that's the first thing my wife did - taught me how to sew them on.

* * *

Mrs Brown: Do you think I'm going to wear this old squirrel coat all my life?

Mr Brown (brightly): Why not, dear? The squirrels do.

* * *

Bride: What do you give your husband when the dinner does not suit him?

Mrs Oldwed: His coat and hat.

* * *

- I was sorry for your wife in church this morning when she had a terrific attack of coughing and every one turned to look at her.

- You needn't worry about that - she was wearing a new spring hat.

O-12. Read and express your opinion about the personages.

You Never Know

Mrs Jones was still cleaning the house when her husband came back from work. She wore a dirty old dress and no stockings, and she was very tired. Her husband looked at her and said: "Is this what I come to after a hard day's work?"

Mrs Jones' neighbour, Mrs Smith, was there. When she heard Mr Jones' words, she quickly said goodbye and ran back to her house. Then she washed, combed her hair, put on her best dress and sat down to wait for her husband.

When he arrived he was hot and tired. He walked slowly into the house, saw his wife and stopped. Then he shouted angrily, "And where are you going this evening?"

O-12. Conversational situations.

1. Talk with your friend over the phone about the way the guests were dressed at the birthday party you were invited to.

2. You have bought several articles of clothing (for different seasons). Your friend wants you to try on each of them. You discuss the things with her.
3. You have visited a fashion show, and your friend couldn't as she was busy. Talk with her about it.
4. Your friend and you are at a fashion show. Exchange your opinions about it:
 - a) during the show, using pictures;
 - b) after it on the way home.
5. A person from the North who has never been to the South and a person from the South who has never been to the North (of our country) meet and talk about the kinds of clothes people wear in these parts.

IV. READING AND COMPREHENSION

In this Unit the same reading techniques are developed. You'll get some extra information about the shopping system in the USA and Great Britain.

Close attention: While scanning the text study the words familiar to our topic.

R-1. Read and mark in memory the information about:

- a) shopping as an art of its own;
- b) helpful traces in shopping;
- c) shopping exchange system;
- d) times of opening.

How to Shop

(after *G. Mikes*)

A. In America, just as in England, you see the same shops with the same boards and windows in every town and village. Shopping, however, is an art of its own and you have to learn slowly where to buy various things. If you are hungry, you go to the chemist's. A chemist's shop is called drugstore¹ in the United States; it is a national institution² at that. In the larger drugstores you may be able to get drugs, too, but their main business consists in selling stationary, candy, toys, braces³, belts, fountain-pens, furniture and imitation jewellery. Every drugstore has a food counter with high stools in front of it and there they serve various juices, coffee, sundaes⁴, ice-cream, sandwiches, omelettes and other egg dishes.

B. If you want cigarettes, go to the grocer; if you want to have your shoes cleaned, go to the barber; if you want a radio, go to a man's shop; if you want a suit-case, go to the chemist's. On the other

hand, if you want to send a telegram, avoid the post-office, because telegrams are handled by private companies.

C. Whatever you buy, it may be exchanged later for something in the same shop. This is a great pastime⁵ with the Americans. A great many people do not really buy things – they only acquire some raw material⁶ for later exchanges. It is not unusual at all to see a lady bringing back a hat with a lot of fruit on it and exchanging it either for real fruit or a real hat; or to see somebody bringing back a refrigerator with the remark that he made a mistake and now he wants to subscribe⁷ to the Reader's Digest⁸ instead.

D. You do not need to time your shopping very carefully because you will find some shops stay open in New York all night. The big department stores keep open till 9 p.m. once a week.

Notes

1. drugstore аптека (в США)
2. a national institution заведение
3. braces Ам. мужские подтяжки
4. sundaes сливочное мороженое с фруктами и сиропом
5. pastime обычай, времяпрепровождение
6. raw material сырье
7. to subscribe подписываться (на какое-л. издание)
8. the Reader's Digest – литературный журнал

R-2. Self-control questions.

A. 1. Is the shopping system in the USA and Great Britain the same? 2. Is shopping an art of its own? 3. Where must you go if you are hungry? 4. What is a chemist's shop called in the USA? 5. What do they sell in a chemist's shop (or a drugstore)? 6. Has every chemist's shop a food counter? 7. What can you have there?

B. 1. Where do you go to buy cigarettes? 2. Who cleans your shoes? 3. Why must you avoid the post-office to send a telegram?

C. 1. Is the shopping exchange system convenient? If so pick out some facts from the text to prove it.

D. Why don't people time their shopping?

R-3. Back review: Go back to the text to see if you are true or false.

R-4. Develop your skill in reading and general understanding. Read the following text up to the end without consulting the dictionary. Point out the main personages. Time yourself.

Lost on Dress Parade

(after O'Henry)

A. When in the evening Mr Towers Chandler appeared in the streets of New York people took him for a rich young man. He was

handsome, well-dressed and sure of himself. In a word, he looked like a typical clubman going out to have a good time. No one knew that he was not rich. He was in fact quite poor.

Chandler was twenty-two years old. He worked in the office of an architect and got eighteen dollars a week. At the end of each week he put aside one dollar out of his salary. At the end of each ten weeks he ironed his evening suit and went out to have a good time. He usually dined at a fashionable restaurant where there was wine and music. It took him ten weeks to accumulate his capital of ten dollars and it took him only a few hours to spend it, playing the role of a rich idler.

B. One night he went out, dressed in his evening clothes and started for the restaurant where he dined one evening out of seventy.

He was just going to turn around the corner when a young girl in front of him slipped on the snow and fell down. Chandler ran up and helped her to her feet.

"Thank you," said the girl. "I think I have twisted my ankle."

"Does it hurt very much?" asked Chandler.

"Yes, it does," she answered, "but I think I shall be able to walk in a few minutes."

"Can I do anything for you?" said Chandler. "I will call a cab, or..."

"Thank you," said the girl again, "but I don't want to trouble you any longer..."

Chandler looked at the girl. She was very young. Her face was both beautiful and kind. She was dressed in a cheap black dress that looked like a uniform that sales-girls wear. A cheap black hat was on her shining dark brown hair. She looked like a working girl of the best type.

C. A sudden idea came into the young architect's head. He decided to ask this girl to dine with him. He was sure she was a nice girl. Her speech and manners showed it. And in spite of her simple clothes he felt he would be happy to sit at table with her. He thought: This poor girl has never been to a fashionable restaurant, it is clear. She will remember the pleasure for a long time.

"I think," he said to her, "that your foot must rest for some time. Now, I am going to tell you something. I am on my way to dine. Come with me. We'll have a nice dinner and a pleasant talk together. And when our dinner is over your foot will be better, I am sure."

The girl looked up into Chandler's clear blue eyes. Then she smiled. "We don't know each other. I'm afraid it is not right," she said.

"Why not?" asked the young man. "I'll introduce myself. My name is Towers Chandler. I will try to make our dinner as pleasant as possible. And after dinner I will say good-bye to you, or will take you to your door as you wish."

"But how can I go to the restaurant in this old dress and hat?" said the girl, looking at Chandler's evening suit.

"Never mind that," said Chandler. "I'm sure you will look better in them than anyone we shall see there in the richest evening dress."

"I think I will go with you, Mr Chandler," said the girl, "because my ankle still hurts me. You may call me ... Miss Marian."

"All right, Miss Marian," said the young architect, "you will not have to walk far. There is a very good restaurant a little way from here. It will only take a few minutes to get there."

D. The two young people came to the restaurant and sat down at a table. Chandler ordered a good dinner. He felt quite happy.

The restaurant was full of richly dressed people. There was a good orchestra playing beautiful music. The food was excellent. His companion, even in her cheap hat and dress, looked more beautiful than some ladies in evening dresses.

And then ... some kind of madness came upon Towers Chandler. He began to play the role of a rich idler before the girl. He spoke of clubs and teas, of playing golf and riding horses and tours in Europe. He could see that the girl was listening to him with attention, so he told her more and more lies. The longer he talked the more lies he told her about his life.

At last she said: "Do you like living such an idle life? Have you no work to do? Have you no other interests?"

"My dear Miss Marian," he exclaimed, "work! I am too busy to work. It takes so much time to dress every day for dinner, to make a dozen visits in an afternoon... I have no time for work."

E. The dinner was over. The two young people walked out to the corner where they had met. Miss Marian walked very well now, her ankle was much better.

"Thank you for a nice time," she said to Chandler. "I must run home now. I liked the dinner very much, Mr Chandler."

He shook hands with her, smiling, and said that he also had to hurry. He was going to his club to play bridge.

In his cheap cold room Chandler put away his evening suit to rest for sixty nine days.

"That was a fine girl!" he said to himself. "I should like to meet her again. I have made a mistake in playing the role of a rich idler before a poor working girl. Why did I lie to her? All because of my evening suit, I think... I'm sorry it's all over!"

F. After she had left Chandler the girl came to a rich and handsome house facing a beautiful avenue. She entered a room where a young lady was looking out of the window.

"Oh, Marian!" she exclaimed when the other entered. "When will you stop frightening us? Two hours ago you ran out in this old dress and Helen's hat. Mother is so worried. You are a bad, bad girl, Marian!"

Then she pressed a button. A servant came in and she said: "Helen, tell Mother that Miss Marian has returned."

"Don't be angry with me, Sister," said Marian. "I only ran down to my dressmaker to tell not to use blue buttons instead of white for my new dress. My old dress and Helen's hat were just what I needed. Everyone thought I was a sales-girl, I am sure."

"Dinner is over, dear, you were away so long," said Marian's sister.

"I know," said Marian. "I slipped in the street and twisted my ankle. So I walked to a restaurant with great difficulty and sat there until my ankle was better. That's why I was so long."

The two girls sat down at the window, looking out. Then Marian said: "We will have to marry one day, both of us. We have too much money, so we shall not be left in peace, I am sure. Shall I tell you the kind of man I can love?"

"Go on, dear," said her sister smiling.

"The man I can love must have clear blue eyes, he must be handsome and good and he mustn't try to flirt. But I shall love a man like that only if he is not lazy, if he has some work to do in the world. No matter how poor he is I shall love him. But, Sister dear, what kind of young men do we meet every day? They live an idle life between visits to their clubs. No, I can't love a man like that, even if his eyes are blue and he is handsome; even if he is kind to poor girls whom he meets in the street."

R-5. Check up the level of general comprehension. Perform the ABC test and see if you are true or false.

- A.**
1. When in the evening Mr Towers Chandler appeared in the streets of New York people took him for
 - a) a rich young man;
 - b) a poor clerk.
 2. Chandler worked in the office of an architect and got eighteen dollars a week. Usually he
 - a) spent his money dining at a fashionable restaurant playing the role of a rich idler;
 - b) saved money for a rainy day.
- B.**
1. One night going to the restaurant he saw
 - a) a young girl walking in front of him;
 - b) a young girl who slipped on the snow and fell down.
 2. When Chandler saw the girl falling down he
 - a) turned round the corner and entered the restaurant;
 - b) ran up to the girl and helped her to her feet.
 3. The girl was dressed in a cheap black dress and Chandler took her for
 - a) a typical sales-girl;
 - b) a poor working-girl.

- C.** 1. The young girl looked beautiful and kind. She attracted Chandler's attention. He decided
- a) to invite the girl to dine;
 - b) to see her home;
 - c) to let her go.
- D.** 1. Chandler enjoyed himself at the restaurant. He seemed to be a good mixer. He spoke about
- a) the idle life which was difficult to lead;
 - b) his work in the office.
- E.** 1. When Chandler came home he regretted that
- a) he had played the role of a rich idler;
 - b) he hadn't made the date to meet the girl again;
 - c) the young girl was so obviously poor.
- F.** 1. Miss Marian came to a rich and handsome house facing a beautiful avenue. She turned out to be
- a) a rich girl;
 - b) a servant in the house;
 - c) a dressmaker.
2. She spoke with her sister about the man she could marry. She preferred him to be
- a) self-made;
 - b) rich and handsome;
 - c) an idler.

R-6. Quick review questions. Consult the text and answer.

A. 1. How old was Mr Towers Chandler? 2. What was he? Where did he work? 3. How much did he earn? 4. How much did he put aside at the end of each week? 5. Where did he spend the money? 6. What role did he like to play? 7. What did the people take him for? 8. What did he look like? 9. Was he rich or poor?

B. 1. Where did he go one evening? 2. Whom did he see when he was about to turn around the corner? 3. What happened to the girl? 4. How did Chandler help the girl? 5. What did the girl look like? 6. How was she dressed? 7. Why did Chandler like the girl and invite her to dine?

C. 1. What made Chandler think that he would enjoy the girl's company? 2. Were her manners polished? 3. Why did the girl refuse to go to the restaurant? Account for the reasons. 4. What made her change her mind?

D. 1. Why was Chandler so happy with the girl? 2. Could he afford a good dinner? 3. What people was the restaurant full of? 4. What role did Chandler play? 5. What life did he picture before the girl? 6. What made the girl think that Chandler was good for nothing?

E. 1. Was Chandler going to see the girl home? 2. Where did he tell the girl he would go right after? 3. What did Chandler think of the girl in his cheap cold room? 4. What troubled him at the moment?

F. 1. What kind of house did Marian enter after she had left Chandler? 2. How did she account for the poor dress she had on? 3. Was Marian rich or poor? 4. What were the two sisters talking about when they sat at the window? 5. What kind of man could Marian love and marry? 6. Do you think it served Chandler right losing a good girl to marry?

R-7. Go back to the text and say:

1. What did Chandler want people to take him for? 2. What made Chandler play the part of an idler before the girl? 3. Why couldn't Marian marry him?

R-8. Develop your opinion and say:

1. if Chandler behaved wisely with the girl; 2. why he missed a good chance to make his fortune.

R-9. Points to speak on.

1. Chandler saving some money to spend in the restaurant.
2. Friendly feeling of the girl spoilt by assumed airs.

R-10. Intelligent text study: Consult each part of the text. Point out the one containing the main idea.

V. WRITING PRACTICE

W-1. Revise the spelling rules and write the form of Participle I of the following verbs.

to try, to become, to put, to wear, to like, to match, to study, to choose, to prefer, to enjoy, to dress, to beg, to hurry, to look, to feel, to fill, to make, to die, to share, to hop, to hope, to care, to tune, to pay

W-2. Translate into English.

1. Как он выглядел вчера? - На нем был элегантный черный костюм из дорогой шерсти. 2. У тебя модные сапожки. Мне очень нравится фасон. 3. Она хочет сшить себе новое экстравагантное платье к Новому году. Не посоветуешь ли ты ей, какой фасон выбрать? 4. Ты не знаешь, какие пальто сейчас в моде? 5. Это не мой размер. Пальто слишком широко. 6. Женщине всегда следует одеваться по моде (современно) и с хорошим вкусом. 7. Эта шляпа тебе к лицу.

W-3. Use the following words and phrases in situations of your own. Write them down.

1. Speaking about your mother's clothes:
ready-made clothes; well-cut tailored costumes; a blouse; a shirt; favourite; to match; to suit; expensive.
2. Speaking about your father's clothes:
it pays to choose a good cloth for a suit; it keeps its form; trousers; a pullover; a scarf; a cap; a hat; to match; single-breasted; a tie.
3. Buying a new dress:
ready-made; made-to-measure; cheap; expensive; cotton; silk; the latest style; to try on; to match; to fit; to become.
4. Buying a new coat:
ready-made; made-to-measure; the right size; to fit well; to try on; out-of-fashion; to cost much; a size smaller; to be lucky.

W-4. Write a short story of how you got your last new article of clothes. For ideas:

the latest fashion, ready-made, made-to-measure, cotton, made of silk, to match, to fit, for holidays

W-5. Write a questionnaire (10 questions). Find out everything about your friend's last visit to the shop. Interview her over the phone or in class. Fill in the questionnaire. Get ready to report your findings to the group. For ideas:

to choose, to try on, to suit, to go well with...

W-6. Subjects for written compositions.

1. We all like to dress in fashion.
2. My usual season outfit.
3. What does my friend wear for her evening outings?

W-7. Illustrate in writing.

1. A stitch in time saves nine.
2. Cut your coat according to your cloth.
3. It's not the gay coat that makes the gentleman.
4. Clothes do not make the man.
5. When the pinch comes, you remember the old shoe.

VI. BECOME PROFICIENT

BP-1. Look and study. Read paying attention to your melody and pronunciation.

1. Arresting the Pupils' Attention

- All ears!
- Attention, please!
- Care attention now!

2. Asking the Pupils to Repeat Something

- Another time, please!
- Altogether, please!
- Now everyone!

3. Asking the Pupils to Act Out Dialogues

- Act out the dialogue, please!
- Come out with the dialogue!
- Strike up a dialogue!
- Go on (Move on) with your dialogue!

4. The End of the Lesson

- So much for today.
- It is high time we've finished.
- Good luck to you! Good-bye!
- See you tomorrow!
- Wish you every success! Good-bye!

BP-2. What will the teacher say if he (she) wants the pupils:

- a) to reproduce the dialogue;
- b) to be very effective;
- c) to say something once again.

BP-3. You are a teacher. What will you say to your pupils at the end of the lesson? Choose from the list below.

Now everyone! Good morning! So much for today. It's high time we've finished. Attention, please! Good luck to you! Good-bye! I'm glad to see you. See you tomorrow! All ears! Another time, please! Wish you every success! Altogether, please!

BP-4. Give Russian equivalents to the following phrases.

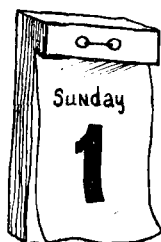
Act out the dialogue, please. Another time, please! Go on with your dialogue. Good luck to you! Good-bye! So much for today. Be attentive, please! Altogether, please!

To the Student:

Now that you have done it so skillfully pass over to Unit 4.

Unit 4

Day and Time



To the Student:

Time flies – this is common knowledge. Our life runs too fast and we are always in a hurry to manage it. This time we shall speak about our everyday routine. We wish you success and utmost interest.

Sixty seconds make a minute
Sixty times the clock ticks in it
Sixty seconds make an hour
To stop the flight we have no power.

I. TEXT-ORIENTED ACTIVITIES

LISTENING PRACTICE

Text A

Last year I entered the Teachers' Training Institute of Foreign Languages and so my dream came true. Every day promised many interesting things to learn, new people to meet, concerts and films to enjoy. But it was no easy matter to cram everything into one day and the daily programme became a question of winning or losing.

The wise saying advised to get up early:

"The more a man of wisdom grows,
the less of morning sleep he knows."

So my day began with the ringing of the alarm-clock at my bedside which woke me as well as my room-mates up at half past six. Wasn't it fun to jump out of bed with noise and jokes, to do morning exercises to music with the window open and after washing, cleaning our teeth, doing our hair, dressing and having breakfast to hurry to the Institute? We went there by bus and it took us forty minutes to get there.

As our classes began at 8 o'clock, the cloak-room at that time was overcrowded with the students who tried to arrive at the Institute before the bell.

After classes I went to the snack-bar or canteen to have dinner and then to the library and reading-room for books or to the language laboratory to work at my sounds and speech.

In the evening after a short quiet rest I did my homework and it took time, you know. Before I went to bed I could watch a TV programme, read a book for pleasure, have a walk with my friend chatting about the latest news.

Once in bed the events of the day passed in my mind's eye and I saw that it was a day of hard work. But I didn't feel sorry, because I knew: "There is no royal road to learning."

Vocabulary

to enter входить; поступать (в институт)
 the Teachers' Training Institute педагогический институт
 to come true осуществиться (о мечте)
 to promise обещать
 to learn учить, изучать; узнавать
 to meet встречать(ся)
 to enjoy наслаждаться, получать удовольствие
 to cram втискивать, заталкивать
 daily programme дневная программа
 to become становиться
 to win выигрывать; побеждать
 to lose терять; проигрывать
 wise мудрый
 to advise советовать
 to get up вставать, подниматься (с постели и т.п.)
 to grow расти; становиться
 to know знать
 to begin начинать(ся)
 to ring звонить, звенеть
 alarm-clock будильник
 to wake up будить
 room-mate товарищ по комнате
 to jump прыгать; to jump out of bed спрыгнуть с кровати
 to do morning exercises делать утреннюю зарядку
 to wash мыть(ся), умываться
 to clean чистить; to clean one's teeth чистить зубы

to have breakfast, lunch, tea завтракать, обедать, пить чай
 to hurry спешить; to hurry to work (Institute) спешить на работу (в институт)
 to go by bus ехать на автобусе
 to get добираться (куда-л.)
 classes занятия
 cloak-room гардеробная, раздевалка
 overcrowded переполненный
 to try пытаться, стараться
 to arrive (at) прибывать
 snack-bar закусочная
 canteen буфет
 library библиотека
 reading-room читальный зал
 laboratory лаборатория
 to work in the lab (reading-room) заниматься в лаборатории (в читальном зале)
 rest отдых
 quiet спокойный, тихий
 to take time отнимать время (занимать много времени)
 to go to bed ложиться спать
 to chat болтать, беседовать
 to pass проходить (мимо); проводить (время)
 in my mind's eye перед моим мысленным взором
 to see видеть
 to feel чувствовать (себя)
 royal королевский; зд. легкий

PHONETICS

a) Vowels

Ph-1. Drill the pronunciation of the words and phrases.

[i:]	[ɪ]	[e]	[æ]
teacher	Institute	entered	having
dream	interesting	every(thing)	cram
people	things	question	began
canteen	films	many	snack-bar
reading-room	win(ning)	get	language
feel	wisdom	bed(side)	chat(ting)
tea	ring(ing)	exercises	man
he	did(n't)	dressing	matter
each	six	breakfast	
meet	dinner	bell	
easy		went	
speech		events	
read		friend	
TV		less	
evening		already	
teeth			

[ɑ:]	[ɔ:]	[ɒ]	[u:]
alarm-clock	morning	long	music
fast	walk	not	true
half	floor	job	losing
past	water	laboratory	do(ing)
classes	quarter	concert	students
passed	more	was(n't)	Institute
hard	short	because	news
	saw	sorry	knew
	forty	foreign	
		promised	
		washing	
		o'clock	

[ʊ]	[ə:]	[ʌ]
room-mate	early	hurry
took	work(ing)	bus
	learn(ing)	jump

[eɪ]	[ɛə]	[aɪ]	[aʊ]	[aʊə]	[aɪə]
daily	hair	arrive	sound	hour	quiet
day	there	wise			
wake		mind's eye			
take		library			
		try			
		advise			

[ɔɪ]		[ou]
enjoy	programme	go
noise	cloak-room	open
royal	overcrowded	woke
	homework	joke
		road

b) Consonants

Ph-2. Read with care.

[w]	[ŋ]	[h]
week	training	house
watch	languages	hurry
wake	interesting	have
with	things	
wash	everything	[θ, ð]
walk	winning	teeth
water	losing	everything
	saying	with
	washing	there
	reading	
	chatting	
	learning	

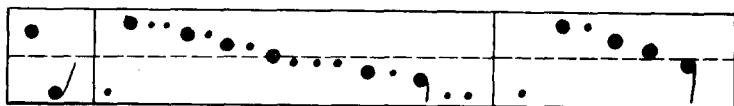
Ph-3. Mind the difficult junctions and cases of assimilation. Work out the following structures.

entered the Institute; went there; at that; at the Institute; in the evening; about the latest

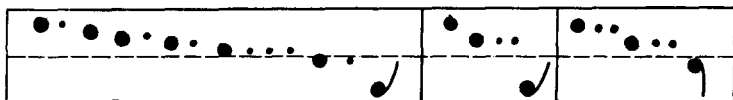
c) Intonation

Ph-4. Read according to the model. Follow the model reading in the continuation.

Last year I entered the Teachers' Training Institute of Foreign Languages and so my dream came true.



Every day promised many interesting things to learn, new people to meet, concerts and films to enjoy.



WORD STUDY

WS-1. Group the verbs in three columns according to the part of the day when we do these things (in the morning, in the afternoon, in the evening).

to wake up, to arrive, to watch TV, to read a book for pleasure, to hurry, to jump out of bed, to clean one's teeth, to go to the snack-bar, to go to the library, to have a walk, to chat, to do morning exercises

WS-2. Match the parts of the phrase.

to have	an Institute
to go	in the language laboratory
to work	to the reading-room
to do	dinner
to arrive	new people
to learn	out of bed
to meet	at the Institute
to jump	interesting things
to hurry	to the Institute
to enter	homework

WS-3. Correct the mistakes.

1. In the morning I leave the coat and hat in the snack-room and go to the cloak-bar to have breakfast. 2. My alarm-mate wakes me and my room-clock up in the morning. 3. My daily-room includes the work in the reading-programme. 4. Isn't it fun to do music exercises to the morning? 5. I went to the reading laboratory for books or the languages room to work at my sounds and speech.

WS-4. Copy and fill in your time-table.

Day	6.30-8.30	8.30-10	10-12	12-2	2-4	4-6	6-8	8-10
Monday								
Tuesday								
Wednesday								
Thursday								
Friday								
Saturday								

LISTENING PRACTICE

L-1. Answer the questions on Text A.

1. What is very important when you want to combine studies and entertainments? 2. When is it advisable to get up? 3. What woke you up in the morning? 4. What did you do in the morning after getting up? 5. How did you get to the Institute? 6. How long did it take you to get there? 7. Where did you go after classes? 8. Where did you work at your sounds and speech? 9. When did you do your home-work? 10. What did you do before going to bed? 11. Is it easy to study well at the Institute?

L-2. Compare the student's day described in the text and your day.

L-3. Advise a fresher how to manage his day time. And this time we shall speak about the mother's day. You know it from your mother's experience. But is it the same in every family? Let's visit Linda McCartney.

Text B

A Life in the Day¹

(after Linda McCartney)

We live in a two-bedroom house, so as soon as James starts calling "Mummy, Mummy" around seven every morning he wakes everyone up. Being his mother I like to be the first to greet him, so up I get.

I take him downstairs and start getting breakfast ready. Before long the other kids², Mary and Stella are also down. I drive the girls to school.

Because we have a big breakfast and a big dinner about six we don't have lunch. So about that time I'm doing jobs around the house. My husband never helps me. He likes tidiness but is not too tidy himself. If I am working or going out I have a woman in³ to do the cleaning. But I always do the cooking because I enjoy it. I cook for six people every day. If I'm lucky during the day I go for a ride. Riding is a marvellous form of exercise, both physically and spiritually. If I can't get a baby-sitter⁴ I sometimes sit James on the horse and off we go.

One interest we share closely is football. We seldom see matches but we always watch them on television.

Before I go to bed for the night I always go to the kids' bedroom and give them each a kiss.

Vocabulary

to start начинать(ся)	т.п.); to go for a ride выйти или выехать на прогулку
to call звать	
to greet приветствовать, здороваться	to ride ездить верхом, на велосипеде, на машине и т.п.
downstairs вниз, внизу	marvellous чудесный, великолепный
to drive везти, вести (машину)	physically физически
tidiness аккуратность	spiritually духовно
tidy аккуратный	to share делить; to share some interest разделять интерес
to cook готовить, стряпать	match матч
to be lucky удаваться, быть удачливым, повезти	to give a kiss поцеловать
ride поездка, прогулка (на велосипеде, машине, верхом и	

Notes

1. A Life in the Day is a humorous reversal of the phrase "A Day in the Life" which shows the variety of events that go to make up one day in a person's life.
2. kids = children
3. to have a woman in - *here*: to employ a cleaner
4. a baby-sitter - a helper to stay at home and look after young children

PHONETICS

a) Vowels

Ph-1. Drill the pronunciation of the following words.

[e]	[æ]	[ɔ:]	[ɔ]
get(ing)	seven	have	shopping
ready	every	matches	wash(ing)
		also	

never
help
seldom
bedroom

Stella
breakfast
exercise
himself

always
horse
form
morning

o'clock
long
jobs
not
off
watch

[ɑ]

[ʊ]

[u:]

[ʌ]

[ə:]

start
marvellous
can't

football
woman
cook(ing)

too
soon
school
do(ing)

mummy
mother
up
other
lunch
husband
lucky
sometimes

first
girls
working

[eɪ]

[ɛə]

[aɪ]

[aʊ]

[oʊ]

[ɔɪ]

James
wake
take
baby-sitter

Mary
share

like
drive
time
tidiness
riding
night

house
around
down(stairs)
about
out

don't
so
go(ing)
both
closely

b) Consonants

Ph-2. Read with care.

[w]

[h]

[ŋ]

[ð, θ]

we
wakes
woman
working
always
watch

him(self)
have
helps
husband
house

calling
morning
being
getting
doing
working
going
cooking
during
riding

mother
other
that
both

Ph-3. Mind the difficult junctions and cases of assimilation.

at that; about that; around the house; on the horse; are also;
dinner about; for a ride; before I go

WORD STUDY

WS-1. The following words or phrases are in the text. Of the 3 explanations suggested only one is correct.

1. a two-bedroom house
 - a) a house which has 2 bedrooms besides the other rooms;
 - b) a house which consists of 2 bedrooms;
 - c) a house with 2 rooms.
2. before long
 - a) much time after that;
 - b) not much time after that;
 - c) soon.
3. to be down
 - a) to be out of the house;
 - b) to be on the ground floor;
 - c) to be on the floor.
4. to have a woman in to do the cleaning
 - a) to do the cleaning with a woman;
 - b) to do the cleaning alone;
 - c) to invite a woman to do the cleaning.

WS-2. Write out of the text the words and phrases which show what the mother did during the day.

LISTENING PRACTICE

L-1. Say which of the following statements are true and which are false.

1. James starts calling "Daddy, Daddy" around seven every morning. 2. Being his mother I like to be the first to greet him. 3. I get up later than the others in the family. 4. I drive the girls to school. 5. We have lunch every day. 6. We haven't a big breakfast and a big dinner. 7. My husband likes tidiness. 8. I enjoy the cooking. 9. I cook for one every day. 10. Riding is an awful form of exercise.

L-2. Answer questions on Text B.

1. When do they get up? 2. Who gets up first? Why? 3. What does the mother do downstairs? 4. Where do the girls go after breakfast? 5. When do they have dinner? 6. Do they have lunch? Why not? 7. What does the mother do at lunch time? 8. Who does the cleaning if the mother works or goes out? 9. Who does the cooking in the family? 10. What does the mother do if she is lucky during the day? 11. What programmes do they like to watch on television? 12. What does the mother do before she goes to bed? 13. Do the children have a good mother? 14. Is this a happy family?

L-3. Compare your mother's day with Linda McCartney's day. What do they have in common, what is different?

L-4. What do you think are the most important things in the mother's day and why?

II. GRAMMAR PATTERNS IN KNOW-HOW DRILLS

1. The Simple Future Tense

Gr-1. Tell us what you will do and will not do tomorrow. Use the following prompts.

Example: to wake up at 7
I shall wake up at 7.
I shall not wake up at 7.

1. to get up at 8; 2. to get breakfast ready at half past 8; 3. to have breakfast at a quarter to 8; 4. to hurry to the bus stop; 5. to arrive at the Institute before the bell; 6. to chat with my friends before classes; 7. to be late for classes; 8. to revise one's homework before classes; 9. to go to the language laboratory after classes; 10. to go to the library after classes; 11. to go to the cinema in the evening; 12. to have dinner in the evening

Gr-2. Let us discuss what we shall do and what we shall not do tomorrow in class.

Example: to drill some new words
We shall drill some new words.
We shall not drill new words.

1. to read a text after the teacher; 2. to answer questions about the text; 3. to ask questions about the text; 4. to reproduce the text; 5. to make up dialogues; 6. to do grammar exercises; 7. to learn new grammar rules; 8. to have a grammar test; 9. to take a dictation; 10. to transcribe words; 11. to describe a picture; 12. to comment on some sentences

Gr-3. Tell us what your mother will do after her work.

Example: to cook dinner
She will cook dinner.

1. to go shopping; 2. to cook supper; 3. to clear away the table; 4. to wash up; 5. to tidy up the flat; 6. to water the flowers; 7. to dust the furniture; 8. to talk with her children; 9. to go for a walk; 10. to watch a film on TV; 11. to do some mending; 12. to read a book

Gr-4. Say what you know about your group-mates' plans for the week-end.

Example: to get up early
They will get up early.

1. to go to the country;
2. to go to the sea;
3. to go shopping;
4. to do the washing;
5. to do the cleaning;
6. to do the gardening;
7. to watch a football match;
8. to watch the programme on television;
9. to have a party;
10. to go to the cinema;
11. to go to the theatre;
12. to invite friends

2. Simple Present in Clauses of Time and Condition

Gr-5. Answer the questions using subordinate clauses of time. Remember to use only the present tense in them.

Example: When will you get up tomorrow?

I shall get up tomorrow when the alarm-clock *rings*.

1. When will you do morning exercises?
2. When will you wash?
3. When will you make your bed?
4. When will you have breakfast?
5. When will you tidy up the flat?
6. When will you leave home?
7. Will you go to the Institute before or after you have breakfast?
8. Will you go shopping before or after you go to the Institute?
9. Will you go to the lab before classes begin or after classes are over?
10. Will you have a rest before or after you go to the lab?

Gr-6. Tell us what your group-mates will do as soon as the bell goes.

Example: As soon as the bell goes, the monitor will give the register to the teacher.

Gr-7. Express a supposition till what time your group-mates will stay at the Institute.

Example: Kate will stay at the Institute till she is ready for the seminar in history, I think.

Gr-9. Make sentences with the pattern for the situations.

Situation: Perhaps it is going to rain. You'll cancel the picnic if it *rains*.

1. Perhaps the sun is going to shine. You'll sit in the garden then.
2. There is a chance you'll go to Rostov. You'll visit your uncle there then.
3. There's a chance you'll fail the exam. You'll take it then.
4. Perhaps you are going to miss the bus. You'll take a taxi then.
5. The alarm-clock is going to ring. You'll get up then.
6. The clock will strike. You'll wake up your room-mate then.
7. You are going to have some free time. You'll do jobs around the house.
8. There is no chance of getting tickets for the football match. You'll watch it on television.

Gr-9. Describe the conditions on which your mother will agree to let you go to Moscow in summer.

Example: She will let me go to Moscow if my friend *joins* me.

Gr-10. Tell your friend in what case

1. you will go to the cinema tonight; 2. you will do the homework together with your friend; 3. you will not be late for classes; 4. the teacher will give you an excellent mark; 5. you will be happy

3. Simple Tenses (Revision)

Gr-11. Complete the sentences using one of the Simple Tenses - Present, Past, Future.

1. Last week we (to go)... 2. Next week we (to go)... 3. This week we (to go)... 4. The other day I (to meet)... 5. Today I (to do)... 6. Today in the morning I (to do)... 7. Soon he (to finish)... 8. Every day he (to work)... 9. Sometimes he (to work)... 10. Recently she (to get)... 11. She always (to answer)... 12. Now she (to speak)...

4. Articles and Prepositions

Gr-12. Explain the use of articles. Consult the Grammar Guide.

1. It was almost *noon*. 2. Lewis! What are you doing at this time of *night*? 3. *On the evening* of departure the whole village turned out to give us the promised farewell dinner. 4. He used to spend *the morning* lying about the beach. 5. *Toward midnight* he saw the gleam of many lights. 6. *Twilight* was falling when they came back to the great city. 7. At ten o'clock *on a hot September evening* he strode idly down the street. 8. And *in the afternoon* I used to lie alone and watch the sun get lower and lower. 9. He always slept late *on Sunday morning*. 10. It was not *a warm afternoon*. 11. *The day* was hot and muggy. 12. I made my speech *yesterday evening*.

Gr-13. Check yourself if you know the prepositions of time. Consult the dictionary if you are not sure.

1. What time do you usually wake ...? - ... seven ... weekdays, ... a quarter ... eight ... Sunday, ... half ... seven ... summer. 2. I got ... early ... the morning and felt sleepy ... the daytime but when my friends left me ... the evening I felt excited and could not fall asleep ... night. 3. When the alarm-clock rang I jumped ... bed, switched ... the radio and began to do my morning exercises ... the music. 4. He arrived ... the station ... ten minutes ... 7. 5. She prefers to go ... a walk ... the morning when the air is fresh. 6. She does not live very far ... her work. It takes her half an hour to get ... her work but she goes there

... bus and not ... foot. 7. He invited his friends ... his birthday party ... the 17th ... February. 8. My mother was born ... the 4th ... October ... 1922.

Gr-14. Supply the required articles.

1. It was nearly ... midnight, and Margaret rose to go. 2. It was ... early morning when ... train pulled into ... station. 3. Outside was ... cold, drizzling twilight. 4. It was ... Saturday morning and ... weekend guests were coming. 5. It was ... grey, cold day. By ... nightfall it would rain. 6. We got back to ... inn as ... night was falling. 7. I paid my first visit to them on ... clear, cold February night. 8. Martha's talent for sleeping was extraordinary. If nobody went in to awaken her in ... morning she would sleep till ... noon, till two o'clock in ... afternoon. 9. Towards ... evening he called at their house, but found no one at home. 10. It was ... late afternoon and their shadows lay long across ... road. 11. ... day passed quietly. 12. They played tennis and ping-pong in ... day and in ... evening.

III. SPEECH FUNCTIONS DEVELOPED

1. Initiating Conversations.
2. Initiating a Topic.
3. Apologizing.
4. Sympathizing.
5. Expressing Regret.

0-1. Study these formulas.

1. Initiating Conversations

- Excuse me, but...
- Pardon me, but...
- I don't think we've met...
- Don't I know you from somewhere?
- Nice day today, isn't it?
- Hi! It's me.
- Hi! It's me again.
- Well, if it isn't...
- Look here...

2. Initiating a Topic

- You know...
- I have some good news...
- Have you heard the news?
- Guess...
- You won't believe.

- Let me tell you about...
- Let me advise you...
- I've been meaning to ask you...
- I've been thinking...

3. Apologizing

(While apologizing use the rising tone.)

- Sorry...
- I am so sorry...
- Please, forgive me...
- I'd like to apologize...
- I want to apologize...
- I've got to apologize...
- Awfully sorry...
- I feel terrible about...
- I am at fault.
- It's my fault.
- I don't mean to make things difficult for you/to give you a hard time.

4. Sympathizing

- Good luck!
- Things will work out.
- Can I help you...?
- That's so nice of you.
- Cheer up.
- Better luck next time.
- Poor thing.

5. Expressing Regret

- It's a shame...
- It's a pity.
- It's too bad...
- I am disappointed...
- I regret that... (to)
- I wish I hadn't...
- I could kick myself...

O-2. Read and enact the mini-dialogues. Pay due attention to the intonation.

1. - Nice day today, isn't it?
 - Pardon me?
 - I was just saying it's a nice day today.
 - Oh, yes, it is.

2. - Hello, Peter!
 - I have some good news. You'll have your day off on Monday.
 - Oh, how nice. I shall see how to make use of it.
3. - I apologize for being late.
 - That's OK.
 - You know this is the first time I've ever been late. I am really sorry.
 - Don't worry about it.
4. - I am sorry to interrupt you.
 - Never mind. I am all ears.
5. - You know, I've been thinking...
 - What?
 - I am sorry I am so shy.
 - Cheer up, you'll feel comfortable in a day or two.
6. - Oh, Linda! I regret I haven't seen you so long.
 - I feel this way too.
7. - I could kick myself.
 - Why?
 - I made a terrible mistake. I forgot to switch off the gas before we left and now I wish I hadn't.
 - Oh! Do you mean to say that the room will be full of gas?
 - Yes, and it's all my fault.
 - That's too bad.
8. - I'd like to apologize for behaving rudely at your party last night.
 - It's all right.
 - I'm really sorry about it. I hope you'll forgive me.
 - Don't worry about it. These things happen.
9. - You know... I think you hurt Mum's feelings when you told her her meat was overcooked.
 - Hmm, I didn't realize that. Do you think she's angry with me?
 - I don't know if "angry" is the right word but it seems to me she was a little upset.
 - I feel terrible.

0-3. Initiate a conversation. Use the appropriate form. You address:

1. a stranger in the street; 2. a friend in the bus; 3. a girl at the party; 4. a teacher at the college; 5. your group-mate in class

0-4. Initiate a topic. Choose the formulas which work when you

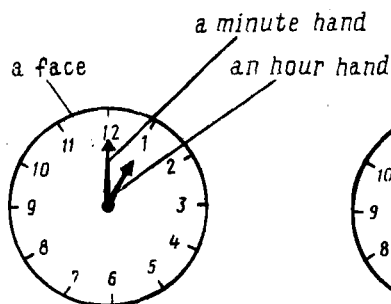
1. break some news; 2. give a surprise; 3. give advice; 4. ask for a favour; 5. interfere in the talk

O-5. Express regret or sympathy. Use the following bits of talk.

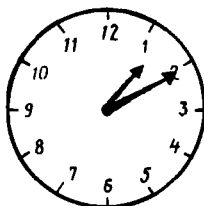
1. - I forgot to let the cat in the house last night.
- He ran away?
2. - I went to the movies instead of reading for my English exam.
- You failed it?
3. - I wanted too long to take the book from the library.
- They gave it to somebody else?
4. - I forgot to wind up the alarm-clock.
- You overslept today?
5. - I didn't remember to put some money in my purse this morning.
- You're out of money?

O-6. Look and study.

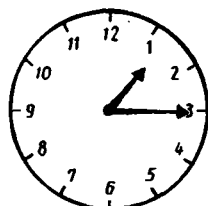
What's the Time?



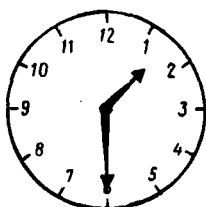
It's one
o'clock.



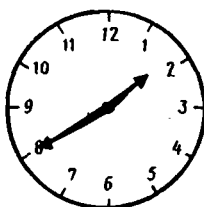
It's ten mi-
nutes past one.



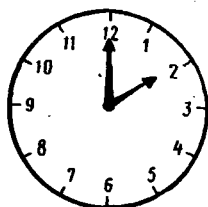
It's a quarter
past one.



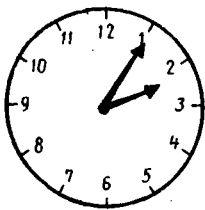
It's half
past one.



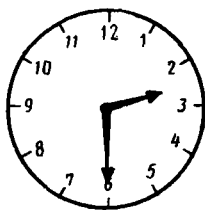
It's twenty mi-
nutes to two.



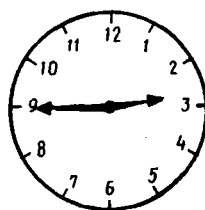
It's ...?



It's ...?



It's ...?



It's ...?

watch

clock

alarm-clock

striking (chiming) clock

hands

face

lady's

man's

right

hour

minute

second

to repair

to clean

It's 3 minutes fast (slow).

to gain a minute a day

to lose a minute a day

to have the right time

to stop

to go

to keep (good/bad) time

to wind up

to set a watch by the radio

What time is it by your watch?

What's the time by your watch?

It's 2 o'clock sharp.

It's 10 minutes past 2.

It's a quarter past 2.

It's half past 2.

It's 20 minutes to two (2).

to be late

to be in time

to tell the time

Mind the difference between a watch and a clock:

a watch – a small timepiece which is carried in the pocket or worn on the wrist;

a clock has a larger size and is not worn in the pocket or on the wrist.

Riddle

It's true, I have both face and hands
And move before your eyes;
Yet when I go, my body stands,
And when I stand, I lie.

(A clock)

O-7. This is how we speak about time. Read and enact the mini-dialogues. Use different speech functions.

1. – What's the date today?
– It's the twenty-fifth of October (October, the twenty-fifth). It's my birthday.
– Many happy returns of the day!
2. – I say, Alice, when is your birthday?
– It's on the twenty-fifth of October. I was born on the twenty-fifth of October in 1970.
– I see.
3. – My watch never keeps time. Sometimes it is fast, sometimes it is slow. What's the time by your watch, by the way?
– It's half past two.
– I thought as much. My watch is wrong again.
4. – By the way, what time is it?
– It's about 1.30.
– 1.30? Already? I didn't realize it was so late.
– I didn't either.
– I've already got to go now. I've got to get to my English class.
– Oh! You'd better hurry! See you soon.
– So long!
– Bye!

O-8. Read and pay attention how Jill and Alan develop their conversation. Do the same. (Exchange of opinions.)

Jill: Alan! Alan! It's seven o'clock.

Alan: Seven o'clock?

J.: Yes, it's time to get up!

A.: Time to get up?

J.: It's time to go to work! It's Friday.

A.: Friday? It isn't Friday.

J.: Not Friday?

A.: No, it's Saturday. It's the week-end. (It's a holiday.)

J.: It isn't Saturday. It's Friday. It's not a holiday and it's time to go to work.

A.: It isn't Friday. Turn on the radio.

J.: The radio?

A.: Yes, turn on the radio.

Radio: It's seven o'clock, the 31st of October and here is a summary of the news.

A.: Yes, but what day is it?

J.: It's the milkman. I'll ask him what day it is.

A.: All right. But it's Saturday. Not Friday.

O-9. Now have your chance to initiate a small conversation. Use this:

1. it's close to 4; get to the lab; before it closes; 2. it's almost 3; pick up my sister at school; 3. it's a little before 2; catch a 3 o'clock train; 4. it's nearly 6; be home in time for dinner; 5. it's exactly 7.45; put my make up on before the party begins

O-10. Read the dialogue dealing with time.

- Excuse me, what time is it, please?
- I'm sorry I don't know.
- But you have a watch.
- I know but I can't tell the time.
- Well, repeat after me: one o'clock, 2 o'clock, 3 o'clock, 4 o'clock, 5 o'clock, 6 o'clock, 7 o'clock and so on, 5 past one, ten past two, a quarter past three, twenty past four, twenty-five past five, half past six, twenty-five to seven, twenty to nine, ten to ten, five to eleven, 12 o'clock, 12 in the morning is noon, 12 at night - midnight.
- By my watch it's three o'clock. My watch is right. I have the right time.
- By mine it's ten past three. My watch is wrong. It's never right. It's fast. It's ten minutes fast.
- One more question, please.
- Yes, what is it?
- How many seconds are there in a minute?
- There are sixty.
- How many minutes are there in an hour?
- There are sixty.
- How many hours in a day?
- Twenty-four.
- How many days in a week?
- Seven.
- Thanks.
- That's all rihgt.

O-11. Read and see if you remember the days of the week.

- What day is it today?
- I don't know.
- Is it Monday?
- Yes, it is.
- If today is Monday tomorrow is Tuesday.
- Very good.
- The day after tomorrow is Wednesday. The day after Wednesday is Thursday. The day after Thursday is Saturday.
- No, it isn't. It's Friday.
- What's the day after Saturday?
- Sunday?

- Good. Now try again.
- Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday.
- Remember: Monday comes before Tuesday. Tuesday comes after Monday. Wednesday comes before Thursday. Thursday comes after Wednesday. Friday comes before Saturday. Saturday comes after Friday. Sunday comes after Saturday and before Monday.
- Thank you.
- That's all right.

O-12. Say what you remember each month of the year by. (Use the Simple Present.)

O-13. Say in what part of the day the following things take place. Use the phrases:

in the morning; at dawn; at sunrise; at noon; in the afternoon; in the daytime; in the evening; in the dusk; at night; at midnight; at sunset

1. A cock crows the first time... 2. A clock strikes twelve times... 3. Stars appear in the sky... 4. We see dew on the grass... 5. The daylight is dim... 6. Flowers open their petals... 7. The temperature is the hottest... 8. It is the coldest...

O-14. Tell the time when you do such things. Begin the sentence with "It is 6 o'clock in the morning when I get up" and finish with the words "It takes me 2 minutes".

1. I jump out of bed. 2. I dress. 3. I air the room. 4. I do morning exercises. 5. I sweep the floor. 6. I water the flowers. 7. I get ready for the Institute. 8. I have a rest. 9. I work in the lab. 10. I go to bed.

O-15. Show that you are naughty now and disagree with everything. Use antonyms.

1. Today is a week-day. 2. This is an ordinary year. 3. It's a lady's watch. 4. The watch is right. 5. The clock gains a minute a day. 6. The alarm-clock keeps good time. 7. It's twenty minutes past two. 8. He has a break at this time.

O-16. Find the students in the group whose watches are right by asking the question: "What's the time by your watch?" and tell us whose watches are slow or fast and explain why.

O-17. Find the students who were born in the same month and year and suggest celebrating their birthdays together. Tell us all about them.

O-18. Find the students who like to get up and go to bed early and suggest renting a room together. Tell us about your plans.

Q-19. What do you think of the proverbs? Introduce your opinion.

1. An hour in the morning is worth two in the evening.
2. Better late than never.
3. Never put off till tomorrow what you can do today.
4. A stitch in time saves nine.

Q-20. Discuss with your friend the day of your next meeting using the given phrases. Give arguments for your statements.

- | | |
|----------------------|--|
| - I'd love... | - I am afraid I can't make it on... |
| - Would you like...? | - Unfortunately, I'm tied up on... |
| - How about...? | - I'm supposed to... |
| - Are you free...? | - I'm expected to... |
| | - I don't think there is any way to get out of it. |
| | - Let me see. |
| | - I think I've already got something. |
| | - It sounds good. |

Q-21. Conversational situations.

1. You think you study all day long, but each time the most important thing is not done and it ends in bad luck and bad mood. Your friend helps to find out what is wrong.
2. You often have a headache and feel unwell. The doctor helps you to find out the reason of your troubles. The point is you neglect the daily programme.
3. You are late for the lesson and have to apologize to the teacher and your group-mates explaining that you did not wind the alarm-clock before going to bed.
4. You decide to ring up your nephew every hour to find out what he is busy with because his progress at school has become worse.

Q-22. Read and say what you make of the author's uncle.

Absent-minded

My uncle is absent-minded. The other day he went home early and knew there was something he wanted to do, but could not remember what it was. He sat till 12 trying to remember. Then he remembered. He wanted to go to bed early.

Q-23. Riddles.

1. Can you name five days of the week without mentioning Monday, Tuesday, Wednesday, Thursday, Friday or Sunday?
2. Which is the strongest day of the week?
3. What is it that was tomorrow and will be yesterday?

(Answers to the riddles: 1. The 5 days are: today, yesterday, the day before yesterday, tomorrow and the day after tomorrow. 2. Sunday because all the other days are week (weak) days. 3. Today.)

A Joke

- Can February March?
- No, but April May.

IV. READING AND COMPREHENSION

Another step in increasing your skill in reading is to have good practice in reading for brief information and central idea. Developing scanning and reading for general comprehension you'll find 2 texts in this Unit which are rather helpful and interesting.

R-1. Read the text and mark in your memory the information to search about:

- a) the number of working days in Britain;
- b) where the English go for their week-ends;
- c) what is the idea of every Englishman about the countryside;
- d) what the English expect to find in the countryside;
- e) how the English spend Sundays if they stay at home.

The English Character

Most people in Britain work a five-day week from Monday to Friday, schools are also closed on Saturdays. Those who live in cities and towns like to go away for the week-end. They may go to stay in the country or at the sea. Every Englishman is fond of the countryside. His idea of the countryside is a nice cottage with roses round the porch and in the garden, the fresh air and bright sun, no wind or rain. No crowds of people, silence and leisure. And he goes away to the countryside though it is often not like he expects it to be. Those who stay at home at the week-end try to do all the jobs they were too busy to do during the week. Some go shopping on Saturday morning, some do the house-washing, cleaning, gardening. Some men go and watch the most important sporting events (football, rugby, horse-racing and others) that take place only on Saturday afternoon, others sit and watch the sport programmes on television. Saturday evening is the best time for parties, dances, going to the cinema or theatre. For many English families Sunday begins with getting up an hour or so later than during the rest of the week. After breakfast they may go to work in the garden or wash the car, or take the dog for a walk, or pay a visit to a pub. Sunday is a day for inviting friends and relatives to afternoon tea.

(Reader for Summer, III, 1981)

R-2. Self-control questions.

1. How many days a week do the English work? 2. Where do the English go for the week-end? 3. What is the idea of every Englishman of the countryside? 4. What do the people expect to have in the

countryside? 5. How do those who stay at home spend their weekend? 6. How is Sunday arranged with most English people?

R-3. Back review. See in the text if you are true or false.

R-4. Read the following text without dictionary help as for the central idea. Time yourself.

Evenings with a Family. Present and Past

A. What happens to the typical American family every evening after dinner? First everyone argues about the dishes. Then they disappear into the living-room. They sit there for the rest of the evening. They are quiet; nobody says anything to anyone. They stare at a small screen until their eyes are tired and red. "The boob-tube"¹ is the centre of attention.

B. When I was a child we used to spend hot summer evenings on the front porch. We didn't have air conditioning and the house was always too warm, but there was usually a cool, pleasant breeze out on the porch. We children used to play games or read comic books there while my father sat in his rocking chair and rocked back and forth for hours. Sometimes he smoked his pipe or did the crossword puzzle from the newspaper.

Mother used a paper fan when there was no breeze. Sometimes she cleaned strawberries. Then later in the evening she used to take them into the kitchen and reappear in a few minutes with big dishes of strawberries and cream.

C. The front porch was also a kind of social centre. There were special "rules" for evenings on the porch. Everyone knew the rules but nobody said anything about them. For example when people in our town took walks on summer evenings they often used to stop for a moment at the bottom step of our porch. This pause was almost a social rule; it was like a knock on the front door. Then my father always said, "Come on up and sit down!" This was another "rule", he always used those exact words. Then mother brought out lemonade or iced tea - never coffee, or juice or alcohol. Everyone talked about the local baseball team, gardening and the hot weather, we children learned our first lessons in small talk on the porch.

Notes

1. boob-tube *Am. sl.* телевизор

R-5. Check up the level of general comprehension. Perform the ABC test and see if you are true or false.

A. What happens to the typical American family every evening after dinner?

- a) everyone argues about the dishes;
- b) the family plays different games;
- c) the family disappears in the living-room and sits there for the rest of the evening watching TV.

B. Where did the author's family spend their summer evenings when he was a child?

- a) going on a visit;
- b) having guests;
- c) on the front porch of the house.

C. Why was the front porch a kind of social centre?

- a) because there were special "rules" for evenings on the porch;
- b) when people took walks on summer evenings they often used to stop for a chat at the bottom of the porch;
- c) because there was nowhere to go.

R-6. Quick review questions. Consult the text and answer.

A. 1. What happens to the typical American family every evening after dinner? 2. What does the family usually argue about? 3. What makes their eyes tired and red? 4. What is the centre of their attention?

B. 1. Where did the author spend hot summer evenings when he was a child? 2. Why did the family go out to the front porch? 3. What did the children usually do? 4. Who sat in the rocking chair moving back and forth? 5. What else did the father do resting on the porch? 6. What was the mother busy with?

C. 1. What did the author call the front porch? 2. What was special about the front porch? 3. Why did the people stop at the bottom of the porch? 4. What did the mother treat the people to? 5. What did the people talk about?

R-7. Go back to the text and say:

A. How does the typical American family spend its evenings after dinner?

B. How did the author's family spend hot summer evenings in his early childhood?

C. Why was the front porch a "social centre" for the family and other people of the town?

R-8. Develop your opinion and say:

What is the best way for a family to spend its Sunday time?

R-9. Intelligent text study: Study the ABC parts carefully. Express the central idea of each part in 1-2 sentences.

R-10. Role play.

Personages: A group of students.

Stimulus: Asking people in the street about how they pass their spare time.

Arrangement: Student A is an interviewer. He (she) stops people in the street (his/her group-mates in the classroom) and asks them several questions about their leisure time.

Expected activity: Students give numerous variants how to enjoy leisure. Different speech functions are used.

Supplement: Special cards with possible ways of spending one's spare time.

V. WRITING PRACTICE

A. Guides for Writing a Narrative

1. Be sure that you have a theme idea clearly in mind. It is good to state that idea at the beginning or the end of your narrative.
2. Outline the events of your narrative in chronological order, that is the order in which they took place or would take place in time.
3. Write an opening paragraph that immediately interests your reader.
4. Open with an unusual or startling sentence, perhaps the theme idea itself.
5. Begin with the action of the plot already in progress.
6. Open with a remark by someone. Set the mood of the narrative with some vivid description.
7. Quickly say who and what the narrative is about, and when and where it takes place.
8. If your narrative has suspense, don't give away the ending.
9. Build gradually to the climax that is the most interesting or exciting part. Finish the narrative soon after the climax.

B. Guides for Correct Form of Paper

1. Leave margins on the left and at the top and bottom of the paper.
2. Write in the heading:
 - a) the name of the subject;
 - b) your name, and
 - c) the date.Leave space below the heading.
3. Write the title in the centre of the line, leave space below it.
4. Indent paragraphs evenly.
5. Write carefully, as neatly as you can.
6. Use a hyphen if you must divide a word at the end of a line:

- a) divide only between syllables;
- b) do not divide a word if only one or two letters will be left for the next line;
- c) do not divide words of one syllable, even if they are rather long words.

C. Writing Practice Techniques

Summary

If you want to write a good summary you must realize that you will do so by studying a passage very carefully and thinking about it a lot.

1. You must learn to take each point in a text in turn and see how it is related to other points and decide which are the main points and which are supporting or only incidental.
2. If you have decided which points are the important ones, you must discover by more hard thinking the best way of expressing them, making them short.

Arguments

It is important that you should learn to think carefully how you will argue your case. You should therefore:

1. consider all points and the arguments for and against each;
2. decide what your own position is and why;
3. work out how best to present your viewpoint bearing in mind that you must express clearly the arguments in its favour and argue strongly against any objections to it.

W-1. People devote their free time to hobbies and interests. Read the "Lonely Hearts' Column" of the newspaper attentively. Write out the sentences reflecting different hobbies and interests of the people and choose a friend whose interests you share. Explain your choice.

1. English bachelor, 40, own house, seeks sympathetic woman (18-35) of any nationality for lasting friendship, possibly marriage. Interests: classical music, golf, wine.

2. 25, slim, attractive, own house, boat, aircraft and cars. Country and animal lover. Seeks warm, affectionate girl, 17-23.

3. I am not tall, dark or handsome, but I do have imagination. Is there a girl (18-23) willing to share my dreams? If you like poetry, walking, the simple life, then this is an offer you can't refuse.

4. A dark-haired, good-looking, lively woman, interested in pop-music, driving, clothes and living life to the full. If you are with a similar interest in having a good time, then write with photo to Box 193.

VI. BECOME PROFICIENT

BP-1. Look and study.

Commenting on Answers

- | | |
|-----------------|---------------------------------|
| 1. - Excellent! | 2. - Not too bad! |
| - That's smart! | - That's better. |
| - Fine! | - You are doing well today! |
| - Well done! | - You are making good progress. |
| - Good for you! | - That's a good start. |
3. - Not very good!
- Too much careless!
 - Many slips!
 - Too slow!

BP-2. What will the teacher say

- 1) if he likes the answer of the pupil very much;
- 2) if the answer is better than it was before;
- 3) if the answer does not satisfy him.

BP-3. Find the comments which will encourage the pupil's work.

BP-4. Comment on the answers of the students of your group during the class.

To the Student:

You have got good results! Take another step and pass to Unit 5.

Unit 5

College Life

To the Student:

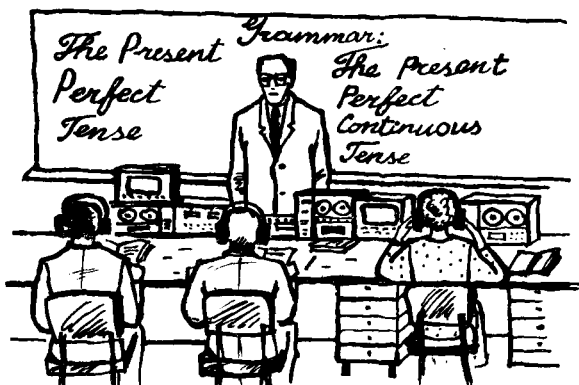
Nothing is more close and exciting for a student than his college studies: a peculiar trend of life with a set of exams (which is not always a holiday time) and joyful opportunities on vacation.

No matter how much a student must introduce to his brain to be intelligent, well-educated and professional - he usually keeps cheerful, sporty and most affectionate! Teachers accept it with sympathy and respect.

I. TEXT-ORIENTED ACTIVITIES

LISTENING PRACTICE

Text



Stuart Treece, a professor of English, has just had lunch. He is going to college now. He has a lecture at 3 o'clock in the afternoon. Professor Treece has lectures twice a week, on Mondays and Fridays. After the lecture he is going to have an English conversation class with his students. Conversation is a very important aspect of language study and naturally Prof. Treece is eager to help his students.

Prof. Treece has been teaching English to foreign students for quite a long time. He has been working in this field for about ten years, in fact...

Stuart Treece was always good at languages at school, so he decided to take his degree in modern languages. When he finished his University studies in Oxford he began teaching in a secondary school in England. Two years later, however, by chance he met one of his acquaintances who offered him a job teaching English to foreign students. Since then he has been working with adults and he enjoys his work greatly...

After the lecture Prof. Treece says to his students: "We've been studying English since the beginning of this term and we've learnt several different verb forms and verb constructions but we haven't mentioned the Present Perfect Continuous yet. We've learned when to use the other present tenses. We've done many exercises both in written form and orally and we've tried to remember the use of the appropriate tenses but we haven't always succeeded. We must keep on trying, of course."

Prof. Treece has tried several different methods of teaching the tenses but in his opinion he has not found a completely satisfactory way yet. He has spoken to many of his students and they have assured him that his explanations are easy to understand but he is still trying to improve them.

* * *

Mary Berg is one of Prof. Treece's best students. This is what she writes in her letter to her sister:

Dear Ann, I've wanted to answer your letter for some time but I've been very busy recently. Things are going well at the University and I am very happy. You know I felt homesick when I came here but now I am beginning to feel at home at college. I love college. I like the girls and the teachers and the classes and the campus. My room-mates are so companionable and friendly. We are having examinations this week. We've been studying hard all through the term. Now that the exams are not far off, it's got even worse. You should see the way this college is studying. At times it's difficult for me to understand my teachers' speech, at other times I understand them perfectly well. It depends very much on the teacher: some speak slowly and clearly, others don't. I prepare my lessons very carefully and up to the present I have had little difficulty and my marks have been very good so far. You may expect to hear from me next after the examinations. I hope I'll pass them successfully. I hope you're all well. Give my love to everybody. Good-bye for now.

Mary

Vocabulary

to have a lecture читать лекцию

Syn. to give a lecture (on)

twice a week два раза в неделю;
(twice a month, three times a
year, etc.)

to have a conversation class прово-
дить занятия по устной речи

to have classes in Conversation
(Home Reading, Phonetics,
Writing Practice)

to be eager to сильно желать, стре-
миться

in this field в этой области

to be good at a subject хорошо
знать предмет

Syn. to have a good command of a
subject

to take one's degree получить сте-
пень

to teach smb обучать кого-л.

to teach smth преподавать что-л.

to teach smb smth: to teach chil-
dren English обучать детей ан-
глийскому языку

to teach at (in) учить (работать) в...:
to teach at school (in a high
school, in a secondary school, in
a country school, at a college, at
(in) a university)

to teach smth to smb учить кого-л.
чему-л., преподавать что-л. кому-л.

by chance случайно

adult взрослый, совершеннолетний;
for adults only детям до 16 лет

смотреть не разрешается
 to study учиться; He went to Oxford to study.
 to study hard упорно (много) заниматься
 to study smth 1. изучать что-л.; to study English (medicine, history, etc.); 2. прорабатывать; to study the report
 to learn учиться; I like to learn. It is never too late to learn.
 to learn easily учиться без труда
 to learn smth учить, выучивать; овладеть (ремеслом); to learn languages (Latin, rules, one's lessons, etc.); to learn a poem выучить стихотворение; to learn the trade of a shoemaker овладеть ремеслом сапожника
 Cf.: I studied the rules of reading but I haven't learnt them yet.
 to use [ju:z] употреблять, использовать
 use [ju:s] употребление
 in written form письменно
 Syn. in writing
 Ant. orally
 to succeed добиться успеха
 in one's opinion по мнению кого-л.
 Syn. to one's mind

to assure smb that... уверять кого-л., заверить кого-л. в том, что...
 to improve улучшать, совершенствовать
 to feel homesick скучать по дому
 to feel at home чувствовать себя легко, непринужденно, свободно
 campus Ам. территория университета, колледжа, школы
 companionable общительный
 to have an examination in English (Literature, etc.) сдавать экзамен по английскому языку (литературе и т.п.)
 Syn. to take an examination
 to pass an examination (a test) сдать экзамен (зачет)
 to fail an examination in... провалиться на экзамене по...
 all through the term/semester в течение всего семестра
 to depend on smb (smth) зависеть от кого-л. (чего-л.)
 up to the present до настоящего времени
 mark оценка; to have (to get) a mark in a subject (for a paper) получить оценку по предмету (за работу)

PHONETICS

Ph-1. Practise the pronunciation of the following words and word combinations:

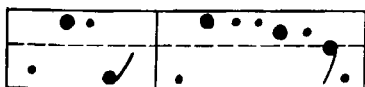
a) English ['ɪŋɡlɪʃ], college ['kɒlɪdʒ], o'clock ['ɒklɒk], conversation [kən'veɪsɪʃn], important [ɪm'pɔ:tənt], language ['læŋɡwɪdʒ], aspect [æspekt], naturally ['nætʃərəli], Stuart ['stju(:)ət], Trece [tri:s], student ['stju:dnt], foreign ['fɔ:ɪn], modern ['mɒdn], university [ˌjunɪ'vɜ:sɪti], Oxford ['ɒksfəd], secondary ['sek(ə)nd(ə)rɪ], England ['ɪŋɡlənd], adult ['ædʌlt], acquaintance [ə'kweɪnt(ə)ns], enjoy [ɪn'dʒɔɪ], however [haʊ'evə], construction [kən'strʌkʃn], continuous [kən'tɪnjuəs], present [preznt], written ['rɪtɪn], to use [ju:z], the use [ju:s], several ['sevr(ə)l], exercise ['eksəsaɪz], appropriate [ə'prɒpriɪt], satisfactory [ˌsætɪs'fækt(ə)rɪ], improve [ɪm'pru:v], recently ['ri:sntli], room-mates ['ru(:)meɪts], examination [ɪɡ'zæmɪneɪʃn], succeed [sək'sɪd], campus ['kæmpəs], companionable [kəm'pænjənəbl], prepare [prɪ'peə], depend [dɪ'pend];

b) professor of English; teaching English; working in the field; as a matter of fact; modern languages; in England; teaching in a secondary school; teaching English; studying English; since the beginning; not far off; pass them;

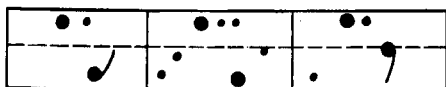
c) had lunch; in this; since then; haven't mentioned; Present Perfect Continuous; but now; perfectly; little

Ph-2. a) Study the tonograms and read the following sentences.

Pro'fessor ,Treece } is 'eager to 'help his ,students.



'Stuart ,Treece, } a pro'fessor of ,English, } has 'just had ,lunch.



b) Give tonograms and read the following sentences.

1. My 'room-mates are so 'companionable and ,friendly. 2. I 'like the ,girls } and the ,teachers } and the ,classes } and the ,campus. 3. We've been 'studying ,hard } 'all through the ,term.

WORD STUDY

WS-1. Insert the right verb: "to teach", "to study", "to learn" in the required form.

1. You know much more than I do: so I cannot ... you. 2. When you ... a foreign language it is not enough to ... new words, it is necessary to use them in written and oral speech. 3. I'd like to ... to play tennis. 4. It is Jane who ... me to skate. 5. This month we have ... the pronunciation of English vowels but we have not yet ... to pronounce them properly. 6. He loves mathematics and he ... quickly, but his father wants him to ... law. 7. Although Oliver Twist was young he had to ... a trade. 8. What texts ... you ... by heart this term? 9. Mr Brown ... Linguistics to first-year students.

WS-2. Translate the following sentences into English using the verbs "to teach", "to study", "to learn".

1. Наш учитель всегда учил нас уважать людей. 2. Он долго изучал доклад и теперь готов ответить на все вопросы. 3. Маль-

чик очень хотел научиться кататься на коньках. Отец обещал научить его. 4. Мы прозанимались английским языком уже полгода и теперь знаем много новых слов. Мы выучили также несколько стихотворений. 5. Можно научиться говорить по-английски за один год?

WS-3. Replace the italicised parts of sentences by words and phrases from the text.

1. The students have lectures on Linguistics *two times a week*. 2. Mary likes *lessons at which she learns to speak English* most of all. 3. John's mother *works at school. She is a teacher*. 4. She *likes her work very much*. 5. She *always wants to help her pupils in their studies*. 6. The students of the group are working at their pronunciation very hard. They want to *make better progress in it*. 7. Kate liked her new life in that big city, but *sometimes she missed her family very much*. 8. The teacher asked the students to fill in the blanks in sentences with *suitable verb forms*.

WS-4. Study the text. Find the English equivalents for the following.

важный аспект в изучении языка; случайно; взрослые; дважды в неделю; в данный момент; в данной области; очень хотеть; читать лекцию; письменно; употребление нужных времен; продолжать; по-моему (по его мнению); уверять; его объяснения легко понять; занятие по разговорной речи; получить степень; добиться успеха; улучшать; скучать по дому; территория института; общительный; зависеть от...; теперь, когда...; в течение всего семестра; иногда (в некоторых случаях); говорить отчетливо; готовить уроки; пока что; оценки; сдавать экзамены; чувствовать себя непринужденно; работать (преподавать) в средней школе

LISTENING PRACTICE

L-1. Recall the sentences from the text with the following words and phrases.

a professor of English; to go to college; to have a lecture; twice a week; an English conversation class; important aspect of language study; to be eager; for quite a long time; to be good at; to teach in a secondary school; acquaintance; by chance; adults; to enjoy

L-2. Comprehension questions on the text.

1. Stuart Treece is a professor of Literature, isn't he? 2. What is he? 3. Does he work at school? 4. Where does he work? 5. Was Stuart Treece good at languages at school? 6. Did Prof. Treece teach in a secondary school? 7. Has he been teaching English long? 8. How long? 9. Does he enjoy his work? 10. What is Mary Berg? 11. She is not a schoolgirl, is she? 12. Is Mary a bad student? 13. Does she like to study? 14. Does she like her room-mates? 15. Is Mary Berg very busy now?

L-3. Restore the second part of the text using the following words and phrases.

things are going well; to feel homesick; to feel at home; to have examinations; to study hard; now that...; at times; it depends (on); carefully; up to the present; so far; to pass the examinations

Dialogue

Foreign Language Learning

Alice has been in Moscow for a month now. She has learned quite a lot of Russian words but she still can't understand what people say to her and that bothers her a great deal. She keeps on talking about it.

- I've been thinking. John, that something must be done about my Russian.
- What's wrong with it?
- I can't understand a thing people say to me.
- Don't be so pessimistic!
- I am not pessimistic. I'm being realistic.
- Why, Alice. You aren't as bad as all that. After all you've only been here a month. One can't learn a language that soon. You've never done Russian before, have you?
- No, I haven't, but isn't it stupid of me not to learn Russian while I am here.
- Well, you can't hurry things. Do you think you can learn a language well just by picking it up? It takes time and effort, I assure you.
- I must confess I always hurry things. And how are you learning English? I understand it's different, of course, because you have regular classes.
- Oh, it's a very long story but we can arrange a visit to my college and there you can see and hear more than I can tell.
- I'm all for it! What kind of college is that?¹
- The State Pedagogical Institute of Foreign Languages.
- That sounds very important, and is it?
- It is. Its students get higher education. But it isn't a research institute.
- Yes, I know what you mean. I know that the Russian for "institute" stands for both a research institute and a higher educational establishment with a university status.
- Exactly so.
- But let's go back to my Russian. Do you happen to know if there is any easy way² of learning Russian?
- Easy? Now that I come to think of it I remember I've heard about the so-called "intensive" method of teaching foreign languages. The students of an intensive course begin to speak a foreign language in a very short time.

- Oh, I'd be delighted to attend such a course! Oh, John! Couldn't you find out³ if there is an intensive course in your college? Can't I attend it if there is any?
- I'll do my best to help you, Alice.

Vocabulary

to do a subject (Russian) изучать предмет (русский язык)

stupid (kind, nice, etc.) of me (her, him) глупо (мило, любезно и т.п.) с твоей (ее, его) стороны

You can't hurry things. Не надо торопить события.

to pick up научиться чему-л. быстро, нахвататься знаний; to pick up a language быстро выучить язык; to pick up scraps of knowledge нахвататься отрывочных знаний

it takes time and effort на это требуется время и усилия

I must confess должна признаться

to have regular classes иметь регулярные занятия

it's a (very) long story об этом долго рассказывать

to arrange организовывать, устраи-

вать; to arrange a visit организовать визит, договориться о посещении

higher education высшее образование

higher educational establishment вуз

research institute научно-исследовательский институт

to stand for означать

status статус

Do you happen to know...? Ты случайно не знаешь...?

the intensive method of teaching метод интенсивного обучения

an intensive course курсы интенсивного обучения

to attend посещать; to attend lessons (lectures, etc.) ходить на (присутствовать на) занятия (лекции и т.п.)

to do one's best сделать все от себя зависящее, все возможное

Notes

1. What kind of college is that?

A noun preceded by "kind", "type", "sort" is used without an article.

2. way способ. Remember some expressions with "way":

in such a way таким образом

in what way? как? каким образом?

in a different way иначе

in the same way так же, таким же образом

in this way так, таким образом

3. to find out узнать, выяснить, разузнать что-л. E.g.:

Where can I find it out?

I must find out if we are going to have a lecture tomorrow.

Случайно узнать, услышать is translated into English with the verb "to learn".

I've learned many interesting things from the book.

PHONETICS

Ph-1. Practise the pronunciation of the following words and word combinations.

a) learned [lɜ:nd], word [wɜ:d], research [rɪ'sɜ:tʃ], university [junɪ'vɜ:sɪti], bother ['bɒðə], college ['kɒlɪdʒ], because [bɪ'kɒz], foreign ['fɔ:ɪn], pedagogical [pedə'gɒdʒɪkəl], wrong [rɒŋ], what's wrong ['wɒts rɒŋ], talking ['tɔ:kɪŋ], important [ɪm'pɔ:tnt], picking ['pɪkɪŋ], language ['læŋɡwɪdʒ], something ['sʌmθɪŋ], education [edʒu'keɪʃn], establishment [ɪ'stæblɪʃm(ə)nt], status ['stetəs];

b) 'regular ,classes; re'search ,institute; 'higher edu'cational es,tablishment; a ,university ,status; The 'State Peda'gogical 'Institute of 'Foreign ,Languages; an in'tensive ,course; an in'tensive ,method;

c) something must be done; can't hurry things; by picking it up; can learn a language; a very long story; can't I attend it; learning English; that bothers her; must be done; don't be so pessimistic; as all that; one can't learn a language; I must confess; what kind of college; that the Russian

Ph-2. a) Listen to the dialogue. Mark the stress and the tunes. Practise the reading of the dialogue.

b) Practise the reading of the dialogue for test reading.

Ph-3. a) Listen to the dialogue once again. Memorize it.

b) Dramatize the dialogue with your fellow-student. Work out good and distinct diction.

WORD STUDY

WS-1. Insert the suitable word: "to find out", "to learn" in the required form.

1. Nick has got a bad mark. Yesterday he stayed away from classes and (not) ... the task. 2. Look here, Lena, I know that Prof. Smith is ill. Let's go to the Dean's Office and ... if we are going to have lectures tomorrow. 3. I ... many interesting things at the lecture yesterday. It's a pity you were not there. 4. When you study a foreign language you ... much about a new culture. 5. Excuse me, may I see the Rector? - Wait a minute. I'll 6. It will be difficult for you to catch up with the group. I advise you ... if someone of your fellow-students can help you.

WS-2. Replace the italicised parts of sentences by words and phrases from the dialogue.

1. Alice *has never learnt* Russian before. 2. Children are very *quick in learning* tricks. 3. If you want to achieve good results you must *study regularly*. 4. Mary likes to learn modern languages. But she *isn't patient*. So at times she feels disappointed with her result. 5. *It isn't easy* to learn a trade. 6. The students *apply every* effort to improve their pronunciation. They want to speak without a trace of accent.

WS-3. Find the English equivalents for the following.

глупо с моей стороны; признаться; долго рассказывать; означать; это требует времени и усилий; посещать курсы; высшее учебное заведение; легкий способ; теперь, когда; сделать все от себя зависящее; договориться о визите; нахвататься; торопить события

WS-4. Recall the sentences from the dialogue with the following words and phrases.

wrong; pessimistic; to do Russian; to take time; to hurry things; to have regular classes; to arrange; to stand for; an easy way of learning; in a short time; to be delighted

WS-5. Answer the questions on the dialogue.

1. How long has Alice been in Moscow? 2. Has she learnt many Russian words? 3. What bothers her a great deal? 4. What's John's opinion of Alice's progress in Russian? 5. Can one learn a language just by picking it up? 6. What does John promise Alice? 7. At what Institute does John study? 8. Is it a research institute? 9. Alice is eager to attend an intensive course, isn't she? Why? 10. What does Alice ask John to do?

II. GRAMMAR PATTERNS IN KNOW-HOW DRILLS

1. The Present Perfect Tense

Gr-1. Find in the texts sentences with the Present Perfect Tense.

- Write them out.
- Read them and translate.
- Speak on them (explain the use of the Present Perfect Tense).
- Make the sentences interrogative.
- Let your fellow-students answer the questions.

Gr-2. a) Write down what you have done this week.

- Draw a conclusion. (Have you worked hard? Have you been very busy?)

Gr-3. Write a short questionnaire (10 questions). Find out how your partner has spent the week. Draw conclusions. (Is your partner a hard-working student? Has she been busy? Has she had much spare time? Which of you has been busier?)

Gr-4. Write what you did (or didn't do) last month and what you have done (or haven't done) this month as in the examples.

Example 1: I *read* a very interesting book last month.
I *haven't read* any interesting book this month.

Example 2: I *was* very busy last month.
I *haven't been* so busy this month.

to write dictations; to write a composition; to have a lecture on...; to have a class in...; to have much work to do; to miss classes; to have seminars on...; to take (to have) examinations in...; to fall ill; to do exercises (written, oral); to feel homesick

Gr-5. Use the Present Perfect or the Simple Past instead of the Infinitives in brackets.

1. What (to happen) to Ann? - She (to fall) ill. She (to catch) cold yesterday. It (to be) very cold and she (to be) lightly dressed. 2. You (to see) Nelly of late? - I (not to see) her since we (to finish) school. - And I (to see) her two days ago. 3. Mary (to move) to a new flat. - Oh, yes, I know. She (to move) there last month. 4. I just (to learn) that you (to miss) the lecture yesterday. - I (to mix up) the time-table. 5. This term we (to write) many dictations. We (not to write) so much last term. 6. Mike (not to leave) yet. I (to speak) with him over the telephone this morning. 7. You (to be) ever late for classes? - Yes, yesterday I (to oversleep) and (to leave) the house later than usual. 8. Oh, what a nice dress you have on! I (not to see) it. - It's a new one. I (to buy) it two weeks ago. 9. Nick is a bright student. His English is quite fluent now though he (to begin) to learn the language not so long ago. 10. Margaret (to take) the exam twice. She is through with it at last. - When she (to pass) it? - Yesterday. 11. I can't speak about this book as I (not to read) it. 12. Prof. Treece (to try) several different methods of teaching the tenses but in his opinion he (not to find) a completely satisfactory way yet. 13. I (to see) Jane at the concert. She (to look) smart. 14. We (to listen) to a very interesting lecture today. 15. Yesterday we (to listen) to a very interesting lecture. Unfortunately the lecturer (to speak) so quickly that we (not to have) time to take notes. 16. When you (to go) to the pictures last?

2. The Present Perfect Continuous Tense

Gr-6. Find in the texts sentences with the Present Perfect Continuous Tense.

a) Write them out.

- b) Read them and translate.
- c) Speak on them (explain the use of the Present Perfect Continuous Tense).
- d) Make the sentences interrogative.
- e) Let your fellow-students answer the questions.

Gr-7. Draw conclusions.

Example: They moved to Moscow in 1981.

So they *have been living* in Moscow for 12 years.

1. Jane started speaking over the phone at 9 o'clock. Now it's 9.15. So, she ... 2. At 3 o'clock the boy's mother told him to do his homework. The boy is very lazy. It's 5 o'clock now. He ... nothing ... 3. It started raining in the morning. Now it's 4 o'clock in the afternoon; so it ... (to rain) all day long. 4. He began to translate the article at 10 o'clock, now it's 12. So, he 5. Kate bought this coat in 1992. So, she ... (to wear). 6. The man began to take English lessons in August. It's February now. So, he ... 7. The girl started reading the book at 10 in the morning. It's 3 o'clock in the afternoon. She is still reading. So, she ... 8. It's 3 o'clock in the afternoon. Father sat down to work at 10 o'clock. So, he ...

Gr-8. Put in "since" or "for".

1. I've been working on the problem ... three years. 2. He has been teaching them ... 10 years now. 3. They have been building the house ... 1983. 4. The baby has been crying ... her mother left home. 5. The students have been writing the test ... 5 hours. 6. She has been waiting for you ... your lesson began. 7. Mother has been cooking dinner ... 10 o'clock. 8. Mike has been watching TV ... he came home. 9. We have been discussing this problem ... years.

Gr-9. Use the Present Perfect Continuous Tense in the following sentences. Make use of the adverbial modifiers suggested in brackets (watch the change of meaning).

Example 1: He has already done his work. (since morning)
He *has been doing* his work since morning.

1. He has learnt the poem by heart. (for 2 hours) 2. He has just read the book. (all week) 3. She has cleaned the whole house. (since morning). 4. I've looked through today's newspapers. (since the postman brought them) 5. They have lived in this city. (since their father got this job) 6. The students have written their test paper. (for 3 hours)

Example 2: They are watching TV now. (since 6 o'clock)
They *have been watching* TV since 6 o'clock.

1. I'm looking for the dictionary. (all morning) 2. I'm writing a

letter to my mother. (since I returned home) 3. The students are writing a dictation now. (for 15 minutes) 4. Nick is having a walk now. (since 2 o'clock) 5. He is making a recording in the lab. (since morning) 6. They are playing tennis. (for 3 hours)

Gr-10. Repeat and expand the following statements using the Present Perfect Continuous Tense.

Example: The girl feels very tired. (work very hard)
The girl feels very tired. She *has been working* very hard.

1. The woman looks pale. (to stay in hospital for a long time)
2. The students are talking very loudly. (to write a grammar test)
3. The girl looks very nervous. (to argue with her friend) 4. Jane's eyes are red. (to cry) 5. I'm sorry I'm a bit late. (to walk the whole way) 6. The girl is having a nap. (to work very hard) 7. The mother looks worried. (to wait for her son the whole evening) 8. She is wearing an apron. (to cook dinner) 9. John is leaving the house to have a breath of fresh air. (to read for his exam the whole day) 10. The streets are covered with snow. (to snow all day long)

Gr-11. a) Analyse the way you use your spare time. List all the places you've been to this month (week), all things and activities you've done. Speak about it with your fellow-student.

b) Interview your group-mates. Talk in groups of three or four. Use the following questionnaire. Try to use the following phrases.

How very interesting! What luck! Fantastic! You've missed a lot! It was a real hit!

1. What interesting places have you travelled to?
2. How many times have you been to a theatre?
3. How many times have you been to a cinema?
4. What interesting books have you read?
5. What interesting people have you met?
6. What good habits have you formed?
7. What bad habits have you given up?
8. Have you often watched TV?
9. Have you worked much at your English?
10. Have you done many grammar exercises? etc.

c) So are you satisfied with the way you use your spare time? Why? What's your opinion of the way your group-mates use their spare time? Use the following phrases.

in my opinion, to my mind, as far as I can judge.

d) Analyse the way your group-mates have used their time. Make conclusions. List all the activities they've done. Report your findings to the class.

Gr-12. a) Copy the following questionnaire.

1. How long have you been studying at this Institute?
2. Since when have you been studying at this faculty?
3. How long have you been learning English?
4. Have you achieved any good results?
5. What have you been working at for the last week?
6. Have you been enjoying working at it?
7. Have you been working non-stop for the last week?
8. Have you had any spare time for the last month?

b) Interview your partner to fill in the answers.

c) Look through the results and speak about your friend.

Gr-13. Talk in groups of three and four using the questions of the above questionnaire and the like. Whose experience do you like best? Why? Don't forget to react to your friends' answers; use the following phrases:

I see. Oh! You have! As to me I haven't! That's fine!

3. Modal Verbs

Gr-14. Read the following sentences and translate them into Russian.

1. John can drive. Can John drive? John can't drive. 2. Mary can cook. Can Mary cook? Mary can't cook. 3. Ann can speak English. Can Ann speak English? Ann can't speak English. 4. Nick can write well. Can Nick write well? Nick can't write well. 5. Alice can sing well. Can Alice sing well? Alice can't sing well.

Gr-15. Interview your group-mates and fill in the following questionnaire.

1. Can you sing well?
2. Can you dance?
3. Can you draw? Can you paint?
4. Can you speak English?
5. Can you write English?
6. Can you read English fast?
7. Can you cook?
8. Can you make tea?
9. Can you knit? Can you knit a dress?
10. Can you speak German?
11. Can you drive a car?

So are your friends talented people? Why?

Gr-16. Ask questions to the following sentences.

- a)** 1. They can listen to the text in the laboratory.
Who...?
Can...?

What...?

Where...?

2. You can have a bite in the canteen.

Who...?

Can...?

What...?

Where...?

3. I have a watch. I can tell the time.

Who...?

Can...?

What...?

4. Mike can read English perfectly well.

Who...?

Can...?

What...?

b) Switch the sentences to the past and do the same.

Gr-17. Put in "can" or "can't".

1. John ... write English, but he ... speak English. 2. The boy ... read a little, but he ... do it much. His eyes ache. 3. Mary ... make sandwiches, but she ... cook. 4. You ... eat potatoes with a fork, but you ... eat soup with it. 5. I have no pen, so I ... write. I ... only listen to you.

Gr-18. Say what you "could" and "couldn't" do when you were a child of 10 years old.

Gr-19. Read and translate the following sentences.

a) 1. You must work hard. Must we work hard? You mustn't be lazy. 2. She must see a doctor. Must she see a doctor? She needn't see a doctor.

b) 1. He may smoke here. May he smoke here? He mustn't smoke here. (He mayn't smoke here.) 2. You may read this book. May I read this book? You mustn't read this book.

Gr-20. Say

a) what you must do to have a good command of the language. For ideas:

to work regularly; to work hard; to be attentive at the lessons; to speak English in class; to read English very much; to learn new words; to do many exercises; to improve your pronunciation; to go to the lab every day; etc.

b) what you mustn't do. For ideas:

to miss lessons; to be lazy; to work by fits and starts; to speak Russian at your English lessons; etc.

Gr-21. Ask for permission to do the following.

1. to smoke in the room; 2. to speak Russian at the lesson; 3. to be present at the lesson (you're a bit late); 4. to go out for a walk (you're not well); 5. to read the text later (you haven't prepared it well).

Gr-22. a) Ask your friends at what age they could do the following (when they were children).

to talk, to read, to write, to swim, to ride a bike, to go shopping, to cook, to ski, to skate, to use fork and knife, to learn things by heart, to draw

b) Report your findings to the group.

Gr-23. Fill the blanks with "can", "may", "must" in the required form; remember the use of "needn't".

1. You ... be attentive. The material is rather difficult. 2. You ... be late for your classes. 3. You ... do it at any time. 4. I had much spare time yesterday, so I ... go to the pictures. 5. ... you speak English in the first form? 6. ... I take these four books? - No, you We allow to take only three books at a time. - How long ... I keep them? - For about a fortnight? 7. Mike has studied hard all through the term. He ... worry before the exam. 8. One ... learn a language just by picking it up. 9. One ... have regular classes if he wants to learn a language. 10. You ... do all the exercises in writing. You ... do exercises 5 and 7 orally.

Gr-24. Translate into English.

1. Вы можете ответить на этот вопрос? 2. Вы должны больше разговаривать по-английски. 3. Не надо сейчас конспектировать (to take notes). Давайте обсудим этот вопрос вместе. 4. Вы должны знать, что разговорная речь является важным аспектом в изучении языка. 5. Он так расстроен. Он, должно быть, провалился на экзамене. 6. Можно мне задать вопрос? 7. Вам нельзя так громко разговаривать, у вас больное горло (a sore throat). 8. Мери умеет делать прекрасный салат. 9. Когда мы учились в школе, мы совсем не умели транскрибировать слова. 10. Нельзя заниматься урывками, если хотите овладеть языком.

4. Articles and Prepositions

Gr-25. Use the proper article.

1. ... seminar will begin at ... half past 8. 2. My friend Lily is ... monitor of our group. 3. Tomorrow we are having ... class in Home-reading. 4. Do you like ... Spanish? Would you like to study ... Spanish

language in ... third year? 5. Do ... exercise in ... written form. 6. The teacher told us to do ... exercise 7 orally. 7. Where will you have ... dinner? - At ... institute canteen. 8. I haven't had bad marks in ... Linguistics so far. 9. Many students feel nervous when they speak at ... blackboard, in front of ... class. 10. I've been looking for ... dictionary everywhere, but I can't find it. 11. Do you find ... time-table convenient? 12. Do you always have ... time for ... relaxation after classes? 13. Are we having ... extra lesson this week? 14. Are you through with your composition? - No. I didn't think ... composition would take me so much time. 15. Ally forgot ... simplest things at the exam. I think it's ... result of ... sleepless night. 16. Where will you go for ... vacation? 17. What mark did you get for ... quiz? - I was given ... "four". 18. Too much learning makes one's life boring. One must have ... fun from ... time to ... time.

Gr-26. Choose the right preposition or adverb.

1. Jim is good ... memorizing foreign words. (at, on) 2. Can you help me ... this problem? (with, at) 3. I didn't attend the previous lesson ... Phonetics because I mixed up the time-table. (in, on) 4. We have lectures ... Linguistics once a week. (on, in) 5. My brother studies ... the fourth year ... the University. (on, in; at, in) 6. Jane got an excellent mark ... her translation. (for, in) 7. Where can I find the Dean? - He is probably ... the Institute canteen. (in, at) 8. I've been revising ... the test ... morning. (for, to; for, since) 9. Mike is too lazy. The teacher won't put ... with that very long. (up, in) 10. Yesterday I had my last exam. And I did well ... it, thanks God! (in, at) - Oh, you did! 11. Why were you absent ... the lesson? (at, from) 12. What did you do ... the lesson yesterday? (at, on)

Gr-27. Complete the following with appropriate prepositions of place or direction.

1. Excuse me. Where is the administration building? - It's ... Minin Street. 2. Excuse me. Where is the computer class? - It's ... the second floor ... this building. 3. Excuse me. Do you know where the language laboratory is? - Go downstairs ... the ground floor, then turn ... the right. 4. Excuse me. How can I get ... the library? - Go ... the corridor ... the end, then turn ... your left.

III. SPEECH FUNCTIONS DEVELOPED

Uncertainty.

0-1. Study these formulas.

Expressing Uncertainty

- I rather doubt it.
- I am not at all sure.
- I don't really believe.

- That's not that.
- How comes?
- I can't say for certain.
- It couldn't be.
- It might be, but...

O-2. Read and enact the mini-dialogues. Pay attention to the intonation and good diction.

1. - Sorry, Brian! Is that the last lecture?
- It couldn't be. I think we have two more.
2. - Will you spend your vacation in the camp?
- I might. It depends on when I am through with the exams.
3. - Do we have English classes today?
- I am not at all sure. Let's go to the time-table.

O-3. Introduce uncertainty, answering the following questions.

1. What time must we come tomorrow? 2. How many classes do we have today? 3. What lecture are we going to listen to? 4. Who is our lecturer in Linguistics? 5. When may we have our day off? 6. What exam must we take on Monday?

O-4. Respond with uncertainty to the given below statements.

1. The bell has gone! 2. I've heard Mr Collins is going to be our tutor. 3. Peter has passed all his exams. 4. Have you been at home for the vacation? 5. Mary has been doing well in her studies. 6. I find our time-table rather convenient. 7. You must have time for relaxation after classes.

O-5. Develop this skill in further speech activity. Act out the following mini-dialogues. Express appropriate speech functions.

1. - Where *do you* study?
- I study at *the Institute of Foreign Languages*.

does he, does she, etc;
the Polytechnical Institute, the University, a technical school, an art school

2. - What's your favourite subject?
- I like *English* most of all.

History, Chemistry, languages, Linguistics, Latin, Psychology

3. - What is Jim *good* at?
- He is good at *doing sums*.
-

clever, poor;
memorizing foreign words, drawing, biology

4. - Can you help me with *this text*?

- *Certainly.*

problem, formula, grammar, pronunciation;
Of course, I can. No doubt I can. You are welcome.

5. - Why didn't you attend the *previous lesson in physics*?

- The point is that *I was not well.*

lecture on history, extra lesson, laboratory classes, seminar on political economy, lecture on Linguistics;

I didn't know about it. I couldn't leave my sick brother. I was late for it.

6. - What mark did you get for your *composition*?

- I was given *an excellent mark.*

translation, test, quiz, examination;
a good mark, a satisfactory mark, a bad mark

7. - Where can I find *the Dean*?

- He is probably in *the Dean's Office.*

the English teacher, the tutor, the lecturer;
the institute canteen, the English study, staff's room

8. - What are you going to do *tomorrow morning*?

- I think I'll be *reading up for the exam.*

in the afternoon, at this time tomorrow;
doing my lessons, writing the composition, learning history, learning dialogues by heart, revising for the test

0-6. Read the dialogues, memorize and reproduce them.

Students Talking

1. - Have you written your composition, Ben? It's due today.

- Of course. And what about you?

- Not yet. I didn't think it would be so difficult and started it only yesterday.

- Well, it will teach you a lesson. Never put off till tomorrow what you can do today, you know.

2. - Would you like to go and see Nell today?
- Well, I was thinking of learning some English.
- Oh, but you can do that tomorrow.
- Yes, and I can see Nell tomorrow, too.
3. - Why doesn't Jim work harder?
- You know that very well - because he's lazy.
- Do you think the teacher will put up with that very long?
- I'm afraid she won't, and Jim will have to repeat the year.
4. - As sure as eggs is eggs, Bob won't do well at the exam.
- Why do you think so?
- He has missed much and doesn't attend the extra lessons now.
- No fear. He's quite at home in the subject.
5. - Paul wouldn't like to fail in his exam, would he?
- Of course, he wouldn't. Who would!
- But he hasn't been working very hard. He thinks he is clever enough to pass his exams without much work, doesn't he?
- Yes, he relies too much on his memory. But I doubt it can carry him out when doing Latin.
6. - Margaret is looking very happy this evening.
- She did well in English, you know.
- What mark?
- Excellent. Worked hard at the language. And what about Jane? Did she get through?
- On the contrary. She failed miserably.
- Oh, really!
- No wonder! She cut lectures, did not attend seminars and was late for tutorials, as a rule.
- Then it serves her right.
7. - When will your exams begin?
- Oh, they are not far off. I'm to take an exam in Linguistics next week. Here is the time-table of my exams.
- You are nervous, aren't you?
- Of course I am. Everybody is.
- Are you revising for your exams now?
- No, not yet. Before the exams we are going to have a test in English. I'm revising for the test. We'll have this test tomorrow.
8. - Hello, Dick! Are you taking your exams?
- I've already passed my last exam.
- What did you get for mathematics?
- I got a distinction. You passed your exams too, didn't you?
- No, I didn't. I failed in physics.
- What a pity. I'm sorry for you! How did it happen?
- It's difficult to explain. My memory failed me and I forgot the simplest things. I think it was the result of a sleepless night.

9. - Are you still studying English?

- Yes, but I don't get enough time for it. I have so many other things to do.



- It's the same with me. I can read English now without much difficulty, but I still find it rather difficult to speak English. And I don't always understand people when they speak English to me.

- We don't hear English spoken enough, I suppose. Do you listen to the wireless programmes "English by Radio"?

- Yes. That helps me to understand spoken English but not to speak English.

- We must speak English all the time.

- Yes, you are right. It's the best way to master a language.

O-7. When do you say:

Example: He works by fits and starts.

We say, "He works by fits and starts" if he doesn't work regularly.

1. She has a good command of English. 2. She lacks fluency. 3. She has done well in her exams. 4. She never misses lessons. 5. He gets behind the group in Phonetics. 6. He is quite at home in the subject. 7. She feels homesick. 8. You can't learn a language just by picking it up. 9. It serves him right. 10. She failed in her exam. 11. His memory failed him.

O-8. Express agreement with surprise.

Examples: - Tom has failed in his exam.

- So he has.

- Alice got a distinction.

- So she did.

1. Nick got a five for his dictation. 2. Jane has caught up with the group. 3. Sally has improved her pronunciation. 4. The students lack fluency. 5. He thinks he is clever enough to pass his exams without much work. 6. The composition is due today. 7. Sue relies too

much on her memory. 8. John was late for the lecture. 9. Jim is revising for his exams.

0-9. Use the given words and phrases in the following situations.

1. Discussing regular classes:

to attend seminars on Linguistics; to attend lectures on Country Studies; to have classes in home-reading; to have classes in conversation; an important aspect of language study; a favourite subject; to be good at...; to do one's best.

2. Discussing one's progress in English:

to be good at a subject; to fall behind the group; to work by fits and starts; to catch up with the group; to help smb with Grammar; to be clever at Grammar.

3. Discussing examination session:

to revise for an examination; to work hard; to rely on one's memory; to be lazy; to give a mark; to get a mark (a five, a four) in a subject (for a paper); to take an exam; to pass an exam.

4. Improving one's English:

to do many exercises; in written form; to read much; to use the appropriate tenses; to go to the language laboratory; to record one's speech.

0-10. Read the following dialogue. Answer questions on it.

Dan: Excuse me, Jim. I don't want to bother you while you're studying, but I need some help with my reading assignment. Are you really busy? Have you a few minutes?

Jim: Sure, I have. What can I do to help you, Dan?

Dan: I can't understand this paragraph. I've looked up all the new words, but I still don't understand the ideas. Could you explain it to me?

Jim: I'll try to. Let me see the passage. You looked up a lot of words, didn't you? Doesn't that get boring? Sometimes it's better to guess the meaning of the words. A dictionary doesn't always help that much.

Dan: That's what the teacher says, too. But I have a bad habit, I guess. When I read I stop at every new word. By the end I can't remember any of the ideas.

Jim: Have you read the entire paragraph without stopping?

Dan: No, I haven't. I should do that, shouldn't I?

Jim: Let's do it together. Then we'll go back to look at the details.

1. What did Dan ask Jim to help him with? 2. What can't Dan understand? 3. Has he looked up all the new words? 4. But he still can't understand the ideas, can he? 5. Does Jim think that it's good to look up all the new words in the dictionary? 6. What's his idea about it? 7. What habit has Dan? 8. Have you the same habit? 9. Do you sometimes try to guess the meaning of new words or do you always look them up in the dictionary? 10. What do you think of the following recommendation: "Read for ideas and not for individual words"?

O-11. Compose a dialogue on a similar situation.

Suppose you've been ill for a week and can't catch up with your fellow-students. Your friend is going to aid you.

O-12. Read, learn and inform your fellow-students about the tutorial system in Oxford and Cambridge.

At Oxford the instruction is mainly given by the college tutors and lecturers and by university professors and readers. All students are members of a college and of university. They may attend any lecture they like.

The tutorial system in Oxford and Cambridge differs from that of all the other English universities. Every student has a tutor. As soon as a student comes to Oxford he goes to see his tutor. The tutor plans his work, suggests the books he should read and sets work for him to do, for example an essay to write. Each week he goes to his tutor's rooms, with two or three other students. The tutor discusses with them the work they have done; he criticises in detail their essays and sets them the next week's work. Such lessons are called "tutorial".

O-13. Conversational situations.

1. You are pressed for time. You haven't written a composition that you are to hand in in two days. Let your friend help you.
2. You understand English better when you read it. But still you don't always understand people when they speak English to you. You ask your friend for good pieces of advice.
3. You are a bright student and manage the studies without much difficulty. Your friend is rather poor at English. Offer your help.
4. You meet your friend at a party. You study at different colleges. Speak about your opportunities and advantages, future trades.
5. You failed your exam. Your friend expresses her sympathy.
6. Your friend has already passed his exam. You are just going to take it. Exchange opinions on that exam.
7. You have been on vacation for two days. You are through with your summer exams. Speak on how to arrange vacation time with your fellow-student.

O-14. Read and say what you make of these jokes.

English professor: What is the difference between an active verb and a passive verb?

Student: An active verb shows action and a passive verb shows passion.

* * *

Professor: A fool can ask more questions than a wise man can answer.

Student: No wonder so many of us fail at your exam.

* * *

Two men were talking in a train.

"Are you going to Milbery's lecture today?" said one.

"Oh, yes, I am," replied the other.

"Take my advice and don't. I hear he is a very poor lecturer."

"I am afraid, I must go," said the other, "I'm Milbery."

IV. READING AND COMPREHENSION

To become a good reader you must remember:

Close attention:

- a) practise reading faster by limiting your time;
- b) read every day for not less than a couple of hours;
- c) step by step manage good comprehension by reading more, and more difficult texts;
- d) give yourself certain assignments and follow them;
- e) make reading a steady habit and you'll become efficient in it.

This time scanning comes with the text.

R-1. Read and mark in memory the information to search about:

- a) if people in Britain really think that learning is the best way to spend their spare time;
- b) how Adult Education Institutes work and what they teach;
- c) why a local Institute is almost a club for many office workers.

Learning is Fun

A. A lot of people in Britain really do think that learning is one of the best ways to spend their spare time. Ask a friend to the cinema, and you will quite probably get the reply, "Sorry, that's my judo evening," or "I can't go on Thursday, I've got to finish my sculpture."

But where do they do these things? How do they find classes? Do they have to travel far to them? Are they expensive?

B. Almost every town in Britain has classes for adults, most of them held in the afternoons and evenings. Of course, the bigger the town, the more classes it has and the greater the variety of subjects it can offer. But most people, wherever they live, can find classes near

their home. Often, they are held in the local schools, after school hours. In London, there are more than thirty Adult Education Institutes; 260,500 students attend classes at them—that's more than 15 million student hours spent in class learning a craft, a skill, a language or a sport. Any one can come to these classes. The institutes are run and financed by the government. The fee is low and the more classes you join, the less you pay for each one.

C. For many office workers, their local Institute is a place where they can do something active or creative after a day sitting behind a desk. For some people, it is almost like a club. They make friends, have coffee together in the canteen and go for outings together. Learning is only part of the fun.

(“Mozaika”, No. 2, 1981)

R-2. Self-control questions.

A. 1. What do many people in Britain think about the best way to spend their free time? 2. What may a lot of people be busy with?

B. 1. What classes can we find for adult learners almost in every town in Britain? 2. At what time do the classes start? 3. At what place are the classes held? 4. How many Adult Education Institutes are there in London? 5. How many people attend the classes? 6. What do they learn? 7. Who runs and finances the Institutes? 8. What is the fixed rule about the fee?

C. 1. What do office workers think of the studies? 2. Why do people recognize a local Institute as a social club?

R-3. Back review. See in the text if you are true or false.

R-4. Develop your skill in reading and general understanding. Read the following text without dictionary help. Point out the facts which describe how Colin was taught writing essays. Time yourself (start: finish).

Saville*

(after *David Story*)

A. It was from Mr Reagan that the idea sprang that Colin should sit for the examination. The opportunity to go to the grammar school¹ in the city came the following year, and if he failed the examination a second opportunity occurred the year after. If he failed again he would go to the secondary modern school² at the other end of the village, from which the pit recruited most of the miners.

It's as Reagan says, his father told them. “Do you want him to be like me or like Reagan, getting paid for sitting on his backside all day?”

* For brief information: the year is about 1943. The main personages are: 10-year-old Colin, his younger brother Steven, their parents.

I know what I'd do." "Mr Reagan works," his mother said. "Sitting down is a different kind of work, that's all." "Ah, well," his father said. "You're the one that knows about education." His mother, unlike his father, had stayed at school until she was fifteen. In a cupboard upstairs was a certificate³ carefully filled in with copper-plate script⁴ testifying to her efficiency at English, nature and domestic science⁵.

B. It was his father, however, who set him homework, coming round the table whenever his mother had suggested some subject he might do, saying, "He'll never learn nought from that," taking the pencil and setting his own small, square hand, bruised, its nails blackened with coal, firmly in the middle of the paper and across the top, with much snorting and panting, printing in capital letters the subject of a composition: "A FOOTBALL MATCH," "SUNDAY SCHOOL," "A RIDE ON A BUS". Sometimes he would stand by the chair, waiting for him to start, stooping forward slightly to follow the words as he began, sometimes stepping back, whistling through his teeth until finally, he called out, "If you take all that time to begin, by God, the exam'll be over before you start."

"He has to think it out," his mother would tell him. In any case standing over him won't be any help."

"And what if I don't stand over him? He'll never get done at all." Yet he would step back then, perhaps pick Steven up, who was walking now and swing him over his head, saying: "When you get started we'll see the sparks fly⁶. You wait, we'll show them. By God, I'm sure of that."

C. Steven had blue eyes, like his father, but his face was like his mother's, round and smooth, with the same turned-up nose. He had much the same expression as his mother, as if inside there were a shy, almost silent person peering out. He'd begun to speak and his mother, whenever she handed him an object, would repeat its name several times, nodding her head at each one. Occasionally when Steven was out of the house and playing in the yard with the younger children he would talk quite freely, running to and fro on his short, slightly bowed legs, shouting, "It's mine. It's mine" or to some much older boy, "Stop it. Stop it."

"Can you say Colin?" his mother would ask him. "Colin," he would say, looking up with a frown.

D. His father usually had to get ready for work as Colin was finishing the essays, looking over his shoulder while he pulled on his trousers or his shirt to see how much of the page he had covered with his slow, careful scrawl, or if he had turned over to the other side. "Two sides," he'd say. "They won't give any marks for half a dozen lines." "Leave him alone," his mother would tell him. "Don't worry," his father said. "You won't educate anybody by leaving them alone." He'd brought a red pencil home from the pit office to mark

the essays and as he waited he would sharpen it impatiently over the fire turning round then and saying, "Are you ready? I've to be off to work in half an hour," looking over Colin's shoulder, then at the clock to say, "I should leave in there, then. End of the sentence will do," sitting down in the chair as soon as Colin himself had stood up and adding, "Don't go away. I want you to take notice of these mistakes." He screwed up his eyes slightly to read, his mouth pulled down at one side as he puzzled over the spelling, occasionally looking up and saying, "How do you spell 'fair', Ellen?" and when his mother had told him, scarcely looking up from her own tasks, her ironing, or her washing-up he would say, "Isn't there an 'e' in it somewhere?" adding impatiently when she explained, "All right, then. All right. I only asked. I don't want a lecture."

"Do you want to get it right or not?" she'd ask him.

"All right, then," he would say, pressing the point of his red pencil more firmly into the paper, going carefully over each of the words he had written himself and at the end of each sentence, if he approved of it, giving it a little tick. "That's right. And that's right," he would say to himself.

E. He took a great pleasure in marking the paper with the red crayon⁷ and when he had finished he would write in the space at the bottom some comment he thought appropriate: "Excellent", "Could be better", "Attention not on your work", or "Will have to work harder for examinations". Beside it he would add some mark out ten. On principle he never gave him less than three and seldom more than seven. Finally when all this had been completed, he would draw in a large tick, beginning it at the bottom left-hand corner and stretching it across almost as far as the top right, and beside printing, with something of a flourish, his full initials, "H.R.S.", Harry Richard Saville.

Notes

1. a grammar school *here*: городская гимназия
2. secondary modern school общеобразовательная школа практического профиля
3. certificate аттестат
4. copper-plate script каллиграфический почерк
5. domestic science *here*: craft work, knitting, sewing, cooking, running household
6. to see the sparks fly fly задать жару
7. crayon цветной карандаш или мелок

R-5. Check up the level of general comprehension. Perform the ABC test and see if you are true or false.

- A. 1. If Colin failed his exams for grammar school the nearest opportunity was:
- a) to go to the secondary modern school;
 - b) to work in the mine;

- c) to have another try the year after.
- 2. The idea that Colin should sit for examinations sprang from:
 - a) Mr Reagan;
 - b) Colin's father;
 - c) the mother of the family who wished to have her son educated.

- B. 1. The person who set Colin's homework proper was:
 - a) Colin himself;
 - b) Colin's mother, who suggested some subjects to improve Colin's knowledge;
 - c) Colin's father, who suggested topics for a composition and timed his son's work.
- C. 1. Steven, Colin's younger brother,
 - a) took after both the parents;
 - b) was the very picture of his father;
 - c) looked quite different.
- D. 1. Colin's father advanced his son's work by
 - a) looking over his shoulder while Colin was finishing his essays;
 - b) cheering him up;
 - c) limiting his work in time.
- E. 1. Colin learnt to write good essays because
 - a) his father corrected all his mistakes by red crayon;
 - b) his father put him different marks with some comment at the bottom of the paper;
 - c) he had much time to think and perform his work.

R-6. Quick review questions. Consult the text and answer.

A. 1. Who gave the idea that Colin should study? 2. What opportunities did he have? 3. Where could he go if he failed his exams for grammar school? 4. Was Colin's father ready to educate his son? Why? 5. Who was more educated in Colin's family? 6. What did Colin's mother study when she was at school?

B. 1. Who made Colin work at home? 2. What did Colin's father usually do when Colin was writing his essays? 3. Did Colin's father time his homework? 4. Who offered Colin subjects for written compositions? 5. Was Colin's father strict with his son? 6. How did he show his disapproval?

C. 1. Whom did Steven take after? 2. What was the expression of his face? 3. Why did the mother repeat the words several times when she handed Steven an object? 4. What did Steven usually cry when playing in the yard?

D. 1. How did the father make Colin work faster? 2. Was he kind to Colin? 3. Did the mother pity her son? 4. What did the father bring from the pit? 5. What for? 6. How did the father show that

Colin was rather poor in writing essays? 7. Was the father puzzled by some spelling mistakes? 8. Whom did he ask for help?

E. 1. What gave the father utmost pleasure? 2. Did he put marks with comments at the bottom of Colin's paper? 3. What remarks did he make? 4. How did the father sign the paper?

R-7. Go back to the text and say:

1. Why did Colin's parents want him to sit for examinations? 2. Why was Colin's father so strict to his son when he set him at work? 3. How did the father teach Colin to write good essays? 4. Would Colin enter the grammar school successfully? 5. What do you think of the family?

R-8. Points to speak on.

1. Colin is ready to sit for examinations. (family attitude, opportunities)
2. Colin's father instructs his son how to manage good essays. (methods, general attitude)
3. Little Steven – the baby of the family. (age, traces of appearance, habits)

R-9. Intelligent text study.

- a) Pick out the sentence which holds the top information.
- b) Pick out sentences to prove how much the father cared for Colin and his further studies.
- c) Point out the sentences which show that Steven was but a little baby.
- d) Find the passage that shows the father's problems with spelling.
- e) What sentence indicates that the father was very proud of himself and believed in his son's good luck.

R-10. Intelligent guessing: How can you replace the ABCDE extracts not to break the main idea of the text.

V. WRITING PRACTICE

W-1. Dictionary help: translate into English.

1. У нас сегодня был урок разговорной речи. 2. Я работаю в этой области уже 5 лет. 3. Он старался достать эту книгу целый месяц. Сейчас он с большим удовольствием читает ее. 4. С начала семестра мы учим английский язык. Мы сделали много упражнений, как письменных, так и устных. Прочли много разных текстов. Мы изучали употребление различных времен. Мы также старались совершенствовать наше произношение. 5. Мери пока что не испытывала особых трудностей. 6. Теперь, когда экзамены не за горами, все студенты прикладывают максимум усилий, чтобы подготовиться к ним хорошо. Вот уже две недели все напряженно занимаются. 7. Он довольно свободно говорит

по-немецки. Он обучался на курсах интенсивного обучения в течение трех месяцев.

W-2. Develop possible variants and complete the following.

1. If you want to pass your examinations successfully you must...
2. If you want to have a good command of the language you must...
3. Margaret failed her exam miserably. No wonder, she ... 4. Alice fell ill and fell behind the group. If she wants to catch up she must... 5. If you want to master a language you must... 6. Mary prepares her lessons carefully so up to the present... 7. You can't hurry things when learning a language. It takes... 8. Mike has been working hard all through the term. So... 9. John failed in physics. His memory failed him. He forgot the simplest things. That was a result... 10. There is no easy way of learning a language. But if you want to begin speaking the language in a short time you should...

W-3. Insert modal verbs:

a) to express possibility.

Joan had a cold yesterday; she ... still be sick today. (can, may, could, might)

b) to express necessity.

You ... try to control yourself. (must, should, needn't, mustn't)

c) to express ability.

That student ... cope with his studies better than he does now. (may, can, will, might)

d) to express permission.

We ... stay away from classes on Sunday. (may, can, could, might)

W-4. Test yourself (modal verbs).

a) Fill in the blanks.

1. You make many mistakes. You ... work harder. 2. I see that you ... cook well. The cake is delicious. 3. ... I open the window? It's stuffy here. 4. ... we use a dictionary? - No, you 5. ... you swim when you were 5? 6. How ... you dress in winter not to catch cold? - We ... put on warm clothes. 7. ... we learn all the texts by heart? - No, you 8. I feel homesick very often but I ... go home every week. I ... work very hard not to fall behind the group.

b) Render.

1. Сейчас вы должны заниматься. Вы можете пойти погулять позднее. 2. Вам нельзя вставать. Вы больны. 3. Объяснения учителя так понятны. Думаю, нам нет необходимости читать прави-

ло еще раз. 4. Ваши знания значительно улучшились. Но вам надо заниматься еще больше. 5. Пока что у меня нет больших затруднений. Не надо беспокоиться. 6. Думаю, что мне можно пойти в кино. Я приготовила все уроки. 7. Я изучаю язык уже несколько лет и все же не могу пока говорить на нем свободно.

W-5. Supply the correct tense: Present Continuous, Present Perfect, Present Perfect Continuous, Simple Past.

1. Prof. Treece just (to have) lunch. He (to go) to college. 2. I (not to see) this film yet. 3. When (to see) you him? - I (to see) him today. 4. I (to have) entrance examinations in summer. I (to be) very busy. 5. We (to read) for our grammar test now. As a matter of fact we (to read) for two days. We (to have) the test tomorrow. 6. I (to have) little difficulty so far. I (to work) very hard. 7. The students are eager to improve their pronunciation. So they (to attend) the lab regularly all through the term. 8. The man (to teach) in a secondary school since he (to graduate) from the Institute. 9. The girl (not to see) her people since she (to enter) the Institute. 10. We (to learn) a lot of English words this month. 11. We (to be) very busy recently. 12. The girl is quite happy. She (to get) a good mark. 13. The girl (to cry) bitterly. She just (to fail) the exam in English. 14. The lecturer's throat is dry. He (to talk) for an hour and a half. 15. Mike (not to prepare) his lessons yet.

W-6. Write the answers using echo constructions.

Example: Can you read English well?
Yes, I can. I can read English well.

1. Can Ingrid speak Russian fluently? 2. Must she carry the baby herself? 3. May I have this book for a couple of days? 4. Can he fail his exams? 5. Must Peter come in time to his studies?

W-7. Subjects for written compositions.

1. The best way to master a foreign language.
2. My day at the college.
3. What I know about Oxford and Cambridge.
4. Describe how you prepare for an examination.
5. Education in Russia.
6. Write a letter to your former classmate. Tell her (him) about your Institute, studies, teachers.

VI. BECOME PROFICIENT

BP-1. Look and study.

1. Getting Ready for Reading

- Let's start work on the text!
- Read the whole passage!

- Let's have outloud reading!
- Mind your logical stress!
- Turn to page 70.
- Keep your books open!

2. Directions

- Let your books out!
- Pass the book round!
- Share the book between the...
- Don't make notes in the margins!
- Don't dog-ear the pages!

3. Corrections

- Read with more expression!
- Too much fast!
- Move on reading slower!
- Read another time! That's not good!

BP-2. Practise giving instructions to the pupils. Use the phrases above.

BP-3. What will the teacher say if he (she) wants the pupils

to work on the text; to open the books; to remember about the stress; to read slower

BP-4. What will the teacher say if he (she) doesn't want the pupils

to read fast; to close their books; to spoil the books; to make mistakes in stress

BP-5. Give the English equivalents for the following phrases.

Прочтите еще раз! Не загибайте страницы! Прочтите весь абзац! Не делайте пометок на полях! Больше экспрессии! Не торопитесь! Достаньте книги!

BP-6. Practise your classroom English. Play the part of the teacher. Get your pupils ready to read the text.

- Tell them what they are going to do (to read the text). Give appropriate instructions.
- Ask several students to read a passage. Listen to their reading attentively and correct them if necessary.

To the Student:

Nicely done. Your progress is evident. You feel it, don't you? Now advance further to Unit 6.

Unit 6

Discussing Our Meals



To the Student:

Meals is really a good subject to talk about. Ways and customs in laying the table and serving dishes differ from country to country. You need time and effort to make meals tasty and perfectly beautiful. This time you'll have a great deal of conversation about good table manners, ham and eggs, biscuit and honey breakfasts, ice-cream and jelly-cake desserts, cheese-and-coffee parties. Hope you find it useful and jolly.

I. TEXT-ORIENTED ACTIVITIES

LISTENING PRACTICE

Text

The Custom of Having Meals in England

The usual English meals are breakfast, lunch, tea and dinner. Breakfast comes first and is generally a bigger meal than the people have on the continent, though some English people like a continental breakfast of bread and butter and coffee. The usual English breakfast is quite a big one. It includes porridge, bacon and eggs, marmalade or jam, a buttered toast and tea or coffee. For a change they have an egg or cheese, or cornflakes with milk and sugar.

Breakfast is followed by lunch. Englishmen generally have lunch at one o'clock. The working people in London usually find it impossible to come home for lunch. So they go to a café or a factory canteen. Lunch is usually not as big as breakfast. It is generally all kinds of sandwiches, sometimes fish-and-chips or a meat dish with plenty of vegetables, tea, coffee, milk or juice.

Afternoon tea is taken at about 5 o'clock but can hardly be called a meal. It is a cup of tea with bread-and-butter and cake or biscuits.

In most well-to-do English houses dinner is the biggest meal of the day and it comes rather late, when the family gather at home after their work and studies. The evening meal is called dinner or supper depending on its size. Englishmen usually begin it with soup followed by fish or some kind of meat with potatoes or vegetables, then fruit or coffee. In most houses this meal is the chief and the last one of the day.

Working people usually have supper in the evening. Supper is a light meal. It is a meat dish, followed by canned food or tea and cake. It is taken between 7 or 9 o'clock as a rule.

(after C.E. Eckersley "Essential English for Foreign Students", Book 2)

Meals in Russia

The Russian custom of having meals varies from family to family, but we generally eat three meals a day. They are breakfast, dinner and supper. Some people also have late afternoon tea.

Breakfast generally comes before eight o'clock in the morning, as most people start for work and the children must leave for school. Some Russian families have a light continental breakfast. But most of the families make breakfast quite a big meal of the day. It usually includes some kind of porridge, fried eggs or sausages and vegetables followed by coffee or tea.

Dinner is the main and the biggest meal of the day. Russians generally eat it somewhere between one or two o'clock. The working people eat dinner away from home as a rule. Every factory and office has a dining-room or some kind of cafeteria. They generally plan some meat for dinner or fish for a change. In addition to the meat dish Russian dinner always includes some soup, potatoes or rice as garnish. They finish dinner with coffee, tea, milk or juice.

Supper is the third meal of the day and the lightest one. It comes somewhere between seven and nine o'clock in the evening. It consists of some sandwiches, fruit or biscuits and tea or hot milk.

Vocabulary

meal еда, прием пищи

lunch – a second meal

butter масло

to include включать (в себя)

porridge овсяная каша

bacon окорок, ветчина, грудинка

egg яйцо

bacon and eggs яичница с грудинкой

marmalade – fruit jam

jam варенье, джем

toast – a fried slice of bread

for a change – to vary the choice

cheese сыр

sugar сахар

fish-and-chips рыба с жареной картошкой

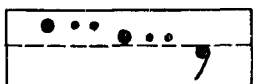
vegetables овощи
juice сок
biscuits сухое печенье
well-to-do состоятельный
to gather собирать(ся)
potatoes картофель
can консервы

cake торт; кекс; сладкий пирог
sausage колбаса; сосиски
cafeteria – a small eating place in an office
in addition в добавление
rice рис
garnish гарнир

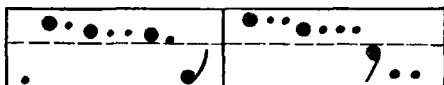
PHONETICS

- Ph-1.** Transcribe the words of the vocabulary and practise their pronunciation.
- Ph-2.** Find in the text cases with the linking “r” such as: “for a change” and practise them.
- Ph-3.** Find cases of assimilation such as: “breakfast comes” [tk], “on the” [nə] and practise them.
- Ph-4.** Visual drafting technique. Read the sentences. Drafting technique will come in handy.

'Breakfast is 'followed by ,lunch.



The 'Russian 'custom of 'having ,meals } 'varies from 'family to ,family.



- Ph-5.** Find in the texts sentences which are read in a similar way and read them.

WORD STUDY

Synonyms: generally – usually – as a rule
chief – main

Word-building

general *adj* – generally *adv*
usual *adj* – usually *adv*
possible – impossible

Compound pronouns: somewhere (anywhere, nowhere); whatever, whenever, wherever

WS-1. Form adverbs with the help of suffix “-ly”.

awful, final, stupid, thorough, full, simple, clear, first, second, last, late, strange

WS-2. Form negative adjectives.

probable, polite, patient, moral, perfect, personal, mortal

WS-3. Pay attention to the compound pronouns.

1. Will you go anywhere this week-end? – No, I am afraid we'll go nowhere as mother is not well. And you? – We shall go somewhere out of town. 2. Shall I buy anything in the bakery? – Please, buy whatever you like. There is no bread at home. 3. Whenever I see the man he is always hurrying somewhere.

WS-4. Choose the right word.

1. Yesterday was Wednesday, an (обычный) working day. 2. (Обычно) students read much. 3. The (основные) meals a day are breakfast, dinner and supper. 4. The (основная) meal in Russia is dinner. 5. I (как правило) get up early. 6. It is (невозможно) to understand such rapid speech. 7. Is it (возможно) to get anything to eat somewhere here?

WS-5. Translate into English. Use compound pronouns: “anybody”, “nothing”, “something”, “somewhere”, “whatever”, “whenever”, “wherever”.

1. Кто-нибудь знает что-либо о Лоре? – Я видел ее где-то в городе на прошлой неделе. С тех пор я ничего не слышал о ней. 2. Не верьте никому, что бы вы ни услышали обо мне. 3. Каждый раз, когда иду в музей, я захожу в этот зал. 4. Каждый раз, когда иду в театр, я приглашаю свою подругу. 5. Что бы ни произошло, я всегда готов помочь тебе. 6. Когда бы ты ни пришел, мы всегда рады видеть тебя.

LISTENING PRACTICE

L-1. Answer the questions on the text.

1. How many meals have English people a day? 2. What are the meals? 3. How many meals have Russian people? 4. What are the meals?

L-2. Inform your fellow-students about what English usually have for breakfast. Prove that the usual English breakfast differs from a continental one.

L-3. Give brief information about the custom of having meals in your country.

Dialogue

Dinner at a Restaurant

(*Personages:* Mr and Mrs Clark, their daughter – a girl of 16 and their son – a boy of 10, a waiter.)

Waiter: What would you like for dinner?

Mr Clark: We'd like two steaks.

W.: Would you like any vegetables?

Mr Clark: Yes, some peas and roast potatoes.

Mrs Clark: I'd like some chips, please.

W.: Would you like anything to start with?

Mr Clark: Yes, salad for us.

Mrs Clark: I don't want any salad. I'd prefer some tomato juice.

W.: And you, Miss?

Girl: I'd like grapefruit first and then roast beef and some pudding.

Have you got any cauliflower?

W.: Sorry, we haven't got any today.

Girl: Oh, I want some carrots then. I don't want any potatoes. I usually eat a small dinner. I am slimming.

W.: (addressing the boy) What would you like?

Boy: A lobster and some boiled potatoes and some French beans.

W.: Would you like any wine?

Boy: Yes, red wine.

Mr Clark: (laughing) A glass of milk for him, please.

W.: Yes, sir.

Vocabulary

waiter официант

waitress официантка

What would you like...?

I'd like some...

steak бифштекс

peas горох

roast жареный

chips жареный картофель

Would you like anything to start with?/to begin with?

salad салат

tomato помидор

grapefruit грейпфрут

pudding пудинг

cauliflower цветная капуста

carrots морковь

I am slimming = I am getting thinner

a lobster омар

to boil варить

French beans фасоль

wine вино

PHONETICS

Ph-1. Read the words and expressions. Work them out.

Ph-2. Transcribe the new words. Practise their reading.

Ph-3. Listen to the dialogue in the lab. Mark the stress and the tunes, find cases of assimilation.

Ph-4. Practise the dialogue for test reading.

WORD STUDY

WS-1. Use the following expressions according to the examples.

1. to join smb

Example: - I am going to the dining-room.
 - May I join you?
 - Yes, please.

1. I am going to the cinema. 2. I am going to the Institute. 3. I am going to the library. 4. I am going to the lab. 5. I am going shopping. 6. I am going skiing. 7. I am going to the river. 8. I am going out of town.

2. to be hungry

Example: - I haven't had dinner.
 - You are hungry, aren't you?
 - So I am.

1. He hasn't had breakfast. 2. She hasn't eaten since yesterday. 3. They haven't had anything since early morning.

3. to be thirsty

Example: - I'd like a cup of tea.
 - You are thirsty, aren't you?
 - Yes, I am.

1. She wants a glass of juice. 2. I'd like some pepsi-cola. 3. He has drunk two bottles of beer. 4. The baby has drunk a bottle of milk.

4. How do you find it?

Example: - I see, you have a new dress on.
 - So I have. How do you find it?
 - It's really nice.
 - I'm glad.

1. You have a new hairstyle. 2. You have a new lipstick. 3. You have new shoes on. 4. She has a new boy-friend. 5. You have read a new book. 6. They have a new teacher.

5. There isn't enough salt in it.

Example: - How do you find the tea?
- I'm afraid there isn't enough sugar in it.

1. How do you find the coffee? 2. How do you like the porridge?
3. How do you like the peas? 4. How do you like the salad?

salt, sugar, butter, oil

6. Here you are. (Here it is.)

Example: - Will you pass me the knife?
- Here you are.

1. Will you give me your book? 2. Will you pass me the sugar? 3. Will you pass me the bread? 4. Will you give me the meat? 5. Could you give me some money? 6. Could you give me a clean exercise-book? 7. Could you give me your hairbrush?

7. It tastes good.
It's delicious.

Example: - How do you find the fish?
- It tastes good, thanks.

1. How do you find the cake? 2. How do you find the pie?
3. How do you like the chicken? 4. Take an apple. 5. Have some more coffee. 6. Pour another cup of tea. 7. Try the mushrooms. 8. Try the apple pie.

8. You are a hearty eater.

Example: - I always eat a three-course dinner.
- Oh, you are a hearty eater.

1. I never miss my breakfast. 2. She always eats a heavy supper.
3. I can sleep in any position. 4. He has been sleeping since yesterday afternoon.

9. I am getting stout.
She is getting thinner.

Example: - Why don't you want to take a pie? The pies are delicious.
- I mustn't. I'm getting stout.
- It's a pity.

1. Will you have another piece of pudding? 2. Why don't you take a sweet? 3. Why do you eat your soup without bread? 4. Why haven't you eaten your bacon-and-eggs? 5. Will you have another sandwich?

10. I can't help it.

Example: - You mustn't eat so much.
- I know, but I can't help it.

1. You mustn't drink so much beer. 2. You mustn't smoke so much. 3. You mustn't be so rude. 4. You mustn't miss classes. 5. You mustn't be late for classes.

11. The choice is wide.
The choice is poor.

Example: - How do you find the café?
- The choice of things is poor, I am afraid.
- You are right.

1. Why don't you like the department store? 2. How do you find the new supermarket? 3. What can you say about the vegetable market? 4. Why don't you want to stay in the canteen? 5. Why do you want to go to the restaurant?

12. There is nothing to my taste.

Example: - Why aren't you buying anything?
- There is nothing to my taste here.

1. Why haven't you bought anything in the shop? 2. Why haven't you taken anything in the cafeteria? 3. Why are you hungry? 4. Why haven't you taken any book? 5. Why don't you want to buy new shoes?

13. What can you recommend me?
What can you advise?
What can you offer?

Example: - What do you advise me to take for breakfast?
- I recommend you meat, salad and coffee.

1. What book do you advise me to read? 2. What hat do you advise me to buy? 3. What film do you recommend to see? 4. What program do you advise me to watch? 5. What can you offer me as a present? 6. What flowers do you advise me to buy?

14. Laying a table is not an easy matter.

Example: - I see the table is not yet laid. What's the matter?
- Laying a table is not an easy matter.

1. making a dress; 2. buying a new coat; 3. writing a report;
4. writing a composition; 5. cleaning the flat; 6. cooking dinner;
7. making a pie

15. to treat smb to smth

Example: - I was invited to a birthday party last Sunday.
- What did they treat you to?

1. Nancy visited her aunt last week. 2. James visited his girl-friend yesterday. 3. I invited a friend to a little party last Saturday. 4. We shall invite relatives tomorrow.

LISTENING PRACTICE

L-1. Answer the questions on the dialogue.

1. Where did the conversation take place? 2. Why did the family come to the restaurant? 3. What did Mr Clark order for dinner? 4. What did Mrs Clark choose for dinner? 5. What did the girl take? 6. Why did she want to have a small dinner? 7. Was her dinner really small? 8. What did the boy prefer? 9. What drink did his father order for him?

L-2. Give a brief summary of the dialogue. Say what dishes each personage ordered.

ORAL PRACTICE

O-1. Listen, comprehend and memorize the mini-dialogues. Give the equivalents of the italicised expressions.

1. - I am going to have breakfast. *Will you join me?*
- With pleasure. *I am hungry too.* I haven't had breakfast yet.
- Good.
2. - Will you have a cup of coffee with me?
- Willingly.
- *White or black?*
- White, please. And two lumps of sugar.
- *Here you are.*
- Thanks.
3. - *How do you find the coffee?*
- It's really nice. I like black coffee. It cheers me up.
- Would you like another cup?
- *No more, thank you.*
4. - Sit down to dinner.
- Willingly, I am hungry.
- How do you find the soup?
- *Not bad,* but there isn't enough salt in it. *Will you pass me the salt,* please.

- *Here it is.*
 - *Thanks.*
5. - *Help yourself to the salad, please.*
 - *Thank you. It tastes good. I like it.*
 - *Take some more cake. It's delicious.*
 - *No, thank you. It's really delicious but I've had enough.*
6. - *Now here we are in the canteen. What are you taking?*
 - *Let me see. Soup, roast beef, a sweet pie, some salad, fruit for dessert.*
 - *I see, you are a very good eater.*
 - *So I am. And I'm getting stout.*
 - *You mustn't eat so much.*
 - *I know I mustn't, but I can't help it.*
7. - *Look! There is a vacant table in the corner. Let's sit down at the table.*
 - *Here is a menu. Let's read it. What would you like to take?*
 - *Well, the choice is not very wide. There is nothing to my taste.*
 - *You are very particular about food, aren't you?*
 - *So I am.*
8. *Walter: What would you like?*
Customer: I haven't read the menu yet. What can you recommend?
W.: I advise you to take grilled chicken and fried potatoes.
C.: Good. What can you offer for dessert?
W.: We've got apples and oranges.
C.: Two oranges, please.
W.: Any wine?
C.: No wine. Just a bottle of tonic.
9. - *Will you help me to lay the table, Mum? You are very good at it. Your table is always beautifully laid.*
 - *Certainly. First you must cover the table with a table-cloth (spread the table-cloth).*
 - *And then?*
 - *Then you must put the plates, dishes, knives and forks for each person.*
 - *Thank you. That'll do.*
10. - *Well, how did you like Helen's birthday party?*
 - *Very much indeed. The table was beautifully laid. And laying a table is not an easy matter.*
 - *Did she treat you to any nice things?*
 - *Oh, yes. Her mother is a very good cook and Helen always helps her in the kitchen.*

II. GRAMMAR PATTERNS IN KNOW-HOW DRILLS

1. The Past Perfect Tense

Gr-1. Repeat after the teacher and note the verbs in the Past Perfect Tense.

1. Edward understood that he had seen the man before. 2. Jane realized that she had lost her way. 3. Mary remembered that she had left the money on the table. 4. Mrs Parker said that she had made a new suit for Peter. 5. A lady told the police that she had lost her child. 6. By the end of March all the snow had melted. 7. By 7 o'clock all the children had got up and dressed.

Gr-2. Make the sentences of the previous exercise negative.

Example: Ed understood that he *hadn't seen* the man before.

Gr-3. Repeat the sentences with "because", "as", "for" and note the use of the Past Perfect in the subordinate clause.

1. She knew English well because she had studied at a special language school. 2. Peter could swim well as he had served in the Navy. 3. Mary knew the boy as she had met him at a disco party. 4. The guests were late for they had missed their train. 5. Jean could dance well as she had taken dancing lessons for five years.

Gr-4. Change the sentences of the previous exercise using "that's why", "so".

Example: She had studied at a special language school, so (that's why) she knew the language very well.

Gr-5. Repeat the sentences with "when", "before", "after" and note the use of the Past Perfect in the main or the subordinate clause.

1. When they came to the station the train had already left. 2. When the bell rang the students had finished the test. 3. Before Harry came Nora had cleaned the whole house. 4. The pupil had read the verse 3 times before he learned it by heart. 5. The patient had died before the doctor arrived. 6. After we had seen the film we discussed it. 7. After I had read the book I returned it to the library. 8. After I had heard his arguments I agreed with him.

Gr-6. Join the following sentences according to the examples.

Examples: a) It rained at night. The roads were wet. The roads were wet *as (because, for) it had rained* at night.
b) It *had rained* at night, so (*that's why*) the roads were wet.

1. It was frosty at night. The pools were frozen. 2. It snowed all day. In the evening everything around was white with snow. 3. The sun set. It was dark. 4. When a child he lived near the sea. He swam

very well. 5. It was July. All the students passed their exams and left the city. 6. It was nine o'clock. The mother put the baby to bed.

Gr-7. Complete the given sentences.

Example: By 8 o'clock in the morning the woman had cooked breakfast (had laid the table, had given breakfast to her family, had taken the baby to the day-nursery, had gone shopping, had washed up the linen, etc.).

1. By the end of August the students ... 2. By three o'clock the housewives ... 3. Peter spoke German well as ... 4. John was late for his lessons as ... 5. Lena got a bad mark at the exam because ... 6. Mary got behind the group because ... 7. The room was full of guests who ... 8. Before I entered the Institute I ... 9. When he came to the cinema he remembered that ...

2. Reported Speech

Gr-8. Read the following sentences. Note the reporting verbs.

1. Lena says that she hasn't had dinner yet. 2. Peter tells her that he is hungry too. 3. Mike exclaims that they may have dinner at his place. 4. Jane announces that she is going to have a party. 5. John remarks that she is good at laying the table. 6. We reply we shall be glad to attend the party. 7. Peter expresses hope that we shall enjoy it. 8. Ann adds she will bring a tape-recorder. 9. I suppose the weather will keep fine.

Gr-9. Change the sentences of the previous exercise into direct speech.

Example: Lena says, "I haven't had dinner yet."

Gr-10. Change the following sentences into reported speech. Use suitable reporting verbs.

1. He says to me, "I am not from this region." 2. Davis says, "I live in a suburb." 3. Mr Howard says, "We are going to spend the holiday in Brighton." 4. Mrs Parker says to her lady friend, "Robert will go to the University." 5. Mrs Howard says, "You needn't apologize." 6. Robert says, "I have been at a football match." 7. The teacher says to her pupils, "Tomorrow you will write a dictation." 8. The monitor says to the teacher, "Two students have missed the lecture." 9. Peter says, "I am late for classes because I overslept." 10. Tom says, "I like black coffee with lemon."

Gr-11. Change the following sentences into reported speech. Use the verb "to tell smb".

Example: The mother says to her son, "I am worried about your studies."

The mother tells her son that she is worried about his studies.

1. Nora says to Harry, "It's Peter's birthday the day after tomorrow." 2. Peter says to Robert, "I am awfully hungry." 3. Bill says to Peter, "I am going to have a good rest this week-end." 4. Jane says to Arthur, "I have received a letter from Ann." 5. Jane says to Arthur, "They moved into a new flat last Tuesday." 6. George says to John, "There is a dog at the door." 7. George says to Mary, "In my town the sun is hotter, the sky is bluer."

Gr-12. Read the following sentences. Mind your melody.

1. I wonder if you are a student. 2. I'd like to know if your mother works. 3. Ask her if she has read the book. 4. Tell me if the book is interesting. 5. I've no idea if the exam is difficult. 6. She is interested to know if the film is still on. 7. Can you tell me how far it is to the Drama Theatre? 8. Do you know if there is a bus stop near here? 9. Are you sure (that) the weather will keep fine? 10. Have you any idea where Arthur has come from? 11. Will you tell me what number house it is? 12. Are you sure that he is right? 13. I wonder what you can recommend me to take for the first course.

Gr-13. Make the questions of the previous exercise direct.

Example: I wonder if you are a student.
Are you a student, I wonder?

Gr-14. Change direct questions into indirect ones. Use different reporting words.

Example: Is it far to the supermarket?
I wonder if it is far to the supermarket.

Tell me... I'd like to know... Will you tell me if...? Can you tell me...? Do you know...? Would you mind telling me...? Do you happen to know...?

a) 1. Does your brother speak English? 2. Will you learn German next year? 3. Must we read Chapter 10 for tomorrow? 4. Is your friend's mother better now? 5. Have you done shopping today? 6. Is English spelling difficult for you? 7. Are you going to have a birthday party? 8. Has it stopped raining yet? 9. Are you hungry?

b) 1. Where are you going to have dinner? 2. Where do you usually have your meals? 3. Who cooks in your family? 4. Where did you go after classes? 5. What book did you take from the library last time? 6. What is the film about? 7. Which is your favourite programme? 8. Who is your favourite English writer? 9. How much time does it take you to get to the Institute? 10. Where have you bought this nice bag? 11. When are you going to visit your parents?

Gr-15. Three persons speak in a very noisy street.

Example:

A: Have you seen any films this week, Bob?

B: Sorry? What does he say, Carol? I cannot hear because of the traffic.

C: He asks you if you have seen any films this week.

B: Tell him that I haven't seen any films this week.

A: What does he tell you?

C: He tells me that he hasn't seen any new films this week.

A: Thank you.

1. Have you passed your exam well? 2. Where are you going to spend your holidays? 3. What does your friend write? 4. How is your mother? 5. What exams will you take next session? 6. What shop shall we go to?

Gr-16. Repeat after the teacher.

1. The teacher *tells* the students to do two exercises at home.
2. The customer *orders* the waiter to bring a glass of mineral water.
3. The mother *allows* her children to watch the night film on TV.
4. Mrs Brown *forbids* her daughter to sit on the wet grass. 5. Sandy *invites* Lucy to go to the cinema with him. 6. The librarian *recommends* the reader to take the book "Courage". 7. Father *asks* Mary to switch off the TV set.

Gr-17. Make the sentences of the previous exercise negative.

Example: The teacher *tells* the students *not to do* two exercises at home.

The teacher *does not tell* the students *to do* two exercises at home.

Gr-18. Make the following commands and requests indirect.

Example: The teacher says to the pupils, "Sit down, please!" (to allow)

The teacher *allows* the pupils *to sit down*.

1. She says to her friend, "Have a cup of tea." (to offer) 2. She says to me, "Listen to the text several times if you want to understand it." (to advise) 3. She says to her girl-friend, "Will you come to see me when you have spare time?" (to ask) 4. He says to his little sister, "Don't switch on the TV set." (to forbid) 5. Grandma says to Lucy, "Don't go shopping if you are busy." (to allow) 6. "Will you make a cup of tea for me?" Robert asks Julia. (to ask) 7. "Let's go to a café to have a bite," says Peter to Alex. (to invite)

3. Sequence of Tenses

Gr-19. Refer the following sentences to the past.

Example: James says that he hasn't got time.
James *said* that he *hadn't* got time.

1. Susan says she is going to buy a new hat. 2. Mary says that she wants to help her to choose a suitable hat. 3. Susan supposes that the choice of hats isn't wide. 4. Mary says that she saw a nice blue hat yesterday. 5. Susan tells Mary that she hasn't enough money. 6. Mary says that she can give her money when she gets a scholarship. 7. My friend asks me if the time-table is ready. 8. Alex is interested to know if I have taken any tests. 9. I answer that I have taken two tests and that I have already got a credit. 10. I would like to know what Sandy is doing now. 11. Alex tells me that he is preparing for his exams. 12. He adds that he has already revised all the grammar material. 13. I know that he will take his exam tomorrow. 14. I am sure he will pass his exam well as he has been working hard the whole school year.

Gr-20. Change the following sentences into reported speech.

1. Dr Watson said to Sherlock Holmes, "I've seen a stranger on the moor last night." 2. The cook said, "I've just come from the supermarket and I've bought everything for dinner." 3. Robert asked Peter, "What are you looking for in the pantry?" 4. "What will you do this week-end if the weather keeps fine?" asked William. 5. "I see you have been working hard today, Nora," remarked Harry. 6. The waiter said, "The fish is very nice today." 7. Mrs Parker said, "I am going to buy some fresh rolls for tea." 8. Mother asked little Bessy, "What has happened? Why are you late for dinner?" 9. "Will Robert go to the University?" asked Mrs Parker. 10. Mrs Parker said, "I am sure he will win a scholarship." 11. Harry asked Nora, "What have you been doing all day?"

4. Modal Verbs in Reported Speech

Gr-21. Refer the actions to the past. Begin with: "We saw (that)," "He knew (that)," "She said (that)," "I understood (that)," etc.

Example: It *may* rain tonight.
We *saw* that it *might* rain that night.

1. I cannot sleep well because it's hot. 2. She may be ill. 3. He can swim across the river in no time. 4. The weather may change any minute. 5. I'm so hungry that I can eat a horse. 6. You must lay the table for 6 people. 7. You needn't buy any bread today, we have enough bread. 8. I can make a nice apple pie for the party. 9. You mustn't stay in the rain without an overcoat. 10. You may watch TV

late tonight as tomorrow you have no lessons. 11. You needn't return the player tomorrow. You may keep it till Monday.

Gr-22. Convert the text into reported speech (in the past tense). Begin with:
"The teacher said that..."

Here is your homework. You *must* read Text Two on page 64. But you *needn't* write the text down. You *can* take it from the English study. Besides you are to do ex. 10 in writing and translate a passage from home-reading. Only you *mustn't* translate it word for word. You *must* give a literary translation. Now, the lesson is over. You *may* have a break.

5. Articles and Prepositions

Gr-23. Insert articles where necessary.

1. Dinner isn't ready yet. You'll have to wait ... little. 2. You were invited to ... dinner at the Johnsons'. How did you find ... dinner? What did you do after ... dinner? 3. Children, wash your hands before ... breakfast. 4. What breakfast did you have in the morning: ... light or ... heavy one? 5. I like to have ... light supper. 6. What did you have for ... lunch? Was ... lunch substantial? Did you have ... soup for ... first course? How did you find ... soup? 7. Would you like ... white or ... brown bread? - ... piece of brown bread, please. - How do you find ... bread? - Thank you, it tastes good. 8. Do you like to talk at ... table? - No, I prefer to listen to ... latest news at ... table.

Gr-24. Fill in the blanks with prepositions.

There is no dinner ... home today. So, let us dine - Where shall we go? - I recommend you to visit the café ... the corner ... the street. They have a good choice ... things there. Here we are. Let us sit ... the table ... the door. What would you like to have ... dinner? - Roast chicken ... the main course, vegetables ... garnish and some fruit ... dessert. - Good. And what shall we do ... dinner? Shall we go ... the cinema? - No, there is a good film ... TV. Let's go ... home.

III. SPEECH FUNCTIONS DEVELOPED

1. Invitations.
2. Thanks.
3. Refusal.

O-1. Study these formulas.

1. Invitations

- Would you like to... (common)
- I wonder if you wish to... (tentative)

- Do you feel like ...ing (formal)
- What about ...ing (semi-formal)
- Will you mind if...
- Why not ... (informal)
- Let's go (have)... etc.

2. Thanks

- Thank you.
- It's so kind of you.
- I'd love to.
- That would be nice/smart.
- Oh, how nice.

3. Refusal

- I am afraid I can't.
- I am sorry, but I have no time.
- That'll do, thank you.
- I would like, but... (I am too much busy today.)
- I wish I could.
- No more, thank you.

0-2. Read and enact the mini-dialogues. Pay attention how invitations, thanks and refusals are worded.

- Judy, what about having lunch at the bistro?
- Oh, no. I can't afford the time. Coffee will do.
- Mr Smith, would you mind having tea?
- Oh, thank you. That'll be smart. With a piece of lemon if you please.
- Brian, why not to have a snack? Banana is no meal at all.
- OK. Where shall we go?
- Here is your double coffee.
- Oh, how kind of you.
- Will you go to the picnic with us? It is going to be grand.
- I would love to.
- Mary, the steak is ready. Come.
- Thanks a lot. I am rather hungry. I've drunk only tomato juice since morning.
- Will you have a piece of toast?
- I am afraid I can't. I must dash.
- Can't you make time and have your dinner?
- I would like to, but I have only 10 minutes extra.
- Any garnish to stewed meat?
- No, thank you. Something light. Ketchup, if any.

0-3. Address invitations (suggestions) to your fellow-students.

1. to have a cup of instant coffee; 2. to pick out sweets for dessert;
3. to cook bacon and eggs for breakfast; 4. to have dinner out; 5. to

drink grapefruit cocktail; 6. to order Sundae*; 7. to cook one-minute steak for supper; 8. to look through the menu for some drink; 9. to come to your place for home-made pigs-in-the-blanket (голубцы)

O-4. Accept what is offered. Thank the host.

1. Would you like to have some more tea? 2. Help yourself to strawberries. 3. How about iced orange drink? 4. Do you mind having fresh rolls and hot milk? 5. Take tomato pickles to the potatoes. 6. Is fruit cocktail with canned plums to your liking? 7. What if we enjoy good old chops today? 8. A piece of cake, please? 9. Would you like your coffee black? 10. Mind having some soft drink?

O-5. Refuse the following invitations tactfully. Give reasons.

1. Come to a cheese-and-coffee party on Sunday. 2. Feel like having any tonic? 3. Have a piece of puff cake. It looks delicious. 4. Keen on sweet things? The choice is wide. 5. Come for Russian meat dumplings (пельмени) Saturday evening. 6. Try stewed mushrooms. They are cooked in the oven. 7. Anything for the second course? 8. Take pancakes with sour cream (butter, jam, caviar).

O-6. Develop this skill in further speech activity. Introduce different speech functions. Initiate your dialogues, using this.

1. I'd like to treat you to this cake. It must be rather tasty. 2. Will you, please, slice the meat? 3. Help yourself to puff-pastry with raspberry jam. 4. May I trouble you for a piece of bread? 5. I don't like my roast beef peppered much. And you? 6. How many lumps of sugar for your coffee? - No sugar, please. I like it bitter.

O-7. Test yourself. Name all kinds you know of:

1. meat dishes; 2. first courses; 3. second courses; 4. dessert; 5. dishes taken for breakfast; 6. appetizers; 7. sweet dishes

O-8. Choose a menu for:

1. a light breakfast; 2. a festive dinner; 3. your favourite lunch; 4. a good dinner meal for a 5-year-old child; 5. a cocktail party; 6. a students' small party

O-9. Describe your favourite dishes for:

1. breakfast; 2. dinner; 3. lunch; 4. supper; 5. odd meals (taken at parties); 6. light dessert

* [sandi] - ice-cream with fruit, nuts or chocolate on the top

O-10. Topical questions.

1. Can you cook well? What dishes can you cook? What is your favourite dish? Is it easy to cook?
2. What kinds of soups do you know? Which soup do you like better: cabbage soup or beetroot soup? fish soup or milk soup? meat soup or chicken broth? mushroom soup or vegetable soup? What soups do they serve at our refectory?
3. What dishes can be served for the second course? Do you prefer roast meat to stewed meat? Do you like dishes made of fish?
4. What appetizers do you usually take? Is there a good choice of salads at our buffet? Can you make Russian salad?
5. Are you fond of sweet dishes? What do you usually have for dessert? Do you prefer fresh fruit to sweets or sweets to fruit?
6. What things do you usually put out when you lay the table for: breakfast, dinner, supper?
7. How many meals do you have daily?
8. Is your breakfast light or substantial? What does it usually consist of?
9. Where do you have your dinner?
10. What did you have for dinner yesterday?
11. Are you a hearty or a poor eater?
12. Do you like your food peppered and salted?
13. Who does the cooking in your family?
14. What did your friend treat you to when you came to see her?

O-11. Comment on the proverbs.

1. After dinner sleep a while, after supper walk a mile.
2. An apple a day keeps the doctor away.

O-12. Read carefully. Get the information where to buy different food.

A Visit to the Shops

Summer came early that year and the sun was shining through the window. That Saturday morning Anna (a German girl who lived in England) did not have to go to work. She had already had her breakfast - orange juice, two pieces of toast and coffee. She had made the bed and tidied the room. Now she was waiting for Susan. They were going to do some shopping.

The first shop they went to was the grocer's. Miss Bond (Susan) had been a customer there for many years. She did not like supermarkets and big stores. She preferred the smaller shops where one could get personal service.

Mr Atkins: (the grocer) Good morning, Miss Bond.

Susan: Good morning, Mr Atkins.

Mr Atkins: How's your mother?

Susan: She is fine, thanks. Oh, Mr Atkins, this is Miss Klein [klaɪn].
She's from Germany.

Mr Atkins: Good morning, Miss Klein. I hope you like it here.

Anna: Oh yes, I do.

Mr Atkins: (to Susan) Now, what can I do for you?

Susan: I'd like a pound of butter, please. A dozen eggs and half a pound of bacon, and a jar of honey as well.

Mr Atkins: A small jar or a large one?

Susan: A large one, please.

Mr Atkins: Anything else?

Susan: Yes, I'll have a bottle of orange juice and a small packet of salt. I think that's the lot.¹ How much is that?²

Mr Atkins: That comes to one pound and ten pence.³

Susan: (she gives him a five-pound note) I'm sorry, I haven't anything smaller.

Mr Atkins: Oh, that's all right. Here is your change.⁴ Three pounds, ninety pence.

Susan: Thank you.

Susan and Anna then went to the greengrocer's. They bought one pound of apples, four bananas, half a pound of tomatoes, a large cauliflower and five pounds of potatoes.

Then they bought some bread at the baker's, some meat at the butcher's and a bottle of milk at the dairy.

When they left the greengrocer's they went next door to the chemist's where Anna bought some medicine and a new pink lipstick. At one o'clock they hurried to the bus stop and went home.

Notes

1. that's the lot = that's all
2. How much is that? = How much must I pay for that?
3. That comes to one pound and ten pence. = That makes one pound and ten pence.
4. Here is your change. = Here is the rest of your money.

O-13. Answer the comprehension questions. Tell us:

1. why Anna was waiting for Susan; 2. why Susan preferred small shops to supermarkets; 3. what things she bought at the grocer's; 4. where she bought fruit and vegetables; 5. what she bought at the bakery and the dairy; 6. where Anna bought a medicine and a lipstick

O-14. Say where one can buy the following things.

Example: One can buy meat at the butcher's.

milk	baker's
salt	dairy
sugar	grocer's
butter	greengrocer's
bread	butcher's
potatoes	chemist's
carrots	fishmonger's
rolls	
tomatoes	
cauliflower	
cheese	
biscuits	
macaroni	at the
rice	
jam	
cake	
sour cream	
marmalade	
apples	
tea	
pepsi-cola	
scent	
tooth-paste	
chicken	
bacon	
fish	

O-15. Read the following dialogue and say why Mr Herbert Bell is the strongest man in the world.

I Don't Smoke and I Don't Drink

Jack Gray: Thank you, thank you, ladies and gentlemen. Tonight in the studio, we've got the strongest man in the world, Mr Herbert Bell! Good evening, good evening, Herbert.

Herbert: Good evening, Jack.

Jack Gray: Sit down. (Some noise). Oh.

Herbert: Yes, I am very heavy. I usually sit on two chairs.

Jack Gray: Two chairs? OK. Can we have two chairs, please?... There. Cigarette?

Herbert: No, thanks.

Jack Gray: You don't smoke?

Herbert: No, I don't. I don't smoke and I don't drink.

Jack Gray: Really? You never smoke and you never drink?

Herbert: Well, I never drink alcohol. I always drink milk in the morning, and I often drink tea.

Jack Gray: Coffee?

Herbert: No, thanks.

Jack Gray: No, I mean, do you drink coffee?

Herbert: Oh, sometimes.

Jack Gray: But never alcohol?

Herbert: That's it. I never drink alcohol.

Jack Gray: Herbert, you are the strongest man in the world. What do you eat? Do you eat special food?

Herbert: Well, I eat fruit. Apples, bananas.

Jack Gray: Yes, and how do you stay strong?

Herbert: Well, I always go to bed early. Yes, at nine o'clock. And I always get up early too.

Jack Gray: And do you - (noise again)

Herbert: I am sorry.

Jack Gray: Can we have three chairs, please? Thank you, Mr Herbert Bell.

O-16. Memorize the dialogue and enact it with your partner.

O-17. Read the dialogue below and see how the personages advance their conversations. Consult the dictionary for unknown words if any.

Western-Style Food

Bill and Jane are a young couple from New Zealand. They were staying in the same hotel as the Taylors; in fact they were neighbours, as they occupied the next cottage. They had arrived a week before the Taylors and knew a restaurant which served good food. They suggested going there for a meal, so the four of them went there that evening for dinner. Although they hadn't reserved a table, they managed to get in. There was a long menu with several western-style dishes and a wine list with some local and some imported wines. Bill was fond of the local wine and persuaded the Taylors to try it.

Bill: What would you like to drink? Have you tried maki?

Mrs Taylor: Er, no. What's maki?

Bill: The local wine. It's made from mangoes - they drink it with every course.

Mrs T.: Is it very strong?

Bill: Quite strong, but you can add water if you like.

Mr T.: Let's try it. Shall we order a couple of bottles? May I fill your glass?

Jane: Thank you.

Mrs T.: I think I'll start with the soup.

Bill: Actually, you finish with the soup here.

Mrs T.: Really?

Mr T.: I think I'll have the steak. (To the waiter). I'd like it well done, please.

Waiter: Right, sir.

Jane: The curry sauce is worth trying.

Mrs T.: Sorry, I can't eat mussels (мидии). It makes me ill. I think I'd rather have the chicken pie.

* * *

Mr T.: Well, it's getting late. Where's the waiter gone?

Bill: He'll be back soon. He's just bringing another bottle. There he is.

Mrs T.: Oh, I couldn't drink any more, thanks.

Jane: That banana pudding was nice. I must get the recipe.

Bill: (to the waiter) Sorry, I'm afraid we'll have to cancel that order. Could we have the bill, please.

Waiter: Yes, sir. Would you like separate bills?

Mr T.: One bill will do - we'll settle up afterwards.

O-18. Role play.

Personages: A customer, a baker, a dairy-maid.

Stimulus: One applies to the baker's and dairy shop for necessary food products.

Arrangement: Students are divided into 3 groups. In each the main personages are chosen.

Expected activity: Asking for different products to one's liking.

Speech skills and functions developed: Free talk habits on the topic. Practising special speech functions (invitations, thanks, refusal).

Supplement: Playing stuff (a set of bread and milk products).

O-19. Initiate a conversation: you expect guests to come. You talk to your mother what products to get. Use this:

potatoes; carrots; eggs; meat; green peas; apples; oranges; chicken; sour cream; cake; to make salad; at the greengrocer's; at the baker's; at the butcher's; at the dairy; a supermarket; how much is that?; that makes...

O-20. Conversational situations.

1. You are having breakfast. Your friend has just come to your place. Ask her to join you.
2. You are going to the bistro to have a bite. Ask your friend to come with you.
3. You've come to the restaurant. You are four. Speak on the menu.
4. You are at the restaurant. Its speciality is Russian kitchen. A waitress takes your order.
5. You are having a tea party (English and Russian tea is being served). Treat your guests to pastry, sweets and fruit.

6. You are going to have a small cocktail party. You lay the table. Your husband helps you.
7. Speak about the picnic you had last week. You enjoyed it. You exchange impressions with your close friend.
8. You try to serve traditional English breakfast for your English friend who has come to Russia on business.

O-21. Say why the customer made the remark.

Do you know the story of the man who was having soup in an English hotel? The waiter gave it to him and then, looking out of the window, said to the man, "It looks like rain, sir." "Yes," said the man, as he took a spoonful of soup, "and it tastes like rain, too."

O-22. Read the joke and comment on it.

Young Doctor: Why do you always ask your patients what they have for dinner?

Old Doctor: It's a most important question, for according to their menus I make out my bill.

O-23. Look at the picture and read the rhyme.



Come, darling Lena,
And have your dinner,
I fear you're getting
Thinner and thinner.

Do you think it's true? Or is it a joke? Prove that it is a joke. Begin with: "I think it's a joke." And finish with: "That's why I think it's a joke."

IV. READING AND COMPREHENSION

R-1. Develop your scanning habits. Read and mark in memory the information to search about:

Traditional British Cooking

A. High tea is a purely British institution. Though foods for high tea and supper are mostly interchangeable, it is more the custom to have something cold for high tea and something hot for supper.

B. The turkey compared with the hen is a new resident in Britain. Contrary to common belief it is not the oldest British Christmas bird; the goose is much more traditional. America can claim the turkey for her own where it is a "must" for Thanksgiving Day in November. The best turkeys come from Norfolk and due to modern rearing methods are available all the year round.

C. Hare and venison are the best known of game meats in Britain. Venison is the culinary name for all breeds of the deer and the free ranging forest deer from Scotland are considered the choicest.

D. Veal is not typically traditional British meat: it was never popular among working people in the country. In fact it was rather suspect, what was wrong with the calf that had to be killed?

What we call roast meat today is really baked meat; roasting was done in front of the open fire with roasting jack and screen. Roasted meat should be cooked in an oven tin or a hot oven, so that it comes into contact with dry heat on all sides to get the characteristic brown "crust". To a housewife meat is the thing and a vegetable course is a hit-or-miss affair¹.

turkey индейка
hare заяц
venison оленина

game meat дичь
the choicest наилучший
crust корочка

Notes

1. a hit-or-miss affair *here*: dish which comes to table from time to time

R-2. Self-control questions.

A. 1. Is high tea a purely British institution? 2. What is meant by high tea in Britain? 3. Are food courses mainly interchangeable? 4. What is the custom to have for high tea and supper?

B. 1. What is the oldest Christmas bird in Britain? 2. What bird is more traditional for a Christmas table? 3. When do the British cook turkeys? 4. Where do the best turkeys come from? 5. Do the British get the bird all the year round? Due to what?

C. 1. Name the best game meat used in Britain. 2. What breed of the deer is considered the choicest?

D. 1. Why isn't veal popular in Britain? 2. How is roasted meat prepared? 3. How does a housewife look upon meat and vegetable courses?

R-3. Back review. See in the text if you are true or false.

R-4. Summarize the contents and produce it.

R-5. Practise reading for central idea. Keep timing. Hope the selected text will encourage you.

Bewildering Effect

(after "Daddy-Long-Legs" by *J. Webster*)

A. Sallie and Julia and I went shopping together Saturday morning. And after we'd finished our shopping, we met Master Jervie at Sherry's¹. I suppose you've been in Sherry's? Picture that, then picture the dining-room of the John Grier Home with its oil-cloth-covered tables, and white crockery that you can't break, and wooden-handled knives and forks; and fancy the way I felt!

I ate my fish with the wrong fork, but the waiter very kindly gave me another so that nobody noticed.

B. And after luncheon we went to the theatre - it was dazzling, marvelous, unbelievable - I dream about it every night.

Isn't Shakespeare wonderful?

"Hamlet" is so much better on the stage than when we analyze it in class; I appreciated it before, but now, dear me!

I think, if you don't mind, that I'd rather be an actress than a writer. Wouldn't you like me to leave college and go into a dramatic school? And then I'll send you a box for all my performances, and smile at you across the footlights.

C. We came back Saturday night and had our dinner in the train, at little tables with pink lamps and Negro waiters. I never heard of meals being served in trains before, and I thoughtlessly said so.

"Where on earth were you brought up?" said Julia to me.

"In a village," said I, meekly to Julia.

"But didn't you ever travel?" said she to me.

"Not till I came to college, and then it was only a hundred and sixty miles and we didn't eat," said I to her.

She's getting quite interested in me, because I say such funny things. I try hard not to, but they do pop out when I'm surprised - and I'm surprised most of the time. It's a dizzying experience, Daddy, to pass eighteen years in the John Grier Home, and then suddenly to be plunged into the world.

But I'm getting acclimated. I don't make such awful mistakes as I did; and I don't feel uncomfortable any more with other girls.

I forgot to tell you about our flowers. Master Jervie gave us each a big bunch of violets and lilies-of-the-valley². Wasn't that sweet of him? I never used to care much for men but I'm changing my mind.

Notes

1. Sherry - a fashionable restaurant in New York
2. lily-of-the-valley ландыш

R-6. Check up the level of general comprehension. Perform the ABC test and see if you are true or false.

- A.** After shopping Sallie, Julia and Judy
- went to Sherry's with Master Jervie;
 - went to the theatre and enjoyed the performance;
 - had tea at home.
- B.** Julia liked her theatre call because
- it produced a marvellous, unbelievable impression on her;
 - it was her first visit to the theatre;
 - she found she would like to be an actress.
- C.** Julia was interested where Judy was brought up because
- Judy had never heard of meals served in the train and said so;
 - she couldn't manage the crockery;
 - she said odd things at times.

R-7. Quick review questions. Consult the text and answer.

A. 1. Where did the girls go one Saturday morning? 2. Whom did the girls meet at Sherry's? 3. What impressed Judy most of all about the restaurant? 4. Why was Judy thankful to the waiter?

B. 1. What did the girls visit after luncheon? 2. What was her impression? 3. Why did Judy think that Shakespeare was better on the stage than when you analyzed his books in class? 4. Why did she want to be a drama actress?

C. 1. Where did the girls have their meal Saturday night? 2. Why was Julia surprised? 3. Why was she interested in Judy? 4. Did Judy get acclimated? 5. Why didn't she feel uncomfortable with other girls? 6. What did Master Jervie present the girls with? 7. Why did she change her opinion about men?

R-8. Go back to the text and describe:

1. how Judy felt at the restaurant; 2. why Judy liked her visit to the theatre; 3. why Judy surprised other girls at times

R-9. Speak on Judy's first visit to New York and on what she made of it.

R-10. Intelligent text study: Consult the ABC parts. Point out the sentences which express Judy's feelings:

1. at the restaurant; 2. in the theatre; 3. in the train on the way home

V. WRITING PRACTICE

Description

W-1. Look at the picture, read and listen to the description. Divide it into structural components.

Dinner



Look at the picture. In the picture we see the Johnsons' dining-room. The dining-room is large and attractive. By the front wall near the door there is a sideboard. On the left we can see an old-fashioned fireplace.

In the middle of the room there is a long dinner-table. It is beautifully laid for 4 persons. And laying a table for dinner is no easy matter. It is covered with a white table-cloth and there are many things on it. There are plates, dishes, knives, forks and spoons for each person. In the left-hand corner of the table we can see a salt cellar, pepper and mustard pots and a cruet for oil or vinegar. In the centre of the table there is a large soup-dish and a bowl of flowers.

Mr Johnson, the host, is sitting at the head of the table. Mrs Johnson, the hostess, is sitting at the other end. The guests are on both sides of the table. The butler is waiting at table.

We know that Englishmen are very particular about their table manners and customs. They strongly keep to their meal times and never put them off. They have their own way of using knives and forks, their own way of eating and drinking. Yes, table manners and customs do differ from country to country.

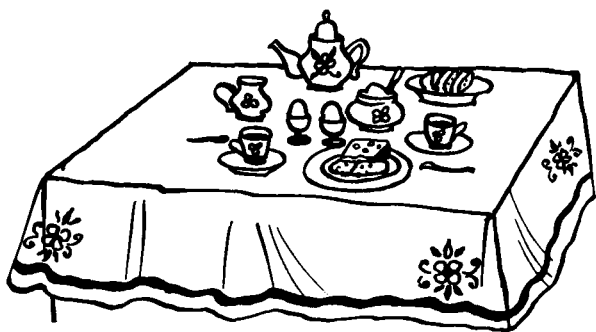
W-2. Read the description again and write:

1. what room we can see in the picture;
2. how the table is laid;
3. about the people at table;
4. what you know about English table manners

W-3. Look at the picture and write:

1. for how many persons the table is laid;
2. for what meal it is laid;
3. what we can see on the table

W-4. Read the thanksgiving letter and write a letter of your own on analogy:



1. to your aunt who invited you to a house-warming party last week; 2. to your girl-friend whose birthday party you went to on Sunday; 3. to your mother about your last birthday party

Dear Fatima,

Many thanks for the superb lunch last Tuesday. I enjoyed meeting interesting people in such a pleasant atmosphere. I have never been to an Arabian restaurant before and I thought the decoration was beautiful. And the food was delicious. I hope I can return the hospitality soon.

Yours,

Sandra.

VI. BECOME PROFICIENT

Getting Ready for Writing

BP-1. Look and study.

- Get ready for writing, please.
- We are going to write a dictation (a test).
- Whose duty is it to clean the blackboard?
- Make use of the duster.
- Don't use your fingers.
- Will you wash the duster?
- Please, come out to the board.
- Go to the board, please.
- Write at the very top, please.
- Don't write at the bottom.
- Write in the middle of the board.
- Write carefully in small letters.
- Draw a line in the middle of the board.
- Please, put the words in columns.

- Try to write without recline.
- Transcribe the words, please.
- Mark the stress, please.
- Wipe off the words.
- Come out to the board.
- Step aside, please.

BP-2. Give synonyms to the following.

1. Let's write some words on the board.
2. Prepare to write, please.
3. Who must clean the blackboard?
4. Don't use your fingers.
5. Please, go and wash the duster.
6. Go to the blackboard, Ann.
7. Don't write at the bottom of the board.
8. Don't be careless while writing.
9. Don't write in large letters.
10. Don't write with a recline to the right.
11. Step aside, please.

BP-3. Practise giving instructions to pupils in a polite form using the phrases below.

Example: Get ready for writing.

Will you get ready for writing, please?

1. Wash the duster.
2. Make use of the duster.
3. Clean the blackboard.
4. Come out to the board.
5. Write at the very top.
6. Write in the middle.
7. Draw the line in the middle of the board.
8. Put the words in two columns.
9. Transcribe the words.
10. Underline the words.

BP-4. What will the teacher say if she wants the pupils.

to prepare for writing a dictation, a spelling test; to transcribe some words; to clean the blackboard; to use the duster; to wash the duster; to write carefully; to write without recline; to mark the stress; to underline some words; to step aside from the board

BP-5. Practise your classroom English. Play the part of the teacher and get your pupils

to make up a transcription quiz; to write the words on the board and transcribe them; to make sure that the board is properly prepared; to mark the stress and read the words aloud

Our dear friend!

Hope you've enjoyed the book, which has been your close companion for a year. Language study is always a wonder. It suggests various possibilities. This book was a kind of support to provide you with college related skills in mastering the language. It taught you not to be messy and clarify your ideas. It gave you effective keys whenever you faced a certain language dilemma. Carefully controlled vocabulary and grammar provide a step-to-step guide to Fluency Practice.

Wish you further advance in language activities. Be innovative and challenge the difficulties. It needs time, energy, thought and care. Language learning is not only talent but attitude. Keep it.

Sincerely yours,

Authors.

ГРАММАТИЧЕСКИЙ СПРАВОЧНИК

ВВОДНО-КОРРЕКТИВНЫЙ КУРС

УРОК 1

§ 1. Понятие об артикле. Неопределенный артикль

Артиклями называются особые слова-определители, употребляемые перед существительными. Артикли являются служебными словами и самостоятельного значения не имеют.

В английском языке существует два артикля – неопределенный артикль *a (an)* и определенный артикль *the*.

Неопределенный артикль *a (an)* употребляется только с исчисляемыми существительными в единственном числе.

I have a hat. У меня шляпа. (одна шляпа)

Неопределенный артикль *a [ə]* употребляется перед существительными, начинающимися с согласного звука.

a map [ə'mæp] карта

Перед существительными, начинающимися с гласного звука, употребляется форма *an [ən]*.

an apple [ən'æpl] яблоко

Неопределенный артикль на русский язык не переводится и передает лишь указание на принадлежность предмета к какому-либо классу однородных предметов.

Примечание. Перед именами собственными артикль, как правило, не употребляется.

Dan [dæn] Дэн

Moscow ['mæskəʊ] Москва

§ 2. Глагол *to have*

Глагол *to have* в качестве смыслового глагола употребляется в значении *иметь, обладать, владеть*.

I have a flat. У меня (имеется, есть) квартира.

В простом настоящем времени (*The Simple Present Tense*) глагол *to have* имеет две различные формы для разных лиц.

I	я	have	a flat.
You	ты, вы		
We	мы		
They	они		
He	он	has	
She	она		
It	он, она, оно		

Отрицательное предложение с глаголом *to have* может быть образовано:

а) при помощи отрицательной частицы *not*. В этом случае следующее за глаголом *to have* существительное определяется местоимениями *any, much, many, his, her, this* и т.д., а также количественными числительными.

I have not this book.

У меня нет этой книги.

He has not five pencils.

У него нет пяти карандашей.

В разговорной речи обычно употребляются сокращенные (стяженные) формы *haven't* ['hævnt] и *hasn't* ['hæznt].

I haven't any pen. У меня нет (никакой) ручки.

б) при помощи отрицательного местоимения *no* (никакой), которое ставится перед существительными. В этом случае существительное употребляется без артикля.

Dan has no pal. У Дэна нет товарища.

§ 3. Понятие о предложении. Простое предложение

По цели общения предложения делятся на три типа: повествовательные, вопросительные и повелительные.

Для английского повествовательного (утвердительного и отрицательного) предложения характерен твердый порядок слов: подлежащее всегда предшествует сказуемому. Русское предложение отличается от английского относительно свободным порядком слов. Ср.:

У Ани (имеется) яблоко. Яблоко у Ани (имеется). – *Ann has an apple.*

Подлежащее чаще всего выражается существительным или местоимением (личным или указательным).

Alan has a bike. У Алана (имеется) велосипед.

The cap is brown. Кепка коричневая.

This is an apple. Это – яблоко.

We have many books. У нас много книг.

Сказуемое может быть: а) простым (выраженным смысловым глаголом в личной форме) или б) составным (именным или глагольным).

а) *Ben has ten exercise-books.* У Бена десять тетрадей.

She is in Minsk. Она в Минске.

Olga studies. Ольга учится.

б) *Ned is a teacher.* Нед – учитель.

The tie is nice. Галстук хороший.

He can read English books. Он может читать английские книги.

Повествовательные предложения произносятся с нисходящим тоном.

УРОК 2

§ 1. Имя существительное. Существительные исчисляемые и неисчисляемые

Имена существительные в английском языке делятся на два основных разряда: нарицательные и собственные.

1. Существительные нарицательные включают:

– названия для различных классов однородных предметов, людей, животных:

a table	[ə'teɪbl]	стол
a boy	[ə'bɔɪ]	мальчик
a cat	[ə'kæt]	кошка

– названия веществ:

milk [mɪlk] молоко

– названия отвлеченных понятий:

peace	[pi:s]	мир
friendship	['frendʃɪp]	дружба

Существительные нарицательные – названия людей, животных, вещей – являются исчисляемыми, так как они обозначают предметы, которые можно сосчитать. Они употребляются как в единственном, так и во множественном числе.

a student ['stju:dənt] студент – two students два студента

a dog [dɒg] собака – five dogs пять собак

a bag [bæg] сумка – bags сумки

Существительные нарицательные – названия веществ и отвлеченных понятий – являются неисчисляемыми, так как они обозначают предметы, которые нельзя сосчитать. Они употребляются главным образом в единственном числе.

water ['wɔ:tə]	вода
knowledge ['nɒlɪdʒ]	знание, эрудиция

2. Существительные собственные включают в себя названия стран, городов, имена и фамилии людей и пр.

Great Britain ['greɪt 'brɪtn]	Великобритания
Jack London ['dʒæk 'lʌndən]	Джек Лондон

§ 2. Образование множественного числа имен существительных

1. Множественное число имен существительных образуется прибавлением окончания -s к форме единственного числа. Окончание -s читается:

а) как [z] после звонких согласных и после гласных.

bed кровать	- beds [bedz] кровати
tie галстук	- ties [taɪz] галстуки

б) как [s] после глухих согласных.

map карта	- maps [mæps] карты
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2. Существительные, оканчивающиеся на шипящие или свистящие согласные звуки, передаваемые в написании буквами s, ss, x, ch, sh, ce, se, ge, образуют множественное число прибавлением окончания -es, которое произносится как [ɪz].

bus	автобус	- buses ['bʌsɪz]	автобусы
class	класс	- classes ['klɑ:sɪz]	классы
box	коробка	- boxes ['bɒksɪz]	коробки
branch	ветвь	- branches ['brʌntʃɪz]	ветви
dish	тарелка	- dishes ['dɪʃɪz]	тарелки
face	лицо	- faces ['feɪsɪz]	лица
page	страница	- pages ['peɪdʒɪz]	страницы

3. К именам существительным, оканчивающимся на у с предшествующей согласной, прибавляется окончание -es [ɪz] и буква у в написании меняется на i.

baby ребенок	- babies ['beɪbɪz]	дети
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Если перед у стоит гласная, то никаких изменений не происходит и множественное число образуется путем прибавления окончания -s.

day день - days [deɪz] дни

4. В английском языке есть ряд существительных, которые сохранили старое образование множественного числа путем изменения корневой гласной.

man	человек, мужчина	- men [men]	люди, мужчины
woman	женщина	- women ['wɪmɪn]	женщины

5. Множественное число имен существительных, оканчивающихся на f, fe, образуется путем замены f согласной v и прибавлением окончания -es, которое читается как [z].

knife нож - knives [naɪvz] ножи

§ 3. Употребление артиклей с неисчисляемыми существительными

Неисчисляемые существительные (отвлеченные и вещественные) употребляются, как правило, без артиклей. Например:

Give me a glass of *water*, please. Дайте мне стакан воды, пожалуйста.

We struggle for *peace*. Мы боремся за мир.

Если отвлеченные и вещественные существительные имеют при себе ограничительные определения или уточняются ситуацией, они употребляются с определенным артиклем.

Pass me *the bread*, please. Передайте мне хлеб, пожалуйста.

УРОК 3

§ 1. Глагол to be «быть» в 3-м лице единственного числа

В простом настоящем времени глагол to be имеет три различных формы для разных лиц. Форма 3-го лица единственного числа - is. В предложении глагол be часто используется в качестве глагола-связки и соответствует в русском языке глаголам *быть, являться*.

Nick *is* a student. Николай (есть, является) студент(ом). (Николай - студент.)

В разговорной речи *is* часто сливается с подлежащим.

My name is ... = My name's [neɪmz] ...

It is ... = It's [ɪts] ...

§ 2. Личные местоимения 3-го лица единственного числа

Личные местоимения 3-го лица единственного числа в английском языке различаются по роду: *he он, she она, it* – местоимение среднего рода – заменяет существительные, обозначающие неодушевленные предметы, животных, если их пол не имеет значения для говорящего, а также существительное *baby маленький ребенок, дитя*.

Nick is my friend. *He's* a doctor.

Kate is not a teacher. *She's* a student.

This is a cat. *It's* a nice cat.

This is an apple. *It's* big.

This is a house. *It's* new.

Ник – мой друг. *Он* врач.

Катя не преподаватель. *Она* студентка.

Это кошка. *Она* хорошая.

Это яблоко. *Оно* большое.

Это дом. *Он* новый.

§ 3. Притяжательные местоимения

Притяжательные местоимения *my мой, his его* и др. обозначают принадлежность и употребляются в качестве определений перед существительными. Притяжательные местоимения в устной речи, как правило, безударны.

My name is Ben. Меня зовут Бен.

§ 4. Имя прилагательное

В английском языке, так же как и в русском, имя прилагательное обозначает признак, качество или свойство предмета.

Имена прилагательные в английском языке не имеют формы числа, родовых окончаний и не склоняются по падежам.

a nice tie	–	красивый галстук
a nice hat	–	красивая шляпа
a nice apple	–	красивое яблоко
nice dresses	–	красивые платья

Прилагательные чаще всего употребляются в предложении в функции:

а) определения (перед существительными). В этом случае артикль, относящийся к существительному, ставится перед прилагательным.

Ellen has a *nice* handbag. У Элен красивая сумка.

б) именной части составного сказуемого.

Lily is *little*. Лили маленькая.

УРОК 4

§ 1. Определенный артикль

Определенный артикль *the* употребляется с именами существительными как в единственном, так и во множественном числе. Определенный артикль показывает, что речь идет именно о данном предмете (или предметах) и близок по значению к таким словам, как *этот, тот, тот самый*.

The pen's black. Ручка черная. (Именно эта ручка черная, а не какая-либо другая.)

This is an apple. The apple is red. Это – яблоко. Яблоко (это яблоко) красное.

В предложении определенный артикль обычно не находится под ударением и имеет две редуцированные формы произношения: [dɪ], [ði], если имя существительное начинается с гласного звука, и [ðə] перед существительным, начинающимся с согласного звука.

the apple [dɪ'æpl]	яблоко
the dress [ðə'dres]	платье

§ 2. Указательные местоимения *this, that*

Указательные местоимения *this* [ðɪs] *этот, эта, это* и *that* [ðæt] *тот, та, то* употребляются при указании на лицо или предмет. *This* употребляется при указании на лицо или предмет, находящийся вблизи от говорящего, *that* – при указании на лицо или предмет, находящийся вдали от говорящего.

В предложении *this* и *that* могут выполнять функции:
а) подлежащего.

This is a table. Это стол.

That is a desk. То письменный стол.

б) определения.

This hat is white. Эта шляпа белая.

§ 3. Вопросительные предложения с глаголами *to be*, *to have*. Общие вопросы

1. Структура вопросительного предложения в английском языке отличается от структуры повествовательного предложения порядком слов: в вопросительном предложении сказуемое или часть сказуемого (в соответствующей форме) ставится перед подлежащим.

Is the cake tasty? Пирожное вкусное?

Has Alice a dog? У Алисы есть собака?

2. Вопрос, требующий ответа *да* или *нет*, называется **общим вопросом**.

Is the pencil red? Карандаш красный?

Общие вопросы произносятся с восходящим тоном, причем в вопросах такого типа на глагол, с которого начинается вопрос, обычно падает ударение.

'Is this a ,pen? Это ручка?

3. Краткие ответы на общие вопросы. На общие вопросы может даваться краткий утвердительный или отрицательный ответ, который произносится с нисходящим тоном.

Краткий утвердительный ответ может состоять из слова *yes* *да*, подлежащего, выраженного соответственно личным местоимением, и глаголов *to be* и *to have* в соответствующей форме.

- 'Has 'Tim a ,family?

- ,Yes, he ,has.

- У Тима есть семья?

- Да.

§ 1. Личные местоимения в именительном падеже

Лицо	Число	
	единственное	множественное
1-е	I [aɪ] я	we [wi:, wɪ, wɪ] мы
2-е	you [ju:, ju, ju] ты, вы	you [ju:, ju, ju] вы
3-е	he [hi:, hi, hi] он	they [ðei] они
	she [ʃi:, ʃi, ʃi] она	
	it [ɪt] он, она, оно (о вещах)	

1. Личные местоимения имеют формы двух падежей: именительного и объектного.

2. Местоимение 1-го лица единственного числа I всегда пишется с прописной буквы. Когда местоимение I является одним из однородных подлежащих, оно ставится в конце группы подлежащего перед сказуемым.

My sister and I are students. Мы с сестрой студенты.

3. Личные местоимения в именительном падеже употребляются в функции:

а) подлежащего.

He is my friend. Он мой друг.

б) именной части составного сказуемого.

It is he. Это он.

Следует отметить, что это правило не относится к личному местоимению I. В функции именной части составного сказуемого употребляется соответствующая форма в объектном падеже – me.

It's me. Это я.

§ 2. Спряжение глагола to be в простом настоящем времени (The Simple Present Tense)

Утвердительная форма

Лицо	Число	
	единственное	множественное
1-е	I am	we are
2-е	you are	you are
3-е	<div style="display: inline-block; vertical-align: middle;"> <div style="display: inline-block; vertical-align: middle;"> he she it </div> <div style="display: inline-block; vertical-align: middle; font-size: 2em; margin: 0 5px;">}</div> is </div>	they are

Полные и редуцированные формы глагола to be

Полные формы Редуцированные формы

be		[bi:]	[bi:, bi]
am		[æm]	[əm, m]
are	<div style="display: inline-block; vertical-align: middle; font-size: 2em;"> <div style="display: inline-block; vertical-align: middle; margin-right: 5px;">{</div> <div style="display: inline-block; vertical-align: middle;"> перед согласными перед гласными </div> </div>	[ɑ]	[ɑ, ə]
		[ɑr]	[ɑr, ər]

Вопросительная форма

Лицо	Число	
	единственное	множественное
1-е	am I?	are we?
2-е	are you?	are you?
3-е	<div style="display: inline-block; vertical-align: middle;"> is <div style="display: inline-block; vertical-align: middle; font-size: 2em; margin: 0 5px;">{</div> <div style="display: inline-block; vertical-align: middle;"> he? she? it? </div> </div>	are they?

§ 3. Множественное число указательных местоимений

1. Указательное местоимение this имеет форму множественного числа these [ðiz] эти.

these dresses ['ðiz ,dresɪz] эти платья

2. Указательное местоимение *that* имеет форму множественного числа *those* [ðəʊz] *те*.

those maps [ðəʊz ,mæps] *те карты*

3. *These* так же, как *this*, употребляется при указании на предметы, расположенные ближе к говорящему; *those* так же, как *that*, – на предметы, расположенные дальше от говорящего.

4. В предложении *these* и *those* выполняют те же функции, что *this* и *that*:

а) подлежащего.

These are shelves. [ðɪz ə ʃelvz] *Это полки.*

б) определения.

Those cakes are tasty. *Те пирожные вкусные.*

§ 4. Падежи имен существительных.

Притяжательный падеж

1. В английском языке существительные имеют только два падежа: общий и притяжательный.

Существительные в общем падеже не принимают никаких окончаний и выполняют в предложении функции подлежащего, именной части составного сказуемого, дополнения (прямого, косвенного и предложного) и обстоятельства.

2. Существительное в притяжательном падеже, являясь определением к другому существительному, обозначает принадлежность и отвечает на вопрос *whose* [hu:z] *чей?*. Как правило, в притяжательном падеже употребляются только существительные, обозначающие одушевленные существа.

Примечание. Кроме одушевленных существительных, форму притяжательного падежа принимают существительные, обозначающие время, расстояние, и некоторые другие, а также наречия времени.

yesterday's newspaper *вчерашняя газета*

a month's holiday *месячный отпуск*

a mile's distance *расстояние в одну милю*

3. Существительное единственного числа в притяжательном падеже принимает окончание *-s*, которое произносится по правилам чтения буквы *s* в конце слова (см. урок 2, §2).

my sister's dress *платье моей сестры*

4. Притяжательный падеж имен существительных во множественном числе образуется посредством прибавления на письме апострофа ('), а в чтении и речи ничем не отличается от единственного числа. Сравните:

my friend's sister сестра моего друга – *my friends' sisters* сестры моих друзей

Притяжательный падеж существительных *men, woman, children* образуется так же, как и в единственном числе, т.е. прибавлением окончания *-s*.

his children's names имена его детей

5. Окончание притяжательного падежа *-s* может относиться не только к отдельному слову, но и к словосочетанию.

Aunt Julia's face лицо тети Джулии

Helen and Ann's teacher учитель Елены и Анны

§ 5. Выражение отношений родительного падежа при помощи предлога *of*

Так как употребление притяжательного падежа ограничено, как правило, существительными, обозначающими живые существа, в английском языке имеется другой способ выражения отношений родительного падежа между двумя существительными, а именно – употребление предлога *of* (полная форма – [əv], редуцированная – [əv]) перед существительным-определением.

the cover of the book обложка книги


УРОК 6

§ 1. Альтернативные вопросы

Альтернативный вопрос – это вопрос, предполагающий в ответе выбор между двумя или более предметами, действиями или качествами, выраженными однородными членами предложения (дополнениями, определениями или обстоятельствами), соединенными союзом *or* [ɔ:] или.

Is he here or there? Он здесь или там?

Союз *or* в альтернативном вопросе имеет редуцированную форму.

or  [ə] перед согласными
[ɔr] перед гласными

Альтернативные вопросы, как правило, требуют полного ответа.

- | | |
|--------------------------------|-----------------------------------|
| - Is this pen red or black? | - Эта ручка красная или черная? |
| - It's red. (Или: It's black.) | - Она красная. (Или: Она черная.) |

Ответ бывает кратким, если вопрос относится к подлежащему. При этом фразовое ударение падает на подлежащее.

- | | |
|---------------------------------|-----------------------------|
| - Is Nick or John at the table? | - Николай или Джон у стола? |
| - John is. | - Джон. |

Первая из противопоставляемых однородных частей альтернативного вопроса произносится с восходящим тоном, а вторая – с нисходящим.

'Is this 'pencil ,red or ,black? Этот карандаш красный или черный?

§ 2. Побудительные предложения. Утвердительная форма повелительного наклонения

Побудительные предложения выражают приказание или просьбу, обращенную либо непосредственно к собеседнику, либо к 3-му лицу. Такие предложения могут быть как утвердительными, так и отрицательными.

Просьба и приказание, обращенные непосредственно к собеседнику, выражаются предложением с глаголом в повелительном наклонении, которая совпадает с основой глагола.

Read the text. Читай(те) текст.

Приказания произносятся с нисходящим тоном.

Re'peat the ,sentence! Повтори(те) предложение!

§ 1. Отрицательная форма глагола to be в простом настоящем времени

Утвердительная форма	Отрицательная форма
I am he (she, it) is you (we, they) are	I am not или I'm not he (she, it) is not или he (she, it) isn't you (we, they) are not или you (we, they) aren't [a:nt]

Например:

I am (I'm) not a doctor. Я не врач.

It is not (isn't) a tie. Это не галстук.

They are not (aren't) ill. Они не больны.

§ 2. Отрицательные ответы на общий вопрос с глаголом to be

Вопрос	Краткий ответ	Полный ответ
Is Nick ill? Николай болен?	,No, he is ,not.	,No, he is ,not ill.
Is the table black?	,No, he ,isn't.	,No, he ,isn't ill.
Стол черный?	,No, it is ,not.	,No, it is ,not black.
Are the trees green?	,No, it ,isn't.	,No, it ,isn't black.
Деревья зеленые?	,No, the are ,not.	,No, they are ,not green.
	,No, they ,aren't.	,No, they ,aren't green.

§ 3. Специальные вопросы

1. Специальный вопрос ставится к какому-либо одному члену предложения. Он обязательно начинается с вопросительного слова, которое указывает, к какому именно члену предложения относится вопрос.

who [hu:]	кто?	where [wɛə]	куда? где?
whom [hu:m]	кого? кому?	why [wai]	почему?
whose [hu:z]	чей?	how [haʊ]	как?
what [wɒt]	что? какой?	how many ['haʊ 'meni]	} сколько?
when [wen]	когда?	how much ['haʊ 'mʌʃ]	

Затем следует сказуемое (или часть его), подлежащее и т.д. Например:

What has he in his bag? Что у него в сумке?

2. Вопросительное слово *what* означает также *кто?*, если именной частью сказуемого является существительное, обозначающее профессию, социальное положение, партийную принадлежность, однако следует помнить, что такой вопрос обычно обращен к 3-му лицу.

- | | |
|--------------------------|--------------------------|
| - <i>What is he?</i> | - Кто он? (по профессии) |
| - <i>He's a teacher.</i> | - Он преподаватель. |

Такой вопрос, обращенный ко 2-му лицу, считается невежливым.

Вопросительное слово *what* означает *какой?*, если оно стоит перед существительным.

- | | |
|--------------------------------|------------------------|
| - <i>What book is this?</i> | - Какая это книга? |
| - <i>It's "Anna Karenina".</i> | - Это «Анна Каренина». |

Как видно из примера, вопрос такого типа не является вопросом о качестве предмета. Вопросом о качестве предмета будет английское *what kind of...? какого рода (вида)...? что за...?* Сравните:

- | | |
|--------------------------------------|--|
| - <i>What city is this?</i> | - Какой это город? |
| - <i>It's Minsk.</i> | - Это Минск. |
| - <i>What kind of city is Minsk?</i> | - Какой (например, по величине) город Минск? |
| - <i>It's a big city.</i> | - Это большой город. |

Примечание. Обратите внимание на то, что после вопросительных слов *what, what kind of...* существительное употребляется без артикля.

3. Вопросительное слово *who* *кто* употребляется в вопросе, относящемся к именной части составного сказуемого, если именной частью является существительное, обозначающее имя (фамилию), степень родства и т.д.

- | | |
|---|-----------------------------|
| - <i>Who is that woman?</i> | - Кто эта женщина? |
| - <i>She's my sister.</i> | - Она моя сестра. |
| - <i>She's Mrs. Brown.</i> | - Это миссис Браун. |
| - <i>Who are they?</i> | - Кто они? |
| - <i>They are the British delegation.</i> | - Это английская делегация. |

§ 4. Специальный вопрос к подлежащему

Вопрос к подлежащему или к его определению строится при помощи вопросительных местоимений:

who	кто	whose	чей
what	что, какой	which	который

В вопросе, относящемся к подлежащему, порядок слов такой же, как и в повествовательных предложениях, т.е. прямой: *who* или *what* выполняют роль подлежащего, за которым следует глагол-сказуемое в форме 3-го лица единственного числа.

- | | |
|------------------------|-----------------------------------|
| - Who has a pen? | - У кого есть ручка? |
| - I have. | - У меня. |
| - Who is in this room? | - Кто (находится) в этой комнате? |
| - John and Maggie are. | - Джон и Мэгги. |

Таким же является порядок слов в вопросе, относящемся к определению подлежащего.

- | | |
|---------------------------------|------------------------------------|
| - Whose sister has a blue coat? | - У чьей сестры есть синее пальто? |
| - My sister has. | - У моей. |

Примечание. Вопросительное слово *which* *который, какой* из предполагает выбор из определенного числа предметов или лиц. Оно часто употребляется в сочетании с существительным или местоимением, перед которым стоит предлог *of*.

- | | |
|---|------------------------|
| - Which of the children is in the garden? | - Кто из детей в саду? |
| - Robert is. | - Роберт. |
| (- Peter and Jim are.) | (- Петр и Джим.) |

§ 5. Множественное число существительных, оканчивающихся на "о"

Множественное число существительных, оканчивающихся на *о* с предшествующей согласной, обычно образуется путем прибавления окончания *-es* [z], например:

heroes ['hɛrəʊz]	герои
Negroes ['ni:grəʊz]	негры

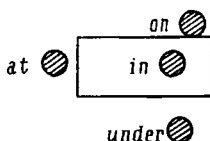
Запомните исключения:

piano	- pianos	['pjænəʊz]	фортепиано
photo	- photos	['fəʊtəʊz]	фотографии
zero	- zeros	['ziərəʊz]	нули

УРОК 8

§ 1. Предлоги места и направления

Предлоги места



On [ɒn] *на* обозначает нахождение предмета на поверхности другого предмета.

My bag's *on* the table. Моя сумка *на* столе.

Under ['ʌndə] *под* обозначает нахождение предмета под другим предметом.

The cat is *under* the table. Кошка *под* столом.

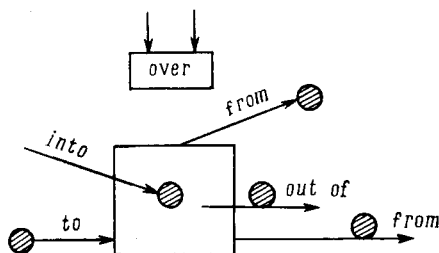
In [ɪn] *в* обозначает нахождение предмета внутри другого предмета, нахождение в замкнутом пространстве.

His book is *in* his brief-case. Его книга *в* портфеле.

At [æt, ət] *у, около*, обозначает нахождение предмета вблизи другого предмета.

The teacher is *at* the blackboard. Преподаватель *у (около)* доски.

Предлоги направления и движения



To [tu, tə] *к, в, на* обозначает направление, движение предмета по направлению к другому предмету.

Go *to* the blackboard, please. Идите *к* доске, пожалуйста.

Into ['intu, 'intə] *в* обозначает движение предмета по направлению к другому предмету с проникновением внутрь его.

Please go *into* that room. Пойдите, пожалуйста, *в* ту комнату.

Off [ɒf] с (*co*) обозначает движение предмета с поверхности другого предмета.

Please take your book *off* the table. Уберите вашу книгу *со* стола, пожалуйста.

From [frəm, frəm] *от, с, из, у* обозначает движение предмета от другого предмета, иногда с поверхности другого предмета.

Take your book *from* the table, please, and open it. Возьмите, пожалуйста, свою книгу *со* стола и откройте ее.

Please take your book *from* Peter. Возьмите, пожалуйста, свою книгу *у* Петра.

Out of ['aʊt əv] *из* обозначает движение предмета изнутри другого предмета наружу.

Go *out of* the room, please. Выйдите *из* комнаты, пожалуйста.

Произношение предлогов

В английском предложении односложные предлоги произносятся обычно без ударения, и поэтому гласные звуки во многих предлогах редуцируются.

Примечание. Предлоги *on* [ɒn] и *off* [ɒf] никогда не редуцируются.

Полные формы

at [æt]
to [tu:]
into ['intu:]
from [frəm]
out of ['aʊt 'əv]

Редуцированные формы

[ət]
[tu, tə]
[intu, intə]
[frəm, frm]
['aʊt əv]

§ 2. Отрицательная форма повелительного наклонения

Отрицательная форма повелительного наклонения образуется при помощи отрицательной формы вспомогательного глагола *to do* – *do not* и инфинитива смыслового глагола без *to*.

Please *do not take* this book. Не берите эту книгу, пожалуйста.
Do not go there. Не ходи туда.

В разговорной речи, как правило, употребляется сокращенная отрицательная форма *don't* [daʊnt], которая обычно произносится с ударением.

'*Don't* do it. Не делай этого.

'*Don't be* late. Не опаздывай.

§ 3. Объектный падеж личных местоимений

В английском языке личные местоимения имеют кроме именительного падежа еще и объектный падеж.

Именительный падеж	Объектный падеж	
I	me [mi:, mi:, mi]	меня, мне
you	you [ju:, ju:, ju]	вас, вам
he	him [him]	его, ему
she	her [hæ:, hæ:, hæ]	ее, ей
it	it [it]	его (ее), ему (ей)
we	us [ʌs, əs]	нас, нам
you	you [ju:, ju:, ju]	вас, вам
they	them [ðem, ðəm]	их, им

Личные местоимения в объектном падеже употребляются в функции дополнения.

§ 4. Понятие о дополнении. Место дополнения в предложении

1. Дополнение может выражаться:

а) существительным.

Spell *the word*. Назовите (это) слово по буквам.

б) местоимением.

Show *them* my picture, please. Покажите им мою картину, пожалуйста.

2. В английском языке, как и в русском, дополнение подразделяется на прямое и косвенное.

Прямое дополнение следует за переходным глаголом и отвечает на вопросы, соответствующие вопросам русского винительного падежа: *кого?*

Take *the book*. Возьми эту книгу.

Косвенное дополнение следует за переходным глаголом и отвечает на вопрос *кому?*

Tell *him* the news. Расскажи ему эту новость.

3. Если при глаголе имеется и прямое, и косвенное дополнение, возможно двоякое построение предложения – без предлога и с предлогом *to*.

а) Show Tom the picture. Покажите Тому картинку.
(кому?) (что?)
(косвенное) (прямое)

б) Show the picture to Tom. Покажите картинку Тому.
(что?) (кому?)
(прямое) (косвенное)

Конструкция (б) употребляется:

1. при необходимости логически выделить косвенное дополнение; поэтому в такой конструкции личное местоимение стоит под ударением.

'Read the 'text to 'him, and 'not to 'me. Читай текст ему, а не мне.

2. когда прямое дополнение выражено личным местоимением *it* или *them*.

Send it to Sid. Пошлите это Сиду.

§ 5. Притяжательные местоимения

Притяжательные местоимения отвечают на вопрос *whose?* и обозначают принадлежность. Они имеют две формы, соотносящиеся с личными местоимениями: присоединяемую и абсолютную.

Личные местоимения	Притяжательные местоимения				
	Присоединяемая форма		Абсолютная форма		
I	my	[maɪ]	мой	mine	[maɪn]
you	your	[jɔː, jə]	твой, ваш	yours	[jɔːz]
he	his	[hɪz]	его	his	[hɪz]
she	her	[həː, hə, hæːr, həɹ]	ее	hers	[həːz]
it	its	[ɪts]	его, ее	its	[ɪts]
we	our	[aʊə]	наш	ours	[aʊəz]
you	your	[jɔː, jə, jɔːr, jər]	ваш	yours	[jɔːz]
they	their	[ðeə]	их	theirs	[ðeəz]

Притяжательные местоимения в присоединяемой форме употребляются только в функции определения к существительному и всегда стоят перед ним. Артикль в этом случае не употребляется.

This is *my* bag. Это моя сумка.

Притяжательное местоимение в абсолютной форме замещает существительное и выполняет в предложении функции подлежащего, части составного сказуемого, дополнения, определения с предлогом *of*.

My room is large. *Hers* is small. Моя комната большая. Ее – маленькая.

This is not my pencil. *Mine* is blue. Это не мой карандаш. Мой – синий.

I have no pencil. Please give me *yours*. У меня нет карандаша. Дайте мне, пожалуйста, ваш (свой).

He is a friend *of ours*. Он наш друг. (Он один из наших друзей.)

УРОК 9

§ 1.оборот there is/there are в простом настоящем времени

1. Предложения с оборотом *there is* (множественное число *there are*) употребляются, чтобы указать на наличие или отсут-

вие какого-либо лица или предмета в определенном месте. Предложения с оборотом *there is* строятся следующим образом:

there is подлежащее обстоятельство места

There is a newspaper on the table.

Английскому предложению с конструкцией *there is/are* соответствует русское предложение, которое обычно начинается с обстоятельства места. Конструкция *there is/are* переводится словами *есть, имеется, находится, лежит*; в отдельных случаях она может не переводиться.

На столе газета (есть, имеется, находится, лежит).

2. Если в предложении с оборотом *there is/are* имеется несколько подлежащих, то глагол *to be* обычно согласуется с подлежащим, которое следует непосредственно за ним.

There is a table and five chairs in the room. В комнате стол и пять стульев.

There are five chairs and a table in the room. В комнате пять стульев и стол.

3. Для образования вопросительной формы предложений с оборотом *there is/are* в простом настоящем времени глагол *to be* в соответствующей форме ставится перед словом *there*.

Is there a map in your room? В вашей комнате есть карта?

Часто в вопросительных предложениях, особенно перед неисчисляемыми существительными, используется неопределенное местоимение *any*, означающее *сколько-нибудь, какой-нибудь, любой*. Например:

Is there any chalk on the table? На столе есть мел?

4. Отрицательные предложения с вводным *there* образуются двумя способами:

а) с помощью отрицательного местоимения *no*, которое ставится перед подлежащим и является определением к нему; в этом случае существительное употребляется без артикля.

There is *no* garden in front of our house. Перед нашим домом нет сада.

* Выражение отрицания в предложениях с вводным *there* аналогично выражению отрицания в предложениях с глаголом *to have* (см. урок 1).

б) с помощью отрицания *not*, которое относится к сказуемому и ставится после глагола *is/are*.

There is *not* any tea in the cup. В чашке нет чая.

There are *not* many English books on the shelf. На полке немного (мало) английских книг.

Отрицательная частица *not* употребляется, когда подлежащее имеет при себе определение, выраженное неопределенными местоимениями *any, many, much* и т.д., а также количественными числительными.

В разговорной речи употребляются сокращенные отрицательные формы: *there isn't* [ɪznɪ], *there aren't* [ɑ:nɪ].

5. В предложениях с оборотом *there is/are* ударение падает, как правило, на название предмета, а обстоятельство места фразового ударения не несет.

В разговорной речи *there is/are* обычно произносится в редуцированной форме: *there's* [ðeəz], [dəz] и *there're* ['ðeərə] или ['ðəərə].

There's a ,book here. [ðeəz ə ,buk hɪə] Здесь книга.

В вопросительной форме оборота появляется связующий звук [r], фразовое ударение падает на глагол *to be* в соответствующей форме и на название предмета, например.

'Is there a ,book here? ['ɪz ðeərə ,buk hɪə?] Здесь (есть) книга?

§ 2. Разделительные вопросы

1. Разделительные вопросы, так же как и общие, требуют утвердительного или отрицательного ответа, т.е. подтверждения или отрицания мысли, выраженной в вопросе. Они состоят как бы из двух частей. Первая часть представляет собой повествовательное предложение (утвердительное или отрицательное), а вторая – краткий общий вопрос, соответствующий русскому *не правда ли?, не так ли?*. При этом, если повествовательное предложение имеет утвердительную форму, краткий общий вопрос стоит в отрицательной форме. Если же повествовательное предложение имеет отрицательную форму, то краткий общий вопрос – утвердительную.

He *is* a teacher, *isn't* he? Он учитель, не так ли?

You *have* two sisters, *haven't* you? У вас две сестры, не правда ли?

There *are* many children in the park, *aren't* there? В парке много детей, не правда ли?

Но:

You *have no* brothers, *have* you? У вас нет братьев, не так ли?

He *isn't* married, *is* he? Он не женат, не правда ли?

There *is no* coffee at home, *is* there? Дома нет кофе, не так ли?

2. Ответы на разделительные вопросы обычно бывают краткими. Они либо подтверждают высказывание, сделанное в первой части разделительного вопроса, либо отрицают его.

- She is very busy, isn't she?

- Она очень занята, не так ли?

- Yes, she is.

- Да, очень.

- No, she isn't.

- Нет, не очень.

Если повествовательное предложение, входящее в состав разделительного вопроса, имеет отрицательную форму, то ответ, подтверждающий высказывание, сделанное в повествовательном предложении, также дается в отрицательной форме и начинается со слова *no*. Ответ, отрицающий высказывание, дается в утвердительной форме и начинается со слова *yes*. Это не совсем совпадает с русским языком, где в первом случае ответ может начинаться со слова *да*, а во втором - со слова *нет*. Например:

- She is not fond of sports, is she?

- Она не увлекается спортом, не правда ли?

- No, she isn't.

- Нет, не увлекается.

- Yes, she is.

- Да, не увлекается.

- Да, увлекается.

- Нет, увлекается.

3. Интонация разделительных вопросов зависит от того, какой ответ ожидает говорящий на свой вопрос. Если говорящий ожидает подтверждения высказанного им в вопросе предположения, то обе части разделительного вопроса произносятся с нисходящим тоном.

It's clear, *isn't* it? Ясно, не так ли?

Если в вопросе нет уверенности в характере ответа, то вторая часть произносится с восходящим тоном.

You are ready, *aren't* you? Вы готовы, не правда ли?

Примечание. Сокращенная форма с *am* не употребляется, вместо нее в разговорной речи употребляется форма *aren't*.

I am right, *aren't* I? Я ведь прав, не так ли?

§ 3. Выражение побуждения к действию в 1-м и 3-м лице. Конструкция с *let's*

Для выражения побуждения к совершению действия, относящегося к 1-му и 3-му лицу, употребляется глагол *to let*, за которым следует местоимение в объектном падеже или существительное и инфинитив без частицы *to*. Например:

Let him read it. Пусть он прочтет (дайте ему прочесть) это.
Let me have a pencil. Дайте мне карандаш.

При приглашении к совместному действию употребляется конструкция с *let's* (*let us*):

Let's go home. Пойдем(те) домой.

УРОК 10

§ 1. Неопределенные местоимения *some, any*

1. Неопределенное местоимение *some*, как правило, употребляется в утвердительных предложениях:

а) перед исчисляемыми существительными во множественном числе и имеет значение *некоторое количество, несколько*.

He has some English text-books. У него несколько английских учебников.

б) перед неисчисляемыми существительными со значением «некоторое количество». В этом значении *some* на русский язык не переводится.

Give me some butter, please. Дайте мне масло, пожалуйста.

2. *Any* чаще всего употребляется в вопросительных и отрицательных предложениях как перед исчисляемыми, так и перед неисчисляемыми существительными и означает *сколько-нибудь, какой-нибудь, любой*.

They haven't any French textbooks. У них нет французских учебников.

Have you any milk at home? У вас есть дома молоко?

§ 2. Отрицательное местоимение *no*

No *никакой* употребляется в отрицательных предложениях как перед исчисляемыми, так и перед неисчисляемыми существительными.

He has *no* tea in his cup. (= He hasn't any tea in his cup.)

I have *no* French books. (= I haven't any French books.)

There is *no* English magazine on the desk. (= There isn't any English magazine on the desk.)

§ 3. Случаи отсутствия артикля перед исчисляемыми существительными

Артикль не употребляется с исчисляемыми существительными в следующих случаях:

1. если существительное является обращением.

Children, be quiet! Дети, тише!

2. перед словами *Father*, *Mother* в высказываниях членов семьи.

Ann, is *Father* in? Аня, папа дома?

§ 4. Отсутствие артикля перед существительными – названиями дней недели, месяцев и времен года

Артикль, как правило, не употребляется перед названием дней недели, месяцев и времен года.

Spring is my favourite season. Весна – мое любимое время года.

July is a summer month. Июль – летний месяц.

We have no classes on *Sunday*. У нас нет занятий в воскресенье.

УРОК 11

§ 1. Понятие о причастии I

Причастие I образуется от основы инфинитива глагола при помощи суффикса *-ing*. Оно соответствует русскому причастию действительного залога настоящего времени с суффиксами *-ущ(ющ)*, *-ащ(ящ)*, либо – реже – действительному причастию прошедшего времени, оканчивающемуся на *-вший*.

to read	читать	– reading	читающий, читавший
to look	смотреть	– looking	смотрящий, смотревший

При прибавлении суффикса *-ing* происходят следующие орфографические изменения:

1) конечная немая буква *e* отбрасывается.

to take брать – taking берущий

Но:

to see видеть – seeing видящий
(конечная *e* – читаемая, так как входит в состав буквосочетания)
to be быть – being
(конечная буква *e* – читаемая, так как является единственной гласной в слове)

2) для сохранения краткого чтения корневой гласной конечная согласная перед *-ing* удваивается.

to sit сидеть – sitting сидящий

3) сочетание букв *ie* в корне стягивается в букву *y*:

to lie лежать – lying лежащий

Примечание. Конечная *y* при прибавлении *-ing* всегда сохраняется, например:

to copy переписывать – copying переписывающий

§ 2. Настоящее время группы Continuous (The Present Continuous Tense)

1. В английском языке имеется особая форма времени глагола – Present Continuous (настоящее продолженное время) – для выражения действия, происходящего в момент речи. Например:

- | | |
|--|--|
| – Where is he? | – Где он? |
| – He <i>is reading</i> a newspaper in the next room. | – Он читает газету в соседней комнате. |
| – What <i>are they doing</i> ? | – Что они сейчас делают? |
| – They <i>are having</i> a lesson. | – У них урок. |

Временная форма Present Continuous является сложной, так как состоит из двух частей, а именно: вспомогательного глагола *to be* в личной форме и причастия I смыслового глагола (так называемой *-ing* формы).

I am reading a book now.
You are reading a book now.
He is reading a book now.

Сейчас я читаю книгу.
Сейчас ты читаешь книгу.
Сейчас он читает книгу.

She *is reading* a book now.
 We *are reading* a book now.
 You *are reading* a book now.
 They *are reading* a book now.

Сейчас она читает книгу.
 Сейчас мы читаем книгу.
 Сейчас вы читаете книгу.
 Сейчас они читают книгу.

Вопросительная форма образуется путем постановки вспомогательного глагола **to be** в соответствующем лице, числе и времени перед подлежащим.

Am	I	reading	a book?	Yes, I am.
Are	you			No, I am not.
Is	she he (it)			Yes, she (he, it) is. No, she (he, it) isn't.
Are	we you they			Yes, we (you, they) are. No, we (you, they) are not (aren't).
What	are is	you he	doing?	I'm reading a book. He's reading a book.

Отрицательная форма образуется при помощи отрицательной частицы **not**, которая ставится после вспомогательного глагола.

I am not reading now. Сейчас я не читаю.

Примечания: 1. Наличие слов, обозначающих момент речи, таких как *now сейчас*, *at this moment в настоящий момент*, необязательно, поскольку сама форма времени показывает, что действие совершается в момент речи.

2. Глаголы, выражающие чувства, восприятия и умственную деятельность, а также некоторые другие глаголы во времена группы Continuous не употребляют-ся. К таким глаголам относятся: *to want хотеть*, *to like нравиться*, *to love любить*, *to wish желать*, *to see видеть*, *to feel чувствовать*, *to hear слышать*, *to know знать*, *to understand понимать*, *to be быть*, *to have иметь* (в значении «владеть», «обладать») и др.

3. В словосочетаниях *to have breakfast завтракать*, *to have dinner обедать* и т.п. глагол *to have* не имеет самостоятельного значения и может употребляться в Present Continuous.

They are having dinner now. Сейчас они обедают.

§ 3. Конструкция «to be going + инфинитив»

Конструкция «to be going + инфинитив» *собираются сделать что-л.* употребляется для выражения заранее намеченного действия, которое должно совершиться в недалеком будущем. С этой конструкцией часто употребляются следующие наречия времени: tonight [tə'naɪn] *сегодня вечером*, tomorrow [tə'mɒrəʊ] *завтра*.

I'm going to watch TV tonight. Я собираюсь посмотреть (посмотрю) телепередачу сегодня вечером.

He is not going to play chess tomorrow. Он не собирается играть (он не будет играть) в шахматы завтра.

§ 4. Имя числительное. Количественные числительные

Числительные (Numerals) делятся на количественные и порядковые.

Количественные числительные от 1 до 12 являются простыми словами.

1 - one	[wʌn]	7 - seven	['sevn]
2 - two	[tu:]	8 - eight	[eɪt]
3 - three	[θri:]	9 - nine	[naɪn]
4 - four	[fɔ:]	10 - ten	[ten]
5 - five	[faɪv]	11 - eleven	[ɪ'levn]
6 - six	[sɪks]	12 - twelve	['twelv]

Числительные от 13 до 19 образуются путем прибавления суффикса *-teen* (соответствует русскому *-надцать*) к основам числительных первого десятка. Поскольку суффикс *-teen* ударный, числительные с этим суффиксом имеют два основных ударения.

13 - thirteen	['θə:'tɪn]	17 - seventeen	['sevn'tɪn]
14 - fourteen	['fɔ:'tɪn]	18 - eighteen	['eɪ'tɪn]
15 - fifteen	['fɪf'tɪn]	19 - nineteen	['naɪn'tɪn]
16 - sixteen	['sɪks'tɪn]		

В разговорной речи под влиянием ритма одно из ударений снимается. Если числительному предшествует ударное слово, то снимается первое ударение.

'Room fifteen ['rʊm fɪf'tɪn]

Если ударное слово следует за числительным, то снимается второе ударение.

'seventeen 'boys ['sevn'tɪn 'bɔɪz]

Числительные от 20 до 90 образуются при помощи суффикса *-ty* и имеют одно ударение.

20 – twenty ['twenti]

30 – thirty ['θɜ:ti]

40 – forty ['fɔ:ti]

50 – fifty ['fifti]

60 – sixty ['sɪksti]

70 – seventy ['sevntri]

80 – eighty ['eɪti]

90 – ninety ['naɪnti]

Примечание. Если за существительным следует числительное, обозначающее номер, то артикль перед существительным не употребляется.

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room 5 комната номер 5

§ 5. Употребление определенного артикля перед именами собственными – фамилиями, обозначающими целую семью

Перед фамилиями во множественном числе, обозначающими целую семью, употребляется определенный артикль.

The Browns are going to the country on Sunday. Брауны собираются поехать за город в воскресенье.

§ 6. Отсутствие артикля перед существительными, обозначающими названия наук и учебных предметов

Существительные, обозначающие названия наук и учебных предметов, употребляются без артикля.

We have oral tests in *Literature*, *History* and *Latin*. У нас устные зачеты по литературе, истории и латинскому языку.

At Oxford he is reading *English History*. Он изучает историю Англии в Оксфордском университете.

УРОК 12

§ 1. Простое настоящее время (The Simple Present Tense)

В отличие от времен группы Continuous, которые обозначают действие, происходящее в какой-то определенный момент, времена группы Simple с определенным моментом не связаны. Они лишь констатируют факт совершения действия без указания на характер протекания действия и безотносительно к другому действию или моменту.

Утвердительная форма простого настоящего времени для всех лиц, кроме 3-го лица единственного числа, совпадает с формой инфинитива без to.

I read я читаю

you read вы читаете

we read	мы читаем
you read	вы читаете
they read	они читают

Форма 3-го лица единственного числа простого настоящего времени образуется при помощи окончания -s, которое читается по правилам чтения буквы s в конце слов (см. § 2, Урок 2).

he reads [ridz]	он читает
she sits [sits]	она сидит

Глаголы, оканчивающиеся на o, принимают в 3-м лице единственного числа окончание -es.

he goes [gouz]	он ходит
she does [daz]	она делает

Глаголы, оканчивающиеся на s, se, ss, sh, ch, x, принимают окончание -es, которое читается как [iz].

he closes ['klouziz]	он закрывает
she teaches ['ti:tʃiz]	она преподает

Глаголы, оканчивающиеся на букву y с предшествующей согласной, принимают окончание -es, причем буква y заменяется буквой i.

we copy	мы переписываем
he copies ['kɒpiz]	он переписывает

Вопросительная форма образуется при помощи вспомогательного глагола to do [du:], [du] в настоящем времени, который в 3-м лице единственного числа имеет форму does [daz], [dəz], и смыслового глагола в форме инфинитива без частицы to, причем вспомогательный глагол ставится перед подлежащим.

do I read?	читаю ли я?
does he (she) read?	читает ли он (она)?
do you read?	читаете ли вы?

Отрицательная форма образуется при помощи вспомогательного глагола to do в настоящем времени (в 3-м лице единственного числа - does), частицы not, которая ставится после вспомогательного глагола, и смыслового глагола в форме инфинитива без to.

I do not read	я не читаю
he (she) does not read	он (она) не читает

Примечание. В разговорной речи часто употребляются сокращенные формы

don't [daʊnt] и doesn't [dʌznt]; перед местоимением you употребляется редуцированная форма вспомогательного глагола d'you.

D'you read English? Вы читаете по-английски?

Простое настоящее время употребляется для выражения повторяющегося действия или действия, свойственного, присущего лицу или предмету, обозначенному подлежащим. Сравните:

I go to school every day. (Simple Present) Я хожу в школу каждый день. (повторяющееся действие) – I am going to the blackboard now. (Present Continuous) Сейчас я иду к доске. (действие, происходящее в момент речи)

С простым настоящим временем часто употребляются наречия неопределенного времени, а также словосочетания типа every day *каждый день*, every morning *каждое утро*, every evening *каждый вечер*, поскольку они по своему лексическому значению также выражают повторяемость действия. Эти словосочетания ставятся обычно в конце повествовательного (утвердительного и отрицательного), а также вопросительного предложения.

We read newspapers every day. Мы читаем газеты каждый день.

§ 2. Наречия неопределенного времени

В предложении наречия неопределенного времени usually ['ju:ʒuəlɪ] *обычно*, sometimes ['sʌmtaɪmz] *иногда*, often [ɒfn] *часто*, seldom ['seldəm] *редко*, always ['ɔ:lwəz] *всегда*, как правило, стоят перед смысловым глаголом.

They often read English books. Они часто читают английские книги.

Do they often read English books? Часто ли они читают английские книги?

They don't often read English books. Они не часто читают английские книги.

Однако в повествовательном предложении с глаголом to be эти наречия ставятся после глагола to be.

His marks are always good. Его оценки всегда хорошие.
She is seldom late. Она редко опаздывает.

Наречие sometimes может ставиться в начале предложения.

Sometimes we have dictations. Мы иногда пишем диктанты.

§ 1. Порядковые числительные

Порядковые числительные, за исключением первых трех (first, second, third), образуются от соответствующих количественных путем прибавления суффикса -th. В составных числительных -th прибавляется к последнему слову: twenty-fourth, thirty-sixth.

	<i>Количественные числительные</i>	<i>Порядковые числительные</i>
1	one	first
2	two	second
3	three	third
4	four	fourth
5	five	fifth
6	six	sixth
7	seven	seventh
8	eight	eighth
9	nine	ninth
10	ten	tenth
11	eleven	eleventh
12	twelve	twelfth
13	thirteen	thirteenth
14	fourteen	fourteenth
15	fifteen	fifteenth
16	sixteen	sixteenth
17	seventeen	seventeenth
18	eighteen	eighteenth
19	nineteen	nineteenth
20	twenty	twentieth
21	twenty-one	twenty-first
22	twenty-two	twenty-second
27	twenty-seven	twenty-seventh
30	thirty	thirtieth
40	forty	fortieth
50	fifty	fiftieth
60	sixty	sixtieth
70	seventy	seventieth
80	eighty	eightieth
90	ninety	ninetieth
100	hundred	hundredth

Существительное, которое определяется порядковым числительным, употребляется с определенным артиклем.

The second lesson is very difficult. Второй урок очень труден.

Обратите внимание на написание сокращенных порядковых числительных 1st, 2nd, 3rd, 5th (с цифрой пишутся две последние буквы).

BASIC COURSE

UNIT I

1. The Simple Present Tense

The Simple Present Tense is used:

1. To state simple facts in the present.

I *study* at the Institute.

2. To express a habitual (repeated) action which is often indicated by the adverbs of frequency: *always, usually, often, sometimes, seldom, rarely, whenever, occasionally.*

He *usually goes* to work by bus.

I *always get up* early.

Subject I	Adverb II	Verb III
I	always	speak English.
You	often	do it.
We	seldom	play chess.
They	sometimes	watch TV.
He	never	asks questions.
She	usually	reads English books.

Subject I	be II	Adverb III
I	am	always in time for class.
She	is	usually late for class.
You	are	often tired after work.
They	are	never sick.

Note: Adverbs of indefinite time stand before the verb but usually follow the verb to be.

3. To express an action going on at the present moment with the verbs of feeling and perception and some other verbs which are not used in the Continuous Tense.

Knowledge/Perception

to know
to understand
to believe
to see
to hear
to seem

Absolute Feelings

to love
to like
to hate
to dislike
to want
to need

Possession Verbs

to have
to belong
to own

2. The Present Continuous Tense

The Present Continuous Tense is used:

1. To express an action going on at the moment of speaking. The time of the action is either indicated by an adverbial of present time (*now, today, at the present moment, these days, this week, etc.*) or understood.

She is watching TV now.

I am doing my homework at the present moment.

2. To emphasize one's unfavourable attitude towards the action often repeated. In such a case the adverbs *always, constantly* are generally used. The Russian equivalents are *постоянно, вечно*.

He is always coming late.

3. To express an action referring to the nearest future (usually with verbs of motion: *to go, to come, to leave, to start, to arrive*).

They are leaving this week.

3. Degrees of Comparison of Adjectives

Adjectives have three degrees of comparison: positive, comparative and superlative.

The comparative degree denotes a higher degree of a quality.

I am taller than my friend.

The superlative degree denotes the highest degree of a quality.

She is the tallest girl among her friends.

The comparative and the superlative degrees are formed in the following way:

- by adding the suffixes *-er, -est* (synthetic way);
- by placing *more* and *most* before the adjective (analytical way);
- some adjectives have irregular forms of degrees of comparison (see the table below).

Positive	Comparative	Superlative	Notes
a) long big easy narrow clever simple polite	longer bigger easier narrower cleverer simpler politer	(the) longest (the) biggest (the) easiest (the) narrowest (the) cleverest (the) simplest (the) politest	monosyllabic adjectives disyllabic adjectives ending in y, ow, er, le and those having a stress on the last syllable
b) interesting modern	more interesting more modern	the most interesting the most modern	most of disyllabic and polysyllabic adjectives
c) good bad many } much } little }	better worse more less	(the) best (the) worst (the) most (the) least	adjectives which have irregular forms of degrees of comparison
d) far old	{ father further { older elder	{ farthest furthest { oldest eldest	denote distance denote time and distance used to denote age used when speaking about the members of the same family Older (not elder) is used with the conjunctive than.

Nouns modified by an adjective in the superlative degree are used with the definite article.

She is *the prettiest* girl in her group.

The forms of the comparative degree of adjectives may be emphasized by the word *much*.

She is *much* taller than her sister.

The film is *much more* interesting than the play.

Remember that *most* can be used to emphasize an adjective as well. In that case the noun in the singular has the indefinite article and it has no article in the plural. *Most* in this case means *чрезвычайно, крайне*.

This is *the most beautiful* rose. (самая красивая)

This is *a most beautiful* rose. (чрезвычайно красивая)

These are *the most beautiful* roses.

These are *most beautiful* roses.

Way of Expressing Equal Degree of Quality

She is My sister Ann's friend	as	pretty young clever	as	her sister. her friend. her cousin.
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Way of Expressing Equal Degree of Quantity

Mary	has (got)	as	many few	books	as	her sister (has). Kate (has).
John	has	as	much little	ink money	as	his friends (have). Tom (has). we (have). I have.

Ways of Expressing Unequal Degree of Quality

My room	is not (isn't)	so as	large good comfortable light larger	as	his room. Tom's room.
John's room	is		better more/less comfortable lighter	than	their room.

Ways of Expressing Unequal Degree of Quantity

Mary	hasn't	so as	many few	relatives	as	I have. he has.
They	haven't	so as	much little	chalk	as	we have.
John	has	more (much) fewer		relatives	than	Mary has. we have.
Ann	has	more less		money in the purse	than	in the pocket.

Spelling

1. If an adjective ends in a consonant preceded by a stressed short vowel the consonant is doubled.

thin - thinner - the thinnest

But: clean - cleaner - the cleanest

2. If an adjective ends in e the e is dropped before -er, -est.

nice - nicer - the nicest

3. If an adjective ends in y preceded by a consonant y is changed into i.

busy - busier - the busiest

But: gay - gayer - the gayest

Degrees of Comparison of Adverbs

Degrees of comparison of adverbs are formed in the following way:

a) by adding -er, -est;

b) by placing more and most;

c) some adverbs have irregular forms of comparison.

Three adverbs form their comparative and superlative degrees in two ways:

often	-	oftener	-	oftenest
		more often		most often
quickly	-	quicker	-	quickest

slowly	-	more quickly slower	-	most quickly slowest
		more slowly		most slowly

UNIT 2

1. Sentences with Introductory "there"

There is/are sentences are used when speaking about some thing or person that is in a definite place.

There is a student in the classroom. В аудитории студент.

There are students in the classroom. В аудитории находятся студенты.

As the aim of the speaker is to inform about a thing or person such sentences can be answers to "what/who"-questions.

What is there on the table? - There is a book on the table.

Who are there in the sitting-room? - There are students in the sitting-room.

Remember! Don't mix up **there is/are** sentences with those speaking about the place that can be answers to "where"-questions like the one.

The book is on the table.

Compare:

What?	There is <i>a book</i> on the table.	Where?	The book is <i>on the table</i> .
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Sentences with **there is/are** can be referred to the Past.

Last winter *there was* much snow.

And to the Future:

There will be lots of people at the party.

2. Indefinite Pronouns

To denote the number of objects in the English language indefinite pronouns are used: some, any, no.

Affirmative	some	некоторое количество, немного, несколько
Interrogative	any	несколько, сколько-нибудь, какое-нибудь количество
Negative	no/not any none	нет, нет несколько никого, ничего

3. Quantity Determiners

Thing-nouns (countables)	Material nouns (uncountables)	Meaning
(very) many, a lot of, lots of, plenty of	(very) much, a lot of, plenty of	(очень) много, большое количество
several, a few		несколько
a few	a little	немного
few	little	мало

UNIT 3

1. The Simple Past Tense

1. Haydn *was born* in 1732. He *died* in 1809.

I *went* to school when I *was* seven.

He *left* for London yesterday (last month, two weeks ago, etc.).

2. She *put on* her coat and hat, *took* her bag and *left* the room.

3. I often *came* (used to come) to that park to have a rest when I *lived* in that town.

When I was a child we always *went* (used to go) to the seaside in August.

The Simple Past is used:

1. To express an action which took place in the past. The action is cut off from the present. The time of the action is either indicated by some adverbial of past time (*yesterday, yesterday evening, last week/month/Monday, an hour/week/month ago, formerly, the other day, in 1986, etc.*) or understood. When speaking about past actions, it is used after *when* – an interrogative adverb, and also after *when* – a conjunctive adverb.

2. To express a succession of past actions.

3. To express habitual (repeated) actions in the past. Such actions are also expressed by *used to* + Infinitive.

The Simple Past is translated into Russian by the Past Tense of either the perfective or the imperfective aspect.

I *wrote* a composition yesterday. Я (на)писал сочинение вчера.

The Simple Past of regular verbs is formed by adding the suffix *-ed* to the Infinitive form in all the persons:

dress - dressed [t]

live - lived [d]

repeat - repeated [ɪd]

The Simple Past of irregular verbs is formed:

1. by changing the root vowel:

sing - sang

2. by changing final *d* into *t*:

send - sent

3. by keeping the same form as the Infinitive:

put - put

4. in various ways:

be - was, were

have - had

do - did

make - made, etc.

Affirmative	Interrogative		Negative	
I spoke English.	Did I	speak English?	I did not	speak English.
He spoke English.	Did he		He did not	

Ways of reading the suffix "-ed" of the Simple Past and Participle II verb-forms

1. [t] after voiceless consonants (except *t*):

worked [wə:kt]

dressed [drest]
matched [mætʃt]

2. [d] after vowels and voiced consonants (except d):

played [pleɪd]
lived [lɪvd]
tied [taɪd]

3. [ɪd] after [t] and [d]:

fitted ['fɪtɪd]
suited ['sju:ɪd]
needed ['ni:ɪd]

2. The Past Continuous Tense

1. What *were* you *doing* a) at 3 o'clock yesterday? b) when I came? – I *was writing* a letter to my friend a) at 3 o'clock. b) when you came.
2. It *was snowing* the whole day yesterday.

The Past Continuous Tense is used:

1. To express an action taking place at a fixed moment in the past. The moment is fixed: a) by stating the time or b) by another past action.
2. To express an action which was taking place during a certain period of time in the past.

Notes: 1. The Past Continuous Tense is very often used in a sentence together with the Simple Past. When this happens, the Past Continuous usually refers to a longer "background" action or situation; the Simple Past usually refers to a shorter action that happened in the middle of the longer one, or interrupted.

Hilda *was dancing*, but when she *saw* me she *stopped*.
The phone *rang* while I *was having* my bath, as usual.

Compare the use of the tenses:

When she arrived I *was telephoning* Harry. (She arrived during my telephone call.) – When she arrived I *telephoned* Harry. (I telephoned after her arrival.)

In narrative (stories, etc.) the Past Continuous is often used for descriptions and the Simple Past for events and actions.

A young man *was lying* on the sofa near the open window. A beautiful woman with large dark eyes and black hair *was sitting* beside him. She *rose* to leave the room as we *came in*, but Phelps *asked* her to remain.

2. We can use the Past Continuous Tense in the expressions: *I was wondering*, *I was hoping* and *I was thinking* to make a request or suggestion sound more polite, less definite.

I was wondering if I could try on this dress.

The Past Continuous Tense is formed by the auxiliary verb *to be* in the Simple Past and Participle I of the notional verb.

I, he, she, it was writing
we, you, they were writing

The spelling of the “-ed” and “-ing” forms

The three principal spelling rules:

- 1) on doubling the final consonant;
- 2) on keeping or dropping the final;
- 3) on changing y into i must be observed.

1. Doubling of final consonants.

Many English words change their spelling before *-ed*, *-ing* and *-er*, *-est*. Words ending in a consonant may double it (e.g. *stop – stopping*). The rules are as follows:

I. A consonant is only doubled at the end of a word. Compare:

hop – hopping	b u t:	hope – hoping
fat – fatter	b u t:	late – later
plan – planned	b u t:	phone – phoned

II. Doubling only happens when there is one consonant after one vowel-letter. Compare:

fat – fatter	b u t:	fast – faster (not faster)
bet – betting	b u t:	beat – beating (not beating)

III. In words of more than one syllable, the final consonant is only doubled if it is in a stressed syllable. Compare:

up'set – up'setting	b u t:	'visit – 'visiting
sub'mit – sub'mitted	b u t:	'limit – 'limited
re'fer – re'ferring	b u t:	'offer – 'offering

IV. In British English, final *l* is doubled (after one vowel) even if the syllable is not stressed:

'travel – 'travelled
'equal – 'equalled

In American English, final *l* is doubled if the syllable is stressed.
Compare:

re'bel – re'belled but: 'travel – 'traveled

V. Final *c* is changed to *ck* before *-ed*, *-ing*, *-er*:

picnic – picnickers

VI. The reason for doubling is to show that the vowel has a short sound. This is because a stressed vowel before one consonant usually has a long sound in the middle of a word. Compare:

hoping ['hɒpɪŋ]	–	hopping ['hɒpɪŋ]
later ['leɪtə]	–	latter ['lætə]
dining ['daɪnɪŋ]	–	dinner ['dɪnə]

2. Final “e”.

I. When some suffix is added to a word ending in *e*, the *e* is normally dropped before a vowel:

hope	–	hoping	note	–	notable
make	–	making	fame	–	famous

This does not happen with words ending in *ee*:

see – seeing
agree – agreeable

Exceptions: like – likeable/likable, mile – mileage/milage.

II. With words ending in *ge* and *ce*, the *e* is not dropped before a *o*:

courage – courageous
replace – replaceable

III. Final *e* is not normally dropped before a consonant:

excite – excitement
hope – hopeful
nice – nicely

Exceptions: words ending in *ue*:

due – duly
true – truly
argue – argument

Judg(e)ment can be written with or without e.

3. y and i.

- I. Final y usually changes to i if something is added to a word (e.g. -ed, -est, -er, -able, -ment, -ness, -ly, -ous, -age):

hurry	-	hurried	happy	-	happily
merry	-	merriment	easy	-	easier
fury	-	furious	busy	-	business
rely	-	reliable	marry	-	marriage

Nouns/verbs ending in y have plural/third person forms in -ies:

story - stories
hurry - hurries
spy - spies

- II. This change does not happen before endings beginning with i (e.g. -ing, -ish, -ize, -ism):

try	-	trying	Tory	-	Toryish
study	-	studying	baby	-	babyish

- III. This change does not happen if the y comes after a vowel-letter:

buy	-	buying	play	-	played
grey	-	greyish	enjoy	-	enjoyment

Exceptions: say - said, lay - laid, pay - paid.

- IV. Final ie changes to y before -ing:

die - dying
lie - lying

UNIT 4

1. The Simple Future Tense

The Simple Future Tense is formed by means of the auxiliary verb *shall* for the first person singular and plural and *will* for the second and third persons singular and plural and the infinitive of the notional verb without the particle *to*.

I, we *shall arrive* tomorrow.

He, she, you, they *will arrive* tomorrow.

The contracted forms are: I'll, he'll, she'll, we'll, you'll, they'll.

The auxiliary verbs *shall* and *will* are used to build the interrogative and the negative forms.

Shall we be back in time?

We shall not be back in time.

The contracted form of *shall not* is *shan't* and *will not* is *won't*.

The Simple Future is used to denote a future action. The adverbial modifiers showing a future moment are: *tomorrow, the day after tomorrow, in a week (moment, day, month, year), soon, one of these days, next month (week, year)*.

It will rain tomorrow.

He will soon be here.

I shall see you next week.

2. Simple Present in Clauses of Time and Condition

In clauses of time and condition the Simple Present is used to denote a future action. The clauses of time are introduced by the conjunctions *when, before, after, as soon as, till, until*; the clauses of condition are introduced by the conjunctions *if, unless, on condition, in case*. E.g.:

You will oversleep if you don't wind up the alarm-clock.

We shall take off our coats when we get to the Institute.

I shall eat when I am hungry

And I shall drink when I am dry;

If trees do not fall on me

I shall live till I die.

* * *

If bees stay at home

Rain will soon come

If they fly away

Fine will be the day.

The Simple Future is used in principal clauses and the Simple Present in subordinate clauses. The latter is translated into Russian with the help of the Future Tense: *Когда мы придем в институт, мы снимем пальто.*

3. The Use of Articles with the Names of Parts of the Day

1. The definite article is used

a) if the speaker means a particular day, night, etc.

He decided to spend *the afternoon* with his friends.

b) in the phrases: *in the morning, in the evening, in the daytime, in the afternoon.*

2. The indefinite article is used if the nouns have a descriptive attribute in the following patterns:

It was *a fine warm night*.

On *a hot September evening* he went to the river.

3. a) No article is used before the nouns when they are used as predicatives without attributes.

It was *evening* when we decided to take a walk.

b) No article is used if the nouns meaning parts of the day have the attributes *early* and *late*.

It was *early morning*.

It was *late evening*.

c) No article is used after the prepositions:

at:	at night, at dawn
by:	by day, by night, by noon
about:	about midnight
past:	past noon
before:	before dawn
after:	after sunset
towards:	towards night
till/until:	till daylight

d) No article is used with the nouns *morning* and *dawn* when they are followed by the verbs *to break, to be at hand*.

No article is used with the nouns *evening, night, dark* when they are followed by the verbs *to fall, to gather, to set in, to be at hand, to come*.

Dark fell early.

Day was breaking.

e) No article is found before nouns denoting parts of the day which have *tomorrow* and *yesterday* or the days of the week as attributes.

She was here *yesterday afternoon*.

I shall see him *tomorrow morning*.

I went to Aunt Milly's house on *Friday evening*.

See the difference:

We met on *Saturday night*. Мы встретились в субботу вечером. — We met on a *Saturday night*. Мы встретились однажды суббота́ним вечером.

f) No article is used in the following phrases: *all day (long)*, *all night (through)* (but: *all through the night*, *all through the day*), *day after day*, *night after night*, *day in day out*, *from morning till night*, *day and night*, *late at night*.

UNIT 5

1. The Present Perfect Tense

The Present Perfect Tense is formed by the Simple Present of the auxiliary verb to have and Participle II (the third form) of the notional verb.

I, we, you, they *have listened* to this text.
He, she *has listened* to this text.

The Present Perfect Tense is used to express an action completed by the present moment.

1. We often use the Present Perfect Tense to talk about actions and situations which began in the past and which have continued up to the present moment (up to the moment when we speak or just before).

I *have lived* in Greece since 1986.
We've *known* each other for a long time.

2. We also use the Present Perfect to talk about repeated or habitual actions which have happened up to the present.

I've often *wondered* where she gets her money.
He *has attended* lectures regularly. (this term)

3. We also use the Present Perfect to talk about indefinite events which have happened in a period leading up to the present time.

Have you ever *been* to London?

4. The Present Perfect is often used to talk about past actions and events (completely finished) with results in the present time.

The taxi *has arrived*. (it's now here)
Her doll *has been broken*. (it's still not mended)

This normally happens when the past events have some present importance, and when we could make a present tense sentence (with a similar meaning) about the same situation.

The President *has been assassinated*. (= The President *is* dead.)
I've *been* all over Africa. (= I *know* Africa well.)

We often use the Present Perfect to give news.

I'm delighted to tell you that I've *passed* the exam.
Mary's *had* her baby – it's a boy.

(Note the present element in these examples: somebody has a new qualification, there is a new baby.)

The Present Perfect Tense is often used with "indefinite" time expressions, which mean "at any time up to now" or "by now": *ever, never, yet, already, before, so far, lately, recently, since, for, just*.

She *has never been* there.
Has John *telephoned* yet?
I'm sure we've *met* before.
He's just *gone* out.

Notes: 1. In American English the Simple Past is used with *just*:

He just *went* out.

2. The Simple Past is used with *just now* (which can mean the same as "just").

I *saw* Mary just now.

The Present Perfect is also used with "definite" time expressions: *today, this week, this morning, this year, etc.*

I've *written* six letters today.

Compare the use of the Present Perfect and the Simple Past:

The Simple Past

- *Did* you see him yesterday?
- Yes, I *saw* him yesterday.

(The action is cut off from the present.)

The Present Perfect

- *Have* you seen him?
- Yes, I *have seen* him.

(The action has been completed by the present moment.)

I <i>saw</i> him	yesterday. last week. last month. last year. three days ago. at 2 o'clock.	I <i>have seen</i> him	today. this week. this month. this year. lately. of late.
------------------	---	------------------------	--

(is used with the adverbials
of past time)

(is often used with the ad-
verbials indicating that the
period of time is not yet
over)

2. The Present Perfect Continuous Tense

The Present Perfect Continuous Tense is formed by the Present Perfect of the auxiliary verb to be and Participle I of the notional verb.

I, we, you, they *have been writing* a letter.
He, she, it *has been writing* a letter.

The Present Perfect Continuous is used:

1. To express an action which began in the past, has been continuing for some period of time up to the present moment and is still going on at the present moment, so that the present moment is included.

He *has been writing* his letter for an hour already.

Such sentences are translated into Russian by the Present Tense.

2. To express an action which began in the past, has been continuing for a certain period of time and has been completed by the present moment. So the moment of speaking is excluded.

He *has been writing* something: his fingers are all inky.

Such sentences are translated into Russian by the Past Tense.

Compare the use of the Present Perfect and the Present Perfect Continuous:

1. The Present Perfect Continuous is used especially for more temporary actions: when we talk about more permanent situations, we prefer the Present Perfect Tense.

I've been living in Sally's flat for the last month. - My parents *have lived* in London all their lives.

I haven't been working very well recently. - He *hasn't worked* for years.

2. The Present Perfect Tense is often used to express the idea of completion: to say that an action has just been finished, or to talk about its results. The Present Perfect Continuous Tense emphasizes the continuation of the activity.

I've been reading your book. (I haven't finished it.) – *I've read* your book. (I've finished it.)

I've been learning irregular verbs all afternoon. – *I've learnt* my irregular verbs. (I know them.)

With verbs of feeling and perception the Present Perfect is used in the meaning of the Present Perfect Continuous.

I've known them for 10 years (since they came to our city).

The most important of the verbs that are not used in Continuous Tenses are:

- 1) to like, to love, to dislike, to hate, to prefer, to want, to wish;
- 2) to astonish, to impress, to please, to satisfy, to surprise;
- 3) to believe, to doubt, to feel (= to have an opinion), to guess, to imagine, to know, to mean, to realize, to recognize, to remember, to suppose, to think (= to have an opinion), to understand;
- 4) to hear, to see, to measure (= to have length, etc.), to taste (= to have a flavour), to smell (= to give out smell), to sound, to weigh (= to have weight);
- 5) to belong to, to concern, to consist of, to contain, to depend on, to deserve, to fit, to include, to involve, to lack, to matter, to need, to owe, to own, to possess;
- 6) to appear, to resemble, to seem.

3. Modal Verbs

Modal verbs are not used to talk about things which are definitely happening, or have definitely happened. Modal verbs are used when we say that we expect things to happen, or that events are possible, or necessary, or improbable, or impossible.

I can't swim.

She could be in London or Paris – nobody knows.

I may come tomorrow if I have time.

He must be there by nine o'clock.

You needn't do all the exercises in writing.

The modal verbs *can*, *may*, *must*, *need*

1. are used with the Infinitives of other verbs without the particle *to*;
2. form the interrogative and negative without the auxiliary *do*;

3. do not take -s in the 3rd person singular;
4. lack analytical forms and verbals – other expressions are used instead;
5. may be used to express both present and future time without changing their form; the meaning is clear from the context;
6. are used for short answers: *Yes, I can. No, you needn't*, etc.;
7. are used for questions-tags: *You can write, can't you?*

C a n

1. **Can** is used to express ability or possibility. The general meaning of **can** and **could** is connected with the idea of freedom. If you say you can do something, you mean that there is nothing to stop you doing it if you want to; you are strong enough, or you have learnt how to do it, or you have been given permission, or it is physically possible: you are free to do it. If you say that something can (or could) happen, you mean that it is possible:

Can you swim?

You *can* borrow my car if you want to.

It *could* rain later. Возможно, позже пойдет дождь.

2. **Can** in interrogative and **can't**, **cannot** in negative sentences may also indicate that something is impossible to believe or to take place.

It *can't* be true!

He *cannot* think so.

3. **Can**, **could** are also used in asking for permission in informal situations.

Can I have a glass of water?

Could is rather more hesitant than **can** and is used when you are not sure that you will get permission (or when you don't want to sound too sure).

Could I ask you something, if you're not too busy? – Yes, you *can*.

M a y

1. **May** (**might**) is used to express permission (to ask for and give permission).

May I have some more time? – Yes, you *may*.

I wonder, if I *might* ask you a favour?

Remember that **mustn't** (нельзя), **mayn't**, **don't** are used to deny permission.

2. May (might) is also used to indicate possibility.

We *may* be leaving for London next year. Возможно, в будущем году мы поедem в Лондон.

I think it *might* rain. Думаю, что может быть дождь.

Note: May and might can only normally be used to request, give and refuse permission. They are not used when we talk about permission in other ways. Instead, we use *can* and *could*.

These days children *can* do what they like.

When I was ten, I *could* watch most TV programmes if I asked my parents first.

Must

1. Must is used to express obligation or necessity (order or advice).

I *must* clean all the rooms.

You *must* be here by 8 o'clock.

Remember that contrary of *must* (должен) is *needn't* (не надо); *needn't* is used to say there is no obligation; *mustn't* is used to tell people not to do things; it's prohibition.

You *needn't* work tomorrow if you don't want to.

You *mustn't* move anything on my table.

2. Must be is used to express probability and supposition.

He *must be* very tired. Вероятно, он очень устал.

Need

1. Need is used to express necessity and obligation. It is used in questions and negative sentences only.

Remember that the affirmative answer to the question opening with *need* is *must*. The negative form expresses absence of necessity.

Need I do the washing-up? - Yes, you *must*. No, you *needn't* if you are in a hurry.

2. Need in the meaning "to be in want of" (нуждаться, понадобится) is a regular verb. It is conjugated with the auxiliary verb *to do* and takes *-s* in the 3rd person singular.

He *needs* to get a new pair of trousers.

Do we *need* to stay this evening?

Notes: 1. Want (a regular verb) in the meaning of *нуждаться* is more often used in colloquial speech than the verb *need*.

I *want* a job. Мне *нужна* работа.

2. To express different meanings of the modal verbs in the past and in the future their equivalents are used: *can* - to be able to, *may* - to be allowed to, *must* - to have to.

Soon he *will be able to* speak good English.

She *was allowed to* stay away from classes yesterday.

He *had to* rent a room last year.

He *will have to* return home by 6 o'clock.

Скоро он сможет хорошо говорить по-английски.

Ей разрешили (было разрешено) не присутствовать на занятиях вчера.

В прошлом году ему пришлось (он должен был) снимать комнату.

Он должен вернуться домой к 6 часам.

Примечание. Особое внимание обратите на написание следующих числительных: fifth, eighth, ninth, twelfth, forty, fortieth.

UNIT 6

1. The Past Perfect Tense

The Past Perfect Tense is used to speak about an action completed before a definite moment or another action in the past.

It is formed of the auxiliary verb *to have* in the Simple Past and Participle II of the main (notional) verb.

The Past Perfect is often used in complex sentences which are combined by means of the words *because, as, for, so, that's why, when, before, after, as soon as* and others.

He said that he *had seen* the book in a shop.

By the end of January all the students *had passed* their exams.

Before he entered the Institute John *had served* in the Navy.

2. Reported Speech (in the Present)

a) Reported Statements

Direct Speech

Mr Brown *says*, "Table manners and customs *differ* from country to country."

Reported Speech

Mr Brown *says* (that) table manners and customs *differ* from country to country.

Mary says to me, "I have never been to England."
The teacher says, "Your composition is the best in the group."

Mary tells me that she has never been to England.
The teacher remarks that my composition is the best in the group.

While rendering direct statements into reported speech the following changes should be made: the subordinate clauses are introduced by the word *that* which can be omitted. The pronouns are changed as the sense demands.

The following reporting verbs and phrases are usually used: *to tell (smb)*, *to answer*, *to reply*, *to announce*, *to declare*, *to exclaim*, *to shout*, *to think*, *to suppose*, *to inform (smb)*, *to remark*, *to add*, *to promise (smb)*, *to be sure*, *to express regret*, *to express hope*, *to suggest*, etc.

b) Reported Questions

Direct Speech

Is it far from here to the station?

Has the bell gone?

Are you writing a composition?

Did you see the Dean yesterday?

Will you leave Kursk for the vacation?

How far is it from here to the supermarket?

When did the lesson begin?

What are you writing?

Whom did you speak with before the lesson?

Where will you go for the vacation?

Reported Speech

A passer-by asks if *it is* far from here to the station.

Julia asks her friend if *the bell has gone*.

Mother wonders if *I am writing* a composition.

The teacher is interested to know if *I saw the Dean* yesterday.

I would (should) like to know if *you will leave* Kursk for the vacation.

Tell me how far *it is* to the supermarket.

I wonder when the *lesson began*.

I'd like to know what *you are writing*.

I'm interested to know with whom *you spoke* before the lesson.

Do you know where *you will go* for the vacation?

Reported (indirect) general questions are introduced by the conjunctions *if*, *whether*. Indirect special questions are introduced by the interrogative pronouns *who*, *what*, *which* and the interrogative adverbs and

adverbial phrases: when, why, where, how long, how far, how often, how much, how many, etc.

The word order in the questions is direct. The auxiliary verbs are not used.

The following reporting words may be used: *I wonder, I want to know, I'd like to know, I am interested to know, tell me, ask him, I don't know, I am not sure (that), I have no idea, I've no notion, do you know, do you remember, can you tell me, will you tell me, are you sure (that), would you mind telling me, etc.*

c) Reported Commands and Requests

Direct Commands and Requests

The teacher says to the pupils, "Open your books at page 5."

The officer says to the soldiers, "Stand still."

"Will you come to my place?" says Julia to her friend.

"Could you give me your grammar text-books?" a student asks his group-mate.

"Don't be late for dinner!" says the mother to her son.

Reported Commands and Requests

The teacher *tells* the pupils *to open* their books at page 5.

The officer *orders* the soldiers *to stand* still.

Julia *invites* her friend *(to come)* to her place.

A student *asks* his group-mate *to give* him a grammar text-book.

The mother *tells* her son *not to be* late for dinner.

3. Sequence of Tenses

In reported speech a past tense of the verb in the principal clause is followed by a past tense of the verb in the subordinate clause.

Present Tenses

Mother *says* she *is cooking* dinner *now*.

Grandma *says* she *goes* shopping every day.

I *remember* I *have seen* the man somewhere.

She *says* she *bought* a pot of jam *yesterday*.

He *remarks* that she *has*

Past Tenses

Mother *said* (that) she *was cooking* dinner *at that time*.

Grandma *said* (that) she *went* shopping every day.

I *remembered* (that) I *had seen* the man somewhere.

She *said* (that) she *had bought* a pot of jam *the day before* (the previous day).

He *remarked* that she *had*

*been laying the table for an hour.
I know he will come here again tomorrow.*

*been laying the table for an hour.
I knew that he would come there again on the next (following) day.*

The tenses in the subordinate clauses are changed as follows.

Direct Speech

Reported Speech

Simple Present
Present Continuous
Present Perfect
Simple Past
Present Perfect Continuous
Simple Future

Simple Past
Past Continuous

Past Perfect
Past Perfect Continuous
Future-in-the Past

The pronouns and adverbs are changed as the sense demands.

Direct Speech

Reported Speech

now
today

yesterday

tomorrow
last night
here
this
these

then
at that time
(on) that day
the day before
(on) the previous day
(on) the next day
on the following day
the night before
there
that
those

4. Modal Verbs in Reported Speech

Present

Past

can
may
must
mustn't
needn't

could
might (was allowed to)
must (had to)
mustn't (did not have to)
needn't (it was not necessary)

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Conversion Charts for Clothing and Footwear Sizes (GB - USA - Russia)

Ladies'

Dresses:	British	32	34	36	38	40	42	44
	American	8	10	12	14	16	18	20
	Russian	40	42	44	46	48	50	52
Shoes:	British	4	4.5	5.5	6.5	7.5		
	American	5	6	7	8	9		
	Russian	35	36	37	38	39		

Gentlemen's

Suits,	British								
	American	36	38	40	42	44	46		
Overcoats:	Russian	46	48	50	52	54	56		
	British	5	6	7	8	8.5	9	9.5	10
Shoes:	American								
	Russian	38	39	41	42	43	43	44	44

АНГЛИЙСКИЙ АЛФАВИТ

Печатный шрифт	Рукописный шрифт	Название букв	Печатный шрифт	Рукописный шрифт	Название букв
A a	<i>A a</i>	[ei]	N n	<i>N n</i>	[en]
B b	<i>B b</i>	[bi:]	O o	<i>O o</i>	[ou]
C c	<i>C c</i>	[si:]	P p	<i>P p</i>	[pi:]
D d	<i>D d</i>	[di:]	Q q	<i>Q q</i>	[kju:]
E e	<i>E e</i>	[i:]	R r	<i>R r</i>	[ɑ:]
F f	<i>F f</i>	[ef]	S s	<i>S s</i>	[es]
G g	<i>G g</i>	[dʒi:]	T t	<i>T t</i>	[ti:]
H h	<i>H h</i>	[ent]	U u	<i>U u</i>	[ju:]
I i	<i>I i</i>	[ai]	V v	<i>V v</i>	[vi:]
J j	<i>J j</i>	[dʒeɪ]	W w	<i>W w</i>	[dʌblju:]
K k	<i>K k</i>	[keɪ]	X x	<i>X x</i>	[eks]
L l	<i>L l</i>	[el]	Y y	<i>Y y</i>	[waɪ]
M m	<i>M m</i>	[em]	Z z	<i>Z z</i>	[zed]

List of Irregular Verbs

awake	awoke, awaked	awoken, awaked
be	was, were	been
beat	beat	beaten
become	became	become
begin	began	begun
bend	bent	bent
bite	bit	bitten
blow	blew	blown
break	broke	broken
bring	brought	brought
build	built	built
burn	burnt	burnt
burst	burst	burst
buy	bought	bought
catch	caught	caught
choose	chose	chosen
come	came	come
cost	cost	cost
cut	cut	cut
deal	dealt	dealt
draw	drew	drawn
drink	drank	drunk
drive	drove	driven
eat	ate	eaten
fall	fell	fallen
feel	felt	felt
fight	fought	fought
find	found	found
fly	flew	flown
forget	forgot	forgotten
get	got	got
give	gave	given
grow	grew	grown
have	had	had
hear	heard	heard
hold	held	held
keep	kept	kept
know	knew	known
learn	learnt, learned	learnt, learned
leave	left	left
lend	lent	lent
lose	lost	lost
mean	meant	meant
meet	met	met
put	put	put
read	read	read
run	ran	run
say	said	said
send	sent	sent
set	set	set
shut	shut	shut
sit	sat	sat
speak	spoke	spoken
take	took	taken
teach	taught	taught
think	thought	thought
understand	understood	understood
win	won	won
write	wrote	written