



ВЫСШАЯ ШКОЛА ЭКОНОМИКИ
НАЦИОНАЛЬНЫЙ ИССЛЕДОВАТЕЛЬСКИЙ УНИВЕРСИТЕТ

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АНГЛИЙСКИЙ ЯЗЫК

УЧЕБНИК И ПРАКТИКУМ ДЛЯ СПО

*Рекомендовано Учебно–методическим отделом
среднего профессионального образования
в качестве учебника для студентов образовательных учреждений
среднего профессионального образования*

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Москва ■ Юрайт ■ 2015

УДК 80(075.32)
ББК 81.2Англ
К89

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К89 Английский язык : учебник и практикум для СПО / Ю. Б. Кузьменкова. — М. : Издательство Юрайт, 2015. — 441 с. — Серия : Профессиональное образование.

ISBN 978-5-9916-5475-3

Данный курс, рассчитанный на 60—120 часов, адресован всем, кому необходимо систематизировать, закрепить или проверить свое знание основ английского языка и развить сформированные на предшествующих этапах обучения языковые и речевые навыки с целью создания и (или) укрепления базы для успешного решения главной задачи вузовского обучения — овладения английским языком для профессионального общения. К учебнику прилагается CD-диск с аудиотекстами, вопросы к которым представлены в книге.

Учебник содержит большое количество разнообразных тестовых заданий, обширную подборку текстов и тем для дискуссии, что предполагает возможность его использования как для аудиторных, так и для самостоятельных занятий с такими категориями обучающихся, как студенты неязыковых колледжей, начиная с уровня Pre-Intermediate.

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Предисловие

Данный курс адресован всем, кому необходимо систематизировать, закрепить или проверить знание основ английского языка и развить сформированные на предшествующих этапах обучения языковые и речевые навыки с целью создания и/или укрепления базы для успешного решения главной задачи обучения — овладения английским языком для профессионального общения. Курс в целом рассчитан примерно на 30 занятий (60—120 часов в зависимости от стартового уровня и количества дополнительно привлекаемого материала).

Для развития языковых навыков предлагается справочный материал для коррекции правильности чтения и словоупотребления, краткий грамматический обзор, большое количество разнообразных тренировочных упражнений и тестовых заданий. Для развития речевых навыков имеется обширная подборка текстов для аудирования и чтения, а также тем для устной беседы и дискуссии, что в целом предполагает возможность использования учебника для аудиторных занятий с такими категориями обучающихся, как студенты неязыковых вузов и колледжей, начиная с уровня *Pre-Intermediate* и кончая уровнем *Upper-Intermediate*, и для самостоятельных занятий и индивидуальных (в частности, с абитуриентами).

В целом данный курс английского языка строился так, чтобы по его окончании обучающиеся закрепили полученные в школе базовые и речевые навыки и могли:

- знать значения новых лексических единиц, связанных с тематикой учебника, а также изученных фонетических и грамматических явлений;
- владеть языковым материалом (базовая лексика, разговорные клише) и использовать его в речи;
- уметь читать аутентичные тексты разных стилей, используя основные виды чтения (ознакомительное, изучающее, просмотровое) и извлекать информацию заданной полноты в зависимости от коммуникативной задачи;
- уметь рассуждать в связи с изученной тематикой, проблематикой прочитанных/прослушанных текстов, описывать события,

излагать факты, оперировать информацией, содержащей цифры, выражать свое отношение;

- владеть навыками подготовленной и спонтанной речи;
- уметь представить информацию в форме доклада или презентации по изученной тематике, четко и логично формулируя свои мысли;
- уметь участвовать в дискуссии по тематике, представленной в учебнике, используя аргументацию, изученный вокабуляр и эмоционально-оценочные средства;
- использовать приобретенные знания и умения в практической деятельности и повседневной жизни для успешного взаимодействия в различных ситуациях общения.

При написании учебника за основу были взяты авторские учебные пособия, выпущенные в 2000–2002 гг. издательством «Титул» “Tests, texts and topics for your English exams” и “Revising, reading and reasoning for your English exams”, которые получили гриф МО и прошли успешную многолетнюю апробацию в ГУ Высшей школе экономики.

Учебник состоит из двух разделов (Sections). Раздел I, предназначенный для аудиторной работы под руководством преподавателя, содержит 30 уроков с упражнениями, охватывает правила чтения (уроки 1–4), поскольку умение правильно читать — это своего рода визитная карточка обучающегося, а также грамматику (уроки 5–22) и словоупотребление (уроки 23–30). Сведения по указанным разделам приводятся по возможности обобщенно и наглядно, а полученная информация закрепляется на занятии при помощи тренировочных упражнений и тестов. В каждом уроке имеется тема с вопросами для дискуссии и творческими заданиями и тексты с вопросами для проверки понимания содержания для аудирования и чтения.

Предлагаемые темы затрагивают достаточно широкий круг проблем, для обсуждения которых вполне достаточно словарного запаса, полученного в средней школе. Альтернативная формулировка темы подразумевает возможность неоднозначной трактовки рассматриваемого предмета, а вопросы предоставляют дополнительный материал для дискуссии. Целесообразно при этом выработать общий план предположительного ответа, который будет включать краткое вступление, перечисление возможных точек зрения относительно выбранной проблемы и характеристику их преимуществ и недостатков (*for and against*), и заключение, в котором следует выразить собственное отношение и присоединиться к одному из перечисленных мнений. Поскольку время на занятии обычно ограничено, желательно стремиться к тому, чтобы выступления были краткими и логичными. Беседа может протекать и в форме диалога; возможна также подготовка мини-презентаций по изучаемой тематике.

Текстовый материал уроков 1–22, помимо проверки понимания содержания, может быть выборочно использован для перевода и анализа грамматических форм, а также для пересказа. В последнем случае рекомендуется специально подобранные наиболее частотные клише, которые, как правило, используются при обучении элементам аннотирования и реферирования текста. Сам принцип логически последовательной передачи содержания прочитанного позволяет избежать излюбленного приема — пересказа текста слово в слово — и научить избирательному отношению к содержащейся информации: выделению основных моментов, иллюстративных фактов, обобщений и пр. Тексты различаются по уровню сложности и рассчитаны как на средний, так и на продвинутый уровни (регулирующим фактором здесь может быть время выполнения задания).

Тексты уроков 23–30 существенно больше по объему и сложности и предназначены в основном для изучающего чтения. В зависимости от уровня группы, однако, представляется возможным использовать их и при обучении другим видам чтения, например, поискового или просмотрового. Для уровня ниже *Intermediate* вместо этих текстов можно использовать менее сложные короткие тексты аналогичной тематики, предназначенные для аудирования, а вопросы для дискуссии использовать выборочно.

Уроки 23–30 нацелены на развитие навыков подготовленной и спонтанной речи и устранение наиболее типичных ошибок (возникающих из-за неумения правильно использовать приводимые в списках слова) как при переводе и пересказе, так и в разговорной речи. Для пополнения словарного запаса и активизации новой лексики имеется блок тренировочных, творческих и проверочных заданий. Критерием отбора лексических единиц — при отсутствии каких-либо четко установленных стандартов — послужила частотность их употребления. При этом в учебнике имеется ряд заданий повышенной сложности (например, на уточнение различий между словами-синонимами), рассчитанных на развитие чувства языка. Источником текстового материала послужили произведения таких авторов, как G. Mikes, J. Thurber, D. Wheatley и др., а также Интернет и английские и американские журналы (орфография оригиналов сохранена, чем объясняется разница в написании отдельных слов, что можно уточнить в Приложении 3 “American English”).

Раздел II предназначен для самостоятельной работы и тематически распадается на 12 частей, каждая из которых включает блок из 10 тестовых заданий для проверки и закрепления знаний грамматики и словоупотребления. Предлагаемые тесты — это не что иное, как стандартные упражнения, представленные в формате тестовых заданий, варьирующихся по уровню сложности и в соот-

ветствии с поставленной задачей: *выбор, подстановка, подбор соответствий, поиск ошибок* и выбор по критерию *истинный — ложный*. В целом данный раздел можно рассматривать как своего рода продолжение и развитие предыдущего: каждая из 12 частей четко соотносится с уроками (5—30) раздела I и, таким образом, может служить источником дополнительных тренировочных и проверочных заданий для домашней работы.

В конце раздела II имеются различные проверочные сводные тесты, грамматические и лексические, позволяющие определить уровень владения языком (*placement tests*) и степень сформированности базовых языковых навыков. Представленные тесты по своей целевой направленности являются в основном обучающими (*progress tests*) и закрепляющими (*achievement tests*), а тесты на поиск ошибок представляется возможным использовать как для выявления пробелов в знаниях (*diagnostic tests*), так и для финального контроля (*final tests*).

В конце книги даны ключи, тексты для аудирования, а приложение содержит дополнительный справочный материал по английской фонетике, грамматике и лексике.

Автор выражает глубокую признательность Э. Льюис (США) за сделанные ею ценные замечания по поводу мини-текстов из раздела II, а также доц. И. В. Извольской и А. Р. Жаворонковой (НИУ ВШЭ) за помощь в составлении тестов и доц. О. А. Комкову (МГУ им. М. В. Ломоносова) за озвучивание аудиоматериалов.

SECTION I

GUIDED CLASSROOM ACTIVITIES



LESSON 1

Warming up activities

Holidays: talking points

1. What is the topic of *holidays* associated with in your mind? Could you put your ideas into separate words and sort them according to parts of speech? Then make up sentences on the subject using the words from your lists.
2. An academic year is commonly preceded by long summer holidays. What is your idea of an ideal way of spending them? What about winter holidays? What holidays are most popular: a) in our country, b) in the USA, c) in Britain?
3. Which holidays do you like best: a) national, b) family, c) religious, d) just a day-off?
4. Where would you like to have meals: a) during holidays, b) on a special occasion?

Focus on listening

Listen to the text *Chicago's restaurants* and choose the one best answer to the questions below or the best way to finish a statement.

1. What are Chicago's restaurants known for?
A They are located outside the city centre not to be overcrowded.
B The food is cheap and good.
C They command a good view.
D They are mostly located on sailboats.
2. Your impression of a good restaurant is not complete unless ...
A you've dined in a room with a good view.
B you've seen perfect pictures on the walls of a dining-room.
C you've been sitting in a restaurant from daytime till night.
D you've got a table with candles and flowers.

3. What view can you not get from *The 95th*?
 A Sailboat-riddled water of the Chicago River.
 B The changing face of the evening city.
 C Faces of the passers-by.
 D Sparkling night lights.
4. What is not true about *The 95th*?
 A There are white-clothed tables.
 B There are fresh flowers on the tables.
 C There are windows on the ceiling.
 D There are crystal chandeliers and flickering candles.

Focus on summarizing information

The following clichés will help you to speak about the contents of any text you've read. But still, if it is a fairy tale, or a fable, or a funny story, etc., ask your teacher's advice on choosing stylistically neutral expressions.

I.

This The	text book article	is about deals with touches upon	(the) ... the problem of ... the question(s) of ...
-------------	-------------------------	--	---

II.

This			is of presents	much some great no	interest impor- tance use	for those who	study are inter- ested in <i>etc.</i>
The	problem question subject fact	considered discussed in question under con- sideration					

III.

The author	points out states makes it clear draws our attention to the fact	that ...
------------	---	----------

IV.

It is	necessary interesting important useful	to	bear in mind emphasize mention say	(in this connection)	that ...
-------	---	----	---	----------------------	----------

V.

There are The author gives	some two (three) many	good and interesting useful	examples illustrating the ...
----------------------------------	-----------------------------	--------------------------------	-------------------------------

Or:

The examples given	in the text by the author	illustrate well enough the ...
--------------------	------------------------------	--------------------------------

VI.

It should be	realized made clear pointed out borne in mind mentioned	that ...
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VII.

The author arrives at the following conclu- sions: ...	Or:	To sum up In conclusion	I'd like to say IV / VI / III	that ...
--	-----	----------------------------	----------------------------------	----------

Choose some patterns from those listed and use them to summarize the information given in the text below.

Text 1. A story of a king

Once there was an old king. He asked all his wise men to summarize all the knowledge in the world into one library of books. When they had done that, he told them to go back and summarize it into one book. Years later they returned with the single book and he told them to summarize it into one chapter. Then one page. Then one paragraph. Then one sentence. By the time this was done there was only one very old wise man still alive. The king told him to summarize the sentence into one word. He spent years on the task and, as he was dying, he wrote down the one word and gave it to his servant and died. The servant brought the piece of paper to the king ... but no one could read the old man's writing!

Focus on reading rules

READING ENGLISH CONSONANTS

Some letters corresponding to more than one sound

Letter	Sound	Position	Examples
c	[s]	+ e	face, ceiling
		+ i	pencil
		+ y	icy
	[k]	all the other	cock, cubic
	[ʃ]	ce, ci + vowel	ocean, social
t	[ʃ]	ti + vowel	ratio, patient
	[t]	all the other	treaty, cat
s	[ʃ]	si + vowel	Asia, Russia
	[z]	intervocal	rose, please
		final (<i>except after u</i>)	his, as, does
[s]	all the other	sit, ask, thus	
g	[dʒ]	+ e	age
		+ i	giant
		+ y	gym
	[g]	all the other	game
	[ge]	gue (<i>initial</i>)	guest
	[g]	gue (<i>final</i>)	dialogue
q	[kw]	que	(re)quest
	[k]	que (<i>final</i>)	unique
x	[ks]	final, intervocal	fix
	[gz]	intervocal	exit, luxury
	[z]	initial	Xerox

1. Чтение английских согласных. В таблице приведены согласные, имеющие второе чтение (у большинства других согласных имеется соответствие буква—звук).

Буквы **c** и **g** перед **e, i, y** отражают звуки [s] и [dʒ] соответственно; имеется, однако, целый ряд исключений, где **g** читается как [g]: *get, forget, gear, girl, give, forgive, gift, begin, tiger, target, geese, together* и др.

Буквы **c, t** в определенных положениях между гласными часто переходят в [ʃ] так же, как и буква **s**, которая, помимо того, часто просто озвончается — [z]. При этом встречаются исключения, например: **s** [s] — *base, case, goose, loose, use (n.), increase, paradise, close (adj.), comparison, yes, this* и др.

Буква **q** встречается только в буквосочетании **qu** и передает сочетание звуков [kw] (аналогичное правило имеется для чтения диграфа **gu**). Также передает сочетание звуков буква **x**, которая может озвончаться между гласными (подобно **s**) и в начальной позиции в словах греческого происхождения. Для чтения буквосочетаний, обозначающих звуки [ð], [θ], [ŋ], [tʃ], [ʃ], а также содержащих непронизносимые согласные, имеется приложение.

Reading English consonants in suffixes and endings

Sound	<i>-ion</i>
[tʃn]	question
[ʒn]	decision
[ʃn]	aviation* ¹
Sound	<i>-ure</i>
[tʃə]	future
[ʒə]	leisure
[ʃə]	pressure
Sound	<i>-al</i>
[tʃ]	actual
[ʒ]	usual
[ʃ]	facial

Sound	<i>-(e)s</i>
[s]	books, puts
[z]	pigs, shows
[ɪz]	faces, ashes
Sound	<i>-ed</i>
[t]	stopped, wished
[d]	robbed, showed
[ɪd]	started, ended

2. Чтение гласных в суффиксах и окончаниях также имеет ряд особенностей. В суффиксах между гласными **s** дает [ʒ], между согласным и гласными — [ʃ] так же, как интервокальные **ss, t, x, c, t** читается как [ʃ] после гласной перед **i** и [tʃ] после **s** перед **io**. В окончаниях глаголов и существительных **-(e)s** читается как [s] после глухих, как [z] — после гласных и звонких согласных; [ɪz] возникает для благозвучия после [s], [z], [ʃ], [tʃ].

В окончаниях глаголов прошедшего времени наблюдаются аналогичные явления: **-ed** читается как [t] после глухих, как [d] — после гласных и звонких согласных и как [ɪd] — после [t], [d] и гласных. Конечные звонкие согласные в английском языке не оглушаются (сравните рус.: код, луг, вез).

Follow up activities

Exercise 1. Sort out the words below according to the corresponding consonants [s], [z], [k], [g], [dʒ], [ʃ], [tʃ].

Those, cease, agent, ceiling, badge, back, germ, forge, forget, guerrilla, gorilla, machine, chapter, vase, us, ocean, chain, season, shock, cabinet, race, cylinder, uncle, icon, natural, unique, character, geese, picture, emotion, decrease, logic, use (*v.*), close (*v.*), general, tiger, together, gather, just, gut, branch, rash.

¹ Also with **-sion, -ssion, -xion**: *pension, depression, complexion*.

Exercise 2. Cross out the odd word (the words are grouped according to a rule for reading consonants [k], [g], [dʒ], [ʒ], [ʃ], [tʃ]).

- 1) mechanic, exchange, actual, bench, merchant, church
- 2) clock, orchestra, chaos, accord, unique, accent
- 3) edge, gem, jam, age, egg, giant
- 4) girl, dialogue, target, gentle, guest, gust, ghost
- 5) confusion, pleasure, casual, invasion, comparison, decision
- 6) inflexion, reaction, digestion, fashion, passion

Exercise 3. Supply the appropriate words with the opposite (b/p, d/t, g/k, v/f, z/s) final consonant to make pairs.

Example: cap – cab

- 1) lap, cub, robe
- 2) bid, bat, bud
- 3) buck, brick, clog
- 4) save, shelve, leaf
- 5) buzz, ass, one's

Exercise 4. Spell the following words, consult a dictionary if necessary.

[ɪk'sept], [ək'sept], ['zaɪləfəʊn], [tek'nɪk], [feɪz], ['saɪkləʊn]

Extention activities

Task 1. Choose a topic and give your arguments for and against.

1. Now teenagers don't know how to make merry: they simply waste their holidays.
2. There are too few holidays in our life; all religious holidays should be days-off.
3. Gift giving is only for small children.
4. The best way of spending holidays is among your peers.
5. Holidays should be shortened to leave more time for studying.
6. People have become too lazy and business-like to leave place for entertainments other than eating, drinking and dancing.

Task 2. 1) Write a paragraph about: a) your idea of spending holidays, b) your favourite holiday.

2) Use the clichés above to write a summary of an article on a subject of your choice (the article could even be invented).

LESSON 2

Warming up activities

Speaking about yourself and others: talking points

1. What biographical facts could be relevant when speaking about *yourself*: a) at your exam, b) at a party, c) while applying for a job?
2. When do you think it is necessary to speak only the truth and when to be more inventive?
3. What is easier for you: to speak about your weak or strong points?
4. Have you read any interesting life story? What is it that makes it interesting?

Focus on reading

Read the extracts below illustrating different approaches (humorous, inventive and neutral) to speaking about yourself in the form of autobiography and make a similar story for a book cover.

Text 2. James Thurber

James Thurber was born in Columbus, Ohio, where so many things happened to him, on December 8, 1894. He was unable to keep anything on his stomach until he was seven years old, but grew to 6 feet 1 inch tall and to weigh a hundred and fifty four lb. fully dressed for winter.

Quick to arouse, he is very hard to quiet and people often just go away. At Buckeye Lake, Ohio, in 1923, he won a canary bird throwing baseballs at dolls. He is Sagittarius with the moon in Aries and gets along fine with people born between the 20th and 24th of August.

Text 3. A story for a book cover

X is a direct descendent of the Russian Royal Family and was selected by NASA to join their space programme. Six months into training it was discovered that he suffered from dizziness. He then spent a number of years working with dolphins. Since the closure of Windsor Safari Park, X has divided his time between race driving and lollipop man duties near a school in Pecham.

Focus on listening 

Listen to the text *Raymond Chandler*, render it or choose the one best answer to the questions below or the best way to finish a statement. Time limit: 1–3 min.

- Where did Chandler have his schooling?
 - In France and Germany.
 - In England.
 - In Canada.
 - In the USA.
- Which of the following professions did he not try?
 - A soldier.
 - A pilot.
 - A reviewer.
 - A reporter.
- Where was his home?
 - In England.
 - In California.
 - In Chicago.
 - In Canada.
- What is Chandler famous for?
 - Essays.
 - Poems.
 - Crime novels.
 - Book reviews.
- What provided the background for Philip Marlowe novels?
 - Memories of England.
 - The service with Canadian infantry.
 - The life in southern California region.
 - The experience in many professions.

Focus on reading rules

READING STRESSED VOWELS

General rule for reading stressed vowels

1. Open syllable

Letter	Sound	Examples		
a	[eɪ]	mate	'cable	—
o	[əʊ]	mote	'only	poet
u	[ju:]	mute	'nuclear	dual
e	[i:]	Pete	'negro	real
i/y	[aɪ]	mite	'cycle	dial

2. Closed syllable

Letter	Sound	Examples			
a	[æ]	pat	have	'habit	'faculty
o	[ɒ]	pot	—	'solid	'molecule
u	[ʌ]	put	—	—	—
e	[e]	pet	'seven	'chemist	'enemy
i/y	[ɪ]	pit	live	'visit	'minute

1. Чтение ударных гласных. Английские гласные не имеют соответствия буква—звук. Основные правила чтения базируются на делении слогов на открытые и закрытые. К открытым относятся слоги, оканчивающиеся на гласную, а также на немое **e** (*mate-type*); в них ударные гласные имеют алфавитное чтение. В закрытом слоге, оканчивающемся на согласную (*pat-type*), ударные гласные имеют иное чтение. Помимо этого, для чтения гласных и диграфов имеется целый ряд специальных случаев и исключений — в зависимости от буквосочетания, в которое они входят (см. Appendix 1).

Алфавитное чтение имеют также гласные в словах с одним согласным перед **l**, **r** + гласный (сравните неалфавитное чтение слогов с двумя согласными типа *apple* и ряд др. примеров в Appendix 1). В двусложных словах при соседстве двух гласных из разных слогов первая имеет алфавитное чтение, а вторая редуцируется, давая [ɪ] или [ə]: *lion* ['laɪən], *poet* ['pəʊɪt]. Неалфавитное чтение **a**, **e**, **i** часто встречается в открытом слоге перед **v**: *have*, *seven*, *live* и в двусложных словах с **i** во втором слоге. В многосложных словах ударные гласные (кроме **u**), как правило, читаются кратко даже в открытом слоге: '*family*, '*definite*, '*cinema*, '*positive*, однако также возможно и алфавитное чтение (см. Appendix 1). Гласная **u** (в том числе и в диграфах) читается в соответствии с типом слога: *musical*, *pupil*.

Reading vowels before *r*

Letter	Sound	Open syllable		Sound	Closed syllable			
a	[eə]	mare	'vary	[æ]	pat	have	'habit	'faculty
o	[ɔ:]	more	'moral	[ɔ:]	pot	—	'solid	'molecule
u	[ju:ə]	pure	'plural	[ɜ:]	put	—	—	—
e	[iə]	mere	'zero	[e]	pet	'seven	'chemist	'enemy
i/y	[aɪə]	wire	'virus	[ɪ]	pit	live	'visit	'minute

2. Чтение гласных перед *r*. Буква *r* изменяет качество предшествующего гласного, добавляя призвук [ə], таким образом, в открытом слоге монофтонг может стать дифтонгом: *mete* [i:] — *mere* [iə], а дифтонг — трифтонгом: *mite* [aɪ] — *mire* [aɪə], а в закрытом слоге дать долгий гласный. Звук [r] сохраняется перед любым гласным, кроме немого *e*, и в словах с удвоенным *r* (где гласный читается по типу закрытого слога).

Follow up activities

Exercise 5. Group the words below according to vowel sounds to illustrate the general rule and special cases. See Appendix 1 if necessary.

Example: a

[eɪ] angel, _____
 [æ] _____
 [eə] _____
 [ɑ:] _____ *Etc.*

Mean, angel, anger, after, can't, cannot, ceiling, sign, ever, even, heaven, haste, vast, very, era, stare, carry, starry, curry, hear, heard, carbon, quarter, bought, board, girdle, turtle, warn, quarry, coast, cost, post, tall, toll, bold, bald, conic, move, dove, young, source, audio, lose, rose, shoe, cut, cushion, Europe, iron, vital, violent, fright, lyric, minus, ring, rind.

Exercise 6. Group the words below according to the reading rule (mate-type and pat-type).

Fable, feeble, addle, noble, hobble, bubble, ruble, buckle, bugle, Hebrew, eagle, ogle, zebra, lycra, lucre, hydro, spectre, acre, ogre, secret, nutria, Bible, nimble, nipple, micro, cycle, dis'ciple, sickle, cradle, pebble, saddle, fondle, kettle, cattle, throttle, tackle, meddle, middle, mizzle, muzzle, juggle, joggle.

Exercise 7. Cross the odd word out (the words are grouped according to a vowel sound).

- 1) Mary, marry, merry, mire, mirror
- 2) heard, hurt, dirt, herd, heart
- 3) glow, soul, soldier, shoulder, should
- 4) trains, rays, says, cranes, veins
- 5) food, mood, brood, blood, rude
- 6) few, feud, fruit, abuse, busy

Exercise 8. Spell the words transcribed below (there could be more than one variant).

[si:], [red], [sain], [rəʊd], [eit], [tu:], [wʊd], [kɔ:t], [ˈkɜ:tn], [ˈfæktə], [steə], [ˈpu:dl], [ˈpʌdl], [ɑ:nt], [kɔ:nt], [kɔ:z], [fəʊk], [fɔ:k]

Extention activities

Task 1. Choose a topic and give your arguments for and against.

1. The more famous a person the fewer facts should be mentioned on a book cover.
2. While speaking about yourself you should always be a bit of an actor.
3. The best way of writing one's life story is fiction based on a lot of imagination.
4. A diary style is the ideal way of dealing with biographical facts.
5. No one treats memoirs seriously, they are written when one has nothing else to do.
6. A diary is an anachronism and a waste of time.

Task 2. 1) Write a paragraph about your favourite author.

2) Be able to say: something of interest about: a) yourself (not only when and where you were born and what you usually do during holidays), b) the department you've chosen.

LESSON 3

Warming up activities

Fashions: talking points

1. What is the topic of *fashions* associated with in your mind? Could you put your ideas into separate words and sort them according to parts of speech? Then make up sentences on the subject using the words from your lists.
2. Is there any difference between styles and fashions? What makes a style fashionable? What are most famous styles in: a) art, b) architecture, c) furniture?
3. Changing fashions are mostly due to: a) designers' whim, b) necessity to escape from boredom, c) social demands for convenience, d) commercial reasons?
4. What styles do the young consider fashionable in: a) clothing, b) entertainments, c) interior designing, d) other?

Focus on listening

Listen to the text *The Washington Hotel*, render it or choose the one best answer to the questions below or the best way to finish a statement. Time limit: 1–3 min.

1. The Washington Hotel is situated in ____.
A England
B Scotland
C the USA
D France
2. When did the hotel welcome its first visitors?
A At the beginning of the century.
B At the end of the 19th century.
C In the middle of the century.
D Quite recently.

3. What is not within a short walking distance from the hotel?
 A Piccadily.
 B Park Lane.
 C Buckingham Palace.
 D Regent's Park.
4. What cannot you have in the hotel restaurant?
 A A full meal.
 B A drink.
 C A shoe polish.
 D A quick snack.

Focus on reading rules

READING UNSTRESSED VOWELS

Unstressed vowels in different positions

Letter	Sound	Initial	Final	Sound	Before <i>r</i>
e	[ɪ]	be'gin	'pocket	[ə]	'letter
i/y		in'vite	'rabbit		'zephyr
a	[ə]	a'gain	'ballad		'sugar
o		to'day	'common		'razor
u		un'til	'focus		'sulphur

Letter	Sound	Before <i>l, n</i>	Sound	Final	Sound	Two vowels
e	[-]	'sudden	[ɪ]	'acne	[i:]	re'ality
i/y		'evil	[ɪ]	'multi-	[aɪ]	bi'ology
a		'medal	[ə]	'comma	[eɪ]	la'osian
o		'lesson	[əʊ]	'cargo	[əʊ]	coe'xist
u		—	[ju:]	'value	[ju:]	tu'tition

1. Чтение безударных гласных. При чтении безударных гласных наблюдается следующая основная тенденция: **a, o, u** ослабляются до [ə], а **e, i, y** — до [ɪ], а в конце слова перед **l** и **n** часто имеет место полная редукция: *seven* ['sevn]. В безударном положении большинство гласных перед **r** дают [ə].

Звуки [əʊ], [ɪ] и [ju:] в конце слова могут «сопротивляться» редукции: *'cocoa, 'follow, 'convoy, 'nephew*, тогда как [eɪ] ослабляется до [ɪ]: *'abbey, 'holiday*. В начале длинного слова при соседстве двух гласных из разных слогов первая, безударная, гласная проявляет устойчивость, сохраняя алфавитное чтение, а перед согласными (например, в приставках) она ослабляется. Наряду с редуцирующими суффиксами на [ə] (типа **-able, -ance/-ence, -ent, -ous**) или [ɪ] (**-age, -ate, -ive, -y**) встречаются суффиксы устойчивые (типа **-ize, -ese, -ate, -fy, -ine**), сохраняющие алфавитное чтение и имеющие второстепенное ударение, сравните, например: *im'mediate* [ə] — *'indicate* [eɪ].

2. Ударение. Обычно выделяют две закономерности: 1) в двух-, трехсложных словах ударение падает на первый слог корня, оставляя безударными приставки и суффиксы (*ap-'point-ment*); 2) в многосложных словах появляется второе ударение; при этом основное ударение часто ставится на третий от конца слог, а второстепенное — на пятый от конца (*,hos-pi-'ta-li-ty*). В ряде случаев, однако, ударение может падать на приставки, например, когда существительное/прилагательное и глагол имеют одинаковую приставочную форму, например, *'present (n./adj.) – pre'sent (v.)*.

Follow up activities

Exercise 9. Group the words below according to the parts of speech (n., adj., v.) and mark the stress.

Record, perfect, permit, import, process, conduct, frequent, progress, concrete.

Exercise 10. Group the words below according to the parts of speech (n., adj., v.) and transcribe them.

Supply, simply, very, verify, vary, duty, lady, pacify, entry, envy, treaty, reply, ugly, history, delicate, fabricate, activate, locate, immediate, innovate, navigate, accurate.

Exercise 11. Transcribe and stress the following words.

Development, characterise, variety, variable, important, temporarily, misunderstanding, numerical, indifference, laboratory, labourist, various, calculation, famous, knowledgeable, fabulous, carriage, improvement, irresponsibility, equal, reaction, co-operative, realization, serious, typical, product, finality, finish.

Exercise 12. Add different prefixes to the stems given below, form derivatives from the verbs obtained and stress them.

Example: -struct (in-, con-, recon-, de-): in'structor, con'structural, recon'struction, de'structive

1) -duce, 2) -pose, 3) -feet, 4) -ply, 5) -spect.

Focus on reading

Render the text or answer the questions below. Time limit: 5–7 min.

Text 4. The shoes people wear

For centuries, shoes have shown a great deal about the wearer. In Ancient Rome, the type of sandals worn by the soldiers revealed their rank. During the reign of Louis XIV of France only red shoes could

be used by the aristocracy at the King's court. In the Middle Ages in Europe sandals were presented to the Pope as a sign of support between the Church and the State.

Today's fashionable high heels are not a modern invention. High heels were first made in the Middle Ages. Streets were narrow and very dirty since people would throw their rubbish out into the streets. To overcome the problem of walking through the rubbish, people wore high heels or platform shoes, both soon becoming quite common.

In China high-ranking ladies would have their feet bound to make them as small as possible. Small feet were considered to be a sign of great beauty. From a very early age, young girls would have their feet bound up tightly. As young ladies they would squeeze their feet into shoes that were only three or four inches long.

Shoes are mentioned in folk stories, old customs and traditions. Long ago throwing an old shoe at someone was considered to be an ancient way of bringing someone good luck. After weddings guests would throw shoes at the bride and groom as they left their wedding. Later this was considered rather unclean so the old shoes were tied to carriages and later to cars instead. In Anglo-Saxon marriages, the bride's father delivered her shoe to the bridegroom who touched the bride's forehead with it to show he owned her.

Shoes also appear in many stories, fairy tales and songs. For Cinderella a small glass slipper led her to her Prince Charming, with a little help from her fairy godmother! In *The Wizard of Oz*, shoes carried Dorothy and her dog home along the Yellow Brick Road. And more recently, Elvis Presley sang about his Blue Suede Shoes.

(Word count: 299)

1. According to the text, a person's rank could be revealed by ____.
 - A the height of the shoes' heels
 - B the length of the feet
 - C the colour of the shoes
 - D the thickness of the platform
2. Among common footwear the author failed to mention.
 - A boots
 - B sandals
 - C slippers
 - D suede shoes

3. What would fashionable ladies not do?
 - A Wear shoes three or four inches long.
 - B Squeeze their shoes to make them as small as possible.
 - C Throw an old shoe at the bride and groom after the wedding.
 - D Have their feet bound up tightly.
4. Which is not a custom of bringing someone good luck?
 - A To throw an old shoe away.
 - B To tie a shoe to wedding carriages.
 - C To nail a horseshoe above the doorway.
 - D To throw rice at the bride and groom.
5. Which statement is not true?
 - A Platforms are not a modern invention.
 - B In the past, people wore high heels of necessity rather than fashion.
 - C In the past, shoes could be a gift of significance.
 - D A common slipper led Cinderella to her Prince Charming.

Extention activities

Task 1. Choose a topic and give your arguments for and against.

1. Fashions are only for women.
2. Fashions are only for the rich and impractical.
3. New fashions are but the forgotten past; there could be no inventions.
4. Pure commerce is behind changing fashions.
5. The young are always slaves of fashions.
6. Anything could be in fashion: you just need a bit of skill and creative mind.

Task 2. 1) Write a paragraph on your attitude to fashions.

2) Describe a style which you think helps to reveal your individuality.

LESSON 4

Warming up activities

Reading in our life: talking points

1. What is the topic of *reading* associated with in your mind? Could you put your ideas into separate words and sort them according to parts of speech? Then make up sentences on the subject using the words from your lists.
2. What books have you read on your favourite subject? What is your purpose for reading those books? Do you read for pleasure, to search information or simply to while away your time?
3. Do you think it is necessary to read a lot in English? Have you read anything in the original?
4. What is your favourite kind of reading? Do you like poetry? Have you ever tried to rhyme words in Russian or in English?

Focus on listening

Listen to the poem focusing on pronunciation of some difficult words that are rhymed.

Exercise 13. Read the first paragraph transcribed for you, find ten mistakes and give your explanations.

I take, it you already know

[aɪ 'teɪk ɪt ju: ə:l'reɪdɪ 'nəʊ]

of tough and bough and cough and dough.

[əv 'təʊ ənd 'bəʊ ənd 'kɒf ənd 'dəʊ]

Others may stumble but not you

['ʌðəz meɪ 'stʌml bət nɒt 'ju:]

on hiccough, thorough, lough and through.

[ʊn 'hɪkɒf 'θʌrəʊ 'ləʊ ənd 'θruː]

Well done! And now you wish, perhaps,

[wel 'dʌn ən 'nəʊ ju: 'wɪʃ pə'hæps]

to learn of less familiar traps?

[tə 'lɜ:n əv 'les fə'mɪljə 'træps]

Beware of heard, a dreadful word,
 that looks like beard and sounds like bird.
 And dead; it's said like bed, not bead
 for goodness' sake don't call it "deed".
 Watch out for meat and great and threat
 (they rhyme with suite and straight and debt).
 A moth is not a moth in mother,
 nor both in bother, broth in brother.
 And here is not a match for there,
 nor dear and fear for bear and bare.
 And then there's dose and rose and lose –
 just look them up – and goose and choose.
 And cork and work and card and ward
 and font and front and word and sword,
 And do and go and thwart and cart –
 come, come, I've hardly made a start!
 A dreadful language! Man alive,
 we have to start it when we're five.

Exercise 14. Group the underlined words according to the vowel sound (see Appendix 1 if necessary).

[ʌ]: _____ [eə]: _____
 [ɒ]: _____ [e]: _____
 [əʊ]: _____ [i:]: _____
 [u:]: _____ [eɪ]: _____
 [ɜ:]: _____ [ɔ:]: _____
 [ɪə]: _____ [ɑ:]: _____

Focus on reading rules

INTONATION AND RHYTHM

Strong and weak forms

	Articles	Prepositions	Auxiliary verbs		Conjunctions
<i>Examples</i>	the	at	am	have	that
<i>Strong forms</i>	[ði:]	[æt]	[æm]	[hæv]	[ðæt]
<i>Weak forms</i>	[ði/ðə]	[ət]	[əm, m]	[həv, əv, v]	[ðət]

Glide down

	Articles	Prepositions	Auxiliary verbs		Conjunctions
<i>Examples</i>	a	of	are	shall	as
<i>Strong forms</i>	[eɪ]	[ɒv]	[ɑ:]	[ʃæl]	[æz]
<i>Weak forms</i>	[ə]	[əv]	[a(r), ə(r)]	[ʃəl, l]	[əz]
<i>Examples</i>	an	to	do	would	and
<i>Strong forms</i>	[æn]	[tu:]	[du:]	[wʊd]	[ænd]
<i>Weak forms</i>	[ən]	[tʊ/tə]	[dʊ/də, d]	[wəd, d]	[ənd, ən]

1. Сильные и слабые формы. Фразовое ударение обычно падает на знаменательные слова (существительные, прилагательные, смысловые глаголы и наречия); служебные же слова: вспомогательные глаголы, глаголы-связки, артикли, предлоги, союзы и местоимения (кроме указательных и вопросительных), как правило, произносятся без ударения — в слабой форме. Употребление сильной формы обуславливается в основном их позицией в предложении (соседство гласных двух разных слов, например *the apple*) и логическим ударением (которое интонационно передается посредством падающего тона). Для графической передачи движения голоса обычно используется следующая система обозначений:

Tones	Pauses	Syllables
— — _ level	— a two-unit pause (separates sentences)	— \ / stressed
\ falling	— a one-unit pause (separates parts of sentences)	· · · · unstressed
/ rising	§ — a half-unit pause (used within a sentences)	

В английских интонационных конструкциях используются три голосовых тона — ровневый, восходящий и падающий. Ритмический рисунок предложения основан на четком чередовании ударных и безударных слогов, определяемом выбранной конструкцией (см. ниже); паузы различаются по длительности — в зависимости от того, отделяют ли они предложения (самые длинные паузы), части сложного предложения или же возникают внутри самих частей.

Glide up

Usage	Glide up
1) parts of sentences	When our train arrived (...) — · — · / §
2) general questions	Do you happen to know that girl? — · — · · — · /
3) polite requests	Could you show me this notebook? — · — · · / ·

Glide down

Usage	Glide down
1) ordinary statements	I saw my brother at the platform. . - · - · · · \ .
2) special questions	Why is she looking so unhappy? - · · - · - · \ .
3) orders, exclamations	Bring me some tea! That's great! - · · \ - \

2. Интонация и ритм. Выделяют обычно две основные интонационные конструкции: восходящий и нисходящий ряд. При этом в обоих случаях первый ударный слог произносится на достаточно высокой ноте, а затем на каждом следующем ударном слоге голос постепенно опускается — до тех пор, пока не достигнет последнего, на котором он либо поднимается (glides up, например, если предложение не закончено или надо придать приказу вежливое звучание: Give it to ↑ me!) или же падает (glides down, обозначая конец предложения).

Важно отметить, что все безударные слоги (за исключением предударного, который начинается много ниже ударного) произносятся четко на том же уровне (или на той же ноте), что предшествующий ударный. В длинных предложениях (от пяти и более ударных слогов) допускается незначительное (в отличие от glide down) повышение голоса: Yesterday evening we ↑ went out for a walk in the park.

Follow up activities

Exercise 15. Mark the intonation in the following dialogue.

- Hello, everyone! What about having a picnic this weekend?
- That's an idea! Where shall we go? Do you know any good place?
- There's a camping site by the river not far from the city but I don't seem to remember how to get there. I'll have to find out.
- Oh, will you? Call us later then.

Focus on reading

Read the text below with the correct intonation. Underline strong and weak forms and transcribe them.

Text 5. On reading

Read to get background information and to search information on scientific points. You do not have to read the whole of every book,

but even those that can be read as a whole, can also be read in part, to get just the information that you need at the time. This is a good way to start reading about the subject, because you will remember best those things that you find most interesting.

It is best to start with recent publications on any subject to find the present position and to be guided by your special interests to earlier literature. In deciding how far back to go the important consideration is the amount of time available.

When you have decided what to read, be it the title, the summary, the introduction, or the whole text, remember that an effort is required of the reader as well as of the writer. Scientists should write carefully so that readers may grasp the meaning quickly; but this can be so only if each word is read.

Read carefully, to make sure that you take the intended meaning. Read critically, as a stimulus to thinking. Weigh the words and consider the evidence and arguments. These questions should be in your mind: What is being said? Is it properly formulated? Are the underlying assumptions correct? Are the statements supported by sufficient evidence?

(Word count: 205)

Extention activities

Task 1. Choose a topic and give your arguments for and against.

1. Nowadays, with the advance of mass media, video films and computers reading has become a useless pastime.
2. There is no place for reading for pleasure in our busy lives.
3. The younger generation no longer reads any classical literature.
4. Contemporary novelists write mostly for money, all real literary masters belong to the past.
5. Intensive reading is the only way to master a foreign language.
6. Reading book reviews (both literary and scientific) will never replace authentic reading.

Task 2. 1) Write a paragraph about: a) your views on contemporary poetry, b) the necessity of correct pronunciation.

2) Make up a poem or a few rhymes in English.

LESSON 5

Warming up activities

Foreign language learning: talking points

1. What is the topic of *foreign language learning* associated with in your mind? Could you put your ideas into separate words and sort them according to parts of speech? Then make up sentences on the subject using the words from your lists.
2. What would you focus on in learning English if you were going:
 - on a tour about Britain?
 - to live in the USA with your family?
 - on a business trip?
 - to become a scientist?
3. What materials would you expect to find in an ideal manual of English? What cultural background is necessary for a foreign language learner?
4. What is the role of English and foreign language learning in general: a) in the contemporary society, b) for a future specialist?

Focus on listening 🎧

Listen to the text *On grammar*, render it or choose the one best answer to the questions below or the best way to finish a statement. Time limit: 3–5 min.

1. According to the text, native speakers ____
 - A are able to produce endless sentences.
 - B are exactly alike in their use of the language.
 - C unconsciously produce grammatically correct structures.
 - D are only able to produce exactly the same sentences.

2. The author states that grammarians ____
- A failed to write a comprehensive grammar book.
 - B make accounts for special grammatical systems.
 - C succeeded to write a comprehensive grammar book.
 - D are guided by deeply embedded human principles.
3. Which statement is not true?
- A Dialects can differ in their grammatical systems and patterns of pronunciation.
 - B Only scholars use literary language.
 - C A comprehensive grammar book should take into account not only literary language but also special features of dialects.
 - D A language is a complicated system comprising grammar, vocabulary and pronunciation patterns.

Focus on grammar

COMMON NOUNS

Countable and uncountable nouns

Countable nouns

<i>form</i>	<i>singular</i>	<i>plural</i>
regular	fox, bed, wolf	foxes, beds, wolves
irregular	man, child	men, children
Greek/Latin	locus, crisis	loci, crises

Uncountable nouns

<i>substances</i>	<i>abstract</i>	<i>also some other</i>
air, paper, food, fish, gold, money	information, fun, knowledge, news, homework, advice	hair, equipment, weather, research, furniture, English

1. Исчисляемые и неисчисляемые существительные. Исчисляемые существительные имеют правильную **(-e)s** и неправильную (сохранившуюся как исключения типа: *foot* – *feet*, *tooth* – *teeth*) формы множественного числа. Сюда также относятся слова греческого и латинского происхождения с окончаниями на **-a, -us, -um, -is, -on**: *formula* – *formulae*, *locus* – *loci*, *aquarium* – *aquaria*, *phenomenon* – *phenomena*, *axis* – *axes* и пр. (хотя некоторые из них в современном языке имеют параллельные формы множественного числа на **-s**: *formulae/formulas*). Неисчисляемые существительные обычно используются в единственном числе без неопределенного артикля **a/an** (*his money, some*

wine, the food, etc.); во множественном числе они используются для обозначения различных типов или разновидностей: *He studies ocean fishes (e.g. sharks, mackerels, etc.);* или же слово может быть исчисляемым в одном значении (something specific) и неисчисляемым в другом (something general): *a country — country (= countryside), a time — time (She reread the letter many times. I need much time to do it.)*. Неисчисляемые существительные становятся «исчисляемыми» в сочетаниях *n. + of + uncountable n.* типа “a container of sth” (*esp. substances*): *a bottle of gin, a packet of sugar, a cup of milk, a tin of fish, etc. или a piece of/a bit of sth. (esp. abstract nouns): a bit of news, a piece of advice/work/cake.*

Singular and plural nouns

Singular nouns	Plural nouns
1) collective nouns (considered as a whole) congress, organization, family, army, public	1) collective and pair nouns goods, clothes, stairs; pants, spectacles
2) nouns ending in -s (subjects, activities) billiards, economics, athletics, physics	2) nouns without -s police, people, youth (young people), cattle
3) nouns with singular form = plural form means, series, species, crossroads, headquarters	

2. Существительные во множественном и единственном числе. Собирательные существительные, например, обозначающие людей или животных, можно рассматривать двояко: как неделимое целое (согласуется с глаголом в единственном числе: *The audience is now sitting in the theatre.*) или же как отдельно собранные части (согласуется с глаголом во множественном числе: *The audience are taking their seats in the theatre.*).

Существительные на **-s**, например, названия игр, наук (имеющие «грамматическое» окончание множественного числа) используются только в единственном числе, тогда как существительные, не имеющие этого окончания, используются только во множественном числе. Слово *people* обычно употребляется вместо множественного числа *persons* (в значении «люди»; сравните: *peoples* — народы).

Ряд существительных имеет одинаковую форму единственного и множественного числа, а согласование глагола определяется контекстом: *This series is old, those series are new.*

Follow up activities

Exercise 16. 1) Put the nouns below into two groups: countable and uncountable nouns.

Work, industry, production, array, arm, goose, conversation, weather, money, hair, price, advice.

2) Add -s only to the nouns that cannot be used without it.

Aerobic, billiard, cloth, good, headquarter, missile, mean, outskirts, pyjama, politic, saving, serie, surrounding, setting, thank, taxi, synthesi, greeting.

3) Give the plural form of the following nouns.

Medium, focus, spectrum, fistula, criterion, radius, datum, cactus, millenium, basis, memorandum, thesis, nucleus, symposium, gladiolus, maximum, axis.

Exercise 17. Fill in the blanks with *a (an)* or *some*.

1. There is ___ paperwork to do.
2. I've got ___ idea.
3. I'm going on ___ journey, will you join me?
4. While in Britain I did ___ socio-cultural research. That was really ___ experience.
5. I've got ___ business to do with your company.
6. What will you order? — ___ beer and ___ smoked fish for me and ___ soda water and ___ ice for my friend.

Exercise 18. 1) Find the appropriate containers for the following.

1. Juice, meat, chocolate, potatoes, jam, coffee, milk, shampoo, gin, cards.
2. A box, a bag, a bottle, a can, a carton, a glass, a jar, a pack, a packet, a tube.

2) Make up word combinations which can be used in plural if necessary.

1. Information, equipment, luck, music, speech, soap, bread, lemon, cabbage, furniture, paper, ground.
2. A bar, a bit, an item, a fragment, a head, a loaf, a part, a patch, a piece, a sheet, a slice, a stroke.

Exercise 19. Choose the correct form of the verb in the following sentences.

1. The crowd in the hall (is / are) waiting for the actor's arrival.
2. A flock of birds (have / has) shown above the water.
3. The police (know / knows) the truth.
4. Gymnastics (is / are) his favourite subject.
5. Kate's hair (is / are) cut short.
6. Our team often (stay / stays) in the gym after the training is over.
7. Your spectacles (is / are) on the table.
8. Billiards (was / were) always played in this club.
9. Furniture (has / have) become very expensive.
10. Some new means of transport (was / were) demonstrated at the exhibition.
11. Your uncle's money (has / have) been spent on education.

Focus on reading

Render the text or answer the questions below. Time limit: 7–10 min.

Text 6. Is Standard English necessary?

The other day in Glasgow I was driven to the airport by a talkative and inquisitive taxi-driver, who wanted to know (I think) what I felt about the city's beauties, weather, crime-rate and so forth. The trouble was, I could understand only about one word in 10 of what he said. I perceived his questions more by the interrogative note in his voice than by an understanding of their nature. So I used my stock device in such situations: "Ah-ha, but what do you think?" — which served its turn.

People sneer at Standard English pronunciation as "elitist", but the fact is that the development of such a clear and strictly regulated method of speech has been an enormous aid to the primary purpose of the language: communication. A Cornishman can barely understand a Glaswegian at all but both find Standard English comprehensible. All nations evolve by a process of cultural conquest from a central core. England emerged from the "Home Counties" (that is, the non-foreign counties), those bordering on London, plus Hertfordshire and Sussex. The people of these areas spoke the East Mercian dialect, which became the basis of modern English. The process was slow, because it was a matter not only of pronunciation but of different verbal forms.

By the second half of the 16th century, however, the matter was well on the way to being resolved. A form of Standard English was emerging. It is true as has been observed that great lords coming to courts from their regions "carried their counties with them on their tongues".

But it was beginning to be recognized that there was a "proper" or correct way to pronounce English. However, it is not quite clear when orthodox pronunciation, termed in the 19th century the "Oxford" accent, became mandatory for social purposes.

(Word count: 268)

1. What could the taxi-driver possibly not ask about?
 - A Standard English.
 - B The weather.
 - C Glasgo beauties.
 - D The crime-rate in Glasgo.

2. How many words could the author understand?
 - A One word.
 - B No words at all.
 - C 10 words in a hundred.
 - D One word in a hundred.
3. How could the author understand when he was questioned?
 - A By understanding the nature of questions.
 - B With the help of other taxi-drivers.
 - C By asking the driver to repeat what he said.
 - D By the interrogative intonation of the driver's sentences.
4. Which counties are not "Home Counties"?
 - A Central.
 - B Hertfordshire.
 - C Cornwall.
 - D Sussex.
5. Which dialect became the basis of Standard English?
 - A Cornish.
 - B East Mercian.
 - C Scottish.
 - D Welsh.
6. The evolution of modern English was slow because of the problems of _____.
 - A pronunciation
 - B communication
 - C differences in verbal forms
 - D political ambitions of the great lords of the counties
7. When was the "Oxford" accent established?
 - A In the second half of the 16th century.
 - B In the 19th century.
 - C In the Middle Ages.
 - D Quite recently.

Extention activities

Task 1. Choose a topic and give your arguments for and against.

1. To have a good command of a foreign language means to:
 - a) know its grammar rules and basic vocabulary;
 - b) be able to speak fluently (and not necessarily always correctly);
 - c) speak though slowly but accurately.

2. Learning English is meant only for those who are not clever enough to make money to hire an interpreter or a translator.
3. Computer programmes, video films and songs in a foreign language should replace teachers in the nearest future.
4. In a hundred years everybody will speak only English.

Task 2. Write a paragraph on:

- a) the problems you've faced while learning English;
- b) the place of foreign language learning in your life.

LESSON 6

Warming up activities

How people communicate: talking points

1. What is the topic of *communication* associated with in your mind? Could you put your ideas into separate words and sort them according to parts of speech? Then make up sentences on the subject using the words from your lists.
2. Do you think words are the best and the only means of communication? What other modes of communication do you know? How do other living creatures, e.g. birds or animals, communicate?
3. What do people need to better understand each other? Is it always necessary to speak?
4. Do you think English will become the universal language in the nearest future? Do you like the perspective?

Focus on listening 🎧

Listen to the text *On learning English*, render it or choose the one best answer to the questions below or the best way to finish a statement. Time limit: 3–5 min.

1. How many words make up a vocabulary of an average Englishman?
A 50,000.
B 500.
C 5,000.
D 50.
2. How many words make up the vocabulary of the English language?
A About 50,000.
B Over 50,000.
C 5,000.
D 500.

3. The author was sad because ____
 A nobody spoke English perfectly.
 B he thought he would never speak English perfectly.
 C everybody but him spoke English perfectly.
 D nobody could understand his English.
4. How much time does it take one to learn to speak English tolerably?
 A Some hours.
 B Seven years.
 C Three years.
 D A week.
5. Which statement is wrong?
 A You need to learn a lot of English adjectives.
 B It takes you a long time to learn English adjectives.
 C The adjective *nice* is the only adjective the language possesses.
 D The adjective *nice* is very often used.

Focus on grammar

NOUN STRUCTURES

Three noun structures

The possessive case: <i>a's b</i>	Prepositional: <i>b of a</i>	Noun compounds: <i>ab</i>
<i>the girl's dress</i>	<i>a group of girls</i>	<i>a school girl</i>

1. Именные конструкции. Конструкция с притяжательным падежом **a's b** используется для обозначения принадлежности, семейных отношений, физических характеристик и во многих случаях синонимична предложной конструкции **b of a** (сравните: *the guests' arrival = the arrival of the guests, the government's decision = the decision of the government*). В конструкции **ab** существительное **a** выступает в роли прилагательного; понимание этого особенно важно для перевода длинных «цепочек» существительных, в которых ключевым, как правило, является последнее, а сама цепь — определением к нему, например: *a bicycle factory pay cut strike* (i.e. *a strike about a cut in pay for the workers in a factory that makes bicycles*).

Noun structures compared

<i>a's b</i>	<i>b of a</i>
1) a = sth. animate <i>my boy's toy, Tom's aunt, Jim and Ann's flat</i>	1) a = sth. inanimate <i>the hall of the flat, the windows of the restaurant</i>
2) a = sth. inanimate (esp. related to human activities) <i>the country's wealth, the plan's importance</i>	<i>the wealth of the country, the importance of the plan</i>

2. Конструкции *a's b* и *b of a*. Выбор конструкции зависит от предмета, обозначаемого существительным **a**: для одушевленных обязательной является конструкция **a's b**, а для неодушевленных — **b of a** (сравните: *somebody (else)'s idea, the number of the bus*). Однако если **a** обозначает что-то неодушевленное, но связанное с человеческой деятельностью (группа, организация, учреждение, место и т. д.), возможны обе конструкции: *the book's author = the author of the book, India's history = the history of India*.

ab (a classifying meaning)	a's b, b of a (a specifying meaning)
1) a = a subclass <i>a paper bag, a leather bag</i>	1) a = particular individual/thing <i>John's bag, a bag of apples</i>
2) things are considered as a whole <i>cat food, the sound waves</i>	2) things are considered separately <i>our cat's food, waves of music</i>

3. Конструкция *ab* в классифицирующем значении подразумевает подкласс, хорошо известный или часто выделяемый (нельзя, например, сказать *a fruit bag*, имея в виду пакет для фруктов). В конструкциях **a's b** и **b of a** предметы или явления, обозначаемые **a** и **b**, воспринимаются раздельно, тогда как конструкция **ab** предполагает их единство (что приводит к образованию новых сложных слов из комплексов **ab** на основе слитности значений; такие слова можно писать трояким образом: слитно, через дефис и в два слова — *a class-mate, a class mate, a classmate*).

a's b	ab
1) a = a particular point/period of time <i>today's news, last Sunday's paper</i> <i>an hour's walk, a year's work</i>	1) a = time (a "general" meaning) <i>midnight news, Sunday paper (regular)</i> <i>an evening dress, afternoon tea</i>
2) a = time (with numerals) <i>a ten-minutes' break, a two-days' journey</i>	2) a = time (with numerals) <i>a ten-minute break, a two-day journey</i>
b of a	ab
1) b = a certain quantity (a bit, piece, bunch, etc.) <i>a piece of cake, a bunch of roses</i>	1) a = measure <i>a two-mile walk, a three-litre can</i>
2) b = a container (with its contents) <i>a cup of coffee, a can of beer</i>	2) cf. b = a container (maybe empty) <i>a coffee cup, a beer can</i>

Выражения времени и измерений, частное проявление общего правила, выделены особо ввиду частотности их употребления.

Follow up activities**Exercise 20. Cross out the odd structures.**

1. A grammar book, a preposition book, a history book, a revolution book, a riddle book, a textbook, a cookbook.
2. A workshop, a book shop, a vegetable shop, a flower shop, a curiosity shop, a fantasy shop, a body shop.
3. A flea market, a bird market, a street market, an antiques market, a fish market, an automobile market, a cattle market.

Exercise 21. Join the words below in an appropriate noun structure; put the necessary articles.

- | | |
|--------------------------|----------------------|
| 1) newspaper / yesterday | 12) dog / kennel |
| 2) newspaper / article | 13) mountain / side |
| 3) university / teacher | 14) bed / table |
| 4) interests / people | 15) top / fir tree |
| 5) name / your friend | 16) hand / bag |
| 6) name / street | 17) earth / surface |
| 7) birthday / Ann | 18) features / Mary |
| 8) rest / two weeks | 19) house / price |
| 9) holiday / month | 20) things / look |
| 10) ride / five miles | 21) traffic / London |
| 11) slice / meat | 22) nation / needs |

Exercise 22. Rewrite the following phrases as noun structures.

- 1) the growth of the population in the world
- 2) a cellar for keeping wine which belongs to the Smith family
- 3) flowers that grow in spring made in a bunch
- 4) a machine used to sharpen pencils
- 5) a dress for the wedding belonging to my sister
- 6) a glass containing water from a spring
- 7) a report on casualties made by the police
- 8) a cup for tea made of china
- 9) the institute in Monterey which trains teachers
- 10) a visit which lasts five days
- 11) the centre which makes research into the crisis in energy

Exercise 23. Translate into Russian.

- 1) the Moscow State University Student Conference
- 2) Oxford Practice Grammar

- 3) an aviation business centre
- 4) a city centre reconstruction project
- 5) the water pollution problem
- 6) a core course book

Focus on reading

Render the text or answer the questions below. Time limit: 10–12 min.

Text 7. ELTI regulations (an extract from *Students' Handbook*)

During the orientation week, new students at ELTI (English Language Training Institute) take evaluation tests that will be used to place them in the proper level for their classes. Returning students are placed according to their exit exams, grades and teachers' recommendations. If possible, ELTI will avoid assigning returning students to the same teacher for the same subject. If there are enough students for two sections of a class, students will usually be assigned so that each class has balance of students from different language backgrounds. The first day of class is used for "second-day testing", where all students are tested again to make sure they are in the correct level. After classes begin, teachers may recommend that incorrectly placed students be moved, but students may not change sections in the same level.

Attending all your classes is important because you can speak and listen to your teacher and classmates, ask questions, and learn many things about English and US culture. Missing class means missing important information. You should attend all classes, but ELTI requires that each student attend at least 80 % of his or her classes to receive a passing grade. If you miss 20 % or more of your class, you will automatically fail it. To attend ELTI the next semester, you must write a letter explaining why you missed so many classes. A committee of teachers and the director will decide if you may continue. You may not return to ELTI if you fail two semesters in a row. It is your responsibility to follow this policy. Punctuality is also a must. Classes begin on time. If you arrive late, you may be marked absent.

You must complete all assignments on time. Each instructor will tell you the assignment policy at the beginning of each term. It is your responsibility to follow your teacher's policy. Copying the words or ideas of other people is called *plagiarism* and is a serious offence in

ELTI and elsewhere in the US. Cheating is also a very serious matter in academic work. If you plagiarize or cheat, you will fail the test or assignment.

Students receive grades at midterm and at the end of the term. Students who have a passing grade in all courses will receive a certificate. Students must successfully complete all of the work in every course to advance to the next level. Students with two semesters of failing grades will be asked not to return to ELTI.

(Word count: 381)

1. Which is not among ELTI students' responsibilities?
 - A Attending all classes.
 - B Completing all assignments on time.
 - C Copying the words or ideas of other people.
 - D Coming on time.
2. Teachers think that attending all classes is most important not to ____
 - A be marked absent.
 - B automatically fail.
 - C miss important information.
 - D be asked questions.
3. Students may not ____
 - A move to another section in the same level.
 - B have different language backgrounds.
 - C be moved during orientation week if misplaced.
 - D be assigned to the same teacher if they return.
4. Students may get failing grades if ____
 - A they attend at least 80 % of their classes.
 - B they fail to write a letter of explanation.
 - C a committee of teachers and the director decide so.
 - D they plagiarize or cheat.
5. Students should ____
 - A attend at least 20 % of their classes to get a passing grade.
 - B be marked absent if they arrive late.
 - C seek to obtain teachers' recommendations after classes.
 - D have passing grades in all the courses to advance to the next level.