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**T.G. BORTNIKOVA
M.V. GRIBOVA**

MY PERFECT ENGLISH

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В учебном пособии представлены правила чтения, тексты для отработки произношения и интонации. Авторы используют текстовой материал, который способствует закреплению правил чтения. Данное пособие знакомит с транскрипцией, а также включает диск с записями текстов, подкрепленных визуально. Представленные тексты связаны с тремя тематическими направлениями: общекультурным, экономическим и информационным. Предназначено для студентов-бакалавров различных направлений.

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The study guide deals with rules of reading. Authors uses texts for improving reading skills. It contains a disk with oral presentation of the reading rules. The texts are based on such topics as society and culture, economics, information. The study guide is for first-year students of different faculties.

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Английский алфавит

Печатный шрифт	Рукописный шрифт	Название букв	Печатный шрифт	Рукописный шрифт	Название букв
Aa	<i>Aa</i>	[ei]	Nn	<i>Nn</i>	[en]
Bb	<i>Bb</i>	[bi:]	Oo	<i>Oo</i>	[ou]
Cc	<i>Cc</i>	[si:]	Pp	<i>Pp</i>	[pi:]
Dd	<i>Dd</i>	[di:]	Qq	<i>Qq</i>	[kju:]
Ee	<i>Ee</i>	[i:]	Rr	<i>Rr</i>	[a:]
Ff	<i>Ff</i>	[ef]	Ss	<i>Ss</i>	[es]
Gg	<i>Gg</i>	[dʒi:]	Tt	<i>Tt</i>	[i:]
Hh	<i>Hh</i>	[eɪtʃ]	Uu	<i>Uu</i>	[ju:]
Ii	<i>Ii</i>	[ai]	Vv	<i>Vv</i>	[vi:]
Jj	<i>Jj</i>	[dʒei]	Ww	<i>Ww</i>	[dʌblju:]
Kk	<i>Kk</i>	[kei]	Xx	<i>Xx</i>	[eks]
Ll	<i>Ll</i>	[el]	Yy	<i>Yy</i>	[wai]
Mm	<i>Mm</i>	[em]	Zz	<i>Zz</i>	[zed]

UNIT I

УЧИМСЯ ЧИТАТЬ * LET'S LEARN TO READ

A. Звуки * Sounds

В. Правила чтения * Rules of reading

С. Словесное ударение и интонация*Word stress and intonation

Д. Проверьте ваши знания * Test your knowledge

А

1. Звуковая и письменная формы языка

Язык возник и существует как средство общения людей, прежде всего, в звуковой (устной) форме. Письмо является лишь условным изображением звуковой формы языка. Поэтому для того чтобы овладеть языком, необходимо, прежде всего, овладеть его звуковой формой, его фонетическим строем, т. е. системой звуков, словесным ударением и интонацией.

2. Различие между звуком и буквой. Транскрипция

Каждый язык располагает определенным ограниченным числом звуков. Звуковой состав языка постоянно подвергается изменениям, тогда как буквенное изображение слов изменяется гораздо медленнее. Поэтому буквенный состав слова лишь условно отражает его звучание (сравните в русском языке что [што]; снег [сн'ек]).

В английском языке большое расхождение между звуковым и буквенным составом слов объясняется тем, что звуковая форма языка претерпела значительные изменения, которые не отражались на письме.

В современном английском языке 44 звука, которые передаются 26 буквами. Поэтому одна и та же буква в разных положениях читается по-разному, а тот же звук может передаваться различными буквами или буквосочетаниями. Для того чтобы точно обозначить звуковой состав слова, пользуются так называемой фонетической транскрипцией, т. е. системой условных графических обозначений, в которой каждому звуку соответствует особый значок. Транскрипция записывается в квадратных скобках: *face* [feɪs].

3. Характеристика английских звуков

a) Согласные звуки, сходные с русскими:

[t] - [d]; [s] - [z]; [b] - [p]; [v] - [f]; [g] - [k]; [m] - [n]

Согласные в английском языке не смягчаются и не оглушаются.

б) Краткие гласные:

[ɪ] произносится как русское *и* в слове *шить*: [fit, nit, sit, kin, tin, mis, mist, fist]

[e] похож на гласный в слове *цель*:

[pen, ten, men, ben, ted, 'sevn, get, pet, set]

[ʌ] очень краткий звук, соответствует русским неударным *о* или *а* в словах *оса* или *актер*: [bʌs, bʌst, mʌst, sʌn, bʌn, bʌt, fʌn, dʌn, gʌn, kʌt]

[æ] промежуточный между русскими *э* и *а*, но не заменяется этими звуками:

[mæn, fæsn, kæn, tæn, dæd, bæn, mæp, mæs, æz, fækt, tækt]

[ɔ] очень короткий звук, напоминает русское *о* в слове *кот*, губы округлены, но не вытянуты, рот напряжен: [nɔt, gɔt, nɔk, tɔs, nɔd, gɔd, fɔks, bɔks]

[u] краткий звук, похожий на русское *у* в слове *утюг*, но губы не вытянуты, а находятся в нейтральном положении:

[buk, put, fut, tuk, pul, 'pusi, gud]

[ə] этот звук, так называемый нейтральный гласный, никогда не

бывает под ударением; произносится неотчетливо, похож на неударное русское *а* в слове *комната*:

[*'mistə, 'sistə, 'æktə, 'błtə, 'sitə, 'bænə*]

Примечание: В английских словах, в отличие от русских, конечные звонкие согласные никогда не произносятся глухо. Оглушение может привести к изменению смысла слова:

[*sæd*] — печальный, [*sæt*] — сидел; [*bæg*] — сумка, [*bæk*] — спина

в) **Согласные звуки, отличающиеся от русских:**

[*l*] произносится подобно русскому *л* перед согласными и в конце слова:

[*bel, tel, 'ketl, 'æpl, milk, stil*]

Перед гласными звук [*l*] произносится более мягко (но тверже, чем русское *л* в словах *лес, лить*): [*'litl, liv, lift, lvd, 'bædli, læmp, plæn, flɔk, læk*]

[*r*] на слух не имеет ничего общего с русским *р*. Чтобы получить звук [*r*], следует начать произносить русский звук *ж*, а затем увеличить расстояние между языком и нёбом и постепенно отодвигать кончик языка назад.

Во избежание раскатистого русского звука [*р*] необходимо следить за тем, чтобы кончик языка не касался альвеол:

[*red, rest, ræg, glət, glən, ræn, 'rætl, 'rivə, rent, grin, 'preznt*]

[*θ*] глухой межзубный звук. Язык не касается губ, струя воздуха проходит между верхними зубами и языком: [*θin, θik, fifθ, θrɔb, θrɪl, mæθ, tenθ, sɪksθ, tʌnθ, mɪθ*]

[*ð*] звонкий межзубный звук; произносится так же, как [*θ*]:

[*ðen, ðɪs, ðæt, ðem, 'leðə, 'feðə*]

[*w*] губной звук. Губы вначале слегка вытянуты и округлены, затем быстро принимают положение, необходимое для произнесения следующего гласного: [*wið, wil, went, win, 'wɪntə, 'weðə, wen, wət, 'wɪspə, 'wɪtɪ*]

[h] напоминает звук, который слышится, когда мы дышим на стекло, прежде чем протереть его: [hæt, hel, his, hiz, hen, 'hæri, 'hevi, hænd, held, 'hʌntə]

[ʃ] произносится как сочетание русских букв *иши*:

[self, wɪʃ, sɪp, fɪʃ, ʃɔp, brʌʃ, 'fniʃ, buʃ, ʃət, 'rʌʃn]

[ʒ] произносится как сочетание русских *жъж*:

[meʒə, 'leʒə, pleʒə, 'vɪʒn, dɪ'vɪʒn, dɪ'sɪʒn]

[dʒ] произносится как сочетание русских *дъж*:

[dʒæm, dʒæz, dʒæk, 'dʒeli, dʒʌdʒ, dʒʌmp, dʒəb, dʒʌst,
'dʒækɪt]

[ŋ] носовой звук; получается, если вы попробуете произнести *m* с открытым ртом. Чаще всего встречается в конце слова:

[bæŋ, θɪŋk, 'ɪŋglɪʃ, θɪŋ, sɪŋ, strɔŋ, lɔŋ, riŋ, θæŋk, riŋk]

[j] соответствует начальному, не обозначенному на письме звуку в русском слове *ель*:

[jes, jet, jel, 'jæŋki, 'jestədɪ, jʌŋ]

[tʃ] произносится как сочетание русских букв *чъч*:

[tʃes, tʃɪl, tʃɪn, tʃest, lʌntʃ, tʃek, rɪtʃ, mætʃ]

г) Долгие гласные:

Долгота гласного обозначается в транскрипции двоеточием.

[i:] долгий звук, начало которого произносится как русское *и* в слове *шить*, а конец — как русское *и* в слове *нить*.

Согласный перед [i:] не смягчается:

[gri:n, fi:l, mi:n, wi:l, si:n, fi:p, ki:p, ni:d, si:, bi:]

[u:] долгое произношение звука [u] :

[fu:l, su:n, pu:l, ku:l, mu:n, zu:m, ru:l, ru:m]

[ɑ:] напоминает звук, который произносит больной, показывая врачу горло:

[sta:, sta:t, a:t, ha:p, a:m, tʃa:m, 'ma:bl, 'pa:tɪ, pa:k]

[ɔ:] может произноситься как долгий вариант [ɔ] :

[hɔ:n, spɔ:t, fɔ:m, 'ɔ:da, nɔ:θ, lɔ:d, 'fɔ:rist, 'fɔ:tɪ, 'ɔ:gən]

[ə:] долгий звук, на слух средний между русскими звуками э и о. Кончик языка должен находиться у основания нижних зубов:

[və:b, nə:v, 'pə:pl, 'nə:vəs, bə:n, bə:d, 'ə:li, ə:n, fə:st]

Примечание: Долгие гласные нельзя подменять краткими и наоборот. Нарушение этого правила может привести к нарушению смысла слова: [sli:p] — спать, [slip] — скользить.

д) **Дифтонги** (двойные гласные):

Второй звук произносится ослабленно. Звуки, составляющие дифтонг, произносятся слитно:

[eɪ] похож на русское *ей* в слове *ищейка*:

[neɪm, feɪs, 'leɪzɪ, pleɪs, keɪt, 'beɪsɪs, meɪn, peɪnt, leɪk]

[aɪ] похож на русское *ай* в слове *дай*:

[faɪv, nait, sain, lait, naɪf, stail, taim, taɪp, laɪn, waid]

[ou] похож на русское *оу* в слове *клоун*:

[houm, toun, gout, rouz, bout, soup, pouz, 'kouzi]

[au] похож на русское *ау* в слове *фауна*:

[daun, taun, faund, raund, braun, ə'baut, graund, laud]

[ɔɪ] похож на русское *ой* в слове *мой*:

[bɔɪ, bɔɪl, tɔɪ, rɔɪnt, ɪks'plɔɪt]

[uə] похож на русское *я*:

[ruə, tuə, duə]

[iə] напоминает сочетание *ио* в слове *приоритет*:

[jɪə, fiə, klɪə, niə, hɪə, dɪə, bɪə, mɪə]

[ɛə] напоминает сочетание *эа*:

[bɛə, rɛə, stɛə, kɛə, glɛə, pri'pɛə, 'fɛərɪ, dɛə]

4. Ударение

Фразовое ударение

В речевом потоке не все слова выделяются ударением.

Артикуляционно-слуховое выделение одних слов в речи по сравнению с другими называется **фразовым ударением**.

В английском языке ударными, как правило, бывают только знаменательные слова: существительные, прилагательные смысловые глаголы, числительные, наречия, вопросительные и указательные местоимения, послелоги. Неударными остаются обычно служебные слова (артикли, союзы, предлоги, вспомогательные и модальные глаголы), а также личные и притяжательные местоимения. Например: *Jack is busy*.

Ритм

В английском языке существует тенденция произносить ударные слоги через более или менее равные промежутки времени. Вследствие этого скорость произнесения неударных слогов, стоящих между двумя ударными, а также долгота звука в них, особенно гласных, меняется в зависимости от количества неударных слогов, то есть если неударных слогов много, они произносятся быстрее, а если их мало – они произносятся медленнее. Это придает английскому предложению определенный ритм.

5. Интонация

В речи слова объединены во фразы. Каждая фраза произносится с определенной интонацией, или мелодией. Мелодия представляет собой последовательное изменение высоты тона слогов. Интонация является одним из важнейших средств выражения смысла высказывания. Роль интонации можно показать на следующем примере: одно и то же русское предложение *Masha здесь*, произнесенное с нисходящей мелодией, воспринимается как утверждение (*Masha здесь.*), с восходящей мелодией – как вопрос (*Masha здесь?*).

В английском языке предложения Jack is busy (утверждение) и Is Jack busy? (вопрос) различаются не только интонацией, но и грамматической структурой (в данном случае порядком слов).

Таким образом, интонация помогает оформить предложение в речи, определить тип предложения. Это – грамматическая функция интонации. Помимо этого, интонация может выражать разные оттенки значения и эмоции. Это – выразительная функция интонации.

При записи интонации применяются следующие условные знаки:

При записи интонации применяются следующие условные знаки:

- 1) – тире (для обозначения ударного слога)
- 2) · точка (для обозначения неударного слога)
- 3) \ кривая, падающая (для обозначения падения тона вниз в последнем ударном слоге)
- 4) / кривая, поднимающаяся (для обозначения повышения тона в конечном ударном слоге)
вверх
- 5) —— две параллельные (для обозначения верхней и нижней границы тона голоса. Между этими прямыми располагаются значки, обозначающие слоги в предложении)

Такое графическое изображение мелодии называется тонограммой.

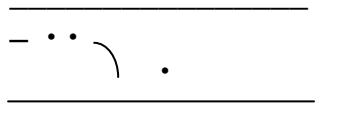
Английское предложение мелодически представляет собой постепенно понижающийся ряд ударных и неударных слогов, в котором первый ударный слог произносится самым высоким тоном, начальные безударные слоги произносятся более низким тоном, а последний ударный слог произносится или с падением, или с повышением тона. В соответствии с этим различают два основных тона: нисходящий и восходящий. Нисходящий тон графически

обозначается знаком [\], а восходящий – знаком [/], которые ставятся перед последним ударным слогом.

Нисходящий тон выражает законченность высказывания, категоричность. Нисходящий тон в английском языке, как и в русском, употребляется в конце повествовательного предложения.

Восходящий тон выражает незаконченность высказывания, отсутствие категоричности. Восходящий тон употребляется при перечислении, в некоторых вопросах, просьбах и в других случаях.

При нисходящем тоне в английском предложении высота голоса падает достаточно стремительно: *Jack is busy.*

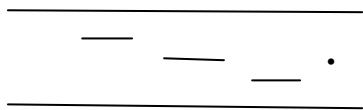


Если за последним ударным слогом следует один или несколько безударных слогов, то они произносятся на низком голосовом уровне.

В предложении с восходящим тоном начало последнего ударного слога произносится довольно низким ионом, подъем начинается со второй половины этого слога, происходит более медленно и не достигает большой высоты. Например: *Is Nick in?*



Если за последним ударным словом английского предложения, произнесенным с повышением тона, следуют неударные слоги, то ударный слог произносится на низком уровне, а неударные слоги произносятся с повышением тона. Например: *Is Jack busy?*



Повествовательные предложения обозначают законченное высказывание и произносятся с понижением тона. Вопросительные предложения, начинающиеся с глагола (общие вопросы), произносятся с повышением тона.

Эмфатическая нисходяще-восходящая мелодия

Кроме обычной мелодии с повышением и понижением тона голоса, употребляемой в неэмоциональной речи, в английском языке часто встречаются эмфатические варианты интонации, придающие речи живую эмоциональную окраску.

Эмфатическая интонация употребляется в том случае, когда говорящий хочет усилить или подчеркнуть какую-нибудь мысль, выделить одно или несколько слов.

Одним из вариантов эмфатической мелодии является сложный нисходяще-восходящий тон, который обозначается знаком [\] или [\ /].

Падение-подъем тона могут происходить:

а) в пределах двух слогов, разделенным одним (или более) неударным слогом, например:

Certainly \ · /

б) в пределах двух смежных слогов, например:

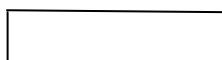
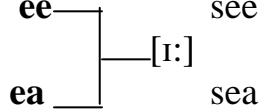
That's right \ /

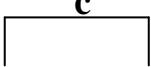
в) в пределах одного слога, например:

Oh \ /

B

6. Познакомьтесь с правилами чтения букв и буквосочетаний и прочтите упражнения в чтении:

№ п/п	Правила чтения букв и буквосочетаний	Упражнения в чтении
1	Открытый слог Закрытый слог е  [i:] [e] be met Pete left	eve, me, mete, Pete, net, lend, bet, pen, spend, bent, bend, left, bede, let, den, bed, men, ten, best, eke, be, kept, slept, met, send, zest, step, test, mend
2	 see [i:] sea	meat, feet, need, neat, lead, sleep, deed, feed, fleet, leave, zeal, bead, east, keep, feel, pea, deal, mean
3	Открытый слог Закрытый слог а  [eɪ] [æ] made man ape land	blame, pale, mate, sake, fate, make, fat, van, sand, lad, name, sane, fame, lamp, stamp, lake, bad, sale, late, plan, ale, date, vale, bat, nave, tape, pan, fan, blade, lane
4	Открытый слог Закрытый слог i, y  [aɪ] [ɪ] five bit type 'system	by, dye, my, tie, size, if, nip, tip, system, fit, mine, fine, dive, tin, style, pine, life, size, lift, sin, pine, tide, kid, like, time, tint, tyke, bye, dyke, dike, is, did, nine, type, life

5	ll [l] – bell ss [s] – less dd [d] – add	bell, kill, less, mass, lass, till, spell, miss, mess, ness, add, fell, sell, mill, ass, kiss
6	Перед e, i, у  [s] [k] face can 'fancy' fact	В остальных случаях cat, can, space, face, lace, cap, cliff, cell, cent, cite, clap, cyst, clean, 'pencil,, nice, mice, cyme, 'cystic, ' cape, 'candle, camp, cane, 'cattle, clamp, clap, cede,
7	ck [k] lick	back, lack, stick, nick, black, sack, sick, deck, slack, neck

КОНТРОЛЬНЫЕ УПРАЖНЕНИЯ В ЧТЕНИИ

Упражнение 1. Прочтите следующие слова:

big, made, type, 'little, did, dye, dib, eve, mete, make, feels, clay, 'stable, stale, stands, 'zippy, kite, ill, mine, style, flat, date, gyp, bend, bands, size, 'pencil, state, miss, fans, bits, lime, sale, name, nap, nape, plate, plan, 'mystic, by, 'synonym, desk, lye, cliff, mist, 'neatly

Упражнение 2. Назовите следующие слова по буквам и напишите их транскрипцию:

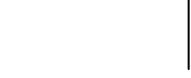
leaf, bone, size, eve, deeds, type, sake, gin, caps, best, east, sale, kid, till, mice, sack

Упражнение 3. Преобразуйте транскрипцию в слова:

[bɪ:d], [stɪ:l], [neɪm], [maɪm], [æd], [speɪs], ['kændl], [bæk], [spouk], [klɒk], [ɪz], [deɪ], [geɪn], [kaɪnd]

Упражнение 4. Прочтите.

[tent, sit, 'dentist, bʌs, kæt, mʌst, bæk, 'sistəm, 'pʌpit, 'æspekt, 'sɪnɪmə, stænd, best, stɒp, fɔnd, fʌnd, dəg, fæt, sʌn, pen, gæs, sɪk, bəks, bʌst, sæd, 'æktə, buk, ænd, end, nəd, 'sevn, siks]

№ п/п	Правила чтения букв и буквосочетаний	Упражнения в чтении
8	Гласные в ударном положении имеют алфавитное чтение перед согласной + le в конце слов—table.	'cycle, 'table, 'stable, 'title, 'able, 'idle, 'maple, 'Bible
9	<p>— [j] в начале слов —</p> <p>yes</p> <p>y</p> <p>— [ɪ] в конце</p> <p>двусложных и</p> <p>многосложных слов в</p> <p>безударном положении —</p> <p>'lady</p>	yet, yell, yes, yak, yelk, yeast 'lady, 'silly, 'fancy, 'fifty, 'ninety, 'kitty, 'zany, 'easy, 'lazy, 'daddy, 'nicely, 'needy, 'neatly
10	<p>Открытый слог Закрытый слог</p> <p>o</p>  <p>[ou] [ɔ]</p> <p>go Tom</p> <p>smoke cost</p>	so, no, stone, sole, zone, lot, stop, not, on, dome, nose, clock, sock, spoke, vote, note, spot, off, odd, slope, slot, stock, doll, pole, dot
11	<p>s— — [s] после глухих согласных и в начале слова—cats, sets</p> <p>— [z] после гласных и звонких согласных—tins, bees</p>	sad, feeds, bells, sends, cats, stones, lets, meets, sets, likes, sat, bees, sleeps, cakes, styles, notes, spends, mends, sells, stops, is, 'tables, pens, beds, ties, plans, dolls

12	<p>ai — mail [eɪ] ay — day</p>	<p>pain, vain, nail, day, lain, may, pay, say, clay, aim, nay, mail, fail, sail, bay, lay</p>
13	<p>Перед e, i, y g</p> <p>[dʒ] gin page</p>	<p>В остальных случаях</p> <p>[g] gap bag</p> <p>gale, gain, page, cage, big, badge, age, stage, 'gipsy, stag, god, glim, sage, dig, gyps, got, 'gossip, go, glide, glad, gene, gybe, gym, gas, 'gentle, gem</p>
14	<p>Гласные i, o перед nd, ld читаются соответственно своему алфавитному названию.</p>	<p>kind, mild, find, bind, mind, 'idle, old, bold, sold, told, cold, gold</p>

КОНТРОЛЬНЫЕ УПРАЖНЕНИЯ В ЧТЕНИИ

Упражнение 1. Прочтите следующие слова:

yeast, mole, stage, yoke, nail, go, 'gentle, doll, 'cycle, cold, gin, gob, glide, mind, 'idle, child, find, yell, signal, egg, spoke, old, blond, clock, seldom, pot, noise, choice, notice, note, sock, 'moment, painter, rain, today, play, way, Spain, memory, mystery, sixty

Упражнение 2. Назовите следующие слова по буквам и напишите их транскрипцию:

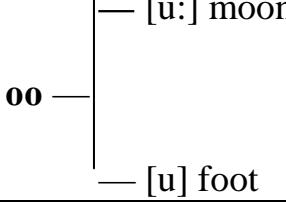
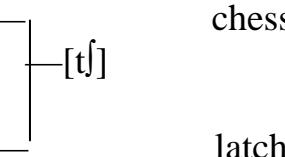
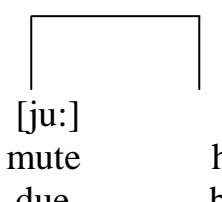
leaf, bone, size, eve, deeds, type, sake, gin, caps, title, lady, stop, spends, may, gyps, bold

Упражнение 3. Преобразуйте транскрипцию в слова:

[bɪ:d], [stɪ:l], [neɪm], [maɪn], [æd], [speɪs], ['kændl], [bæk], [spouk], [klɔ:k], [ɪz],
[deɪ], [geɪn], [kaind]

Упражнение 4. Прочтите пары слов.

[bæt — bæd]	[ænd — ænt]	[tent — tend]
[set — sed]	[næk — næg]	[bɪt — bɪd]
[spent — spend]	[pens — penz]	[kæt — kæd]
[bʌs — bʌz]	[bet — bed]	[æs — æz]
[pleɪs — pleɪz]	[bæk — bæg]	[kæp — kæb]
[wait — waid]	[lift — lɪvd]	[rɪp — rɪb]
[hɪs — hɪz]	[raɪs — raɪz]	[roup — roub]

№ п/п	Правила чтения букв и буквосочетаний	Упражнения в чтении	
15	h [h] hat	him, his, hill, hate, hide, hold, hall	
16	oo — 	soon, spoon, tool, pool, too, zoo look, took, good, hook, brook, book	
17	sh [ʃ] shake	she, ship, dish, shelf, shook, shame, shave, sheep	
18	ch — 	chime, chest, cheel, cheap, teach, speech, inch, lynch tch — 	catch, match, stitch, ditch
19	u 	cut, mud, such, dust, duke, use, fuse, dune, tune, tube, dump, fume, fun, hue, due, hut, stuff, nude, run cup, gun, 'putty'	
20	ew [ju:] sew	new, pew, dew, few, hew	
21	j [dʒ] jump	jet, Jack, Jim, jam, Jane judge, jug	
22	r [r] broke	run, root, rat, brook, drop, red, read, race, run, drum, free, tree, street	

КОНТРОЛЬНЫЕ УПРАЖНЕНИЯ В ЧТЕНИИ

Упражнение 1. Прочтите следующие слова:

reach, quite, new, cold, book, 'silly, hide, shy, rock, tube, 'gipsy, gun, cheap, 'bottle, home, use, black, yet, space, few, cell, up, 'sooty, kind, stuff, box, mind, type, fuse, last, ask, pay, child, e'xact, page, jet, dig, too, spoke, jump, all, day, vast, call, hill, his, moon, shut, Dutch, mast, joke, role, bridge, ream, e'xhibit, pole, mash, dish, shoot

Упражнение 2. Назовите следующие слова по буквам и напишите их транскрипцию:

Jack, quick, which, class, bridge, this, go, run, hide, hook, dish, teach, fume, jug, race

Упражнение 3. Преобразуйте транскрипцию в слова:

[heɪt], [gud], [ʃɪ:p], [spɪ:tʃ], [fʌn], [ju:z], [nju:], [dʒʌg], [stri:t], [waɪd], [wen], [θri:], [gra:s], [wɔ:k], [hεə], [kwɪk], [nekst]

Упражнение 4. Прочтите.

[ʃæl, klɔθ, mɪlk, wɪtʃ, hæŋ, 'ækʃn, 'wepən, 'weðə, rɪsk, 'ræpɪd, jes]
[ræŋk, pʌntʃ, 'pʌbliʃ, 'præktɪs, 'verɪ, bred, buʃ, kætʃ, dʒɪm, 'dʒɪpsi]

№ п/п	Правила чтения букв и буквосочетаний	Упражнения в чтении
23	w [w] way	wine, wide, will, win, well, wage, wig, wish, way
24	wh [w] while	whine, whip, white, why, wheel, whale, when, which
25	th [θ] theme [ð] this	thick, three, cloth, thin, theme, depth, tenth, fifth, sixth, width, teeth these, they, then, with, wi'thin, them, breathe, those, thus, 'this is, 'that is, 'is this, 'is that
26	a [a] перед s + согласная — mask	pass, class, task, fast, grass, grasp, last, vast
27	a + lk [ɔ:k] chalk a+ ll [ɔ:l] talk	chalk, talk, walk, balk hall, ball, fall, all, wall
28	air [eə] pair	air, chair, fair, hair
29	qu [kw] quickly	quest, quite, quill, quick
30	x [gz] перед ударной гласной – e'xam [ks] в остальных случаях – text	e'xam, e'xist, e'xample, e'xact, e'xhibit box, next, ex'cept, ex'pect, 'excellent, wax, text, six, fix, tax

КОНТРОЛЬНЫЕ УПРАЖНЕНИЯ В ЧТЕНИИ

Упражнение 1. Прочтите следующие слова:

class, which, when, well, wax, week, chair, wild, chalk, 'witty, wake, wage, hair, whale, wale, quick, air, small, 'balky, 'Balkan, 'fairy, pair, whirl, wonder, nothing, question

Упражнение 2. Назовите следующие слова по буквам и напишите их транскрипцию:

Jack, quick, which, class, bridge, this, go, run, wish, wheel, thin, they, grasp, quill, example

Упражнение 3. Преобразуйте транскрипцию в слова:

[heit], [gud], [ʃi:p], [spri:tʃ], [fʌn], [ju:z], [nju:], [dʒʌg], [stri:t], [waɪd], [wen],
[θri:z], [gra:s], [wɔ:k], [hɛə], [kwɪk], [nekst]

Упражнение 4. Прочтите пары слов.

[grɪm — gri:n] [ful — fu:l] [spɔt — spɔ:t]

[fil — fi:l] [pul — pu:l] [ten — tə:n]

[tin — ti:n] [mʌtʃ — ma:tʃ] [bed — bə:d]

[lɪv — li:v] [kʌt — ka:t] [weld — wə:ld]

№ п/п	Правила чтения букв и буквосочетаний	Упражнения в чтении
31	ow — [ou] slow [au] town ou — out	sow, low, row, snow, grow, 'yellow down, gown, brown, how, 'vowel house, loud, round, a'bout, a'mount, pound
32	a + re a + r [ɛə] [a] mare car dare large	rare, hare, cart, hard, bar, care, square, stare, large, yard, share, spare, care, charm, harm, dark, star
33	o + re o + r [ɔ:] [ɔ:] more nor shore north	cord, fork, score, port, sport, more, born, core, store, short, sort, 'forty, fore, sore, dor, horde, ex'plore
34	u + re u + r [juə] [ə:] cure curd pure turn	lure, burn, en'dure, se'cure, pure, turn, curl, hurt, 'turtle, spur, nurse, curd, 'curdle
35	e + re e + r [iə] [ə:] here her	herd, nerve, hers, here, 'merely, term, serf, terse, serve, mere, sere
36	(y)i+re (y)i + r [aɪə] [ə:] tire firm 'Byron 'myrtle	'tired, mire, girl, shirt, sir, first, 'thirty, third, 'dirty, wire, lyre, skirt, hire, whirl, sa'tire, bird, tyre

КОНТРОЛЬНЫЕ УПРАЖНЕНИЯ В ЧТЕНИИ

Упражнение 1. Прочтите следующие слова:

snow, depth, width, stir, more, bird, 'doctor, burn, sport, born, care, car, square, pure, rare, wire, 'maker, fume, she, 'singing, Dutch, Rome, space, brick, teach, bold, run, myth, eve, add, go, fix, wage, cake, 'fancy, few, ink, day, 'dirty, here, nurse, serf, 'English, turn, 'worker, dark, car, hair, more, fir, ring, yes, kind, 'rifle, huge, town, round, pass, talk, six, know, 'witty, voice, sa'tire, 'tester, 'darling, 'father, front, 'mother, a'mong, a'loud, a'long, 'gardener, 'ignorant, some, 'human

Упражнение 2. Назовите следующие слова по буквам и напишите их транскрипцию:

what, bird, these, rare, here, charm, fox, sing, sheep, gown, yard, fore, spur, mere, wire

Упражнение 3. Преобразуйте транскрипцию в слова:

[snou], [hau], [ha:d], [kεə], [fɔ:tɪ], [tə:n], [hiə], [taɪəd], [wə:k], [kiŋ], [ri:də],
[fa:ðə], [mʌðə],

№ п/п	Правила чтения букв и буквосочетаний	Упражнения в чтении
37	wor [wə:] work	word, worse, world, worst
38	ng [ŋ] song nk [ŋk] link	bang, long, wing, 'sitting, 'taking, 'singing bank, blank, wink, pink, tank, ink, sink
39	в конце слов er , or — leader ['lɪ:də] [ə] —артикл a (an)— a man [ə' mæn] при редукции гласных в безударном положении— faculty [fækəlti]	'teacher, 'singer, 'reader, 'fisher, 'member, 'doctor, 'actor a book, a house, a boy. a pen, a song 'difficult, 'calender, a'cademy, 'student, 'factory 'present, 'husband, a'ttend

40	a [a:] перед th	[ð] 'father, 'rather; [θ] path, bath
41	o [ʌ] перед m, n, th, v	dove, some, won, front, month, 'mother, 'brother, come, love, glove

КОНТРОЛЬНЫЕ УПРАЖНЕНИЯ В ЧТЕНИИ

Упражнение 1. Прочтите следующие слова:

square, pure, rare, wire, 'maker, ink, here, 'worker, 'father, a'mong, a'loud, a'long, 'gardener, some, something, wonder, wrong, world

Упражнение 2. Назовите следующие слова по буквам и напишите их транскрипцию:

what, bird, these, rare, here, charm, fox, sing, sheep, wink, student, path, love

Упражнение 3. Преобразуйте транскрипцию в слова:

[snou], [hau], [ha:d], [kεə], [fɔ:tɪ], [tə:n], [hiə], [taɪəd], [wə:k], [kiŋ], [ri:də],
[fa:ðə], [mʌðə],

Упражнение 4. Прочтите.

[koul, 'souldʒə, 'fauntin, 'riəlizm, 'pεərənt, aut, faind, 'jelou, 'bju:g1, eɪdʒ,
klaun, 'noubl, pjuə, kɔɪn, rein, sfiə, 'tuərist]

№ п/п	Правила чтения	Упражнения в чтении
42	oy [ɔɪ] oi [ɔɪ]	boy, toy, voice, noise, coin, soil, boil
43	igh [ai]	fight, light, knight, sight, high, flight
44	wr [r]	write, wrist, wretch, wry, writ, wrap, wrong
45	kn [n]	knew, knit, knell, knife, knee, knight

46	ture [tʃə] 	'nature, 'future, 'structure, 'picture, 'lecture
47	tion [ʃn] ssion	'nation, dic'tation. 'station, 'action, trans'lation, pro'duction 'Russian, 'session, o'ppression
48	war [wo:] wa [wo]	warm, war, ward, re'ward watch, want, wash, wand
49	sure [ɜː] (ea [e] перед sure)	'leisure, 'pleasure, 'measure, 'treasure
50	В словах греческого и латинского происхождения ch [k] ph [f]	school, 'scholar, chrome 'chorus, 'chlorite, 'architect, 'architecture 'photo, phone, 'physics, Philosophy, 'telephone, phrase, pho'netics
51	Перед удвоенной парной согласной гласные читаются кратко.	'lorry, 'merry, 'letter, 'witty, 'matter, 'marry, 'sorry, 'bitten, 'hurry, 'difficult, 'different, 'differ, 'little
52	е [i] в безударном положении	e'lect, en'joy, establish, de'ny, 'pocket, ex'pect, 'goodness

КОНТРОЛЬНЫЕ УПРАЖНЕНИЯ В ЧТЕНИИ

Упражнение 1. Прочтите следующие слова:

knit, physics, want, knife, Russian, picture, right, primness, boy, boil, girl, measure, demonstration, party, witty, fancy, worse, cold, philosophy, dark, duck, faculty, register, monitor, reward, university, marry, narrow, bale, terrible, require, mister, minister, departure, phut, purl, knuckle, knew, keeping, war, enrich, kerb, pension, wood, ray, treasure, strong, first, reader, noise, station, writer, gun, wry, gipsy, actor, round, air, watch, flower, enslave, purge, pure, snare, maker, tight, trainer, weakness, enlarge, brass, brightness, voice, structure, session, wash, ward

Упражнение 2. Назовите следующие слова по буквам и напишите их транскрипцию:

Russian, world, air, why, picture, coin, station, want, chrome, phrase, sorry, deny

Упражнение 3. Преобразуйте транскрипцию в слова:

[vɔɪs], [naɪt], [raɪt], [naɪf], [pɪktʃə], [dɪk'teɪʃn], [wɔ:], [plæʒə], [fɪ'lɒsɔfi], ['leɪtə],
[ɪn'dʒɔɪ]

C

Прочтите упражнения в правильном оформлении словесного ударения, обращая внимание на правила:

Правила ударения	Упражнения в чтении
1. В двусложных словах ударение, как правило, падает на первый слог. Ударная гласная читается согласно своему изложению в слоге: открытом или закрытом.	'sofa, 'murder, 'stupid, 'stipend, 'absent, 'artist, 'worker, 'letter, 'turner, 'whisper, 'student, 'window, 'member, 'number, 'napkin
2. В трех- и четырехсложных словах ударение обычно падает на третий слог от конца, причем ударная гласная произносится кратко, согласно своему чтению в закрытом слоге.	'document, 'different, 'general, 'popular, 'policy, 'natural, 'family, 'victory, 'capital, a'bility, de'velopment, po'litical, ac'tivity, ne'cessity, 'difficult, 'appetite, 'memorize, 'exercise, ex'tremity
3. Если слово состоит из четырех и более слогов, то оно обычно имеет два ударения: главное—на втором или третьем слоге от конца, и второстепенное—на первом или втором слоге от начала слова.	uni'versity, ,possi'bility, elec'tricity, o,rigi'nality e,xami'nation, ,patro'nymic, ,conver'sation, ,revo'lution, in,tracta'bility, ,intro'ductory, ,indi'visible, ,anni'versary, ,into'nation
4. В существительных с суффиксом -tion главное ударение падает на гласную, предшествующую суффиксу.	'station, po'sition, re'lation, condition, pro'duction, a'fection, a'ddition, in'jection
5. В словах с префиксами a-, be-, com-, con-, dis-, mis-, in-, im-, pre-, re- ударение падает на второй слог.	a'long, a'bout, a'mount, a'maze, dis'like, dis'miss, mis'take, pre'pare, be'gin, re'make, com'pare, con'surt, im'port, im'portant, re'peat, re'pair
6. В сложных существительных, как правило, ударение падает на первый слог.	'bookcase, 'blackboard, 'something, 'newspaper, 'bookshelf, 'textbook, 'notebook, 'classroom, 'Englishman, 'grandfather, 'blacksmith

КОНТРОЛЬНЫЕ УПРАЖНЕНИЯ В ЧТЕНИИ

Упражнение 1. Прочтите следующие слова:

sky, ticket, speak, silence, hint, pencil, flash, pick, seat, bells, deep, been, steps, feet, fell, state, sale, bent, tap, tales, spend, best, deal, save, belts, meat, steel, sleep, achieve, receive, harsh, won, wrote, nature, reply, mild, field, desire, nation, devotion, lecturer, company, sold, last, might, berth, half, lain, teacher, summer, thirty, culture, memory, right, froze, easy, carry, pause, claim, founder, dinner, further, wool, industry, exact, mankind, better, mystery, applause, sixty, hurry, blanket, among, acquaint, grass.

Упражнение 2. Прочтите слова, соблюдая правила словесного ударения.

[telifoun, kəstjum, di'tektiv, 'melədi, ɪ'kwivələnt, 'pedistəl, kə'lizn, 'tendənsı, 'kənflikt, ə'kædəmɪ, 'bæləd, 'teknikəl, tək'ni:k, 'vɪzɪt, ju:nɪ'və:siti, sɪnɪmə'təgrəfi]

Упражнение 3. Прочтите.

- [ʌwʌn, ʌtu:, ʌθri:, ʌfɔ:, ʌfaɪv, ʌsɪks, ʌsevn, ʌeɪt, ʌnain, ʌten.]
- [ʌgou, ʌtrai, ʌ spi:k, ʌ ri:d, ʌ rait, ʌ kʌm, træns ʌ leɪt, rɪ ʌ pi:t, rɪ ʌ si:v, fə ʌ gɪv, rɪ ʌ tə:n, pə ʌ fɔ:m.]

D

TEST YOUR KNOWLEDGE

I. Do the sound symbols and match the sound of the letter underlined in the words? Listen and mark the symbols! If they match put √ and ✗ if they don't match.

1. why - /h/
2. who - /h/
3. unique - /k/
4. scissors - /sk/
5. city - /s/
6. phone - /ph/
7. know - /n/
8. very - /v/
9. quickly - /kw/
10. advertising - /s/
11. architect - /k/
12. write - /wr/

II. The voice goes up at the end of the sentence. Listen to the recording and mark these statements *True* or *False*.

1. Where do you live?
 - a) true
 - b) false
2. When's your birthday?
 - a) true
 - b) false
3. Do you have a job?
 - a) true
 - b) false
4. What sort of music do you like?

a) true

b) false

5. Have you got any brothers or sisters?

a) true

b) false

6. Can you speak three languages?

a) true

b) false

7. How do you come to school?

a) true

b) false

8. Do you like dancing?

a) true

b) false

III. Two-syllable nouns. Put the words in two columns.

Nouns which are stressed on the first syllable	Nouns which are stressed on the second syllable

champagne, sardines, cartoons, mountains, country, receipt, exports, Japan, guitars, device, shampoo, coffee, apples, paintings, Britain, trumpets, toothpaste, Diane.

IV. Transcribe the following sentences

Tom likes writing poetry.

Jane's got friendly brown cat.

Sue was fast asleep when the burglar came.

Liz wants to be rich and famous one day.

Paul's a wealthy young tourist.

V. Put the words into three columns

Gets, tries, washes, makes, calls, spends, bakes, goes, teaches, invites, does, manages, likes, orders, misses, hopes, spends, loosens, hopes, reads, plays, loves.

How do you pronounce the endings

s	z	iz

VI. Complete the table

Auxiliary verb	Weak form	Strong form
do	/də/	/du:/
	/dəz/	
have		
		/həez/
was		
	/kən/	

VII. Listen and cross out the word which does not contain the vowel sound on the left

1	/e/	bread	woman	eggs	many
2	/ʌ/	enough	brother	sugar	much
3	/o/	onion	coffee	lot	what
4	/ə:/	shirt	pork	world	university
5	i:	cheese	tea	wine	magazines
6	/a:/	car	carrots	half	aren't
7	/i/	buildings	little	birds	milk
8	/u:/	shampoo	look	fruit	two

UNIT II

ECONOMIC LITERACY

A. Dialogues

B. Texts for reading

A

DIALOGUE 1

Exercise 2.1. Listen to the conversation and try to mark the text.

JIM: The software's very good. Our customers like the new software. Sales are increasing.

PETER: I'm glad to hear that.

JIM: But there are some problems.

PETER: Oh, what kind of problems?

JIM: I'd like to explain them later. Perhaps we can discuss them at dinner this evening?

PETER: Yes, of course.

JIM: By the way, where would you like to go this evening? I mean, what kind of food would you like to eat?

PETER: Well, I'm not sure. What do you suggest?

JIM: What about sashimi? Would you like that?

PETER: Sashimi? What's that? I'm afraid I don't know very much about Japanese food.

JIM: It's raw fish or raw seafood. It's very good!

PETER: Uh huh. I'd like to try that some other time perhaps. Can you suggest something else?

JIM: Yes, of course.

Exercise 2.2. *Read the dialogue.*

DIALOGUE 2

Exercise 2.3. *Listen to the conversation and try to mark the text.*

JACK: Hello, Herr Kernholz. How are you?

KERNHOLZ: Very well. And you?

JACK: Just fine. What can I do for you?

KERNHOLZ: It's about the date of our next meeting.

JACK: The date of our next meeting?

KERNHOLZ: Yes, when I was in London at the end of last month, we wanted to discuss a number of things. But we didn't discuss, all of them. There wasn't enough time. That's why we planned another meeting for the eleventh of this month. Perhaps you remember.

JACK: Of course I remember, Herr Kernholz. Is there a problem with the date?

KERNHOLZ: Yes, that's the reason I'm phoning now. I'm afraid the eleventh is no longer very convenient for us.

JACK: Oh, I see. Hmm.

KERNHOLZ: Is it possible to meet on the fourth instead?

JACK: On the fourth? Oh, so soon?

KERNHOLZ: Yes. I'm terribly sorry. I really didn't want to change things like this, but I'm afraid there's no alternative.

Exercise 2.4. *Read the dialogue.*

DIALOGUE 3

Exercise 2.5. *Listen to the conversation and try to mark the text.*

PETER: You look worried.

JANE: I am.

PETER: Why?

JANE: Well, I'm going to have an interview tomorrow, and I don't know what to say when they ask me the usual question.

PETER: What question is that?

JANE: 'Have you ever done this kind of work before?' You see, this company designs hotels, but all my experience has been in restaurant design.

PETER: Yes, I know. But don't tell them that.

JANE: Do you mean I should tell them a lie? Say that I have had some experience in designing hotels?

PETER: No, of course not.

JANE: Well, what should I say then?

PETER: Say, 'No, I've never done that kind of thing before, but I have done things that are similar.'

JANE: But that's not ...

PETER: Isn't there anything similar about designing restaurants and designing hotels?

JANE: Well, the two things aren't completely different. I mean, hotels usually include restaurants.

PETER: You see! There are things in your previous experience that can help you to get the job.

JANE: Hmm. Perhaps you're right.

Exercise 2.6. *Read the dialogue.*

B

TEXT 1

Exercise 2.7. *Look through the text “The fundamental problem of economics” and mark its intonation.*

Exercise 2.8. *Listen to the recording and correct your variant of intonation.*

THE FUNDAMENTAL PROBLEM OF ECONOMICS

We must recognize that a variety of different institutional arrangements and coordinating mechanisms are used by a society in responding to the economizing problem. The industrially advanced economies of the world differ essentially on two grounds: the ownership of the means of production, and the method by which economic activity is coordinated and directed.

Pure, or laissez faire, capitalism is characterized by the private ownership of resources and the use of a system of markets and prices to coordinate and direct economic activity. In such a system each participant is motivated by his or her own self interest; each economic unit seeks to maximize its income through individual decision making. The market system functions as a mechanism through which individual decisions and preferences are communicated and coordinated. The fact that goods and services are produced and resources are supplied under competitive conditions means there are many independently acting buyers and sellers of each product and resource. As a result, economic power is widely dispersed. Advocates of pure capitalism argue that such an economy promotes efficiency in the use of resources, output and employment stability, and rapid economic growth. The term laissez faire translates as “let it be”, that is, keep the government from interfering with the economy. Government’s role is limited to the protection of private property and establishing an appropriate legal framework to facilitate the functioning of free markets.

Exercise 2.9. *Read the text. Mind your pronunciation and intonation.*

Exercise 2.10. *Read and answer the questions with proper pronunciation and intonation.*

1. What grounds do industrially advanced economies differ?
2. What is laissez faire or pure capitalism?
3. Are market system functions communicated and coordinated as a mechanism?
4. Why do you think economic power is widely dispersed?
5. How is the government's role limited?

TEXT 2

Exercise 2.11. *Look through the text “Market power” and mark its intonation.*

Exercise 2.12. *Listen to the recording and correct your variant of intonation.*

MARKET POWER

Some individuals and firms do have some influence over prices and thus some degree of market power. For example, American Telephone & Telegraph Co was the sole supplier of telephone services in most urban areas of the United States for decades. As a result, it had tremendous market power. The Coca-Cola Company has an exclusive license to use that particular brand name. As a result, it is the sole supplier of Coca-Cola and can exert considerable influence on the price of that product. Coca-Cola's market power is diluted, however, by the availability and price of other thirst quenchers. If Coca-Cola's price rises too far, more and more people will switch to Pepsi, cold beer, or, as a last resort, water. Consequently, the ability of the Coca-Cola Company to alter prices – its market power – is far from absolute. Other individuals and firms have no influence over the prices or the products they buy and sell, and thus no market power. The amount of market power that exists in any given situation depends on several factors. The determinants of market power include:

- Number of producers.

- Size of each firm.
- Barriers to entry.
- Availability of substitute goods.

Exercise 2.13. *Read the text. Mind your pronunciation and intonation.*

Exercise 2.14. *Read and answer the questions with proper pronunciation and intonation.*

1. How do some individuals and firms have some influence over prices?
2. Is market power absolute?
3. Have other individuals and firms no influence over the prices?
4. What do the determinants of market power include?

TEXT 3

Exercise 2.15. *Look through the text “Redistribution of income and wealth” and mark its intonation.*

Exercise 2.16. *Listen to the recording and correct your variant of intonation.*

REDISTRIBUTION OF INCOME AND WEALTH

The market system is an impersonal mechanism, and the distribution of income to which it gives rise may cause more inequality than society desires. Those who possess valuable capital and land receive large property incomes. But others in our society have no property resources and their incomes are very low. Many of the aged, the physically and mentally handicapped, and husbandless women with dependent children earn only very small incomes or like the unemployed no incomes at all through the market system.

Government is involved in a variety of social insurance and welfare programs designed to ameliorate income inequality in the society. The government carries out redistribution by deliberate policy measures:

- by direct market intervention;

- through the transfer payments such as social security and unemployment benefits to individuals;
- by imposing taxes.

Exercise 2.17. *Read the text. Mind your pronunciation and intonation.*

Exercise 2.18. *Read and answer the questions with proper pronunciation and intonation.*

1. Is the market system a personal or an impersonal mechanism?
2. What firms do receive large property incomes?
3. What does the government carry out by deliberate policy measures?
4. What do you understand by direct market intervention?

UNIT III

THE WORLD OF COMPUTERS

A. Dialogues

B. Texts for reading

A

DIALOGUE 1

Exercise 3.1. Listen to the conversation and try to mark the text.

JIM: The software's very good. Our customers like the new software. Sales are increasing.

PETER: I'm glad to hear that.

JIM: But there are some problems.

PETER: Oh, what kind of problems?

JIM: I'd like to explain them later. Perhaps we can discuss them at dinner this evening?

PETER: Yes, of course.

JIM: By the way, where would you like to go this evening? I mean, what kind of food would you like to eat?

PETER: Well, I'm not sure. What do you suggest?

JIM: What about sashimi? Would you like that?

PETER: Sashimi? What's that? I'm afraid I don't know very much about Japanese food.

JIM: It's raw fish or raw seafood. It's very good!

PETER: Uh huh. I'd like to try that some other time perhaps. Can you suggest something else?

JIM: Yes, of course.

Exercise 3.2. Read the dialogue.

DIALOGUE 2

Exercise 3.3. Listen to the conversation and try to mark the text.

ANN: Thank you for lunch, David.

DAVID: Did you enjoy it?

ANN: Yes, I did. Very much.

DAVID: I'm glad we could meet today. I'd like to talk to you about... about ...
um... I hope you understand this is all very confidential?

ANN: Of course.

DAVID: It's about the agency that does our advertising for us.

ANN: Bell and Winter?

DAVID: Yes. You worked for them once, didn't you?

ANN: Yes, I did. Four years ago.

DAVID: Hmm. What did you think of them?

ANN: What did I think of them?

DAVID: Yes. I'd like your opinion.

ANN: I don't really think my opinion is very useful any more.

DAVID: Why not?

ANN: Because, as I said. I left the agency four years ago. A lot can change in
that time.

DAVID: Yes, but ...

ANN: Now, come on, David. You're their client. Why don't you tell me what
you think of them?

Exercise 3.4. Read the dialogue.

DIALOGUE 3

Exercise 3.5. Listen to the conversation and try to mark the text.

RICHARD: You've met Donald before, haven't you?

TESSA: Um, yes, when he was over here two years ago.

RICHARD: I thought so . . .

TESSA: Excuse me, Richard. But what exactly is all this about? You haven't told me yet.

RICHARD: What's it all about?

TESSA: Yes, Richard. You've never invited me to dinner before. So why now?
What exactly do you want to talk to me about?

RICHARD: I'll let Donald explain that. He'll be here soon.

TESSA: But why can't you ...

RICHARD: By the way, have you ever been to New York?

TESSA: Yes, I was there for a week about five years ago.

RICHARD: What did you think of it?

TESSA: It's a very interesting city.

RICHARD: Do you think you'd like to live there?

TESSA: I'm not sure. I've never really thought about it. Why?

RICHARD: As I said, I think Donald should explain that. Look! He's just got out of that taxi. He'll tell you ...

Exercise 3.6. Read the dialogue.

B

TEXT 1

Exercise 3.7. *Look through the text “Computer literacy for all” and mark its intonation.*

Exercise 3.8. *Listen to the recording and correct your variant of intonation.*

COMPUTER LITERACY FOR ALL

Let us begin with a definition of computer literacy that encompasses three aspects of the computer's universal appeal:

- **Awareness.** Studying about computers will make you more aware of their importance, their versatility, their pervasiveness, and their potential for fostering good and (unfortunately) evil.
- **Knowledge.** Learning what computers are and how they work requires coming to terms with some technical jargon. In the end, you will benefit from such knowledge, but at first it may be frustrating.
- **Interaction.** There is no better way to understand computers than through interacting with one.

Note that no part of this definition suggests that you must be able to create the instructions that tell a computer what to do. In fact you simply use the instructions to get your work done. For example, a bank teller might use a computer to make sure that customers really have as much money in their account as they wish to withdraw. We cannot guarantee that these people are computer literate, but they have at least grasped the “hands-on” component of the definition. Computer literacy is not a question of human abilities. But in the near future, people who do not understand computers will have the same status as people today who cannot read.

Exercise 3.9. *Read the text. Mind your pronunciation and intonation.*

Exercise 3.10. *Read and answer the questions with proper pronunciation and intonation.*

1. What does being computer literate mean?
2. Will it not be easy to get through the rest of your life without knowing about computers?
3. What are the three aspects of the computer's universal appeal?
4. What is the hand-on component of computer literacy?
5. Computer literacy is not a question of human abilities, is it?

TEXT 2

Exercise 3.11. *Look through the text “Computer crimes” and mark its intonation.*

Exercise 3.12. *Listen to the recording and correct your variant of intonation.*

COMPUTER CRIMES

More and more, the operations of our businesses, governments, and financial institutions are controlled by information that exists only inside computer memories. Anyone clever enough to modify this information for his own purposes can reap substantial rewards. Here are a few areas in which computer criminals have found the pickings all too easy.

Banking. All but the smallest banks now keep their accounts on computer files. Someone who knows how to change the numbers in the files can transfer funds at will. For instance, one programmer was caught having the computer transfer funds from other people's accounts to his wife's checking account.

Business. A company that uses computers extensively offers many opportunities to both dishonest employees and clever outsiders. For instance, a thief can have the computer ship the company's products to addresses of his own choosing. Or he can have it issue checks to him or his confederates for imaginary supplies or services.

Credit Cards. There is a trend toward using cards similar to credit cards to gain access to funds through cash-dispensing terminals. Banks that offer after-hours or remote banking through cash-dispensing terminals may find themselves unwillingly subsidizing organized crime.

Exercise 3.13. *Read the text. Mind your pronunciation and intonation.*

Exercise 3.14. *Read and answer the questions with proper pronunciation and intonation.*

1. By what are the operations of our businesses, governments, and financial institutions controlled?
2. In what areas have computer criminals found the pickings too easy?
3. Do all the smallest banks now keep their accounts on computer files?
4. Where can a thief have the computer ship the company's products to?
5. How may banks that offer after-hours or remote banking through cash-dispensing terminals find themselves?

TEXT 3

Exercise 3.15. *Look through the text “Viruses and vaccines” and mark its intonation.*

Exercise 3.16. *Listen to the recording and correct your variant of intonation.*

VIRUSES AND VACCINES

The terms *viruses* and *vaccines* have entered the jargon of the computer industry to describe some of the bad things that can happen to computer systems and programs. Unpleasant occurrences like the March 6, 1991, attack of the Michelangelo virus will be with us for years to come. In fact, from now on you need to check your IBM or IBM-compatible personal computer for the presence of Michelangelo before March 6 every year — or risk losing all the data on your hard disk when you turn on your machine that day. And Macintosh users need to do the

same for another intruder, the Jerusalem virus, before each Friday the 13th, or risk a similar fate for their data.

A virus, as its name suggests, is contagious. It is a set of illicit instructions that infects other programs and may spread rapidly. The Michelangelo virus went worldwide within a year. Some types of viruses include the *worm*, a program that spreads by replicating itself; the *bomb*, a program intended to sabotage a computer by triggering damage based on certain conditions — usually at a later date; and the *Trojan horse*, a program that covertly places illegal, destructive instructions in the middle of an otherwise legitimate program. A virus may be dealt with by means spread of and often eradicates the virus.

Exercise 3.17. *Read the text. Mind your pronunciation and intonation.*

Exercise 3.18. *Read and answer the questions with proper pronunciation and intonation.*

1. What do the terms *viruses* and *vaccines* describe?
2. What does a virus mean?
3. What do some types of viruses include?
4. With what may a virus be dealt?

UNIT IV

CULTURE, LANGUAGE AND HISTORY

A. Dialogues

B. Texts for reading

A

DIALOGUE 1

Exercise 4.1. Listen to the conversation and try to mark the text.

SALESMAN: Good afternoon. Can I help you, sir?

JAMES: Yes, I'm looking for a suit.

SALESMAN: What size?

JAMES: A thirty-eight jacket, I think, and thirty-two trousers.

SALESMAN: And what colour do you want, sir?

JAMES: Dark grey or maybe dark blue. I'm not sure.

SALESMAN: Perhaps something like this?

JAMES: Very nice. Um, how much is it?

SALESMAN: Only two hundred pounds.

JAMES: Pardon? How much?

SALESMAN: Two hundred pounds, sir.

JAMES: Oh! I'm afraid that's too much. I want ... I mean, I'm looking for something that costs ... uh ... oh ... about. . . uh.

SALESMAN: Yes? How much do you want to spend, sir?

Exercise 4.2. Read the dialogue.

DIALOGUE 2

Exercise 4.3. Listen to the conversation and try to mark the text.

CLERK: Hello. Can I help you?

PENNY: Oh, good morning. My name is Penny Miles, from Knight and Day Advertising. I'd like some information about flights to Munich, please.

CLERK: When do you want to go there?

PENNY: I'm not going. My boss is. And she wants to leave on the fourth.

CLERK: At what time of day?

PENNY: As early as possible.

CLERK: Can you hold for a moment?

PENNY: Yes...

CLERK: Let's see. There's a British Airway: flight from London Heathrow at eight fifteen.

PENNY: Quarter past eight. I see. And there's nothing earlier than that?

CLERK: No, that's the first flight.

PENNY: I see. When does it arrive?

CLERK: At eleven am.

PENNY: Eleven o'clock exactly?

CLERK: Yes.

PENNY: It's an hour later in Munich than it is here, isn't it?

CLERK: Uh... I think so. Let me see. Yes.

Exercise 4.4. Read the dialogue.

DIALOGUE 3

Exercise 4.5. Listen to the conversation and try to mark the text.

PETER: Are you from San Francisco?

JANE: No, but I lived there for five years before I went to Japan.

PETER: Oh. How long were you there? In Japan, I mean.

JANE: Oh, for about three years.

PETER: And did you like it?

JANE: Yes, I did. Very much.

PETER: What did you do there?

JANE: I designed European-style restaurants. I worked for a company in Tokyo that specializes in that.

PETER: Oh, did you? Hmm.

JANE: But what about you? What do you do?

PETER: I'm an engineer. I work for a company that makes software.

JANE: Oh, do you? What kind of software?

PETER: The type architects use when they design buildings.

JANE: Oh, really? Perhaps it's like the software I used in Japan.

PETER: Yes, it probably is. Uh... what do you plan to do now?

JANE: Well, if possible, I'd like to find a job in San Francisco. Something like the job I had in Tokyo, I mean.

PETER: Sometimes I hear about things like that. Perhaps... uh... I can help you.

Here's my card.

JANE: Oh, that's very kind of you. Thanks.

Exercise 4.6. Read the dialogue.

B

TEXT 1

Exercise 4.7. *Look through the text “Good grammar leads to glamour” and mark its intonation.*

Exercise 4.8. *Listen to the recording and correct your variant of intonation.*

GOOD GRAMMAR LEADS TO GLAMOUR

It's strange but the words *grammar* and *glamour* are basically the same. Who would have thought that *glamour* is a corruption of *grammar*? It is

fascinating, indeed, to follow the course of this translation. How is it that grammar, which to many learners of English is perhaps the dullest thing on earth, has become glamour, which to some people, at least, suggests all the most exciting things in life? Well, it all goes back to Middle Ages.

Grammar in those days meant Latin Grammar. All important documents, laws, contracts, treaties, were written in Latin. But Latin Grammar was known only to some people; to the uneducated it seemed like magic. But those who learned grammar properly could write and interpret laws, could sign contracts; this way the way to the top, to the ranks of lords, to the world of glamour.

Exercise 4.9. *Read the text. Mind your pronunciation and intonation.*

Exercise 4.10. *Read and answer the questions with proper pronunciation and intonation.*

1. Are the words *grammar* and *glamour* basically the same?
2. What did grammar mean in the Middle Ages?
3. Was Latin Grammar known only to some people?
4. Those who learned grammar properly could write and interpret laws, couldn't they?

TEXT 2

Exercise 4.11. *Look through the text "An unusual tower" and mark its intonation.*

Exercise 4.12. *Listen to the recording and correct your variant of intonation.*

AN UNUSUAL TOWER

The "Crooked Spire" on a Chesterfield church England is one of the most famous and unusual towers of the world in form and size. Its height is 69.5 m and it is leaning 3 m from its centre.

From the far the Spire looks like a thick, crooked needle, and it is standing on the skyline like a question mark.

In fact, Chesterfield's Spire started its life straight. History doesn't tell us when it began to lean. We also know that it is still moving. It is tested every year, and the civil engineers who are constantly observing the Spire are sure that the Spire is quite safe.

So how did it happen? There is a belief among the local people that one day a young lady of such breaking beauty entered the church that the Spire leaned in love and respect.

Another belief talks of a terrible storm and lightning which struck the single tower.

Architects note that the tower's structure is causing the tower to lean. In fact, the weight of the lead pieces which cover the Spire is 32 tons. It is too heavy, isn't it?

Though no more can tell the true story of the Crooked Spire, it will always remain the symbol of Chesterfield.

Exercise 4.13. *Read the text. Mind your pronunciation and intonation.*

Exercise 4.14. *Read and answer the questions with pronunciation and intonation.*

1. What is one of the most famous and unusual English towers of the world in form and size?
2. Chesterfield's Spire started its life straight, didn't it?
3. Is it tested every year by the civil engineers?
4. What is causing the tower to lean?
5. The Crooked Spire is the symbol of Chesterfield, isn't it?

TEXT 3

Exercise 4.15. *Look through the text “Another mystery of the ancient pyramid” and mark its intonation.*

Exercise 4.16. *Listen to the recording and correct your variant of intonation.*

ANOTHER MYSTERY OF THE ANCIENT PYRAMID

Thinking of a key to the phenomenon of ancient knowledge, we should remember the Great Pyramid of Cheops at Giza. Do you know its "Surprises"? The perimeter of the base divided by twice the height gives us "pi" (3.14159). The height, taken one thousand million times, equal the distance between the Earth and the Sun. Other parameters show the Earth's weight, and the four directions of the world. As for the Gallery leading to the Pharaoh's burial chamber, it gives a clear view of the North Star.

All these surprises are well-known to Egyptologists. But one, discovered in 1993, is still a mystery.

A German engineer R. Gantenbrink was hired to clean the narrow ventilation corridors in the King's Chamber of the Great Pyramid with the help of his robot. The robot, using its camera eye, found that the corridor ended in a tiny door, and that the wall of the segment was polished well enough, that a small gap exists at the bottom of the door, but the camera could not peer through it.

What could lie beyond that tiny door, too small for humans'? Is there a hidden chamber? What might it contain? No robot or man can answer. These questions yet, and scientists do not think it will be so easy in the near future.

Exercise 4.17. *Read the text. Mind your pronunciation and intonation.*

Exercise 4.18. *Read and answer the questions with proper pronunciation and intonation.*

1. Should we remember the Great Pyramid of Cheops at Giza, thinking of a key to the phenomenon of ancient knowledge?
2. What is its height equal to?
3. Who was hired to clean the narrow ventilation corridors in the King's Chamber of the Great Pyramid with the help of the robot?
4. What did the robot find?
5. Do scientists think it will be so easy to answer the questions in the near future?

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