

МИНИСТЕРСТВО НАУКИ И ВЫСШЕГО ОБРАЗОВАНИЯ РОССИЙСКОЙ ФЕДЕРАЦИИ
Федеральное государственное автономное образовательное учреждение
высшего образования
«Национальный исследовательский технологический университет «МИСиС»
Новотроицкий филиал

Кафедра гуманитарных и социально-экономических наук

И.А. Елисеева

Иностранный язык

Учебно-методическое пособие
для студентов I курса очной формы, обучающихся по направлениям подготовки
22.03.02 Metallургия, 15.03.02 Технологические машины и оборудование,
13.03.01 Теплоэнергетика и теплотехника, 13.03.02 Электроэнергетика и электротехника,
18.03.01 Химическая технология, 09.03.03 Прикладная информатика, 38.03.01 Экономика

Новотроицк, 2020

УДК 811.111-26
ББК 81.2 Англ
Е 51

Рецензенты:

Лапенков Д.С. – кандидат филологических наук, доцент, заведующий кафедрой иностранных языков Орского гуманитарно-технологического института (филиала) ОГУ.

Тусина Н.В. - кандидат филологических наук, доцент кафедры гуманитарных и социально-экономических наук НФ НИТУ «МИСиС».

Иностранный язык/ И.А. Елисеева: учебно-методические пособие для студентов 1 курса очной формы обучения. – Новотроицк, НФ НИТУ «МИСиС», 2020. 101 с.

Учебно-методические пособие по дисциплине «Иностранный язык» предназначено для студентов 1 курса очной формы, обучающихся по направлениям подготовки 22.03.02 Metallургия, 15.03.02 Технологические машины и оборудование, 13.03.01 Теплоэнергетика и теплотехника, 13.03.02 Электроэнергетика и электротехника, 18.03.01 Химическая технология, 09.03.03 Прикладная информатика, 38.03.01 Экономика. Учебно-методические пособие способствует развитию грамматических и лексических навыков, а также имеет целью оказать студентам помощь в работе с тематическими текстами по специальности и организации самостоятельной работы студентов в течение I семестра.

Рекомендовано Методическим советом НФ НИТУ «МИСиС»

ISBN 978-5-903472-31-4

© ФГАОУ ВО «Национальный исследовательский технологический университет «МИСиС»,
Новотроицкий филиал, 2020.

СОДЕРЖАНИЕ

Введение	4
Unit 1. Text. My future profession is an engineer.	5
Grammar Practice. Present Simple	6
Possesive Case	8
Topics for Discussion. My Family	9
Role play. Office party	10
Unit 2. Text. The Shakespeare Trail	12
Grammar Practice. Present Continuous	13
Much/many/little/few	14
Topics for Discussion. My Friend. His Family	14
Role play. School reunion	16
Unit 3. Text. Buckingham Palace	18
Grammar Practice. There is/are (was/were)	20
Some/any/no	21
Topics for Discussion. Our Flat	22
Role play. Moving Home	23
Unit 4. Text. My week of living differently	25
Grammar Practice. Questions	28
Past Simple	28
Topics for Discussion. My Working Day	29
Role play. Weekend Stories	31
Unit 5. Text. The Early History of Russia.	33
Grammar Practice. Future Simple	35
“to be going to”	36
Topics for Discussion. New Year	36
Role play. A New Year Party	39
Unit 6. Text. The Kings of Cool	41
Grammar Practice. Articles	43
Easily confused words	43
Topics for Discussion. Clothes	45
Role play. New ideas. Labels.	47
Appendix	49

ВВЕДЕНИЕ

Пособие предназначено для студентов I курса факультета металлургических технологий и содержит учебный языковой материал, предусмотренный программой и учебным планом для I семестра. Оно имеет целью расширить знания фонетического, лексического и грамматического материала, что позволит обучающимся углубить их знания в конкретной области, а также предназначено для развития коммуникативных умений студентов и оказания помощи в подготовке к зачету в конце первого и второго семестров. Кроме того, данное пособие, благодаря специально подобранным текстам, способствуют расширению кругозора и помогают вызвать живой интерес студентов к изучению иностранного языка.

Пособие может быть использовано как для работы в аудитории с преподавателем, так и для самостоятельной работы студентов.

Пособие включают в себя 6 тем и строится по следующему плану. Сначала представлен текст для чтения и обсуждения. Далее следуют задания четырех типов.

Первый блок заданий (Comprehension Check) направлен на выявление понимания прочитанного.

Второй блок заданий (Vocabulary Practice) представляет собой лексические упражнения, направленные как на расширение словарного запаса, так и на активизацию лексики в иноязычной речи, развитие языковой догадки.

Третий блок заданий (Grammar Practice) содержит тренировочные упражнения, способствующие закреплению и повторению пройденного грамматического материала.

Четвертый блок заданий (Topics for Discussion) направлен на тренировку навыков ведения обсуждения прочитанного и беседы в рамках заданной ситуации. В конце четвертого блока представлен текст, который может служить основой для монологического высказывания, а также для создания коммуникативной ситуации по заданной разговорной теме на зачете в конце первого и второго семестров. Завершает изучение темы проведение ролевой игры.

В пособии также представлен раздел Appendix, целью которого является помощь в эффективной организации самостоятельной работы студентов I курса факультета металлургических технологий в течение I семестра. Раздел состоит из нескольких блоков. В блоке Phonetics представлен материал, направленный на знакомство с некоторыми правилами чтения и произношения и закрепление фонетических навыков обучающихся. Appendix содержит правила чтения гласных и согласных букв и звуков английского языка. Правила чтения английских гласных букв под ударением в различных положениях: открытом, закрытом, третьем и четвертом типах. Правила чтения гласных и согласных букв в безударном положении, а также сочетаний гласных и согласных букв. В раздел включены рекомендации по выполнению заданий и практические задания для самостоятельной работы студентов I курса факультета металлургических технологий, направленные на отработку фонетических навыков. В блоке Vocabulary предлагается материал и задания, направленные на снятие трудностей в освоении омофонов. Блок Grammar содержит правила образования и употребления некоторых времен, а также грамматические упражнения для самостоятельной работы. На отработку навыков чтения направлен блок Reading. Завершает блок список лексических единиц с заданиями и тематическими текстами по специальности.

UNIT 1

Text

My future profession is an engineer.

When I was at school my favourite subjects were Physics, Society and Maths. I should say they are very interesting sciences. As for Society, it explains the development of human life. It helps us to understand and explain our society and the place of a person in it. If we don't know our society, we can't foresee the problems and do our life better. Maths studies numbers and makes our mind work. But my real passion was Physics.

So I decided to become an engineer and made up my mind to enter this faculty. I did my best and passed my entrance exams successfully. Now I am a first year student. There are a lot of special subjects in our programme. This year we are going to study Physics, Maths, the theory of Economics, Management, Computer studies and other social sciences. I know that I must work hard at all lectures, tutorials and seminars. Also I must read a lot of specialized literature and analyze it, because I want to become a professional worker.

At the end of the first term we will take tests and exams. The second term will be more interesting, because we will take part in the students' conferences on different topics and at the end of the second term we will have our practice. We will visit plants and factories and we will have a wonderful opportunity to analyze the work of engineers, economists and managers. It is really stirring and instructive. Besides our special subjects we will study a lot of other branches of science. We will learn foreign languages, Russian, statistics, planning and many others.

So my first year at the institute will be difficult, but very exciting. I am looking forward to my study. Maybe I'll be an engineer or maybe I'll decide to continue my education and become a research worker. I don't know yet, but I am absolutely sure that I'd like to be an erudite, intelligent person, who is quite knowledgeable in this science.

Comprehension Check

Are the following statements true (T) or false (F)?

1. Economics is a very interesting science which helps us to explain our society. ____
2. The narrator could pass his entrance exams successfully, so he decided to become a student. ____
3. If he wants to become a good economist, he must read a lot of specialized literature and analyze it. ____
4. The second term will be more interesting, because they are going to take part in the students' conferences on different topics. ____
5. They will only study the special subjects. ____

Vocabulary Practice

1. Choose the best definition for these words from the text.

favourite = a. любимый

b. предпочитаемый

foresee = a. понять

b. предвидеть

make up one's mind = a. принять решение

b. обратить внимание

instructive = a. познавательный

b. дающий наставления

look forward = a. смотреть вперед

b. ожидать с нетерпением

2. Fill in the appropriate word from the list below.

knowledgeable, made up, research, entrance, take part

- My best friend _____ his mind to enter the University.
- The _____ exams were really difficult.
- He is going to _____ in the conference next term.
- It was my dream to become a _____ worker.
- Every student must work hard, if he wants to be _____ in sciences.

3. For these words find the synonyms in the text.

many, to learn, semester, participate, wait, to go on, confident, clever, area, very.

4. Look at the adjectives below and list them according to whether you think they are necessary or harmful for the economist.

irritable, confident, rude, insensitive, polite, considerate, unsociable, active, stubborn, hard-working

What other qualities do you have which can help you to become a good economist?

5. Match the words to complete phrases and make up your own sentences with them.

To explain	Economics
read	past and present
to study	education
continue	tests
to take	specialized literature

6. Fill in the prepositions where necessary.

to be ___ school
to take part ___ the conference
the end ___ the term
to enter ___ the faculty
to work hard ___ smth.

7. Translate the sentences into English, using the words from the text.

- Когда мои родители учились в институте, их любимым предметом было обществознание.
- Вступительные экзамены не были легкими.
- В конце каждого семестра студенты сдают зачеты и экзамены.
- Многие студенты принимают участие в конференции.
- Мы с нетерпением ждем нашу летнюю практику.

Grammar Practice Present Simple

1. Match the questions and answers. Put the letter in the box.

What do you like doing at week-ends?

Nothing. I like relaxing after the week.

Where do you go?

I take the bus, or sometimes we walk.

Who do you go with?

To the shopping centre or the park.

How do you get there?

Twice a year, in summer and in winter.

Where do you usually go on holiday?

My family.

When do you usually go there?

To our holiday home near the beach.

2. Read the answers. Write the questions. Use short forms where possible.

1 your uncle / job?

He's an accountant.

2 like / play tennis?

No, but I like watching it.

3 come home / from University?

I come home at half past four.

4 brothers and sisters / your friend / have?

One brother. His name's John.

5 you / live?

At home with my parents.

3. Complete the sentences with the words.

am / 'm notis / isn't.....are / aren't.....does / doesn't.....do / don't

1 I German, I'm Swiss.

2 she work at the bank?

3 Jim and Noemi married?

4 I think you're very funny.

5 It Saturday today, it's Friday.

6 They expensive. I think £5.00 is cheap.

7 you love me?

8 her name Susan?

9 I late? I'm so sorry.

10 Pat like tennis, he really hates it.

4. Find the mistake in each sentence.

1 Where does she from?

2 I amn't married.

3 'How do you do today?' 'I'm fine.'

4 What's your number telephone?

5 I'm have three brothers and three sisters.

6 What's she name?

7 I have twenty-six years old.

8 She is teacher.

Possessive Case

Put the apostrophe where necessary.

Where is Kates coat?

The pupils exams start next week.

This is my farthers bag.

Jeffs new bike is really good.

The childrens room looks cosy.

Joans grandmother is a famous writer.

They are Roberts children.

Topics for Discussion. My Family

1. Karl Marx said, “*The country that is more developed industrially only shows, to the less developed, the image of its own future*”. How do you think what it means?

How do you understand it?

2. Remember the following useful phrases.

Как рассказать о себе

Originally I'm from ...

I was (born and) brought up in ...

I come from a (sporty / musical) family.
My proudest moment was ...
I've always dreamt of ...
I've always wanted to ...

Как рассказать о своих интересах
I find the history of Russia very interesting.
I'm quite interested in the ancient history.
I'm keen on documentations.
I'm bored by this lecture.
I'm fond of reading books.

Как выразить предпочтение
I enjoy speaking at meetings.
I like analyzing articles.
I prefer doing everything myself.
I'd prefer to make this report.
I hate being late for my lessons.
I'd rather watch a film than write.
I'd rather not do it right now.

3. What would you do in the following situation? Make up at least two sentences for each situation.

Example. It's nearly 8.30. You must be in the lecture-room, but you are waiting for your bus. I hate being late for the first lecture. I'd rather go by tram than wait.

- It's a beautiful Sunday morning and you must read up for a test.
- You're in the reading-hall. You must find the material for the seminar.
- You have a free afternoon and the weather is awful.
- You feel tired all the time.
- You're at the cinema watching a very long boring film.

4. Tell the students about your interests and the interests of the members of your family.

5. Refuse to do the following. Explain why you don't want to do it.

Example A. *Let's go to the library.*
 B. *Oh, no, I don't have any time now.*
 I hate being in a hurry. I'd rather go later.

- Can I take your textbook?
- Professor Ivanov is giving a talk on new discoveries in anatomy. Would you like to come?
- How about going to the dining-hall?
- Let's go shopping after lessons.
- Do you want to answer the topic?

6. Find the logical order for the following dialogue parts.

___ We often ask her about it and she always answers that she is happy to be a student of this department.

___ When I was at school I liked literature and geography, but I was particularly good at Society.

___ Good girl! Does she enjoy her study?

___ A year ago. It was very difficult. But she worked hard and passed her entrance exams successfully.

___ Great! When did she enter?

___ Oh, my sister studies economics at the Institute in Moscow.

___ What was your favourite subject at school?

7. Use the information given below to speak about your family.

Wanda's World

I'm Wanda Jones. I'm 24, single, and I live with another girl in a small flat in Notting Hill. These are the people in my life ...

Family

I've got four parents! My mum and dad are divorced and both of them have remarried. My mum, Tina, lives with my step-father, Costas, in Wimbledon. My dad, Harry, lives in Marbella with his new wife, Roxette. She's the same age as me, and we get on really well! I've got a younger sister called Sandra. She's married to a guy called Ray. They have a young baby called Grace. That means I'm an aunt!

Friends

Well, there's my flatmate, Fatima. She's from Lebanon. I haven't got a boyfriend. My ex-boyfriend, Warren, still phones me every week, but I'm not interested. It's a bit complicated because Warren is my brother-in-law's brother. My best friend is Stan. He's a 54-year-old barber and his shop is just below my flat. He's a widower and he's got a teenage son, Danny. Danny's learning to play the trumpet.

Acquaintances

Let's see, there's our neighbour, Mrs Mirren. I know her because she calls every day to complain about something. Her cats fight on our balcony.

Work

I'm a secretary in an insurance company. My boss is called Tom and I think he's very clever and just. My colleague is called Tracey and she's kind and hard-working. We often go shopping together.

Role play 'Office party'

You work for SmartPhones. You are at the SmartPhones office party, and you are meeting lots of people who work for the same company.

1. First prepare your character for the role play. Choose the answers to the following questions to build your character profile.

Example:

<i>Your name is...</i>	<u>Peter</u>
<i>You work...</i>	<i>at reception / in the sales department / <u>in the accounts department</u> / in the research and design department / in the canteen</i>
<i>Your name is...</i>	

You work...	at reception / in the sales department / in the accounts department / in the research and design department / in the canteen
You forget people's names...	often / sometimes / never
You are...	married / separated / single
You've got...	two children / one child / no children
You like... (choose 3)	swimming / playing computer games / dancing / tennis / golf / painting / reading / working at SmartPhones
You don't like... (choose 3)	swimming / playing computer games / dancing / tennis / golf / painting / reading / working at SmartPhones
After the party you fancy...	going for a coffee / going dancing / going for a midnight swim

2. Now prepare some questions that you would like to ask other people at the party, based on the information in the table.

Example: Are you married?

3. Have conversations with at least three other people at the party.

A: Hi! I'm Andrea. I work in the sales department.

B: Oh, nice to meet you. I'm Sam.

UNIT 2

Text The Shakespeare Trail

A guided tour of the most important places in Shakespeare's home town.

The town made famous as the birthplace of the great playwright, William Shakespeare, Stratford-upon-Avon is one of Britain's most popular tourist destinations. Here we are visiting the house where the great poet was born, his old school, the place where he got married, and the house where he died. The best way to see everything is on foot, and on this two-hour walking tour, our expert guides are showing us all the points of interest.

The tour is taking us past the various homes where Shakespeare and his family lived in Stratford-upon-Avon. The route is starting at Shakespeare's parents' home in Henley Street. Shakespeare was born in this house on April 23rd, 1564, and he spent his childhood years here.

From Shakespeare's birthplace, we are going down Henley Street, turning right at the roundabout, and going along High Street. At the crossroads, we are going straight across and then along Chapel Street, and we are coming to Nash's House on the left. This was the home of Shakespeare's granddaughter Elizabeth, and it is built next to the site of Shakespeare's own house, New Place. The house is no longer here, but we can still see the Great Garden which belonged to it. Shakespeare bought New Place when he got married and left his parents' house.

He died here on April 23rd, 1616.

After visiting Nash's house, we are going along Chapel Street to the crossroads and then walking along Church Street. We are passing the Guild Chapel and the old grammar school. At the end of Church Street, we are turning left and going along Old Town, and we are coming to Hall's Croft on the left. This was the home of Shakespeare's daughter Susanna.

From Hall's Croft, we are coming down the road to Mill Lane and carrying on until we reach the Holy Trinity Church. Shakespeare was baptized and also buried at this church. The end point of the Shakespeare trail is our visit to his grave.

Comprehension Check

Draw a map of The Shakespeare Trail, pointing out all the places of interest we visited.

Vocabulary Practice

1. Match the words with their definitions.

maiden name	двоюродный брат(сестра)
an only child	родственник
a sibling	соседка по комнате (квартире)
a cousin	знакомый
a half brother	родной брат(сестра)
roommate	свекровь
acquaintance	девичья фамилия
relative	сводный брат
mother-in law	единственный ребенок

2. Fill in the following prepositions.

Across, at, of, along(2), on, past

the birthplace ____ the great playwright

____ foot

go ____ the various homes

go straight ____ and then ____ Chapel Street

walking ____ Church Street

___ the end of Church Street

3. For these words find the synonyms in the text.

Example: trip- tour

spot, well-known, itinerary, different, sights, near, purchased, way, get to.

4. Look at the adjectives below and choose those which can describe your friend.

unselfish, self-disciplined, frank, good-natured, balanced, able cope with difficulties, getting alone comfortably with others, kind-hearted, reliable, inactive, dull, timid, stubborn.

5. Look at the phrases below and choose those which can describe your friend`s hobby.

gardening, collecting stamps/coins, playing a musical instrument, bird-watching, cooking, photography, rock climbing, fishing, hiking, painting, shopping, sewing, hunting, surfing the internet.

6. Match the words to complete phrases and make up your own sentences with them.

to take	one`s childhood
to spend	along the street
to go	smb. somewhere
to pass	smth.
to turn	left

7. Translate the sentences into English, using the words from the text.

1. На перекрестке мы поворачиваем налево.

2. Когда вы зайдете в этот музей, первое, что вы увидите – это шедевр известного художника.

3. Мой друг всегда заботится о своих маленьких братьях.

4. Что он сейчас делает? Он работает гидом.

5. Его семилетняя сестра ходит в школу.

Grammar Practice. Present Continuous.

1. Underline the correct verb form.

1 He lives in Barcelona but he *stays / is staying* with us for a week.

2 My car`s at the garage so I *get / am getting* the bus to work at the moment.

3 She usually *sits / is sitting* at the front of the class because her eyesight is not very good.

4 They`re on holiday. I think they *travel / are travelling* around Canada.

5 My mum doesn`t like driving so my dad always *drives / is driving* the car.

2. Present Simple / Continuous

Find the mistakes in the sentences. There isn't a mistake in one sentence.

1. What are you read at the moment?

2. On Fridays I`m never go to bed early.

3. Jim doesn`t driving to work now.

4. My boyfriend live near me.

5. Richard isn`t watching TV, he`s taking a shower.

3. Complete the sentences with the present simple or present continuous form of the verbs in brackets.

1. He _____ (not / wear) jeans at school.
2. I _____ (not / cycle) to school this week.
3. _____ (you / like) the new Eminem CD?
4. It isn't cold so why _____ (they / wear) jumpers?
5. _____ (we / go) out tonight?
6. I _____ (not / know) your new mobile number.
7. He often _____ (watch) MTV.

Much/many/little/few

1. Underline the correct word.

1. Prague has (a lot of/ much) old buildings.
2. Can we find (many/a lot of) museums in your town?
3. She doesn't have (much/ many) friends.
4. My sister can speak English (a little/ a few).
5. He has (few/little) mistakes in his test.

2. Choose the correct variant.

1. How (much/many) _____ chocolate do you want?
2. I have so (much/many) _____ books.
3. She has (a lot of/ many) _____ pens.
4. I think you have too (much/many) _____ free time!
5. Do you have (few/little) _____ time?
6. (Few/little) _____ people come here.
7. My son works (a lot/many) _____.

Topics for Discussion. My Friend. His Family

1. Read the following information.

What's in a name?

In Iceland, people don't have a family surname. They use their father's first name. For example Björk Guðmundsdóttir is the daughter of Guðmund.

In Russia, people have both their father's name and a surname. For example, the second name in Maria Yuryevna Sharapova comes from her father's name, Yuri.

British and American people usually have a first name, a middle name, and the surname of their father. They often write their first name and middle name as initials. For example, the writer Joanne Kathleen Rowling is called J. K. Rowling on her books.

In Spanish speaking countries, children use the surnames of both their parents. For example, Gabriel García Márquez's father's surname was Garcia. His mother's surname was Marquez.

People from China write their surname before their first name. For example Jackie Chan's name is Chan Kong-Sang. 'Jackie' is just a nickname.

2. Remember the following useful phrases.

Как вежливо вступить в разговор или привлечь внимание собеседника

By the way, ...
That reminds me ...
Excuse me, I'd just like to say that ...
May I say something?
That's right, but don't you think that ...
Listen, you'll have to do it again.
Look, I have to go now.
Right, shall we go?
OK, stop that now.

Как попросить собеседника объяснить или повторить сказанное

Pardon?
Sorry, I didn't quite catch that.
Sorry?
Sorry? I missed that.
Could you repeat that, please?
Could you say it again?
What do you mean by "funny"?
I'm not sure if I understand. Could you explain that, please?
I don't quite see what you mean.

Как рассказать о своей осведомленности

I know (quite) a lot about hypnosis.
I know a bit about animal psychology.
I don't know very much about cars.
I don't know anything about being a fashion model.
Unfortunately, I have no idea about it.

3. Ask to repeat or explain something.

1. A: Teenagers nowadays are arrogant and rude.
B: _____
2. A: Red tape is the most dangerous enemy of a free economy.
B: _____
3. A: Professional sport is corrupt.
B: _____
4. A: His new dog is absolutely gorgeous.
B: _____
5. A: Supply is dependent on demand.
B: _____

4. Read the story. What does Caul do? Is it dangerous?

Harry Caul is a spy. He watches people. He listens to their conversations and makes tapes. Then he phones his customers and he takes the tapes to them. He doesn't understand the conversations – they aren't his problem. He just makes the tapes, takes the money, and takes the bus home.

Harry knows other people's secrets. That is his work. But other people don't know Harry's secrets. He lives alone. He hasn't got any friends. He never talks to his girlfriend. In the evening he listens to jazz and plays the saxophone.

One day, Harry is listening to a conversation. The people are talking about a murder plan. This is a problem for Harry. He doesn't like murders. But Harry is making a mistake. He thinks he is listening to other people, but really they are listening to him.

A great story!

5. Make up the same story about somebody you know. What does he/she do every day? What is she doing now?

6. There is an English proverb "*A friend in need is a friend indeed*".

How do you think what it means? What other English and Russian proverbs about friendship do you know?

Here are some more proverbs.

Books and friends should be few but good.

A good friend is my nearest relation.

To have a friend, be a friend.

Give and take makes good friends.

Who seeks a faultless friend remains friendless.

7. Read about Prasad's life. Use the information given below to speak about your friend and his family.

A day in the life of a postman in India

Rajendra Prasad is a father of five children. He and his wife, Pratima, are happily married. Pratima doesn't have a job. She looks after the children and their house. Rajendra has to work hard. He is a postman. Six mornings a week, Rajendra Prasad gets on his bicycle and starts work. He puts on his postman's uniform and takes mail to the desert villages of Rajasthan. He wears a turban on his head because the desert sun is very hot. When he arrives in a village, he rings the bell on his bike and everybody runs out. They don't get many visitors so they're excited. Today, Rajendra's first stop is Geeta's house. She's got a postcard from her cousin in Bangalore. Rajendra reads it out because she can't read. The news is good so she's happy.

Rajendra doesn't only take the mail. He also has to take the pension money for the old people. Today Sua gets her pension. She can't sign her name so she gives her fingerprint instead. Rajendra helps her because she's very old. 'I don't know how old I am,' says Sua. 'Maybe 50 or 60?' Her neighbours think she's about 75.

Rajendra also carries a telephone because many of the villages don't have phones. It's good for Rajendra because he can earn 1000 rupees as commission from the telephone calls. His salary is only 3000 rupees a month (under \$50).

Today, Samundar wants to make a call. She shows Rajendra the number in her notebook and he dials for her. She speaks to her son Vishnu. 'I told him to come home because I need some money,' she says.

Now, at the end of the day, Rajendra is doing the paper work and thinking about his job. He knows the problems well because he's been a postman for 22 years. The big problem is transport. Sometimes there are no roads. Sometimes he has problems with his bike so he has to push it. 'But on the whole, it's a good job,' he says.

Role play 'School reunion'

You are at a school reunion. You are going to have a conversation with an old school friend (or two). You have information about some of your old school friends, and you want to know about others who you don't know about.

1. Study your card information below. Based on the prompt question, prepare what you are going to say and ask your partner. You want to tell and find out as much information as possible!

Student A

You know that ...

- ANTON is working now. (Where is he working?)
- OLGA is writing her first book now. (What is it about?)
- MARK is a clown. (**People often say that clowns are...**)

You want to know about...

- BORIS, who **wasn't very ambitious. (What's he like now?)**
- HELEN, who loved plants and animals. (**Does she still...?**)
- MARY, who was very good at maths. (**Is she still...?**)

Student B

You know that ...

- BORIS married his girlfriend. (She is ...)
- HELEN is living in Australia. (What is she doing there?)
- MARY is studying at the university. (What is she...?)

You want to know about...

- MARK, who was very serious and hardworking. (Is he still...?)
- ANTON, who enjoyed spending time on his own. (Does he still...?)
- OLGA, who loves watching films. (Does she still...?)

Student C

You know that ...

- OLGA is in love with an actor (People say actors are...)
- MARY is thinking of entering one more faculty (Why? Does she want to ...?)
- BORIS is just starting university (What's he studying?)

You want to know about...

- HELEN, who dislikes flying. (Does she still...?)
- MARK, who doesn't know what he wants to do. (Is he still working as a ...?)
- ANTON, who was very interested in cars. (Is he still...?)

2. When you are ready, have your conversation in pairs (or groups of three). Try to tell and find out as much information as possible!

UNIT 3

Text

Buckingham Palace

Buckingham Palace has served as the official London residence of Britain's sovereigns since 1837 and today is the administrative headquarters of the Monarch.

Buckingham Palace has 775 rooms. These include 19 State rooms, 52 Royal and guest bedrooms, 188 staff bedrooms, 92 offices and 78 bathrooms. In measurements, the building is 108 metres long across the front, 120 metres deep (including the central quadrangle) and 24 metres high.

The Palace is very much a working building and the centrepiece of Britain's constitutional monarchy. It houses the offices of those who support the day-to-day activities and duties of The Queen and The Duke of Edinburgh and their immediate family.

The Palace is also the venue for great Royal ceremonies, State Visits and Investitures, all of which are organised by the Royal Household.

Although Buckingham Palace is furnished and decorated with priceless works of art that form part of the Royal Collection, one of the major art collections in the world today. It is not an art gallery and nor is it a museum.

More than 50,000 people visit the Palace each year as guests to banquets, lunches, dinners, receptions and the Royal Garden Parties.

It is in the Throne Room that The Queen, on very special occasions like Jubilees, receives loyal addresses. Another use of the Throne Room has been for formal wedding photographs.

It is along the East Gallery that The Queen and her State guests process to the Ballroom for the State Banquet normally held on the first day of the visit.

Around 150 guests are invited and include members of the Royal Family, the government and other political leaders, High Commissioners and Ambassadors and prominent people who have trade or other associations with the visiting country.

Today, it is used by The Queen for State banquets and other formal occasions such as the annual Diplomatic Reception attended by 1,500 guests.

This is a very formal occasion during which The Queen will meet every head of mission accredited to the Court of St James's. For the diplomats it is perhaps the highlight of the annual diplomatic social calendar.

The Ballroom has been used variously as a concert hall for memorial concerts and performances of the arts and it is the regular venue for Investitures of which there are usually 21 a year - nine in spring, two in the summer and ten in the autumn.

At Investitures, The Queen (or The Prince of Wales as Her Majesty's representative) will meet recipients of British honours and give them their awards, including knighting those who have been awarded knighthoods.

From the Ballroom, the West Gallery, with its four Gobelin tapestries, leads into the first of the great rooms that overlook lawn and the formal gardens - setting for the annual Garden Parties introduced by Queen Victoria in 1868.

The State Dining Room is one of the principal State Rooms on the West side of the Palace. Many distinguished people have dined in this room including the 24 holders of the Order of Merit as well as presidents and prime ministers.

Comprehension Check

Are the following statements true (T) or false (F)?

1. Buckingham Palace has served as the official London residence of Britain's sovereigns for more than 300 years. _____
2. Buckingham Palace has about 780 rooms. _____
3. The building is 108 metres high. _____
4. More than 50,000 people visit the Palace each day. _____

5. The State Dining Room is one of the principal State Rooms on the West side of the Palace. ____

Vocabulary Practice

1. Match the words with their synonyms.

to govern	to defend
to protect	to leave
to disappear	to kill
to murder	to be against
to rebel	to rule

2. For these words find the antonyms in the text.

Example: palace – slums

yesterday, back, cheap, all, by all means, every day, irregular, east.

3. Fill in the prepositions where necessary.

to serv ____ smth.
____ the first day ____ the visit
____ spring
used ____ The Queen ____ State banquets
a lot ____ people

4. Look at the adjectives below and put them in pairs. Choose those which can describe the Tower of London.

cosy, modern, small, noisy, wooden, magnificent, quiet, cheap, poor, expensive, uncomfortable, old, stone, huge.

5. Match the words to complete phrases and make up your own sentences with them.

to be old enough	to do smth.
to take	of smth.
to rebel	power
it seems	in the battle
order smb.	to become a king
to fight	against smb.
to be a sign of	clear

6. Fill in the chart. Some words go to more than one box.

Add five more words into each box.

cooker, bookshelf, sofa, desk, chest of drawers, washing machine, kettle, socket, washbasin, wardrobe, alarmclock, towel, freezer, coffee table, oven, printer, sink, mirror, pillow, cushion, carpet, mug, frying pan, hi-fi, curtains, dustbin, computer.

Kitchen	
---------	--

Living room	
Bathroom	
Bedroom	
Study	

7. Translate the sentences into English, using the words from the text.

1. Букингемский дворец – это официальная резиденция королевы.
2. Дворец служит местом проведения королевских церемоний.
3. В Букингемском дворце много бесценных шедевров искусства.
4. Он вмещает много подсобных помещений.
5. Он правил страной в 15-м веке.

Grammar Practice. There is/are (was/were)

1. Put the correct form of the verb "to be".

There ... an apple on the plate.

- a) is; b) are; c) were.

There ... bananas in the box.

- a) was; b) are; c) is.

There ... some butter on the plate.

- a) is; b) are; c) were.

There ... some flour in the box.

- a) are; b) is; c) were.

There ... five carrots on the table.

- a) was; b) are; c) is.

There ... some oil in the bottle.

- a) were; b) is; c) are.

There ... a cat on the chair.

- a) were; b) are; c) is.

There ... much water in the glass.

- a) are; b) is; c) were.

2. Ask questions to the underlined words.

Example. There was some furniture in the room.

What was there in the room?

1. There`s a small TVset in the corner of the bedroom.
2. There are light blue curtains on the window.
3. There were 5 chairs around the table.
4. There was a sofa in front of the fire.

5. There is a wardrobe in the room.

Some/any/no

1. Put some or any.

There are _____ glasses in the cupboard.

Is there _____ salt on the plate?

I have _____ stamps in my bag.

Are there _____ shops in the High Street?

Do you have _____ photos with you?

He doesn't have _____ chairs in the kitchen

Is there _____ furniture in the bed-room?

Topics for Discussion. Our Flat

1. There are a number of popular sayings concerning home.

Home is where the heart is.

Home is where you make it.

There's no place like home.

An Englishman's home is his castle.

If you're going home, you don't get wet.

The sun at home warms better than the sun elsewhere.

He who travels a lot becomes wise; he who is wise stays home.

How can you explain their meaning? What other English and Russian proverbs about friendship do you know?

2. Remember the following useful phrases.

Как выразить свое нетерпение

Oh, honestly!

Oh, really!

Not again!

For goodness sake!

You're hopeless!

Oh, I can't wait any more!

Как дать совет

You'd better not buy this flat.

Why don't you consult a specialist?

If I were you, I'd buy it immediately.

I think you could wait a little.

I don't think you should pay so much money.

I'd certainly recommend it.

You ought to see the rooms.
You really should move a flat.
You can read the ads in the papers. You will find something interesting.
In your position I'd look for a bigger house.
How about going there together?

Как выразить преувеличение

I've got a million things to do!
I wouldn't do that in a million years!
I've told you a hundred times!
It weighs a ton!
I could eat a horse!
It cost a fortune!

3. Tell your friend about the following. You are free to exaggerate.

1. You have a new house.
2. You are very hungry.
3. The bag is heavy.
4. You have a lot of work to do.
5. You remind your friend about smth.

4. Use the words given below ask your friend, if he has these things at home. If he does, ask him how often he uses them.

Example. Is there a washing machine in your bathroom?

No, there isn't. There is one in the kitchen.

How often do you use it?

Almost every day. I have a big family.

food processor, microwave oven, vacuum cleaner, dishwasher, DVD player

5. How to describe the place where you live.

Location

I live *on the outskirts of town*. (= on the edge of town, near the country)

I live *in the suburbs*. (= areas where people live outside the centre of town)

I live *in a residential area*. (= a nice area of houses/flats, with no factories)

I live *quite close to* the station. (= near the station)

I live *right in the centre*. (= exactly in the centre)

Flats

I live in a *block of flats*. My brother lives *on the ground floor*, and I have a flat *on the third floor*. Unfortunately there is no *lift*, so I have to *climb* (= go up/walk up) three *flights of stairs* to reach my flat. But I have a *balcony* with a great view of the park.

N.B! *Steps* are outside a house or inside a public building. *Stairs* connect floors inside a house or a building and are often covered with a carpet.

Description

My parents *own* their house (= they bought it/it belongs to them), but I *rent* a flat near my university. (= I don't own it/I pay money every week to the owner). The rooms are *tiny* (= very small, opp *huge/enormous*), but they are *light* (opp *dark*) because they are on the top floor and get a lot of sun. The flats on the ground floor are dark and also *noisy* (opp *quiet*) because they are nearer the traffic. Some

rooms are *draughty* (= cold air comes in through windows and under doors), and are expensive *to heat* (=keep warm); but I've got *central heating* and the flat is *in good condition*.

Make up true sentences about your accommodation. Be ready to ask your friend about his place.

6. Use the information given below to speak about your flat.

Room Detectives

You can learn a lot about a person by looking at their room. If you look carefully, you find clues to the person's age and occupation, his interests, habits, and personality. Look at this picture, for example ...

It shows a man's bedroom. It must be a man's room because there are men's clothes hanging behind the bed. It doesn't look very comfortable, the furniture is cheap and simple, so he doesn't have a lot of money. There's a wooden bed, two chairs and a table. I think the man must clean and tidy a lot, because the room is neat and there's nothing on the floor. Or perhaps he tidied the mess for the picture!

The room is quite small, and there are two doors and a window. I guess the shutters of the window are closed because there isn't much light coming in. There are paintings on the wall – I think the man is an artist, or maybe he just likes pictures. Two of them are portraits of people – they are members of the man's family or people he knows. There aren't any books in the room, so the man doesn't enjoy reading much.

The room is old-fashioned. There's no electrical equipment, not even a light. In one corner of the room, there's a jug of water, a bowl, a piece of soap, a mirror, and a towel. I guess this is a washing area – I'm sure there's no bathroom. Maybe this is in a place without electricity or running water, or perhaps it's a long time in the past, before these things were common.

Role play 'Moving Home'

Your friend and his/her family are moving home soon. You want to give them advice about choosing a new place to live.

1. First prepare your character for the role play. Match the first part of the advice with the second part.

- | | |
|---|---|
| 1. Being near the hotel isn't so important | _____if you suddenly realise you need bread |
| 2. It's nice to have a friendly restaurant nearby | _____what sports you can do in the area |
| 3. You should find out | _____ for times when you don't want to cook |
| 4. It's good to be near the shops | _____ if you have your own home |

Here are some more opinions about where to live. Choose the correct alternative: A or B to build your character profile.

1. In my opinion, _____ is the	A. living near your school
--------------------------------	----------------------------

<p>most important thing.</p> <p>2. If you live in a flat or only have a small garden, _____ to live close the park.</p> <p>3. Personally, _____ being near a cinema is very important.</p> <p>4. What do you think about the importance of living _____ restaurants?</p> <p>5. How important are _____ from your point of view?</p>	<p>B. your home near school</p> <p>A. it`s almost important B. it`s quite important</p> <p>A. I think B. I don`t think</p> <p>A. near B. far from</p> <p>A. sports facilities B. shops</p>
---	--

Discuss the points below and decide which two are the most important.

- shops
- sports facilities
- restaurants
- hotel
- cinema
- schools
- park

UNIT 4

Text My week of living differently

Ted doesn't think much about his body and appearance. He's a scruffy couch potato. So we challenged him to spend a week paying more attention to his image.

Here's Ted's diary ...

Sunday Evening

My week of living differently starts tomorrow. I'm going to do lots of things I've never done before in my life. First of all, I'm having a complete style makeover.

Monday Makeover day

I don't normally waste time on my hair. I don't even comb it. For me, a good haircut is a fast haircut – fifteen minutes maximum. But today, I spent two and a half hours in the chair, bored out of my mind. They put red highlights in my hair and then they gave me a funny red jacket to match. When I came out, my girlfriend said I looked like Ronald McDonald. Tomorrow, I'm going to have a Pilates class. I'm not sure what Pilates is, but I'll check on Wikipedia when I get home ...

Tuesday Pilates day

OK, so now I know. Pilates is an exercise method where you have to think a lot about breathing. We spent a lot of time breathing deeply. It was quite relaxing, really. I'll go to bed early tonight. Tomorrow's tango day: I'm going to have a dance class.

Wednesday Tango day

It was great fun until I stepped on my partner's toe! But I think I'll continue. Tango looks really cool when you can do it well. I'll probably buy some good shoes, though. Trainers don't look right. Tomorrow, I'm doing something which sounds very exciting and dangerous – Thai boxing!

Thursday Thai Boxing day

Thai boxing is called 'The Science of the Eight Limbs' because you use your knees and elbows as well as hands and feet. But for me, it was the science of one limb. I lifted my leg to kick, the instructor kicked my other leg and knocked me over. I fell on my thumb and now it's really painful. I don't think I'll do that again. Tomorrow's the last day of my lifestyle makeover, and I'm going to do something calm and relaxing – a Turkish bath.

Friday Turkish Bath day

Normally, I can't spend more than five minutes doing nothing. I have to be at my computer, or watching the TV, or reading a magazine. But today I sat in a steam bath for two hours doing absolutely nothing and it was fantastic. I got a massage, too, and I came out feeling brilliant – totally refreshed – a new man! I'll definitely do that again.

What a great way to end my lifestyle makeover week!

Next week, read about librarian Linda Smith's week living and working as a fashion model in Tokyo ...

Comprehension Check

Answer the questions.

1. Who is a scruffy couch potato? Why?
2. What did he pay more attention to that week?
3. What happened on Monday?
4. What did he do on Tuesday?

5. What was his experience on Wednesday?
6. Did he like Thai Boxing day? Why?
7. Does he usually do nothing?
8. Was Turkish Bath day brilliant?
9. Did Dwight enjoy his week?
10. What is Linda doing next week?

Vocabulary Practice

1.
words with their synonyms.

Match the

- | | |
|--------------|-------------|
| appearance | locks |
| couch potato | undoubtedly |
| makeover | look |
| definitely | alteration |
| highlights | lazy-bones |

2. Fill in the chart.

scruffy, funny, toe, calm, relaxing, knees, steam, elbows, fantastic, hands, feet, leg, bored, thumb

Parts of body	Ajectives

3. Fill in the following prepositions.

on (3 times), to, at, out, like

1. to pay attention ___ smth.
2. to waste time ____ smth.
3. to be bored _____ of one`s mind
4. to look ____ smb.
5. to check ____ Wikipedia
6. to be _____ one`s computer
7. to fall ____ smth.

4. Match the words to complete phrases. There are different variants.

- | | |
|--------------|-----------|
| 1. apply for | part-time |
| 2. take | a job |
| 3. make | overtime |
| 4. do | business |
| 5. work | full-time |
| 6. look for | a day off |
| 7. go to | work |

a lot of money

5. Fill in the chart. Some words can go to more than one box.

teacher, lawyer, dentist, fire fighter, nanny, police officer, architect, beautician, secretary, cleaner, scientist, actor, cook, journalist, vet, farmer, bodyguard, guide, priest, musician, pilot, librarian, typist, photographer, nurse, interpreter, lifeguard, waiter, shop assistant.

unusual	
well-paid	
powerful	
pointless	
extreme	
interesting	

6. Look at the words and phrases below and list them according to their importance in your work. Explain your choice.

- ___ salary
- ___ being useful to society
- ___ gaining experience and developing one`s skills
- ___ travel opportunities
- ___ meeting new people
- ___ long holidays
- ___ flexible working hours
- ___ good atmosphere at work
- ___ prospects of quick promotion
- ___ job security

7. Translate the sentences into English, using the words from the text.

1. Зачем они потребовали, чтобы он провел неделю, обращая особое внимание на свой имидж?
2. Он совершенно не умел танцевать и часто наступал на ногу партнеру.
3. Противник сбил его с ног на занятии по тайскому боксу.
4. Весь день он абсолютно ничего не делал.
5. В субботу он чувствовал себя блестяще, полностью обновленным, посвежевшим.

Grammar Practice. Questions

1. Put the words in the correct order to make questions.

1. the do evening? Where you go in
2. How the take often Olympic Games place? do
3. many Rome? were in How ancient there holidays
4. won country 2002? Which Cup the World in
5. were you born? Where

2. Put the correct question words.

What? Whose? Where? Why? How?

1. _____ did your family go on holiday last year?
2. _____ bag did Paul find?
3. _____ does your boss get to work?
4. _____ are you studying English?
5. _____ languages does your girlfriend speak?

3. Match the questions and answers.

What did your father do?	Enough.
Where did he work?	In 1991.
How many hours did he work?	12 hours a day, 7 days a week.
How much did he earn?	He was a doctor.
When was he born?	A hundred years ago.
When did he die?	In a farm.

Past Simple

1. Complete the sentences. Use *am, is, are, was, or were*.

- 1 Where ___ Tom today?
- 2 I ___ in Italy in 1999.
- 3 I ___ not in my office at the moment.
- 4 Could he swim when he ___ five years old?.
- 5 ___ they in Rome in 2001?
- 6 When ___ he born?

2. Use the verb in brackets in the past simple form.

- 1 I _____ (see) this film two weeks ago.
- 2 We _____ (not go out) last night.
- 3 Where _____ (you / go) on holiday last year?
- 4 He _____ (not use) one of these yesterday.
- 5 _____ (you / read) this book last month?

3. Complete the sentences using the past simple form of the following words. *score, see, go, want, be, chat, buy, win*

_____ you Pete at the weekend?

Where _____ you yesterday?

Beckham _____ three goals.

_____ on the phone for hours.

I _____ (not) out last night.

Who _____ the match?

They _____ (not) to watch the film.

She _____ some new trainers last week.

Topics for Discussion. My Working Day

1. There is a Japanese proverb "*Character can be built on daily routine*". How do you think what it means?

A Sunday well-spent brings a week of content.

Between two Saturdays happen many marvels.

Monday is the key day of the week.

Events follow one another like the days of the week

Never put off to tomorrow what you can do today.

2. Remember the following useful phrases.

Как выразить интерес по поводу услышанного

Oh, really? How interesting!

Ooh, how exciting!

That sounds great.

What a disaster!

What a nightmare!

What a terrible thing to happen!

What a surprise!

It can't be true.

You must be kidding!

I'm shocked!

Как передать удивительные новости

You'll never guess what's happened! I've won \$1,000!
What? You're joking!
You won't believe who I've just met! Cameron Diaz!
No, really?

Восклицания

Ah! Great! Ooh! Wow!
What? Oh!
Ow! Ouch!
Oh no!
Oh no! Oh dear!

3. React correctly.

1. Did you know that some animals eat their own young?

2. Watching too much TV can cause mental illness.

3. John and Emma got married.

4. I'm going to take part in the next Olympic Games.

5. Do you realise that milk can be harmful for some children?

4. Tell your friend about the following.

1. You won a race last week.
2. You picked up the phone, said hello, and suddenly heard
3. You met a famous actor on holidays.
4. You climbed a high mountain last year.
5. Your former classmate got a Nobel Prize last month.

5. Why do so many people in the modern world become workaholics?

Could this be called a disease?

How do you understand this term?

Choose one profession.

List as many advantages and disadvantages of this job as you can.

Give examples.

Do you personally find this job attractive?

6. Read the information given below. Make up true sentences about your daily routines.

Sleep

During the week I usually *wake up* at 6.30 a.m. I sometimes *lie in bed* for 5-10 minutes but then I *get up*. Most evenings I *go to bed* about 11.30 p.m. and usually *go to sleep/fall asleep* very quickly. If I have *late night* (= go to bed very late; opp *early night*), it's easy to *oversleep* (= sleep too long) and I may be late for work.

Work

In the morning I *leave home* about 8.15 a.m. and *get to work* by 9.00 a.m. I *have a lunch break* from 1-2 p.m. and usually a couple of short *breaks* during the day. I *leave work* around 5.30 and *get home* about 6.15.

Housework

I *do shopping* on Saturday. Fortunately/Luckily I have a *cleaner* (a person who cleans) and she *does* most of the *housework*: she *does my washing*, she *does the washing-up*, and most of *the ironing*.

7. Use the information given below to speak about your working day.

Life at Villa Clooney

George Clooney, actor and movie director, has a busy life. He works very hard but he plays hard too. So what does he do in his free time?

George spends a lot of his leisure time at his 17-room Italian villa on Lake Como. He describes his typical day at the villa: ‘I wake up at 7.30. I read the newspapers for an hour and a half.’

Then the morning really starts. He feeds his ducks and then he goes to the gym. He goes sailing in his boat and rides his motorbike.

After that it’s time to think about lunch – what to eat, what wine to drink. At two o’clock, everybody comes in and they have lunch. ‘There are usually about 15 to 25 people here’, he says.

In the afternoon he often reads film scripts and phones Los Angeles. Then he goes for a swim in his pool. He usually has a lot of friends over from the States. In the evening they have big dinner parties and enjoy the view of the lake.

Why does George spend his summers in Italy? ‘It’s not hard for me to live there’, he says, ‘I love riding my motorcycle in the area. I love listening to Italians, the way they speak, the way they live – it’s great.’

Role play “Weekend stories”

1. Look at the weekend story ‘skeletons’ below. Choose one of them: this is what happened to you at the weekend.

A party

On Saturday night you went to a party.
People looked at you in a strange way.
When you got home you suddenly realized... (What?)
How did you feel?
What did you do on Sunday?

A shopping trip

On Saturday you went shopping.
You paid £50 for a shirt.
Later when you got home you found out something. (What?)
How did you feel?
What did you do on Sunday?

A phone call

You went to bed at 11.30pm on Saturday night.
The phone rang at midnight.
You answered it. (Who was it?)
The person on the phone told you something. (What did you find out?)
How did you feel?
What did you do on Sunday?

A journey

On Saturday you drove 150km to see your sister on her birthday.
When you got there you remembered (what?)
What did you do?
How did you feel?
What did you do on Sunday?

2. Plan your weekend story with your partner. Turn your story skeleton into a full story by using your imagination, adding details and answering the questions in brackets. Practise telling your story with your partner.

Decide with your partner what you will say when someone asks you '*How was your weekend?*'

- *It was nice.*
- *A bit boring.*
- *It was terrible.*
- *It was lovely.*

3. Work in small groups with people who have prepared different stories. Tell your stories. Start the conversations like this:

Example:

How was your weekend?

It was terrible.

Why? What happened?

Well, on Saturday night I watched the football on TV and then I went to bed at 11.30pm...

UNIT 5

Text The Early History of Russia.

The people known as Slavs settled in eastern Europe and western Russia in the 8th century. The first Slav state was in the south, it was recognized by the Byzantine empire in 716. Other Slav settlements developed in the east along many of the Russian rivers. These were ruled by Viking traders. The first leader of the Rus was Rurik. He founded Novgorod and then Kiev.

The first East Slavic state, Kievan Rus', adopted Christianity from the Byzantine Empire. In 988 the Russian prince Vladimir was converted to Christianity and married a Byzantine princess. He then forced Christianity on the rest of the Russian nobility. By the 11th century the Russian capital Kiev was a centre of splendour and influence. Its greatest ruler was Yaroslav the Wise, who set up diplomatic relations with many other countries. In this period many churches were built, the first Russian laws and the first works of Russian literature were written. Kievan Rus' could boast an economy and achievements in architecture and literature. They were much better than those in the western part of the continent.

But many battles between the members of the princely family, that ruled it collectively, broke down Kievan Rus'. The invasion of the Mongol Golden Horde in the 13th century was the final blow. Kiev was destroyed. After the 13th century, Moscow gradually came to dominate the former cultural center. Until the middle of the 15th century, much of southern Russia was under the control of the Mongol rulers of the Golden Horde.

In 1462, a new ruler came to the throne of Muscovy, a small region of Russia that included Moscow. Ivan III, also known as 'the Great' made his lands independent of the Golden Horde. He also brought Novgorod and other cities under his control and called himself the ruler of all Russia. In 1472 he married the niece of the last Byzantine emperor and took the double-headed eagle of the Byzantine empire as his emblem. He made Moscow his capital and rebuilt its Kremlin after the fire.

His grandson Ivan IV became known as Ivan the Terrible. He was the Grand Prince of Muscovy and was crowned as the first tsar of Russia in 1547. He changed the legal system and reformed trading links with England and other European countries.

Cyrillic Alphabet

In the 9th century St Cyril and his brother St Methodius invented the Cyrillic alphabet which they mostly based on the letters of the Greek alphabet. Later, Christian missionaries spread the alphabet throughout eastern Europe and Russia

Comprehension Check

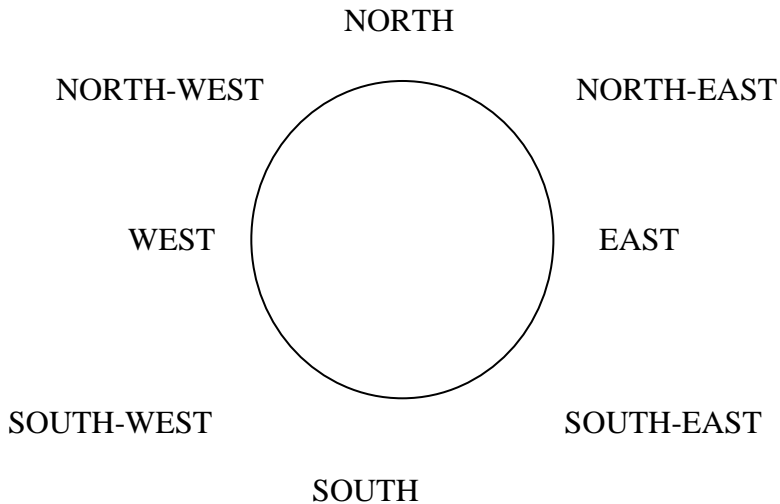
1. Answer the questions.

Who...

- a. settled in eastern Europe and western Russia in the 8th century?
- b. was the first leader of the Rus?
- c. founded Kiev?
- d. was converted to Christianity in 988?
- e. was the greatest ruler in Russia in the 11th century?
- f. made his lands independent of the Golden Horde in 1462?
- g. was crowned as the first tsar of Russia in 1547?

Vocabulary Practice

1. Study the parts of the world.



2. Match the countries and the nationalities.

Argentina	British
Brazil	Australian
The USA	American
United Kingdom	Argentinian
Poland	Polish
Spain	Turkish
Greece	Spanish
Turkey	Chinese
Egypt	Greek
China	Brazilian
Japan	Japanese
Australia	Egyptian

3. Complete the sentences

She is from Spain. She is...
She is from Spain. She is Spanish

I'm from Japan. I'm...
We're from Greece. We're...
They're from the United Kingdom. They're...
He's from Brazil. He's...

He's Australian. He's from...
He's Australian. He's from Australia.

You're Argentinian. You're from...
He's Turkish. He's from...
We're Polish. We're from...
I'm Egyptian. I'm from...

4. Match the words with their definitions.

to settle	править
to recognize	хвалиться
to rule	принимать
to adopt	установить
to convert	обосноваться
to boast	обратить (в веру)
to set up	признавать, узнавать

5. Fill in the appropriate form of the words from the list below.
relations, destroy, invasion, empire, independent

1. Ivan III made his lands _____ of the Golden Horde.
2. In the 13th century Golden Horde _____ Kiev.
3. The Byzantine _____ recognized Slav state in 716.
4. The _____ of the Mongol Golden Horde in the 13th century was the final blow.
5. Yaroslav the Wise set up diplomatic _____ with many other countries.

6. Find the synonyms for the words in the text.
popularize, make up, everywhere, juridical, all together

7. Translate into English, using the words from the text.

1. Другие поселения появились на юге вдоль многочисленных рек.
2. Этот великий князь установил дипломатические отношения со многими странами.
3. Наша страна могла похвастать своими достижениями в архитектуре и литературе.
4. Вторжение противника нанесло большой удар по городу.
5. Иван Грозный стал первым русским царем в 1547.

Grammar Practice. Future Simple

1. Put the words in the correct order.

1 win think Brazil Cup. World the next will I

2 will don't think rain tomorrow. it I

3 adopt think Britain soon. the Euro will I

4 will don't think before Mars 2010. fly to men I

5 will you think midnight? before be home Jim Do

6 Henman don't think next Wimbledon year. will win Tim I

7 that film. regret think you don't you see it if will I

8 Hurley you think Oscar? an will win Elizabeth Do

“to be going to”

1. Complete the conversations with the correct form of *will* or *to be going to*.

1 'It's hot in here.' 'OK, I _____ open the window.'

2 'What you're doing at Christmas?' ' Oh, we _____ stay with my parents.'

3 'Why are you driving so fast?' 'Because we _____ be late.'

4 'We're going to Paris for Sylvia's birthday. But it's a secret.' 'OK, I _____ tell her.'

5 'Do you want me to give you a lift to the station?' 'No, thanks. It's OK. Dad _____ take me.'

2. Match the sentences.

1. We're having a party on Saturday

A I hate living in the town centre

2. Kim's going to study medicine

B He decided to stop this morning

3. I'm going to look for a new flat.

C She really enjoys learning languages.

4. Jo's English is fantastic.

D She's invited me to the wedding.

5. Sue's getting married in the spring.

E Would you like to come?

6. Ron's going to give up smoking.

F She wants to be a doctor.

Topics for Discussion. New Year

1. There is a Japanese proverb “*Plan your life at New Year's eve, your day at dawn.*”
There are more proverbs about holidays.

Every day is not a holiday.

If it weren't for sorrow and bad times, every day would be Christmas.

He that is of a merry heart has a continual feast.

How do you understand them? Express your ideas. Give as many English and Russian proverbs about holidays as you can.

2. Remember the following useful phrases.

Как рассказать о своих планах

I'm going to stay with my uncle.
I'm planning to rent a car.
I'm hoping to get a part-time job.
I'm thinking of going abroad this winter.

Как высказать свое мнение

I think we should take the plane.
Yes, I agree.
(Personally,) I don't think we should go by ship.
No, maybe not.
I think it would be better to hire a car.
I'm not sure about that.

Как побуждать собеседника к высказываниям

... yes, we often talk about that. How about you, Pedro?
... I never talk about current affairs. What about you, Yoko?

3. Make up short dialogues.

1. Two colleagues at the office. It's time for a coffee break.
2. Two strangers on a train. It's stuffy.
3. Father and son. Plans for the coming weekend.
4. Two friends. Plans for the evening.
5. Two classmates. Plans for future.

4. Next weekend you are going to the country with your friend. Make up a dialogue. Think about *means of transport (car? bus? train?) camping equipment (tent? stove? sleeping bag? torch?) maps and guidebooks*

5. Read the text. Be ready to speak on New Year's Eve in your family.

New Year's Eve.

The Old Year is going out. These are its last few hours and very soon we shall see it out. The streets are full of people. The shops are attracting them like magnets. People all over the world buy presents for their dearest and nearest. Grandfather Frost or Santa Claus, as he is called in English, may be seen everywhere, as he is the symbol of the holiday. Looking at the lighted windows we can see brilliantly decorated fir-trees, without which you can't imagine the New Year celebration.

Many young people are against celebrating the New Year indoors. They like to see the New Year in somewhere. But many families prefer to see the New Year in at home with their friends and relatives. Usually men and children decorate fir-trees and women cook tasty dishes and lay festive tables.

The clock hands are creeping nearer and nearer towards midnight. Soon crowded buses and taxis will rush from one end of the city to the other carrying people visiting one another. And the best part of the waiting will begin. TVsets will be on in all houses. Everyone will listen to the President, who will congratulate our nation and wish health and happiness. And then the Kremlin chimes will bid the Old Year good bye.

6. Read the following information about English-speaking countries. Add some more facts into each box. Choose one of the countries and speak about it.

Facts	The USA	Great Britain	Ireland
Important holidays	Independence Day (4 July), Thanksgiving (4 th Thursday in November)	Guy Fawkes` Night, Christmas, Shrove Tuesday	St. Patrick`s Day
animals	Buffalo, puma, grizzly bear, prairie dog	Robin, grey squirrel	Sheep
plants	Sequoia	Flowers	Clover
leisure activities	Baseball, rugby	Golf, cricket	Hurley (combination of rugby and polo)
food	Hamburger, corn soup	Fish and chips, curry	Folk dancing, pub crawling
drinks	Coke, root beer	Tea	Irish whisky, Guinness

7. Use the information given below to speak about New Year.

New Year's Day in England

The celebration of New Year's day varies according to the district. In the south of England, the festival of Christmas, lasting 12 days from December 25th, runs on well into the New Year. The decorations of coloured streamers and holly, put up round the walls, and of course the fir-tree, with its candles or lights, are not packed away until January 5th. On the evening of December 31st, people gather in one another's homes, in clubs, in pubs, in restaurants, and hotels, in dance halls and institutes, to "see the New Year in". There is usually a supper of some kind, and a cabaret, or light entertainment. The bells chime at midnight. The people join crossed hands, and sing "Auld lang syne", a song of remembrance.

On New Year's day all English schoolchildren make New Year resolutions. They make up lists of shortcomings which they intend to correct. The children, their mothers and fathers, and their friends laugh and have a good time when they read them "The children promise to keep them".

In the north, and in Scotland, particularly, the Year known as Hogmanay, is very well kept up. The ceremonies are similar, but they have an added called "first foot". This means opening your door to anyone who knocks it after midnight, and who will then enter the house, carrying a piece of coal or wood, or bread. The visitor is entertained with cakes and ale.

At the Jolly parties on New Year's eve and also on Burn's night, when they commemorate their national poet (Jan. 25th), the Scottish people enjoy eating their famous Haggis. This is a pudding, made from the heart, liver and lungs of sheep or calf, minced suet, onions, oatmeal and seasoning, and cooked in the animal's stomach. It is brought into the banqueting-hall or dining room to the accompaniment of the bagpipes. Considerable quantities of good Scotch whiskey are consumed during these celebrations.

Role play "A New Year Party"

1. You and your friend are planning a big New Year party with your friends. You have different opinions about what is important to make this party a success.

Look at the information below. There are some things that you have a strong opinion about, so think carefully about what your opinion is, and how you will present it.

Student A

You definitely want the party to be indoors. (*Where? In the restaurant? In the cafe? At smb's place?*)

You think the number of guests is very important. (*How many people? A small group of close friends? A really big party with lots of people?*)

You have strong opinions about the food and drink. (*What? Hot food? Cold food? People bring their own?*)

You also need to think about

- The time of day for the party
- The music

Student B

You definitely want the party to be indoors. (*Where? In a nightclub? In a hotel? At your house?*)

You think the time of day is very important. (*When? Afternoon? Evening? All night?*)

You have strong opinions about the music. (*What? Classical? Rock? Dance?*)

You also need to think about

- The number of guests
- The food and drink

2. When you are ready, discuss the party with your partner. Give your opinions, but also listen carefully to your partner's opinions. Be prepared to change your ideas. What is your final plan?

Place

Time of day

Number of guests

Food

Drinks

Music

UNIT 6

Text

The Kings of Cool

Brazzaville, Congo – Bienvenu Mouziето knows what he likes. Clothes. He’s standing in front of his house in the poor and dusty Bacongo neighbourhood, wearing a loose-fitting grey suit, leather shoes, a hat, and a tie. He’s even wearing a white scarf. His outfit is possibly worth more than his house. He is elegant in an old-fashioned 1930’s style. It’s not what you expect to see in one of the world’s poorest countries.

But Mouziето is not the only well-dressed person around here. He is one of a large group of fashion-conscious men called the sapeurs. They are mostly poor and unemployed, but they would rather spend their money on clothes than food. For them, looking cool is everything. Style is their identity – they believe in the motto, ‘You are what you wear’. The sapeurs know what they like, and what they like is expensive. It’s Armani. It’s Gucci. It’s Prada. When they get dressed up and go out, it’s a battle of designer labels. The winner is the person with the most elegant and expensive outfit.

The sapeurs know how to show off their clothes. They spend hours in front of the mirror practising their own favourite ways of standing. They learn how to walk with style. They know which colours look good together and they only use three colours in any outfit, including the accessories. The socks will match the hat, perhaps, or the belt will match the watch strap. The sapeurs are clean-shaven and well-mannered, and they are all well-known in their local neighbourhoods.

Most sapeurs can’t really afford their lifestyle. They are not well-off, and it’s difficult to find the money for such expensive tastes. Sometimes they borrow clothes – after all, only the person who lent the clothes knows where they came from. Sometimes they turn to crime, and many have spent time in prison.

What makes a sapeur go to such extremes to look good? Photographer Héctor Mediavilla has been studying the sapeurs since 2003. He understands why they like dressing up. ‘When they go out dressed up, they walk differently,’ he says. They behave as if they are important people – ‘They show off. Sometimes they refuse to talk to other people – even their friends. They act as if they really were famous and important. They’re stars for that night. It’s worth it, isn’t it?’

Comprehension Check

Are the following statements true (T) or false (F)?

1. The sapeurs are well-off people. ____
2. The sapeurs know how to show off their clothes. ____
3. The sapeurs are rather friendly people. ____
4. Some sapeurs are criminals. ____
5. Photographer Héctor Mediavilla studied the sapeurs in 2003. ____

Vocabulary Practice

1. Choose the best definition for these words from the text.

fashion-conscious = a. увлеченный модой

b. следящий сознательно за модой

refuse = a. отрицать

b. отказываться

go to such extremes = a. идти на крайности

b. доходить до экстремальности

dress up = a. одеваться

b. наряжаться

match the watch strap = a. соответствовать ремешку наручных часов

b. гармонировать по цвету с ремешком наручных часов

2. Fill in the appropriate word from the list below. Use the necessary form.

well-dressed, outfit, old-fashioned, to be worth, match

- a. My best friend is fond of ancient things. His car is rather _____.
- b. The _____ is elegant.
- c. It _____ buying those shoes.
- d. He is such a _____ person.
- e. The bag usually _____ shoes.

3. For these words find the synonyms in the text.

love, garments, penniless, a cap, a cravat, maybe, smart, a slogan, costly, victor, jail.

4. Look at the adjectives below and list them according to whether you think they are positive or negative speaking about clothes.

neat, dirty, filthy, smart, cheap, elegant, scruffy, old-fashioned, modern, designer, loose-fitting, leather, colourful, plain, casual.

5. Translate these adjectives into Russian.

Lines and designs

English	Russian
straight	
wavy	
curved	
dotted	
zigzag	
diagonal	
parallel	
striped	
checked	
spotted	
tartan	
plain	

Make up your own sentences with the words.

6. Match the words to complete phrases and make up your own sentences with them.

to borrow	up
to become	famous
to dress	off
to show	things
to spend	money on

7. Fill in the prepositions where necessary.

___ front ___ his house
one ___ a large group
well-known ___ their local neighbourhood
to talk ___ other people

8. Translate the sentences into English, using the words from the text.

- a. Она знает, какие цвета сочетаются наилучшим образом.
- b. Он всегда гладко выбрит, опрятен и элегантно одет.
- c. Этот человек слишком высокого мнения о себе.
- d. Она лучше потратит деньги на одежду нежели чем на еду.
- e. Девочки любят наряжаться.

Grammar Practice. Articles

1. Complete the sentences with a / an / the / no article, or some.

- 1 I bought _____ new watch yesterday.
- 2 _____ couple that live next door to us are really noisy.
- 3 _____ of my classmates are going to a party tonight.
- 4 _____ maths was my favourite subject at school.
- 5 You got so many birthday presents! Who gave you _____ bicycle over there?

2. Complete the sentences. Use the, or no article.

- 1 Scientists claim that _____ Earth is getting warmer.
- 2 What would you like for _____ lunch?
- 3 This government is doing nothing to help _____ elderly.
- 4 I didn't know that you could play _____ guitar?
- 5 What did you do at _____ school today?

3. Add the, a, or an, where necessary.

- 1 Have you still got book I lent you last week?
- 2 The Russians have just launched unmanned satellite. It will take photographs of surface of Mars.
- 3 I don't think we have choice. This is only option.
- 4 Isn't that woman who lives next door to you?
- 5 Current government hasn't helped poor at all.

Easily confused words

1

Complete the sentences with the correct words.

practice / practise

1

We have football _____ every Thursday after school.

2

If you don't _____ regularly, you won't improve.

degree / career

3 As soon as Clare finished her university _____, she got a job.

4 Dave dreamed of a _____ in fashion. He wanted to be a designer.

professor / teacher

5 _____ Patton is Head of the Linguistics Department at London University.

6 My history _____ at school is very interesting.

library / bookshop

7 Tom went to the _____ to borrow a book about the paranormal.

8 Paula bought Stephen King's best-selling novel from her local _____ .

embarrassed / embarrassing

9 Karen felt _____ when James asked her out.

10 Do you go red when you are in an _____ situation?

make / do

11 Can you _____ me a favour? Can you lend me some money?

12 They have to _____ a decision about this by tonight.

stranger / foreigner

13 Sue is quite shy. She would never talk to a _____ .

14 We use the word _____ to describe someone from another country.

advice / advise

15 I strongly _____ you to give up smoking.

16 Paul wasn't sure about which university to apply to, so he asked his teacher for _____ .

2 Choose the correct words.

Dear Sue,

I'm nineteen years old and I'm studying for an English 1 career / degree at university.

I enjoy my course, but I've got a problem and need some 2 advice / advise.

I recently fell in love with a boy in my class.

The problem is that I get very 3 embarrassed / embarrassing when I see him.

We aren't 4 foreigners / strangers and we've talked to each other, but he's already got a girlfriend.

A few weeks ago I was studying in the 5 bookshop / library before going to volleyball 6 practice / practise when I saw him.

I was so nervous I felt sick! Since then I've been missing lectures to avoid him.

Now the 7 teacher / professor of the department wants to know why I haven't been attending classes, and she wants me to 8 do / make some extra work.

What should I do?

Amy

Topics for Discussion. Clothes

1. Read the following information.

More and more big shopping malls are being built outside Britain's towns and cities, and traditional town-centre shopping streets are losing business. The old high-street shops are closing as shoppers abandon town centres and go to the malls instead. Is this a bad thing or is it modernization and progress? What do you think? Opinions please!

Amrita 25

I think big shopping centres are much more convenient than high-street shops. You can get everything in one place, so it's much quicker. I've got a full-time job, so I don't have time to go around lots of little shops. It's much easier to park the car, and it's all indoors so you don't have to walk around in the rain. Shopping centres have more up-to-date stuff and more to choose from, and I think they're cheaper, too. So yes, for me, shopping centres are definitely progress.

Jerry 31

In my opinion, high-street shops are much better than big shopping malls. The shopkeepers are friendlier and they give you better service. You can get fresh produce in small shops – local fruit and vegetables, and it's different from season to season. It's not all imported stuff from all around the world. Also, shopping malls are usually a long way outside town – that's no good for people who don't have cars, like me. I think local shops are the heart of our communities and if the shops close, our town centres will die.

Who do you agree with? Make up at least two sentences for each opinion.
Use the following useful phrases.

Example.

I don't doubt Amrita's right, but what about if we want local food? Can we find it in big shopping centers?

I don't disagree that Jerry is right, but ...

I understand what ... is saying, but...

I could be wrong about this, but...

They know more about this than me, but in my experience, the shops usually...

I see what they mean, but don't you think ...

I understand what they're saying, but I still think

Как согласиться с собеседником.

I agree with you.

Sure.

Absolutely!

Definitely.

Me too.

Of course.

I also think that.

I feel that way too.

So do I.

That's exactly what I was thinking.

I couldn't agree with you more.

You've hit the nail on the head there.

I think you're totally right about that.

Как не согласиться с собеседником.

I don't doubt you're right...
 You know more about this than me...
 I understand what you're saying...
 I see what you mean...
 I could be wrong about this...
 I don't disagree...
 Then you would follow this with one of the following "but" statements (or something similar):
 but what about...
 but I would have thought that...
 but don't you think...
 but in my experience...
 but it seems to me...
 but it could be that...
 but maybe...
 but isn't...
 but I still think...

2. Think over the answers to these questions.

1. What attitudes do people have to fashion?
2. What does fashion include?
3. What changes in fashion very quickly?
4. How does the season influence clothes?
5. What kind of clothes do people wear on various occasions?
6. Do you follow the fashion?
7. What are your favourite types of clothes?
8. Where do you usually buy clothes?
9. Do you prefer buying clothes yourself or with your parents?
10. Do your parents give you pocket money for new clothes?

3. Fill in the missing words in the dialogue.

Store clerk: Hello, _____ I help you find anything?

Customer: Yes, I'm looking _____ a blouse and some matching trousers.

Store clerk: Great. What _____ would you like?

Customer: I'm _____ for a white blouse and black trousers. They're for an important job interview.

Store clerk: Ok. Please follow me to the business apparel section.

Customer: _____ for your help.

Store clerk: It's my _____. Do you see _____ you like?

Customer: Yes, that blouse looks _____.

Store clerk: What _____ are you?

Customer: I'm _____. Now, let's take a look at _____.

Store clerk: These are _____. Would you like to _____ them on?

Customer: Do you have anything _____?

Store clerk: Yes, we also have these _____.

Customer: I like those, I'll try those _____.

Store clerk: What are your _____ ?

Customer: I have _____

Store clerk: Here's a pair. Would you like to _____ them on?

Customer: Yes, where's the _____ ?

Store clerk: You can try them on _____.

Customer: Thank you. (tries the clothing on, walks out of the changing room to show the store clerk) What do you _____?

Store clerk: You look _____! I'm sure you'll get that job!

Customer: Thanks! I'll take _____.

Store clerk: Would you like to _____ by cash or by credit card?

Customer: _____, please. Here's my visa card.

Store clerk: Thank you. That will be _____.

4. Make up your own dialogue.

5. Use the information given below to speak about this article of clothes.

PROJECT

The first jeans came from Genoa in Italy. The name jeans comes from the French name for Genoa, Gênes. Sailors in the Genoese navy wore jeans because they're strong and you can wear them wet or dry. The sailors washed their jeans by putting them in a large bag and dropping them in the sea.

Modern jeans were invented by Levi Strauss. Strauss moved to America from Germany, and he started making jeans in the 1870s. He originally made them for miners in California. He made them blue so they wouldn't look dirty.

In the 1950s, pop and movie stars like James Dean and Elvis Presley wore jeans, and they became fashionable with teenagers and young adults. At that time, wearing jeans was a symbol of independence for young people. However, in the 60s and 70s, jeans became a fashion for all ages. Today, the average American person owns seven pairs of jeans.

Role play 'New ideas. Labels.'

You work for a company which analyses different labels. You are at the meeting, and you are discussing new ideas with the people who work for the same company.

1. First prepare your character for the role play. Think over questions and answers to the possible questions to build your character profile.

Reading the labels

a If the labels are not in English, write the details first in the original language, and then find the English equivalents. Write it next to the original information, preferably in a different colour. For example:

Grapefruit juice carton

My language

Quantity = litros (1 litro)

In English

Fluid
 Ounces (36 fl oz)
 Origin = Entre Ríos, Argentina
 Ingredients = agua mineral, mineral water,
 jugo de pomelo concentrado, etc., etc.
 concentrated grapefruit juice,

b Was all or part of the information in more than one language? If so, which one/s? What do you think is the reason for this?

c Copy out the information on the labels that you found most important.

d Copy out any claims (non-factual information) on the labels that are difficult to verify (for example, 'this is the best mineral water you can drink'). Why do companies include this type of information? Is it fair?

Label analysis sheet

Product	Type of container
Factual information (information that can be checked, such as contents, ingredients, etc.)	Information

2. Now prepare some new ideas that you would like to present at the meeting, based on the information in the table.

3. Have conversations with the other people at the meeting.

APPENDIX

The following phonetical material will be useful for students. It will help them in their self-study.

Study the following material and do the exercises.

PHONETICS

There are twenty-six letters in the English alphabet.

A a	[eɪ]
B b	[bi]
C c	[si]
D d	[di]
E e	[i]
F f	[ef]
G g	[dʒ i]
H h	[eɪ tʃ]
I i	[aɪ]
J j	[dʒ eɪ]
K k	[keɪ]
L l	[el]
M m	[em]
N n	[en]
O o	[əʊ]
P p	[pi]
Q q	[kju]
R r	[ɑ]
S s	[es]
T t	[ti]
U u	[ju]

V v	[vi]
W w	[dʌ b(ə)l ju]
X x	[eks]
Y y	[waɪ]
Z z	[zed]

There are twenty consonant letters

Bb
Cc
Dd
Ff
Gg
Hh
Jj
Kk
Ll
Mm
Nn
Pp
Qq
Rr
Ss
Tt
Vv
Ww
Xx
Zz

One and the same letter in English can give different sounds.

There are twenty-four consonant sounds.

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

Voiced

[b]
[d]
[g]
[v]
[ð]
[z]
[ʒ]
[dʒ]
[m]
[n]

Voiceless

[p]
[t]
[k]
[f]
[θ]
[s]
[ʃ]
[tʃ]
[h]

[ŋ]
[l]
[r]
[w]
[j]

The pronunciation of consonant sounds.

Согласные звуки [p, b]. При произнесении этих звуков губы сначала смыкаются, а затем мгновенно размыкаются, и воздух выходит через ротовую полость.

Звук [p] – глухой, произносимый с придыханием, особенно заметным перед ударным гласным.

Звук [b] – звонкий, как и все другие звонкие согласные, он в конце слов не оглушается.

При произнесении звуков [t] и [d] кончик языка поднят и прижат к альвеолам, образуя полную преграду. Струя воздуха с шумом (взрывом) разрывает эту преграду. Звук [t] – глухой, а звук [d] – звонкий. Перед гласными глухой согласный звук [t] произносится с придыханием.

Звук [k] – глухой. Он произносится почти так же, как и русский звук [к]. Отличие английского звука [k] от соответствующего русского звука состоит в том, что английский звук произносится с придыханием и на конце слова звучит более отчетливо.

Звук [g] – звонкий. Произносится почти так же, как и русский звук [г], но менее напряженно, и на конце слова не оглушается.

Согласные звуки [f, v]. При произнесении этих звуков нижняя губа слегка прижимается к верхним зубам, и в щель между ними проходит струя выдыхаемого воздуха.

Английский глухой звук [f] произносится более энергично, чем соответствующий русский согласный [ф].

Звонкий звук [v] на конце слова не оглушается. Необходимо следить за тем, чтобы не произносить эти звуки обеими губами.

[θ] В русском языке подобного звука нет. Звук [θ] – глухой. При его произнесении языка распластан и не напряжен, кончик языка образует узкую плоскую щель со всем режущим краем верхних зубов, неплотно прижимаясь к нему. В эту щель с силой проходит струя воздуха. Кончик языка не должен сильно выступать за верхние зубы или слишком плотно прижиматься к зубам (иначе получится [t]). Зубы должны быть обнажены, особенно нижние, так чтобы нижняя губа не касалась верхних зубов и не приближалась к ним (иначе получится [ф]).

[ð] При произнесении звука [ð] органы речи занимают такое же положение, как и при произнесении звука [θ]. Звук [ð] отличается от [θ] лишь звонкостью.

Звук [s] – глухой, [z] – звонкий. При произнесении [s] и [z] кончик языка находится против альвеол. Струя воздуха с трением проходит через желобок, образующийся между передней спинкой языка и альвеолами. Согласный [z] в конечном положении не оглушается.

Английский звук [ʃ] напоминает русский звук [ш]. Мягкая окраска английского [ʃ] вызвана поднятием средней части языка к твердому нёбу. (При произнесении соответствующего русского звука поднята задняя часть спинки языка.) Однако звук [ʃ] не должен быть таким мягким, как русский звук, обозначаемый буквой «щ».

Согласный звук [ʒ] отличается от звука [ʃ] лишь звонкостью. От русского звука [ж] звук [ʒ] отличается мягкостью.

Английский звук [tʃ] напоминает русский звук [ч], но отличается от него тем, что произносится тверже. Звук [tʃ] не является простым соединением согласных [t] и [ʃ]. Он произносится прикосновением кончика языка к альвеолам, одним произносительным усилием. Согласный звук [dʒ]. Этот звук произносится так же, как [tʃ], но только звонко, с голосом.

[h] Такого звука в русском языке нет. В английском языке он встречается только перед гласным и на слух представляет собой легкий, едва слышный выдох. В отличие от русского звука [х], английский звук [h] образуется без какого бы то ни было участия языка, поэтому необходимо следить за тем, чтобы задняя спинка языка не поднималась близко к мягкому нёбу.

При произнесении сонанта [m] губы сомкнуты, мягкое нёбо опущено, и воздух проходит через полость носа. При произнесении английского согласного [m] губы смыкаются плотнее, чем при произнесении соответствующего русского звука [м].

Положение языка при произнесении сонанта [n] такое же, как при произнесении звуков [t] и [d], но мягкое нёбо опущено, и воздух проходит через полость носа.

При произнесении сонанта [ŋ] задняя спинка языка смыкается с опущенным мягким нёбом, и воздух проходит через носовую полость. Для того чтобы добиться нужного положения органов речи, можно сделать вдох через нос с широко открытым ртом, затем произнести звук [ŋ], выдыхая воздух через нос. При этом необходимо следить за тем, чтобы ни кончик языка, ни его передняя и средняя части не касались нёба.

При произнесении сонанта [r] кончик языка находится за альвеолярной выпуклостью, образуя с нею щель. Язык напряжен, а его кончик неподвижен, в результате чего этот звук произносится без вибрации. Щель между кончиком языка и альвеолами должна быть несколько более широкой, чем при русском звуке [ж].

Место артикуляции сонанта [l] такое же, как для звуков [t], [d] и [n], но боковые края (или один край) языка опущены, мягкое нёбо поднято, струя воздуха проходит вдоль одной или обеих сторон языка. Имеется два оттенка согласного [l] в зависимости от его положения в слове. Перед гласными звуками произносится мягкий оттенок звука [l], перед согласными и в конце слова – твердый оттенок.

[w] При произнесении сонанта [w] губы округлены и значительно выдвинуты вперед, а задняя часть языка занимает примерно такое же положение, как при произнесении русского [у]. Струя выдыхаемого воздуха с силой проходит через образованную между губами круглую щель. Губы энергично раздвигаются.

Английский сонант [j] напоминает русский звук [й]. Однако при произнесении английского звука [j] средняя часть языка поднимается к нёбу меньше, чем при русском звуке [й]. Поэтому при произнесении английского звука [j] слышится меньше шума, чем при произнесении русского звука [й]. Звук [j] всегда предшествует гласному.

Сочетание звуков [s], [z] со звуками [θ] и [ð]. При произнесении сочетаний звука [s] или [z] со звуком [θ] или [ð] необходимо следить за тем, чтобы не допускать гласного призвучка или паузы между ними и сохранять при этом качество каждого звука. Если звук [s] или [z] стоит перед звуком [θ] или [ð], то нужно, не закончив произнесения первого звука, постепенно продвинуть кончик языка в межзубное положение. Если звук [s] или [z] стоит после звука [θ] или [ð], то кончик языка производит обратное движение.

In English there are six vowel letters.

Aa
Ee
Ii
Oo
Uu
Yy

There are twenty vowel sounds.

twelve monophthongs

[i:] [ɪ] [e] [a:] [ɒ] [ʊ] [ə] [æ] [ɔ:] [u:] [ə:] [ʌ]

eight diphthongs

[ei] [ai] [oi] [aʊ] [əʊ] [iə] [eə] [ʊə]

two triphthongs

[aiə] [auə]

All the vowel sounds can be long or short. The long sounds are marked in the transcription [:]. The diphthongs and triphthongs are long.

Long vowel sound

[i:]
[ə:]
[ɔ:]
[u:]
[a:]

Short vowel sound

[ɪ]
[ə]
[ɒ]
[ʊ]
[ʌ]
[e]
[æ]

It is important to be very careful while pronouncing vowel sounds as there are words which are differentiated only by the length of a vowel sound.

rich (богатый) – reach (достигать)
sit (сидеть) – seat (сиденье)
fill (заполнять) – feel (чувствовать)
still (тихий, неподвижный) – steal (воровать)
dill (укроп) – deal (сделка)

The pronunciation of vowel sounds.

The monophthongs

[ɪ] – масса языка находится в передней части ротовой полости. Кончик языка – у основания нижних зубов. Средняя часть языка продвинута вперед и поднята.

[i:] – масса языка продвинута вперед. Кончик языка касается передних нижних зубов. Губы несколько растянуты. Звук [i:] – долгий гласный, неодинаковый на своем протяжении. Начало гласного более широкое и открытое, конец узкий, закрытый.

[e] – масса языка находится в передней части ротовой полости. Кончик языка находится у нижних зубов. Губы слегка растянуты. Нижнюю челюсть опускать не следует.

[æ] – губы несколько растянуты, нижняя челюсть опущена, кончик языка касается передних нижних зубов, а средняя спинка языка немного выгибается вперед и кверху.

[ə] – нейтральный гласный звук, который является результатом редукции, а именно ослабления гласных в безударном положении. Он всегда безударный и легко подвергается влиянию соседних звуков. При произнесении звука в начале или в середине слов весь язык немного приподнят.

[ɑ:] – язык находится в задней части полости рта. Задняя часть языка чуть приподнята. Нельзя допускать подъема передней и средней части языка. Кончик языка оттянут от нижних зубов. Губы нейтральны, т. е. не растянуты и не выдвинуты вперед. Перед звонким согласным звуком гласный [ɑ:] немного укорачивается слегка, а перед глухим – укорачивается значительно.

[ʌ] – язык несколько отодвинут назад, задняя спинка языка приподнята к передней части мягкого нёба, губы слегка растянуты, расстояние между челюстями довольно большое.

[ʊ] – при произнесении английского звука [u] губы почти не выдвигаются вперед, однако они заметно округлены. Язык находится в задней части полости рта, задняя часть спинки языка приподнята к передней части мягкого нёба, но не так высоко и далеко, как при произнесении русского [y].

[u:] – язык находится в задней части полости рта, задняя часть спинки языка значительно приподнята к передней части мягкого нёба. При произнесении звука [u:] губы сильно округлены, но гораздо меньше выдвинуты вперед, чем при произнесении русского звука [y].

[ɒ] – язык находится в задней части полости рта. Задняя часть спинки языка немного приподнята. Рот широко раскрыт, губы округлены.

[ɔ:] – язык находится в задней части полости рта. Задняя часть спинки языка поднята к мягкому небу. Губы слегка выдвинуты вперед и значительно округлены.

[ə:] – тело языка приподнято, вся спинка языка лежит максимально плоско, губы напряжены и слегка растянуты, чуть обнажая зубы, расстояние между челюстями небольшое. Кончик языка находится у нижних зубов.

The diphthongs

[eɪ] – дифтонг, ядром которого является гласный [e], а скольжение происходит в направлении гласного [ɪ]. После произнесения [e] язык совершает легкое движение вверх в направлении звука [ɪ], но не достигая его полного образования.

[ɪə] – дифтонг, ядром которого является гласный [ɪ], а скольжение происходит в направлении нейтрального гласного, имеющего оттенок звука [ʌ].

[əʊ] – ядро дифтонга близко по звучанию к гласному звуку [ə:], после произнесения которого язык делает легкое движение вверх и отходит назад в направлении гласного [ʊ]. В начале произнесения дифтонга губы слегка растянуты и округлены, затем постепенно губы округляются еще больше.

[ɔ ɪ] – дифтонг, ядром которого является гласный звук [ɔ], а скольжение происходит в направлении гласного звука [ɪ].

[aɪ] – дифтонг, ядром которого является гласный звук, при произнесении которого язык находится в передней части полости рта и лежит плоско. Кончик языка касается нижних зубов. Губы немного растянуты. Скольжение происходит в направлении звука [ɪ], однако его образование полностью не достигается, в результате чего слышится лишь начало звука [ɪ].

[aʊ] – дифтонг, ядром которого является гласный звук, при произнесении которого язык находится в передней части полости рта и лежит плоско. Кончик языка касается нижних зубов. Губы немного растянуты, а скольжение происходит в направлении гласного звука [u], который, однако, отчетливо не произносится.

[ɛ ə] – дифтонг, ядром которого является гласный [ɛ]. Скольжение происходит в направлении нейтрального гласного с оттенком звука [ʌ].

[uə] – ядро дифтонга – гласный [u], скольжение происходит в направлении нейтрального гласного, имеющего оттенок [ʌ].

[aɪ ə] и [aʊə]

Эти сочетания являются соединениями дифтонгов [aɪ] и [aʊ] с нейтральным гласным звуком [ə]. Однако срединные элементы этих звукосочетаний никогда не произносятся отчетливо. Необходимо следить за тем, чтобы в середине звукосочетания [aɪ ə] не слышался звук [j], а в середине звукосочетания [aʊə] – звук [w].

There are four types of reading in the stressed position.

Letters Aa Ee Ii Oo Uu Yy can occur in the following positions

I тип чтения – открытый слог (чтение гласных в корне слова совпадает с названием букв согласно алфавиту)

Открытым считается слог, если

- за гласной ничего не стоит (my, he)

- за гласной стоит согласная, а за ней гласная, даже если она не произносится (same, note, fine, cube)

II тип чтения – закрытый слог

Закрытым считается слог, если за гласной следует одна или несколько согласных (rat, hot, red, bit, myth, run)

III тип чтения – гласная + буква “r” (car, sort, term, fir, Byrd, fur)

IV тип чтения – гласная + буква “r” + гласная (care, store, mere, tyre, cure).

A a [eɪ] в I типе слога take, name, baby, paper, station, aid, rain, waiting, say, play, maybe, away

[eɪ] в сочетании
а+согласная + l + не-
произносимая e

able, table, enable, maple, staple

[eɪ] в сочетании ange	angel, change, danger, range, strange, exchange
[æ] во II типе сло- га в ударном слоге, если после него идёт одна или две подряд согласных	and, apple, can, bag, map, sand, flat, stand, happy, language, perhaps, marry
[ɛ ə] в IV типе слога	rare, square, prepare, farewell, daring, various, Mary,
[ɛ ə] в сочетаниях air, aer	air, hair, fair, chair, fairy, aerial
[a:] в III типе сло- га	arm, far, star, hard, dark, apart, large, garden, darling, market
[a:] в буквосоче- таниях aff, aft	staff, giraffe, after, craft, shaft, draft
[a:] в буквосоче- таниях ant, ance, anch	plant, grant, can't, aren't, dance, chance, answer
[a] в буквосочета- ниях ass, ask, ast, asp	class, grass, last, fast, master, castle, ask, task, mask
[a:] в сочетании ath	bath, path, father, rather
[ɔ :] в сочетаниях war, quar	war, warm, ward, award, towards, quar- ter
[ɔ :] в сочетаниях au, aw	autumn, August, daughter, cause, fault, taught, awful, law, draw, saw, jaw
[ɔ :] в сочетаниях al + согласная	bald, talk, walk, chalk, all, ball, wall, small, almost, also, false, alter, salt, always
Bb [b]	baby, mobile, double, maybe, bring, combine
Не читается в со- четаниях bt, mb, если обе буквы входят в один слог	debt, doubt, comb, climb, lamb, dumb

Cc	[k]	cream, comment, cat, car, Cuba
	[s] если после неё стоят буквы e, i, y	ceiling, race, face, cycle, force
	[k] в сочетании ck	cock, clock, luck, truck, mock, rock
ch	[tʃ] в сочетании	chair, much, chicken
	[ʃ] в сочетании ch	champagne, chef, machine, schedule, moustache, parachute
	[k] в сочетании ch в словах греческого происхождения	chemistry, school, ache, monarch, tech- nique, orchestra, Christmas
	[ʃ] в сочетании c + -ion, -ial, -ean, -ian, - ient	special, social, ancient, ocean, suspicion, precious
Dd	[d]	dream, red, leader, modern, day, middle
	не читается в со- четаниях nd	sandwich, grandmother, grandchild, Wednesday, handsome, handbag, handkerchief
	[i:] в I типе слога	me, we, theme, genius, complete, eat,
Ee	[i:] в сочетаниях ea, eo, ee	easy, seat, sea, please, repeat, street, need, between, people
	[ɪ] в сочетании ei, eu в безударном слоге	foreign, hockey, money, monkey, jour- ney
	[e] в сочетании ea если после идут d, th, lth, sure, sant	head, bread, instead, ready, breath, death, weather, leather, health, wealth, measure, pleasure, treasure, pleasant
	[e] во II типе слога	end, error, exercise, pen, leg, well, test, step, terrible, message, member, defend
	нейтральный [ə] на конце слова в сочетаниях er, ent, ence, ency	paper, summer, writer, clever, answer, proverb, western, modern, concert, student, moment, continent, sentence, silence, differ- ence, tendency

	[ə:] в сочетании ear + согласная	search, research, heard, early, pearl, earn, earnest, learn, earth
	[ə:] в III типе чтения	her, term, verse, serve, service, verb, perfect, German, insert, external, prefer
	[ɪ ə] в IV типе чтения	era, here, sphere, zero, period, serial, serious, material, experience, hero
	[ɪ ə] в сочетаниях era, eer	ear, hear, near, clear, appear, beer, engineer
	[-] не читается на конце слова, если в слове есть другая гласная	lie, blue, true, take, serve, sprite, apple, little
	[eɪ] в сочетаниях ei, ey	eight, weight, neighbor, they, grey, survey
	[ju:] eu, ew	new, neutral, review, nephew
	[u:] eu, ew	screw, drew, threw, blew, Jew, jewel
Ff	[f]	life, frog, muffin, Finland, sofa, graffiti
Gg	[g]	game, green, reggae, egg, bag, angry, dialogue
	[dʒ] перед буквами e, i, y	giant, German, large, gypsy, age, large, page
	[-] не читается в сочетании gn в начале и в конце слова	gnome, gnat, foreign, sign, design
	[-] не читается в сочетании gh	sigh, highest, eight, neighbor, night, daughter Исключения: cough, enough, ghost, laugh, rough, tough
Hh	[h]	house, hello, he, husband, perhaps, behind

	[-] не читается	hour, honest, rhyme, ghost, John
I i	[aɪ] в I типе чтения	I, ice, wife, price, like, climate, invite, alive, surprise
	[aɪ] в сочетании ie в односложных словах	lie, die, pie, tie, skies, cries
	[aɪ] в слого типа i+ согласная + l или r + гласная	island, idle, title, Bible, library, fibre, micron, microbe
	[aɪ] в слого типа i + ld, nd, gn, gh	child, wild, mind, find, kind, behind, high, sigh, light, night, right, might, sign
	[ɪ] во II типе чтения	it, incident, lip, big, thin, since, little, simple, mirror, middle, resistance
	[i:] в сочетании ie	niece, piece, brief, chief, thief, belief
	[ə:] в III типе чтения	sir, fir, third, shirt, bird, dirt, girl, birth, first, skirt, circle, firmly
	[aɪ ə] в IV типе чтения	fire, wire, tired, desire, retire, admire pirate, spiral, irony, virus
	[aɪ ə] в сочетаниях iar, ier	liar, diary, flier, prior
J j	[dʒ]	job, Jack, just, July, jacket, project
Kk	[k]	key, kill, book, look, take, speak
	[n] в сочетании kn	knee, knife, know, knight
Ll	[l]	lamp, clever, ball, twelve, cool, release, oil исключения: colonel, folk
	[-] не читается в сочетаниях -alk, -alm, -alf, -alv, -ould	walk, talk, calm, palm, half, could, should Исключения: almost, mould, shoulder
Mm	[m]	summer, mirror, them, time, limit, mother

Nn	[n]	nice, money, dinner, in, behind, aunt, near, orange, change, danger
	[ŋ] в сочетании ng в конце слова	long, sing, ring, bang, going, talking, among, ceiling
	[-] не читается, ес- ли слово оканчивается на mn	autumn, column, damn
Oo	[əʊ] в I типе чте- ния	open, home, stone, smoke, moment,
	[əʊ] в сочетании oa	coat, road, goal
	[əʊ] на конце слова	no, go, ago, so, tomato, potato, tobacco, zero, hero, also
	[əʊ] в сочетании old	old, cold, hold, fold, gold, bold, told, soldier
	[əʊ] в сочетании ow в словах	below, blow, bowl, flow, grow, know, low, own, row, show, slow, snow, throw
	[əʊ] в сочетании ow на конце слова в безударном слоге	yellow, pillow, window, elbow, shadow, tomorrow, Moscow, follow
	[ɒ] во II типе чтения	on, not, doll, stop, lock, frost, office, sorry, doctor, across, possibly
	[ʌ] в сочетаниях on, om + согласная	once, among, tongue, London, Monday, wonder, front, month, monkey, company, comfortable
	[ɔ:] в III типе чтения	or, for, order, sort, born, sport, form, short, horse, north, storm, corner, importance
	[ɔ:] в IV типе чтения	oral, more, wore, before, story, glory,
	[ɔ:] в сочетании ought	bought, thought, brought, ought
	[ɔ:] в буквосочетании - oar	board, aboard
	[ʌ] в сочетании	mother, brother, another, other, nothing

	oth		
	нейтральный [ə] в сочетании ou в безударном слоге	our	famous, curious, serious, nervous, moustache, hon-
	[ɔ:] в сочетании wor		work, world, word, worse, worth, worm
	[u:] в сочетании oo		too, zoo, cool, pool, room, moon, soon, spoon
	[u] в сочетании ook		look, book, took, hook, cook
	[ɔ ɪ] в сочетани- ях oi, oy	royal	oil, noise, voice, moist, point, boy, toy, joy, enjoy,
	[au] в сочетаниях ou, ow в словах		out, about, aloud, house, count, round, sound, ground, cloud, proud, mountain, trousers, pronounce, our, hour, allow, brown, cow, crowd, down, flower, gown, how, now, power, shower, towel, tower, town
	[uə]		poor, bloor, tour, dour
Pp	[p]		pepper, pan, loop, super, apartment, please, drop
	[-] не читается		cupboard, psychology, pneumonia, raspberry
	[f] в сочетании ph		photo, phone, elephant, atmosphere, typhoon, geog- raphy, triumph
Qq	[kw] сочетании qu		queen, question, equal, request, liquid
	[k] в сочетании que на конце слова		cheque, technique, picturesque, cirque, unique
Rr	[r]		red, trouble, currency, cherry, rose, prime, three, February, cigarette Искключение: iron
	[-] не читается, ес- ли стоит на конце сло- ва, а после идёт слово, начинающееся с со- гласной		our child, car tire, your bag, dear granny
	[r] если стоит на конце слова в нечитае-		entering, tearing

мой позиции, а после
идёт -ing

[r] если стоит на
конце слова, а после
идёт слово, начинаю-
щееся с гласной

there are, for example, your eyes, car ac-
cident, butter and milk, four aunts, more and
more

[r] в сочетании
гласная + -ring

conferring, occurring

[-] не читается пе-
ред нечитаемой e

where, fare, there, more, cure, desire, be-
fore

[-] не читается пе-
ред согласной (в амери-
канском варианте мо-
жет читаться)

heart, mark, arm, harm, hurt, girl, sport,
Saturday, forget

S s

[s] перед
согласной

smile, stand, discover, ask, desk, trust
Исключения: husband, island, raspberry,
prism, socialism

[s] перед гласной в
начале слова или слога

sun, salt, myself, sister, outside, person,
nonsense Исключения: clumsy, observe, sugar

[s] на конце слова
после глухой согласной
и после буквы u

cats, books, sticks, chips, carrots, bus, us,
plus

[s] в сочетании ss
(кроме -sion, -sure)

kiss, glass, dress, lesson, mess, impossi-
ble Исключения: dessert, scissors

[s] в приставках
dis-, mis-

discount, disconnect, misuse, misunder-
stand

[s] в словах

base, case, house, mouse, practice, prom-
ise, release, research

[z] между
гласными

use, easy, busy, surprise, abuse, music,
thousand, because

[z] на конце слова
после звонкой соглас-
ной, после гласной
(кроме u)

eggs, pencils, boys, roses, as, has, goes,
news, always, potatoes Исключения: gas, ten-
nis, yes, this

[ʃ] в сочетаниях
sion, sure после соглас-
ной

sure, Russian, passion, mission

	[ʒ] в сочетаниях sion, sure после гласной	vision, decision, illusion, treasure, measure, pleasure + usual
	[ʃ] в сочетании sh	she, shelf, shoulder, trash, wish, wash, mushroom
Tt	[t]	tip, table, treat, city, letter, tomato, water
	[-] не читается в некоторых словах	ballet, restaurant, Christmas,
	[ʃ] в сочетаниях t + -tion, -tial, -tient	nation, revolution, dictation, partial, patient
	[tʃ] в сочетаниях t + -ure, -ural, -ury	picture, future, nature, natural, century + question, fortune
	[-] часто не читается в сочетаниях -ften, -sten, -stle	soften, listen, fasten, castle, apostle
	межзубный [ð] в сочетании th в служеб- ных словах, местоиме- ниях, наречиях	the, they, them, this, that, these, those, there, then, with, either, together, other
	межзубный [ð] в сочетании th, когда оно стоит между гласными буквами	mother, father, weather, leather, bathe + smooth
	межзубный [θ] в сочетании th остальных случаях	three, think, thing, fifth, tenth, north, month + author, catholic, mathematics, method
Uu	[ju:] – в I первом типе чтения	use, usually, unit, pupil, duty, due, pursue, future, computer + слова unite, museum, July, menu, statue, continue, commune, popular, individual, document
	[u] в сочетаниях b, p, f + u + sh или ll	bush, full, pull, bull + слова awful, butcher, pudding, pussy, put, truth
	[u:] – в словах	blue, include, June, juice, rule, true, fruit
	[ʌ] – во II типе чтения	up, bus, ugly, cup, gun, lunch, must, butter, hurry, mushroom, Sunday, number

	[aɪ ə] – в IV типе чтения	pure, fury, cure, during, curious
	[ɪ]	build, built, business, busy
	[-] не читается в сочетании gu + гласная	guy, guide, guest, guitar, colleague, dialogue
	[ə:] в III типе чтения	fur, urge, burn, hurt, nurse, murder, furniture
	нейтральный [ə] в безударном слоге	album, cucumber, survive, Saturday, nature, future
	[ju:] – в безударном слоге u+ согласная +непроизносимая e	institute
Vv	[v]	valley, vote, love, give, every, over, very, wave
Ww	[w]	water, woman, wolf, always, sweater, twenty
	[-]	two, answer, sword, Greenwich
	[-] не читается в сочетании wr в начале слова	write, wrist, wrong, wrap
	[-] не читается в сочетаниях aw, ew, ow	saw, sew, new, law, know, how
	[h] в сочетании who	who, whom, whose, whole
	[w] в сочетании wh + любая гласная, кроме o	why, when, where, which, while, wheel, whisper
Xx	[ks]	box, mixer, except, lynx, six, textbook
	[gz] если находится перед ударным слогом, в положении между двумя гласными	exhibition, exhausted, exam, example

Уу	[aɪ] в I типе чтения	my, why, sky, try, cry, buy, reply, occupy, supply, satisfy, bye, type, style
	[aɪ] в слоге типа согласная + l или r + гласная	cyclone, cycle, hydra, hybrid, hydrogen
	[ɪ] в третьем от конца ударном слоге, если после него идёт согласная + гласная	typical, physical, synonym
	[ɪ] во II типе чтения	myth, lynx, mystery, symbol, system
	[ɪ] чаще всего в безударном слоге	any, every, really, lady, steady, simply
	[j] в начале слога перед читаемой гласной	you, yes, year, youth, yet, yard, yellow, yesterday, beyond
	[ə:] в III типе чтения	Byrd
	[aɪ ə] в IV типе чтения	tyre
	прочие исключения	hyphen, ally, typhoon, lyric, tyranny
Zz	[z]	zero, zoo, zigzag, jazz, prize, size

Самостоятельная работа студентов по совершенствованию произносительных навыков предполагает следующие виды деятельности.

1. Аудирование, имитация и воспроизведение стихов, текстов диалогического и монологического плана и других аутентичных материалов выполняется студентами регулярно и только с использованием аудиоматериалов с целью наиболее точной имитации материала при его воспроизведении.

2. Фонетические упражнения по коррекции произношения и скорости речи выполняются регулярно, имитируя образцы аутентичной записи. Предполагается многократное прослушивание аудитивного материала.

3. Выразительное чтение текста выполняется при регулярном повторении данного упражнения с использованием аутентичных материалов для максимально точной имитации произношения, интонации, темпа и ритма.

4. Необходимо уделять большое внимание темпу речи и максимально стараться учесть и воспроизвести все детали интонационных оттенков аудиозаписи.

Практические задания.

1. Расположите следующие слова по двум колонкам в зависимости от типа чтения (I тип и II тип) и дайте транскрипцию.

bus, cold, cup, milk, wife, but, cost, fly, like, mend, sell, take, chat, flat, job, big, ham, hot, ice, catch, bake, drive, nice, go, make, plane, shop

2. Дайте транскрипцию слов, обращая внимание на чтение буквосочетаний.

cheap, toy, cheese, tea, see, week, beach. sea, eat, ease, teach, play, boy, feet, plain.

3. Расположите слова в цепочке по порядку, согласно данным звукам.

sat-set-seat-sit

[i] [i:] [e] [æ]

heed-hid-head-hat-heat

[i:] [i] [i:] [æ] [i:]

feet-fit-feed-fed-fat

[æ] [e] [i:] [i] [i:]

beat-bet-bead-bed-bit

[i] [i:] [e] [e] [e]

4. Напишите слова в транскрипции.

praise, hut, pitch, gown, scout, card, bird, made, prose, seed, rain

5. Выпишите слова, в которых есть дифтонг [ei]

sail, brake, peace, sale, hay, may, maid, made, mud, car, tale, tail, male, mail, day, dark

6. Определите тип слога. Дайте транскрипцию слов.

Note, lone, mice, rice, type, tune, shy, lay, say, he, hay, name, same, nine, nice, game, came, make, Kate, Pete, five, tie, life, eve, me, size, no, cope, smoke, rose, nose, spine, sly, cry, vine, maze, home, tube, made, fume, cube, pace, lace, sky, hale, spine.

Cap, pen, bed, ten, not, spot, lot, bad, rat, sit, send, test, pit, in, send, spell, tin, less, ban, mad, fat, Sam, land, did, fit, sat, pet, tin, slip, sad, glad, bag, jam, gap, lag, can, kin, Jim, Jack, yes, ink, cup, run, cod, spin, not, doll, hop, hot, bank, rank, spin, up, us, bus, bun, cut, fun, vet, well, but, nut.

stern, Far, curt, hard, hart, car, card, cart, fork, cork, work, sort, term, first, Byrd, furs, curl, her, curb, turn, girl, sir, burn, turn, word, born, torn, bird, form, serf, herb.

Fare, here, pure, rare, cure, during, mare, fire, bare, mire, stare, tire, sere, mere, store, core, more, care.

7. Дайте транскрипцию слов. Укажите чтение буквосочетаний.

angel, bought, air, hair, fair, chair, fairy, aerial thought, able, table, enable, maple, staple, brought, ought, change, danger, range, chemistry, school, ache, monarch, technique, orchestra, Christmas, sure, day, play, boy, say, way, Russian, passion, mission, strange, exchange

8. Выпишите слова со звуком [i:] и дайте их транскрипцию.

He she me free sleep key leak seat cheek cheap reach reason field leave
film please sit tree chip fit tip pink tie rid heel eat wish ride chop cheap be
sea thin wash risen stick

9. Выпишите слова со звуком [ɔ:] и дайте их транскрипцию.

All call saw storm floor door or salt awful horse walk ball fork flop full lord cold from
chop torn storm sport north got court salt orange what short coffee pot cord what walk will kilo
cold word walk well vast shore walk ball doll drop walk crop drop salt walk rot top well walk boil body

10. Выпишите слова со звуком [u:] и дайте их транскрипцию.

Do two fool shoe who fruit tooth blue school too soup food look tool pool shoot root
blue choose goose too good do two look soup June who noon sugar put bull too butcher fool
bull good folk frog good fool true sugar soup

11. Отработайте чтение следующих скороговорок.

A peacock picked a peck of pepper.

Paul, please pause for proper applause.

Pete Briggs pats pigs.

Pop bottles pop bottles in pop shops.

Cob is Dob's dog,

Tob is Nob's dog.

Little petals of nettle are brittle.

Jill helped Ted,
Ted helped Tim,
Tim helped Jim,
And Jim helped Jill.

Fred fed Tedbread,
And Ted fed Fred bread.

A little beetle in a metal kettle.

Bats as pets aren't best in flats.

Sharks can't bark.
Sharks can't bark in the park.
Sharks can't bark in the dark park.

We eat what we can,
And what we can't, we can.

Little petals of nettle are brittle.
This fish has a thin fin,
That fish has a thick fin.

Missis King is bringing something pink.
For Mister King to drink.

Come, come,
Stay calm.

A big bug bit a little beetle, but the little beetle bit the big bug back.

A big dark dog dug and barked.

A tutor who tooted the flute
Tried to tutor two tooters to toot.
Said the two to the tutor:
"Is it harder to toot or
To tutor two tooters to toot?"

Oh, the sadness of her sadness when she's sad!
Oh, the gladness of her gladness when she's glad!
But the sadness of her sadness, and the gladness of her gladness,
Are nothing like her madness when she's mad.

Swan swam over the sea,
Swim, swan, swim!
Swan swam back again.
Well swum, swan!

Swiss swans swallow Swiss sweets swiftly!

A Persian person purchased a perfect purple purse on purpose.\\

Are our oars oak?

Come, come, stay calm,
No need for alarm,
It only hums,
It doesn't harm.

Paul, please pause for proper applause.

Last year I could not hear with either ear.

Betty Botter Bought Some Butter.

12. Отработайте чтение следующих слов

- | | | | |
|---------------------------------------|--|--|---|
| | 1.
[i :]
deem – deed – deep
be – been – beet
me – meed – meet
fee – feed – feet | 2.
[e]
ten – pen
den – me n
Ted – bed
net – vent | 3.
[ɪ]
let – tell
led – bell
lee – peel |
| 4.
[i]
tin
pit
in
it | 5.
[i : - i]
Pete – pit
bede – bid
teen – tin
feet – fit | 6.
[ai]
time – tie
pine – pie
life – lie | 7.
[ai]
my – mine – type
by – five – life |
| | 9.
[æ]
am
man
map
lamp | 10.
[æ - e]
Ann
flat
bad
plan
man – men
tan – ten
pan – pen
bad – bed | 11.
[ei]
main
pain
name
date
may
pay
nay
day |
| | 13.
[k]
can
came
keep | 14.
[g]
gap
gave
give
bag
beg
big | 15.
[k - g]
back – bag
lack – leg
sick – big |
| | 17.
[tʃ]
chess
chain
fetch | 18.
Jane
gin
age
page | 16.
[ʃ]
she
shy
sheep
fish
dash
dish |
| | 20.
[h]
he
his
him | 21.
[r]
red
rain
rest
read
risk
rent | 19.
theme – thee
thin – then
faith – bathe |
| | 23.
[ŋ]
bang
sang
fang | 24.
[ŋ - n]
bang – ban
fang – fan
thing – thin | 22.
[a :]
start
arm
large
art
cart
lark |
| | 27.
[u :]
tool
pool | 28.
[u]
book
look | 25.
[ŋ - ŋk]
bang – bank
sang – sank
sing – sink |
| | 29.
[ou]
go-
no – note | 30.
[o]
odd
not | 26.
[j]
yes
yell
yelp |

moon took so – smoke on

31. 32. 33.
[o:] [ou – o] [o: – o – ou]
or go – got sport – spot – spoke
form note – not torn – top – tone
sport hope – hop lord – lot – lone
North coke – cock cord – cot – cope
North – not – note

34. 35. 36. 37.
[^] [^ – a:] [^ – æ] [w]
up – cup cut – cart hum – ham we
us – bus duck – dark fun – fan week
un – bun much – March bun – ban wine
ugly – hurry buck – bark cup – cap wake

38. 39. 40. 41.
[w – v] [oi] [r после согл.] [ð]
wet – vet boy – voice green price teacher
wine – vine coy – coin dream three doctor
West – vest toy – point brave tree seller
very well Fred street reader

42. 43.
[ð:] [ð: – o:]
fur – firm – first burn – born
sir – burn – burst turn – torn
her – turn – thirst cur – corn

44. 45. 46.
[ð:] [ð: – ou] [wo – wo:]
burn – Ben burn – bone wasp – war
turn – ten turn – tone want – warm
bird – bed cur – cone what – ward

47. 48. 49. 50.
[ið] [εð] [juð] [aið]
deer air care cure fire
here pair Mary pure mire
engineer fair parents during tired

51. 52. 53.
[auð] [wð:] [wð: – wo: – wou]
our work were – war – woe
sour word word – ward – wove
flour world work – warn – woke
worker worm – warm – won't

13. Отработайте чтение следующих буквосочетаний в словах.

Luck, ship, chip, catch, thick, this, phone, quite, knife, thing, sink, who, what, writer.

14. Отработайте чтение следующих слов. (согласные, имеющие два типа чтения)
Nice, city, icy, come, catch, large, gym, engine, get, begin, give, good, go

13. Отработайте чтение следующих буквосочетаний в словах.

Author, pause, want

law, door, taught, daughter, thought

too, group, soup

ought, bought, brought, wall, ball

new, dew, knew

small, talk, walk, warm, want

book, look, took,

see, sea, tea, believe, receive

son, country, flood, blood

grass, glass, ask, task, grasp, heart, calm

night, sight, right, might,

poor, tour, tourist

knight

out, down, gown, brown

blind, kind, child, sign, sigh

oil, toy, boy

coat, know, cold

near, hear, engineer, deer, beer

chair, bear, Clair, wear, there

VOCABULARY

The following vocabulary material will be useful for students. It will help them in their self-study

Study the following material and do the exercises.

1. We use language to communicate and understand each other. But quite often we misunderstand what the other person is saying.

Can you explain the misunderstandings in these situations? Pay particular attention to the underlined words. How do we call them? Give your own examples. Give the examples of such Russian words.

An English teacher was doing some vocabulary work with his class. He was asking questions and inviting students to give the answers. 'What is the opposite of right?' he asked. A student called Jenny put her hand up. 'Go ahead, Jenny', said the teacher. 'The opposite of write is read!' she shouted. The other students all laughed and Jenny didn't understand why.

A young man was talking to his colleague at work. 'How's Anita?' his colleague asked. Anita was the man's girlfriend. 'Oh, she's not very well, actually', said the man. 'She arrived back from Ireland yesterday and she's been in bed with a temperature since then.' 'Flu?' asked the man's colleague. 'Yes, she flew', replied the man, 'I went to the airport to meet her.' His colleague looked at him very strangely.

I was doing a crossword and I needed help. My mum was in the room, and I said to her, 'Can you think of a word meaning boat with five letters?' 'Do you know what the first letter is?' she asked. 'Y', I said. 'Because it's much easier if you know the first letter, isn't it?' she replied.

Maria Teresa was in a greengrocer's in England buying fruit. She asked for some bananas and the greengrocer asked which ones she wanted. There were lots of bunches of five or six bananas, but she didn't want that many. Then she noticed there was a bunch with just two bananas, and said, 'I'll take that pair, please'. The greengrocer was confused. 'Pardon? Don't you want any bananas, then?' he asked.

2. Homophones are the words that are pronounced the same but differ in meanings and spelling. There are a lot of such words in English which can make the understanding of the speech quite difficult. Find the pairs of homophones and match them with the transcription.

Meat, weak, know, red, buy, sun, see, meet, hare, sea, no, hair, I, eye, bye, our, son, hour, read, week

- [baɪ]
- [miɪt]
- [wiɪk]
- [red]
- [aɪ]
- [siɪ]
- [sʌ n]
- [hɛ ə]
- [nəʊ]
- [auə]

3. Homophones can be not only words. This term can also apply to a group of words and phrases. For example, aunt – aren't [a:nt]

Find the pairs of homophones and match them with the transcription.

Who's, there's, it's, he'll, its, wheel, heel, theirs, heal, we'll, we've, whose, weave.

- [wiɪv]
- [wiɪl]
- [hiɪl]
- [ɪ ts]
- [hu:z]
- [ðɛ əz]

4. Fill in the blanks with the right word

Their / there / they're

- 1 _____ new house looks nice.
- 2 _____ is a large hall downstairs.
- 3 _____ are two bedrooms upstairs.
- 4 _____ lucky.
- 5 What can you see over _____?
- 6 _____ late every day. No. You're wrong. _____ early.
- 7 Where's _____ car?
- 8 It's over _____.
9. _____ rather friendly.
10. _____ working right now.

5. Circle the correct homonyms in the sentences below.

- 1 We had lunch over at (there / their / they're) house.
- 2 Her little sister was just (to / two / too) slow on a bike.
- 3 The new jet streaked (threw / through) the clouds.
- 4 "You don't have the (right / write) to say that!" shouted the man.
- 5 I (no / know) what you want, and the answer is (no / know).
- 6 (There / Their / They're) grandmother lived over (there / their / they're).
- 7 It is much (to / two / too) early to know whether she won (to / two / too) prizes.
- 8 (There / Their / They're) not very interested in dating.
- 9The (to / two / too) of them had (to / two / too) much to eat and went (to / two / too) bed.
- 10 It's not sensible (to / two / too) drink (to / two / too) much.
- 11 (There / Their / They're) not thinking about (there / their / they're) future plans.

6. Here are some more homophones for you to remember.

air—heir
ate—eight
ball—bawl
be—bee
bear—bare
blew—blue
break—brake
bury—berry
by—buy
capital—capitol
ceiling—sealing
cereal—serial
coarse—course
dear—deer
desert—dessert
die—dye
due—dew—do
fair—fare
feet—feat
flew—flue—flu
flower—flour
foul—fowl
four—for
fur—fir
groan—grown
guessed—guest
hair—hare
hall—haul
heal—heel
heard—herd
here—hear
hoarse—horse
hour—our
I—eye
kernel—colonel
knew—new

knot—not
know—no
lesson—lessen
lone—loan
made—maid
mail—male
main—mane—Maine
meet—meat
minor—miner
night—knight
nose—knows
one—won
pain—pane
pale—pail
passed—past
pause—paws
peak—peek
pear—pair—pare
piece—peace
plain—plane
pole—poll
presence—presents
principal—principle
rain—reign—rein
red—read
right—write
ring—wring
road—rode—rowed
roll—role
route—root
sale—sail
seen—scene
sees—seas—seize
sense—cents
sent—cent—scent
shown—shone
so—sew—sow
some—sum
stair—stare
stationary—stationery
steak—stake
steel—steal
son—sun
straight—strait
tale—tail
taught—taut
threw—through
thrown—throne
toe—tow
vane—vain—vein
wait—weight
waste—waist
way—weigh

wear—ware
week—weak
whole—hole
wrote—rote

Make up your own sentences using pairs of homophones.

READING

Text 1 Las Meninas

In 1656, Diego Velázquez painted *Las Meninas*, one of the most famous works in the history of Western art. Today, the painting is on display in the Prado Museum in Madrid. Thousands of people visit the museum every day, and most of them want to see this masterpiece by Velázquez before they leave.

When you look at the picture, the first thing you see is five-year-old Princess Margarita. She's standing in the middle of a group of girls and she's looking directly at you. The girls are wearing expensive dresses with very wide skirts. Margarita's dress is white and shines brightly in the light from a window on the right. The two girls on either side of the princess are her maids of honour, Maria and Isabel. Maria is kneeling and offering Margarita a drink. Isabel is standing to the right of Margarita and she's looking in our direction.

Apart from her maids of honour, little Margarita also has two dwarfs to keep her company. Their names are Nicolas and Maribarbola. You can see them at the front on the right. A dog is lying in front of them and Nicolas is trying to wake it up with his foot. Behind Isabel, the maid of honour, we can see Marcela, the woman who looks after the princess. She's saying something to the princess's bodyguard. At the back of the room, through the doorway, we can see José Nieto. He looks after the palace buildings. He's going up the stairs, or perhaps he's coming down, it isn't clear. He's looking towards us.

Finally, on the left of the scene is the painter himself, Diego Velázquez. He's working on an enormous painting, but we can't see what it is. Is he painting the whole scene in a mirror, or is he painting something else? We will never know.

Comprehension Check

Answer the questions.

1. What is the text about?
2. What is Diego Velázquez?
3. Where is the painting on display now?
4. What do you see first, when you look at the picture?
5. What are the girls wearing?
6. What are Maria and Isabel doing?
7. What are the dwarfs' names?
8. What's Marcela's job?
9. What's José Nieto doing?
10. Where's the painter himself?

Vocabulary Practice

1. Fill in the following prepositions.

on, by, at, after, to, of, in
to look _____ smb.

___ the right _____
to be _____ the middle
to be _____ display
to look _____ the picture
a masterpiece _____ smb.

2. For these words find the synonyms in the text.

Example: to offer- to give

draw, picture, exhibition, go away, pygmy, costly, respect, maybe, huge, learn.

3. Match the words to complete phrases and make up your own sentences with them.

to say	directly at smb.
to to keep	expensive dresses
to look	smb. company
to wear	after smb.
to to look	something to smb.

4. Translate the sentences into English, using the words from the text.

1. Эта картина выставлена в музее в Москве.
2. Когда вы зайдете в этот музей, первое, что вы увидите – это шедевр известного художника.
3. Мой друг всегда заботится о своих маленьких братьях.
4. Что он сейчас делает? Он работает над новой картиной.
5. Его семилетняя сестра ходит в школу.

5. Find out all the examples of Present Continuous tense.

Text 2

Mystery in the Tower

The princes disappear

There was a king in England, whose name was Edward. On 9th April, 1483, King Edward IV of England died. He had two sons – Edward, aged 12 and Richard, aged 9. There was a boys' uncle, also called Richard. He had to look after them and govern the country until Edward was old enough to be a king. This never happened. Uncle Richard put the princes in the Tower of London to 'protect' them, and people never saw them again. They simply disappeared. Meanwhile, their uncle took power and became King Richard III of England.

Richard III is killed

So what happened to the princes? Nobody knows. But later that year, the stories began. People said that Richard had murdered the boys. A lot of people were against Richard and rebelled. Richard's enemy, Henry Tudor, who was in France, returned to England and the rebels joined him. On August 22nd, 1485, there was a great battle of Bosworth Field, where two armies fought. Henry killed King Richard and became King Henry VII of England.

A forced confession?

Were the boys really dead? Many people thought they were still alive, and perhaps Edward could become king. But Richard killed them. King Henry was quite sure. In 1502, Richard's friend, Sir James Tyrell, confessed. He murdered the boys on Richard's orders – although he didn't say about their bodies. Nobody knew where they were.

History is written

In 1674, people found the bones of two children under the stairs of the church in the Tower of London. Now it seemed clear: Richard III had ordered Sir James to kill the princes in the Tower and put their bodies under the stairs. In Shakespeare's play, *Richard III*, Richard was an evil monster, a murderer with a deformed body. The most famous painting from that time shows that Richard had one shoulder bigger than the other. At that time, people thought that a deformed body was a sign of an evil mind. And so history was written. The story was complete. Or was it?

Comprehension Check

Are the following statements true (T) or false (F)?

1. King Edward IV of England didn't have any children. _____
2. Edward and Richard died. _____
3. A lot of people liked Richard. _____
4. Henry Tudor was Richard's enemy. _____
5. At that time, people thought that a deformed body was a sign of an evil mind. _____

Vocabulary Practice

1. Match the words with their synonyms.

to govern	to defend
to protect	to leave
to disappear	to kill
to murder	to be against
to rebel	to rule

2. For these words find the antonyms in the text.

Example: friend – enemy

young, to appear, few, dead, maybe, to save, above, to lose, to take, good.

3. Fill in the prepositions where necessary.

- to happen _____ smb.
to join _____ smb.
to do smth. _____ smb`s order
to govern _____ smth.
a lot _____ people were _____ Richard

4. Translate the sentences into English, using the words from the text.

1. Принцы просто исчезли.
2. Тем временем начали появляться разные истории.
3. Картины того времени показывают, что Ричард был очень злым.
4. Теперь, это совершенно ясно, что Ричард убил принцев.
5. Он правил страной в 15-м веке.

5. Find out all the examples of Past Simple tense.

GRAMMAR

The Present Simple tense in English is used to describe an action that is regular, true or normal.

We use the present tense:

1. For repeated or regular actions in the present time period.

I **take** the train to the office.

John **sleeps** eight hours every night during the week.

2. For facts.

The President of The USA **lives** in The White House.

A dog **has** four legs.

We **come** from Switzerland.

3. For habits.

I **get up** early every day.

Carol **brushes** her teeth twice a day.

They **travel** to their country house every weekend.

4. For things that are always / generally true.

It **rains** a lot in winter.

The Queen of England **lives** in Buckingham Palace.

They **speak** English at work.

We form the present tense using the base form of the infinitive (without the TO).

In general, in the third person we add 'S' in the third person.

Subject	Verb	The Rest of the sentence
I / you / we / they	live	in Russia
he / she / it	lives	in Russia

The spelling for the verb in the third person differs depending on the ending of that verb:

1. For verbs that end in

-O,

-CH,

-SH,

-SS

-X,

-Z

we add **-ES** in the third person.

go – goes

catch – catches

wash – washes

kiss – kisses

fix – fixes

buzz – buzzes

2. For verbs that end in a **consonant + Y**, we remove the **Y** and add **-IES**.

marry – marries

study – studies

carry – carries

worry – worries

NOTE: For verbs that end in a **vowel + Y**, we just add **-S**.

play – plays

enjoy – enjoys

say – says

To make a negative sentence in English we normally use Don't or Doesn't before the main verb.

Affirmative: You live in Novotroitsk

Negative: You **don't** live in Moscow.

We use don't when the subject is **I, you, we or they**.

When the subject is **he, she or it**, we add doesn't. Notice that the letter S at the end of the verb in the affirmative sentence (because it is in third person) disappears in the negative sentence.

Affirmative: He speaks German.

Negative: He **doesn't** speak German.

Don't = Do not

Doesn't = Does not

I **don't** like meat = I **do not** like meat.

There is no difference in meaning though we normally use contractions in spoken English.

To make a question in English we normally use Do or Does before the subject.

Affirmative: You speak English.

Question: **Do** you speak English?

We use **Do** when the subject is **I, you, we or they**.

Affirmative: He speaks French.

Question: **Does** he speak French?

When the subject is **he, she or it**, we add **DOES** at the beginning to make the affirmative sentence a question. Notice that the letter **S** at the end of the verb in the affirmative sentence (because it is in third person) disappears in the question.

In questions that use do/does it is possible to give short answers to direct questions as follows:

Sample Questions	Short Answer (Affirmative)	Short Answer (Negative)
Do you like chocolate?	Yes, I do.	No, I don't.
Do I need a pencil?	Yes, you do.	No, you don't.
Do you both like chocolate?	Yes, we do.	No, we don't.
Do they like chocolate?	Yes, they do.	No, they don't.
Does he like chocolate?	Yes, he does.	No, he doesn't.
Does she like chocolate?	Yes, she does.	No, she doesn't.
Does it have four wheels?	Yes, it does.	No, it doesn't.

The Present Continuous tense is used for actions happening now or for an action that is unfinished. This tense is also used when the action is temporary.

The present continuous tense is formed with the subject plus the present participle form (-ing) of the main verb and the present continuous tense of the verb to be: am, is, are.

I am singing at church today.

am

is Ving

are

The boys are playing ball after school.

She is crying.

He is talking to his friend.

The baby is sleeping in his crib.

We are visiting the museum in the afternoon.

Present continuous tense can be used to express something happening right now or to express something that is not happening right now.

He is not standing.

Anthony is sitting in the chair.
 You are not watching the movie.
 Rose is reading a book.

Present continuous tense can be used for actions that are still happening at the time of speaking.

Frances is talking on the phone at the moment.

In addition to the above, the present continuous tense can be used to describe actions that are being repeated. Words like always, constantly and forever are used along with the verb.

Jack and Jill are always fighting.

She is constantly complaining about her sister.

Present continuous tense can be used when speaking about current trends. Examples of this use include:

Shopping online is growing in popularity nowadays.
 The stocks are dropping constantly due to the economy.
 Today, most people are using text messages instead of the phone.

Another use of this tense is when talking about a planned event in the future. Examples of this use include:

We are leaving for the beach tomorrow morning.
 The kids are arriving at six o'clock.
 She is speaking at the conference this evening.

Negative forms.

am not = `m not
 is not= isn't
 are not= aren't

Ving

Questions.

Am I
 Is he/she/it
 Are we/you/they

Ving?

Sample Questions	Short Answer (Affirmative)	Short Answer (Negative)
Are you writing now?	Yes, I am	No, I am not
Am I doing it right?	Yes, you are.	No, you aren't.
Are you both going there?	Yes, we are.	No, we aren't.
Are they sleeping?	Yes, they are.	No, they aren't.
Is he singing?	Yes, he is.	No, he isn't.

Is she eating chocolate?	Yes, she is.	No, she isn't.
Is it raining?	Yes, it is.	No, it isn't.

The **Past Simple tense** is a verb tense that is used to talk about things that happened or existed before now.

Yesterday I played tennis.

For regular verbs, add **-ed** to the root form of the verb (or just **-d** if the root form already ends in an e):

Play→Played

Type→Typed

Listen→Listened

Push→Pushed

Love→Loved

For irregular verbs, things get more complicated. The simple past tense of some irregular verbs looks exactly like the root form:

Put→Put

Cut→Cut

Set→Set

Cost→Cost

Hit→Hit

For other irregular verbs, including the verb **to be**, the simple past forms are more erratic:

See→Saw

Build→Built

Go→Went

Do→Did

Rise→Rose

Am/Is/Are→Was/Were

Negative forms.

did not + V

You can also use the contraction **didn't** instead of **did not**.

I didn't go there.

For the verb **to be**, you don't need the auxiliary *did*. When the subject of the sentence is singular, use **was not** or **wasn't**. When the subject is plural, use **were not** or **weren't**.

I was born in Russia.

I wasn't born in France.

We were friends.

We weren't brothers.

Questions

Did I/we/you/he/she/it/they V ?

Did you **win** the gold medal or the silver medal?

When asking a question with the verb to be, you don't need the auxiliary *did*. The formula is **was/were** + [subject].

Was he the winner?

Were people there?

We always use the simple past when you say **when** something happened, so it is associated with certain past time expressions

frequency: *often, sometimes, always*

I sometimes **walked** home at lunchtime.

I often **brought** my lunch to school.

a definite point in time: *last week, when I was a child, yesterday, six weeks ago*

We **saw** a good film *last week*.

Yesterday, I **arrived** in Geneva.

She **finished** her work *at seven o'clock*

I **went** to the theatre *last night*

an indefinite point in time: *the other day, ages ago, a long time ago*

People **lived** in caves *a long time ago*.

She **played** the piano *when she was a child*.

Note: the word *ago* is a useful way of expressing the distance into the past. It is placed **after** the period of time: *a week ago, three years ago, a minute ago*.

Some verbs are irregular in the simple past. Here are the most common ones.

TO GO

He **went** to a club last night.

Did he go to the cinema last night?

He **didn't go** to bed early last night.

TO GIVE

We **gave** her a doll for her birthday.

They **didn't give** John their new address.

Did Barry give you my passport?

TO COME

My parents **came** to visit me last July.

We **didn't come** because it was raining.

Did he come to your party last week?

TASKS

1. Put the following sentences into negative and interrogative forms.

1. I am working very hard.
2. You are singing very well.
3. They are opening the door.
4. The boy is writing a letter.
5. We are listening to the teacher.

2. Use the verbs in brackets in Present Continuous and Present Simple.

1. She (to drive) the car.
2. They (to buy) milk.
3. I (to read) English.

3. Translate into English.

1. Можно мне пойти в кино? – Да можно.
2. Вы должны прочитать эту книгу.
3. Ты можешь открыть этот ящик. Ты сильный.
4. Я не умею читать по-немецки.
5. Он должен ходить в школу.
6. Их дети – его племянники.
7. Твоя тётя – её двоюродная сестра.
8. Наши сёстры – их внушки.

4. Make plural form.

Parent – in – law

Ox

Advice

Knife

Chief

Potato

Shoe

Fox

Deed
Kettle
Deer
Mouse
Baby
Tomato
Bath
Pie
Butterfly
Foot.

5. Use a necessary article.

1. This is ... my room. ... room is large and clean.
2. Tom is ... good boy.
3. This is ... exercise – book. It's ... a white exercise – book. ... exercise – book is on ... table.
4. Minsk is ... fine city.
5. I am ... doctor.

6. Ask questions.

1. My aunt is speaking French.
2. His parents are watching TV.
3. Those books are on the table.
4. He can sing well.

7. Use a pronoun instead the underlined noun.

1. My sister and I have a flat.
2. Kate, read the story to Mary and me, please.
3. Tom has no cousins.
4. John, give the book to Henry.
5. Peter, bring books to your mother.
6. Ben is from London
7. Mr. and Mrs. Brown aren't from Scotland
8. Brenda is a teacher
9. My sister and I are twins
10. Tatiana and her sister live in Moscow

8. Use a pronoun.

1. What's ... name? – Jim Sanders
2. What are ... names? – Jack and Tom
3. What's ... name? – My name is Mary
4. What are your names? – ... names are Dick and John

9. Choose a pronoun.

1. Mark is (their/ theirs) cousin
2. This is (our/ours) car. It is (our/ours)
3. These books are (her/ hers)
4. You can't take this book. It is not (your/yours)

5. This dog is (my/mine)

10. Use It, them, her, him

1. Your hands are dirty. Wash ... , please
2. Emma is cleaning the car. Help ... , please
3. My little brother is hungry. Give ... something
4. I have got a bike and I can ride it.

11. Use a reflexive pronoun.

1. He always makes dinner ...
2. They can do it ...
3. Let me introduce ...
4. Helen! Do this exercise ...
5. Children! Dress ...

12. Find and correct the mistakes.

therty, siks, tu, eigt, twenty, sevente, nineth, ileventh, four hundredth eightyth oneth.

13. Complete the table.

- One three – five ___
One frog – six___
One bird – nine___
One doll- two___
One man – three___
One mouse – two___
One woman- four___
One sheep- ten___
One policeman –nine___
One dress – three___
One fox-nine___
One watch – two___
One lady – four___
One lag – three___
One wolf- two___
One knife – five___

14. Choose a correct variant.

1. Tom a good boy
a) am b) is c) are
2. Jack and Jill ... my friend
a) am b) is c) are
3. I ... fond of music
a) am b) is c) are
4. Where ... the boys?
a) am b) is c) are
5. What ... you looking for?
a) am b) is c) are
6. Most students ... present today.
a) am b) is c) are

7. The test ... not difficult ... it?

- a) am b) is c) are

15. Put the necessary form of the verb "to be".

There ... an apple on the plate.

- a) is; b) are; c) were.

There ... bananas in the box.

- a) was; b) are; c) is.

There ... some butter on the plate.

- a) is; b) are; c) were.

There ... some flour in the box.

- a) are; b) is; c) were.

There ... five carrots on the table.

- a) was; b) are; c) is.

There ... some oil in the bottle.

- a) were; b) is; c) are.

There ... a cat on the chair.

- a) were; b) are; c) is.

There ... much water in the glass.

- a) are; b) is; c) were.

15. Choose the correct variant

1) мамин зонтик

- mothers umbrella
mother's umbrella
mothers umbrella

2) книги родителей

- a) parent's books
b) parents books
c) parents` books

3) яблоко сестры

- a) sister`s apple
b) sisters` apple
c) sisters apple

4) конура собак

- a) dogs house
b) dogs` house
c) dog`s house

5) фотоаппарат сына

- a) sons` camera
b) sons camera
c) son`s camera

6) кассеты братьев

- a) brothers` cassettes
b) brother`s cassettes
c) brothers cassettes.

16. Put the apostrophe in the correct place.

1. Where is Kates coat?
2. The pupils exams start next week.
3. This is my farthers bag.

4. Jeffs new bike is really good.
5. The childrens room looks cosy.
6. Joans grandmother is a famous writer.
7. They are Roberts children.

17. Translate into English.

Название книги;
 игрушки моих детей;
 спальня нашей сестры;
 дом твоего брата;
 хобби моей жены;
 машина Миллеров;
 зонтик отца.

18. Choose the correct form of the verb "to be".

- 1) You...7.
- 2) Mary and Nelly ... friends.
- 3) She ... out.
- 4) It ... is 5 o'clock now.
- 5) The car ... red.
- 6) How ... you?
- 7) What country ... she from?
- 8) We ... well.
- 9) She ... at home.
- 10) It ... a rainy day.

19. Give answers. (positive and negative)

- 1) Is she happy?
- 2) Is he sleepy?
- 3) Are you married?
- 4) Is Tim sick?
- 5) Are they out?
- 6) Is Ann well?
- 7) Am I right?
- 8) Are they busy?
- 9) Is it cold today?
- 10) Am I good?

20. Complete the sentences.

- 1) The keys are in the (pocket/ my suit)
- 2) Open the (bathroom/ window)
- 3) He is in the (hotel/ room)
- 4) She is (mother/ my friend)
- 5) Close the (door/kitchen)

21. Complete the sentences using possessive case.

- 1) My aunt is my ... sister.
- 2) My cousin Jane is my ... daughter.

- 3) My mother has a sister. Her son is my ... nephew.
- 4) My ... parents are my grandparents.
- 5) My ... children are my grandchildren.

22. Write the questions. Use the words given.

A What / do? 1 _____?

B I'm a student.

A Oh really. What / study? 2 _____?

B English.

C you / go out / last night? 3 _____?

D Yeah – I went to the cinema.

E I'm going on holiday next week.

F Really? Where / go?

4 _____?

E To Zakopane, in Poland.

G I like your watch. Be / new? 5 _____?

H I bought it yesterday.

23. Use the verb in brackets in either the past simple or present perfect form.

1 I _____ (see) this film before.

2 We _____ (not go out) last night.

3 Where _____ (you / go) on holiday last year?

4 He _____ (not use) one of these before.

5 _____ (you / read) this book?

24. Underline the correct verb form.

1 He lives in Barcelona but he *stays* / *is staying* with us for a week.

2 My car's at the garage so I *get* / *am getting* the bus to work at the moment.

3 She usually *sits* / *is sitting* at the front of the class because her eyesight is not very good.

4 They're on holiday. I think they *travel* / *are travelling* around Canada.

5 My mum doesn't like driving so my dad always *drives* / *is driving* the car.

25. Match the questions and answers.

1 Do you work full time?

2 Which department do you work in?

3 Is the pay good?

4 Is it a permanent position?

5 How much do you earn?

a Sales.

b No, it's only for 3 months.

c £500 a week.

d Yes – eight-thirty to five.

e No – it's terrible.

26. Complete the sentences. Use the present simple or the present continuous.

- 1 He (not want) _____ to study languages at university.
- 2 They (visit) _____ China for a month.
- 3 It often (rain) _____ in England in spring.
- 4 I (play) _____ tennis with Martin tomorrow.
- 5 My mother (make) _____ bread every morning.
- 6 Where (you / meet) _____ your friends tonight?
- 7 I normally (work) _____ on Mondays, but I (stay) _____ at home today.
- 8 (your sister / go) _____ to the cinema every Saturday?

27. Complete the telephone conversation. Use the present simple or the present continuous.

- Martha** Hi Tim. Are you having a good weekend?
- Tim** No, not really. I (1 tidy) _____ my room at the moment.
- Martha** I (2 not believe) _____ you! You never (3 do) _____ any housework.
- Tim** I (4 know) _____, but Adam (5 stay) _____ at our house tonight and he usually (6 sleep) _____ on my floor.
- Martha** Who's Adam? I (7 not remember) _____ him.
- Tim** My cousin, Adam. He (8 study) _____ medicine at university at the moment.
- Martha** Oh, *that* Adam! Mmm! What (9 you / do) _____ with him tonight?
- Tim** There (10 be) _____ football on TV, so we (11 not go) _____ out.
- Martha** Really?
- Tim** Yes, but don't forget. You (12 hate) _____ football!

28. Expand the questions. Use the present simple or the present continuous. Then write answers.

- 1 What / you / do / next weekend?

- 2 How often / you / go / to the cinema?

- 3 What time / you / usually / get up?

- 4 What / you / wear / today?

5 You / like / surfing / the Internet?

6 How much / English / you / understand?

29. Choose the correct alternative.

Hi Paul!

How are you? A lot has happened since I last wrote. The good news is that I've passed all my exams, and (1 *I'll start / I'm starting*) university in September. (2 *I'm going to study / I'll study*) French and Portuguese at Middlesex University in London, so (3 *I'll be able to / I'm being able to*) work abroad afterwards.

I've also got a new boyfriend called Matthew. He's a year older than me and he's really nice. Next week (4 *we'll go / we're going*) to a Madonna concert in Manchester. Matthew queued for six hours for the tickets!

Unfortunately (5 *I'm not seeing / I won't see*) Matthew very often after I start university. (6 *I'll probably find / I'm probably finding*) a flat in London, and (7 *he'll definitely stay / he's definitely going to stay*) in Manchester. But (8 *we're seeing / we'll see*) each other at weekends.

(9 *Are you coming / Will you come*) and visit me in London? I hope so.

Love,
Clare

30. Complete the sentences. Use *will*, *going to* or the present continuous.

1 What (you / do) _____ at the weekend?

2 Is it true that Janet (be) _____ a vet when she grows up?

3 Don't worry. I (do) _____ the shopping if you're really tired.

4 (you / eat) _____ that biscuit or can I have it?

5 Sue (play) _____ tennis with Phil tonight.

6 They've decided that they (buy) _____ a new car.

7 We don't think they (win) _____ the next election unless they improve social policies.

8 Be careful! That bag is full of books. It looks like it (break) _____ !

My future profession is an engineer

Russian equivalents

- | | |
|---|--|
| <ol style="list-style-type: none">1.accuracy2.angle3.arch4.architect5.assembly6.beam7.brainstorm8.bridge9.buckle10.cement11.circuit12.collaborate13.column14.combustion15.component16.composite17.compression18.computer science19.concrete20.conductor21.configuration22.constraint23.construction24.control25.criterion26.current27.cylinder28.dam29.data | |
|---|--|

30.define 31.deform 32.delimit 33.design 34.designer 35.digital 36.dimension 37.dome 38.efficiency 39.efficient 40.elasticity 41.electricity 42.electronic 43.energy 44.engine 45.engineering 46.experiment 47.fatigue 48.force 49.fossil fuel 50.friction 51.fuel 52.fulcrum 53.gear 54.heat 55.hydraulics 56.impact 57.inclined plane 58.inelastic 59.interpretation 60.joint 61.lever 62.load 63.machine 64.machinery 65.magnitude 66.material 67.mechanics 68.mechanism 69.model 70.modeling 71.momentum 72.motion 73.open-ended 74.optimize 75.patent 76.perimeter 77.plastic 78.plate 79.pollution 80.power 81.precision	
---	--

82.pressure
83.probability
84.problem
85.proposal
86.propulsion
87.pulley
88.pump
89.purpose
90.qualitative
91.quantitative
92.raw material
93.recycling
94.reproducible
95.resistance
96.rigid
97.robot
98.simple machine
99.simulation
100.sketch
101.software
102.solar energy
103.solution
104.speed
105.stable
106.steel
107.stiff
108.strain
109.stress
110.strong
111.structure
112.sustainable
113.switch
114.system
115.technology
116.tension
117.toughness
118.tower
119.tradeoff
120.trial
121.unstable
122.valve
123.variable
124.velocity
125.viable
126.voltage
127.volume
128.watt
129.wedge
130.wheel and axle
131.work

1. Match the words with the definitions. Make up your own sentences to illustrate their meanings.

<p>accuracy thing assembly angle beam arch brainstorm architect</p>	<p>someone who creates plans to be used in making something the quality of being near to the true value try to solve a problem by thinking intensely about it the space between two lines or planes that intersect the act of constructing something, as a piece of machinery a curved masonry construction for spanning an opening a long thick piece of material used in construction</p>
---	---

2. Give the Russian equivalent of the words. Make up your own sentences to illustrate their meanings.

Words	Russian equivalents	Your own sentences
bridge		
buckle		
cement		
circuit		
collaborate		
column		
combustion		
component		
composite		
compression		
computer science		
concrete		
conductor		
configuration		
constraint		
construction		
control		
criterion		
current		
cylinder		

3. Write words according to the definitions. Make up your own sentences to illustrate their meanings.

- the act of conducting a controlled test or investigation _____
- a collection of facts from which conclusions may be drawn _____
- someone who creates plans to be used in making something _____
- of a circuit or device that represents magnitudes in numbers _____
- the magnitude of something in a particular direction _____
- a physical phenomenon that can produce light, heat and power _____
- concerned with principles governing behavior of electrons _____
- any source of usable power _____
- motor that converts energy into work or motion _____

4. Make up your own dialogues using the Topic Vocabulary.

Resistance means "refusal to comply with or accept something."

An individual person can put up resistance against something she disagrees with or doesn't want to participate in. On a larger scale, groups of people and even whole countries can display resistance, like when the British put up resistance against Napoleon. Another meaning of resistance is "the ability not to be affected by," like a resistance to getting colds, which you can imagine as your immune system putting up a fierce resistance against invading germs.

Hydraulics is the science of the way fluids move. It's the branch of physics and engineering that focuses on the mechanics of liquids. If you want to be a civil engineer, you should probably learn about hydraulics.

If you decide to study hydraulics, you'll learn about how fluids like water and oil are used in mechanical tasks. You might read up on hydraulic jacks, which can lift cars using oil that's forced into a cylinder using a kind of pump; or hydraulic fracturing, also known as "fracking," which uses a liquid under pressure to fracture rock and extract oil or gas. Hydraulics comes from the Greek *hydraulikos*, or "water organ," an ancient musical instrument.

Voltage is a measure of electrical energy. If you've got a high-voltage personality, people may use another electrical metaphor and describe you as "a live wire."

Someone calculates voltage by determining the difference in electrical charge between two points in a circuit. When you travel, you'll want to make sure you bring along adapters to plug into the various sorts of electrical outlets you'll encounter around the world. Your chargers and all your electrical gear should have dual voltage capability, so they can work on electrical currents of 100 volts to 240 volts.

A source of energy that comes from ancient, decomposed organisms is a fossil fuel. Natural gas and coal are both examples of fossil fuels.

Today's fossil fuels began forming millions of years ago, before dinosaurs lived on the earth. Over time, these plants and other organisms died, decomposed, and sank to the bottom of the ocean. Over time, heat and pressure eventually turned them into coal, oil, and gas. While the world depends on fossil fuels to power vehicles and produce electricity, they are ultimately very hard on the planet, creating enormous amounts of carbon dioxide.

The noun strain is a stretch, effort, or exertion. You can strain your ankle, or your little brother can strain your patience.

This word has many, many meanings. Athletes strain their knees, which strains the emotions of their fans. Usually, you have to strain a little to accomplish anything, like getting an A in math. A strain may also be a line, like a line of ancestry, of thought, or a melodic line in music. Maybe you have to strain to hear the quiet flute in an orchestra. Another meaning is to pass something through a filter, like tea leaves.

A dimension is the measurement of something in physical space. You might give the painters every dimension of the rooms you want painted, including depth, height, and width.

In addition to physical objects, dimension can describe something less tangible, such as the magnitude or extent of something. You might be shocked by the dimension of damage from the explosion down the street. Dimension can also be a feature of something, such as an experience, situation, flavor, or thing. Painting your bedroom purple will add a mystical dimension to your dwelling, especially if you add unicorn accents.

A valve is a device that controls the flow of a liquid or gas. Before you fix the broken sink in your bathroom, you should turn the valve that shuts off the water.

The simplest type of valve has a hinged flap allowing liquid to flow one direction, but blocking it from going the other way. This is called a "check valve." Anatomical valves — systems in your body that allow a flow of fluid, like the aortic valve near your heart — are structured very much the same way. The shells of mollusks like oysters and clams are also called valves. The word's earliest meaning was "one half of a folding door."

5.

Why should I study engineering?

Engineering is important. It is also challenging and exciting. Engineers use models provided by science combined with innovative thinking to solve problems and create new designs that benefit humanity.

Albert Einstein said "Scientists investigate that which already is; Engineers create that which has never been ". It is "Science " to describe electromagnetic radiation, but it is "Engineering " to build a radio or TV. Many of the so-called "wonders of modern Science " are really wonders of modern Engineering. For example, it involves engineering to:

protect the world's natural resources and enable them to be used more efficiently
invent new types of diagnostic medical scanners
design and build safer, faster, quieter, more fuel-efficient aircraft
create smaller smartphones that are easier to use
synthesise biologically compatible materials for artificial limbs

Many people are educated in engineering skills and use them in their jobs, but few are actually called "engineers ". The vital importance of engineering is thus sometimes difficult to see.

A career in engineering is interesting and fun. It involves a lifetime of continuous learning to adapt to changes in society and the natural world. It often involves working in multi-disciplinary, multi-cultural, multi-site teams. It is a very worthwhile profession, and the results, when you succeed, can be incredibly satisfying.

6. You should read any relevant materials which you find interesting. Here are some online resources you may like to use to test your knowledge:

Isaac Physics: this website contains lots of maths and physics problem solving questions.

British Physics Olympiad: this website contains lots of past papers and solutions of problem solving type questions.

Next time: this website contains some quite fun questions designed to make you think about physical concepts.

I want to study Engineering: this website is just as useful for all applicants not just those applying to engineering.

Brilliant.org: this website has some resources to test your mathematical and physics knowledge.

7.

What does an engineer do?

Engineers

- design,
- evaluate,
- develop,
- test,

- modify,
- install,
- inspect and
- maintain a wide variety of products and systems.

They also

- recommend and
- specify materials and processes,
- supervise manufacturing and construction,
- conduct failure analysis,
- provide consulting services and
- teach engineering courses in colleges and universities.

The field of engineering is divided into a large number of specialty areas:

Mechanical engineering involves design, manufacturing, inspection and maintenance of machinery, equipment and components as well as control systems and instruments for monitoring their status and performance. This includes vehicles, construction and farm machinery, industrial installations and a wide variety of tools and devices.

Electrical engineering involves design, testing, manufacturing, construction, control, monitoring and inspection of electrical and electronic devices, machinery and systems. These systems vary in scale from microscopic circuits to national power generation and transmission systems.

Civil engineering involves design, construction, maintenance and inspection of large infrastructure projects such as highways, railroads, bridges, tunnels, dams and airports.

Aerospace engineering involves design, manufacturing and testing of aircraft and spacecraft as well as parts and components such as airframes, power plants, control and guidance systems, electrical and electronic systems, and communication and navigation systems.

Nuclear engineering involves design, manufacturing, construction, operation and testing of equipment, systems and processes involving the production, control and detection of nuclear radiation. These systems include particle accelerators and nuclear reactors for electric power plants and ships, radioisotope production and research. Nuclear engineering also includes monitoring and protecting humans from the potentially harmful effects of radiation.

Structural engineering involves design, construction and inspection of load-bearing structures such large commercial buildings, bridges and industrial infrastructure.

Biomedical engineering is the practice of designing systems, equipment and devices for use in the practice of medicine. It also involves working closely with medical practitioners, including doctors, nurses, technicians, therapists and researchers, in order to determine, understand and meet their requirements for systems, equipment and devices.

Chemical engineering is the practice of designing equipment, systems and processes for refining raw materials and for mixing, compounding and processing chemicals to make valuable products.

Computer engineering is the practice of designing computer hardware components, computer systems, networks and computer software.

Industrial engineering is the practice of designing and optimizing facilities, equipment, systems and processes for manufacturing, material processing, and any number of other work environments.

Environmental engineering is the practice of preventing, reducing and eliminating sources of pollution that affect air, water and land. It also involves detecting and measuring pollution levels, determining sources of pollution, cleaning up and rehabilitating polluted sites and ensuring compliance with local, state and federal regulations.

Chemical engineer Norma Alcantar uses the prickly pear cactus in her work to create an inexpensive, sustainable way to purify drinking water. (Image credit: Norma A. Alcantar, Department of Chemical and Biomedical Engineering, University of South Florida)

There is often considerable overlap among the different specialties. For this reason, engineers need to have a general understanding of several areas of engineering besides their specialty. For example, a civil engineer needs to understand concepts of structural engineering, an aerospace engineer needs to apply principles of mechanical engineering, and nuclear engineers need a working knowledge of electrical engineering.

Particularly, engineers require in-depth knowledge of mathematics, physics and computer applications such as simulations and computer-aided design. This is why most college programs include basic engineering courses in a wide range of topics before students choose to specialize in a particular area.

Engineering jobs & salaries

Many employers require engineers to obtain state certification as Professional Engineers. Additionally, many engineers belong to the American Society of Professional Engineers and other engineering societies for their areas of specialization.

The U.S. Bureau of Labor Statistics (BLS) has information on various specialized fields of engineering, including educational requirements, job descriptions, work environments and job outlooks. Another source of information on job descriptions, educational requirements and required skills and knowledge for different areas of engineering can be found at MyMajors.com.

Engineers work in many different settings, according to the BLS, including research laboratories, factories, construction sites, nuclear power plants, offshore oil rigs and even on the International Space Station. Additionally, many engineers work in businesses related to their areas of specialization; for example, an HVAC (heating, ventilation and air conditioning) engineer might own a heating and air conditioning company, and a structural engineer might own a construction company.

Most engineering jobs require at least a bachelor's degree in engineering. State certification as a Professional Engineer, which requires passing a rigorous and comprehensive test, is also required by many employers and to work as a consultant. Senior engineering positions and professorships generally require a master's degree or a doctorate.

Employment of engineers is projected to grow from 4 to 27 percent between now and 2022, depending on the field of specialization, according to the BLS. According to Salary.com, a newly graduated engineer with a bachelor's degree can expect to earn from \$50,817 to \$78,487 per year; a mid-level engineer with a master's degree and five to 10 years of experience can earn \$68,628 to \$114,426; and a senior engineer with a master's degree or doctorate and more than 15 years of experience can earn \$91,520 to \$156,895. Many experienced engineers are promoted to management positions or start their own consulting businesses where they can earn even more. Additionally, some engineers go on to law school to become patent attorneys, where they can earn upward of \$250,000 per year.

Engineering has matured and expanded over the centuries along with our knowledge and understanding of science, mathematics and the laws of physics and their applications. Today, engineers apply both well-established scientific principles and cutting-edge innovations in order to design, build, improve, operate and maintain complex devices, structures, systems and processes.

It was engineering that brought us out of the caves; it was engineering that took us to the moon; and if we ever make it to the stars, it will be engineering that takes us there. As our knowledge continues to advance, engineers will have new opportunities to find practical uses for scientific discoveries.

As the novelist James A. Michener aptly put it in his novel "Space" (Fawcett, 1983), "Scientists dream about doing great things. Engineers do them."

ПРОГРАММА ЗАЧЕТА

Зачет проводится в конце I семестра на I курсе с целью выявления уровня сформированности у студентов языковых умений и навыков. Предусматривается автоматическое выставление зачета, если студентом посещалось 95% аудиторных занятий, в срок сданы все устные и письменные самостоятельные работы, имеются положительные результаты по работам промежуточного и итогового контроля.

Предусматривается сдача зачета в установленное время по следующему плану:

1. Написание грамматической контрольной работы по пройденному материалу.
2. Беседа по тематическому материалу.
3. Чтение и перевод и беседа по тексту.

Зачет выставляется при наличии положительного ответа.

СПИСОК ИСПОЛЬЗУЕМЫХ ИСТОЧНИКОВ

1. www.esl-lab.com/
2. <http://www.english4fun.ru/>
3. <http://www.usefulengish.ru/>
4. <http://www.nadprof.ru/projects/english/grammar/conditional.shtml>
5. <http://www.mystudy.ru/clause.html>
6. <http://www.native-english.ru/theory/grammar/ifwhen/>
7. <http://btlr.com/english/consult.php>
8. <http://www.study.ru/online/tests/english.html>
9. <http://www.lapasserelle.com/lm/pagespeciales/interactivequizzes/index.html>
10. <http://www.lapasserelle.com/lm/pagespeciales/hotel/tourism2.ans.html>
11. <https://i-want-to-study-engineering.org/whyeng/>
12. <https://www.livescience.com/47499-what-is-engineering.html>

Иностранный язык

Учебно-методическое пособие

для студентов I курса очной формы, обучающихся по направлениям подготовки

22.03.02 Metallургия, 15.03.02 Технологические машины и оборудование,

13.03.01 Теплоэнергетика и теплотехника, 13.03.02 Электроэнергетика и электротехника,

18.03.01 Химическая технология, 09.03.03 Прикладная информатика, 38.03.01 Экономика

Подписано в печать 26.02.2020		
Формат 60x90 $\frac{1}{16}$ Рег. № 138	Печать цифровая Тираж 100 экз.	Уч.-изд.л. 6,3

ФГАОУ ВО

Национальный исследовательский технологический университет «МИСиС»

Новотроицкий филиал

462359, Оренбургская обл., г. Новотроицк, ул. Фрунзе, 8.

E-mail: nfmisis@yandex.ru

Контактный тел. 8 (3537) 679729.

