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АНГЛИЙСКИЙ ЯЗЫК ДЛЯ ЗАОЧНОЙ ФОРМЫ ОБУЧЕНИЯ

Учебно-методическое пособие
для студентов I курса заочной формы, обучающихся по направлениям подготовки
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13.03.01 Thermal energy engineering and thermal engineering, 13.03.02 Electrical energy engineering and electrical engineering,
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Учебно-методические пособие по дисциплине «Иностранный язык» предназначено для студентов 1 курса заочной формы, обучающихся по направлениям подготовки 22.03.02 Metallurgy, 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, 38.02.02 Менеджмент, 38.03.01 Экономика.

Учебно-методические пособие способствует развитию коммуникативных, 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.

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ВВЕДЕНИЕ

Пособие предназначено для студентов заочной формы обучения 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 английском языке, а также предназначено для развития коммуникативных умений студентов и оказания помощи в подготовке к зачету в конце первого семестра. 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 включает в себя 6 тем и строится по следующему плану. В 1 Разделе Вводный фонетический курс представлен материал, направленный на знакомство с некоторыми правилами чтения и произношения и закрепление фонетических навыков обучающихся. Раздел 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 следующих разделах сначала представлен текст для чтения и обсуждения. Далее следуют задания двух 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.

Блок (Грамматика) содержит правила образования и употребления некоторых времен.

Блок (Практические задания) содержит тренировочные упражнения, способствующие закреплению и повторению пройденного грамматического материала.

Блок заданий (Topics for Discussion) направлен на тренировку навыков ведения обсуждения прочитанного и беседы в рамках заданной ситуации. В конце данного 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 семестра.

В пособии также представлены разделы Grammar Practice, Vocabulary Practice, Writing Practice. Раздел Grammar Practice содержит грамматические упражнения для самостоятельной работы. В разделе Vocabulary Practice предлагается материал и задания, направленные на снятие трудностей в освоении лексических единиц по специальности. Завершает пособие раздел Writing Practice, в котором представлен материал, направленный на знакомство с правилами организации основных видов резюме и рекомендательных писем и развитие навыков письменной речи обучающихся.

Раздел 1. Вводный фонетический курс.

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	[dʒi:]
H h	[eɪtʃ]
I i	[aɪ]
J j	[dʒeɪ]
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	[ˈdʌb(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]
[ŋ]
[l]
[r]
[w]
[j]

Voiceless

[p]
[t]
[k]
[f]
[θ]
[s]
[ʃ]
[tʃ]
[h]

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 [т]). 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 [ŋ] 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 призвука 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] [au] [əv] [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]

[ʊ]

[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.

[a:] – 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 [a:] 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.

[ɔɪ] – 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 [ʊ], который, однако, отчетливо не произносится.

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

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

[aɪə] 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 [aɪə] 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 a+согласная + l + произносимая e	able, table, enable, maple, staple
	[eɪ] в сочетании ange	angel, change, danger, range, strange, exchange
	[æ] во II типе слога	
	в ударном слоге, если после него идёт одна или две подряд согласных	and, apple, can, bag, map, sand, flat, stand, happy, language, perhaps, marry
	[ɛə] в IV типе	rare, square, prepare, farewell, daring,

слога		various, Mary,
[eə] в сочетаниях air, aer		air, hair, fair, chair, fairy, aerial
[a:] в III типе слога		arm, far, star, hard, dark, apart, large, garden, darling, market
[a:] в буквосочетаниях aff, aft		staff, giraffe, after, craft, shaft, draft
[a:] в буквосочетаниях ant, ance, anch		plant, grant, can't, aren't, dance, chance, answer
[a] в буквосочетаниях ask, ast, asp	ass,	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, quarter
[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 сочетаниях 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
ck	[k] в сочетании	cock, clock, luck, truck, mock, rock
	[tʃ] в сочетании	chair, much, chicken

ch

[ʃ] в сочетании ch

champagne, chef, machine, schedule,
moustache, parachute

[k] в сочетании
ch в словах греческого
происхождения

chemistry, school, ache, monarch,
technique, orchestra, Christmas

[ʃ] в сочетании с
+ -ion, -ial, -ean, -ian, -
ient

special, social, ancient, ocean,
suspicion, precious

Dd

[d]

dream, red, leader, modern, day, middle

не читается в
сочетаниях 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 eɪ,
eu в безударном слоге

foreign, hockey, money, monkey,
journey

[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,
difference, tendency

[ə:] в сочетании
ear + согласная

search, research, heard, early, pearl,
earn, earnest, learn, earth

[ə:] в III типе

her, term, verse, serve, service, verb,

	чтения	perfect, German, insert, external, prefer
	[ɪə] в IV типе чтения	era, here, sphere, zero, period, serial, serious, material, experience, hero
	[ɪə] 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 слогe типа i+ согласная + l или r + гласная	island, idle, title, Bible, library, fibre, micron, microbe
	[aɪ] в слогe типа i + ld, nd, gn, gh	child, wild, mind, find, kind, behind, high, sigh, light, night, right, might, sign
	[ɪ] во II типe 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 типe чтения	sir, fir, third, shirt, bird, dirt, girl, birth, first, skirt, circle, firmly
	[aɪə] в IV типe чтения	fire, wire, tired, desire, retire, admire pirate, spiral, irony, virus
	[aɪə] в сочетаниях iar, ier	liar, diary, flier, prior
J j	[dʒ]	job, Jack, just, July, jacket, project
K k	[k]	key, kill, book, look, take, speak
	[n] в сочетании kn	knee, knife, know, knight
L l	[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
M m	[m]	summer, mirror, them, time, limit, mother
N n	[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

	[ɪ] не читается, если слово оканчивается на mn	autumn, column, damn
Oo	[əʊ] в I типе чтения	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 oth	mother, brother, another, other, nothing	
нейтральный [ə] в сочетании ou в безударном слоге	famous, curious, serious, nervous, moustache, honour	

	[ə:] 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
	[ɔɪ] в сочетаниях oi, oy	oil, noise, voice, moist, point, boy, toy, joy, enjoy, royal
	[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, geography, 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 Исключение: iron
	[-] не читается, если стоит на конце слова, а после идёт слово, начинающееся с согласной	our child, car tire, your bag, dear granny
	[r] если стоит на конце слова в нечитаемой позиции, а после идёт -ing	entering, tearing
	[r] если стоит на конце слова, а после	there are, for example, your eyes, car accident, butter and milk, four aunts, more

	идёт слово, начинающееся с гласной	and more
	[r] в сочетании гласная + -ring	conferring, occurring
	[-] не читается перед нечитаемой e	where, fare, there, more, cure, desire, before
	[-] не читается перед согласной (в американском варианте может 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, impossible Исключения: dessert, scissors
	[s] в приставках dis-, mis-	discount, disconnect, misuse, misunderstand
	[s] в словах	base, case, house, mouse, practice, promise, release, research
	[z] между гласными	use, easy, busy, surprise, abuse, music, thousand, because
	[z] на конце слова после звонкой согласной, после гласной (кроме u)	eggs, pencils, boys, roses, as, has, goes, news, always, potatoes Исключения: gas, tennis, yes, this
	[ʃ] в сочетаниях sion, sure после согласной	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 служебных словах, местоимениях, 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
	[aɪə] – 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
	[aɪə] в IV типе чтения	tyre
	прочие исключения	hyphen, ally, typhoon, lyric, tyranny
Zz	[z]	zero, zoo, zigzag, jazz, prize, size

Самостоятельная работа

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.	2.	3.
[i:]	[e]	[l]
deem – deed – deep	ten – pen	let – tell
be – been – beet	den – me n	led – bell
me – meed – meet	Ted – bed	lee – peel
fee – feed – feet	net – vent	

4.	5.	6.	7.	8.
[i]	[i: – i]	[ai]	[ai]	[s – z]
tin	Pete – pit	time – tie	my – mine – type	nets – pens
pit	bede – bid	pine – pie	by – five – life	sets – sends
in	teen – tin	life – lie		Bess – is
it	feet – fit			

9.	10.	11.	12.		
[æ]	[æ - e]	[ei]	[e – ei]		
am	Ann	man – men	main	may	men – name
man	flat	tan – ten	pain	pay	pen – pane
map	bad	pan – pen	name	nay	let – late
lamp	plan	bad – bed	date	day	met – mate

13.	14.	15.	16.			
[k]	[g]	[k – g]	[ʃ]			
can	cake	gap	bag	back – bag	she	fish
came	make	gave	beg	lack – leg	shy	dash
keep	peak	give	big	sick – big	sheep	dish
17.	18.	19.				
[tʃ]						
chess	Jane	theme – thee				
chain	gin	thin – then				
fetch	age	faith – bathe				
	page					

20.	21.	22.			
[h]	[r]	[a:]			
he	hay	red	read	start	art
his	hat	rain	risk	arm	cart
him	hand	rest	rent	large	lark

23. [ŋ] bang ring sang sing fang thing	24. [ŋ - n] bang - ban fang - fan thing - thin	25. [ŋ - ŋk] bang - bank sang - sank sing - sink	26. [j] yes yell yelp
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27. [u:] tool pool moon	28. [u] book look took	29. [ou] go- tone no - note so - smoke	30. [o] odd not on
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31. [o:] or form sport North	32. [ou - o] go - got note - not hope - hop coke - cock	33. [o: - o - ou] sport - spot - spoke torn - top - tone lord - lot - lone cord - cot - cope North - not - note
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34. [^] up - cup us - bus un - bun ugly - hurry	35. [^ - a:] cut - cart duck - dark much - March buck - bark	36. [^ - æ] hum - ham fun - fan bun - ban cup - cap	37. [w] we week wine wake
--	---	--	--

38. [w - v] wet - vet wine - vine West - vest very well	39. [oi] boy - voice coy - coin toy - point	40. [r после согл.] green price dream three brave tree Fred street	41. [ð] teacher doctor seller reader
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42. [ð:] fur - firm - first sir - burn - burst her - turn - thirst	43. [ð: - o:] burn - born turn - torn cur - corn
--	--

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

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

51.	52.	53.
[auə]	[wɜː]	[wɜː – woː – 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

Раздел 2. My future profession is an engineer.

Text

A few words about my future profession.

When I was at college 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

a. My best friend _____ his mind to enter the University.

b. The _____ exams were really difficult.

c. He is going to _____ in the conference next term.

d. It was my dream to become a _____ worker.

e. 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.

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

Грамматика. The Present Simple tense

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.

Практические задания

1. Match the questions and answers.

- | | |
|------------------------------------|-------------|
| 1 Do you work full time? | a Sales. |
| 2 Which department do you work in? | b No, it's |
| only | for 3 |
| months. | |
| 3 Is the pay good? | c £500 a |
| week. | |
| 4 Is it a permanent position? | d Yes – |
| eight- | thirty to |
| five. | |
| 5 How much do you earn? | e No – it's |
| | terrible |

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

- | | |
|-------------------------------------|--|
| What do you like doing at weekends? | 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. |

3. 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.

4. 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.

5. 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.

Topic for Discussion. About myself.

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.

a. It's a beautiful Sunday morning and you must read up for a test.

- b. You're in the reading-hall. You must find the material for the seminar.
- c. You have a free afternoon and the weather is awful.
- d. You feel tired all the time.
- e. 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.

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

Раздел 3. My Family.

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 to 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.

Грамматика. The Present Continuous tense.

The Present Continuous tense is used for actions happening now or for an action that is not finished. 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 Ving?
 Are we/you/they

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.

Практические задания

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 Marquez'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. 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!

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

4. 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.

5. 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.

Раздел 4. My Flat.

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 take

to rebel

it seems

order smb.

to fight

to be a sign of

to do smth.

of smth.

power

in the battle

to become a king

against smb.

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.

Грамматика. There is/are (was/were)

Конструкция there is/are применяется в следующих случаях:

- при описании конкретного места;
- при описании факта существования чего-либо/где-либо;
- в начале истории/сказки.

There is используется, когда говорим в единственном числе или используем неисчисляемые существительные.

There are — для множественного числа.

Число глагола to be принято определять по числу первого существительного, которое стоит после оборота:

There is an orange and two grapefruits in the fridge. — В холодильнике есть апельсин и два грейпфрута.

There are two cats and one dog in the car. — В машине есть две кошки и собака.

Как использовать there is с неисчисляемыми существительными (uncountable nouns):

There is water in the fridge. — В холодильнике есть вода.

There is some sugar on the table. — На столе есть сахар.

There is можно сократить и написать так: there's. В неформальном диалоге такой вариант использовать намного проще:

There's a good song on the radio.

There's only one chocolate bar left in the box.

У оборота there are нет сокращений.

Так можно сокращать is и are при отрицании:

There is not = there's not = there isn't.

There are not = there aren't.

Перевод предложения с оборотом *there + be* проще начинать с конца, то есть с обстоятельства места или сказуемого.

Обстоятельство места — это второстепенный член предложения, который обозначает место или направление действия и отвечает на вопросы: где? куда? откуда?

Если *there* стоит в начале предложения, мы не переводим его, как «там».

Примеры предложений с переводом с оборотом *there is/there are*:

There is a sofa in the room. — В комнате есть диван.

There is something important to deal with. — Есть кое-что важное.

There are few ways of solving this task. — Есть несколько способов решения этой задачи.

There are five portion of lunch in the kitchen. — На кухне есть пять порций обеда.

Вопросительные предложения

Чтобы превратить утверждение в вопрос, нужно сделать перестановку: подлежащее *there* поменять местами со сказуемым *be*.

Is there anybody here? — Есть здесь кто-нибудь?

Are there any sweets in the kitchen? — На кухне есть сладости?

Отрицательные предложения

В отрицательных предложениях после глагола *to be* ставят:

- *Not* — когда перед следующим за отрицанием существительным стоит местоимение или числительное.

There is not (isn't) any money in the wallet. — В кошельке нет денег.

- *No* — в других случаях.

There is no money in the wallet. — В кошельке нет денег.

Практические задания.

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.

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. 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

3. 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.

4. 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.

Раздел 5. My Working Day

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. Match the words with their synonyms.

- | | |
|--------------|-------------|
| 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, освеженным.

Грамматика. The Past Simple tense

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 **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?

Практические задания.

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.

4. 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?

5. 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?

6. 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.'

Раздел 6. Holidays.

Text

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.

If you look at the picture, the first thing you will 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 Simple tense, Present Continuous tense, Future Simple tense.

Грамматика. Future Simple

Future Simple - простое будущее время

Время Future Simple ссылается на действие, которое совершится в неопределенном или отдаленном будущем.

Простое будущее время в английском языке обычно используется с обстоятельствами:

- tomorrow – завтра
- next year – в следующем году
- in five years – через пять лет
- in 2025 – в 2025 году

Образование Future Simple

Утвердительные предложения:

I will play	We will play
You will play	You will play
He / she / it will play	They will play

Вопросительные предложения:

Will I play?	Will we play?
Will you play?	Will you play?
Will he / she / it play?	Will they play?

Отрицательные предложения:

I will not play	We will not play
You will not play	You will not play
He / she / it will not play	They will not play

Для того, чтобы поставить глагол во временную форму Future Simple, нужно использовать его начальную форму и вспомогательный глагол will. В устной речи will чаще всего сокращается до формы 'll, которая может использоваться во всех лицах.

I will go to Paris next summer.
Следующим летом я поеду в Париж.

Глагол shall в настоящее время используется довольно редко в качестве модального глагола в предложении что-то сделать или помочь:

Shall we go there?
Давай пойдём туда?

В вопросительном предложении вспомогательный глагол will ставится перед подлежащим. Значимый глагол остается после подлежащего в своей начальной форме:

Will we go to the beach?
Мы пойдём на пляж?
Will your boss agree with our conditions?
Ваш босс согласится с нашими условиями?

В отрицательных предложениях за вспомогательным глаголом следует отрицательная частица not. Вместе они могут быть сокращены до формы won't:

I will not let you down.
Я вас не подведу.
Fred won't agree to help us.
Фред не согласится нам помочь.

Употребление Future Simple

1. Когда мы выражаем единичные действия в будущем.

We will take a taxi. – Мы возьмем такси.
He will spend his vacation in China. – Он проведет отпуск в Китае.

2. Когда действие будет повторяться несколько раз в будущем.

I will go to London a few times next year. – Я посетю Лондон несколько раз в следующем году.

В этом времени могут употребляться слова, указывающие на действие в будущем:
tomorrow (завтра)
tonight (сегодня вечером)

the day after tomorrow (послезавтра)
next week (на следующей неделе),
next year (в следующем году),
in a week / in a month (через неделю / через месяц)
soon (вскоре)

She will call me tonight. – Она позвонит мне вечером.

3. Future Simple используется, когда мы принимаем решение мгновенно и сразу же его озвучиваем, другими словами, когда мы принимаем спонтанные решения.

I will order a steak and chips, and you? – Я закажу стейк и жареную картошку, а ты? (я пришел в ресторан, посмотрел меню и выбрал стейк спонтанно)

Hold on. I'll get a pen. – Подожди, я достану ручку. (появилась необходимость что-то записать, поэтому я сразу озвучил, что надо взять ручку)

4. Future Simple используется, когда мы высказываем предположение относительно действия в будущем, то есть мы думаем, подозреваем или догадываемся, что в будущем произойдет какое-то действие.

This website will give you lots of useful information. – На этом сайте ты найдешь много полезной информации.

People won't go to Jupiter even in 100 years. – Люди не полетят на Юпитер даже через 100 лет.

В таких предложениях часто встречаются слова, показывающие предположение, сомнение, уверенность или неуверенность:

think (думать)
hope (надеяться)
believe (считать, полагать),
wonder (интересоваться)
expect (ожидать)
imagine (представлять, воображать)
be sure (быть уверенным)
be certain (быть уверенным)
be afraid (бояться); probably (вероятно)
certainly (определенно)
perhaps (возможно)

I am sure you will enjoy the film. – Я уверен, что фильм тебе понравится.

The rain won't probably stop soon. – Дождь, вероятно, закончится не скоро.

5. Will может быть не только вспомогательным глаголом будущего времени, но и модальным глаголом. Ситуация в таких предложениях чаще всего относится к будущему, и на русский язык мы тоже будем переводить будущим временем.

С помощью will мы можем передать несколько значений:

Обещание.

I will come and see you before leaving. – Я навещу вас перед отъездом.

Предложение.

Will you have a cup of tea? – Ты выпьешь чашечку чая?

Просьбу.

Will you help me to find an earring? I dropped it in the bathroom. – Ты сможешь мне найти сережку? Я уронила ее в ванной.

Иногда действия в подобных предложениях похожи на простые единичные действия в будущем. Предложение и просьба обычно подаются в виде вопроса.

Оборот **to be going to** может использоваться в утвердительной, отрицательной и вопросительной формах во всех лицах и числах в настоящем и прошедшем времени. При этом глагол **to be** в обороте меняется в соответствии с лицом и числом члена предложения, с которым он согласуется.

После оборота **to be going to** может идти любой инфинитив (глагол в начальной форме).

Оборот **going to** в утвердительной форме

В утвердительной форме предложение с **to be going to** строится по схеме:

Подлежащее	to be going to	Инфинитив
He	is going to	swim

- I am going to swim. — Я собираюсь поплавать.
- You are going to be fine. — С тобой все будет в порядке.
- He (she, it) is going to come back. — Он вернется.
- We are going to work. — Мы собираемся работать.
- You are going to get rich. — Вы разбогатеете.
- They are going to regret it. — Они об этом пожалеют.

Оборот **going to** в отрицательной форме

В отрицательной форме добавляется частица **not** перед «going»:

Подлежащее	Глагол to be	not going to	Инфинитив
We	are	not going to	leave

- I am not going to do that. — Я не собираюсь этого делать.
- You are not going to sleep tonight. — Сегодня ты не поспишь.
- He (she, it) is not going to be welcome here. — Ему здесь не будут рады.
- We are not going to leave. — Мы не собираемся уходить.
- You are not going to like it. — Тебе это не понравится.
- They are not going to find us. — Они нас не найдут.

Оборот **going to** в вопросительной форме

В вопросительной форме глагол **to be** ставится перед подлежащим.

Глагол to be	Подлежащее	Going to	Инфинитив
Are	you	going to	win?

- Am I going to stay here? — Останусь ли я здесь?
- Are you going to help me? — Ты сможешь мне?

- Is he (she, it) going to be here? — Он будет здесь?
- Are we going to join them? — Мы к ним присоединимся?
- Are you going to win? — Вы собираетесь выиграть?
- Are they going to wait? — Они подождут?

To be going to в основном используется для обозначения действия, запланированного на ближайшее будущее:

I am going to drink coffee with Mary. — Я собираюсь попить кофе с Мэри.

They are going to get married. — Они (скоро) поженятся.

Либо действия, которое вот-вот произойдет:

It's going to rain. — (Вот-вот) пойдет дождь.

Look! He is going to fall! — Смотрите! Он сейчас упадет!

Но если разобраться детальнее, обнаружатся некоторые нюансы.

Оборот to be going to используется в двух случаях:

1. Когда действие запланировано на будущее еще до момента речи

Действие запланировано на будущее, причем план возник до момента речи. Иначе говоря, я уже принял решение и сообщаю об этом. К примеру, я твердо решил, что завтра уволюсь с работы:

I'm going to quit my job tomorrow. — Я собираюсь завтра уволиться с работы.

Рон и Джейн договорились поиграть в теннис вечером. Джейн говорит об этом подруге:

We are going to play tennis tonight. — Мы собираемся поиграть в теннис вечером.

Люси надумала купить новые туфли на следующей неделе:

I'm going to buy new shoes next week. — Я собираюсь купить новые туфли на следующей неделе.

Если же решение принято не заранее, а в момент речи, используют глагол will. Сравните два примера:

Пример 1:

— We are out of coffee. — У нас закончился кофе.

— Yes, I know. I'm going to go and buy some later. — Да, я знаю, я пойду куплю (собираюсь пойти купить) попозже.

Здесь используется оборот to be going to, потому что действие (купить кофе) было запланировано заранее.

Пример 2:

— We are out of coffee. — У нас закончился кофе.

— Really? I will go and buy some. — Правда? Я пойду куплю.

Используется вспомогательный глагол will, потому что решение принято в момент речи.

2. Когда некие признаки указывают на то, что действие обязательно произойдет

Говорящий как бы предсказывает событие, основываясь на неких явных признаках или своем опыте, и сообщает: что-то вот-вот случится.

«Предсказание» может относиться к довольно отдаленному времени, например:

It's so cold! I think it is going to snow. — Так холодно! Я думаю, пойдет снег.

Имеется в виду, что снег пойдет не через секунду-две, а скоро — в неопределенном ближайшем будущем. Может, завтра, а может через неделю. На то что снег непременно произойдет, указывает признак (холод).

I have broken my sister's vase. She is going to kill me! — Я разбил вазу сестры. Она меня убьет! Сестра убьет нашего героя в ближайшем будущем, как только заметит разбитую вазу. На то что это произойдет, указывает опыт говорящего (он отлично знает нрав своей сестры).

Часто «предсказание» относится к ближайшему будущему, когда что-то вот-вот произойдет: Look at the dog. It's goint to bite you. — Посмотри на собаку. Она тебя сейчас укусит. Get back! The bomb is going to explode. — Назад! Бомба сейчас взорвется!

Для «предсказаний» может использоваться и будущее время с глаголом will, но в этом случае обычно речь идет о мнении, не подкрепленном очевидными признаками или опытом.

I think the cop will spot us. — Я думаю, коп нас заметит.

Это мнение ничем не подкреплено. А вот это подкреплено:

The cop has got a flashlight! He is going to spot us. — У копа фонарик! Он нас заметит.

Практические задания.

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

2. 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.'

3. 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.

Grammar Practice

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 внучки.

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.

16. Choose the correct variant

- 1) мамин зонтик
 - a) mothers umbrella
 - b) mother's umbrella
 - c) 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.

17. 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.

18. Translate into English.

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

19. 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.

20. 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?

21. 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)

22. 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.

23. 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.

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. 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?

26. 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!

27. 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?

28. 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

29. 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) _____ !

30. Complete the sentences.

1. Those clouds are very black, aren't they? I think it ... (to rain).
2. Why are you filling this bucket with water? – I ... (wash) the car.
3. I've decided to re-paint this room. – What colour ... (you / to paint) it?
4. John ... (to travel) to England tomorrow.
5. It (to be) very cold now. ... you (to think) it ... (to freeze)?
6. Look, a dog ... (to run) after the boy. It ... (to want) to bite him.
7. What you ... (to read) when you are on holiday? – I ... (to read) detective stories. Now I ... (to read) 'The Shut Door' by Ivor Lock.
8. I ... (to see) that you ... (to wear) your best clothes. ... you ... (to go) to the party? – No, I ... (to go) to the wedding.
And who is the unhappy man who ... (to throw) away his freedom? You must tell him I .. (to feel) sorry for him. – He .. (to speak) to you now.
9. Joan ... (to swim) very well but she ... (not to dive).
10. What music you ... (to play) next? – Sheila ... (to sing) a song by Schubert; she ... (to sing) it very well.
11. ... you ... (to understand) the present tense now? – I ... (to do) an exercise on it at this moment and I ... (to think) that I ... (to know) how to use it now.
12. The ceiling in this room doesn't look very safe. It looks as if it ... (to fall) down.
13. Where ... you... (to go)? ... you (to go) shopping? – Yes, I ... (to buy) something for dinner.
14. We ... (to have) a party next Sunday. Would you like to come?
15. Nick, is it true that you ... (to get) married next week?
16. Ann, we... (to go) to the country on Saturday. ... you ... (to come) with us?
17. When ... your brother ... (to leave)?
18. I ... (not/ to go) away for my holidays next week because I haven't got enough money.
19. What ... you ... (to do) tomorrow evening?
20. There's a film on television this evening. ... you ... (to watch) it?

Vocabulary Practice

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	
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<p>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</p>	
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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.

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

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."

Writing Practice

В деловом и бизнес направлении английского языка существует 2 типа резюме, о которых вам необходимо знать:

- Resume – это небольшие сведения о вашем образовании, опыте работы и профессиональных навыках, а также умениях.
- CV (Curriculum Vitae) – более полная справка, включающая подробную информацию о вашем образовании, опыте работы и профессиональных навыках, а также умениях, содержащая сведения о наградах и достижениях.

Убедитесь, что вы включили своё имя, номер телефона, электронную почту и домашний адрес, чтобы работодатели могли без проблем с вами связаться.

Возможно вы гуру маркетинга и легко работаете с разными шрифтами, но отдайте предпочтение стандартному. Большинство работодателей предпочитают Times New Roman, Garamond, Arial, Verdana или Calibri.

Пишите о чётко поставленных целях. Они должны быть кратки и строго по теме. Концентрируйтесь на навыках, которые могут быть полезны и квалификациях, которыми обладаете.

Пункт о сильных сторонах должен включать короткие ключевые слова, относящиеся к сферам вашей деятельности и требованиям к работе, на которую вы нацелены.

Это расширенная версия ваших квалификаций и способностей. Опишите все ваши навыки и достижения таким образом, чтобы работодатель заинтересовался в вас.

Раздел «Опыт работы» должен содержать краткое описание ваших обязанностей и достижений в той или иной сфере.

Раздел «Образование» включает названия университетов/колледжей/институтов, а также название специальности, которую вы получили. Пишите по существу и не забудьте о почётных грамотах и особых достижениях.

Прежде чем отправить, проверьте в каком формате вы сохранили своё резюме. Он должен быть распространённым, иначе работодатель его не сможет открыть и пропустит. Также не придумывайте сложных названий в теме письма.

Your Name
 PHONE: (XXX) XXX-XXXX | EMAIL: XXXX
 ADDRESS: XXXX

Results-driven and highly accomplished Business Management Executive with a proven track-record of generating new business through strategic negotiation while cultivating new relationships with key decision makers. Currently seeking a Sales position which will effectively utilize all acquired skills and abilities, bringing 8+ years of related experience as follows:

KEY STRENGTHS

- Sales Techniques
- Client Relations
- Staff Supervision
- Employee Training
- Territory Development
- Market Research/Analysis
- Budgeting/Forecasting
- Product Knowledge
- Business/Revenue Growth
- Outside/Inside Sales
- Cost Saving Strategies
- Team Leadership

CORE COMPETENCIES

Sales

- ✓ Facilitating territorial development through client acquisition, increasing product volume, and by driving sales through consistent follow-up activities.
- ✓ Cultivating and nurturing relationships with business leaders while traveling to off-site locations.
- ✓ Informing clients on product specifications, including features, advantages, and profitability.

Management

- ✓ Directing, training, motivating, and developing sales representatives to improve productivity.
- ✓ Leading sales meetings to discuss and design strategies to meet targeted revenue objectives.
- ✓ Reviewing P&L, setting goals, and forecasting sales performance.

PROFESSIONAL PROFILE

Company Name, City, ST Start – End
 Job Title
 Responsibilities and achievements go here...

EDUCATION HISTORY

College - Degree

В нашей стране они используются как синонимы для определения понятия «резюме на английском языке». В последнее время граница между этими понятиями совсем размылась, и термины CV и resume можно расценивать как идентичные.

Заголовок (Header)

Вместо заголовка чаще всего пишут имя соискателя - это помогает сократить объем резюме. Хотя можно и написать Resume или CV .

Личная информация (Personal information)

Обязательно включите эти пункты с личной информацией о себе в резюме на английском:

Имя (Name) - если использовали свое имя в заголовке, то не повторяйтесь

Дата рождения (Date of birth) - название месяца лучше написать буквами, т.к. в некоторых странах принят другой формат написания даты.

Адрес (Address) - адрес обычно пишется в таком порядке: номер дома и название улицы, номер квартиры, город, почтовый индекс, страна.

Мобильный телефон (Mobile) - обязательно указывайте в международном формате, т.к. Вам могут звонить из другой страны.

Эл. адрес (E-mail) - не забудьте проверить его несколько раз, иначе специалист по трудоустройству не сможет с вами связаться.

Можно также включить сведения о семейном положении (Marital status), национальность (Nationality), но эти пункты не обязательны, т.к. работодатель должен оценивать прежде всего Ваши профессиональные навыки.

Пример на английском как написать о себе

Анкетные данные (с переводом)	Пример ответов
Name/Имя	Viktor Ivanov/Виктор Иванов
Address/Адрес	38 Arbat Street, Moscow, 225230, Russia/ ул. Арбат 38, Москва, 225230, Россия
Phone number/Номер телефона	home/домашний: +7-XXX-XXX-XXXX mobile/мобильный: +7-XXX-XXX-XXXX
Marital status/Семейное положение	Single/Не женат
Date of birth/Дата рождения	29th July 1991/29 июля 1991 года
Nationality/Национальность	Russian/русский
Email/Электронный адрес	your.name@gmail.com

Цель (Objective)

В этом пункте нужно указать должность, на которую Вы претендуете. Если знаете код вакансии, обязательно его напишите.

Примеры указания целей получения должности на английском

Пример на английском языке	Перевод
I want to obtain a position as an accountant in your company.	Я хотел бы получить должность бухгалтера в вашей фирме.
Sales manager.	Менеджер по продажам.

Краткая справка (Profile)

Кратко расскажите, кто Вы, каковы Ваши навыки и что Вы ожидаете от должности.

Попробуйте с помощью нескольких строк привлечь внимание потенциального работодателя, указав именно те Ваши навыки, которые наиболее необходимы на этой должности.

Но обратите внимание, что о мотивации нужно рассказывать в сопроводительном письме. (Cover letter)

Примеры как привлечь внимание к своей кандидатуре на английском

Пример на английском языке	Перевод
Qualified secretary seeking to leverage skills in personnel management and recruitment in an entry-level human resources position.	Квалифицированный секретарь, желающий использовать свое умение набирать персонал и руководить им на начальной позиции в кадровом отделе.

Образование (Education)

Указывайте сведения об образовании, начиная с последнего места получения образования в обратном хронологическом порядке. Обязательно укажите периоды обучения в колледжах, университетах, даты получения дипломов, ученых степеней.

Упомяните семинары, тренинги, курсы повышения квалификации, если они имеют отношение к желаемой должности.

Примеры как грамотно указать место образования:

Пример на английском языке	Перевод
Moscow State University of Instrument Engineering and Computer Science, department of Computer Science and computer facilities, PhD in Computer science (2006—2009)	Московский государственный университет приборостроения и информатики, факультет экономики, доктор наук по направлению «Компьютерные науки» (2006—2009)
2001—2006 Moscow State University of Instrument Engineering and Computer Science, Master's Degree in Computer science	2001—2006 Московский государственный университет приборостроения и информатики, Степень магистра по направлению «Информатика»
Spring School Colledge, Moscow (1995-2001)	Колледж "Спринг Скул", Москва (1995-2001)

Опыт работы (Work experience)

Укажите периоды работы, должность, название компании. Опишите вашу роль на занимаемой должности одним предложением: выделите используемые и выработанные навыки, ваши задачи, обязанности и результаты (попытайтесь использовать побольше конкретики и цифр).

Примеры как написать об опыте работы на английском

Название компании, должность	Пример
Company Name 1, 2012-present Moscow, Russia Financial analyst	Preparing business plans Planning investment activities and budget Analyzing data sets collected through all departments Preparing financial forecasts Preparing reports for the board of management
Company Name 2, 2007-2011 Krasnodar, Russia Assistant manager	Providing main office with office supplies Analyzing large data sets collected through all departments Preparing financial forecasts Preparing reports for the board of management

Хотелось бы заметить, если ваш опыт значительно преобладает над образованием, вначале расположите опыт, а затем образование. Так специалист по рекрутингу обратит свое внимание на ваш послужной список первым, и вы окажетесь в более выгодной позиции.

Навыки (Skills)

Обязательно отредактируйте свое резюме, чтобы наилучшим образом отразить навыки и качества на английском, упомянутые в описании должности.

Мало того, что это поможет вашему резюме соответствовать ключевым словам, требуемым системой отслеживания претендентов, это также поможет ему выделиться среди резюме других кандидатов.

О чем писать в пункте "Навыки и качества":

- Language skills — владение языками. Перечислите все языки, которыми владеете или которые изучаете. При этом для описания степени владения языками можно использовать стандартную градацию: Beginner, Elementary, Pre-Intermediate, Intermediate, Upper-Intermediate, Advanced, Proficiency.

А можно использовать следующие слова:

Пример на английском языке	Перевод
Native	родной
Fluent	свободное владение
Good reading and translating ability	читаю, перевожу со словарем
Basic knowledge	Базовые знания

Computer literacy - компьютерная грамотность (в этом пункте перечислите названия программ, с которыми вы умеете работать).

Driving license - водительские права (если они есть, обязательно упомяните об этом и укажите категорию).

Примеры навыков, которые можно добавить:

Навыки на английском	Перевод на русский
Special skills	Особые навыки
Native Russian	Родной - русский
Fluent English	Свободное владение - английский
Working knowledge of German (Basic knowledge)	Практическое знание немецкого (базовые знания)
Driving License (Category B)	Водительские права (Категория B)
Computer literacy (Microsoft Office, Outlook Express, 1C: Enterprise)	Компьютерная грамотность (Microsoft Office, Outlook Express, 1C: Enterprise)

Интересы и дополнительная информация (Interests & Extra information)

С этим пунктом следует быть осторожным, т.к. эта информация создает впечатление о вашей личности.

Главная ошибка — рассказать потенциальному работодателю обо всех своих увлечениях на 10 страницах. Кратко упомяните о 2-3 своих хобби, напишите о своих достижениях на этом поприще, если они есть.

Подумайте, какие Ваши интересы и хобби могут показать работодателю, что Вы подходите для этой должности лучше других кандидатов.

Примеры как можно рассказать о своих увлечениях в резюме:

Пример на английском	Перевод на русский
Travel (travelled through Asia in order to gain new experience and do some practical mentality and religion practice research)	Путешествия (путешествовал по Азии с целью получения нового опыта и для исследования ментальных и религиозных практик)
Reading (took part at volunteering program «Reading aloud for disabled people»)	Чтение (принимал участие в волонтерской программе “Чтение книг для людей с ограниченными возможностями”)

Рекомендации (References)

Не включайте имена и телефоны лиц, которые могут дать вам рекомендации, если вы размещаете ваше резюме в интернете или в агентстве по трудоустройству. Вместо этого пользуйтесь фразой *available upon request* (Предоставляются по требованию)

Когда же вы подаете резюме на конкретную вакансию, желательно предоставить контактную информацию нескольких людей, которые могут вас рекомендовать.

Конечно же, эти люди должны быть в курсе, что им могут позвонить и спросить о вас, а вы должны быть уверены, что они дадут вам положительную характеристику.

Пример контактных данных рекомендателя на английском:

John Smith, CEO, DCT Publishing, Ltd. +34- 020-7654 3210, js_dct@dct.co.uk

Letter of Recommendation and Reference Letter

Поступая в зарубежный университет или претендуя на должность в иностранной компании, вы должны быть готовы к предоставлению ряда документов, которые нечасто запрашивают у соискателей в российских фирмах и учебных заведениях. Одними из таких документов является рекомендательное письмо на английском или *reference letter*. Если в России оно считается желательным, но зачастую необязательным дополнением к резюме, то в западной практике к нему относятся серьезно. Если вы не хотите упустить шанс получить престижное образование или перспективную работу, то вам наверняка стоит узнать больше о написании подобных писем.

Особенности и цель рекомендательного письма

Даже сегодня далеко не все знают, как писать рекомендательное письмо на английском – и зачем это делать в принципе. Даже те, кто имеют какие-то представления о подобном документе, нередко путают его с так называемой характеристикой или *letter of recommendation*. Именно поэтому важно подробнее разобраться во всех нюансах обоих писем.

Letter of recommendation - документ, которым соискатель никогда не занимается самостоятельно. Обычно его запрашивает отдел кадров той компании, куда вы подали резюме с целью уточнить какую-либо информацию о вашей деятельности на прежнем месте работы или личных качествах. Обычно такие письма носят сухой информативный характер, пишутся с использованием строгой официальной лексики - и есть шанс, что вы так и не узнаете, что по вам запрашивался подобный документ.

С reference letter все несколько иначе. Во-первых, вы самостоятельно заручаетесь подобным письмом с прежнего или нынешнего места учебы или работы. Во-вторых, оно более информативное и чуть более эмоциональное в том, что касается описания ваших сильных и слабых деловых и личностных достоинств. И в-третьих, оно ценится очень высоко и зачастую является обязательным документом для поступления в вуз или приема на работу. Более того, если содержащихся в нем сведений будет достаточно для представителей компании или сотрудников университета, *letter of recommendation* может в принципе не потребоваться.

Что касается необходимости в подобном письме, но она вполне обоснована. Благодаря ему потенциальный работодатель получает возможность проанализировать успешность вашей деятельности на предыдущем месте работы, ваши сильные стороны как профессионала и человека в целом, а также умение налаживать контакты с людьми и взаимодействовать с коллективом. В случае с учебным заведением их представители смогут составить общую картину не только вашей успеваемости, но и социальной активности, которую в зарубежных вузах ценят весьма высоко.

Пишем рекомендательное письмо: правила

Для того чтобы ваше рекомендательное письмо на английском языке произвело соответствующее впечатление на работодателя или приемную комиссию, необходимо придерживаться следующих установленных правил:

- Соблюдать четкую структуру. Речь о ней пойдет ниже, но в любом случае необходимо учитывать, что это одно из важнейших условий грамотного написания *reference letter*.

- Придерживаться определенного объема. Как правило, такие письма состоят из 300-400 слов, однако могут быть и меньше, особенно если рекомендатель использует емкие и исчерпывающие фразы. А вот увеличивать размер документа нежелательно: читающий его специалист может усомниться в его правдивости или вовсе прекратить изучение из-за нехватки времени.

- Выбрать авторитетное лицо в качестве рекомендателя. Если вы поступаете в учебное заведение, то письмо может написать заведующий кафедрой вуза, где вы сейчас учитесь, ваш научный руководитель и даже директор школы. Для претендующих на должность в компании рекомендательное письмо от работодателя на английском (это может быть директор или начальник отдела) произведет лучшее впечатление нежели документ, составленный коллегой, с которым вы находитесь на равных позициях.

- Передавать ценную и свежую информацию. Дублировать сведения из резюме в рекомендательном письме нет никакой необходимости - более того, это может быть совершенно лишним. Кроме того, автору документа стоит сосредоточиться на описании тех важных качеств, которые имеют значение для выбранной вами должности, не пускаясь в излишние пространные описания. Информативные и емкие письма обычно вызывают больший интерес и располагают к кандидатуре соискателя.

- Позаботиться о полном отсутствии ошибок. «Хромая» лексика и проблемы с грамматикой позволят составить определенное мнение об уровне знаний английского у ваших коллег в частности и положении вашей компании в целом – и это мнение автоматически применится и к вам лично. Именно поэтому важно тщательно проверить письмо перед отправкой и отредактировать все огрехи.

Структура рекомендательного письма

Как уже говорилось выше, существует четкая структура написания *reference letter*. Порядок написания рекомендательных писем следующий:

- Шапка. В ней указывается наименование и контактные данные организации, в которой работали или на данный момент работаете вы и ваш рекомендатель. Это необходимо для того, чтобы потенциальный работодатель смог при желании проверить достоверность информации в письме.

- Дата. Пишется по определенным шаблонам, принятым в английском.

- Указание лица, к которому обращена рекомендация. Если этот человек уже известен, то можно обратиться к нему напрямую. Если нет – достаточно указать *to whom it may concern*.

- Указание лица, которому дается рекомендация.

- Представление. В данном абзаце рекомендатель представляется, называет свою должность и подтверждает факт определенных рабочих отношений с рекомендуемым.

- Сжатая история появления и работы рекомендуемого. Автор письма буквально в двух-трех предложениях указывает дату или сроки работы соискателя на прежней или нынешней должности и кратко описывает его ценность для компании.

- Описание деловых и личностных качеств. Может занять один-два абзаца – это самая объемная часть рекомендательного письма.

- Заключительный абзац. В нем дается прямая рекомендация на новое место работы или зачисление в учебное заведение.

- Заключительная часть. В ней автор письма приглашает обратиться к нему за необходимой информацией в случае необходимости и указывает свои контактные данные.

Если рекомендательное письмо отправляется по электронной почте, указывать физический адрес необязательно – достаточно корпоративного почтового ящика.

Letter of Recommendation

Составляя письмо, необходимо придерживаться определённой структуры. Для написания рекомендаций для студентов и для работы есть общее – это общие фразы. Для получения максимального результата ваше рекомендательное письмо должно включать в себя ключевые вступительные фразы; фразы, описывающие ваши компетенции, а также предложения, описывающие взаимосвязь человека, пишущего рекомендательное письмо и тем, кому пишут, то есть, с вами. Естественно, удачно завершить рекомендацию помогут заключительные фразы.

Вступительные фразы (Introduction Phrases)	
I am pleased to be able to write this letter of recommendation for (name of the person).	Я рад, что могу написать это рекомендательное письмо для (имя человека)
I have no hesitancy in writing a letter of recommendation for (name of person)	Безо всяких сомнений пишу рекомендательное письмо для (имя человека)
This is in response to your recent request for a letter of recommendation for (name of the person)	В ответ на ваш недавний запрос по поводу рекомендательного письма для (имя человека)
Фразы, описывающие компетенции (Qualifications Phrases)	
works independently and effectively	работает самостоятельно и эффективно
careful attention to detail	внимателен к деталям
follows tasks through to completion	выполняет задачи вплоть до завершения
has a flair for organization	обладает способностью к организации
communicates effectively in writing	эффективно выстраивает коммуникацию в письменном виде

communicates ideas clearly	четко выражает идеи
Фразы, проясняющие взаимоотношения рекомендателя и рекомендуемого	
have known (the person) since	знаю (имя человека) с...
was a student of my classes	был студентом моих классов
first became acquainted with	впервые увиделись с
have been (the person's) supervisor since	был руководителем (имя человека) с
has worked directly under my supervision	работал под моим руководством
Заключительные фразы	
based upon my time working with (name of person), I recommend her/him very highly	опираясь на тот период времени, который я проработал с (имя человека) Я действительно рекомендую его/ее
I am, therefore, very pleased to be able to recommend (name of person)	поэтому я очень рад, что могу порекомендовать (имя человека)
if you need additional information	если вам необходима дополнительная информация
I hope this information proves helpful	надеюсь, эта информация оказалась полезной

A sample letter of recommendation is a sample of a letter of support that proves the merit of a person. The letter of recommendation or a letter of reference is usually written by a supervisor, employer, teacher, or counselor explaining the eligibility of the candidate applying for a new job or admission in a school or college. This document adds extra weight in the application for admission or a job.

The recipient to whom the candidate sends an application does not know the candidate personally. Thus, a letter of recommendation helps to understand if the candidate is suitable for the particular post/course or not. Writing a letter of recommendation carries a lot of responsibility. A properly written letter can make the career of a person.

As such a recommendation is not very formal but it still has to be concise and semi-formal. That is why it is better to follow a proper letter of recommendation format. These letters attest the skills and qualities of an applicant; that is why it is necessary to follow certain checkpoints.

Best Tips of Writing Letter of Recommendation

There are 6 points which need to be kept in mind while writing a letter of recommendation:

1. It is essential that the top of the letter page contains your name, address and other contact details. Writing on letterhead is, in fact, preferable.
2. Just like any other letter, you need to mention the name and title of the person to whom the letter is addressed.
3. At the beginning of the letter, you need to mention how you know the person you are writing a recommendation for and since when.
4. Point out the character, personal achievements, and strengths of the applicant in the letter.
5. In case of a neutral reason, mention the reason for the applicant to leave the previous job or school.
6. Always end the letter by encouraging the reader to contact you in case of further questions.

A letter of recommendation should have a formal tone and follow a specific format. But if the reason is a personal one, the letter can be informal too. A strong opener with an explanation of you is qualified to write this letter also helps.

Samples & Examples of Recommendation Letter

There are many purposes for which a letter is written. Here are examples for each one of those:

Sample 1: Letter of Recommendation Sample Scholarship

*From,
Merritt Watson
P.O. Box 686 7014 Amet Street
Corona Oklahoma 55246
(622) 594-1662*

07-09-2000

*To,
Driscoll Leach
P.O. Box 120 2410 Odio Avenue
Pass Christian Delaware 03869
Subject: Recommendation Letter for Scholarship
Dear Driscoll Leach,*

It is an honor for me to present [student name] for the [scholarship name] scholarship. I got to know [student name] as her [subject] teacher in the [standard] grade at [school name]. I have also worked with her in the [subject] group where she is a member, and I am the head of the group.

Since the first day of the class, I have been impressed with [student name]. She has shown determination and dedication from day 1 of school. Whenever she got stuck with course material, she never hesitated to ask for help. She even readily stayed late in school for additional classes to perfect the course material. Her interest and passion for studies are evident in her behavior.

I was also impressed by her friendly attitude with all of her classmates. She is a caring, kind, intelligent and ambitious girl. Just as she can readily ask for help, she is always ready to offer help too. I have always found her to be respectful to all the teachers in school. I am sure [student name]

will succeed in whatever path she chooses in her life.

[student name] comes from a family of immigrants and is going to be the first child to reach college. The family has been working hard, but finance is still a great constraint for all of them. Both her parents have jobs, and even [student name] does babysitting jobs for extra cash. But still, the strain of financing her and her three siblings' education is there. Her efforts deserve this scholarship. A little help can take her very far in life. She will not disappoint you, and that is my guarantee. I think she is the most deserving candidate you will have for this scholarship.

In case you need any further information, please contact me on [phone number] or [email id].

Sincerely,

Merritt Watson

(Your Signature)

Sample 2: Recommendation Letter Sample for Student

From,

Lacy Eaton

1379 Nulla. Av.

Asbury Park Montana 69679

(932) 726-8645

07-09-2004

To,

Katelyn Cooper

6059 Sollicitudin Road

Burlingame Colorado 26278

Subject: Recommendation Letter for Students

Dear Katelyn Cooper,

I am [your name], the [position] of [school name]. The reason behind writing this letter is to recommend my student [student name] for the course of [course name] in your school [school name]. I have been his teacher for the past [years] now, and he has never given me a reason to complain. In my opinion, [student name] is the best candidate for your institution.

It's not just me saying. [Student name]'s dedicated work during his school years speaks for itself. His result shows that he excels in each subject, particularly [subject name]. He has also done us proud by winning [trophy/medal] in [competition name].

Not only he is ahead of his class in academics, but he also has a similar interest in extracurricular. He recently won a debate competition during [month]. His friendly nature, confidence, compassion, and intellect surround him like an aura that is hard to miss. Not just me, he would be every faculty's first choice in our school.

I truly believe [student name] would be the ideal choice for your [course name]. I can proudly say that he is one of my best students. In case of any queries, you can drop an email at [email id] or call me on [phone number].

Sincerely,

(Your Signature)

Lacy Eaton

Sample 3: Sample Letter of Recommendation for Graduate School

From,

Lee Preston

981 Eget Rd.

Clemson GA 04645

(221) 156-5026

07-09-2004

To,
Craig Williams
P.O. Box 372 5634 Montes Rd.
Springdale MO 57692
Subject: (_____)

Dear Craig Williams,

I am a teacher of [subject name] at the [school name]. I am writing this letter of recommendation for [student name], one of the brightest pupil I have come across in my teaching career. I have been teaching at the school for 15 years, and I can say that in all these years there have hardly been 4 or 5 students who can be put equivalent to [student name].

It is hard for a student to stand out in a classroom filled with 50 ambitious students, but it didn't take me long to take notice of [student name]. I have had the pleasure of teaching him [subject name] for the past four years now and have also worked with him during the annual [subject] group and even various competitions and quizzes.

He has always been an active participant inside as well as outside the classroom. Inside the classroom, he always asks well thought-out questions and is eager to learn more. He does not scare with complex theories, in fact, seems to enjoy going deeper into them. He has a passion for the field of [course name] which is quite evident in his classroom behavior.

Outside the classroom, his inquisitive nature makes him quite popular with his acquaintances. He comes off as genuine, extrovert and a multi-tasker. He plays sports like [name of sports] and also does activities like [list of extracurricular]. He is a team player and a confident leader. That is a combination tough to find.

He always pushes his limits academically as well as non-academically. It gives me immense joy to have the opportunity to help [student name] in his journey to a career in [field name]. I am aware of [college name]'s long and distinguished history and reputation. That is exactly why I think that [student name] is a deserving candidate for your institution. His dedication and intellect will impress the professors from the first day.

I will be happy to provide you with any more information you need. Feel free to contact me on [phone number] or [email id].

Sincerely,

(Your Signature)

Lee Preston

Sample 4: Sample Letter of Recommendation for High School Student

From,
Lee Preston
981 Eget Rd.
Clemson GA 04645
(221) 156-5026

07-09-2004

To,
Craig Williams
P.O. Box 372 5634 Montes Rd.
Springdale MO 57692
Subject: (_____)

Dear Craig Williams,

I have had the pleasure of teaching [student name] in my [grade] grade [subject] class. Among the five groups of students that come into my class every day, [student name] stood out from the rest immediately from the first day itself.

In the classroom, [student name] often expressed a level of maturity and commitment which is hard to miss in a student. Her dedication went beyond my expectations. She wasn't just an active

participant in classroom discussions but was also very astute, insightful and perceptive. Her questions many times forced me to think twice before answering. Her confidence and eagerness to learn more also earned her respect from her classmates.

[Student name]'s desire to learn more is not just limited to classes. She is equally ahead in extracurricular activities. She has been doing [list of activities] and all of these at her level best. For all these reasons and more, I would recommend [student name] for your institution. She has always made us proud, and she will make you proud too if you choose to admit her. I truly believe she deserves this chance. For any other information, you can call or email me on [phone number] or [email id].

*Sincerely,
Lee Preston*

Sample 5: Medical School Letter of Recommendation Sample

*From,
Zephaniah Sanders
3714 Nascetur St.
Hawthorne Louisiana 10626
(539) 567-3573*

07-09-2004

*To,
Seth Farley
6216 Denman Avenue
Seattle Utah 81202*

Subject: (_____)

Dear Seth Farley,

I am pleased to write this letter of recommendation for [student name] as a part of his application for the [institute name]. He has been my student for three years in my class of [subject name]. As [student name]'s teacher, I found him to be extremely passionate about his dream to become a doctor.

[Student name] is a hard-working student who is dedicated to his dream. He approaches all the classes and all the course material with a curiosity that makes him intellectual but on a completely different level. Whenever he gets stuck in a problem or a complex theory, he is seen approaching the problem head-on. His attention to detail is also a quality that will make him a great doctor someday. Last year we started a drive with an NGO for the welfare of the underprivileged kids. [Student name] has been an enthusiastic participant in this drive. He was seen observing the nurses minutely and noticing everything that was being done. His commitment to the field and hard work in achieving his goal makes him the perfect candidate for your institution.

Given a chance he can make you proud too. If I can answer any more questions, please feel free to call me on [phone number] or email me on [email ID].

*Sincerely,
Zephaniah Sanders*

Sample 6: Sample Letter of Recommendation for Teacher

*From,
Judith Floyd
361-7936 Feugiat St.
Williston Nevada 58521
(774) 914-2510*

07-09-2004

To,
Willow Hunt
Ap #784-1887 Lobortis Ave
Cudahy Ohio 31522
Subject: (_____)

Dear Sir,

It is my honor to write this letter of recommendation for [Name of the teacher] for the position of [position] at the [Name of the school]. As a principal of [name of the school], I have seen [name of the teacher] first-hand and the effect he has on children. In my career of [years], I have never seen a teacher hold so much command in a classroom. Finding a replacement for him will be the hardest task I will have to do.

Unfortunately, because of some personal problems he has decided to move from [name of the city] to [name of the city]. It would be hard to see him go, but it is not my place to come in the middle of his family. It is an unfortunate circumstance to lose the most talented teacher I have in my school. [Name of the teacher] joined our school back in [year]. In just one term, his dedication and energy changed the entire outlook of students towards the subject. Now the students of his class have a higher interest in pursuing [subject] as a career. He did not just make this subject interesting, but he also went as far as providing one on one lessons after school for weak students. [Name of the teacher]'s expertise in his subject and his dedication makes him the favorite teacher of his students. He was an invaluable asset to our school, and any other school employing him will be lucky to have him.

Whenever I take my rounds about the school, I step into his classroom from time to time. His teaching style is very animated and captivating. There is a pure delight on the faces of his children. He develops a rapport with the students very quickly. [Name of the teacher]'s unlimited patience and his devotion towards his job does not go unnoticed.

If he's accepted in your faculty, I am very sure he will develop the same rapport with your students too in no time at all. I would be happy to provide any more details you might need regarding [Name of the teacher]'s application. You can call me or email me anytime on [phone number] or [email ID].

Sincerely,

Judith Floyd

(Your Signature Here)

A well-formatted reference letter conveys the writer's professionalism and seriousness. This can have a positive impact on the recipient. It also allows the writer to comfortably provide his/her information. Therefore, when writing a reference letter, a writer should consider the following factors during letter formatting:

Length

During writing, it is important that the writer considers the length of the reference letter. A reference letter should be one page long. This helps ensure that the writer of the letter sticks to relevant information concerning the candidate or applicant. If the reference letter is too short, then the recipient might assume that the writer is not very familiar with the candidate or applicant, while a letter that is too long can discourage a busy recipient from reading it.

Format

The writer should also consider the arrangement of information in the letter, which can be referred to as format. The writer should arrange the letter by first providing his/her contact details, the date, and finally the hiring manager's address. The writer should then start the letter with a salutation followed by the introduction, body, and conclusion paragraphs. At the end of the reference letter, the writer will be required to provide his/her signature and indicate his/her typed name. Using the proper format ensures that the information conveyed in the reference letter is delivered in a coherent manner

Font

A well-composed reference letter should be written in an appropriate font. A writer should consider using the Times New Roman, Arial, or Calibri font type. A font size of between 10 and 12 can be used to help ease readability. The use of a proper font type and size can also help ensure the letter is clear.

How to Write a Reference Letter

A well-written reference letter should effectively communicate the writer's belief in the applicant's abilities. The writer should ensure that the information written in the letter provides adequate information that demonstrates why the candidate is a good fit for the position that he/she has applied for.

Therefore, the writer of the reference letter should ensure that he/she adheres to the following procedure:

Step 1: Pre-writing considerations

Before writing a reference letter, there are pre-consideration the writer should take into account. A writer should consider making the following in the pre-writing stage to help ease the processes:

Gather knowledge of the candidate

First, the writer should collect information about the applicant. The writer can sift through prior records of the candidate to get a better grasp on the information he/she may provide in the reference letter. This also helps ensure that the writer can provide can prove the information provided in the letter.

Tip: The candidate/applicant recommended in the reference letter should be well known to the writer. This ensures that he/she can strongly attest to the applicant's abilities and qualifications. However, friends and family are likely to provide biased information; therefore, they may not be in the best position to write a professional reference letter.

Investigate the position the candidate is applying for

Secondly, the writer should investigate the position the applicant is applying for. This will help him/her identify the qualities he/she should highlight in the reference letter. It will also help the writer tailor the information to the position/job.

Ask for a copy of CV or resume

Thirdly a request for a copy of the applicant's CV or resume should be made. The information provided by the writer should complement what is contained in the CV /resume. It will also help the writer avoid the repetition of information that is already contained in this application document.

Ask for a copy of the job posting

Next, the writer should ask the applicant for a copy of the job posting to help him identify specific skills and qualifications that the employer is looking for. The writer will can then include the identified skills and qualifications in the reference letter.

Get information regarding submission of a letter

Finally, the writer should request the applicant to provide him /her with the earliest submission date of the reference letter or application information. This helps ensure that the letter is delivered or received at the time designated by the employer.

Step 2: Write the letter

Once the writer is satisfied with the information obtained, he/she can start writing a reference letter. The writer should ensure that the letter is written in a well-structured business format. The following details should be written in the letter:

Your personal information

The reference letter should contain the writer's personal information. This should include his/her name, address, and contact information. This will help identify who the writer is and indicates how the employer/hiring manager can get in touch with him/her.

Date

The writer of the reference letter should also provide the date of writing. The writer should ensure that the date is placed on the top left of the page. This will help inform that the recipient knows when the letter was written.

Hiring manager's details

The write should ensure that the reference letter contains the hiring manager's name, title, and address. This helps ensure that the letter is delivered to the intended target, therefore completing the candidate's application information.

Note: If a writer is sending the reference letter via email, then he/she is not required to provide any contact information or date on the letterhead. The contact information in such a case will be written after the email signature. The subject line should only indicate the candidate's name, the position he/she is applying for, and the writer's intention for writing the letter, for example, the Reference letter for the Sarah King-Teaching position.

Salutation

The writer should start by addressing the recipient by name in the salutation, for example, 'Dear Mr./Mrs. last name.' This will demonstrate professionalism and strength in using the business format to write the letter. It also helps to set an appropriate tone for the rest of the letter. The writer can also address the letter 'To Whom It May Concern.' Especially if the recipient's name is unknown to him/her.

Introduction

The introduction of the reference letter helps to capture the recipient's attention. It also enables the writer to provide a solid foundation from which to base the rest of the information contained in the letter. Therefore, the following information should be contained in the introduction of the reference letter:

Opening

The introductory line of the reference letter can be the statement expressing how the writer feels about the applicant's abilities, a factual statement about the candidate, an award won by the applicant, or anything that can get the employer's attention. A statement like this can help hook the employer into reading the reference letter.

Your relationship with the candidate

The writer should explain the relationship he/she shares with the applicant and the duration of time he/she has known the candidate. This helps provide credibility to the recommendation made because the writer can show why he/she is in the best position to write the reference letter.

Body

The body of the reference letter goes into detail about the applicant. It helps elaborate the skills and qualifications of the applicant. It also enables the writer to connect the information he/she intends on providing. The body of a letter should contain the following information:

Facts about the candidate

The writer of a reference letter should ensure that the body of the letter provides adequate facts about the applicant/candidate. The information can include the applicant's education, qualifications, former or current occupation/employment, etc. The writer should ensure that the facts he/she has state can be proven with ease.

Candidate's skills and qualities

The writer should state a list of at least three exceptional skills and qualities in the reference letter. The writer can highlight qualities such as dedication, motivation, honesty, responsibility,

diligence, loyalty, helpfulness, and discipline. The writer should be sure to relate the qualities and skills stated to the position the applicant is applying for.

Include examples

The writer should ensure that he/she uses concrete examples to support the information contained in the reference letter. The use of concrete examples can be an effective way to strengthen the points made by the writer. However, the examples used should not be too long as the writer only has limited space.

Closing

A strong conclusion should remind the recipient of the information stated in the recommendation letter. The writer of the reference letter should also reiterate his/her belief in the candidate. The conclusion of the letter should also include the following:

Include your contact details for follow-up

The writer should be sure to conclude the reference letter by providing his/her contact information, that is, if he/she had not provided it on the letterhead. The writer should also offer to answer any questions or clarify any points made about the candidate. This indicates the writer's confidence in the information provided.

The writer should thank the recipient for their time and consideration

The writer should end by thanking the recipient for his/her time and consideration. This is respectful, polite and it shows that the writer is aware that the recipient is also considering other candidates. It is also an indication of proper business etiquette.

Sign off

The reference letter should be concluded with an appropriate professional word or phrase like sincerely, regards yours truly, etc. This demonstrates attention to detail and adherence to appropriate business format.

Tips for Writing a Great Reference Letter

The writer should ensure that the reference letter is effective in compelling the hiring manager/employer to consider the applicant. The following tips can help the writer achieve:

Give positive qualities

The writer should ensure that he/she can provide a positive outlook of the candidate. If the writer feels that his/her knowledge of the applicant is insufficient, he/she should decline the request by an applicant to craft the reference letter. Writing a negative reference can affect an applicant's chances of landing the job. A writer that is sure of his/her ability to write the reference letter should be able to recall who the applicant is, the role the candidate played while working with him/her, and the period he/she worked together with the applicant. The writer should also point out two-three qualities about the applicant that he/she can support with specific examples. Finally, the writer should ensure that the letter conveys his/her specific experiences with the applicant. The experienced written should show the candidate's positive attributes or knowledge using one relevant example.

Proofread your letter before sending it

Once the reference letter is complete, the writer should proofread it to ensure that it is completely free of errors. This can also be done by another individual so long as the writer ensures that the candidate's name is concealed to protect his/her privacy. Proofreading enables the writer to polish up the letter by editing it to a higher standard.

Give context to each example

Each example used in the reference letters should be supported by one or two sentences that provide more information about the skills, qualities and experiences shared. This ensures that the points made by the writer have adequate, relevant detail for the recipient's comprehension.

Be flexible

A writer should also be flexible with the information he/she provides in the reference letter. The skills, qualities, and experiences should be modified to what the hiring manager /employer is seeking in an employee making the points stated relevant to the position the candidate is applying for.

Be honest

A reference letter should be written from the point of honesty to enhance credibility. The writer should not compose a letter for a candidate he/she does not believe is qualified. This can prompt him/her to write exaggerated and dishonest information, leading the hiring manager/employer to question his/her credibility.

Be targeted

The writer should ensure that the reference letter is tailored to the position the candidate is applying for. This helps ensure that information provided is aimed at showing that the candidate is the best choice for the job. Ensuring that the information has been thoughtfully selected will help the employer or hiring manager consider the candidate.

Add relevant details

The information contained in the reference letter should be related to the position the applicant is applying for. Writing a generic reference letter can lead the hiring manager to believe that the writer knows nothing about the position the applicant is applying for.

Example (of a generic reference letter):

John is hard-working, motivated, and honest. This, I believe, makes him the best candidate for the position of a graphic designer.

Example (of a relevant reference letter):

John is skilled in the use of graphic design software like Adobe Photoshop, Illustrator, and In-Design. His ability to creatively use this software for his work makes him the best candidate for the graphic design position.

Craft clear and concise letter

The reference letter should be written with words that are precise and deliberate. Writing clearly and concisely enables the writer of the letter to get straight to the point. It also helps the writer avoid being too wordy. This makes the reference letter more understandable.

What to Avoid in a Reference Letter

A poorly written reference letter can be attributed to various factors. However, a writer can avoid some mistakes to ensure that he /she writes an appropriate reference letter. The following should be avoided during the writing of the letter:

Do not include irrelevant personal information

The writer of the reference letter should avoid using irrelevant personal information. This is considered unprofessional and can have a negative impact on the hiring manager/employer. This can lead the employer to disregard the applicant.

Do not use jokes

A reference letter is a serious formal document. The writer should avoid using jokes in the letter as this can irritate the hiring manager, who may feel that the letter is an absolute waste of his/her time. The use of inappropriate jokes can make the hiring manager/employer feel uncomfortable.

Avoid making spelling mistakes and typos

Making spelling mistakes and typos can lead the employer/hiring manager to believe that the reference letter writer is a poor communicator. It gives the employer the impression that the writer did not take his/her time to write a good letter. Spelling mistakes and typos will also lower the quality of the reference letter.

Avoid private details

The writer of a reference letter should avoid providing private information about the applicant. The employer/hiring manager is not interested in private details about the applicant; therefore, providing information such as the candidate's relationship status or religion is unnecessary.

Date

To whom it may concern

I confirm that I have known (name) for (number) years.

(State relationship – social, business, working together in some other capacity, club, activity, project, etc.)

At all times I have found (name/him/her) to be (state characteristics – eg, dependable, reliable, hard-working, conscientious, honest, peace-loving, courteous, etc – to be as helpful as possible think about what the reader will most prefer to see, in terms of satisfying concerns, or seeing evidence of relevant required skills or characteristics).

I'm happy to provide further information if required. (optional)

Yours faithfully, etc.

To Whom it May Concern:

I highly recommend Jane Doe as a candidate for employment. Jane was employed by Company Name as an Administrative Assistant from 2002 – 2005. Jane was responsible for office support including word processing, scheduling appointments and creating brochures, newsletters, and other office literature.

Jane has excellent communication skills. In addition, she is extremely organized, reliable and computer literate. Jane can work independently and is able to follow through to ensure that the job gets done. She is flexible and willing to work on any project that is assigned to her. Jane was quick to volunteer to assist in other areas of company operations, as well.

Jane would be a tremendous asset for your company and has my highest recommendation. If you have any further questions with regard to her background or qualifications, please do not hesitate to call me.

Sincerely,

John Smith

Title

Company

Address

Phone

Email

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