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Conversational English

Учебно-методическое пособие
для студентов II курса, обучающихся по направлению подготовки
38.03.01 Экономика,
очно-заочной формы обучения

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Учебно-методические пособие по дисциплине «Иностранный язык» предназначено для студентов 2 курса очно-заочной формы, обучающихся по направлению 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 III семестра.

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ВВЕДЕНИЕ

Пособие предназначено для студентов очно-заочной формы обучения II курса факультета металлургических технологий, обучающихся по направлению 38.03.01 Экономика, и содержит учебный языковой материал, предусмотренный программой и учебным планом для III 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, а именно практического овладения английским языком и его использования в профессиональной деятельности, связанной с экономикой. 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 5 разделов и строится по следующему плану. В I 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 II курса факультета металлургических технологий, обучающихся по направлению 38.03.01 Экономика, 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 Pronunciation Practice, Grammar Practice, Vocabulary Practice, Writing Practice. В разделе Pronunciation Practice представлены упражнения, нацеленные на снятие возможных трудностей в произношении и восприятии омофонов на слух, а также способствующие расширению словарного запаса обучающихся. 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, рекомендательных писем, электронного сообщения 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 [r] кончик языка находится за альвеолярной выпуклостью, образуя с нею щель. Язык напряжен, а его кончик неподвижен, в результате чего этот звук произносится без вибрации. Щель между кончиком языка и альвеолами должна быть несколько более широкой, чем при русском звуке [ж].

Место

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

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

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

Сочетание звуков [s], [z] со звуками [θ] и [ð]. При произнесении сочетаний звука [s] или [z] со звуком [θ] или [ð] необходимо следить за тем, чтобы не допускать гласного 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:] [ɜ:] [ʌ]

eight diphthongs

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

two triphthongs

[aiə] [auə]

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

Long vowel sound

[i:]

[ɜ:]

[ɔ:]

[u:]

[a:]

Short vowel sound

[ɪ]

[ə]

[ɒ]

[ʊ]

[ʌ]

[e]

[æ]

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

rich (богатый) – reach (достигать)

sit (сидеть) – seat (сиденье)

fill (заполнять) – feel (чувствовать)

still (тихий, неподвижный) – steal (воровать)

dill (укроп) – deal (сделка)

The pronunciation of vowel sounds.

The monophthongs

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

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

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

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

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

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

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

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

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

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

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

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

The diphthongs

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

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

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

[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 [u], 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 + able, table, enable, maple, staple
непроизносимая e

[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 слога	rare, square, prepare, farewell, daring, various, Mary,
[ɛə] 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 ass, ask, ast, asp	class, grass, last, fast, master, castle, ask, task, mask
[a:] в сочетании ath	bath, path, father, rather
[ɔ:] в сочетаниях war, quar	war, warm, ward, award, towards, 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
[k] в сочетании ск	cock, clock, luck, truck, mock, rock
[tʃ] в сочетании ch	chair, much, chicken

	[ʃ] в сочетании ch	champagne, chef, machine, schedule, moustache, parachute
	[k] в сочетании ch в словах греческого происхождения	chemistry, school, ache, monarch, 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
Ee	[i:] в I типе слога	me, we, theme, genius, complete, eat,
	[i:] в сочетаниях ea, eo, ee	easy, seat, sea, please, repeat, street, need, between, people
	[ɪ] в сочетании ei, ey 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 чтения	her, term, verse, serve, service, verb, perfect, German, insert, external, prefer
	[ɪə] в IV типе чтения	era, here, sphere, zero, period, serial, serious, material, experience, hero
	[ɪə] в сочетаниях eа, 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 типе чтения	it, incident, lip, big, thin, since, little, simple, mirror, middle, resistance
	[i:] в сочетании ie	niece, piece, brief, chief, thief, belief
	[ə:] в III типе чтения	sir, fir, third, shirt, bird, dirt, girl, birth, first, skirt, circle, firmly
	[aɪə] в IV типе чтения	fire, wire, tired, desire, retire, admire pirate, spiral, irony, virus
	[aɪə] в сочетаниях iar, ier	liar, diary, flier, prior

Jj	[dʒ]	job, Jack, just, July, jacket, project
Kk	[k]	key, kill, book, look, take, speak
	[n] в сочетании kn	knee, knife, know, knight
Ll	[l]	lamp, clever, ball, twelve, cool, release, oil исключения: colonel, folk
	[-] не читается в сочетаниях -alk, -alm, -alf, -alv, -ould	walk, talk, calm, palm, half, could, should Исключения: almost, mould, shoulder
Mm	[m]	summer, mirror, them, time, limit, mother
Nn	[n]	nice, money, dinner, in, behind, aunt, near, orange, change, danger
	[ŋ] в сочетании ng в конце слова	long, sing, ring, bang, going, talking, among, ceiling
	[-] не читается, если слово оканчивается на mn	autumn, column, damn
Oo	[əʊ] в I типе чтения [əʊ] в сочетании oa	open, home, stone, smoke, moment, 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, ou	oil, noise, voice, moist, point, boy, toy, joy, enjoy, royal
	[aʊ] 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] сочетания 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 не читаемой позиции, а после идёт -ing	entering, tearing

	[r] если стоит на конце слова, а после идёт слово, начинающееся с гласной	there are, for example, your eyes, car accident, butter and milk, four aunts, more and more
	[r] в сочетании гласная + -ting	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 Искключения: husband, island, raspberry, prism, socialism
	[s] перед гласной в начале слова или слога	sun, salt, myself, sister, outside, person, nonsense Искключения: 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 Искключения: 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 Искключения: 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
Yy	[aɪ] в I типе чтения	my, why, sky, try, cry, buy, reply, occupy, supply, satisfy, bye, type, style
	[aɪ] в слогe типа согласная + l или r + гласная	cyclone, cycle, hydra, hybrid, hydrogen
	[ɪ] в третьем от конца ударном слогe, если после него идёт согласная + гласная	typical, physical, synonym
	[ɪ] во II типе чтения	myth, lynx, mystery, symbol, system
	[ɪ] чаще всего в безударном слогe	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, pease, sale, hay, may, maid, made, mud, car, tale, tail, male, mail, day, dark

6. Определите тип слога. Дайте транскрипцию слов.

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

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

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

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

7. Дайте транскрипцию слов. Укажите чтение буквосочетаний.

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

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

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

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

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

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

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

11. Отработайте чтение следующих скороговорок.

A peacock picked a peck of pepper.

Paul, please pause for proper applause.

Pete Briggs pats pigs.

Pop bottles pop bottles in pop shops.

Cob is Dob's dog,

Tob is Nob's dog.

Little petals of nettle are brittle.

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

Fred fed Tedbread,
And Ted fed Fred bread.

A little beetle in a metal kettle.

Bats as pets aren't best in flats.

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

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

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

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

Come, come,
Stay calm.

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

A big dark dog dug and barked.

A tutor who tooted the flute

Tried to tutor two tooters to toot.
Said the two to the tutor:
“Is it harder to toot or
To tutor two tooters to toot?”

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

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

Swiss swans swallow Swiss sweets swiftly!

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

Are our oars oak?

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

Paul, please pause for proper applause.

Last year I could not hear with either ear.

Betty Botter Bought Some Butter.

12. Отработайте чтение следующих слов

	1. [i :] deem – deed – deep be – been – beet me – meed – meet fee – feed – feet	2. [e] ten – pen den – me n Ted – bed net – vent	3. [ɪ] let – tell led – bell lee – peel		
4. [i] tin pit in it	5. [i : - i] Pete – pit bede – bid teen – tin feet – fit	6. [ai] time – tie pine – pie life – lie	7. [ai] my – mine – type by – five – life	8. [s - z] nets – pens sets – sends Bess – is	
9. [æ] am man map lamp	Ann flat bad plan	10. [æ - e] man – men tan – ten pan – pen bad – bed	11. [ei] main pain name date	may pay nay day	12. [e - ei] men – name pen – pane let – late met – mate

13. [k] can cake came make keep peak	14. [g] gap bag gave beg give big	15. [k – g] back – bag lack – leg sick – big	16. [ʃ] she fish shy dash sheep dish
17. [tʃ] chess chain fetch	18. Jane gin age page	19. theme – thee thin – then faith – bathe	
20. [h] he hay his hat him hand	21. [r] red read rain risk rest rent	22. [a:] start art arm cart 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
27. [u:] tool pool moon	28. [u] book look took	29. [ou] go- tone no – note so – smoke	30. [o] odd not on
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	
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

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.
[auð]
our
sour
flour

52.
[wð:]
work
word
world
worker

53.
[wð: – wo: – wou]
were – war – woe
word – ward – wove
work – warn – woke
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. What's Economics?

Text

My future profession is an economist

When I was at school my favourite subjects were 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.

So I decided to become an economist 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 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 accountants, 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, maths, 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 economist 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

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. | c £500 a |
| 3 Is the pay good? | d Yes – |
| week. | thirty to |
| 4 Is it a permanent position? | e No – it's |
| eight- | terrible |
| five. | |
| 5 How much do you earn? | |

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.

Раздел 3. Personal information

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 is 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.

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 particle form (-ing) of the main verb and the present continuous tense of the verb to be: am, is, are.
I am singing at church today.

am

is Ving

are

The boys are playing ball after school.

She is crying.

He is talking to his friend.

The baby is sleeping in his crib.

We are visiting the museum in the afternoon.

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

He is not standing.

Anthony is sitting in the chair.

You are not watching the movie.

Rose is reading a book.

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

Frances is talking on the phone at the moment.

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

Jack and Jill are always fighting.

She is constantly complaining about her sister.

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

Shopping online is growing in popularity nowadays.

The stocks are dropping constantly due to the economy.

Today, most people are using text messages instead of the phone.

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

We are leaving for the beach tomorrow morning.

The kids are arriving at six o'clock.

She is speaking at the conference this evening.

Negative forms.

am not = `m not

is not= isn`t

are not= aren`t

Ving

Questions.

Am I

Is he/she/it

Are we/you/they

Ving?

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

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.

Topics for Discussion. About myself.

1. Read the following information.

What's in a name?

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

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

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

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

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

2. 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. 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 4. The Subject World

Text Buckingham Palace

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Comprehension Check

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

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

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

Vocabulary Practice

1. Match the words with their synonyms.

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

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

Example: palace – slums

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

3. Fill in the prepositions where necessary.

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

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

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

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

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

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

Add five more words into each box.

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

Kitchen	
Living room	
Bathroom	
Bedroom	
Study	

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

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

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. My 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.

Let's imagine a typical working day of an economist:

1. Checking emails and responding to any urgent queries or requests from colleagues or clients.
2. Reviewing and analyzing economic data and reports to identify trends and make predictions about the future of the economy.
3. Attending meetings with clients, colleagues, and other stakeholders to discuss economic trends and develop strategies to manage risk and maximize opportunities.
4. Conducting research, either independently or in collaboration with other economists, to explore specific economic issues and provide recommendations for policy or business decisions.
5. Writing reports and communicating findings to clients, colleagues, and the public through presentations, publications, and media appearances.
6. Managing budgets and tracking expenses for research and other projects.
7. Participating in professional development activities, such as attending conferences, workshops, or training sessions to stay up-to-date with the latest economic theories, tools, and techniques.

Pronunciation Practice

Study the following material and do the exercises.

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

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

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

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

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

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

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

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

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

[baɪ]

[mi:t]

[wi:k]

[red]

[aɪ]

[si:]

[sʌn]

[heə]

[nəʊ]

[aʊə]

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

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

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

[wi:v]

[wi:l]

[hi:l]

[its]

[hu:z]

[ðeəz]

4. Fill in the blanks with the right word

Their / there / they're

1 _____ new house looks nice.

2 _____ is a large hall downstairs.

3 _____ are two bedrooms upstairs.

4 _____ lucky.

5 What can you see over _____?

6 _____ late every day. No. You're wrong. _____ early.

7 Where's _____ car?

8 It's over _____.

9. _____ rather friendly.

10. _____ working right now.

5. Circle the correct homonyms in the sentences below.

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

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

air—heir
ate—eight
ball—bawl
be—bee
bear—bare
blew—blue
break—brake
bury—berry
by—buy
capital—capitol
ceiling—sealing
cereal—serial
coarse—course
dear—deer
desert—dessert
die—dye
due—dew—do
fair—fare
feet—feat
flew—flue—flu
flower—flour
foul—fowl
four—for
fur—fir
groan—grown
guessed—guest
hair—hare
hall—haul
heal—heel
heard—herd
here—hear
hoarse—horse
hour—our
I—eye
kernel—colonel
knew—new
knot—not
know—no
lesson—lessen

lone—loan
made—maid
mail—male
main—mane—Maine
meet—meat
minor—miner
night—knight
nose—knows
one—won
pain—pane
pale—pail
passed—past
pause—paws
peak—peek
pear—pair—pare
piece—peace
plain—plane
pole—poll
presence—presents
principal—principle
rain—reign—rein
red—read
right—write
ring—wring
road—rode—rowed
roll—role
route—root
sale—sail
seen—scene
sees—seas—seize
sense—cents
sent—cent—scent
shown—shone
so—sew—sow
some—sum
stair—stare
stationary—stationery
steak—stake
steel—steal
son—sun
straight—strait
tale—tail
taught—taut
threw—through
thrown—throne
toe—tow
vane—vain—vein
wait—weight
waste—waist
way—weigh
wear—ware
week—weak
whole—hole
wrote—rote

Make up your own sentences using pairs of homophones.

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, eight, 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 farther's 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. Make sentences.

There is There isn't There are There aren't	enough	food clothing luxury houses jobs clean water engineers money gas and oil schools universities hospitals home appliances	in my country in my town in my family
--	--------	--	---

Vocabulary Practice

My future profession is an economist

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. Match the Russian equivalents with the English words. Make up your own sentences to illustrate their meanings.

1. Проблемы дефицита	a) neither individuals, not society
2. Делать выбор	b) is faced with the problem of scarcity
3. Тратить деньги налогоплательщика	c) to satisfy
4. Ни общество, ни каждый из его членов	d) scarcity problem
5. Государственные ресурсы	e) to make choice
6. Удовлетворить потребности	f) available economic resources
7. Сталкиваться с проблемой дефицита	g) nation resources

8. Производители	h) business
9. Доступные экономические ресурсы	i) to spend taxpayer's money
10. Товары и услуги	j) goods and services

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 following ideas. Be ready to correct false information.

An economist can only work in non-profit organizations.

Some of the duties of an economist may include:

1. Collection and analysis of data related only to economic trends in society.
2. Development and testing of economic models that help predict future economic trends.
3. Providing economic forecasts and recommendations to policy makers and other stakeholders.
4. Non-disclosure of complex economic concepts and data to an audience that is not an expert in economics.
5. Conducting cost-benefit analysis and other assessments to help assess the impact of various policy proposals.
6. Lack of cooperation with other economists and researchers in the development and implementation of research projects.
7. Keep abreast of the latest economic research and trends by attending conferences, reading academic journals and other forms of professional development.

In general, the work of an economist does not require strong analytical and critical thinking skills.

An economist must have a deep understanding of economic theory and principles, but is not required to have excellent communication skills.

5. Match the Russian equivalents with the English words. Make up your own sentences to illustrate their meanings.

1. entrepreneurship	a) макроэкономика
2. wildlife and timber resources	b) живая природа и древесина
3. goods and services	c) предпринимательство
4. output	d) товары и услуги
5. macroeconomics	e) размещать
6. economic system	f) факторы производства
7. to consume	g) экономическая система
8. to produce	h) производить
9. factors of productions	i) выпуск продукции
10. to allocate	j) потреблять

6. Read the text. Be ready to give your opinion on the information.

Why should I study economics?

An economics course can teach you the fundamentals needed to decipher graphs and other important financial data, as well as the tools to develop a successful business strategy.

But how can you know if studying economics is right for you? Consider the possible outcomes of various economics programs and how they compare to your personal and professional goals.

WHAT IS ECONOMICS?

At its core, economics is the study of how individuals, groups, and nations manage and use resources.

Economics can be broken down into microeconomics, which examines individual decisions, and macroeconomics, which is concerned with the economy as a whole. Both types of economics utilize historical trends and current conditions to inform business decision-making and make predictions of how markets will behave in the future.

WHY IS STUDYING ECONOMICS IMPORTANT?

Students who choose to study economics not only gain the skills needed to understand complex markets but come away with strong analytical and problem-solving skills, as well as the business acumen necessary to succeed in the professional world.

In fact, economics can be useful for professionals in all industries and aspects of daily life, not just in business.

7. Match the two parts. Make your own sentences with the phrases.

1. to provide	a) the type of economic system
2. to satisfy	b) the central authority
3. to determine	c) goods and services
4. to rely	d) the income
5. to obey	e) people's wants
6. to evaluate	f) to work hard
7. to encourage	g) on the same tools and methods

8. Choose the best variant.

1. Market economics is also called:

- a) command;
- b) private;
- c) mixed.

2. Mixed economics contains:

- a) market economics only;
- b) planned economics only;
- c) both market and planned economics.

3. _____ does not allow people to make decisions in business.

- a) free market;
- b) command economy;
- c) mixed economy.

4. All economics in the world are:

- a) planned;
- b) mixed;
- c) market.

5. In a mixed economy the government:

- a) refuse private sectors;
- b) cooperate with private sectors;
- c) control private sectors.

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.

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.

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.

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 (постарайтесь 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.

C 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, принятом 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 Signnature)
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

An email to invite someone to a job interview

Learn how to write an email to invite someone to a job interview.

Before reading

Do the preparation task first. Then read the text and tips and do the exercises.

Preparation task

Match the definitions (a–f) with the vocabulary (1–6).

Vocabulary	Definitions
a. planned to happen at a fixed time	1. to be located in/on somewhere
b. difficult or causing problems	2. to get to know someone
c. to change the time, position or order of something	3. a reference
d. to learn more about a person	4. scheduled
e. a recommendation from a person who knows you	5. inconvenient
f. to be in a particular place	6. to rearrange something

An email to invite someone to a job interview

From: Maja Jakobsson, HR Officer

To: Sanjay Chaudhary

Subject: Invitation to interview at Purple Cloud

Dear Mr Chaudhary,

Thank you for applying for the position of software engineer at Purple Cloud. We would like to invite you for an interview at our Stockholm office.

Your interview is scheduled for Thursday 3 April, at 2 p.m. If this time or date is inconvenient for you, please contact me as soon as possible to rearrange the interview.

At the interview, you will meet our head of HR, Mr Liam Andersson, and our head of IT, Ms Elsa Wallin. They will be telling you more about the job and getting to know you better. You will also have the opportunity to ask questions about the position and the company, and to see the office. The interview will last for about 60 minutes. Please bring two references with you for the interview.

Our offices are located on Kungsbron 2, which is a six-minute walk from Stockholm Central Station. When you arrive, please ask for Mr Liam Andersson at the reception.

We look forward to hearing from you soon.

Best regards,

Maja Jakobsson HR Officer

.....
Tips

1. In your email, remember to thank the candidate for their application.
2. Remember to include information about:
 - What position the interview is for and what will be discussed at the interview.
 - When the interview will take place.
 - Who to contact if there is a problem, who will be interviewing them and who the candidate should ask for when they arrive.
 - Where the interview will be.
 - How long the interview will last.
 - What to bring – IDs (proofs of identity), references, etc.
3. Write the date in words, e.g. Thursday 3 April. Don't write the date in numbers – in some countries 3 April, for example, is 3/4 and in other countries it's 4/3.
4. You can end the email with a set phrase like We look forward to meeting / hearing from / seeing you soon.

Tasks

1. Match the answers with the questions.

Kungsbron 2

Mr Andersson and Ms Wallin

Ms Jakobsson

60 minutes

2 p.m. on Thursday 3 April

Software engineer

Mr Andersson

Two job references

1. What position is the interview for?
2. When will the job interview be?
3. Who should Sanjay contact if he can't be in Stockholm on 3 April?
.....
4. Who will be interviewing Sanjay?
5. Who should Sanjay ask for when he arrives?
6. How long will the interview last?
7. Where will the interview take place?
8. What should Sanjay bring to the interview?

2. Write the phrases (1–9) in the correct groups in the box.

Useful polite phrases	Essential practical information	Telling the candidate what to expect
-----------------------	---------------------------------	--------------------------------------

Write the phrases (1–9) in the correct groups in the box.

1. Dear Mr Chaudhary, 2. Your interview is scheduled for Thursday 3 April at 2 p.m. 3. Thank you for applying for ... 4. You will be able to see the office. 5. It is a six-minute walk from Stockholm Central Station. 6. You will have the opportunity to ask questions about the position. 7. We look forward to hearing from you soon. 8. They will be telling you more about the job and getting to know you better. 9. Our offices are located on Kungsbron 2.

3. Write the word to fill the gaps.

Dear Sandra, Thank you for (1) for the position (2) customer service assistant. We (3) like to arrange an interview with you at our offices at 9 a.m. on Thursday 20 December. (4) interview will be with our HR Assistant, Ms Cecil Dubois, and will (5) approximately 30 minutes. During this time, we would like to find out more about your experience and background. The interview will take (6)..... in our offices on 20 rue de Rivoli. When you (7) , please ask for me at reception. Please remember to (8) an ID so that you can get a visitor's pass. We look forward (9) meeting you soon. Best (10) , Charles Bennett

Discussion

What are your tips for doing well in job interviews? What type of questions have you been asked?

СПИСОК ИСПОЛЬЗОВАННЫХ ИСТОЧНИКОВ

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6. <http://linguistic.ru/>
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Conversational English

Учебно-методическое пособие
для студентов II курса, обучающихся по направлению подготовки 38.03.01 Экономика,
очно-заочной формы обучения

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