

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

Кафедра гуманитарных и социально-экономических наук

**И.А. Елисеева**

## **Практический курс по иностранному языку**

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

Новотроицк, 2021

УДК 811.111-26  
ББК 81.2 Англ  
Е 51

**Рецензенты:**

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

Петренко С.С. – кандидат психологических наук, доцент кафедры гуманитарных и социально-экономических наук Новотроицкого филиала ФГАОУ ВО НИТУ «МИСиС».

Елисеева И.А. Иностранный язык: учебно-методические пособие для студентов 1 курса очной формы обучения. – Новотроицк: НФ НИТУ «МИСиС», 2021. - 99 с.

Учебно-методические пособие по дисциплине «Иностранный язык» предназначено для студентов 1 курса очной формы, обучающихся по направлениям подготовки 22.03.02 Металлургия, 15.03.02 Технологические машины и оборудование, 13.03.01 Теплоэнергетика и теплотехника, 13.03.02 Электроэнергетика и электротехника, 18.03.01 Химическая технология, 09.03.03 Прикладная информатика, 38.03.01 Экономика.

Учебно-методические пособие способствует развитию грамматических и лексических навыков, а также имеет целью оказать студентам помощь в работе с тематическими текстами по специальности и организации самостоятельной работы студентов в течение II семестра.

*Рекомендовано Методическим советом НФ НИТУ «МИСиС»*

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## ВВЕДЕНИЕ

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

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

Пособие включают в себя 5 тем и строится по следующему плану. Сначала представлен текст для чтения и обсуждения. Далее следуют задания четырех типов.

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

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

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

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

В пособии также представлен раздел Appendix, целью которого является помощь в эффективной организации самостоятельной работы студентов I курса факультета металлургических технологий в течение II семестра. Раздел состоит из двух блоков. Раздел открывает блок упражнений, направленный на обогащение лексического запаса, отработку навыков чтения, знакомство с тематическими текстами по специальности. Развитие навыков письменной речи обучающихся посвящен блок Writing skills.

## UNIT 1

### Text

### The Kings of Cool

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

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

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

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

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

#### Comprehension Check

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

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

#### Vocabulary Practice

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

fashion-conscious = a. увлеченный модой  
b. следящий сознательно за модой

refuse = a. отрицать  
b. отказываться

go to such extremes = a. идти на крайности  
b. доходить до экстремальности

dress up = a. одеваться  
b. наряжаться

match the watch strap = a. соответствовать ремешку наручных часов  
b. гармонировать по цвету с ремешком наручных часов

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

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

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

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

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

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

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

5. Translate these adjectives into Russian.

Lines and designs

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

Make up your own sentences with the words.

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

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

7. Fill in the prepositions where necessary.

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

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

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

## Grammar Practice. Articles

### 1. Indefinite articles - A and An

**A** and **an** are indefinite articles. They are used when talk about something that is not specifically known to the person you are talking to with. **A** and **an** are used before nouns that introduce something or someone you have not mentioned before.

- Paul : Hi Peter, I saw **an** accident this morning outside my house.
- You are speaking about the “accident” for the first time to Peter. He did not know about it before.

**A** and **an** are also used when talking about your profession.

- I am **an** English teacher.
- I am **a** builder.

You use **A** when the noun you are referring to begins with a **consonant**: **a** house, **a** building, **a** car.

You use **An** when the noun you are referring to begins with a **vowel** (a, e, i, o, u).

Pronunciation changes this rule. It's **the sound** that matters, not the spelling.

If the next word begins with a consonant sound when we say it, for example, "university" then we use

a. If the next word begins with a vowel sound when we say it, for example "hour" then we use an.

We say "university" with a "y" sound at the beginning as though it were spelt " you niversity". - So, "a university" IS correct.

We say "hour" with a silent h as though it were spelt "our". - So, "an hour" IS correct.

### 2. Definite article – the

You use **The** when you know that the listener knows or can understand what particular person/thing you are talking about.

You should also use **The** when you have already mentioned the thing you are talking about.

- Paul : Hi Peter, I saw **an** accident this morning outside my house.
- (you are speaking about the “accident” for the first time to Peter. He did not know about it before)
- Peter: Hi Paul, do you know how **the** accident happened?
- (Peter now knows about the accident)

We use **The** to talk about geographical points on the globe.

- **the** North Pole
- **the** equator

We use **The** to talk about rivers oceans and seas.

- **the** Nile
- **the** Pacific
- **the** English channel

We also use **The** before certain nouns when we know there is only one of a particular thing.

- **the** Rain
- **the** sun
- **the** wind
- **the** world
- **the** earth
- **the** White House

However if you want to describe a particular instance of these you should use **a/an**.

- I could hear **the** wind.
- There's **a** cold **wind** blowing.

**The** is also used to say that a particular person or thing being mentioned is the best, most famous, etc. In this use, 'the' is usually given strong pronunciation:

- Harry's Bar is **the** place to go.

Note – **The** doesn't mean all.

- **The** books are expensive.
- Not all books are expensive, just the ones I'm talking about.
- Books are expensive.
- All books are expensive.

### 3. When not to use an article

We usually use no article to talk about things in general.

- People are worried about rising crime.
- People generally, so no article.

You do not use an article when talking about sports.

- My son plays football.
- Tennis is expensive.

You do not use an article before uncountable nouns when talking about them generally.

- Information is important to any organization.
- Coffee is bad for you.

You do not use an article before the names of countries **except** where they indicate multiple areas or contain the words (state(s), kingdom, republic, union). Kingdom, state, republic and union are nouns, so they need an article.

- **Without an article**
- Italy, Mexico, Bolivia, England
- **The**
- **the** UK (United Kingdom), **the** USA (United States of America), **the** Irish Republic

- **Multiple areas**

**the** Netherlands, **the** Philippines, **the** British Isles



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

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

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

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

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

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

4. Insert *a or an* if necessary.

- 1 My neighbour is . . . photographer; let's ask him for . . . advice about colour films.
- 2 We had . . . fish and . . . chips for . . . lunch.  
That doesn't sound . . . very interesting lunch.
- 3 I had . . . very bad night; I didn't sleep . . . wink.
- 4 He is . . . vegetarian; you won't get . . . meat at his house. He'll give you . . . nut cutlet. ~Last time I had . . . nut cutlet I had . . . indigestion.
- 5 . . . travel agent would give you . . . information about . . . hotels.
- 6 We'd better go by . . . taxi—if we can get . . . taxi at such . . . hour as 2 a.m.
- 7 . . . person who suffers from . . . claustrophobia has . . . dread of being confined in . . . small space, and would always prefer . . . stairs to . . . lift.
- 8 Do you take . . . sugar in . . . coffee? ~  
I used to, but now I'm on . . . diet. I'm trying to lose . . . weight.
- 9 . . . man suffering from . . . shock should not be given anything to drink.
- 10 You'll get . . . shock if you touch . . . live wire with that screwdriver.  
Why don't you get . . . screwdriver with . . . insulated handle?
- 11 It costs fifty-five and . . . half pence and I've only got . . . fifty pence piece. ~  
You can pay by . . . cheque here. ~  
But can I write . . . cheque for . . . fifty-five and . . . half pence?
- 12 . . . Mr Smith is . . . old customer and . . . honest man. ~  
Why do you say that? Has he been accused of . . . dishonesty?
- 13 I'm not . . . wage-earner; I'm . . . self-employed man. I have . . . business of my own. ~  
Then you're not . . . worker; you're . . . capitalist!
- 14 When he was charged with . . . murder he said he had . . . alibi.
- 15 . . . friend of mine is expecting . . . baby. If it's . . . girl she's going to be called Etheldreda. ~  
What . . . name to give . . . girl!

16 I have . . . hour and . . . half for lunch. ~

I only have . . . half . . . hour—barely . . . time for . . . smoke and ... cup of coffee.

17 I hope you have . . . lovely time and . . . good weather. ~

But I'm not going for . . . holiday; I'm going on . . . business.

18 He looked at me with . . . horror when I explained that I was . . . double agent.

19 I wouldn't climb . . . mountain for J1,000! I have . . . horror of . . . heights.

20 I have . . . headache and . . . sore throat. I think I've got . . . cold. ~

I think you're getting . . . flu.

21 . . . Mr Jones called while you were out (neither of us knows this man). He wants to make . . .  
. complaint about . . . article in the paper. He was in . . . very bad temper.

22 If you go by . . . train you can have quite . . . comfortable journey, but make sure you get . . .  
express, not . . . train that stops at all the stations.

23 . . . few people know (hardly anyone knows) that there is . . . secret passage from this house  
to . . . old smugglers' cave in the cliffs.

24 I'm having . . . few friends in to . . . coffee tomorrow evening.

Would you like to come? ~

I'd love to, but I'm afraid I'm going to . . . concert.

##### 5. Insert *the* if necessary.

1 . . . youngest boy has just started going to . . . school; . . . eldest boy is at . . . college.

2 She lives on . . . top floor of an old house. When . . . wind blows, all . . . windows rattle.

3 . . . darkness doesn't worry . . . cats; . . . cats can see in . . . dark.

4 My little boys say that they want to be . . . spacemen, but most of them will probably end up  
in . . . less  
dramatic jobs.

5 Do you know . . . time? ~

Yes, . . . clock in . . . hall has just struck nine. ~

Then it isn't . . . time to go yet.

6 He was sent to . . . prison for . . . six months for . . . shop-lifting.

When . . . six months are over he'll be released; . . . difficulty then will be to find . . . work. ~

Do you go to . . . prison to visit him?

7 I went to . . . school to talk to . . . headmistress. I persuaded her to let Ann give up . . .  
gymnastics and take . . .

ballet lessons instead.

8 . . . ballet isn't much use for . . . girls; it is much better to be able to play . . . piano.

9 I am on... night duty. When you go to . . . bed, I go to . . . work.

10 Peter's at . . . office but you could get him on . . . phone. There's a telephone box just round . . .  
. . . corner

11 He got... bronchitis and was taken to . . . hospital. I expect they'll send him home

at . . . end of . . . week. ~

Have you rung . . . hospital to ask how he is?

12 Ann's habit of riding a motorcycle up and down . . . road early in . . . morning annoyed . . .  
neighbours and

in . . . end they took her to . . . court.

13 He first went to . . . sea in a Swedish ship, so as well as learning . . . navigation he had to  
learn . . . Swedish.

14 . . . family hotels are . . . hotels which welcome . . . parents and . . . children.

15 On . . . Sundays my father stays in . . . bed till ten o'clock, reading . . . Sunday papers.

16 Then he gets up, puts on . . . old clothes, has . . . breakfast and starts . . . work in . . . garden.

17 My mother goes to . . . church in . . . morning, and in . . . afternoon goes to visit . . . friends.

18 Like many women, she loves . . . tea parties and . . . gossip.

19 My parents have ... cold meat and . . . salad for . . . supper, . . . winter and . . . summer.

- 20 During . . . meal he talks about . . . garden and she tells him . . . village gossip.
- 21 We have a very good train service from here to . . . city centre and most people go to . . . work by train. You can go by . . . bus too, of course, but you can't get a season ticket on . . . bus.
- 22 . . . dead no longer need . . . help. We must concern ourselves with . . . living. We must build . . . houses and . . . schools and . . . playgrounds.
- 23 I'd like to see . . . Mr Smith please. ~  
Do you mean . . . Mr Smith who works in . . . box office or . . . other Mr Smith?
- 24 Did you come by . . . air? ~  
No, I came by . . . sea. I had a lovely voyage on . . . Queen Elizabeth II.
- 25 . . . most of . . . stories that . . . people tell about . . . Irish aren't true.
- 26 . . . married couples with . . . children often rent . . . cottages by . . . seaside for . . . summer holidays.  
. . . men hire boats and go for . . . trips along . . . coast; . . . children spend . . . day on . . . beach and . . . poor mothers spend . . . most of . . . time doing . . . cooking and cleaning.
- 27 It's usually safe to walk on . . . sand, but here, when . . . tide is coming in, . . . sand becomes dangerously soft. . . . people have been swallowed up by it.
- 28 When . . . Titanic was crossing . . . Atlantic she struck an iceberg which tore a huge hole in her bow. . . . captain ordered . . . crew to help . . . passengers into . . . boats.
- 29 Everywhere . . . man has cut down . . . forests in order to cultivate . . . ground, or to use . . . wood as . . . fuel or as . . . building material.
- 30 But . . . interference with . . . nature often brings . . . disaster. . . . tree-felling sometimes turns . . . fertile land into a dustbowl.
- 31 . . . people think that . . . lead is . . . heaviest metal, but . . . gold is heavier.
- 32 Our air hostess said, '. . . rack is only for . . . light articles. . . . heavy things such as . . . bottles must be put on . . . floor.'
- 33 . . . windows are supposed to let in . . . light; but . . . windows of this house are so small that we have to have . . . electric light on all . . . time.
- 34 There'll always be a conflict between . . . old and . . . young. . . . young people want . . . change but . . . old people want . . . things to stay . . . same.
- 35 . . . power tends to corrupt and . . . absolute power corrupts absolutely.
- 36 You can fool some of . . . people all . . . time, and all . . . people some of . . . time; but you cannot fool all . . . people all . . . time.

6. Insert *a*, *an* or *the* if necessary.

- 1 There was . . . knock on . . . door. I opened it and found . . . small dark man in . . . blue overcoat and . . . woollen cap.
- 2 He said he was . . . employee of . . . gas company and had come to read . . . meter.
- 3 But I had . . . suspicion that he wasn't speaking . . . truth because . . . meter readers usually wear . . . peaked caps.
- 4 However, I took him to . . . meter, which is in . . . dark corner under . . . stairs (. . . meters are usually in . . . dark corners under . . . stairs).

5 I asked if he had . . . torch; he said he disliked torches and always read . . . meters by . . . light of . . . match.

6 I remarked that if there was . . . leak in . . . gaspipe there might be . . . explosion while he was reading . . . meter.

7 He said, 'As . . . matter of . . . fact, there was . . . explosion in . . . last house I visited; and Mr Smith, . . . owner of . . . house, was burnt in . . . face.'

8 'Mr Smith was holding . . . lighted match at . . . time of . . . explosion.'

9 To prevent . . . possible repetition of this accident, I lent him . . . torch.

10 He switched on . . . torch, read . . . meter and wrote . . . reading down on . . . back of . . . envelope.

11 I said in . . . surprise that . . . meter readers usually put . . . readings down in . . . book.

12 He said that he had had . . . book but that it had been burnt in . . . fire in . . . Mr Smith's house.

13 By this time I had come to . . . conclusion that he wasn't . . . genuine meter reader; and . . . moment he left . . .

. . . house I rang . . . police.

14 Are John and Mary . . . cousins? ~

No, they aren't . . . cousins; they are . . . brother and . . . sister.

15 . . . fog was so thick that we couldn't see . . . side of . . . road. We followed . . . car in front of us and hoped

that we were going . . . right way.

16 I can't remember . . . exact date of . . . storm, but I know it was . . . Sunday because everybody was at . . .

church. On . . . Monday . . . post didn't come because . . . roads were blocked by . . . fallen trees.

17 Peter thinks that this is quite . . . cheap restaurant.

18 There's been . . . murder here. ~

Where's . . . body?~

There isn't . . . body. ~

Then how do you know there's been . . . murder?

19 Number . . . hundred and two, - . . . house next door to us, is for sale.

It's quite . . . nice house with . . . big rooms. . . . back windows look out on . . . park.

20 I don't know what . . . price . . . owners are asking. But Dry and Rot are . . . agents. You could give them . . .

ring and make them . . . offer.

21 . . . postman's little boy says that he'd rather be . . . dentist than . . . doctor, because . . . dentists don't get

called out at . . . night.

22 Just as . . . air hostess (there was only one on the plane) was handing me . . . cup of . . . coffee . . . plane gave

. . . lurch and . . . coffee went all over . . . person on . . . other side of . . . gangway.

23 There was . . . collision between . . . car and . . . cyclist at . . . crossroads near . . . my house early in . . .

morning. . . . cyclist was taken to . . . hospital with . . . concussion. . . . driver of . . . car was treated for . . .

shock. . . . witnesses say that . . . car was going at . . . seventy miles . . . hour.

24 Professor Jones, . . . man who discovered . . . new drug that everyone is talking about, refused to give . . .

press conference.

25 Peter Piper, . . . student in . . . professor's college, asked him why he refused to talk to . . . press.

26 We're going to . . . tea with . . . Smiths today, aren't we? Shall we take . . . car? ~

We can go by . . . car if you wash . . . car first. We can't go to . . . Mrs Smith's in . . .

car all covered with . . . mud.

27 He got . . . job in . . . south and spent . . . next two years doing . . . work he really enjoyed.

28 It is . . . pleasure to do . . . business with such . . . efficient organization.

29 . . . day after . . . day passed without . . . news, and we began to lose . . . hope.

30 Would you like to hear . . . story about . . . Englishman, . . . Irishman and . . . Scotsman? ~

No. I've heard . . . stories about . . . Englishmen, . . . Irishmen and . . . Scotsmen before and they are all . . . same.

31 But mine is not . . . typical story. In my story . . . Scotsman is generous, . . . Irishman is logical and . . . Englishman is romantic. ~

Oh, if it's . . . fantastic story I'll listen with . . . pleasure.

32 My aunt lived on . . . ground floor of . . . old house on . . . River Thames. She was very much afraid of . . .

burglars and always locked up . . . house very carefully before she went to . . . bed. She also took . . . precaution of looking under . . . bed to see if . . .

burglar was hiding there.

33 '. . . modern burglars don't hide under . . . beds,' said her daughter.

I'll go on looking just . . . same,' said my aunt.

34 One morning she rang her daughter in . . . triumph. 'I found . . . burglar under . . . bed . . . last night,' she said,

'and he was quite . . . young man.'

35 . . . apples are sold by . . . pound. These are forty pence . . . pound.

36 It was . . . windy morning but they hired . . . boat and went for . . . sail along . . . coast. In . . . - afternoon . . . wind increased and they soon found themselves in . . . difficulties.

### **Easily confused words**

#### **1**

Complete the sentences with the correct words.

*practice / practise*

#### **1**

We have football \_\_\_\_\_ every Thursday after school.

#### **2**

If you don't \_\_\_\_\_ regularly, you won't improve.

*degree / career*

**3** As soon as Clare finished her university \_\_\_\_\_, she got a job.

**4** Dave dreamed of a \_\_\_\_\_ in fashion. He wanted to be a designer.

*professor / teacher*

**5** \_\_\_\_\_ Patton is Head of the Linguistics Department at London University.

**6** My history \_\_\_\_\_ at school is very interesting.

*library / bookshop*

**7** Tom went to the \_\_\_\_\_ to borrow a book about the paranormal.

**8** Paula bought Stephen King's best-selling novel from her local \_\_\_\_\_.

*embarrassed / embarrassing*

**9** Karen felt \_\_\_\_\_ when James asked her out.

**10** Do you go red when you are in an \_\_\_\_\_ situation?

*make / do*

11 Can you \_\_\_\_\_ me a favour? Can you lend me some money?

12 They have to \_\_\_\_\_ a decision about this by tonight.

*stranger / foreigner*

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

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

*advice / advise*

15 I strongly \_\_\_\_\_ you to give up smoking.

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

## 2 Choose the correct words.

Dear Sue,

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

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

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

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

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

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

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

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

What should I do?

Amy

### **Topics for Discussion. Clothes**

1. Read the following information.

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

Amrita 25

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

Jerry 31

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

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

*Example.*

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

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

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

*I could be wrong about this, but...*

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

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

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

Как согласиться с собеседником.

I agree with you.

Sure.

Absolutely!

Definitely.

Me too.

Of course.

I also think that.

I feel that way too.

So do I.

That's exactly what I was thinking.

I couldn't agree with you more.

You've hit the nail on the head there.

I think you're totally right about that.

Как не согласиться с собеседником.

I don't doubt you're right...

You know more about this than me...

I understand what you're saying...

I see what you mean...

I could be wrong about this...

I don't disagree...

Then you would follow this with one of the following "but" statements (or something similar):

but what about...

but I would have thought that...

but don't you think...

but in my experience...

but it seems to me...

but it could be that...

but maybe...

but isn't...

but I still think...

2. Think over the answers to these questions.

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

3. Fill in the missing words in the dialogue.

Store clerk: Hello, \_\_\_\_\_ I help you find anything?

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

Store clerk: Great. What \_\_\_\_\_ would you like?

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

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

Customer: \_\_\_\_\_ for your help.

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

Customer: Yes, that blouse looks \_\_\_\_\_.

Store clerk: What \_\_\_\_\_ are you?

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

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

Customer: Do you have anything \_\_\_\_\_?

Store clerk: Yes, we also have these \_\_\_\_\_.

Customer: I like those, I'll try those \_\_\_\_\_.

Store clerk: What are your \_\_\_\_\_ ?

Customer: I have \_\_\_\_\_

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

Customer: Yes, where's the \_\_\_\_\_ ?

Store clerk: You can try them on \_\_\_\_\_.

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

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

Customer: Thanks! I'll take \_\_\_\_\_.

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

Customer: \_\_\_\_\_, please. Here's my visa card.



Store clerk: Thank you. That will be \_\_\_\_\_.

4. Make up your own dialogue.

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

### PROJECT

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

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

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

### **Role play 'New ideas. Labels.'**

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

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

### **Reading the labels**

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

**Grapefruit juice carton**

*My language*

*In English*

Quantity = litros (1 litro)

Fluid

Ounces (36 fl oz)

Origin = Entre Ríos, Argentina

Ingredients = agua mineral, mineral water,

jugo de pomelo concentrado, etc., etc.

concentrated grapefruit juice,

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

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

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

### **Label analysis sheet**

<b>Product</b>	<b>Type of container</b>
<b>Factual information</b> (information that can be checked, such as contents, ingredients, etc.)	<b>nation</b>

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

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

## UNIT 2

### **Text High-tech. Modern Shopping**

For this edition of *High-Tech*, Marion Brent travelled around the country and visited three technology fairs. She describes six of the most interesting devices she saw on display, and reports the reactions of some of the visitors.

#### **Personal Helicopter**

This personal helicopter will take off and land vertically, like a normal helicopter, and it will be able to fly for over two hours at around 100 km per hour. It has been available on eBay for several years already.

#### **Inflatable Computer**

This computer weighs less than a loaf of bread and it can fit in your pocket, but when you inflate it, it's the size of a normal laptop computer. It's waterproof too, so now you can surf the Internet in the swimming pool.

#### **Memory Recorder**

This is the prototype of a device to help you remember names. It continually monitors your conversation. When it hears the words 'Nice to meet you', it permanently saves the previous and next 10 seconds of the conversation. Later on, if you can't remember the names of the people you have spoken to, you can listen to the recording again.

#### **Walking Chair**

This is a robot with legs and a seat on top, and it is able to carry people. It can walk along level ground, but it can also go up and down stairs. This prototype has been developed at Waseda University in Japan.

#### **Dream Programmer**

This is a device designed to help you to choose your own dreams. Before sleeping, you look at a picture of what you want to dream about and record yourself talking about it. During the night, when you start a period of rapid eye movement (REM) sleep, the machine plays the recording along with music, lights, and smells.

#### **Brain Keyboard**

This is a prototype of a cap designed to read electrical signals from your brain and translate them into commands for a computer. With this cap, you will be able to control your computer without moving any part of your body.

#### **VISITOR comments**

1 This would be fantastic for disabled people in wheelchairs. If they had one of these, they would be able to go to places where they can't go now. They could even go for a walk in the country. I wouldn't mind having one myself, actually – it would be great for walking the dog!

2 I think this would be really interesting. I'd love to know how it feels to look completely different. If you wore it on your face, your friends wouldn't recognize you, so you could hear what they talk about when you aren't there. I would wear it at parties!

3 If you had one of these, you'd have to be careful what you think! For example, what would happen if I was writing an email to Fred and I secretly think that he's an idiot? How would it begin? 'Hi Fred, you idiot'? I think you'd have to practise a lot to use this device, but it would probably be good for disabled people.

4 It would be nice to have one of these, but if we all had one, there would be traffic chaos. There would be people flying in all directions, bumping into each other and crashing into buildings. The traffic on our streets is bad enough already – imagine it in three dimensions!

5 This is like something from a James Bond film. If I had one of these, I'd go somewhere hot so I could see all the tropical fish and the coral. I'd be able to see the sharks and if they attacked, I'd be safe inside it. But where would I keep it? I don't live near the sea, and there isn't enough space in my garage – so it's not a very practical idea!

6 If I had one of these, I'd sleep for entertainment. It would be like going to the cinema, but better. However, there's a problem. I never remember my dreams, so I wouldn't know if the machine was working.

### **Comprehension Check**

1. Match the devices and the comments.

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

1. You can blow your computer up.
2. Memory Recorder is the prototype of a device to help you remember dates.
3. Walking Chair is a robot which is able to transport people.
4. Brain Keyboard helps you to program your computer.
5. Dream Programmer helps you to fall asleep.

### **Vocabulary Practice**

1. Match the words with their definitions.

edition	gadget
display	notebook
device	show
fair	issue
laptop	exhibition

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

*recognize, dimensions, take off, crash, device*

1. It has three forms or \_\_\_\_\_ .
2. He handed the \_\_\_\_\_ to Ann.
3. I couldn't \_\_\_\_\_ him in this costume.
4. His plane \_\_\_\_\_ on time.
5. Be careful not to \_\_\_\_\_ a car.

3. Find ten shopping words in the word search.

E G I F T C A R D  
 G B A G H A T I B  
 O M A L L S M J C  
 B O O K S H O P A  
 P U R S E W L U F  
 A S R E B R L K É  
 T R O L L E Y O D

4. 1. Translate these nouns into Russian. Make your own sentences with them

English

Russian

greengrocer's

\_\_\_\_\_

\_\_\_\_\_  
 grocer's

\_\_\_\_\_

\_\_\_\_\_  
 butcher's

\_\_\_\_\_

\_\_\_\_\_  
 chemist's

\_\_\_\_\_

\_\_\_\_\_  
 deli / delicatessen

\_\_\_\_\_

\_\_\_\_\_  
 fishmonger's

\_\_\_\_\_

\_\_\_\_\_  
 florist's

\_\_\_\_\_

\_\_\_\_\_  
 off-licence

\_\_\_\_\_

\_\_\_\_\_  
 DIY (do-it-yourself) store

\_\_\_\_\_  
 newsagent's

\_\_\_\_\_  
 department store

\_\_\_\_\_

\_\_\_\_\_  
 antique shop

\_\_\_\_\_

\_\_\_\_\_

stationer's

\_\_\_\_\_ market stall

\_\_\_\_\_ shopping Centre

5. Find the odd word out.

1 butcher's – grocery – clothes shop – greengrocer's

2 boutique – fishmonger's – clothes shop – shoe shop

3 e-shop – mall – market – delicatessen

4 barcode – cash – credit card – cashier

5 buying – complaining – selling – paying

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

to take up

to speak into

to bump off

to crash into

to talk about

7. Fill in the prepositions where necessary.

to fly \_\_\_ over two hours at \_\_\_ 100 km \_\_\_ hour

writing an email \_\_\_ smb

live \_\_\_ the sea

to be good \_\_\_ other people

## Grammar Practice

### Have and Have got

#### **Have got**

**Have got** means exactly the same as **have** in most cases. Note that **got-forms** of **have** are informal. They are mostly used to talk about the present time. **Do** is not used in questions and negatives with **got**.

- She **has got** a new boyfriend.
- **Has** she **got** a new boyfriend? (NOT Does she have got a new boyfriend?)
- No, she **hasn't got** a new boyfriend. (NOT No, she doesn't have got a new boyfriend.)
- I **have got** toothache.
- **Have** you **got** toothache?
- No, I **don't have** toothache.

## Have

**Got-forms of have** are not used in short answers or tags.

- 'Have you got a torch?' 'No, I **haven't**.' (NOT No, I haven't got.)

**Got-forms of have** are not normally used to talk about past events.

- I **had** a strange experience yesterday. (NOT I had got a strange experience yesterday.)

**Got-forms of have** are not normally used to talk about repeated states.

## Compare

- I **have got** a meeting today. (More natural than 'I have a meeting today.')
- I often **have** meetings. (NOT I often have got meetings.) We do not normally use **have got** to talk about repeated states.

When **have** is not used with **got**, **do** is usually used in questions and negatives.

- **Do** you often **have** meetings? (NOT Have you often meetings?)
- No, I **don't have** meetings very often.

1. Complete the sentences with have / has / have got or has got. There are negative sentences.

1. My sisters \_\_\_ long hair.
2. I can't open the door. I \_\_\_ a key.
3. We \_\_\_ an apple tree in the garden.
4. Robert \_\_\_ a lot of friends at school.
5. They \_\_\_\_\_ two cats and a dog.
6. Ben \_\_\_\_\_ a lot of books.
7. I \_\_\_ enough time to go on holidays.
8. My friend \_\_\_\_\_ an orange basketball.
9. Betty and Frank \_\_\_\_\_ a really nice aunt.
10. Hurry up! We \_\_\_\_\_ much time.
11. My parents \_\_\_ a big bedroom.
12. What \_\_\_\_\_ you in your schoolbag?
13. My uncle \_\_\_\_\_ a son or a daughter.
14. The twin sisters in our class \_\_\_\_\_ pretty eyes.
15. We \_\_\_\_\_ a red sofa in our classroom.
16. My hamster \_\_\_\_\_ a very soft fur.
17. She wants new jeans, but she \_\_\_\_\_ the money.
18. Our English teacher \_\_\_\_\_ a beard.
19. I \_\_\_\_\_ a big flat screen in my room.
20. My brother \_\_\_\_\_ long black hair.

## Present Perfect

Study the rules. Make up notes.

Present Perfect (Present Perfect Simple) – настоящее совершенное время. Ему нет соответствий в русском языке. Нам может быть трудно понять Present Perfect, потому что англоговорящие люди иначе воспринимают понятие времени. С точки зрения русского языка действие в настоящем времени не может закончиться, на то оно и настоящее. Если действие завершилось

(прошло), значит, время должно быть прошедшее. Английский язык придерживается другой логики: в нем действие в настоящем может закончиться, и пример этому – Present Perfect.

### Образование Present Perfect

#### Утвердительная форма

I/We/You/They + <b>have</b> + 3-я форма глагола	He/She/It + <b>has</b> + 3-я форма глагола
<b>I have started.</b> – Я начал. <b>We have gone.</b> – Мы ушли. <b>You have finished.</b> – Вы закончили. <b>They have come.</b> – Они пришли.	<b>He has decided.</b> – Он решил. <b>She has done.</b> – Она сделала. <b>It has turned off.</b> – Оно выключилось.

#### Отрицательная форма

Для того чтобы построить отрицательное предложение в Present Perfect, нам надо поставить между вспомогательным глаголом и основным отрицательную частицу not.

I/We/You/They + <b>have not</b> + 3-я форма глагола	He/She/It + <b>has not</b> + 3-я форма глагола
<b>I have not started.</b> – Я не начал. <b>We have not gone.</b> – Мы не ушли. <b>You have not finished.</b> – Вы не закончили. <b>They have not come.</b> – Они не пришли.	<b>He has not decided.</b> – Он не решил. <b>She has not done.</b> – Она не сделала. <b>It has not turned off.</b> – Оно не выключилось.

Глагол to have (has) может принимать сокращенные формы. В утвердительном предложении have (has) объединяется с местоимением, в сокращенном виде have выглядит как 've, has как 's:

- We've gone.
- He's decided.

В отрицательном предложении have (has) объединяется с not, сокращенные формы выглядят как haven't, hasn't:

- I haven't started.
- She hasn't done.

В разговорной речи чаще встречаются сокращенные формы, чем полные.

#### Вопросительная форма

<b>Have</b> + I/we/you/they + 3-я форма глагола	<b>Has</b> + he/she/it + 3-я форма глагола
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<p><b>Have I started?</b> – Я начал?</p> <p><b>Have we gone?</b> – Мы ушли?</p> <p><b>Have you finished?</b> – Вы закончили?</p> <p><b>Have they come?</b> – Они пришли?</p>	<p><b>Has he decided?</b> – Он решил?</p> <p><b>Has she done?</b> – Она сделала?</p> <p><b>Has it turned off?</b> – Оно выключилось?</p>
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### Разница в значении Past Simple и Present Perfect

Разницу между Present Perfect и Past Simple трудно понять, потому что оба времени переводятся на русский язык одинаково – прошедшим временем:

I **saw** many butterflies. – Я **видел** много бабочек.

I **have seen** many butterflies. – Я **видел** много бабочек.

Видя два одинаковых перевода, мы не понимаем разницы между **saw** и **have seen**. Суть в том, что эти переводы не такие уж одинаковые.

Русский глагол “видел” в этих двух предложениях можно понять двумя способами:

1. “Видел” – значит совершил действие “видеть” когда-то в прошлом. “Я видел много бабочек, когда гулял в лесу”.
2. “Видел” – значит “уже видел”, “повидал”, “имею (сейчас) опыт видения чего-то”. “Я видел много бабочек, поэтому могу отличить крапивницу от махаона.”

“Видел” в первом значении и во-втором – это **два разных смысла в одинаковой словесной оболочке**. Но в английском языке для этих двух смыслов есть две оболочки: Past Simple и Present Perfect.

Когда мы говорим “видел” в значении “видел в прошлом”, в английском языке это Past Simple: I **saw** many butterflies when I was walking in the forest. – Я видел много бабочек, когда гулял в лесу.

Если мы говорим “видел” в значении “повидал”, “имею опыт видения чего-то”, в английском это Present Perfect.

I **have seen** many butterflies that’s why I can tell the difference between cabbage butterfly and makhaon. – Я видел много бабочек, поэтому могу отличить крапивницу от махаона.

Anna **visited** Paris when her father was working there. – Анна **посетила** Париж, когда ее отец там работал.

Речь идет о том, что Анна посетила Париж в какой-то момент в прошлом.

Anna **has visited** Paris, she knows the city pretty well. – Анна **была (уже бывала)** в Париже, она знает город достаточно хорошо.

Здесь речь идет о том, что у Анны **есть опыт посещения** Парижа, поэтому она неплохо знает город. Конечно, из предложения также следует, что Анна посещала Париж когда-то в прошлом, но внимание акцентируется на том результате, которое этот визит имеет в настоящем.

### Разбираем разницу между Present Perfect и Past Simple на примерах

Приведу несколько примеров, когда в похожих ситуациях используется Present Perfect и Past Simple. На русский язык глаголы в двух формах могут переводиться одинаково, но смысл у них разных.

#### 1. Jack repaired his truck / Jack has repaired his truck – Джек починил грузовик

- Past Simple

Мы говорим о действии, которое произошло в прошлом:

Jack **repaired** his truck last week. – Джек **починил** свой грузовик на прошлой неделе.

- Present Perfect

Мы говорим о **результате, последствии** действия, которое произошло в прошлом

Jack **has repaired** his truck and now it's as good as new. – Джек починил свой грузовик (у Джека теперь исправный грузовик), теперь он как новенький.

## 2. Jack was in Japan / Jack has been to Japan – Джек был в Японии

- Past Simple

Мы говорим о том факте, что Джек когда-то был, находился в Японии.

Jack **was** in Japan last summer, you couldn't see him in London. – Джек **был** в Японии прошлым летом, ты не мог видеть его в Лондоне.

- Present Perfect

Мы говорим о том факте, что у Джека есть опыт посещения Японии.

Jack **has been** to Japan, he knows local culture and traditions. – Джек **был** в Японии, он знает местную культуру и обычаи.

## 3. Jack lived in London / Jack has lived in London – Джек жил в Лондоне

- Past Simple

Джек жил в Лондоне в какое-то время в прошлом:

Jack **lived** in London in 2010. – Джек **жил** в Лондоне в 2010 году.

- Present Perfect

Джек **ПРОжил** в Лондоне какое-то время. Подразумевается, что он и сейчас там живет.

Jack **has lived** in London more than five years. – Джек **прожил** в Лондоне более пяти лет.

## 4. Jack lost his wallet / Jack has lost his wallet – Джек потерял свой бумажник

- Past Simple

Джек потерял когда-то в прошлом бумажник. О потере говорится как о факте из прошлого, возможно, с настоящим никак не связанного.

Jack **lost** his wallet on the beach. – Джек **потерял** свой бумажник на пляже.

- Present Perfect

Джек потерял бумажник, подчеркивается, что эта утеря важна сейчас, Джек как бы находится в состоянии человека, потерявшего бумажник, является человеком, потерявшим бумажник.

Jack **has lost** his wallet and can't find it. – Джек **потерял** свой бумажник и не может его найти.

## 5. Jack didn't hear / Jack hasn't heard – Джек не слышал

- Past Simple

Джек не слышал, как его соседи разговаривали.

Jack **didn't hear** his neighbours talking when he was passing by. – Джек **не слышал**, как его соседи разговаривали, когда проходил мимо.

- Present Perfect

Джек не **РАС**слышал, что его звал сосед. Сосед кричал “Джек, привет! Мне нужно тебе что-то сказать!”, но Джек не расслышал и прошел мимо. То есть речь идет не столько о действии в прошлом (не слышал), сколько о его **последствии в настоящем** – Джек не получил информацию, не воспринял ее, не обладает ей.

Jack **hasn't heard** his neighbour calling him. That's why he passed by. – Джек не услышал, как его звал сосед. Вот почему он прошел мимо.

## Типичные случаи, когда используется Present Perfect

Приведем также несколько типичных случаев, разговорных шаблонов, когда используется Present Perfect.

Эти конструкции употребляются очень часто.

- **I have never seen / heard / been to** – Я никогда не видел / слышал / был в

Когда мы говорим о том, что не делали чего-то никогда, мы подразумеваем не действие в прошлом, а нынешнее положение дел. Мы как бы говорим о себе нынешних, о нашем нынешнем опыте (точнее, о его отсутствии)

**I have never seen** a whale. – Я никогда не видел кита.

**I have never heard** the song. – Я никогда не слышал эту песню.

**I have never been** to Florida. – Я никогда не был во Флориде.

*Примечание: в предложениях вроде последнего (про Флориду), есть нюанс с предлогами. Когда речь идет о городе, стране, штате, мы говорим "I was IN Florida", но при этом "I have been TO Florida".*

- **Have you ever seen / heard / been to?** – Вы когда-нибудь видели / слышали / были в?

То же самое, что и предыдущий пример, но в вопросительной форме. Часто "ever" опускается, но подразумевается то же, что и с "ever". То есть вопрос "Have you been to England?" подразумевает "Были ли вы когда-нибудь (вообще хоть раз в жизни) в Англии?"

**Have you ever seen** a dinosaur? – Вы когда-нибудь видели динозавра?

**Have you ever heard** a sparrow singing? – Вы когда-нибудь слышали, как поет воробей?

**Have you ever been** to Mordor? – Вы когда-нибудь были в Мордоре?

- **I have already / just...** – Я уже / только что сделал что-то

Наречие already (уже) подчеркивает, что действие выполнено к настоящему моменту, а похожее наречие just – что действие произошло только что.

**I have already finished** the last chapter. – Я уже закончил последнюю главу.

**I have just called** the police. – Я только что вызвал полицию.

Противоположностью конструкции "I have already" является "I haven't yet"

**I have done something many times / twice ...** – Я сделал что-то много раз / дважды и т. д.

Говоря о том, что мы уже проделывали что-то неоднократно, мы подразумеваем наш нынешний опыт.

**I have read** the book twice and still don't understand it. – Я прочел эту книгу дважды и все еще не понимаю ее.

1. Translate the following verbs and write the present perfect form.

See.....	write.....
Bring.....	give.....
Forget.....	find.....
Make.....	Eat.....

2. Write affirmative+ , negative- or questions? Present perfect sentences.

I (speak+) to the boss

They (eat-) anything

She (forget+) my address

I (make+) a mistake

You (shut?) the door

Alan (work-)very hard

I (hear-)from Mary

John (learn?) anything

3. Put the following verbs in present perfect

arrive	close	die	leave	marry	stop
--------	-------	-----	-------	-------	------

England footballers..... back in Britain after their match in Rome.

Singer Alex Haverly.....his long-time girlfriend Katy Bowen.

Charles Blackstock, member of Parliament for east Chilbury,.....  
at the age of 57.

Once again, bad weather.....the tennis final at Wimbledon.

The foreign Minister.....London for a two-day visit to Berlin.

Heavy snow.....hundreds of roads in Scotland.

4. Put in the past participles.

Go..... Break..... bring..... Come..... drink.....

give..... leave..... make..... stand..... take.....

think..... try.....

Stop..... forget.....

5. These words tell you what tense you have to use. For the *Present Perfect* the following words are used quite often:

- just
- yet
- never
- already
- ever
- so far
- up to now
- recently
- since
- for

Video quiz questions (printable)

1) What has just happened?

*Fill the gap:* (fall\*) The boy \_\_\_\_\_ off his skateboard.

2) What has just happened?

*Fill the gap:* (pick) The city worker \_\_\_\_\_ up the boy's comics.

3) What has just happened?

*Fill the gap:* (help) The boy \_\_\_\_\_ the old lady cross the street.

4) What has just happened?

*Fill the gap:* (give\*) The old lady \_\_\_\_\_ a coin to the woman for the parking meter.

5) What has just happened?

*Fill the gap:* (drop) A man \_\_\_\_\_ his wallet.

6) What has just happened?

*Fill the gap:* (close) The man \_\_\_\_\_ the boot.

7) What has just happened?

*Fill the gap:* (carry) The two men \_\_\_\_\_ a heavy suitcase.

8) What has just happened?

*Fill the gap:* (pay\*) The man \_\_\_\_\_ for two hot dogs.

9) What has just happened?

*Fill the gap:* (give\*) The man \_\_\_\_\_ a bottle of water and a hot dog to a homeless guy in the street.

10) What has just happened?

*Fill the gap:* (forget\*) The girl \_\_\_\_\_ her mobile phone.

11) What has just happened?

*Fill the gap:* (buy\*) The girl \_\_\_\_\_ flowers.

12) What has just happened?

*Fill the gap:* (tip) The lady \_\_\_\_\_ the waitress 100 dollars!

13) What has just happened?

*Fill the gap:* (pour) The waitress \_\_\_\_\_ water into a glass.

14) What has just happened?

*Fill the gap:* (hand) The waitress \_\_\_\_\_ a glass of water to the city worker.

15) What has just happened?

*Fill the gap:* (drink\*) The city worker \_\_\_\_\_ water.

6. Make present perfect questions with how long and answer the questions with for or since.

You / be/ in this country

Twelve years

Mary / have/ her job

September 2005

You / know / Mike

We were children

You / be/ a student

The age of your

Your brother / be / a doctor

Seven months

Andrew / have / that dog

Two weeks

David and Elizabeth / be / together

The first time they met

7. Fill in the gaps

I .....known Adrian for a very long time-we have been friends .....our first day at school, thirty years ago. His company is doing very well .....the moment and they .....opened a lot of new offices. Now Adrian has to move to Scotland to open a new office there, but he hasn't.....yet, he isn't sure . He bought a .....house last year and he doesn't want to move to Scotland.

I .....talked to him .....the decision he has to take, and I'm sure he will do the correct thing.

8. Put in the simple past or present perfect

When I .....him, I..... that I .....him before. (*see, know, meet*)

He.....enough Money for food because he.....so many clothes. (*not have, buy*)

The meeting.....when I (*already start, arrive*)

I .....Mary for the first time thirty years ago. (*meet*)

9. Use verbs in Present Perfect tense.

He \_\_\_\_\_ (finish) training.

She \_\_\_\_\_ (score) twenty points in the match.

We \_\_\_\_\_ (watch) all the Champions League matches this season.

That's amazing! She \_\_\_\_\_ (run) fifteen kilometers this morning!

She \_\_\_\_\_ (buy) some really nice rollerblades!

Oh, no! I \_\_\_\_\_ (lose) my money!

My mum \_\_\_\_\_ (write) shopping list. It's on the kitchen table.

Dad, you \_\_\_\_\_ (eat) my biscuit!

I'm tired. I \_\_\_\_\_ (watch) three X-Files videos.

Hurry up! They \_\_\_\_\_ (start) the film!

Mary \_\_\_\_\_ (study) hard this year, so she'll pass her exams.

Oh no! She \_\_\_\_\_ (drop) the plate!

The garden is very green. It \_\_\_\_\_ (rain) a lot this month.

These are my favourite trousers. I \_\_\_\_\_ (have) them for five years.

Tom's my best friend. I \_\_\_\_\_ (know) him for three years.

They \_\_\_\_\_ (live) in Miami for two years.

Jo has earache. He \_\_\_\_\_ (have) it since 7 o'clock.

Brad \_\_\_\_\_ (live) in Chicago since 1998.

**Topics for Discussion. Shopping**

1. Study the following phrases. Use them in your own dialogues.

Can I help you?

Can I help you? (salesperson's words)

May I help you? (more formal)

No, thanks. I'm just looking around.

No, thank you. I'm just looking.  
Yes, please. Could you show me some hats, please?  
Yes, please. I'd like to buy a bag.  
Could you help me?  
Excuse me. Could you help me?  
I'm looking for a gray business suit.  
I'm looking for a black leather coat.  
I'm trying to find a bright-blue silk scarf.  
I'm sorry. We don't have any left.  
I'm afraid we don't have any silk scarfs.  
We have silk scarfs, but not in that color.

I'd like to buy a tie

I'd like to buy a sweater (a jacket, a shirt, a tie).  
I'd like to buy a dress (a blouse, a skirt, a bracelet).  
I'd like to buy a pair of jeans (a pair of trousers; six pairs of socks).  
I'd like to buy a pair of shoes (a pair of slippers; a pair of boots; a pair of gloves).  
I'd like to buy a souvenir (some souvenirs; a few souvenirs).  
I'd like to buy a present for a lady.  
I'd like a gray woolen sweater in extra large.

Size

What size clothes do you wear?  
I wear size 50 clothes. (size fifty)  
I wear clothes in size 54. (size fifty-four)  
I wear size XL clothes. (XL ['eks'eɪ] – extra large)  
What size shoes do you wear?  
I wear size 10 shoes. / I wear shoes in size 10. (size ten)  
I wear size 44 shoes. / I wear shoes in size 44. (size forty-four)  
What is your size?  
I don't know my size.

Trying it on

Can I try it on?  
Where can I try it on?  
The dressing rooms are over there.  
Do you think it fits me?  
I'm afraid this coat is too small for me.  
I'd like the same in a larger size.  
I'd like the same in a different color.

Real, pure, handmade

Is it real leather? Is it genuine leather?  
Is it real gold? Is it pure gold?  
Is it pure wool?  
Is it pure cotton?  
Is it handmade?  
Where was it made?  
It was made in India.  
What kind of fur is it?  
It is fox. It's mink (sable, chinchilla, beaver, sheepskin).  
It's artificial fur.

### Price

How much is it?  
How much does it cost?  
It's four hundred and sixty dollars.  
Can you show me something less expensive?  
How much is this coat?  
Two hundred and fifty dollars.  
How much are these shoes?  
They are thirty dollars plus tax.  
What's the price of this bag?  
How much does this suit cost?  
It costs eighty dollars.  
I'll take it.

### Paying

How would you like to pay?  
Would that be cash or credit card?  
I'll pay by credit card.  
I'll pay with a credit card.  
Here's my credit card.  
(He used his credit card to purchase a new leather jacket.)  
I'll pay cash.  
Could you give me the receipt, please?

### Replace, return

I bought this leather jacket here yesterday, and it's torn inside.  
Do you have the receipt?  
Can I see your receipt, please?  
Here's my receipt.  
I'd like to replace it, please.



I'd like to return it, please.

I'd like my money back, please.

2. Oral Practice. Study the following phrases. Make up your own dialogues using them.

- *have (got) sth on, with sth on (= wearing)*

He hasn't got anything on.

I can't read it. I haven't got my glasses on.

That's her, the lady with the green hat on.

- *giving opinions about issues*

I think it's OK to make people look more attractive.

I don't see any problem if newspapers change pictures.

I don't think it's right to take pictures of celebrities on holiday.

3. There is an English proverb "*Never buy a pig in a poke.*".

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

Here are some more proverbs.

Waste not, want not.

The more you have, the more you want.

The worth of a thing is best known by the want of it.

You may know by a handful the whole sack.

A penny saved is a penny gained.

Enough is as good as a feast .

Never spend your money before you have it.

4. Here are some quotations. Express your opinion about each of them.

«Whoever said money can't buy happiness simply didn't know where to go shopping.» Bo Derek

«The quickest way to know a woman is to go shopping with her.» Marcelene Cox

«The odds of going to the store for a loaf of bread and coming out with only a loaf of bread are three billion to one.» Erma Bombeck

«If men liked shopping, they'd call it research.» Cynthia Nelms

## Role play 'Shopping'

### British money

1 pound (£) = 100 pence (p)

Current coins are:

1 penny, 2 pence, 5 pence, 10 pence, 20 pence, 50 pence, 1 pound, and 2 pounds.

Current bank notes are:

the 5 pound note, the 10 pound note, the 20 pound note and the 50 pound note.



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## UNIT 3

### Text

### What's your idea of fun?

#### Base Jumping

As soon as I saw someone BASE jumping off a Swiss mountain, I knew I wanted to do it. This guy just jumped off a cliff and fell for a few seconds before opening his parachute and floating down to land in the valley. It looked amazing. BASE jumping's great because you don't have to go up in a plane. The word BASE comes from Building, Antenna, Span (the middle part of a bridge), Earth (mountain or cliff) – the four kinds of places that BASE jumpers jump from. I've jumped from all of these except an antenna, so that's my next objective. The most important thing in BASE jumping is to stay calm when you're falling. You have to make very fast and accurate moves and the smallest mistake will kill you. Most people think my hobby is terrifying, but I actually enjoy being terrified!

Chuck Calderon, Tennessee, USA

#### Karaoke

A lot of my friends say they feel embarrassed when they sing in front of people, but I don't think it's embarrassing at all. People are so worried about what other people think that they can't have fun any more. I think it's crazy. When I get up on stage, I just forget what people think of me. Last year I entered a karaoke competition in my home town, Wicklow, and I won a place in the national championship. I was so excited! I went up to Dublin with all my friends and family, it was fantastic. There were some brilliant singers there from all over the country and I didn't think I had a chance, but in the end I won second place. Was I embarrassed? No, I wasn't!!!!

Shania Brady, Wicklow, Ireland

#### Bodybuilding

I started bodybuilding when I was a teenager. I was in a hockey team and I went to the gym a lot to train. I discovered that I really enjoyed lifting weights and feeling my muscles work. I was fascinated by the photos of bodybuilders I saw in magazines and

I wanted amazing muscles like that too. After a while I stopped playing hockey and spent all my time in the gym instead. As a bodybuilder, I have to eat a lot of protein-rich food like meat and eggs, and I don't go out much at night because you need lots of sleep when you're working out a lot. That's probably the only bad thing about the sport. Some people say that bodybuilding is disgusting, especially for women, because they think enormous muscles aren't natural. I think they're just embarrassed about their own weak little bodies and too lazy to work out. I've got a great body now, and I've had my photo printed in several magazines.

Petra Bruneau, Winnipeg, Canada

#### Sudoku

For me, there's nothing more satisfying than doing a sudoku. I love the way the numbers all fall into place. People think a sudoku is a boring mathematical puzzle, but it hasn't got anything to do with maths. The pieces of the puzzle are numbers, but you don't do any calculations with them. I suppose most people try to solve the puzzle by logic, but I don't. I put a number in place by intuition – because it looks right. Then one thing leads to another, and suddenly it's finished. I can usually do a difficult sudoku in under ten minutes. I sometimes do 15 or 20 puzzles one after the other, and I never get bored. I was in the National Championship last year, and that was really exciting. There were 160 competitors and I finished in the top ten. My friends used to get annoyed about my sudoku habit. You can't have an interesting conversation with someone who is doing a sudoku! But now I think they accept it.

Jake Daniels, Portsmouth, UK

Vocabulary Practice

1. Match the words with their definitions.

conversation	утес
puzzles	чемпионат
intuition	отвратительный
disgusting	разговор
hometown	родной город
competition	загадка
cliff	открыть
discover	интуиция
championship	соревнование

2. Fill in the following prepositions.

*By, to, off, in, with, of*

to be fascinated \_\_\_ the photos \_\_\_ bodybuilders  
to be printed \_\_\_\_\_ several magazines  
to see someone BASE-jumping \_\_\_ a Swiss mountain  
to win a place \_\_\_\_\_ the national championship  
to go up \_\_\_ Dublin \_\_\_\_\_ all my friends and family

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

*Example: guy - boy*

*several, leap, aim, main, rapid, error, insane, work out, maybe, huge, idle.*

4. Look at the adjectives below and choose those that can describe your favourite hobby.

*chief, expensive, favourite, great, harmless, interesting, main, mere, new, old, only, other, own, particular*

*peculiar, popular, same, special, exciting, boring, embarrassing, exhausting, relaxing, annoying, stressful, frightening, tiring, challenging, thrilling.*

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

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

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

not to have	calculations
to feel	doing smth
to do	so worried about smth
to be	muscles work
to enjoy	anything to do with maths

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

1. Большинство людей находит мое хобби пугающим, но мне нравится оно.
2. Когда люди поют на публике, они могут испытывать смущение.
3. Мой друг всегда проводит все свободное время в спортивном зале.
4. Что он сейчас делает? Он тренируется.

5. Она слишком ленива, чтобы тренироваться регулярно.

## **Grammar Practice**

### **Modal Verbs**

1. Choose the correct variant. Translate the sentences into Russian.

1. He ... (can't/couldn't) open the window as it was stuck.
2. Interpreters ... (may/must) translate without dictionaries.
3. ... (Can/May) I use me your bike for today?
4. ... (May/Could) you give me the recipe for this cake?
5. I hardly ever see Jane, she ... (may/might) have moved to Africa.
6. Take an umbrella. It ... (may/can) rain.
7. You ... (could/should) stop smoking. You know you ... (cannot/must not) buy health.
8. You ... (may/must) finish the article as soon as possible.
9. Liz doesn't ... (ought to/have to) keep to a diet anymore.
10. Lara ... (can/might) get a playstation for her birthday.
11. You ... (must not/needn't) read in the dark.
12. My grandfather is retired, so he ... (shouldn't/doesn't have to) go to work.
13. The fridge is full, so we ... (must not/needn't) go shopping.
14. Our employees ... (can/must) sign this agreement.
15. We ... (may/ought to) reserve a table in advance if we want to have dinner there.
16. I ... (can't/needn't) believe it! You ... (have to/must) be joking.
17. Ann ... (must/is to) finish school next year.
18. Sorry, I'm late. I ... (needed to/had to) wait for the plumber.
19. What time do we ... (should/have to) be at the railway station?
20. Don't wait for me tonight. I ... (might/must) be late.
21. I ... (maynot/can't) watch this film. It's too boring.
22. We've got a dishwasher, so you ... (couldn't/needn't) wash-up.
23. You look very pale, I think you ... (need/should) stay at home.
24. ... (Could/Might) you, please, pass me the mustard?

2. Translate English proverbs paying attention to the modal verbs. Give Russian equivalents.

1. A man can do no more than he can.
2. Anyone who has to ask the price cannot afford it.
3. People who live in glass houses should not throw stones at their neighbours.
4. You must learn to walk before you can run.
5. He who falls today may rise tomorrow.
6. A bird may be known by its song.
7. He who laughs at crooked men should need to walk very straight.
8. Talk of the devil and he is to appear.
9. A tree must be bent while young.
10. The wind can't be caught in a net.

3. Give a piece of advice using should.

My eyes are tired.

– You should go to bed.

1. I am cold.
2. I am thirsty.
3. I am hungry.

4. My life is too hectic.
5. I've caught a cold.
6. Somebody has stolen my purse.

4. Put words in the correct order.

don't / to / I / answer / have / questions / your. – I don't have to answer your questions.

1. the party / Linda / to / come / might / tonight.
2. round / work / have to / farmers / the year / all.
3. you / not / hospital / noise / must / make / in.
4. the light / I / switch / may / on ?
5. your / look / could / passport / I / at ?
6. my / cook / can / quite / wife / well.
7. catch / last / able to / we / were / train / the.
8. not / jeans / you / must / wear / to / school.
9. didn't / you / drink / have to / much / yesterday / so.
10. ought to / bill / Robert / the electricity / pay / today.
11. better / we / find / a / should / job.
12. too much / you / salt / and / eat / sugar / shouldn't.
13. do / get / to / Turkey / I / have to / a visa ?
14. he / manners / improve / his / needs to.
15. needn't / you / complain.

<b>MODALS AND ASSOCIATED VERBS</b>		
<b>VERB</b>	<b>USE</b>	<b>EXAMPLE</b>
<b>BE ABLE TO</b>	Ability / Capability (past, present, future)	After the operation John was able to walk again. (single past occasion) I'm able to play tennis twice a week. (circumstances permit me to do this) I will be able to visit Paris next year. (nothing should prevent me from doing this)
<b>MANAGE TO</b>	Ability / Capable of doing something with a degree of difficulty (past, present, future)	I managed to get two tickets for the concert. (a degree of difficulty was involved) I manage to play tennis twice a week. I hope you will manage to come. (even though you may encounter difficulty in doing this)
<b>CAN</b>	Ability / Capability (present)	I can swim.
	Permission	You can go to the cinema.
	Possibility	Smoking can cause cancer.
	Request	Can I have a biscuit, please?
	Offer	Can I help you, madam?
	Negative deduction (present)	You can't be hungry, you have just eaten two pizzas.
	Prohibition	You can never tell anyone.
<b>COULD</b>	Ability / Capability (past)	I could swim when I was seven.
	Permission	We could go to the cinema once a week.
	Possibility	This vase could be very valuable.
	Request	Could I use your phone, please?
	Offer	Could I be of any help?
	Suggestion	You could buy Mary some flowers.
	Negative deduction (past)	It couldn't have been John because he has an alibi.
<b>MAY</b>	Permission	You may leave the room.
	Possibility	He may be waiting for us when we arrive.
	Request	May I use your phone, please? (formal request)
	Offer	May I help you, sir?
	Prohibition	You may not use this computer.
	Speculation	John may have gone to Spain.
<b>MIGHT</b>	Possibility	John might come to your party.
	Speculation	Someone might have already told his wife.
	Suggestion	You might not want to drink this because it's very bitter.
	Conditional	If you invite him he might come. If you had invited him he might have come to your party.
<b>MUST</b>	Deduction	He failed the exam. He must be disappointed
	Necessity	To overcome these difficulties we must all work together.
	Obligation	John must work harder if he wants to pass



		this exam. (subjective obligation) All expenses must be approved by the manager.
	Prohibition	You mustn't use this computer. (emphatic)
	Emphatic advice	You must see this film, it's great.
<b>HAVE TO</b>	Obligation	You have to stop when the traffic light is red. (imposed obligation)
	Negative: Not necessary and not done	I don't have to go to work tomorrow. I didn't have to water the flowers yesterday because it rained.
<b>NEED</b>	Necessity	Do you think I need to take an umbrella?
	Negative	You needn't water the flowers as John will be back tomorrow. (not necessary) I needn't have watered the flowers because it rained in the afternoon. (done but not necessary)
<b>OUGHTTO</b>	Deduction	He has studied very hard, he ought to pass the exam.
	Assumption	He ought to have received the parcel by now.
	Advice	You ought to go to the doctor's. You ought not smoke so much.
	Recommendation	You ought to tell him the truth.
<b>HAD BETTER</b>	Advice	You had better take those wet clothes off.
	Recommendation	You had better tell me the truth.
<b>SHOULD</b>	Assumption / deduction	The plane should be landing now.
	Advice	You should go to the doctor's.
	Recommendation	You should take one of these pills every day.
	Necessity	You should be wearing a coat, it's very cold.
	Obligation	I should be studying but I'm too tired.
	Prediction	This should be a very good film.
	Prohibition	You should never repeat what you've just said.
<b>SHALL</b>	Speculation	Where shall/will we be this time next year?
	Suggestion	Shall we invite John or not?
	Decision	I shall/will marry John even without your permission.
	Future	We shall overcome.
	Question	What shall we do?
	Offer	Shall we pick you up at 7.00?
<b>WILL</b>	Assumption	He will have plenty of time to get to the airport.
	Deduction	He left home an hour ago. He'll arrive any minute now.
	Future	He will be 27 next month.
	Offer	I'll do the shopping.

	Promise	I will marry you.
	Intention	I will wait for you.
	Obligation / decision	You WILL go to school whether you want to or not.
	Prediction	It will rain in Rome tomorrow.
	Conditional	If it rains tomorrow I will/won't go to the cinema.
<b>WOULD</b>	Possibility	Would John come with us?
	Request	Would you please answer the question?
	Speculation	What would I have done without you?
	Polite question	Would you, please, close the door?
	Offer	Would you like a cup of tea?
	Past tense 'will' (indirect speech)	John said he would take me to the cinema.
	Customary past action	She would take the dog for a walk every morning before going to work.
	Invitation	Would you like to come with us?
	Preference	I would rather have a cup of coffee.
Conditional	If I were you I would leave. If I had known you wanted to go to the concert I would have bought you a ticket.	

### The equivalents of the modal verbs to have to/ to be able to.

1. Change the verbs into the past. Use could, had to, was to, was allowed to.

Bob can't dive. (Боб не умеет нырять.)

– Last year Bob couldn't dive. (В прошлом году Боб не умел нырять.)

1. You must show your identity card here. (Ты должен показать удостоверение личности здесь.) – Last night ...
2. We can't buy a new car. (Мы не можем купить новую машину.) – Last summer ...
3. Mike may take my laptop computer for a couple of hours. (Майк может взять мой ноутбук на пару часов.) – This morning ...
4. Victor has to call his mother. (Виктору нужно позвонить своей маме.) – Yesterday ...
5. You don't need to paper the walls. (Вам не нужно оклеивать стены обоями.) – Yesterday ...
6. She is to be at the office at 9 a.m. (Ей нужно быть в офисе в 9 утра.) – Last Friday ...
7. You must not tell lies. (Ты не должен лгать.) – Last night ...

2. Change the verbs into the future. Use will be able to, will be allowed to, will have to.

The baby can talk. (Мальш умеет разговаривать.)

– Soon the baby will be able to talk. (Скоро мальш сможет разговаривать.)

1. He can't get the tickets. (Он не может достать билеты.) – I'm afraid ...
2. You may use my camera. (Ты можешь пользоваться моей камерой.) – Tomorrow ...
3. I am to wait for him at the airport. (Мне нужно подождать его в аэропорту.) – Next Sunday ...

4. You must tell me the truth. (Ты обязан рассказать мне правду.) – Very soon ...
5. I have to take these pills 3 times a day. (Мне нужно пить эти таблетки 3 раза в день.) – Tomorrow ...
6. I can read this book in Italian. (Я могу прочитать эту книгу на итальянском языке.) – In two years ...

## Topics for Discussion

### The Benefits of Hobbies

#### 1. Read the following information.

A few reasons I want to find some new hobbies next year:

- **To play and relax** – We need to find hobbies that can make us zero money and that might possibly bore everyone. haha It needs to be something that we love to do for ourselves and not for content creation, which has weirdly become a prevalent part of the current human experience. If you don't post it, did it really happen?
- **To sharpen my mind** – I have such terrible memory now and may well be on my way to having early onset Alzheimer's (it is in the family and it freaks me out).
- **For personal growth, enrichment and emotional health** – something I constantly need work on.
- **For better physical health** – we already rock climb, but I think we need some activities with cardio.

Other benefits include:

- **Learning a useful skill**
- **Socializing and making new friends**
- **Making extra money**

#### 2. Remember the following useful phrases.

### Как высказать свое мнение

#### Common phrases

- *I think...*
- *I believe...*
- *I feel...*
- *In my opinion...* and
- *I would say...*

#### Add strength

- *I really think...*
- *I strongly believe...*

- *I truly feel... or*
- *In my honest opinion...*

### **Formal phrases**

- *From my point of view...*
- *From my perspective...*
- *In my view... or*
- *It seems to me that...*

### **Asking for opinions**

- *What do you think of...?*
- *What are your thoughts on...?*
- *How do you feel about...? and*
- *What is your opinion on...?*

### **Some more useful phrases**

- *I bet that ....*
- *I dare say that ...*
- *I gather that ...*
- *In my experience...*
- *As far as I am concerned, ...*
- *As far as I know...*
- *As far as I understand...*
- *As for me / As to me, ...*
- *As I see it...*
- *I am not sure/certain, but...*
- *I am of the opinion that ...*
- *I am sure / I am certain that ...*
- *I am absolutely convinced...*
- *I am sure/certain/convinced that...*
- *I am under the impression that ...*
- *I guess that ...*
- *I have no doubt that ...*
- *I have the feeling that ...*
- *I hold the opinion/ view that ...*
- *I might be wrong but...*
- *I really feel that...*
- *I suppose*
- *I tend to think that...*
- *I consider /find /feel /believe /suppose /presume /assume that ...*
- *I would say that ...*
- *I would like to point out that...*
- *I'd suggest that*
- *If you ask me...*
- *In my experience...*

- *It goes without saying that ...*
- *It is obvious to me...*
- *It is my impression that ...*
- *It seems to me that ...*
- *My impression is that ...*
- *My own feeling on the subject is that ...*
- *My view / opinion / belief / impression / conviction is that ...*
- *Personally speaking...*
- *Personally, I think...*
- *The point is that...*
- *To my mind, ...*
- *What I mean is...*
- *I do not know about other people, but I can say...*

3. What other benefits do you know? Express your own opinion. Use the following useful phrases.

*Example. I am absolutely convinced that if you take up a hobby, it's rather easy to learn a lot of useful skills. One can acquire skills in communication, in foreign languages, sports and others.*

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

5. Use the information given below to speak about different kinds of hobbies

Outdoor hobbies

### 1. **HIKING**

Some of our friends are peak baggers (a form of collecting), where you summit a list of peaks of your choice (ie the 14ers in Colorado).

### 2. **ROCK CLIMBING**

It's a great way to workout without feeling like you are. We love visiting new climbing destinations and gyms in cities we travel to.

### 3. **CANYONEERING**

Start on a guided canyoneering trip, and don't forget to study a guide.

### 4. **SLACKLINING**

Many climbers also slackline to work on their balance, but some people just like slacklining.

### 5. **MOUNTAINEERING**

Mountaineering is more technical and taking hiking to the next level.

### 6. **MOUNTAIN BIKING**

Explore the outdoors on two wheels.

## **7. CAMPING**

Camping can be as relaxing or extreme as you want.

## **8. GLAMPING**

If you want to experience the outdoors but need the comforts, glamping is the way to go.

## **9. KAYAKING, CANOEING or SUP**

It lets you explore areas most people don't get to when traveling.

## **10. RAFTING**

Start first by rafting with a guide.

### **Role play 'Round table discussion'**

You are the member of the round table discussion. Be ready to participate in the conversation.

1. What is your hobby?
2. How long have you had a hobby?
3. Why do people have hobbies?
4. Why did you start your hobby?
5. Can you make money from doing your hobby?
6. How many hours a week do you spend on your hobby?
7. What is a hobby?
8. Why do people need hobbies?
9. Do you spend money on your hobby?
10. Which hobbies are the most expensive?
11. Which hobbies are the cheapest?
12. Which hobbies are the most popular in your country?
13. Did you have any hobbies when you were a child?
14. Are there any hobbies you would like to try?

## UNIT 4

### Text **Four good reasons to talk about the weather**

‘It’s a lovely day, isn’t it?’

‘Yes, it’s so mild for the time of year!’

Why do we talk so much about the weather? I mean, we don’t really do it for practical reasons, do we? I can understand farmers or sailors being interested in the weather, but most of us live and work inside. And anyway, a lot of what we say are things that everybody knows already. On a cold day, why do I need somebody to say to me, ‘It’s freezing out there, isn’t it?’ I know that already! But there are some good reasons to talk about the weather.

#### Reason 1

It’s a good way to start a conversation. Everybody knows something about it. Think of the alternatives. Try starting with something like, ‘Picasso’s early works are marvellous, aren’t they?’ It’ll probably be a very short conversation! Everybody has different interests and opinions, but the weather is something which we share. We all have to live with the same weather. There’s nothing we can do about it so we just celebrate it or complain about it together.

#### Reason 2

We all have lots to say about the weather. We have a lifetime of experience of it – or more. Ideas about the weather are given to us by our grandparents and great grandparents.

Think of old sayings like ‘Red sky at night, sailor’s delight’. In the days before weather forecasts, people had to predict what was coming by looking for clues around them. For example, there were clues in animal behaviour: ‘If crows fly low, winds will blow’.

#### Reason 3

Weather is important to us. It can change our moods. We know that weeks without sunshine can cause winter blues, or seasonal affective disorder, as doctors call it.

Statistics show that heat waves in New York cause more crimes. Also, it seems that many of us are fascinated by the weather. The weather forecast is one of the most popular programmes on TV. We don’t just watch it for information, it’s entertainment too – especially when it gets extreme, with snowstorms, gales, floods, and tornados.

#### Reason 4

We can talk about the weather to communicate other things. A character in an Oscar Wilde play says, ‘Whenever people talk to me about the weather, I feel quite sure they mean something else.’ It’s true. When we say, ‘Lovely day, isn’t it?’ perhaps we are really saying, ‘I feel cheerful and I’d like a chat.’ People enjoy chatting – it makes them feel part of a group. Monkeys pick insects from each other’s hair for the same reason. But I’d prefer to talk about the weather!

### Comprehension Check

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

1. Weather often changes our moods. \_\_\_\_
2. Everybody has the same interests and opinions about the weather. \_\_\_\_
3. We all have lots to say about the weather. \_\_\_\_
4. In the days before weather forecasts, people had to predict what was coming by looking for clues around them. \_\_\_\_
5. Statistics show that heat waves in Australia cause more crimes \_\_\_\_

### Vocabulary Practice

#### 1. Match the words with their synonyms.

to predict	hero
to prefer	to like
character	to forecast
sayings	to mean
to think	proverb

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

*Example: sad – cheerful*

*Terrible, finish, alone, nothing, high, be silent, be all means,*

#### 3. Fill in the prepositions where necessary.

know smth \_\_\_\_ smth  
 pick smth \_\_\_\_ smth  
 change \_\_\_\_\_  
 a lifetime ~ \_\_\_\_\_ experience  
 complain \_\_\_\_\_ smth

#### 4. Look at the adjectives below and put them in pairs.

*Fog, snowstorm, wind, mist, cold, blizzard, freezing, chilly, cold, raining, breeze, pouring*

#### 5. Choose those which can describe the weather in your region.

*Snowy, freezing cold / bitterly cold, chilly, cool, mild, warm, boiling hot, rainy, sunny, cloudy, windy, foggy, frosty, stormy.*

#### 6. The environment

Complete the sentences. Use the correct form of the words in the box.

pollute conserve protect destroy recycle support

- 1 Unless we \_\_\_\_\_ endangered species, they will disappear.
- 2 \_\_\_\_\_ bottles and newspapers is a good way of helping the environment.
- 3 Mike decided to \_\_\_\_\_ *Friends of the Earth* after he had read their leaflet.
- 4 If we \_\_\_\_\_ energy like gas and electricity, we will create less pollution.
- 5 You shouldn't use aerosols. They \_\_\_\_\_ the ozone layer.
- 6 Waste from the factory \_\_\_\_\_ the river and fields nearby. As a result, many wild animals died.



7 Choose the correct alternative.

drought environment smoke global protection waves resources pollution

New statistics show that global <sup>1</sup>heating / warming is getting worse. Last year, more than forty countries had very little rain. As a result they suffered from <sup>2</sup>heatwaves / microwaves and severe <sup>3</sup>drought / storms . In addition, widespread fires caused harmful <sup>4</sup>clouds / smoke which had terrible effects on the <sup>5</sup>environmental / environment.  
 Scientists say these problems are the result of the increase in <sup>6</sup>pollution / population. Unless people start using natural energy <sup>7</sup>resources / rivers, the situation won't improve.

8 Complete the table with the words and phrases in the box.

windy chilly foggy pouring misty freezing dull

+	+ +	+ + +
warm	hot	scorching
cool	1 _____	2 _____
breezy	3 _____	blowing a gale
hazy	4 _____	5 _____
drizzling	raining	6 _____
7 _____	cloudy	stormy

9 Complete the sentences with the words in column + + + in Exercise 3.

- 1 'What's the matter? Didn't you enjoy your swim in the sea?'  
 'No, the water was \_\_\_\_\_ !'
- 2 I don't think we can take the boat out today.  
 The wind is \_\_\_\_\_ .  
 The sky looked grey and \_\_\_\_\_ , so the backpackers set up camp for the night.
- 3 It was so \_\_\_\_\_ that Mark couldn't see where he was driving.
- 4 You'd better put on your raincoat and take an umbrella. It's \_\_\_\_\_ outside.
- 5 Simon trekked through the desert in the \_\_\_\_\_ midday sun.

**Grammar Practice**

**Adjectives.**

1. Большая часть прилагательных в английской речи образовалась с помощью перечисленных ниже суффиксов:

Суффикс  
 -у

Правила и исключения

В словах, заканчивающихся на -е, мы убираем последнюю гласную  
 anger (злость) — angry (злой);  
 imagine (представлять) — imaginary (воображаемый).

-al

В словах, заканчивающихся на -e, мы убираем последнюю гласную и заменяем ее на -al, -ial или -ual

nature (природа) — natural (природный);  
finance (финансы) — financial (финансовый);  
commerce (торговля) — commercial (торговый);  
intention (намерение) — intentional (преднамеренный).

-ly

Прилагательное образуется прибавлением суффикса -ly в конце слова  
earth (земля) — earthly (земной);  
time (время) — timely (своевременный).

-ful

Если слово заканчивается на -ty, окончание следует заменить на -i  
beauty (красота) — beautiful (красивый);  
dread (страх) — dreadful (страшный);  
play (игра) — playful (игривый);

-ory

В словах, заканчивающихся на -e, мы убираем последнюю гласную  
introduction (вступление) — introductory (вступительный);  
advise (консультировать) — advisory (консультативный);  
anticipate (предвосхищать) — anticipatory (преждевременный);  
compensate (компенсировать) — compensatory (компенсационный).

-ic

В словах, заканчивающихся на -y, мы убираем окончание  
artist (художник) — artistic (художественный);  
energy (энергия) — energetic (энергичный).

-ous

1. В словах, заканчивающихся на «у» или «е», мы убираем окончание.
2. В словах, заканчивающихся на -cle, мы заменяем окончание на -cul.

glamour (гламур) — glamorous (гламурный);  
fame (слава) — famous (известный);

mystery (тайна) — mysterious (загадочный);  
miracle (чудо) — miraculous (чудесный, удивительный).

-ish

Прилагательное образуется прибавлением суффикса -ish в конце слова  
child (ребенок) — childish (детский);  
book (книга) — bookish (педантичный).

-ive

В словах, заканчивающихся на -ion и -e, убираем окончание.  
description (описание) — descriptive (наглядный);  
impulse (импульс) — impulsive (импульсивный).

-some

Прилагательное образуется прибавлением суффикса -some в конце слова  
trouble (проблема) — troublesome (беспокойный);  
dark (темнота) — darksome (темный);  
whole (целый) — wholesome (полезный).

-less

Прилагательное образуется прибавлением суффикса -less в конце слова  
child (ребенок) — childless (бездетный);  
brain (мозги) — brainless (безмозглый);  
shame (стыд) — shameless (бесстыдный).

2. Некоторые прилагательные в английском языке образуются из глаголов:

Глагол

Прилагательное

Enjoy — наслаждаться

Help — помогать

Talk — разговаривать

Tire — утомлять

Judge — судить

субъективный

Forget — забывать

Shake — трясти

Tickle — щекотать

Hate — ненавидеть

Laugh — смеяться

Adjust — настраивать

Annoy — раздражать

раздражительный

Differ — различать

See — видеть

Speed — ускорять

Observe — наблюдать

наблюдательный

Enjoyable — приятный

Helpful — полезный

Talkative — разговорчивый

Tireless — неустанный

Judgemental —

Forgetful — забывчивый

Shakeable — трясущийся

Ticklish — бояться щекотки

Hateful — ненавистный

Laughable — смешной

Adjustable — регулируемый

Annoying —

Different — различный

Scenic — живописный

Speedy — оперативный

Observatory —

3. Некоторые прилагательные в английском языке образуются от самих прилагательных:

Прилагательное

Прилагательное Three — три

Threesome

— тройной

Green- зеленый

Greenish — зеленоватый

Weak- слабый

Weakly — слабоватый

Red — красный

Redden — покрасневший

Easy — легкий

Easier — легкий

Gentle — мягкий  
Fine — прекрасный

Gentlest — нежный  
Finest — прекрасный

**1. Fill in the correct word:**

1. The new rules are very \_\_\_\_\_.
2. Mona is a very \_\_\_\_\_ person.
3. This \_\_\_\_\_ armchair is very \_\_\_\_\_.
4. Pam's hair is black and \_\_\_\_\_.
5. Be \_\_\_\_\_! It is very slippery here.
6. The weather is often \_\_\_\_\_ here.
7. The injection was very \_\_\_\_\_.
8. The operation was \_\_\_\_\_.
9. I think the prices are quite \_\_\_\_\_.
10. It is a \_\_\_\_\_ holiday in our country.
11. Helen is a very \_\_\_\_\_ young lady.
12. Tom is \_\_\_\_\_ and sociable.
13. This snake is very \_\_\_\_\_.
14. The situation on the roads was rather \_\_\_\_\_.
15. Ben plays several \_\_\_\_\_ instruments.
16. This place is very \_\_\_\_\_ . I don't hear you.
17. My friend is always \_\_\_\_\_.
18. We read the text about the \_\_\_\_\_ traditions.
19. Liz is a \_\_\_\_\_ person. We like her.
20. Don't be afraid of this lizard. It is \_\_\_\_\_.
21. The film was boring and seemed to be \_\_\_\_\_.
22. This sandwich is not \_\_\_\_\_.
23. Our leaders discussed the \_\_\_\_\_ situation.
24. Your advice is \_\_\_\_\_ . Thanks a lot.
25. Mona is very \_\_\_\_\_ . I'm tired of her.
26. The weather was cold and \_\_\_\_\_.
27. Tim's car is new and \_\_\_\_\_.
28. Ingrid had a \_\_\_\_\_ dress on yesterday.
29. Have you seen that \_\_\_\_\_ advertisement?
30. There are two \_\_\_\_\_ parties in this country.
31. Arrange the sentences in the \_\_\_\_\_ order.
32. I was very \_\_\_\_\_ with my brother.
33. The street was long and very \_\_\_\_\_.
34. I'm \_\_\_\_\_ . Can I have a glass of water, please?

use  
create  
comfort  
curl  
care  
change  
pain  
success  
reason  
nation  
beauty  
friend  
harm  
danger  
music  
noise  
help  
culture  
cheer  
harm  
end  
eat  
value  
talk  
wind  
rely  
love  
origin  
policy  
logics  
anger  
dirt  
thirst

**2. Match the adjectives in column A with their opposites in column B**

beautiful	strong
clean	loose
dark	thin
easy	short
fancy	curly
fat	hard
full	fast
good	blunt
handsome	dull
heavy	poor
large	noisy
long	closed
low	young
married	old
messy	wide
narrow	neat
new	single
old	short
open	high
quiet	small
rich	light
sharp	ugly
shiny	bad
slow	empty
soft	thin
straight	plain
tall	difficult
thick	light
tight	dirty
weak	ugly

**Now using the adjectives from column A complete these sentences:**

- The knife wasn't \_\_\_\_\_ enough to cut through the meat.
- She has been \_\_\_\_\_ for ten years before they had their first child.
- She was wearing a very \_\_\_\_\_ dress and everyone was looking at her.
- I decided to go on a diet. All my clothes were too \_\_\_\_\_. I saw Gary last night dancing with the most \_\_\_\_\_ girl I'd ever seen.
- She found the door \_\_\_\_\_ when she arrived at the house.
- Betty has long, dark, \_\_\_\_\_ hair and she looks like a film star.
- The room was \_\_\_\_\_ of people by the time I arrived.
- John was a very \_\_\_\_\_ baby and died at the age of 4.
- That kitchen doesn't look very \_\_\_\_\_, does it?
- My brother is becoming more and more \_\_\_\_\_ as the days go on.
- I don't know why they bought that \_\_\_\_\_ house in the country, do you?
- We drove down a long \_\_\_\_\_ road before we saw the signs to the motorway.
- Did you notice how \_\_\_\_\_ John has got; he ought to go on a diet.
- I liked the book you lent me; it was \_\_\_\_\_ reading, just what I needed at the time!
- The suitcase was too \_\_\_\_\_ for me to pick up.
- Mary was a very \_\_\_\_\_, pleasant child who always paid attention at school.
- I had to find my way quickly, it was getting \_\_\_\_\_ and I was very afraid.

18. Brian was very \_\_\_\_\_ at tennis when he was at university.
19. The table was much too \_\_\_\_\_ for the tablecloth so we had to use two.
20. We had to buy a \_\_\_\_\_ cooker for the kitchen because the old one didn't work anymore.
21. The car was a big red \_\_\_\_\_ one and stood out amongst the others in the car park.
22. Luckily the fence was \_\_\_\_\_ and we were able to climb over it.
23. My daughter's bedroom is always so \_\_\_\_\_ despite the number of times I tell her to tidy it.
24. Did you see that \_\_\_\_\_ man sitting on the bench? He must be nearly 100.
25. I love my new pullover, it's so \_\_\_\_\_ and comfortable.
26. If I were \_\_\_\_\_ I'd buy a yacht and sail around the world.
27. The train was a \_\_\_\_\_ one and we were afraid to miss our flight.
28. He was a very \_\_\_\_\_ man, a good head above everyone else.
29. There was a \_\_\_\_\_ layer of dust in the house; it was obvious nobody had been there for years.

### 3. Fill in the correct word:

- |  |         |
|--|---------|
| 1. The new rules are very _____.                       | use     |
| 2. Mona is a very _____ person.                        | create  |
| 3. This armchair is very _____.                        | comfort |
| 4. Pam's hair is black and _____.                      | curl    |
| 5. Be _____! It is very slippery here.                 | care    |
| 6. The weather is often _____ here.                    | change  |
| 7. The injection was very _____.                       | pain    |
| 8. The operation was _____.                            | success |
| 9. I think the prices are quite _____.                 | reason  |
| 10. It is a _____ holiday in our country.              | nation  |
| 11. Helen is a very _____ young lady.                  | beauty  |
| 12. Tom is _____ and sociable.                         | friend  |
| 13. This snake is very _____.                          | harm    |
| 14. The situation on the roads was rather _____.       | danger  |
| 15. Ben plays several _____ instruments.               | music   |
| 16. This place is very _____. I don't hear you.        | noise   |
| 17. My friend is always _____.                         | help    |
| 18. We read the text about the _____ traditions.       | culture |
| 19. Liz is a _____ person. We like her.                | cheer   |
| 20. Don't be afraid of this lizard. It is _____.       | harm    |
| 21. The film was boring and seemed to be _____.        | end     |
| 22. This sandwich is not _____.                        | eat     |
| 23. Our leaders discussed the _____ situation.         | economy |
| 24. Your advice is _____. Thanks a lot.                | value   |
| 25. Mona is very _____. I'm tired of her.              | talk    |
| 26. The weather was cold and _____.                    | wind    |
| 27. Tim's car is new and _____.                        | rely    |
| 28. Ingrid had a _____ dress on yesterday.             | love    |
| 29. Have you seen that _____ advertisement?            | origin  |
| 30. There are two _____ parties in this country.       | policy  |
| 31. Arrange the sentences in the _____ order.   logics |         |
| 32. I was very _____ with my brother.                  | anger   |
| 33. The street was long and very _____.                | dirt    |
| 34. I'm _____. Can I have a glass of water, please?    | thirst  |
| 35. This business is very _____.                       | profit  |
| 36. Paul is a _____ man. He has won a car.             | luck    |
| 37. This coffee is not _____, I think.                 | drink   |

someone who is slow to act because they feel uncertain  
someone who can be trusted to do something well  
someone who is willing to give money or help freely  
someone who always wants more than they need  
someone who thinks of their own advantage  
someone who is easily offended or upset  
someone who is relaxed and not easily upset or worried  
someone who likes to keep things tidy and in order  
someone who behaves badly and is not willing to obey  
someone who is helpful, friendly and cares about others  
someone who is not willing to work or use any effort  
someone who moves or does things in a very awkward way  
someone who is able to use words in a clever and funny way

### **Comparative and superlative degree.**

Выделяют три степени сравнения прилагательных в английском языке: положительная (positive degree), сравнительная (comparative degree) и превосходная (superlative degree).

Положительная степень прилагательного в английском языке — это его форма, в которой оно записано в словаре, например, big, small или pretty. Мы используем положительную степень, чтобы сказать, что предмет/человек обладает каким-то признаком или качеством. Сравнительную степень используем, когда хотим отметить, что предмет/человек обладает каким-то качеством в большей степени, чем другие. А превосходная степень прилагательного показывает, что предмет/человек обладает каким-то качеством в наибольшей степени.

Английские прилагательные делятся на две категории:

качественные прилагательные описывают какое-то качество, например: narrow (узкий), beautiful (красивый), friendly (дружелюбный).

относительные прилагательные называют какой-то признак, например: wooden (деревянный), French (французский).

Только у качественных прилагательных есть 3 степени сравнения.

My car is fast but your car is faster. — Моя машина быстрая, но твоя машина быстрее.

My car is German and your car is French. — Моя машина немецкая, а твоя машина французская.

French и German — относительные прилагательные, сравнивать их невозможно. Нельзя сказать, что какой-то предмет более немецкий или самый французский.

Образование сравнительной степени прилагательных в английском языке

Рассмотрим образование сравнительной степени прилагательных на примере. Возьмем две дороги. Одна из них двухполосная, вторая — четырехполосная. Следовательно, вторая дорога шире, чем первая. Сравнить предметы можно при помощи слова than (чем, нежели):

This road is broader than that one. — Эта дорога шире, чем та.

Do you think that Maddie is more beautiful than Jane? — Ты думаешь, что Мэдди более красивая, чем Джейн?

My mother is taller than her sister. — Моя мама выше, чем ее сестра.

При образовании сравнительной степени прилагательных в английском языке необходимо учитывать длину прилагательного. Измерять эту длину надо слогами.

Прилагательное длиной в один слог — big (большой), small (маленький), thin (тонкий), cute (забавный), cold (холодный) — называется односложным.

Прилагательное длиной в два слога — mod-ern (современный), bus-y (занятой), clev-er (умный), pret-ty (красивый) — двусложное.

Прилагательное длиной в три и более слогов — beau-ti-ful (красивый), con-fi-den-tial (секретный), de-fen-sive (защищающий) — многосложное.

Особенности образования сравнительной степени прилагательных в английском языке:

Если прилагательное односложное, сравнительная степень образуется путем добавления к прилагательному суффикса -(e)r.

cold (холодный) – colder (холоднее)  
warm (теплый) – warmer (теплее)  
cool (прохладный) – cooler (прохладнее)  
safe (безопасный) – safer (безопаснее)  
cute (забавный) – cuter (забавнее)  
wide (широкий) – wider (шире)

In Canada I got used to colder winters. — В Канаде я привык к более холодным зимам.  
Kate's dog is cuter than Ann's. — Пес Кейт милее, чем пес Энн.

Если прилагательное оканчивается на сочетание гласная + согласная, то конечная согласная удваивается.

big (большой) – bigger (больше)  
thin (тонкий, худой) – thinner (тоньше, худее)  
fat (толстый, жирный) – fatter (толще, жирнее)

The cuts were thinner but deeper. — Разрезы были тоньше, но более глубокие.  
I need a fatter piece of meat than that. — Мне нужен более жирный кусок мяса, чем этот.  
My bedroom is bigger than the living room. — Моя комната больше гостиной.  
July this year is hotter, I think. — Июль в этом году жарче, мне кажется.

Особенности образования сравнительной степени двусложных прилагательных:  
К двусложным прилагательным, которые оканчиваются на звуки /r/, /l/ или безударный гласный звук, добавляем суффикс -(e)r.

clever /'klevər/ (умный) – cleverer (умнее)  
noble /'nəʊbl/ (благородный) – nobler (самый благородный)  
narrow /'nærəʊ/ (узкий) – narrower (уже)

Если прилагательное оканчивается на -y, она меняется на -i.  
busy (занятой) – busier (более занятой)  
cosy (уютный) – cosier (уютнее)

The house in the mountains was cosier compared to the house we rented at the seaside. — Дом в горах был уютнее по сравнению с домом, который мы снимали на побережье.  
New York streets are busier than Philadelphian ones. — Нью-Йоркские улицы более оживленные, нежели филадельфийские.



A cleverer student will get an opportunity to go to the contest. — Более умный студент получит возможность поехать на состязание.

Прилагательные, которые оканчиваются на -ing, -ed, -ful и -less, образуют сравнительную степень с помощью more.

thankful (благодарный) – morethankful (более благодарный)  
amusing (забавный) – moreamusing (более забавный)

My previous job was more stressful than this one. — Моя предыдущая работа была более напряженной, чем эта.

У некоторых двусложных прилагательных есть две формы образования сравнительной степени: с окончанием -(e)r и с помощью слова more.

polite (вежливый) – politer / more polite (болеевежливый)

Если прилагательное многосложное, тогда сравнительную степень от него образовываем, ставя перед ним слово more:

modern (современный) – moremodern (современнее)  
famous (знаменитый) – more famous (знаменитее)  
interesting (интересный) – more interesting (интереснее)  
beautiful (красивый) – more beautiful (красивее)  
unexpected (неожиданный) – more unexpected (неожиданнее)

It is a more interesting book, believe me. — Это более интересная книга, поверь мне.  
You are more beautiful than she ever was. — Ты красивее, чем она когда-либо была.

Самая известная ошибка в английской грамматике — фраза, сказанная Алисой Льюиса Кэролла.

Ошибка в том, что Алиса, презрев правила грамматики, прибавляет к многосложному прилагательному суффикс -(e)r, а должна бы была сказать: more and more curious.

В образовании степеней сравнения прилагательных есть исключения:

good (хороший) – better (лучше)  
bad (плохой) – worse (хуже)  
far (далекий) – farther/further (дальше)  
old (старый) – older/elder (старше)

There is no better option. — Нет лучшего варианта.

They say I can find a doctor in a farther village. — Они говорят, что я смогу найти врача в более отдаленной деревне.

The situation got worse when I saw the expression on her face. — Ситуация стала еще хуже, когда я увидел выражение ее лица.

Обратите внимание, что прилагательное far имеет два варианта сравнительной степени. Выбор нужной формы зависит от смысла слова. Когда речь идет о расстоянии, не имеет значения, какую форму выбрать.

It was a farther/further school. — Это была более отдаленная школа.

Если мы хотим употребить это прилагательное в значении «дальнейший», «добавочный», тогда используем исключительно further.

For further information, turn to the secretary. — За дальнейшей информацией обратитесь к секретарю.

Образование превосходной степени прилагательных в английском языке

Вернемся к нашему примеру с дорогами. Первая — двухполосная, вторая — четырехполосная, а третья — шестиполосная.

The first road is broader than the second one, but the third road is the broadest. — Первая дорога шире второй, но третья дорога самая широкая.

Давайте рассмотрим особенности формирования превосходной степени английских прилагательных:

Если прилагательное односложное, его превосходная степень образуется путем прибавления суффикса -(e)st, а перед прилагательным ставится определенный артикль the. Если есть другие слова-определители, например притяжательное местоимение, артикль the опускается.

cold (холодный) – the coldest (самый холодный)

warm (теплый) – the warmest (самый теплый)

cool (прохладный) – the coolest (самый прохладный)

safe (безопасный) – the safest (самый безопасный)

cute (забавный) – the cutest (самый забавный)

wide (широкий) – the widest (самый широкий)

The kitchen with its stone floor was the coolest place in the house. — Кухня с каменным полом была самым прохладным местом в доме.

Find the widest part of this figure. — Найди самую широкую часть этой фигуры.

This is my cutest dog Charlie. — Это моя самая милая собака Чарли.

Если прилагательное оканчивается на сочетание гласная + согласная, конечная согласная удваивается:

big (большой) – the biggest (самый большой)

thin (тонкий, худой) – the thinnest (самый тонкий, самый худой)

fat (толстый, жирный) – the fattest (самый толстый, самый жирный)

I want to find a recipe of a cake with the fattest layer of chocolate. — Хочу найти рецепт торта с самым толстым слоем шоколада.

She chose the biggest teddy. — Она выбрала самого большого плюшевого медведя.

In my opinion, Jack must start with the thinnest book. — По моему мнению, Джеку надо начать с самой тонкой книги.

Особенности образования превосходной степени двусложных прилагательных:

К двусложным прилагательным, которые оканчиваются на звуки /r/, /l/ или безударный гласный звук, присоединяем суффикс -(e)st. Не забываем, что перед прилагательным необходимо поставить определенный артикль the.

clever (умный) – the cleverest (умнейший)

noble (благородный) – the noblest (благороднее)  
narrow (узкий) – the narrowest (самый узкий)

Если прилагательное оканчивается на -y, она меняется на -i.

friendly (дружелюбный) – the friendliest (самый дружелюбный)  
trendy (модный) – the trendiest (самый модный)

Cindy is the friendliest kid in the class. — Синди — самый дружелюбный ребенок в классе.

The remark was the cleverest I had ever heard. — Замечание было самым умным из всех, что я когда-либо слышал.

They chose the narrowest path because it was the shortest. — Они выбрали самую узкую тропу, потому что она была самой короткой.

Прилагательные, которые оканчиваются на -ing, -ed, -ful и -less, образуют превосходную степень с помощью the most.

thankful (благодарный) – the most thankful (самый благодарный)  
amusing (забавный) – the most amusing (самый забавный)

Let's watch the most joyful film I've ever seen again! — Давай еще раз посмотрим самый веселый фильм, который я когда-либо видел.

У некоторых двусложных прилагательных есть две формы сравнительной степени: the перед прилагательным с окончанием -(e)st или the most перед прилагательным.

polite (вежливый) – the politest / the most polite (самый вежливый)

Многосложные прилагательные образуют превосходную степень с помощью the most перед прилагательным.

modern (современный) – the most modern (самый современный)  
famous (знаменитый) – the most famous (самый знаменитый)  
interesting (интересный) – the most interesting (самый интересный)  
beautiful (красивый) – the most beautiful (самый красивый)  
unexpected (неожиданный) – the most unexpected (самый неожиданный)

For my grandmother, her village is the most beautiful in the world. — Для моей бабушки ее деревня самая красивая в мире.

Monica Bellucci is the most famous and the most beautiful Italian actress. — Моника Беллуччи — самая знаменитая и самая красивая итальянская актриса.

Исключения в образовании превосходной степени прилагательных:

good (хороший) – the best (лучший)  
bad (плохой) – the worst (худший)  
far (далекий) – the farthest / the furthest (самый дальний)  
old (старый) – the oldest (самый старый) / the eldest (самый старший)

Gary is not the worst lawyer in the town, but he is not the best, though. — Гэри не худший юрист в городе, но и не лучший.

As usual, she found what she needed in the farthest store. — Как обычно, она нашла то, что ей было нужно, в самом дальнем магазине.

Less и the least

Используем *less*, когда хотим отметить, что предмет/человек обладает каким-то качеством в меньшей степени, чем другие, а *the least* — в наименьшей степени.

hard (тяжелый) – less hard (менее тяжелый) – the least hard (наименее тяжелый)  
famous (известный) – less famous (менее известный) – the least famous (наименее известный)  
beautiful (красивый) – less beautiful (менее красивый) – the least beautiful (наименее красивый)

She is now a less famous actress than 20 years ago. — Сейчас она менее известная актриса, чем 20 лет назад.

Let's choose a less expensive hotel. — Давай выберем менее дорогой отель.

First, I offer to choose the least beautiful dress. — Сначала я предлагаю выбрать наименее красивое платье.

The least tiring journey was to Los Angeles because they took the train. — Наименее выматывающим было путешествие в Лос-Анджелес потому что они поехали на поезде

### 1 Rewrite the sentences. Use comparatives, (*not*) *as* \_\_ *as*, or superlatives.

1 Manchester isn't as big as London. London is \_\_\_\_\_ (large).

2 Playing a computer game and reading a good book are both enjoyable things to do.  
Reading a good book \_\_\_\_\_ (exciting).

3 No other Hollywood actress is as well paid as Julia Roberts.

Julia Roberts is \_\_\_\_\_ (good).

4 Planet Hollywood isn't as trendy as the Fashion Café.

The Fashion Café is \_\_\_\_\_ (trendy).

5 Mobile phones are cheaper than they used to be.

Mobile phones are \_\_\_\_\_ (not / expensive).

6 No other language is easier than English to learn.

English is \_\_\_\_\_ (easy).

### 2 Complete the text with the comparative or superlative form of the adjectives.

(1 new) \_\_\_\_\_ computer game on the market is called *Dark City*. Like its rival *The Shadow*, *Dark City* is a spy adventure story. We asked a player to tell us about it. 'It's (2 fast) \_\_\_\_\_ and (3 exciting) \_\_\_\_\_ game I've ever played,' says teenager Andrew Milroy. '*Dark City* has a much (4 good) \_\_\_\_\_ soundtrack than *The Shadow*, and the special effects are far (5 realistic) \_\_\_\_\_. It's also a bit (6 easy) \_\_\_\_\_ to play.'

However, it isn't cheap. At £150 it's (7 expensive) \_\_\_\_\_ game in the shops. And it's also

(8 violent) \_\_\_\_\_. Nevertheless it will probably be one of (9 popular) \_\_\_\_\_ games this year.

### 3 Complete the text with the comparative or superlative form of the adjectives.

1. My house is.....(big) than yours.
2. John isn't so.....(tall) as Kevin.
3. Mary is .....(good) student in the class.
4. I invited all my classmates to my party. As the saying goes: the.....(many), the.....(merry).
5. Linda doesn't feel .....(good) today.
6. Our school is .....(far) away than his.
7. I'm calling to ask for some.....(far) information on this package holiday.
8. Sandra did .....(bad) of all in the test.

9. Their car is.....(cool) in the neighbourhood.
10. Do you really think that Tina is.....(clever) than Sandra?
11. He came to the party.....(late) of all.
12. John's.....(old) brother is a pilot.
13. Monica has.....(little) toys than Erin.
14. Luke doesn't have as.....(much) free time as Bruce.
15. Poor thing! That's.....(sad) thing I've ever heard!
16. Luke's shoes are.....(dirty) today than they were yesterday.
17. I can for sure that it's .....(interesting) movie I've ever seen.
18. Tina is considered to be .....(shy) person in class.
19. John's grades are getting.....(good) and.....(good).
20. Sally is much.....(pretty) than Kate.
21. Dan feels much.....(good) today.
22. The.....(old) she gets, the.....(beautiful) she becomes.
23. This exercise is very.....(difficult).
24. We have to hurry up as it's getting.....(dark) and .....(dark).
25. Everybody knows that Kevin is.....(strong) than Alan.

#### 4. Fill in the comparative or the superlative degrees of the adjectives:

1. Mona is \_\_\_\_\_ girl in our class.
2. Paul is \_\_\_\_\_ than Nick.
3. I think Andrew is \_\_\_\_\_ boy in my class.
4. This street is \_\_\_\_\_ in our city.
5. That task was \_\_\_\_\_ in the test yesterday.
6. Sam draws \_\_\_\_\_ pictures of the animals.
7. These books are \_\_\_\_\_ than those books.
8. This information about the elephants is \_\_\_\_\_.
9. Tina's letter is \_\_\_\_\_ letter in the class.
10. This airplane is \_\_\_\_\_ than that one.
11. This building is \_\_\_\_\_ than that one.
12. I know my drawings are \_\_\_\_\_ in my class.
13. Tom's hair is \_\_\_\_\_ than mine.
14. Bob and Bill are \_\_\_\_\_ friends.
15. Physics is \_\_\_\_\_ subject for me.
16. This hotel is \_\_\_\_\_ than that one.
17. My hair is \_\_\_\_\_ hair in my family.
18. Tim's bag is \_\_\_\_\_ than Ben's bag.
19. They were \_\_\_\_\_ people I've ever known.
20. It is \_\_\_\_\_ chance to learn surfing.
21. My brother is \_\_\_\_\_ person I've ever known.
22. He is \_\_\_\_\_ football player.
23. I am \_\_\_\_\_ person because I've passed my exams.
24. Liz is \_\_\_\_\_ girl in our group.
25. He is \_\_\_\_\_ man we've ever seen.
26. Our house is \_\_\_\_\_ house in the street.
27. I think we are \_\_\_\_\_ students at our school.
28. We need a \_\_\_\_\_ ladder than this one.
29. I'm sure Angela is \_\_\_\_\_ girl at school.
30. He is \_\_\_\_\_ man I've ever met.
31. This river was \_\_\_\_\_ than we thought.
32. She is \_\_\_\_\_ today than she was yesterday.
33. Liz is \_\_\_\_\_ than Mary.

34. It is \_\_\_\_\_ day of the year.
35. My skirt is \_\_\_\_\_ than yours.
36. This car is \_\_\_\_\_ one.
37. The trip to London was \_\_\_\_\_.
38. My answer was \_\_\_\_\_ in this competition.
39. You can find it in \_\_\_\_\_ shop.
40. It is \_\_\_\_\_ river in our district.

1. pretty
2. tall
3. clever
4. long
5. difficult
6. good
7. expensive
8. interesting
9. tiny
10. modern
11. high
12. bad
13. dark
14. good
15. difficult
16. cheap
17. curly
18. heavy
19. kind
20. good
21. slow
22. great
23. happy
24. lazy
25. brave
26. big
27. noisy
28. long
29. fast
30. unpleasant
31. dangerous
32. nervous
33. young
34. cold
35. short
36. large
37. interesting
38. quick
39. near
40. wide

### **Topics for Discussion**

1. There are a number of popular sayings concerning weather and climate.

- *Rain before seven, fine before eleven.*

- *If there were no clouds, we should not enjoy the sun.*
- *Sow the wind and reap the whirlwind.*
- *Vows made in storm are forgotten in calms.*
- *When it rains it rains on all alike.*
- *Don't have thy cloak to make when it begins to rain.*
- *Small rain lays great dust.*
- *After a storm comes a calm.*

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

2. Remember the following useful phrases.

### **Cold Weather**

1. *It's freezing outside!*
2. *It's a bit chilly. Wrap up warm.*
3. *It's cold.*
4. *It's Arctic out there.*
5. *It's quite fresh – take a jumper.*
6. *You can see your breath in the air.*
7. *It's below zero.*
8. *It must be minus five or more.*
9. *It's pretty frosty today.*
10. *My car's iced up, it's that cold.*
11. *I can't believe the fog! Did you have a hard time driving today?*
12. *It's freezing out today. Do you think it will snow?*
13. *It looks like it's going to snow.*

### **Hot Weather**

1. *It's nice and warm today.*
2. *It's pretty hot, isn't it?*
3. *We're having a heatwave!*
4. *It's so hot! It must be over 80.*
5. *It's nice in the sun.*
6. *The weather's lovely.*
7. *It's a lovely day.*
8. *It's absolutely boiling!*
9. *It's positively tropical today.*
10. *It's sunny today, isn't it?*
11. *Did you order this sunshine?*
12. *So hot for this time of year.*
13. *It's so nice out today, isn't it?*
14. *The weather's nice today, right?*
15. *I heard it's supposed to be sunny tomorrow. That's good, right?*
16. *We couldn't ask for a nicer day, could we?*
17. *Beautiful day, isn't it?*

## **Rainy Weather**

1. *Is that rain?*
2. *It's only a shower.*
3. *It's pouring.*
4. *It's bucketing down.*
5. *We'd better run for it.*
6. *It's been raining all day.*
7. *I'm soaked to the skin.*
8. *I'm drenched.*
9. *Looks like rain.*
10. *We could do with some rain.*
11. *Wow, it's really (Raining/pouring) out today! Did you get caught in the rain?*
12. *Can you believe all of this rain we've been having?*
13. *I hear they're calling for thunderstorms all weekend.*

## **Others phrases**

### ▪ **The sky and clouds:**

*The high sunlit clouds drifted across a clear blue sky.*

*The sky above was full of tumultuous, dark, ragged clouds.*

*A sky of mackerel clouds, crimson and amber-tinted.*

*It was a grey afternoon with a dull sky threatening rain.*

*A cloud, ominous and black, drifted over the mountain and released a sudden shower.*

### ▪ **Sunrise and sunset:**

*The sun rose in a pool of crimson and gold, spilling light all over the land and the white clouds.*

*From freezing night, it turned to scorching day as the sun climbed towards its zenith.*

*As the sun set, the few thin strips of clouds on the horizon turned shimmering gold.*

*It was a lovely walk, with the sun setting behind the mountain in a sea of liquid gold.*

*The sunsets have been glorious lately, all rosy and salmon- pink.*

### ▪ **Lightning and thunder:**

*Thunder came marching from far away with increasing tread.*

*Lightning and thunder raged with fury.*

*A flash of forked lightning and a great clap of thunder came close upon each other.*

*A bolt of lightning tore across the sky and a peal of thunder followed.*

### ▪ **Wind and rain:**

*The wind was sighing and thrashing in the tree tops and the boughs moaned.*

*The morning was cold and wet with a brisk wind sweeping the rain across the land.*

*A curtain of rain beat down from the heavens.*

## **3. Fill in the gaps in the dialogue.**

— What's the weather like in Russia, Mary?

— It depends on \_\_\_\_\_. Usually it's \_\_\_\_\_ in summer and also \_\_\_\_\_ in winter. For example, in \_\_\_\_\_ during winter the temperatures sometimes \_\_\_\_\_. It also \_\_\_\_\_ a lot.



— Oh my God! I can't even imagine it! The \_\_\_\_\_ temperature that I've ever experienced was \_\_\_\_\_ . And I have never seen \_\_\_\_\_ in my life!  
— Well, you get used to it.

4. Use the phrases given below to make up your own dialogues.

There is a lot of snow everywhere.

There is no snow at all.

There is a lot of rain this autumn.

There is not a single cloud in the sky. ( Not a cloud in the sky.)

There are clouds in the sky.

There's a thunderstorm coming on.

What a flash of lightning!

There's a clap of thunder.

A gust of wind

What a shower!

It will lay the dust...-

5. Make up true sentences about weather and climate in your region. Be ready to ask your friend about his.

6. Use the information given below to make up a story.

Nick Middleton, a geography lecturer at Oxford University, likes bad weather. In National Geographic's 4-part TV series Going to Extremes, Nick travels to the places with the most extreme weather in the world – the hottest, coldest, wettest, and driest places.

In one episode of the series, Nick visits the Danakil in North East Ethiopia. The Danakil is a desert of salt. It's 100 metres lower than sea level and it's hot! The temperature is often higher than 50 degrees. The highest recorded temperature in the world is 57° in Libya. But the Danakil has the highest average temperature. In summer, it's never lower than 40°.

The local people, the Afar, are very tough. The men carry guns and long knives. But Nick finds their softer side: hair. These men spend two hours a day working on their big Afro hair. In this heat, they say, their hair is better than a hat.

In another episode of the series, Nick travels to the world's coldest inhabited place. In Oymyakon, Siberia, the average winter temperature is lower than minus 25°. Only Antarctica is colder, but nobody lives there. Nick also visits the wettest place in the world, Mawsynram in India, and the driest place, Arica in Chile. Room Detectives

### **Role play 'Asking about the Weather'**

1. First prepare your character for the role play. Choose the topic. Prepare key phrases.

It's a broad subject. Here are some common areas you could be asked about:

What the weather is like in your country

Your favourite weather or season

How the weather affects how you or other people feel

How the weather affects what you or other people do

The effect of the weather on jobs or local transportation

Bad, problematic or extreme weather

Climate change

Weather forecasting

1) What is the weather like in your country?

Our weather is very unpredictable. One minute it can be lovely sunshine, the next we're experiencing a downpour. The UK is well-known for this.

2) Do you like the weather in your country?

Yes and no. I get frustrated that we have so many rainy days but we do have some glorious weather as well. When the sun comes out and there's not a cloud in the sky, I couldn't be happier.

3) Is the weather the same in all parts of your country?

There are some quite marked regional differences. I live in the south-west where it's mild but we get high precipitation. It's drier in the east and they actually had a drought this summer. Further north, it's very cold in winter and they get heavy snow.

4) Are there any problems with the climate in your country?

We certainly seem to have experienced more violent storms and torrential rain in recent years. This has caused serious flooding in some places. A village near where I live had a flash flood this summer which washed away cars and a few buildings. People say global warming is to blame.

5) Does the weather ever affect the way you feel?

Most definitely. I feel so much more cheerful and full of energy when it's sunny, whatever season it is. Even a break in the weather on an overcast day lifts my spirits.

## UNIT 5

### Text My body in five years

I was at a job interview recently and they asked, ‘Where will you be five years from now?’ I didn’t know what to say. Where will I be in five years’ time? Perhaps I’ll have a new job or maybe I’ll be in another country, I’ve no idea. But one thing I DO know is – my body will definitely change. How? Well, let’s start from the top. All the hair which I have today will go and I’ll have a completely new head of hair. It takes about five years from when a new hair starts growing to when it falls out.

Five years from now, my eyebrows and eyelashes will change between 15 and 20 times. My eyelashes are there to help me blink and keep my eyes clean, and over the next five years I’ll blink about 30 million times. What about my nails, which are made from the same stuff as my hair? Well, in five years’ time, I will grow about ten new sets of fingernails – but only five sets of toenails. That’s because fingernails grow twice as fast as toenails. Did you know your fastest-growing fingernail is on your ring finger?

Then there’s the skin, which is the body’s largest organ. My skin will change too, and during the next five years, I will lose about 10 kilograms of the stuff. The human body grows a new outer layer of skin every month.

I’ll need to work to maintain my body over the next five years. For example, I’ll probably eat about 2,500 kilograms of food, I’ll breathe about 40 million times, and my heart will beat about 175 million times. The body never stops working and renewing itself. But it’s not all good news. Unfortunately, some parts of my body won’t get replaced. Hopefully, I’ll still have the same teeth in five years’ time, because I definitely won’t grow any new ones. And my brain will get lighter by one gram each year as a small part dies, never to be replaced.

So next time I’m in a job interview and they ask, ‘Where will you be in five years’ time?’ I’ll know what to say!

### Comprehension Check

Answer the questions.

1. What is one thing the narrator knows?
2. How long does it take new hair to start growing to when it falls out ?
3. What are the eyelashes for?
4. What is the fastest-growing fingernail?
5. What parts of the body aren’t replaced?

### Vocabulary Practice

1. Translate these adjectives into your language. Use them in the sentences of your own.

English

well-mannered

open-minded

thick-skinned

highly-strung

self-controlled

self-centred

bad-tempered

Your language

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

hospitable  
cheeky  
articulate  
charming  
moody

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

2. Match the columns. Use some of the words to describe somebody you know.

- |  |              |
|--|--------------|
| 1. always smiling and cheerful                         | lazy         |
| 2. always ready to help people with time or money      | patient      |
| 3. feeling unhappy when a boy talks to your girlfriend | reliable     |
| 4. always getting into a bad mood for no good reason   | bad-tempered |
| 5. liking the sound of your own voice                  | imaginative  |
| 6. able to make up good excuses for not doing homework | talkative    |
| 7. blushing when someone starts talking to you         | generous     |
| 8. opposite of industrious                             | jealous      |
| 9. not getting annoyed if you have to wait a long time | friendly     |
| 10. always doing what you promise you will do          | shy          |

3. Put the necessary prepositions. Use the phrases in your own sentences.

\_\_\_\_\_ five years' time  
be made \_\_\_\_\_ smth  
parts \_\_\_\_\_ the body  
change \_\_\_\_\_ 15 and 20 times  
a set \_\_\_\_\_ smth

4. Write down all the parts of the body from the text.

5. Make up as many sentences as you can.

*Example. You have 5 on every hand.*

### **Grammar Practice. The Infinitive**

**The infinitive is a verbal form (a non-finite verb form)** which consists of the base form of the verb with the particle "to": to do; to go; to play; to take; to break; to find.

The English infinitive and the Russian non-finite verb form have similar features. At the same time, the infinitive in English has a number of peculiarities which make using the infinitive difficult for language learners.

**The infinitive has some properties of the verb.** The infinitive names an action (to drive a car) or state (to be sick), but cannot show person, number, or mood. The infinitive has active and passive forms (to take; to be taken) and can express voice and time, though in a rather limited way.

The infinitive can have a direct object (He plans to visit a museum) or a prepositional object (He wants to know about it) and can be modified by an adverb (He tried to walk slowly).

The infinitive can be part of the compound verbal predicate (She can drive; We must go) or part of the compound nominal predicate (His aim is to help you). The infinitive alone, without another verb, is generally not used as the predicate.

**The infinitive has some properties of the noun** and can be in the function of the subject (To quit now would be a mistake) or of an object (He likes to sing; She asked me to wait). The infinitive can be in the function of an attribute (He has no desire to see them). The infinitive can function as an adverbial modifier of purpose (He came here to study) or as an adverbial modifier of consequence (He was too tired to go to the cinema).

Активный залог	Пассивный залог	
Simple (Indefinite)	toask	tobeasked
Continuous	tobeasking	–
Perfect	tohaveasked	tohavebeenasked
PerfectContinuous	tohavebeenasking	–

### Functions of the to-infinitive

The to-infinitive is used in many sentence constructions, often expressing the purpose of something or someone's opinion about something. The to-infinitive is used following a large collection of different verbs as well.

#### The to-infinitive to indicate the purpose or intention of an action

In this case *to* has the same meaning as *in order to* or *so as to*.

#### Examples

- She **came to collect** her pay cheque.
- The three bears **went to find** firewood.
- I am **calling to ask** you about dad.
- Your sister has **gone to finish** her homework.

#### The to-infinitive as the subject of the sentence

This is a formal usage and is far more common in written English than spoken

#### Examples

- **To be** or not to be, that is the question.
- **To know** her is to love her.
- **To visit** the Grand Canyon is my life-long dream.
- **To understand** statistics, that is our aim.

#### The to-infinitive to indicate what something can or will be used for

In this pattern, the to-infinitive follows a noun or pronoun.

#### Examples

- The children need a garden **to play** in.
- I would like a sandwich **to eat**.
- I don't have anything **to wear**.
- Would you like something **to drink**?

#### The to-infinitive after adjectives

There is a common pattern using the to-infinitive with an adjective. These phrases are formed: **subject + to be + adjective + (for/of someone) + to-infinitive + (rest of sentence)**

**It is interesting to learn a foreign language.**

#### The to-infinitive to make a comment or judgement

To use the to-infinitive when making a comment or judgement about a noun, the pattern is: **Subject + to be + noun phrase + to-infinitive**

**That is a dangerous way to behave.**

### **The to-infinitive with adverbs**

The to-infinitive is used frequently with the adverbs *too* and *enough* to express the reasoning behind our satisfaction or dissatisfaction. The pattern is that *too* and *enough* are placed before or after the adjective, adverb, or noun that they modify in the same way they would be without the to-infinitive. We then follow them by the to-infinitive to explain the reason why the quantity is excessive, sufficient, or insufficient. Normally the to-infinitive and everything that follows can be removed, leaving a sentence that still functions grammatically.

#### **Examples**

- There's **too much** sugar **to put** in this bowl.
- I had **too many** books **to carry**.
- This soup is **too hot to eat**.
- She was **too tired to work**.
- He arrived **too late to see** the actors.
- I've had **enough food to eat**.
- She's **old enough to make up** her own mind.
- There **isn't enough** snow **to ski** on.
- You're **not old enough to have** grand-children!

### **The to-infinitive with question words**

The verbs *ask*, *decide*, *explain*, *forget*, *know*, *show*, *tell*, & *understand* can be followed by a question word such as *where*, *how*, *what*, *who*, & *when* + the to-infinitive.

#### **Examples**

- She **asked me how to use** the washing machine.
- Do you **understand what to do**?
- **Tell me when to press** the button.
- I've **forgotten where to put** this little screw.
- I'm not sure **I know who to call**.

### **Functions of the zero infinitive**

#### **The zero infinitive after auxiliaries**

##### **Examples**

- She **can't speak** to you.
- He **should give** her some money.
- **Shall I talk** to him?
- **Would you like** a cup of coffee?
- I **might stay** another night in the hotel.
- They **must leave** before 10.00 a.m.

#### **The zero infinitive after verbs of perception**

With verbs of perception, the pattern is **verb + object + zero infinitive**.

##### **Examples**

- He **saw her fall** from the cliff.
- We **heard them close** the door.
- They **saw us walk** toward the lake.
- She **felt the spider crawl** up her leg.

#### **The zero infinitive after the verbs "make" and "let"**

##### **Examples**

- Her parents **let her stay** out late.
- **Let's go** to the cinema tonight.
- You **made me come** with you.
- Don't **make me study** that boring grammar book!

## Tasks

1. Use the verbs from the box to complete these sentences.

arrive survive be work renovate contact answer talk

I asked him several times but he didn't bother ..... my question.

Finally, we agreed ..... on the project together.

I demand ..... to your boss.

Jack usually fails ..... on time.

Domestic animals somehow managed ..... the fire.

We're not planning ..... the hotel much longer.

If you have any questions, don't hesitate ..... me.

Was she just pretending ..... your friend?

2. Use the nouns and the verbs in brackets to complete these sentences.

Example:

Our parents allowed ..... out tonight. (we - go)

Our parents allowed us to go out tonight.

These glasses will enable ..... (she - read)

My uncle advised ..... architecture. (I - not study)

Our teacher encouraged ..... in the competition. (we - take part)

They persuaded ..... the army. (she - not join)

We are training ..... blind people. (they - help)

The policeman forced ..... down. (he - lie)

My mum always reminds ..... late for school. (I - not be)

The traffic warden warned ..... on double yellow lines. (we - not park)

## Verb Patterns

<b>Verb + ing</b>	
like	
love	swimming
enjoy	cooking
finish	

<b>Verb + ing или to + infinitive</b>	
begin	raining / to rain
continue	working / to work
start	

Verb + to + infinitive		Замечание. <b>Help</b> может использоваться без частицы <b>to</b> : He <b>helped do</b> the shopping. Если <b>have</b> означает должествование, то за ним следует <b>to + infinitive</b> . I <b>have to go</b> now. Good-bye. Обратите внимание на выражение <b>take + a + time + infinitive</b> : It <b>takes twenty minutes to get</b> here. <b>Used to</b> означает повторяющиеся события в прошлом, за ним следует <b>infinitive</b> . People <b>used to think</b> the earth was flat.
agree choose decide expect forget help hope manage promise refuse try want would like would love would prefer	togo towork	

Verb + sb + to + infinitive		
advise ask encourage expect help invite tell want	somebody	to go to study to come

Verb + sb infinitive (нет частицы to)		
let make	somebody	go arrive

Modalauxiliary verbs (Модальные вспомогательные глаголы)	
can could shall should might must will would	go arrive

### Tasks

- Open the brackets.
- I don't enjoy ..... to discos. (go)
- I couldn't help ..... when he dropped his plate! (laugh)
- You expect me ..... you, but you never help me! (help)
- The doctor advised me ..... smoking. (give up)
- Could you please stop ..... . I'm not deaf! (shout)



2. Complete the sentences with your own ideas. Use the Infinitive or the -ing form of the verb.

1. I want \_\_\_\_\_.
2. I suggest \_\_\_\_\_.
3. I decided \_\_\_\_\_.
4. I recommend \_\_\_\_\_.
5. I hope \_\_\_\_\_.
6. I feel like \_\_\_\_\_.
7. I managed \_\_\_\_\_.
8. I am trying \_\_\_\_\_.
9. I would appreciate \_\_\_\_\_.
10. I will not refuse \_\_\_\_\_.
11. I agree \_\_\_\_\_.
12. I have denied \_\_\_\_\_.

3. Choose the correct variant.

1. Greg enjoys ... in the rain.  
 walk  walking  to walk
2. I'd like ... Molly an e-mail now.  
 send  sending  to send
3. What does Steve want ...?  
 do  doing  to do
4. The cold coach watched his team ... football.  
 play  playing  to play
5. I prefer ... detective stories.  
 read  reading  to read
6. Would you like something ...?  
 drink  drinking  to drink

### Topics for Discussion

1. Study the following useful expressions.

<i>to be</i>			<i>to have</i>	
<i>Age</i>	<i>Body</i>	<i>Personality</i>	<i>Hair</i>	<i>Face</i>
He (She) is ...	He (She) is ...	He (She) is ...	He (She) has ...	He (She) has ...
a <u>baby</u>	<u>tall</u>	<u>intelligent</u> ( <u>smart</u> )	<u>black hair</u>	<u>a beard</u>
a <u>toddler</u>	<u>medium-height</u>	<u>dumb</u>	<u>brown hair</u>	<u>a mustache</u>
a <u>child</u>	<u>short</u>	<u>funny</u>	<u>red hair</u>	<u>dimples</u>
<u>young</u>	<u>fat</u> ( <u>heavy</u> )	<u>serious</u>	<u>blonde hair</u>	<u>freckles</u>
a <u>teenager</u> 13-19 years old	<u>overweight</u>	<u>nice</u>	<u>gray hair</u>	<u>*He wears glasses.</u>
<u>middle-aged</u>	<u>medium-build</u>	<u>lazy</u>	<u>long hair</u>	
<u>old</u>	<u>thin</u>	<u>hard-working</u>	<u>shoulder-length hair</u>	
<u>elderly</u>	<u>slender</u>	<u>talkative</u>	<u>medium-</u>	

very old			<u>length hair</u>	
<u>a senior citizen</u>	<u>strong</u>	<u>outgoing (extroverted)</u>	<u>short hair</u>	
<u>20 years old</u>	<u>weak</u>	<u>shy</u>	<u>straight hair</u>	
<u>in his thirties</u> 30-39 years old		<u>talented</u>	<u>wavy hair</u>	
<u>in his early thirties</u> 30-33 years old		<u>friendly</u>	<u>curly hair</u>	
<u>in his late thirties</u> 37-39 years old		<u>introverted</u>	<u>*He is bald.</u>	
<u>in his mid thirties</u> 34-36 years old				

2. When giving physical descriptions, the two most common verbs to use are BE and HAVE, however, they are quite specific.

We use BE for: height, weight, skin colour.

We use HAVE for: hair (length), hair (style), hair (colour) and facial features.

Height

Short - Medium height - Tall

Weight

Skinny - Thin - Slim - Medium weight - chubby - fat - overweight - obese

Skin Colour

Fair-skinned - Tanned - Dark-skinned

Hair (Length)

Short - Medium length - Long

Hair (Style)

Straight - Wavy - Curly

Facial Features

Beard - Black Eye - Moustache - Pimples

Other Features

Mole - Scar - Wart - Wrinkles

3. Choose the best response to complete each of the following sentences:

1. Jim is (higher/taller) than I am.
2. My sister is (lower/shorter) than I am.
3. My brother isn't fat, he's (stocky/sticky).
4. The word "skinny" is slightly more negative than the word (thinning/thin).
5. He's completely (bold/bald). He lost all of his hair years ago.
6. My sister works out every day, so she's in very good (shaped/shape).
7. He's not fat, but he has a bit of a (belly/fat).
8. He's six feet (high/tall).
9. He walks with a (limp/lump).
10. My grandfather has (trouble/problem) walking fast. (= he can't walk fast easily)

4. Study the list of personality words above then select the words that describe you.

(There are no right or wrong answers.)

aggressive	nervous
ambitious	observant
cautious	optimistic
competitive	outgoing
confident	pessimistic
creative	quiet
dependable	rational
dumb	reckless
enthusiastic	responsible
extroverted	shy
generous	sincere
idealistic	smart
imaginative	sociable
intelligent	stubborn
introverted	talkative
kind	understanding
logical mean	wise

Select the words that you think are positive personality characteristics and the words that you think are negative. (There are no right or wrong answers.)

5. Choose the best response to complete each of the following sentences:

1. My brother is (blind/blonde) in one eye. (= he can't see in one eye)

2. My sister used to (die/dye) her hair blonde.
  3. My (complex/complexion) is much darker than my brother's.
  4. Linda is always (tanned/tan) during the summer.
  5. He's not bald, but he does have a (reducing/receding) hairline.
  6. Paula is very good- (looking/viewing). (= attractive)
  7. I'm out of shape. I ran for 5 minutes, and I'm already out of (breath/breathing).
  8. She has shoulder- (length/long) hair.
  9. Peter has a (razored/shaved) head.
  10. He is a very (stylish/styling) man. (= he wears very fashionable clothes).
6. Describe a person from your family.

### **Role play 'Guess who he is!'**

In this describing physical appearance role play, you describe a classmate's appearance and the class tries to guess who he is.

Students secretly choose a classmate to describe. Students then write the words that describe the classmate's height, build, eye colour and hair. After that, the students tick the clothes their chosen classmate is wearing and write down the colour of each item. Students then use the information on the worksheet to write a description of their classmate's appearance. When the students have finished, they take it in turns to read their descriptions to the class. The class then tries to guess who is being described.

Height

Built

Hair

Face

Complexion

Clothes

## APPENDIX

### ПРОГРАММА ЗАЧЕТА

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

Предусматривается сдача зачета в установленное время по следующему плану:

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

Зачет выставляется при наличии положительного ответа.

### Примерные вопросы к зачету после II семестра

1. Imagine you've just come from England. Your friends want to know about the weather. You tell them about peculiarities of English weather.
2. Explain to your friends why it is necessary to go in for sport.
3. Do you agree that sport plays an important role in the life of a person?
4. Imagine you've just arrived in England. Tell your new friends about your hobby.
5. Your friend phones to invite you to the country for the weekend. You are not sure if the weather is fine. Your friend says he has heard the weather forecast. It will be warm and dry at the end of the week. What clothes are you going to wear? Why?
6. Imagine you've just come from England. Your friends want to know about your Russian friends. You tell them about the appearance of your best friend.
7. Imagine you've just come from England. Your friends want to know about your Russian friends. You tell them about the character of your best friend.
8. Do you like going shopping? Why?
9. How often do you go shopping? What do you usually buy?
10. Tell your English friend about the weather in the place you live.
11. Read, translate and retell the text.

### Additional materials.

Pre- reading tasks.

1. Have you got the skills you need in the 21st-century?

Read about what employers are looking for and test yourself to see if you are prepared!

Fill the gaps with the correct phrase from the box.

*analyse information / communicate well / problem solving / good at making decisions / the 21st century/ age of technology*

We are living in 1 \_\_\_\_\_. Some people call it the 2 \_\_\_\_\_. We need to learn skills such as 3 \_\_\_\_\_ and we need to be able to 4 \_\_\_\_\_ with other people around the world. Employers are looking for people who can 5 \_\_\_\_\_ well, people who are able to recognise whether information is reliable or not. They also like people who are 6 \_\_\_\_\_ without asking for help.

## 2. Read the notes. Do you agree with the ideas? Why? Why not?

Job skills for today's work force have changed from what was required in the past. In the past, being able to read, write, and show up on time for your job position on a daily basis was all that was needed to be successful. While all of those qualities are still important for success on the job, many more abilities are expected for job success in the modern world.

In order to be successful in today's workforce, many more qualities are required. As an example, computer capabilities. Today's employment sectors require employees to be comfortable working on computers, be familiar with social media such as Facebook, and be able to navigate around a smart phone. In addition to being computer and smart phone savvy, the successful employee will need to be respectful and accepting of cultural diversity.

With the ability to travel virtually anywhere in the world in a day's time, being culturally diverse is vital for success on the job front. The qualities of being able to work with coworkers as a team, coming to work on time each day, the ability to follow directions, asking questions when needed, and being able to complete the tasks expected of you, are keys for success on the job. The ability to read, write, and do arithmetic will always remain vital for competence on the job.

## 3. Make up your own list of necessary skills. Prove your choice.

### **Text.**

### **Skills necessary in the 21st-century**

Have you got the skills you need for the 21st-century workplace?

We need to develop all kinds of skills to survive in the 21st century. Some, like ICT skills and knowledge of the digital world, are taught explicitly in schools in the UK. Here are five less obvious ones for you to think about. These are the sorts of skills that employers may ask you questions about in interviews, so it's a good idea to think about how good you are in these areas. What are your strengths and weaknesses?

#### Imagination

In the age of technology that we are living in now, it is no longer enough to keep on making the same products. Employers need people who can imagine new approaches and new ideas.

Think: Think of an object or gadget you use every day. How could it be improved? Can you think of three improvements?

#### Problem solving

Employers will value workers who are able to see problems before they happen and come up with creative solutions.

Think: Imagine you are organising an end-of-term social event at school. Think of some problems that you could face. Can you think of any solutions?

#### Communication skills

Workers will have to be good communicators. They will have to be able to negotiate and discuss key issues and also write in a clear way without using too many words.

Think: How do people communicate with each other in the 21st century?

## Critical analysis

Employers want workers who are able to recognise the difference between information that can be believed and false information.

Think: Use the internet to find out three facts about a celebrity or famous figure. Can you verify the information by checking other websites?

## Decision making

Individual workers have a growing amount of responsibility. It is important to be able to evaluate a situation and be confident in making a decision.

Think: Which three things could you do to (a) be healthier (b) do better at school and (c) help others? Make a decision now to do at least one of these things. Then ... just do it!

## Comprehension Check.

1. True or False

1. 21st-century skills are not taught in schools in the UK.

True

False

2. Employers like workers to be imaginative.

True

False

3. Employers want workers to think about possible problems.

True

False

4. Employers like workers to be original when solving problems.

True

False

5. Future workers will need to be able to write concisely.

True

False

6. People communicate with each other less in the 21st century.

True

False

7. Employers believe it is useful to know a lot of information about celebrities.

True

False

8. Employers don't want workers to make decisions without asking them.

True

False

2. Fill the gaps with the given words.

*have, value, develop, differentiate, teach, discuss, solve, make*

1. UK schools and colleges \_\_\_\_\_ ICT skills.

2. Employers \_\_\_\_\_ people with ideas for new approaches.

3. Employers like workers who can \_\_\_\_\_ problems.

4. Workers need to be able to \_\_\_\_\_ their work with their team.

5. Workers need to \_\_\_\_\_ their writing skills.

6. It is important that workers can \_\_\_\_\_ between truth and lies.

7. Employees in the 21st century \_\_\_\_\_ more responsibility.

8. Employers like their workers to \_\_\_\_\_ decisions.

## Writing skills

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.

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.

The image shows a resume template for 'Your Name' with several callout boxes providing advice:

- Top Left:** Убедитесь, что вы включили своё имя, номер телефона, электронную почту и домашний адрес, чтобы работодатели могли без проблем с вами связаться.
- Top Center:** 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.
- Top Right:** Пишите о чётко поставленных целях. Они должны быть кратки и строго по теме. Концентрируйтесь на навыках, которые могут быть полезны и квалификациях, которыми обладаете.
- Middle Left:** Пункт о сильных сторонах должен включать короткие ключевые слова, относящиеся к сферам вашей деятельности и требованиям к работе, на которую вы нацелены.
- Middle Right:** Это расширенная версия ваших квалификаций и способностей. Опишите все ваши навыки и достижения таким образом, чтобы работодатель заинтересовался в вас.
- Bottom Left:** Раздел «Опыт работы» должен содержать краткое описание ваших обязанностей и достижений в той или иной сфере.
- Bottom Center:** 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.
- Bottom Right:** 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.

The resume template itself includes sections for: Personal Information (Phone, Email, Address), Summary, Key Strengths (Sales Techniques, Territory Development, Business/Revenue Growth, etc.), Core Competencies (Sales, Management), Professional Profile, and Education History.

### Заголовок (Header)

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

### Личная информация (Personal information)

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

- Имя (Name) - если использовали свое имя в заголовке, то не повторяйтесь
- Дата рождения (Date of birth) - название месяца лучше написать буквами, т.к. в некоторых странах принят другой формат написания даты.
- Адрес (Address) - адрес обычно пишется в таком порядке: номер дома и название улицы, номер квартиры, город, почтовый индекс, страна.
- Мобильный телефон (Mobile) - обязательно указывайте в международном формате, т.к. Вам могут звонить из другой страны.
- Эл. адрес (E-mail) - не забудьте проверить его несколько раз, иначе специалист по трудоустройству не сможет с вами связаться.

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

Пример на английском как написать о себе



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

#### Цель (Objective)

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

Примеры указания целей получения должности на английском

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

#### Краткая справка (Profile)

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

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

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

Примеры как привлечь внимание к своей кандидатуре на английском

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

#### Образование (Education)

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

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

Примеры как грамотно указать место образования:

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

Опыт работы (Work experience)

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

Примеры как написать об опыте работы на английском

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

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

Навыки (Skills)

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

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

О чем писать в пункте "Навыки и качества":

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

А можно использовать следующие слова:

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

- **Computer literacy** - компьютерная грамотность (в этом пункте перечислите названия программ, с которыми вы умеете работать).
- **Driving license** - водительские права (если они есть, обязательно упомяните об этом и укажите категорию).

Примеры навыков, которые можно добавить:

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

Интересы и дополнительная информация (Interests & Extra information)

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

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

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

Примеры как можно рассказать о своих увлечениях в резюме:

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

#### Рекомендации (References)

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

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

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

Пример контактных данных рекомендателя на английском:

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

### Letter of Recommendation and Reference Letter

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

#### *Особенности и цель рекомендательного письма*

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

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

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

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

#### *Пишем рекомендательное письмо: правила*

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

- Соблюдать четкую структуру. Речь о ней пойдет ниже, но в любом случае необходимо учитывать, что это одно из важнейших условий грамотного написания *reference letter*.
- Придерживаться определенного объема. Как правило, такие письма состоят из 300-400 слов, однако могут быть и меньше, особенно если рекомендатель использует емкие и исчерпывающие фразы. А вот увеличивать размер документа нежелательно: читающий его специалист может усомниться в его правдивости или вовсе прекратить изучение из-за нехватки времени.
- Выбрать авторитетное лицо в качестве рекомендателя. Если вы поступаете в учебное заведение, то письмо может написать заведующий кафедрой вуза, где вы сейчас учитесь, ваш научный руководитель и даже директор школы. Для претендующих на должность в компании рекомендательное письмо от работодателя на английском (это может быть директор или начальник отдела) произведет лучшее впечатление нежели документ, составленный коллегой, с которым вы находитесь на равных позициях.
- Передавать ценную и свежую информацию. Дублировать сведения из резюме в рекомендательном письме нет никакой необходимости - более того, это может быть совершенно лишним. Кроме того, автору документа стоит сосредоточиться на описании тех важных качеств, которые имеют значение для выбранной вами должности, не пускаясь в излишние пространные описания. Информативные и емкие письма обычно вызывают больший интерес и располагают к кандидатуре соискателя.
- Позаботиться о полном отсутствии ошибок. «Хромая» лексика и проблемы с грамматикой позволят составить определенное мнение об уровне знаний английского у ваших коллег в частности и положении вашей компании в целом – и это мнение автоматически применится и к вам лично. Именно поэтому важно тщательно проверить письмо перед отправкой и отредактировать все огрехи.

#### *Структура рекомендательного письма*

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

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

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)

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
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
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)*

### ***How to Format a Reference Letter***

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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 writer 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*

## СПИСОК ИСПОЛЬЗУЕМЫХ ИСТОЧНИКОВ

1. [www.esl-lab.com/](http://www.esl-lab.com/)
2. <http://www.english4fun.ru/>
3. <http://www.usefulengish.ru/>
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5. <http://www.mystudy.ru/clause.html>
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**Практический курс по иностранному языку**

Учебно-методическое пособие

для студентов I курса очной формы, обучающихся по направлениям подготовки  
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18.03.01 Химическая технология, 09.03.03 Прикладная информатика, 38.03.01 Экономика

Подписано в печать 28.12.2021 г.		
Формат 60x90 $\frac{1}{16}$ Рег. № 229	Печать цифровая Тираж 10 экз.	Уч.-изд.л. 6,2

ФГАОУ ВО

«Национальный исследовательский технологический университет «МИСиС»

Новотроицкий филиал

462 359, Оренбургская область, г. Новотроицк, ул. Фрунзе, 8.

E-mail: [nf@misis.ru](mailto:nf@misis.ru)

Контактный тел. 8 (3537) 67-97-29

