

**МИНИСТЕРСТВО НАУКИ И ВЫСШЕГО ОБРАЗОВАНИЯ РОССИЙСКОЙ
ФЕДЕРАЦИИ**

**Федеральное государственное бюджетное
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**«НИЖЕГОРОДСКИЙ ГОСУДАРСТВЕННЫЙ
ЛИНГВИСТИЧЕСКИЙ УНИВЕРСИТЕТ
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(НГЛУ)**

IMPROVE YOUR WRITING

УЧИМСЯ ПИСАТЬ СОЧИНЕНИЕ

**Учебно-методическое пособие
по развитию навыков орфографии и письменной речи
для студентов I курса бакалавриата**

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Настоящее пособие предназначено для работы студентов первого курса факультета английского языка. Целью является формирование орфографических навыков письма и письменной речи.

В УМП вошли аутентичные материалы, а также авторские тесты и задания. Пособие включает Модуль 1 «Орфографические правила» и Модуль 2 «Личное письмо. Сочинение».

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Введение

Рекомендуемое учебно-методическое пособие предназначено для аудиторной и самостоятельной работы студентов начального этапа обучения над письменной речью как видом речевой деятельности (направление «Реклама и связи с общественностью»). Цель данного пособия – формирование орфографических навыков, а также навыков письменной речи в формате эссе.

Пособие включает два основных модуля.

Модуль 1 рассматривает основные орфографические правила, которые отрабатываются и закрепляются в ходе выполнения упражнений. В первый блок вошли следующие темы: образование множественного числа существительных, образование степеней сравнения прилагательных, образование окончаний глаголов 3-го лица единственного числа, образование окончаний правильных глаголов, образование форм глагола *-ing* формы. Модуль 2 формирует навыки письменной речи на примере личного письма и сочинения. Обучение письменной речи является неотъемлемой составляющей коммуникативной компетентности. Модуль включает два основных блока: личное письмо и сочинение.

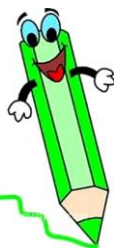
Данное пособие поможет сформировать базовые навыки письменной речи обучающихся I курса лингвистического вуза.

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Module 1

Spelling



Spelling Rules

LESSON 1

Plural Forms of Nouns

Правило	Окончания	Примеры	Запомнить!
Имена существительные образуют множественное число путем прибавления -s к форме единственного числа	+ s	a map – maps a desk – desks a year – years	
Существительные, оканчивающиеся на <i>f / fe</i>	...+ fs / fes	a roof – roofs a safe – safes a cliff – cliffs a chief – chiefs a handkerchief – handkerchiefs / ves a wharf – wharfs wharves a hoof – hoofs hooves a scarf – scarfs scarves a dwarf – dwarfs dwarves	f-ves a wife – wives a calf – calves a knife – knives a leaf – leaves a life – lives a loaf – loaves a shelf – shelves a thief – thieves a wive – wives a wolf – wolves
Существительные, оканчивающиеся на <i>ss, x, sh, ch, o</i>	...+ es	a name – names a kiss – kisses a box – boxes a brush – brushes a church – churches a tomato – tomatoes	a photo – photos a piano – pianos a kilo – kilos a zero – zeros
Существительные, оканчивающиеся на букву <i>y</i> с предшествующей согласной буквой	...+ ies	a baby – babies	

Существительные, оканчивающиеся на букву <i>y</i> с предшествующей гласной буквой	...+ <i>ys</i>	a boy – boys	
Существительные <i>child</i> и <i>ox</i> меняют ед. число на множеств. число путем прибавления нового окончания	...+ <i>en</i>	a child – children an ox – oxen	
Существительные, которые во множественном числе меняют гласную в корне без добавления окончания			<u>irregular forms!</u> a foot – feet a tooth – teeth a goose – geese a mouse – mice a man – men a woman – women
Некоторые существительные, заимствованные из греческого и латинского языков, сохранили форму множественного числа ЭТИХ языков: ... <i>um</i> меняется на <i>a</i> ... <i>on</i> меняется на <i>a</i> ... <i>is</i> меняется на <i>es</i>	...+ <i>a</i> ...+ <i>a</i> ...+ <i>es</i>	a datum – data a phenomenon – phenomena a crisis – crises	

1. Напишите существительные во множественном числе.

a toy	—		a kilo	—		a brush	—	
a scarf	—		a cherry	—		a cliff	—	
a potato	—		a half	—		a hoof	—	
a dish	—		a giraffe	—		a fox	—	
a torch	—		a strawberry	—		a bush	—	
a glass	—		a piano	—		a photo	—	
a roof	—		a watch	—		a safe	—	
a leaf	—		a wolf	—		a hoof	—	

a wharf	—		an opportunity	—		a journey	—	
a country	—		a key	—		a Negro	—	
a path	—		a basis	—		a curriculum	—	

2. Напишите существительные в единственном числе.

speeches	—		colonies	—		handkerchiefs	—	
wives	—		rays	—		geese	—	
kilos	—		men	—		knives	—	
cities	—		oxen	—		libraries	—	
wharves	—		errata	—		pianos	—	
shelves	—		women	—		people	—	
heroes	—		armies	—		tomatoes	—	
dresses	—		inches	—		rhinos	—	
brushes	—		keys	—		giraffes	—	
days	—		cargoes	—		teeth	—	
thieves	—		leaves	—		mice	—	

3. Найдите ошибки в форме множественного числа и исправьте.

wolfes	—		foxis	—		Normen	—	
tooths	—		heroes	—		keies	—	
potatos	—		Englishmans	—		copyes	—	
cityes	—		shelfes	—		mouses	—	
gentlemans	—		persons	—		oxes	—	
childs	—		womans	—		tooths	—	
torchs	—		datums	—		Germen	—	

4. Напишите существительные, выделенные жирным шрифтом, во множественном числе, сделав, где необходимо, соответствующие изменения в предложении.

1. Put the box on the shelf .	—	
2. I have hurt my foot .	—	
3. This is an English dictionary .	—	
4. This factory has a good laboratory .	—	
5. The roof of the house was covered with snow.	—	
6. Have you seen the copy of this key ?	—	

7. Where is the child ?	—	
8. What is the agendum of the meeting?	—	
9. There is a ray of the sun on the roof .	—	
10. The bus leaves at six every day.	—	

LESSON 2

Adjectives. Degrees of Comparison Endings

Правило	Примеры
Если прилагательное оканчивается на немое <i>-e</i> , то при прибавлении <i>-er</i> , и <i>-est</i> немое <i>-e</i> опускается	brave – braver – the bravest large – larger – the largest nice – nicer – the nicest
Если прилагательное оканчивается на согласную с предшествующим кратким гласным звуком, то в сравнительной и превосходной степени конечная согласная буква удваивается	big – bigger – the biggest thin – thinner – the thinnest hot – hotter – the hottest
Если прилагательное оканчивается на <i>-y</i> с предшествующей согласной, то в сравнительной и превосходной степени <i>-y</i> переходит в <i>-i</i>	busy – busier – the busiest easy – easier – the easiest dirty – dirtier – the dirtiest
Если перед <i>-y</i> стоит гласная, то остается <i>-y</i> без изменения	grey – greyer – the greyest

1. Напишите сравнительную и превосходную форму прилагательных.

tasty	—		—	
red	—		—	
shy	—		—	
safe	—		—	
wide	—		—	
happy	—		—	
hungry	—		—	
huge	—		—	
pretty	—		—	

funny	—		—	
fat	—		—	
cosy	—		—	
lazy	—		—	

2. Напишите положительную и превосходную степень прилагательных.

	—	wetter	—	
	—	easier	—	
	—	politer	—	
	—	simpler	—	
	—	riper	—	
	—	sadder	—	
	—	paler	—	
	—	heavier	—	
	—	bigger	—	
	—	nicer	—	
	—	drier	—	
	—	earlier	—	
	—	wider	—	

3. Исправьте ошибки в прилагательных.

1. The weather was hotter and hotter every day.
2. This room is much largeer than that one.
3. It was the easyest exercise.
4. Whose bag is bigger?
5. Her dress is niceer than Kate's.
6. My bag is much heavyer than yours.
7. His story is sader than mine.
8. Tom is thinner than Mark.
9. What is the earliest time I can come?
10. Who is the lazyest boy in this group?

LESSON 3

Third Person Singular Endings

Правило	Примеры
Окончание -s 3-го лица единственного числа ставится после согласных и гласных	I read – he reads you work – she works we see – he sees
Глаголы, оканчивающиеся на -ss, -ch, -sh, -x (т. е. на шипящие и свистящие согласные звуки), принимают в 3-м лице единственного числа окончание -es	I dress – he dresses I teach – he teaches I wish – he wishes
Глаголы, оканчивающиеся на -у с предшествующей согласной, меняют в 3-м лице единственного числа -у на -i и принимают окончание -es	I cry – he cries we carry – she carries they fly – it flies
Глаголы, оканчивающиеся на -у с предшествующей гласной, образуют 3-е лицо единственного числа по общему правилу, т. е. с прибавлением -s	I play – he plays we pray – she prays they buy – she buys
Глаголы to go, to do принимают в 3-м лице единственного числа окончание -es	I do – he does we go – she goes
Глагол to have принимает в 3-м лице единственного числа форму has	I have – he has

1. Напишите глагол в форме 3-го лица единственного числа.

I live	–	he	I buy	–	he
I play	–	he	I teach	–	he
I watch	–	he	I cry	–	he
I do	–	he	I sit	–	he
I read	–	he	I tidy	–	he
I write	–	he	I have	–	he
I fly	–	he	I finish	–	he
I work	–	he	I live	–	he
I wash	–	he	I eat	–	he
I miss	–	he	I ride	–	he
I give	–	he	I listen	–	he
I brush	–	he	I carry	–	he
I go	–	he	use	–	he

2. Поставьте глаголы в форме *Past Simple*, поместив их в нужную колонку.

wash	cry	see	lay	believe	vary	catch
eat	play	dry	tidy	rely	pass	charge
teach	ride	boil	taste	delay	fry	say
fix	buy	grow	fit	portray	wish	reply

глас. / согл. + s	-ss, -ch, -sh, -x + -es	соглас. + y → -ies	глас. + y → глас. + ys

3. Исправьте ошибки.

he trys	–	he	he saies	–	he
he watchs	–	he	he replyes	–	he
he borrowes	–	he	he works	–	he
he studyes	–	he	he quarreles	–	he
he have	–	he	he looses	–	he
he dos	–	he	he choses	–	he
he fetchs	–	he	he gos	–	he

4. Поставьте глаголы в правильную форму.

Dear Helen,

I'm very glad to write to you again. You ask me about our monitor of the group. She 1 (to have) a lot of duties. She 2 (to bring) the group register with the list of students and 3 (to fill) it. Sometimes in breaks

she 4..... (to attend) meetings at the Dean's office. She also 5..... (to see) to order. Besides, she 6..... (to practice) a lot every day to give us a good example. When the bell 7..... (to go), she 8..... (to ask) us to hurry up not to be late for classes.

That's all about the monitor's duties.

Love,

Ann

LESSON 4

Verb *-ing* Forms Endings

Правило	Примеры
Если глагол в инфинитиве оканчивается на немое <i>-e</i> , то при прибавления окончания <i>-ing</i> немое <i>e</i> опускается	to make – making to give – giving to take – taking
Если односложный глагол в инфинитиве оканчивается на одну согласную с предшествующим кратким гласным звуком, то при прибавлении окончания <i>-ing</i> конечная согласная удваивается	to sit – sitting to get – getting to beg – begging
Если двусложный или многосложный глагол оканчивается на одну согласную с предшествующим кратким гласным звуком, то конечная согласная удваивается только в том случае, если ударение падает на последний слог	to permit [pə'mit] – permitting to refer [rɪ'fə:] – referring
Если глагол оканчивается на букву <i>l</i> , то <i>l</i> удваивается независимо от того, падает ли ударение на последний слог или нет	to travel – travelling to cancel – cancelling to compel – compelling
Глаголы, оканчивающиеся в инфинитиве на <i>-y</i> с предшествующей согласной или гласной, окончание не меняют	to cry – crying to try – trying to fry – frying

1. Поставьте глаголы в *-ing* форме, поместив их в нужную колонку.

play	run	read	fly	die	take	cry	lay
swim	lie	travel	tie	ride	sleep	sit	refer
drive	put	cycle	cut	drink	run	stop	open

<i>-e</i> → + <i>-ing</i>	+ <i>-ing</i>	двойная согл. → + <i>-ing</i>	<i>ie</i> → <i>y</i> + <i>-ing</i>

2. Прибавьте *-ing* к глаголам.

walk	—		close	—	
read	—		go	—	
swim	—		dig	—	
give	—		finish	—	
sit	—		travel	—	
open	—		spell	—	
run	—		pay	—	
grow	—		forget	—	
begin	—		refer	—	

3. Поставьте глагол, заключенный в скобки, в форме (*-ing*).

1. I have no intention (to stay) here any longer. 2. She insisted on (to help) me. 3. Are you fond of (to play) chess? 4. There is little chance (to see) her today. 5. I am proud of (to have) such a son. 6. I adore (to travel). 7. There is no point in (to cry) over spilt milk. 8. I'm looking forward to (to hear) from you soon. 9. She has always loved (to travel). 10. I can't stand (to spell).

4. Исправьте ошибки.

begining	–		dreamming	–	
fling	–		liing	–	
eatting	–		geting	–	
coming	–		smeling	–	
staing	–		empting	–	
traveling	–		friing	–	
makking	–		studing	–	
running	–		enjoing	–	
goiing	–		typeing	–	
admiting	–		marrying	–	

LESSON 5

Regular Verbs Endings of Past Simple

Правило	Примеры
Глаголы, оканчивающиеся в инфинитиве на немое -e , теряют эту гласную при прибавлении окончания -ed	to live – lived to hope – hoped to bake – baked
Глаголы, оканчивающиеся в инфинитиве на -y с предшествующей согласной, меняют y → i	to cry – cried to try – tried to fry – fried
Глаголы, оканчивающиеся в инфинитиве на -y с предшествующей гласной, не меняют y	to play – played to stay – stayed to delay – delayed
Если односложный глагол в инфинитиве оканчивается на одну согласную с предшествующим кратким гласным звуком, то конечная согласная удваивается	to stop – stopped to wrap – wrapped to nod – nodded
Двусложные или многосложные глаголы, оканчивающиеся на одну согласную с предшествующим кратким гласным звуком, удваивает конечную согласную только в том случае, если ударение падает на последний слог	to permit [pə'mɪt] – permitted to refer [rɪ'fə:] – referred
Если глагол оканчивается на l , то l удваивается независимо от того, падает ли ударение на последний слог или нет	to travel – travelled to cancel – cancelled to compel – compelled

1. Поставьте глаголы в форме *Past Simple*, поместив их в нужную колонку.

cry	hate	fry	type	pray	beg	enjoy	play
stay	taste	dance	plan	destroy	try	empty	study
stop	prefer	like	annoy	phone	tip	tidy	travel

<i>-e → + -d</i>	удвоенная согл. + <i>ed</i>	согл. + <i>y</i> → <i>-ied</i>	гласная + <i>y</i> → <i>-ed</i>

2. Поставьте глаголы в форме *Past Simple*.

like	—		decide	—	
hope	—		enjoy	—	
occur	—		play	—	
stop	—		occupy	—	
miss	—		continue	—	
dance	—		borrow	—	
develop	—		marry	—	
study	—		watch	—	
use	—		happen	—	
believe	—		slip	—	
copy	—		permit	—	

3. Напишите предложения в утвердительной форме.

Отрицательная форма	—	Положительная форма
1. She didn't study hard last year.	—	
2. They didn't travel a lot last year.	—	

3. The hurricane didn't destroy the city.	—	
4. The car didn't stop there five minutes ago.	—	
5. She didn't plan her day carefully yesterday	—	
6. He didn't enjoy dancing last night.	—	
7. Tom didn't play tennis last week.	—	
8. The story didn't happen in 2007.	—	
9. He didn't copy the lecture yesterday.	—	
10. She didn't marry Tom last year.	—	

4. Исправьте ошибки где необходимо.

liked	—		deliverred	—	
happened	—		receivved	—	
tryed	—		staied	—	
studyed	—		denyed	—	
hurried	—		hatted	—	
traveled	—		shoped	—	
developped	—		tidyed	—	

Module 2



Writing Skills



LESSON 1

Informal Letter



friend, a family member or an acquaintance in an informal style, using linkers and contractions.

Informal beginning	Hi Lucy,
News, problems and plans	How are things? I'm sorry for not writing back sooner but I've been really busy – actually, I haven't had time for anything.
	<p>As you know, I'm in the drama club at university and I've got lots of work for all my subjects too, especially for English. How are you getting on at university?</p> <p>I'm also trying to decide what language to study next year. My parents want me to study German but I'm not keen on it – in fact, I'm crazy about French.</p> <p>Anyway, I also wanted to ask for advice. How do you manage to cram everything into one day? I don't have enough time for everything. I have a lot of homework every day, but I can't do without sport and socializing as well. I feel stressed about it! Do you manage to combine studying and leisure activities?</p>
Ask questions	Now it's my turn to ask you some questions. What are your plans for the summer vacation? Are you planning to go abroad?
Informal ending	<p>I'm sorry I have to stop now. My group mate is calling me to make up a dialogue for tomorrow. Looking forward to hearing from you soon.</p> <p>Best wishes,</p> <p>Tom</p>

1. Поставьте глаголы в нужной форме.

Dear Paula,

It / be / lovely / hear / you / so / soon. I / be / glad / you / enjoy / weekend / us.

We / certainly / love / have / you / here.

I / be / afraid / we be not able / make it / Scotland / Easter. Jim / already / book / us / holiday / Crete / that time / and / it /. be / too late / cancel / now. It / be / real shame / as / we / love / come up / otherwise. What about / you / come / here again, though? We be able / show you / all / things we / not / have / time see / New Year. We / get / three weeks holiday / August / so / that / be / good time, / unless / you / have / other plans / of course. Anyway, / let / me / know / what / you / think / either way.

Have to / rush / now / if / I / be / to / catch / last / post.

Jim / send / love.

Write soon!

Sue

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Tip 2: неофициальное письмо включает, как правило, следующий порядок: обращение, благодарность за письмо, ответ на вопросы, запрос интересующей информации, причина завершения письма, выражение надежды на скорый ответ, завершающая фраза, подпись.

2. Перепишите письмо согласно формату.

dear jane your letter took a long time to arrive but I was very glad to get it its fantastic that youre coming to Moscow in june and ill try to answer your questions first about the weather it should be quite warm then well I hope so then regarding presents my mum would really like some traditional English tea you know were great tea drinkers here in Russia I cant answer your questions about medical insurance so youd better contact the Russian embassy its my turn to ask you some questions about the driving lessons you mentioned how old do you need to be to drive in the uk do many teenagers have cars are you planning to get one I must go now but see you in Russia very soon all the best helen

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Tip 3: использование слов-связок делает письменную речь более логичной и понятной для того, кто ее читает. Слова-связки выделяются запятыми.

3. Замените полные формы глаголов на сокращенные и вставьте слова-связки.

in fact	actually	by the way	but	and
	as far as I know	anyway		

Dear Carla,

Thank you For your letter – it was hear to hear from you.
I am sorry I have not Written for ages, I
have been really busy preparing for my exams. It is really
great news that you have passed your driving test. Congratulations!

Thank you so much for your invitation to stay with you for a week in July.
....., I would love to come. you
have a wonderful beach near your house, I would really
enjoy spending time there., the weather will be hot, so I hope
we can go swimming.

You said that I do not need to bring much with me.
....., what sort of clothes should I pack? Casual or formal?
....., would you like me to bring anything for you? I would like

.....to bring something special for you and your family from my country.

I had better stop now and get on with my studying. I hope you are enjoying driving your car, and I am looking forward to seeing you in July!

Thanks again for the invitation.

All the best,

Kate

Tip 4: после обращения ставится запятая, но после подписи пунктуационные знаки отсутствуют.

4. Перепишите письмо, выделяя параграфы. Используйте правильные пунктуационные знаки.

If so, why? Russia I don't know so much about it, so I've got some questions of my own. Dear Next, is it popular in Britain? Brian Your letter and card came just in time for my birthday. Looking forward to your reply! 27 Green St I think it is, especially the grammar. Then you ask if I can speak any other languages. Yours fondly, Well, my native language is actually Spanish, which is very different from English. The words have lots of different meanings. 07.05.2018 Finally, about which languages Sarah, Thanks again for the card. English and French are most common. I'm glad you remember the date. Tell me more about the this game of cricket. Greg First, is it like baseball? Let me answer your first question about whether Russian is a difficult language.

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Tip 5: параграфы разделяются красной строкой или дополнительным пропуском.

5. Напишите ответ на письмо.

How are things? I'm REALLY busy. As you know, I'm at university and I've got lots of exams to take. To be honest, I'm really worried about them – by the way, I'm having problems sleeping. By the way, how's your mum? I've heard your dad has changed his job. Has his working day changed greatly?

By the way, I should stop now. I'm busy this week, especially on Tuesday.

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LESSON 2

Essay



An essay is a piece of writing, usually from an author's personal point of view.



Just as teachers assess their students, so students should assess their teachers	
I. Introduction: state the problem	It is a teacher's job to assess students' performance in class. They must mark students' work and give them feedback on their progress. Should students also be allowed to assess their teachers on their performance?
II. Reasons for:	On the one hand, it would be a good idea for students to assess their teachers. Firstly, the learning process never really stops for any of us, and teachers could use feedback from their students in order to learn if they're doing the right thing, or if something isn't working. Secondly, teachers could benefit from student feedback. Furthermore, students have a different view of the classroom to the teacher. Nonetheless, no one is perfect, and teachers make mistakes just like students do. With students assessing teachers, teachers can learn from their students' unique perspectives.
II. Reasons against:	On the other hand, some people believe this process would be a waste of time. It is believed, that a teacher is a trained professional, and students are the ones who are doing the learning. Also, a student could say something unfair about the teacher because they may not like the teacher. This may be because the student received a bad mark, which wasn't the teacher's fault.

IV. Conclusion: express your opinion	To sum up, I believe it would be a useful process for students to tell their teachers how they're doing. To my mind, it could be something done at the end of the year, or teachers could ask students in the classroom from time to time what they think about the lessons and encourage them to speak up about it.
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Tip 1: эссе включает следующие параграфы: введение, точка зрения 1 и доводы, точка зрения 2 и доводы, заключение.

1. Прочтите эссе, расставьте знаки препинания, расставьте заглавные буквы и параграфы в правильном порядке.

☐ *First the family offers support and stability in a changing and often dangerous world parents do not just offer food and shelter to their children they **teach them how to live and survive without families young people would grow up** vulnerable and needy a second point is that the family brings us fun and joy I only have to remember some fantastic family holidays*

☐ *Traditionally the family has been the basis of society but is the family still relevant to Russian society today and teenagers in particular personally I disagree with the statement made and I believe that family life is important in our country*

☐ *To sum up I do not share the opinion that the family is becoming irrelevant basically we all need the family to survive and while the stress of modern life is putting pressure on family life it is not making it redundant*

☐ *On the other hand opponents would claim that family life is breaking down the divorce rate is high in Russia and single-parent families are common also young people may have to leave home early to find work in big towns these factors drive families apart and the distance is more than physical*

Tip 2: использование слов-связок делает письменную речь более логичной и понятной для того, кто ее читает. Они выделяются запятыми.

2. Заполните пропуски словами-связками и фразами.

It is true that	however	in fact	it could be argued that
	in conclusion	therefore	to sum up
	the reason is that		because

..... a lot of youngsters want to become famous. They watch the stars on TV, see their glamorous lifestyles and envy them., one view is that such dreaming is basically a waste of time fame is something to be avoided.

....., I disagree with this opinion and I would say that there is nothing wrong in dreaming of being famous. The reason is that we all need goals to motivate us. If you are famous, that means you have done something special and more than achieved your goal. a teenager who wants to be a famous writer aims very high.

..... it is almost impossible to be famous and failure will only make you unhappy. Take music: for every singer who makes it and becomes a household name, there are probably a thousand poor artists who you will never hear of. They will not make a lot of money or even continue their career and their dreams are broken.

....., I do not agree that young people should give up their dreams of fame. It is always good to have goals and they can give us pleasure even if we never realize them. They take our dreams and we are nothing.

Tip 3: параграфы разделяются красной строкой или дополнительным пропуском.

3. Разделите эссе на параграфы.

Getting a job takes a lot of effort, as you have to prepare yourself to answer a lot of questions about your skills. You also have to look your best at the interview. Should you always wear a business suit to an interview? On the one hand, you should always dress appropriately for the position you're applying for. This means that it's not always necessary to wear a business suit. Firstly, If you're applying for a job as a sales assistant in a casual clothes shop, for example, it might be best to attend the interview in a nice outfit that's slightly more casual than a formal business suit. Secondly, it might be inappropriate to dress this way for a job at a restaurant or for manual work, like a job as a builder or electrician. A business suit would look too formal and impractical in these situations. On the other hand, some people think that you need to do your very best to really impress your interviewer with your appearance. They may think this means you should always wear an expensive business suit, complete with a tie if you're a man and professional heels if you're a woman. In conclusion, I think it's best to think about the job you're applying for and choose an outfit that matches the job. Your interviewer will appreciate the thought you've put into your appearance.

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Tip 4: каждый параграф эссе отражает основную мысль, раскрывающую тематику сочинения.

4. Выберите утверждение для эссе.

Following fashion is a waste of time and money.

It is important to choose an outfit when you have an interview for a job.

It's not always necessary to wear a business suit.

5. Напишите эссе согласно формату, используя слова-связки.

‘Teachers need more than just a good knowledge of their subject.’

What do you think?

Notes

Write about:

1) patience

2) friendliness

3) ... (your own idea)

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This image shows a single sheet of white paper with horizontal blue ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

APPENDIX

1	//	New paragraph needed
2	Wm	Word missing
3	Cap	Capital letter needed
4	St	Wrong style
5	P	Incorrect or missing punctuation
6	Conn	Incorrect or missing connector
7	Pr	Incorrect or missing prepositions
8	Art	Incorrect or missing article
9	Modal	Incorrect use or formation of a modal
10	Pass	Incorrect formation or use of passive voice
11	Cond	Incorrect use of a conditional sentence
12	Sp	Word incorrectly spelled
13	Wo	Incorrect word order
14	Ww	Wrong word
15	Wf	Incorrect word form
16	Vf	Incorrect verb form
17	Vt	Incorrect verb tense
18	×	Cross out one word
19	^	Something is missing here

IMPROVE YOUR WRITING

УЧИМСЯ ПИСАТЬ СОЧИНЕНИЕ

Учебно-методическое пособие
по развитию навыков орфографии и письменной речи
для студентов I курса бакалавриата

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