

N_^jzvgh_]hkm\ _ggh_[x^lgh_h]z\Zevgh_mqi_^gb_
\ukr_]hh[jz\zby
Kfhe_gkdbc]hkm\ _ggucmgb_jkl_l

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gly[jy 2019]

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gbi]hdb : baZg
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Nhjf]mq_gby : aZqgZ
Dmjk± 1
K_f_klj± 1
k_]haZ_lguo_δgbp± 2, qZh\± 72
Nhjf]q_lghklbaZ_l± 1 k_f_klj

ljh]ZmjZhlZ
DZ]beheh]bq_kdbogZdHI:^e_\Z

Hh[j_gZK_ZbbdZ_ju
ZmklZjhlhdhe<

AZ_fmxsbcdZ_fhcBBBBB _____

Kfhe_gkd
2019

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bkpbiebg **hchc** **bghkljzguc** yaud hlghkblkydh[yaZevghcqZb
mq_[gh]hieZgZg_e_gbxih\h\db baZgljZbq_kdbcbaZg
DmjkbghkljZgh]hyaudZibjZkygZ h\u_agZbybghkljZgh]hyaudZ]eb c
kdh]h ihemq_ggu_\\ukr_fh[jZh\Zevghf mqj_^gbb mjh\gb ki_pbZbl_l [Z Z
eZbZb hjb_glbjh\ZgZghjfbjh\Zb_ h[sbo dhffmgbdZ\guo b ijhn_kkbhgZ v
guo dhfi _l_gpbc h[_ki_qb\Zsbo]h\h\ghklv d dhffmgbdZbb\ mklghc bibkvf_gghc
nhjfZgZkmgZkl_gghfyaud_JhkkbckdhcN_^jZbbbbghkljZghfyaud_ey_r _
gbyaZijhn_kkbhgZvghc^yl_evghklbbkpbiebgZ_theZl bamq_gb_bghkljZ g
gh]h yaudZjb_glbjh\Zgh]h gZgZqgmx b ijZlbq_kdmx ijhn_kkbhgZvgmx ^yl_e v
ghklv\uimk dgbdZbkljZnju
bkpbiebgZH_ze\hc bghkljZguc yaud bf_l k\yav k dkpbiebg Zb
;HKh\j_f_ggu_bgnhjfZbhggh -dhffmgbdZbhggu_l_ogheh]bb\gZqguo b k
ke_h\Zbyo;GGZqgh -bkke_h\ZevkdZjZhlZL> Ikbohe h]by^eh]h
h[s_gby

Iezbjm_fu_j_amevlZh[mq_gbyihdkpbiebg_

Mfilgpby	ZbdZjuhklbgby
<p>MD-4. Kkhg ijbfgylv k h jfggu_ dhffmgbdZgu_ h loghehpb \hf hke gZg h kljZghfuo yaudZ_ey Z Z fbhdhbjihnkbbhgZvghh a Zf hcklby</p>	<p>AgW - kihkh\uhjZkmgZklgghf b bgh kljZghf -uo yaudZdhffmgbdZbgh ijbfefuo klbec eh\h hsgby jZvgu b gjZv gukjZ l ZfhcklbykiZgjb Mflv : - dhffmgbdZbgh b dmevlmjgh ijbfefh klb mklgu ehujZhuju\jhpkk ijhnk kbhgZvghh aZfhcklby gZkmgZklgghf b bghkljZghf -uo yaudZ - uihgylv ijh ZZ fbhdbo bijhnkbbhgZvguoldklhkbghkljZ ghh -uogZkmgZklggucyaud eW : - kihkhZ bkihevahZby bg nhjfZbh g gh-dhffmgbdZbhgguo loghehpc ijb ihbkd gh [ohbfhcbgnhjfZbb\jhpkkjrgbyjZebguo dhffmgbdZbguo aZkmgZklgghf b bg h kljZghf -uo yaudZ - kihkhZ Zby ehc ijbkd b mqluZ hkhgghklb klbeklbdb hnb pbZvguob ghnbpbZvguoibkfkhpbdmevlmjgu_ jZebby \nhjfZdhjjkihggpbb gZkmgZ klgghfbbghkljZ gghf -uo yaudZ</p>
<p>MD-5. Kkhg ZbabjhW b mqluW jZghh]Zbdmevlmj\ ijhpkk_fdmevlmjghh aZ b fhcklby</p>	<p>AgW - ijbgpbui b flhú gZn` gby b bkihe vahZby gh\hbfhc ey kZajZlby b aZfhcklby k jmbfb bgnhjfZbb h dmevlmjguo hkhgghklyo b ljZpbyo jZ aebguo khhfkl\ Mflv - fhgkljbjhW mZevgh hlghrgb d bkl h jbhdhfm gZebx b khpbdmevlmjguf ljZpbyf jZebg uo gZah\hkghuZkv gZagZbb wln\ bklhjbhdhjjZlbyhfklZexZfhkghgu_ khf\lby vlevghklv hkghguo bklhjbhdbo ^ y lec b dmevlmjguo ljZpbcfbjZexZfbj h ujeb\bnbehkhkndb b wlbkdmgbya Z pkbfhklb hl kjú a Zfhcklby b aZfZ h</p>

	\Zby eZv - kihkh[Z\lhe_jZ]gh]hbdhgkljmdlb\gh]h\azfh ^ckl\by k ex^fb k mq_lhf bo khpbhdmevlmjguo hkh[_gghkl_c \ p_eyo mki_rgh]h \uiheg_gby ijh n_kkbhgZvguo aZb mkbe_gby khpbZvghe bgl jZbb	
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ijhpkk hkhgby bkpbiebg hfmZsbky khjrgklmxlky ih kefxsbf

gYZ \ egbyfnhglbdZkljhjgZaudZdkbqdbcfbgbfmfihaheyxsbcrjZ
 aZehhcdhffmgbdZbbgZghkljZghfyaud]ZbZkdbgZdbhkiq **b**
 Zsbdhff mgbdzbxehhhoZl]ZbkdzbykfukeZbibkvfgghfbmk **l**
 ghfhZ_gbb hkhgghklb fdmevlmjghh aZfhcklby ijZehZhh wldlZ
 mklgZjqbZhhqdybfnghhehhqdyjqhkgghuimfbghejZdbjhZb_
 ihgbfZbZhh qdhcbfnghhehhqdhcjhqgibkvfMfgbehhhqdbb
 ijZevgh]ZbZkdhfbhjh]ZbZkdhfhlggrgbyokljhblvibkvfggukd **Z**
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b

bkpbiebgZljmdlmjbjhZZa [ehdZdZc badhlhjuo khklhblba ijZ
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kebjhkevjhijhnikkbhgZvghecdhffmgbdZbbHkghguihgylby
 ijhn_kkbhgZvghecknjgZfbckdhfyaud_
 EdkbbqdbcfZbZ LjfbghehhqdbhgpbulbibgunjZubdebrij **hn_k**
 kbhgZvghhjbgbljhZguoldklZhh ehhihb .
 jZbq_kdbc fZ_jbZ KljZevguc aZh]:[khexlb\gu_dhgkljmdpb ljbqZ **l**
 gu_h[hjhlu
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ehhhZsgbf fdmevlmjgZdhffmgbdZbyWlbbqdbgh **jfuijhnkkb** **h**
 gZvghecylevghklb
 EdkbbqdbcfZbZWlbdlZehyauguokljZbhkhgghklb ehhh wldlZ
 ebdh]blZbb b K: ehhc wldl ijZehZ [jZgby bZhh] -jZkijhk bZhh] **-**
 h[f_g fg_gbyfb h[f_g hp_ghqghe bgnhjfZb_c J_q_\h_\aZ fh^ckl\b_k kh[_k_g **b**
 dhf
 jZbq_kdbcfZ_jbZ IjbqZlby]_jmgdbckhkeZ_evgh_gZehg_gb_
 Ibkvfh hdeZ .

;ehd

Ibkvfggh ehhhZsgb_
 EdkbbqdbcfZbZEdkbbZhhc hdmfglZbb bablgZdZhdZdlZa **x**
 faZegbhijbfg Zlmehh]bkvfhjZebgu bZehhcdhjjkih **g**
 qpbbazZkemZyaZbkdbk vfh -aZhk
 jZbq_kdbc fZ_jbZ Ihgylb_kbg]Zkbq_kdbo ihabpbc Kihkh[u \ujZgby ih
 e_Z]h kdZm_fh]h niheg_gby hij_^e_gby h[klhyl_evkl\Xhgh]hbh[hkh[e_ g
 gh]hqe_gh\ij_eh` _gby
 Ibkvfh we_dljhgggh_ibkvfh

;ehd

DffmgbdZbyihlfZnguobkkehZbcijhnikkbhgZvghecknj **-**
 EdkbbqdbcfZbZagZljfbghehby kehZhhqdhc kyab ukdZuZby
 LfZkghgZbZkhhZsgby :gZ eba hZsgbuh^jmfglbjhZghklv ky **a**
 ghklvbehhhghklvukdZu\ Zgby

ijlq_kdbcfzjbz
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<	kub lfu	k _ h qZ kh\	Njfuaqylbc				
			e_d pbb	kfbg Z ju	ijlb q_ kdbaZ y lby	eZjla j gua Zylby	kklh y levgZ h IZ
klj							
1	kebjh kevjh ijhnkkb h gZghcdh f fmgbdbbH k ghguihgylby ijhnkkb h gZghcknj_ gZb ckdhf yaudd_	18			2		15
2	ehhhs _ gbfdme v lmjgZdhff m gbdbyWl b hdb ghjfu\ ijhnkkb h gZghc^ y levghklb	18			2		15
3	Ibkvfggh_ ehhhs _ gb_	18			2		15
4	Dffmgbdbby ihlfgh q guobkkeh\ Z gbcijhn_ k kbhgZghc knj_	18			2		15
5	IhhlhdZ aln	4					4
IhhaKklj		72			8		64

kuhjzhv

ghcylevghklb

DglZguFu ± qZh\

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Dhgljhev ± qZh\

A?L - 2

L_flq_kdb_[ehdb

I kkljZ

Ijlbq_kdb_aZylby ± qZh\

Kklhyl_evgyZhlZ ± qZh\

Dhgljhev ± qKZ
A?L +2

;ehd

Klbeb j_qb Klbe v j_qb ijhn_kkbhgZvghc dhffmgbdZbb Hkgh\gu_ ihgylby \
ijhn_kkbhgZvghc kn_j_gZ]ebckdhfyaud
ijZbkdZbaZylby ± KZ)

AZylb_

:mblhjgZjKZ

EdkblkdZbcfZbZ _____: L_jfbgheh]bq_kdb__bgbpulbibqgu_njZubdebr_\ijhn_ k
kbhgZvghhj b_glbjh\Zguol_dklZhi_Z]bd_
L_dklu_ey_ql_gby, i j kdZZ b h[km^gby_: The profession of an artist, Art in education, The
2019 state of art education, Teaching art or teaching to think like an artist, Arts education pro-
grams, arts and humanities, Visual arts. fZ_jbZuojZylky\nhg^dZ_ ^ju
ijZbkdZbaZylby _____: KljZevgucaZh]:[khexlb\gu_dhglkjmdpbbIjbqZgu_h[hj hlu
fZ_jbZuojZylky\nhg^dZ_ fu

ehd

ehhhZgbfdmevlmjgZdhffmgbdZbyWlbdZbghjfu ijhnk kb h
gZvgh cylevghklb
ijZbkdZbaZylby ± KZ)

AZylb_

:mblhjgZjKZ

EdkblkdZbcfZbZ _____: Wlbd_lZ]ehyauquokljZbhkh[_gghklb^eh\h]hwlbd_lZ< -
ebdh[jblZbb b KR: >eh\hc wlb_d_l ijZbeZ [jZ_gby bZh] -jZkijhk bZh] -
h[f_g fg_gbyfb h[f_g hp_ghqgbc bgnhjfb_c J_q_\h_\aZfh^ckl\b_k kh[_k_g b
dhf
J_q \u kblmZbb L_e_nhgguca\hghdAZZ]hklbgbpUH[s_gb_ihl_e _nhgm
ijZbkdZbaZylby _____: IjbqZby]_jmgZckhkeZevgh_gZehg_gb_
L_dklu_ey_ql_gby, i j kdZZ b h[km^gby_: Etiquette, How not to behave badly abroad,
Business telephone calls, Booking a Hotel, Ordering a meal. fZ_jbZuojZylky\nhg^d Z
n_fu
L_dklubmijZ_gby_ey_Zb]h\Zby _____: Making a reservation ZbhfZ_jbZuojZy lky\
nhg^dZ_ fu
fZ_jbZuojZylky\nhg ^dZ_ fu

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Ibkvf_ggh ^eh\h_h[s_gb_
ijZbkdZbaZylby ± KZ

AZylb_

:mblhjgZjKZ

EdkblkdZbcfZbZ _____: E_dkbdZeh\hcdmf_g]Zbb\bablgZdZhdZd_lZ_a x
f_aZ_e_gb_hijb_f_gZml>eh\h_ibkvfhjZebqgu_\bU ^eh\hcdhjj_kih g
^gpbbazZkem_[gZaZkdZk vfh -aZkh
L_dklu_ey_ql_gby, i j kdZZ b h[km^gby_: Curriculum Vitae, Going through a job inter-
view, Business letter. fZ_jbZuojZylky\nhg^d Z_n_fu
L_dklubmijZ_gby_ey_Zb]h\Zby _____: Common questions at a job interview Zb Zeu
ojZylky\nhg^dZ_ fu

J q \u kblm~~z~~bbibkvf ggh\h~~o~~kdmjkZ _____ a~~z~~hk~~z~~guoibkvf\Bgl_jg_l_kh]e Zkb_gZ
khljm~~g~~bq_kl\h .
~~z~~hdZ : Ihgylb_kbgl~~z~~kbq_kdboihabpbcKihkh[u\ujZgbyih~~e~~_Z]hk d Zam
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FZ_jb~~z~~uo~~z~~j~~z~~ylky\nhg^d~~z~~_ju

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Dhffmgbd~~z~~byihl_f_g~~z~~u~~z~~guobkke_h\Z~~o~~c\ijhn_kkbhg~~z~~vghckn_j .
ij~~z~~lbq_kdb_a~~z~~ylby ± ~~q~~Z)

A~~z~~ylb_

:m~~h~~h~~g~~j~~z~~hdZ

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L_f~~z~~khg\g~~z~~b^ykhh[s_gby:g~~z~~bah[h[s_gb_\u\h^j]mf_glbjh\Z~~g~~hklv_kly a
ghklvbeh]bqghklv\ukd~~z~~u\ Zgby
L_dklu_êy_ql_gby,i_j_kd~~z~~Z b_h[km^gby : Writing the Thesis, Research: Fundamental and
Applied, and the Public, A thesis or dissertation. (FZ_jb~~z~~uo~~z~~j~~z~~ylky \ nhg^ d~~z~~_ju).
J_q \u kblm~~z~~bb G~~z~~u~~z~~q~~z~~g~~z~~h~~z~~h~~z~~kl~~z~~kl~~z~~uklmie_gb_khde~~z~~f~~z~~bebkhh[s_gb_f
g~~z~~u~~z~~q~~z~~ghfnhjmf_beb\ ijhn_kkbhg~~z~~vghckj_^g~~z~~h~~z~~l_kh_s~~z~~bbie Zg_jd_
~~z~~hdZ : Keh~~g~~h_ih~~e~~_Z_Keh~~g~~h_~~h~~iheg_gb_
FZ_jb~~z~~uo~~z~~j~~z~~ylky\nhg^d~~z~~_ju

L_f~~z~~hbq_kdb_[ehdb I_k~~z~~kljZ

k~~z~~klhylevg~~z~~hdZ ± q~~z~~h\

;ehd

Klbeb_j_qb Klbev_j_qb ijhn_kkbhg~~z~~ vghc dhffmgbd~~z~~bb Hkgh\gu_ ihgylby \
ijhn_kkbhg~~z~~vghckn_j_g~~z~~]ebckdhfyaud_
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k~~z~~klhylevg~~z~~hdZ

Edk~~b~~hd~~b~~c f~~z~~hdZ : Nmgdpbhg~~z~~vgh -j_q_\u_klbeb Hnbp~~z~~b~~z~~vgh ^-eh\hc klbev Wl b
q_kdb_ghjfuijhn_kkbhg~~z~~vghc^yl _evghklb
L_dklu_êy_ql_gby b i j kd~~z~~Z : Stylistic differentiation of English vocabulary, Art as essential
factor for the human experience, Teaching art at school, Art education programs in different
countries, National Standards for High School Art Education, Education and design. (FZ_jb Z
eu oj~~z~~ylky \ nhg^ d~~z~~_ju).
~~z~~hdZ : Keh~~g~~hkhqbg_ggu_ij_êh`_gby]_jmg~~z~~bcijbqZ klby
Ibkvfh : :gghlbjh\Z~~o~~_l_dklh\ihki_pb~~z~~vghklb
F~~z~~hdZ~~z~~uo~~z~~j~~z~~ylky\nhg^d~~z~~_ju

ehd

~~z~~hdZ~~z~~uo~~z~~j~~z~~ylky\nhg^d~~z~~_ju fmgbd~~z~~by Wl~~z~~hd~~z~~bd~~z~~ghjfuljhnk~~z~~bb h
g~~z~~vghc~~z~~ylevghklb
k~~z~~klhylevg~~z~~hdZ ± ~~q~~h\

k~~z~~klhylevg~~z~~hdZ

1. E_dkbq_kdbc fZ_jbZ : Nj~~z~~_heh]bq_kdb_ _~~o~~gbpu ba kij~~z~~u~~z~~guo fZ_jb~~z~~h\ Conversational Formulas, Words and expression ± greeting and parting, Telephone communication
L_dklu_êy_ql_gby,i_j_kd~~z~~Z b_h[km^gby : Flight, Confirming your flight, Departing date, Finding the gate, At the counter, At the Airport, Checking in and checking out, General things,

Fast food, Regular Restaurant Ordering, Fine Dining. Left right and around the corner, Talking to Strangers. Starting a Conversation. Asking for Directions.

J q \u kblmzbb : < Wjihijl_ , I_j_e_l , < j_klhjz_ . FZjbzu ojzylky\nhg^d Z n_ju

idZ : IjbqZby]_jmgbcckhkeZevgh _gzhg_gb_ FZjbzuojzylky\nhg^dZ_ju

ehd

Ibkvf_ggh_ ^eh\h_h[s_gb_

kZklhylevgZjZ ± Zh\

KklhylevgZjZ

Edkbbdbc fZbZ : KevwedljhgghIbkvfZmdlmjZbkvfZbkvfZhafZ \ egby ihzby ibkvfZ hZghklb khZby hldZzhkf khljmgbqk\

hZghklb we_dljhgguo ibk_f . >eh\h_ ij_e h`gb_ .

L_dklu ey ql gby, i j kdZ b h[km^gby Write your business plan, OLKVO (SH s- sions for Business Correspondence, Letters, Business Contracts, Business Ethics, Social and Business visits in the USA, Negotiations, Business trips, Using idiomatic English when talking about business, Job problems, Project planner business idea. (FZjbzu ojzylky \ nhg^ dZ_ju)

J q \u kblmzbbibkvf_gghIhdkd_mjkZ KhklZ_gb_j_axf_Ibkvf_ggucaZhkZ k ibkdZhemq_gbb^g_]lhZhaZ_gbykijZbdhfBgl_j\vxI_j_] h\hjuk

ig_jhfsablgZdhqdZd_LZ_e_gb_hijb_f_gZlm

Ibkvf_h we_dljhggh_ibkvfh

FZjbzuojzylky\nhg^ dZ_ju

;ehd

DhffmgbdZbyihl_f_gZqguobkke_h\Zbc\ijhn_kkbhgZvghckn_j . kZklhyl_evGZjZ ± Zh\

KklhylevgZjZ

Edkbbdbc fZbZ : Dhfihabpby \ukdZu\Zby \klmie_gb_ aZexq_gb_ hgu_ njZu ajZgb_ kh]eZby beb g_kh]eZby kdjbl bdhc.

E_dkbq_kdbc fZjbZ : The style of dissertation, Understanding Research Methods, Interpreting Research Results: The Use of Statistics, Paraphrasing, How to Write a Summary, Regional and degree-specific practices and terminologies, The Experimental Method: knowledge through systematic intervention, Correlation: the search for relationships. (FZjbzu ojzylky \ nhg ^ dZ_ju).

JkdZihl f_FhygZ qgZjZ

idZ_Kehghihqbg_ggu_ij_eh`gby

Ibkvf_h_j_axf_

FZjbzuojzy lky\nhg^dZ_ju)

KZklhyl_evGZjZ

Edkbbdbc fZbZ : NmgdpbhgZvgh -j_q_\u_klbebHnbpbZvgh -^eh\hc klbevWl b q_kdb_gjhfuijhn_kkbhgZvghc^yl_evghklb

L_dklu ey ql gby b i j kdZ : Stylistic differentiation of English vocabulary, Logopedics ± the main objectives of the subject, Speech pathology, Speech production, Speech therapy, Speech therapy home training. Adult speech impairment, Schools for handicapped, Should children start learning a foreign language early? FZjbzu ojzylky\nh g^dZ_ ^ju .

idZ : Kehghkhqbg_ggu_ij_eh`gby]_jmgbcijbqZ klby

Ibkvf_h : :gghlbjh\Zb_l_dklh\ihki_pbZvghklb

FZjbzuojzylky\nhg^dZ_ju

Djbl_jbbhp_gb\zbyj_amevl\h\h_gbydkpbiebgufhney

Hp_ghqgu_kj_kl\z
djbljbbhpgebzbyeyldmsc\klzbb
ey ldmsdh dhgljhey ijbed\ky azby kemxsbo lbih\ edkbdh -
ljz\q_kdbc_l_kl fghgh]bq_kdh_\ukdz\z_b_gz_`_h`_ggmxl_fm`z h
]bq_kdh_\ukdz\z_b_gz_`_h`_ggmxl_fm ql_gb_b i_j _kdz_l_dklz\zgm ba
e_dkbq_kdbol_fk_f_kljz\hgljhevgz udh\ibkvf\zqbg_gb_wkk_ ; ijh_dlgzj Z
[hlz

Djbl_jbbhp_gb\zbyazbc\eyl_dms_]hdhgljheybh[jz\pua\zbc

Dgljhevedkbdh -j\z\qdbog\dh\ I kfklij ijhh\lkykih fhsvxl_
klhuoazbc kkl dexghihjydz\zbc\cij\evguchllhpgb
kyz Ij_`z\kyhihegl_evgu_mijz_gby

Эм ги ч к бн к к ч з й да зы к бнй б к жй к м к зы

Klj

*к м к бз й ч а з з к
The Passive Voice*

Module 1

Complete the sentences

- 1)
 - a) is killed
 - b) was killed
 - c) will be killed
- 2)
 - a) are changed
 - b) changed
 - c) is changed
- 3)
 - a) was posted
 - b) will be posted
 - c) posted
- 4)
 - a) are being mended
 - b) are mended
 - c) were being mended
- 5)
 - a) was already told
 - b) has already been told
 - c) is already told
- 6)
 - a) are expected
 - b) have been expected
 - c) has been expected
- 7)
 - a) will be blown
 - b) was blown
 - c) will blown
- 8)

- a) was questioning
 b) is questioning
 c) is being questioned
- 9)
- a) has not signed
 b) are not signed
 c) have not been signed
- 10)
- a) was planned
 b) is being planned
 c) has been planned
- 11)
- a) is given
 b) was being given
 c) was given
- 12)
- a) will have been built
 b) will built
 c) will have built
- 13)
- a) had been repaired
 b) was being repaired
 c) is being repaired
- 14)
- a) will be completed
 b) will have been completed
 c) has been completed
- 15)
- a) was taught
 b) is being taught
 c) will be taught

Module 2

Open the brackets and put the verb in the proper tense form of the Passive Voice

- 1) Wait a little! Your questions (to discuss) now.
- 2)
very interesting.
- 3) This new dictionary (to sell) everywhere now.
- 4) I cannot use my hotel room because (not to clean) yet.
- 5) A new metro line (to construct) now. One of the stations (to build) in our street.
- 6) The place looked wonderful Everything (to prepare, already) for the ball.
- 7) A lot of new articles (to write) about this book soon, I am sure.
- 8) He (to laugh at) when he was a schoolboy.
- 9) This mountain (to climb, never) before.
- 10) Mushrooms (to gather) in autumn.

к кмдйкб зй убйдб гк з йч з кзк
Second Meanings of Modal Verbs

Module 1

Complete the sentences

- 1)

- a) must joke
- b) must be joking
- c) must have joked
- d) must have been joking

2)

- a) may be
- b) must be
- c) must have been
- d) may have been

3)

- a)
- b) may have said
- c)
- d)

4)

meeting.

- a) must have been
- b) may have been
- c) might have been
- d)

5)

- a) must be
- b) may be
- c)
- d) might be

6)

address.

- a) may send
- b) may be sending
- c)
- d) may have sent

7)

- a) must broke
- b)
- c) must have broken
- d)

8)

- a) must have fallen
- b) have fallen
- c) might fall
- d) must fall

9)

- a) must sleep
- b) must have slept
- c) must sleeping
- d) must be sleeping

10)

- a) might be
- b) must have been
- c) must be
- d) might have been

y birthday

- d) left
- 8)
- a) to sleep
- b) to be sleeping
- c) sleep
- d) being sleeping
- 9)
- a) to be
- b) be
- c) for be
- d) to have been
- 10)
- a) to stay
- b) staying
- c) stay
- d) to have stayed
- 11)
- a) laughing
- b) to laugh
- c) on laughing
- d) laugh
- 12) ary.
- a) to ski
- b) skiing
- c) for skiing
- d) ski

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bfuc ijbZguc

hhjhl

*The Participle and the Absolute Constructions
(the Absolute Participial Construction)*

1) Translate into English

- a) bjZ
- b)
- c)
- d)
- e)
- f) k
- g)
- h)
- i)
- j)

2) Replace the following sentences or groups of sentences by simple sentences with the Participle.

- a)
- b) Jane was tidying up her bedroom. She found some old letters.
- c) We moved to Florida. We had sold our cottage.
- d) His head was aching at night. He had studied all day.
- e) He knew all the goals by heart. He had seen that match several times.

3) Replace the clauses with the Absolute Participial Construction

- a) As there was a severe storm at sea, the steamer could not leave the port.
- b) As it was Sunday, the library was closed.
- c) As the weather was fine, they went for a walk.
- d) As the professor was ill, the lecture was put off.

кнз к бз йкб й эжкйбйdb д ч јнзк йч лмб зкв бйда
The Subjunctive Moodas put off.

c) would not have been

11) ~~11)~~

a) were

b) was

c) will be

12) ~~12)~~

a) calls

b) would call

c) called

13) If I had read WKLVDUWLFOH\HVWHUGD\,WRDQZUWKLVTN\HVWLRQ\RGD\

a) will be able

b) would be able

c) would have been able

Module 2

Translate into English

- 1. ~~1.~~
- 2. ~~2.~~
- 3. ~~3.~~
- 4. ~~4.~~
- 5. ~~5.~~
- 6. ~~6.~~

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86% ± 100%	Hlebqgh
69% - 85%	Ohjhrh
50% - 68%	Mh\e_l\hjbl_evgh
F_g__	G_mh\e_l\hjbl_evgh

Dhgljhevgadh\jh\hj_gby I kfkj).

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F_g__	g_mh\e_l\hjbl_evgh

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I

You make a reservation at a hotel. Be active and polite.

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Read and translate the text.

Leaving home

Almost every 16-year old has thought about leaving home.

Many teens dream about leaving home: but the reality can often be much harder than they imagine.

Recently, a survey of "Young People's Social Attitudes" asked British teenagers for their opinions about leaving home. Forty-nine per cent of 12-15 year olds thought that teenagers should be allowed to leave home at the age of 16; another 12% said 17, and 8% said "when they want". Only 23% of young teenagers thought that they should live at home until they were 18!

Yet the teenage dream seems to conflict with the experience of real life; when the same question was put to 18 and 19-year olds, almost half replied that teenagers should not leave home before the age of 18.

Nevertheless, leaving home is part of the process of growing up. Many teenagers leave to go and study or train or look for a job in a different town or city, returning home when the money runs out. Others leave because they just want to get out. Most, especially younger ones, are happy to go home again later; for a small number, leaving home is a definitive break.

Every year thousands of young people in Britain leave home in search of a better or more exciting life; many of them go to London, attracted by the bright lights, the night life, the youth scene and the hope of finding work.

16-year olds who leave school with few or no qualifications find it very hard to get jobs; indeed, in some British cities, particularly in the North, finding work is almost impossible for unqualified people, especially young people. London, however, has less unemployment and more jobs; and though no one imagines that the streets of the capital are "paved with gold" (as in the legend), many teenagers make their way to the capital, hoping to set up a new home of their own.

Though there are indeed more jobs in London than in most other cities, they are not always good jobs, and the dream of leaving home and finding a job often turns out to be just that; a dream. Many return home; some become homeless.

Homelessness is not a new problem, and there are many associations that help homeless people to find somewhere to live. And although, overall, less people keep coming to London in search of a new life, the number of young people doing so has gone up sharply; their reasons for coming have changed too.

It's all part of our changing society. In 1961, only about 5% of children (about half a million children) in Britain lived in single-parent families; in 2013, 22% of children, that is three million children, lived in single-parent families. Single-parent families are generally poorer than traditional families.

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o I found the article (rather) interesting (important, useful) DV EHFDXH«

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
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The Complex Object

- 1) 
- a) 
- b) 
- c) I haGH[SHFWHGKLP EHG LVDSSRLQHG
- d) 
- e) 



2) Replace the following sentences or groups of sentences by simple sentences with the Infinitive Construction (the Complex Object)

- a) I never smoke indoors. My wife doHVQOLNHLW
- b)  -FUH

- a)  , dʒky , [he_g .
 a) 
 b)  -\b\bfhfmhq_gvbgl_j_kgz
 c) 
 d)  _jhylg hg_ ih_ ^\Ehgng

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The conception of Syntactic Positions. Subject, predicate, object, attribute, adverbial modifier, parenthesis: ways of expression

Find the following parts of the sentence

- 1) Subject:
 - a) To take care of my family is my general priority.
 - b) It is getting dark.
 - c) There will be ten doctors at the conference.
 - d) They decided to work at the weekends.
- 2) Predicate:
 - a) Shall I change your books?
 - b) He ought to be more polite.
 - c) The National Museum of Australia was visited by Oliver in October 1989.
- 3) Attributive:
 - a) Yesterday I had a strong toothache.
 - b) Look at that walking man!
 - c) Her office is on the fortieth floor.
 - d)  dogs are barking all the nights.
 - e) It was a pleasure to discuss this matter with you.
 - f) My sister hates the idea of borrowing money.
- 4) Adverbial modifier:
 - a) Many factories are being closed because of the economic crisis.
 - b) With diligence you will succeed.
 - c) We reached the town the next morning.
 - d) We could see the river from the top of the hill.
- 5) Parenthesis:
 - a) Tom is absent today, moreover, he is ill.
 - b) Anyway he must know about the problem.
 - c)  in the conference.
- 6) Object:
 - a) Do the following.
 - b) They try to win.
 - c) All the happiness of my life depends on your loving me.

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Compound and Complex Sentences. Conjunctions and Linkers

Complete the sentences

- 1) 
 a) who

- b) which
 c) where
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 a) where
 b) who
 c) which
 3) ~~W~~
 a) who
 b) which
 c) where
 4) ~~W~~
 a) because
 b) then
 c) so
 5) ~~W~~
 a) so
 b) because
 c) then
 6) ~~W~~
 a) so
 b) because
 c) then
 7) ~~W~~
 a) and
 b) but
 c) or
 8) I shall come and see ~~R~~ ~~KDYHWLPH~~
 a) so
 b) where
 c) if
 9) ~~W~~
 a) unless
 b) when
 c) if
 10) ~~W~~
 a) unless
 b) when
 c) if

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How to Write a Summary

A "stand-alone" summary is a summary produced to show a teacher that you have read and understood something. It is common in many 100 and 200 level classes to get assignments that ask you to read a certain number of articles and summarize them. This is also a very common type of writing assignment in graduate school.

How to produce a summary:

1. Read the article to be summarized and be sure you understand it.
2. Outline the article. Note the major points.
3. Write a first draft of the summary without looking at the article.

4. Always use paraphrase when writing a summary. If you do copy a phrase from the original be sure it is a very important phrase that is necessary and cannot be paraphrased. In this case put "quotation marks" around the phrase.
5. Target your first draft for approximately 1/4 the length of the original.

The features of a summary:

1. Start your summary with a clear identification of the type of work, title, author, and main point in the present tense.

Example: In the feature article "Four Kinds of Reading," the author, Donald Hall, explains his opinion about different types of reading.

2. Check with your outline and your original to make sure you have covered the important points.

3. Never put any of your own ideas, opinions, or interpretations into the summary. This means you have to be very careful of your word choice.

4. Write using "summarizing language." Periodically remind your reader that this is a summary by using phrases such as *the article claims*, *the author suggests*, etc.

5. Write a complete bibliographic citation at the beginning of your summary. A complete bibliographic citation includes as a minimum, the title of the work, the author, the source. Use APA format.

Questions:

1. What is a summary? Is it a common type of assignment in graduate school?
2. What is included in the outline of the article?
3. How long should the first draft of the summary be?
4. How is a first draft of the summary to be written?
5. How often should paraphrase be used? When can phrases be copied from the text of the article?
6. What is it necessary to mention at the beginning of the summary?
7. What is it necessary to cover in the summary? Can you put your own ideas and interpretations in the summary?
8. What phrases are used in the summarizing language?

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2.	IjZevgh_ljZbq_kdh_bnhg_lbq_kdh_hnhjfe_gb_\ukdZu\ gbyG_[he_vrh_dhebq_k_l\hg_ljm[uohrb[hd -3) jZbq_kdh_bnhg_lbq_kdh_hnhjfe_gb_\ukdZu\Zby\p_ehf ijZevgh hgZ_hims_gh - ljZbq_kdbo b \beb_nhg_lbq_ kdbohrb[hdbagbog_[he_]jm[uo	Z	[ZeZ [Ze
	IhgbfZb_\ukdZu\Zby aZmG_gh_ba -aZ[hevrh]h dhebq_kl\Z ljZbq_kdbobeb[he__b \bebnhg_lbq_kdbobeb[he__hr b [hd		[Zeh\
3.	L_fij_qbkhh\lkl\m_l_kl_kl_gghfmhklmkl\b_aZ_lguoiZa p_ehf_kl_kl_gguc_l_fij_qbbf_lkyg_[he_aZ_lguoiZa Ij_bfms_kl_gghaZ_e_gguc_g_kl_kl_gguc_l_fij_qbbf_xlky b[he_a_Z_lgu_iZau		[ZeZ [Ze [Zeh\
4.	IhegZkfukeh\ZaZ_jr_gghklvbeh]bqghklv\ukdZu\Zby akdZu\Zb_hkgh\ghfeh]bqghbghkblhkklZqghaZ_jr_gguc oZ_l_jgh_kj_kl\Z]bq_kdhck\y ab_bkihevah\Zu_g_hklZqgh bebg_k_]Z_hjj_dlgh akdZu\Zb_g_eh]bqgh_b \beb_g_ghkbl_aZ_jr_ggh]h_oZ_l_jZ kj_kl\Z]bq_kdhck\yabg_bkihevah\Zubeb[hevrZboqZlv ihevah\ZZ_jgh		[ZeZ [Ze [Zeh\ k
5.	GZbqb_\u\h\h\adexq_gby AAdexq_gb_ijkmlkl\m_lhgZhk^eZgu_\u\hG_ihegueb[h g_iheghcf_j_khhlgkylkykeh]bdhcklkh_gby\ukdZu\Zby AAdexq_gb_hklmkl\m_l		[Ze_eZ [Ze [Zeh\ Blh]h [Zeh\

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MZgbdhjkdbjrZdhffmgbdZgmxaZ

RdZp_gb\ZbygZdh\ibkvf_gghcj_qb

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RdZp_gb\ZbygZdh\ibkvfZ_j]bqgu_[Ze

1.	Dhffmgbd\gZaZ_ghghklvx_j_r_gZk^jZb_hljZ _k_Ki_dlu Dhf_fmgbdb\gZaZ_r_gZ_iheghklvx_gh_g_f_g__q_fgZ 50% Dhffmgbd\gZaZ_r_gZ_g__q_fgZ		[ZeZ [Ze [Zeh\
2.	;h]Zc_e_dkbq_kdbc aZg_h[ohdfuc_eyjkdjulby_l_fu_lh guc\ h]keh]bZd\Zgh_eZgb_e_dkbq_kdhckhq_lZfhklv Klbev\ukdZu\Zby\p_ehfhl_qZ_ihklZ_gghc_p_ebqZlbqgh aZckl\h\Zu_kbghgbfu_njZ_heh]bafu_njZ\ u_leZneu_e_dk q_kdZ_khq_lZfhklv_p_ehf_kh[exZ]ky_hims_gu -g_]jm[u_	q x b	[ZeZ [Ze

	hrb[db E_dkbq_kdbc aZkdmguchlkmlkl\mxl kbghgbfunjZ_heh]bafu njZh\u_e]Zheu Klbev\ukdZu\Zby g_khhl\lkl\m_l ihklZ_e_ g ghcaZ_e_dkbq_kdZk hq_lZfhklvg_kh[ex^gZ	[Zeh\ g
3.	IjZevgh_hnhjfe_gb_k_lhqdb aj_gby ljZdb hinh]jZbb b imgdlmZbbG_[hevrh_dhebq_kl\hg_ljm[uo hrb[hd -3)	[ZeZ
	p_ehfijZevgh_hnhjfe_gb_klhqdbaj_gby]ljZdbhjn h ljZbbbing dlmZbbhims_gh -hrb[hd\lhfqbke_g_[he__ ljm[uo	[Ze
	G_ijZevgh_hnhjfe_gb_klhqdbaj_gby]ljZdbhinh]jZbbb imgdlmZbbhims_gh[he____hrb[hd\lhfqbke_[he_]jm[uo	[Zeh\ h
4.	Bf_xlky\k_kljmdlmjgu_dhfihg_glu_l_dklZklmie_gb_ hkgh\gZ qKlvaZe x q_gb_L_dklijZevghjZ^e_ggZaZu	[ZeZ
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	KljmdlmjggZh]ZbaZby_l_dklZ_kh[ex^gZgZ hlkmlkl\mxl _^gb_baZexq_gb_l_dklg_ijZevghjZ^e_ggZaZu	[Zeh\ h
5.	Ihegzkfukeh\ZaZjr_gghklv beh]bqghklv\ ukdZu\Zby Bf _ xlkyjZghh [jZgu_kj_Rl\Zh]bq_kdhck\yab	[ZeZ
	ukdZu\Zb_\hkgh\ghfeh]bqgh bghkbl hklZqghaZjr_gguc oZl_j gh kj_Rl\Zh]bq_kdhc k\yab bkihevah\Zu g_hklZqgh bebg_k_lZhjj_dlg	[Ze
	ukdZu\Zb_g_eh]bqgh b\beb_g_gghkbl aZjr_ggh]h oZl_jZ kj_Rl\Zh]bq_kdhck\yabg_bkihevah\Zubeb[hevrhZboqKlv ihovah\Zg_\jgh	[Zeh\ k
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7.3. IjgvjkmjkhbgnhjfZbhggh -ledhffmgbdZbhgghcklbZigla

1. http://www.native-english.ru/exercises - KZ ihk\ys_gguc bamq_gbx Z]ebckdh]h
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2. http://www.study.ru - BgnhjfZbhggh -h[jZh\ZevgucihjZ Study.ru
3. http://www.bbc.co.uk/learningenglish - JZ^ekZ]ZblZkdhdhfiZbbh[s_
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4. https://www.rt.com - F_mgZogZh\hklgZk_lv Russia Today Jhkkbyk_JhgY
5. http://www.ru.wikipedia.org - Mgb_jkZvgZbgl_jg_l -wgpdehi_by
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1. Microsoft Windows Professional 7 Russian
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