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ihgbfgbbdbh]bqkdhc b fhgheh]bqkdhc jqb qlgb ibkvfh Mfgbeh]bqkdb b
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Ldklu ey qlgby b ijkdZ : Stylistic differentiation of English vocabulary, How to analyze poetry, Linguistic formalism, Russian formalism, Textology, Educational system in Britain and USA. (FbeuojZylky\nhgdZju
jfbdZ: Kehghkhqbgguije^hgby]jmgbcijbqZ klby
Ibkvfh : :gghlbjh\Zbldklh\ihkipbvghklb
Fbeu ojZylky\nhgdZju
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ehhhsgbfdmevlmjgZdhffmgbdbyWlbkdbghjfuijhnkkb h
gvghcylevghklb
kkklhylevgZjkZ **±kh**

AgZylb_
kØnklhyle vgyZjhlZ
Edkbqkdbc fZjbeZ : NjaZheh]bqkdb\bgbpuba kijZn qguofZjbeZh\ Conversational Formulas, Words and expression ± greeting and parting, Telephone communication
Ldklu êy qlgby , ijkdaZ b h[kmègby : 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.
Jq\u_ kblmpZbb : < xZvjhihjl_ , Ijel , < jklhjgZ_ . FZj bZu ojgZylky\nhg^ dZj\u
jØfZbdZ : Ijbqkblby]jmgb\bckhkeZjevghgaZehggb_
FZjbZuojgZylky\nhgd\Zj\u

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Ldklu êy qlgby , ijkdaZ b h[kmègby Write your business plan, &LIKVQ(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. FZjbZuojgZylky\nhg^ dZj\u
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Edkbqkdbc fZjbeZ : 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. FZjbZuojgZylky \nh gd\Zj\u
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Hpghqukjk\lZdjbljbbhpgbgbyeyldmsclZkljØbb

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]bqkdh\ukdZu\Zb g Zj ehggmx lfm qlgb b ijkdZ ldklZ Z gm ba
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gbZkyZe Ije jZZlkyhihegble vgumijZgby

Эмгіч кбнкк ч г йда зы кбжґт б к жкйкмкзы

Fklj

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AZb_

км кбз йчагзк
The Passive Voice

Module 1
Complete the sentences

1) 7KH3UHVLGHQWLVDVWQJKW
a) is killed
b) was killed
c) will be killed
2) 7KHPRHQ\LDWWKHEDQ
a) are changed
b) changed
c) is changed
3) 7KHOHWWHU\eHdaW.
a) was posted
b) will be posted
c) posted
4) 7KHVKRHVLDWWKHPRPHQW
a) are being mended
b) are mended
c) were being mended
5) 0LVV%HQWLDERXWWKHSDUW\
a) was already told
b) has already been told
c) is already told
6) 6WXGHQWVHQWWRWDONGXULQJWKHWHVW
a) are expected
b) have been expected
c) has been expected
7) .LVWOHkIWKHUHLVDHPHUJHQ\
a) will be blown
b) was blown
c) will blown
8) 7KHPDZWHQVVLQWKHURRP

a) was questioning
b) is questioning
c) is being questioned
9) [illegible]
a) has not signed
b) are not signed
c) have not been signed
10) [illegible]
a) was planned
b) is being planned
c) has been planned
11) [illegible]
a) is given
b) was being given
c) was given
12) [illegible]
a) will have been built
b) will built
c) will have built
13) [illegible]
a) had been repaired
b) was being repaired
c) is being repaired
14) [illegible]
a) will be completed
b) will have been completed
c) has been completed
15) [illegible] eacher next year.
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) [illegible] last month. Both of them were 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.

k кмдийкбгй ибйдбqк з йч з кзк

Second Meanings of Modal Verbs

Module 1

Complete the sentences

1) [illegible]

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

2) [illegible]
a) may be
b) must be
c) must have been
d) may have been

3) [illegible]
a) [illegible]
b) may have said
c) [illegible]
d) [illegible]

4) [illegible] r-
day meeting.
a) must have been
b) may have been
c) might have been
d) [illegible]

5) [illegible]
a) must be
b) may be
c) [illegible]
d) might be

6) [illegible]
address.
a) may send
b) may be sending
c) [illegible]
d) may have sent

7) [illegible]
a) must broke
b) [illegible]
c) must have broken
d) [illegible]

8) [illegible]
a) must have fallen
b) [illegible]
c) might fall
d) must fall

9) [illegible]
a) must sleep
b) must have slept
c) must sleeping
d) must be sleeping

10) [illegible]
wet.
a) might be
b) must have been
c) must be
d) might have been

Module 2
Translate into English

1. [illegible]
2. [illegible]
3. [illegible]
4. [illegible] -lh[ue
5. [illegible]
6. [illegible]
7. [illegible] [illegible]
8. [illegible]

бздийчбl кмqч з кз
The Verbals (the non-finite forms of the verb)
The Infinitive and the Gerund

Complete the sentences

1) [illegible]
a) buy
b) buying
c) to buy
d) in buying
2) [illegible] [illegible]
a) go
b) to go
c) going
d) for going
3) [illegible]
a) being
b) be
c) to be
d) from being
4) [illegible]
a) to borrow
b) borrow
c) borrowing
d) for borrowing
5) [illegible] s the road.
a) to help
b) helping
c) help
d) on helping
6) [illegible]
a) to thank
b) thank
c) thanking
d) in thanking
7) [illegible]
a) to leave
b) leave

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2.	IjZbevgh]jZZbqkdhbnhglbqkdhhnhjfeg b\ukdZu\ Z gbyG[he vrhdhebqkl\hg]jm[uohrb[hd -3)	[eeZ
	jZZbqkdhbnhglbqkdhhnhjfegb\ukdZu\Zby\pehf ijZbevgh h^gZh^himsgh -]jZZbqkdbo b \beb nhglbq _ kdbohrb[hdbagbog[he]jm[uo	[ee
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3.	Lfijqbkhhl\lkl\mlklkl\gghfmhlkmlkl\baZguoiZma	[eeZ
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4.	IhegZkfukeh\ZaZjrgghklvbeh]bqghklv\ukdZu\Zby	[eeZ
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	Blh]h	[eeh\

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b eh]ZZv \hijhku ey ihemqgby mlhqggby bgnhjfZbb ZZhl\qZv gZ
aZgumfm\hijhkuH[tf\ukdZu\Zby ± 8-njZeydZ]hmqZlgbdZZh]Z

Эмгіч г йда зы k бжt б к жкйk мкзы
fkklj ***1***

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

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9-10	hlebqgh
7-8	ohjhrh
5-6	m^\el\hjblevgh
Fg_	gm^\el\hjblevgh

RdZZpgb\Zby bZh]bqkdhcjqbij\bqgu[eeu

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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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The Complex Object

1)
a)
b) PHVD\WKLV
c)
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 LQRRUV0\ZIHGRHVWOLNHLW
b) -FUHDPEHIRUHGLQUEHFDXVH0RWKHUGRHVWOHWLW
c) You got off the train at Saltmarsh city. The porter saw you.
d) Nobody expected that she would get this position.

3) Translate into English
a)
b)
c)
d)

зкв йкб лк збв t бб
Complex Subject

1) Paraphrase the following sentences using the Complex Subject
a) It proved that he was a very experienced worker.
b) It is considered that this mine is the best one in the district.
c) It appears that there are different opinions on this subject.
d) It happened that there was a doctor there at that time.
e) It is believed that there is hope of reaching an agreement.

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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) [illegible] 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) Tom is late. Fortunately, we dLGQWPDQJHWREHJLQWKHFRQHUHQH
6) Object:
a) Do the following.
b) They try to win.
c) All the happiness of my life depends on your loving me.

зкв йкнкидйбййкб д нзкв йклк идйбййкб лмб зкв бйды зк (нзjв t дб зы н ыгд з йк к лмб зкв бйды н лмд к кийч q
Compound and Complex Sentences. Conjunctions and Linkers

Complete the sentences

1) [illegible]
a) who
b) which
c) where
2) [illegible]
a) where
b) who
c) which
3) [illegible] ous poet.

a) who
b) which
c) where
4) [illegible]
a) because
b) then
c) so
5) [illegible]
a) so
b) because
c) then
6) [illegible]
a) so
b) because
c) then
7) [illegible]
a) and
b) but
c) or
8) I VKDOOFRPHDQVHH\RX,KDYHWLPH
a) so
b) where
c) if
9) [illegible]
a) unless
b) when
c) if
10) [illegible]
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.

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	Dhffmgbdkb\gy aqZrgZgqfgZ	[zeZeh\
2.	;h]Zuc edkbqkdbc akZgh[ohbfuc ey jZdjulby lfu lh q guc\u[hjkeh\bZ\Zgh\egbedk bqkdhckhqlZhklvx	[zeZ
	Klbev \ukdZu\gby \ pehf hl\qZhklZegghc peb qZlbqgh aZkl\h\gu kbghgbfu njZheh]bafu njZh\u]ejZheu edk b qkdyZ khqlZhklv \ pehf kh[exZky himsgu - g]jm[u_ hrb[db	[zeZe
	Edkbqkdbc akZ kdmguc hlkmlkl\mxl kbghgbfu njZheh]bafu njZh\u]ejZheu Klbev \ukdZu\gby g khhl\lkl\ml ihklZe_ g ghcaqedkbqkdyZk hqlZhklvgkh[exgZ	[zeZeh\
3.	IjZbevgh hnhjfegb k lhqdb ajgby]jZZbdb hjnh]jZbb b imgdlmgbbG[hevrh_ dhebqkl\hg]jm[uohrb[hd -3)	[zeZ
	pehfijZbevghhnhjfegbklhqdbajgby]jZZbdbhjn h	[zeZe

	-	
4.		
5.		
	\	

7 Ijgvhkgh\ghcbh^hihegble_vghcmgghceblj_Zmju

Hkghg_Zeblj_Zmj_Z

1. : g]ebckdbcyaudêyaZZbqkdbopec(QQLVKIRUDFDGHPLFSXUSRVHVmq[gh_ ihkh[bêy[aZZbaZfbkljZmjuL:;jgh\kdyZ:^AZZh\Z;Ihki _ eh\ZX : Km\hjh\Zh^j^L : ;jgh\kdhc F Ba_evkl\h XjaZl [www.biblio-online.ru/book/9DECDEFF-0CFB-48ED-82B3-8620AEBDEFC3]
2. Nbebiih\ZFF e_h\hc g]ebckdbc yaud F Fhkdh\kdbc]hkmjkl\gguc mgb\jkbll_bfgb F<Ehfhghkh\Z> www.biblio-online.ru/book/13127DE7-5C8E-4CEB-B3AD-03EBD2E8AC41]

h-ihegble_vgjZeblj_Zmj_Z

1. :gj_\KH[td_lZb[mlbh[klhyle_vkl\h\g]ebckdhfyaudKeh_u_ kbg laZkbqkdbfhêbKfhegkdKfhegkdbc]hkmjkl\ggucmgb\jkbll_Z
2. :gj_\K Kehùu_kbglaZkbqkdb_fhêb\g]ebckdhf gZqqghf b omh^_ kl\gghf l_dkl_]eZgu_qegu ijêhùby Kfhegkd Kfhegkdbc]hkmjkl\gguc mgb\jkbll[
3. :gj_\KGbj^K[hjgbdl_dklh\êyjaZ\blby gZudh\qlgby b mklghc jqb Mq[gh -fl_hbqkdhi_hkh[bKfhegkd
4. :gjxobgZ_B\g]h\ZW Dmagph\ZF Dmjkg]ebckdh]h yaudZyfZ b kljg]lh\± F:cjbk
5. :efZh\ZGB:g]ebckdbcyaudMq[ghi_hkh[bêyfZbkljg]lh\]mfg]blg]gh]h ijhnbey GB :efZh\ZH: Gbdblgdh G<ihih\ZFF Rg]h\Z ih^j^_ :dhih\hcF:KI[Ba^ -\hIhebl_ogmg -lZ
6. :klZmjh\ZG:g]ebckdbcêykhpbheh]h\Mq[gh -fl_hbqkdh_ihkh[bk e]h]jBa_evkl\hke]h]jkdh]h]hkmjkl\ggh]hmgb\jkbll_Z
7. ;h]jdbcBK×dg]h\ZF;bagk -dmjkg]ebckdh]hyaudZb\Eh]hk

8. b\ZG=Mq[gh -flhbqkdh ihkh[b ih jaZ\blbx gZudh\ ]jZZbdb g]ebckdh]hyaudQvKfhe=MKfhegkdk
9. Eyey\ K.<., Kdjbimgh\Z K.: . Reader on Sociology. :g]ebckdbc yaudeykhpbhe h]h\ ± FBaZevkl\hNebglBaZevkl\hGmdZ
10. Ewg\bk D Yaudh\u loghehbb Ijhnkkbhgevguc ij\h=F Jmkkdj _ ZpbyK -13.
11. Lj -FbgZh\K=cgZfbjyaudh\bdmevlmjKI[KEH=H
12. Lj -FbgZh\K=YaudbfdmevlmjgydhffmgbdgbyKI[KEH=H
13. Mq[gh -flhbqkdhihkh[bihjaZ\blbxgZudh\qlgbybmklghcjqbgeb c kdbcyaud ± K=MKfhegkd
14. RZuibgZKKQgbbkhklZegbdhglja\h\gZebckdhfyaud± FBa^ Z levkl\h36

Ijqgvjkmjkh\bgnhjfZbhggh -ledhffmgbdZbhgghcklbBgljgla
1. www.native-english.ru/exercises NaWLYH (QOLVK Jhghc gebckdbc Lklu ih gebckdhfmyaudm
2. http://learningenglish.voanews.com/ Voice of America (=ehk :fjbdb). Learning En g-lish.
3. http://www.bbc.co.uk/learningenglish BBC. Learning English. (BBC. BamqyZgeb c kdbc)
4. www.english.language.ru/tests/index.html Lkluihgebckdhfmyaudm
5. https://www.oxfordlearnersdictionaries.com/ 2[IRUG /HDUQHUV¶LFWLRQDULHVnhj ^ kdbckeh\yveymqsboky
6. http://www.macmillandictionary.com/ Macmillan Dictionary (Keh\yv Fbfbeegb).

8. FZbeZvgh -logbkdhhkigb_

Mgyhlhjby eyijh\gby agylbc kfbgZkdh]h lbiZjmiih\uo b b g b\b^evguo dhgkmevlZbc ldms]h dhgljhey b ijhfmlhqghc Zklpbb Zn^ d KlZgZmq[gyf[ev ihkZqguo fkl fklh ijihZkey hkdZ ijghkghc wdjg fmevlbfbZhdlhj EPSON ghml[md SAMSUNG d h ehgdb SAMSUNG (2).

:mblhjby eyk=hkhlhylevghc jZhlu Zn^d mq[gyf[ev ihkZ q guofkl\uoh\klvBgljgldhfivxljh\

9. IjhjZghhkigb_

Microsoft Open License (Windows XP, 7, 8, 10, Server, Office 2003-2016), ebpgaby 66975477 hl 03.06.2016 ([kkjhqgh).

H[mqXsbfky h[kiqg hklmi d W;K Xjl^W;K ,35ERRNV^hklmi \ we_ d ljhggmx bgnhjfZbhggh -h[jZh\Levgmx kjm mgb\jkbllZZhklmi d kh\j _ fggufijhnkkbhgevguf[ZZguobbgnhjfZbhggufkijZqgufkbklfZ