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_____,_____: The effect of theorizing literature, How do you analyze a novel? What is a literary education

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_____,_____: Etiquette, How not to behave badly abroad, Business telephone calls, Booking a Hotel, Ordering a meal.(

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_____: Makingareservation

1. _____: ConversationalFormulas, Wordsandexpression greetingandparting, Telephonecommunication _____, _____: 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.

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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.

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_____: 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.

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ThePassiveVoice

Module 1
Complete the sentences

1) night.
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) party.

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) by my granny when I was sixteen.
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) The constr
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.

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SecondMeaningsofModalVerbs

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) There was probably some
address.
a) may send
b) may be sending
c)
d) may have sent
7)
a) must broke
b)
c) must have broken
d) break
8)
a) must have fallen
b)
c) might fall

d) must fall
9)
a) must sleep
b) must have slept
c) must sleeping
d) must be sleeping
10) I sat on a seat in the park an
a) might be
b) must have been
c) must be
d) might have been

Module 2

Translate into English

1.
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The Verbals (the non-finite forms of the verb)

The Infinitive and the Gerund

Complete the sentences

1)
a) buy
b) buying
c) to buy
d) in buying
2)
a) go
b) to go
c) going
d) for going
3)
a) being
b) be
c) to be
d) from being
4) He never
a) to borrow
b) borrow
c) borrowing
d) for borrowing
5)
a) to help

b) helping
c) help
d) on helping

6)
a) to thank
b) thank
c) thanking
d) in thanking

7)
a) to leave
b) leave
c) leaving
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)
a) to ski
b) skiing
c) forskiing
d) ski

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

1) Translate into English

a)
b)
c)
d)
e)
f)
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.

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TheSubjunctiveMood.Types of Conditionals

Module 1
Complete the sentences

1) If you need
a) will lend
b) lend
c) lends
2)
a) will hurry
b) hurry
c) would hurry
3)
a) have been
b) will be
c) had been
4)
a) will be
b) is
c) would be
5)
a) would go
b) went
c) would went
6)
a)
b)
c)
7)
a) would give
b) would have given

c) will give
8)
a) would you have bought
b) did you buy
c) will you buy
9)
a) will not hurry
b)
c)
10)
a) would be
b) would not be
c) would not have been
11) If I
a) were
b) was
c) will be
12)
a) calls
b) would call
c) called
13)
a) will be able
b) would be able
c) would have been able

Module 2

TranslateintoEnglish

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You make a reservation at a hotel. Beactiveandpolite.

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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, asurveyof "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 conflictwith 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 theprocessofgrowing 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 moneyruns 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 adefinitivebreak.
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, theyouth 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 insingle-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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- I found the article (rather) interesting (important, useful)

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TheComplexObject

1) Fill in

a)
b)
c)
d)
e)

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

a)
b) -
c) You got off the train at Saltmarsh city. The porter saw you.
d) Nobody expected that she would get this position.

3) TranslateintoEnglish

a)
b)
c)
d)

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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.
f) It is said that there are many difficulties in solving this problem

2) Translate into English

a) , , .

a)
b) -
c)
d)

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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)

10) invitation, I will come to the party.
a) unless
b) when
c) if

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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ЭЛЕКТРОННОЙ ПОДПИСЬЮ

Сертификат: 03B6A3C600B7ADA9B742A1E041DE7D81B0
Владелец: Артеменков Михаил Николаевич
Действителен: с 04.10.2021 до 07.10.2022