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business, Job problems

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The Passive Voice

### **Module 1**

#### **Complete the sentences**

- 1) b M b a b  
a) is killed  
b) was killed  
c) will be killed
- 2) b b b \_  
a) are changed  
b) changed  
c) is changed
- 3) b b b b b a  
a) was posted  
b) will be posted  
c) posted
- 4) b b b b b  
a) are being mended  
b) are mended  
c) were being mended
- 5) J ? b b \_ b  
a) was already told  
b) has already been told



- c) is already told
- 6) P a b a b test.
- a) are expected
- b) have been expected
- c) has been expected
- 7) b c b b b b b
- a) will be blown
- b) was blown
- c) will blown
- 8) b b b
- a) was questioning
- b) is questioning
- c) is being questioned
- 9) b b b \_ b b \_ b c b mmission.
- a) has not signed
- b) are not signed
- c) have not been signed
- 10) b b b b b
- a) was planned
- b) is being planned
- c) has been planned
- 11) b b b \_ b F bb
- a) is given
- b) was being given
- c) was given
- 12) b b ab b \_ J arch.
- a) will have been built
- b) will built
- c) will have built
- 13) F a b bb )
- a) had been repaired
- b) was being repaired
- c) is being repaired
- 14) b \_ b b a c b b
- a) will be completed
- b) will have been completed
- c) has been completed
- 15) O \_ b b b b b
- 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) b E b b (to make) in our group 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.



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

10) F        b        b        a        b ba        bb        b        b        b

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

## **Module 2**

### **Translate into English**

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*The Verbals (the non-finite forms of the verb)*  
*The Infinitive and the Gerund*

### **Complete the sentences**

- 1) F        сс а        b
  - a) buy
  - b) buying
  - c) to buy
  - d) in buying
- 2) F b a b a b a        C    a    b        b
  - a) go
  - b) to go
  - c) going
  - d) for going
- 3) E    a a                b        a
  - a) being
  - b) be
  - c) to be
  - d) from being
- 4) E b b b    a        b b        b b b F
  - a) to borrow
  - b) borrow
  - c) borrowing
  - d) for borrowing
- 5) Several people insistea        b a                b a
  - a) to help
  - b) helping
  - c) help



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

- a)        b    b b b                b a    b    b  
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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*The Subjunctive Mood. Types of Conditionals*

**Module 1**

**Complete the sentences**

- 1) F        bba        b )F                b  
a)        will lend  
b)        lend  
c)        lends  
2) F        ) b                b \_  
a)        will hurry  
b)        hurry  
c)        would hurry  
3) You were n                b b a        F                b b b b a  
a)        have been  
b)        will be  
c)        had been  
4) F                                ) b                c  
a)        will be  
b)        is  
c)        would be  
5) F        b        ba        b        a ) b                b  
a)        would go  
b)        went  
c)        would went  
6) F        b        b b a        b b        ) b        ld have had time to watch this film  
a)        a a  
b)        a b  
c)        a                ba  
7) F F        a        )F                c        b b a  
a)        would give  
b)        would have given  
c)        will give

- a) would you have bought  
 b) did you buy  
 c) will you buy
- 9) If I a ) b \_b late.  
 a) will not hurry  
 b) a b  
 c) a a
- 10) If F a ba b\_ )F bc  
 a) would be  
 b) would not be  
 c) would not have been
- 11) If F )F a a b b b  
 a) were  
 b) was  
 c) will be
- 12) If b a  
 a) calls  
 b) would call  
 c) called
- 13) If I had read b b b a )F b b a  
 a) will be able  
 b) would be able  
 c) would have been able

**Module 2**

**Translate into English**

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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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- The article b a ba
- b b a b c b bF b b a
- b c b b
- b ab c b b
- b b
- I found the article (rather) interesting (important, useful) , \_b b

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*зкв йкб клкзйбйдо*  
*The Complex Object*

1)

- a) Your parents always want y b b b b
- b) V b b
- c) F a b b ba \_ba ba
- d) A b \_b
- e) P b ba b \_b b cb

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

- a) F b b b a J cba b b
- b) T ba b b- b \_bc ba b \_b bJ b a b b
- 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 i



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 Compound and Complex Sentences. Conjunctions and Linkers

**Complete the sentences**

- 1) P c a) b b ) b \_ b c T P b b b  
 a) who  
 b) which  
 c) where
- 2) b b F \_  
 a) where  
 b) who  
 c) which
- 3) Rober ? \_ P a c b  
 a) who  
 b) which  
 c) where
- 4) F a \_ b b F bc b b  
 a) because  
 b) then  
 c) so
- 5) Fa a b F  
 a) so  
 b) because  
 c) then
- 6) F \_ a b b ab b b  
 a) so  
 b) because  
 c) then
- 7) He plays fo \_ ba b b  
 a) and  
 b) but  
 c) or
- 8) F b a bb F b b  
 a) so  
 b) where  
 c) if
- 9) b b )F  
 a) unless  
 b) when  
 c) if
- 10) F b )F b b  
 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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