

Міністерство освіти і науки України

**ХАРКІВСЬКИЙ НАЦІОНАЛЬНИЙ ТЕХНІЧНИЙ
УНІВЕРСИТЕТ СІЛЬСЬКОГО ГОСПОДАРСТВА
ІМЕНІ ПЕТРА ВАСИЛЕНКА**

Навчально-науковий інститут переробних і харчових виробництв

Кафедра мовної підготовки

Ємельянова Є.С., Анастасьева О.А., Полякова Т.Л.

ACADEMIC ENGLISH

АНГЛІЙСЬКА МОВА ЗА ПРОФЕСІЙНИМ СПРЯМУВАННЯМ

**навчально-методичний посібник
для здобувачів освітньо-кваліфікаційного рівня
«доктор філософії»**

Видання друге, перероблене і доповнене

**Харків
2021**

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Метою посібника є розвиток діяльнісної іншомовної компетенції як у повсякденних ситуаціях ділового спілкування так і фахової комунікації. Текстовий матеріал обрано із актуальних джерел, що сприяють надбанню навичок пошуку, опрацювання та презентації інформації за темою дослідження або фахом. Посібник також містить тестові завдання для контролю/самоконтролю рівня засвоєння теоретичних знань і практичних навичок.

Рецензенти:

О. В. Мокроменко, канд. пед. наук, доцент кафедри мовної підготовки Харківського національного технічного університету сільського господарства імені П. Василенка;
А. В. Сухова, кандидат філологічних наук, доцент кафедри Ділової іноземної мови та перекладу НТУ “ХП”.

Відповідальний за випуск: Т. Л. Полякова, канд. філол. наук, доцент

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Вступ

Навчальний посібник розроблено для здобувачів третього (освітньо-наукового) рівня вищої освіти денної та заочної форм навчання.

Навчальний посібник складено згідно з програмою дисципліни.

Навчальний посібник сприяє активному розвитку професійно орієнтованої іншомовної міжкультурної комунікативної, соціокультурної, навчальної та методичної компетенцій.

Одним з завдань посібника є розвиток діяльнісної іншомовної компетенції як у повсякденних ситуаціях ділового спілкування так і фахової комунікації, розвиток навичок читання, перекладу, письма та реферування аутентичних текстів за фахом. Текстовий матеріал обрано із актуальних джерел, що сприяють надбанню навичок пошуку, опрацювання та презентації інформації за темою дослідження або фахом. Посібник також містить тестові завдання для контролю/самоконтролю рівня засвоєння теоретичних знань і практичних навичок.

Приділяється увага розвитку мислення студентів на основі виконання різноманітних лексико-граматичних вправ.

Навчальний посібник містить завдання для аудиторної та самостійної роботи студентів.

Структура навчального посібника. Навчальний посібник складається з двох розділів, п'яти додатків і списку використаної літератури.

Частина I. Професійна діяльність та подання її результатів в іншомовному комунікативному середовищі

Тема 1.

Науковий функціональний стиль: основні риси та сфери застосування

Мета заняття: Формування базових знань мовної системи при фаховому використанні наукового функціонального стилю англійської мови.

1. Discussion:

1. What is style?
2. What features characterize scientific style?
3. Where is scientific style applied?
4. Why is it necessary to use scientific style in academic life?

2. Read the text below. Choose the proper concept (A-H) for the gaps (1-8):

- A. Correction
- B. Useful information
- C. Concision
- D. Visuals
- E. Clearness
- F. Style
- G. Interest
- H. Scientific writing

Scientific Writing

_____ (1) is a distinctive manner of expression, in writing or speech. The word evolved from Latin for *stilus pike, stem, stylus*. It is the way in which something is said or done, as distinguished from its substance. Style is also a convention with respect to spelling, punctuation, capitalization, and typographic arrangement and display followed in writing or printing.

_____ (2) must be accurate, concise, useful, clear, illustrated with visuals, targeted to a specific audience, well organized, interesting, consistent, complete and correct in spelling, punctuation and grammar.

Scientific precision – Inaccurate statements destroy the author credibility. On the other hand, the readers make decisions, operate equipment, and draw scientific conclusions based on the information presented.

_____ (3). It is important to avoid wordiness caused by:

- modifiers: *final outcome, completely finished*;
- coordinated synonyms: *each and every, basic and fundamental*;
- excess qualification: *perfectly clear, completely accurate*; and circumlocution: a long, indirect way to express the idea.

The author must also avoid repetition, pompous language, jargon, and consider that reducing a document is hard work. Blaise Pascal once wrote, “I have made this a long letter because I haven’t the time to make it shorter.”

People read a paper, technical report, or thesis because they intend to use the information in some way. Therefore, each sentence must contain _____ (4).

_____ (5). Keep the writing short and simple by breaking the text into short sections, and avoid jargon, because unknown terms is a cause of poor communication and also make the text obscure to the readers. Present the story in a logical, orderly fashion, one step at a time. The use of visuals is recommended, and may include: photographs, drawings, diagrams, graphs, tables, and flowcharts. Organize the document, plan before writing, creating a rough outline that spells out the contents and organization of your document.

Illustrate the manuscript with _____ (6). They make the document more interesting to the reader. You can use photographs, drawings, diagrams, graphs, tables, and flowcharts.

_____ (7). Your paper competes with many other communications and, therefore, must be lively and lucid, to attract the reader, not dull and boring.

_____ (8) in spelling, punctuation and grammar is a key characteristic of every good paper or book.

(Based on ‘Scientific Style in English’ by Marcelo Sampaio de Alencar)

3. Find the adjective in each row that is significantly different in meaning from the others. Note that the other adjectives are not synonyms but simply words with a similar meaning.

1. accessible, accurate, certain, definite, exact, precise
2. achievable, attainable, elemental, feasible, resolvable, viable
3. adequate, appropriate, evident, sufficient, suitable, suited to
4. analogous, comparable, identical, related, separate, similar
5. basic, central, crucial, essential, fundamental, satisfactory
6. broad, deep, extensive, far-reaching, minor, sizeable, substantial
7. complete, comprehensive, exhaustive, inconclusive, wide-ranging
8. different, divergent, diverse, incompatible, parallel, unrelated
9. essential, explicit, fundamental, primary, vital
10. marked, notable, pronounced, salient, sensitive, significant, striking.

4. Choose the sentence (a or b) that best enables the reader to quickly assimilate the information contained in the sentence.

(1a) The geothermal fields in Iceland represent a significant test site for assessing the robustness of such methods.

(1b) A significant test site for assessing the robustness of such methods is represented by the geothermal fields in Iceland.

(2a) A detailed analysis on samples was carried out in order to understand whether this anomaly was due to the extraction process and the resulting alterations and / or by the presence of fractures.

(2b) In order to understand whether this anomaly was due to the extraction process and the resulting alterations and / or by the presence of fractures a detailed analysis on samples was carried out.

(3a) The findings highlighted in patients with severe disabilities a lack of this kind of motor function.

(3b) The findings highlighted a lack of this kind of motor function in patients with severe disabilities.

(4a) The results of the experiments show a good quality of the prediction when high precision is required.

(4b) The results of the experiments show that the prediction is of a good quality when high precision is required.

(5a) Finally, the results gained during the last competition, in which the University of Seoul participated for the first time, confirm the reliability of the system.

(5b) Finally, the reliability of the system was confirmed by the results gained during the last competition, in which the University of Seoul participated for the first time.

Тема 2. Культура наукового спілкування

Мета заняття: Оволодіння навичками, необхідними для успішної реалізації комунікації в умовах професійної наукової діяльності.

1. Discussion:

1. What is academic communication?
2. Who are the participants of academic communication?
3. What are the main principles of academic communication?

2. Read and discuss the text below:

Culture of Academic Communication

Interacting with peers and tutors is a vital part of communication in university life. In the classroom context, you will often have to give feedback on the work produced by your peers and you will in turn receive feedback on the work that you produce.

At times, you may disagree with what your peers say or you may have a different viewpoint on a particular issue. At other times, you may need to ask questions to help you gain a better understanding of what your tutors or peers have said. How do you put across your thoughts and ideas in a way that will be well received by your peers?

This tips will help you to interact effectively and appropriately with your peers and tutors.

Feedback

In academic life, people often give feedback on other people's work and receive comments on their own.

When giving feedback on work done by your peers, aim to provide a balanced review which highlights both strengths and areas for improvement.

Interacting with Peers and Tutors

- **Show appreciation for your peer's work**

Showing genuine appreciation for someone's work can easily be conveyed by the use of phrases like the following:

I really like what you have done/how you have...

I think it is a great idea to...

You have done a good job on...

- **Be tactful and meaningful**

When highlighting areas for improvement, ensure that you communicate your ideas in a way that is both tactful and meaningful so that they will be received more positively by your audience. The following are some techniques that you may find helpful:

- Combine criticisms with positive comments, e.g. *Your product sounds really good, but I think its benefits can be put across more persuasively. For example,...*
- Use seems, sounds rather or a similar phrase, to tone down the harshness of your criticism, e.g. *Your tone here seems/sounds rather arrogant. Could you...?*
- Use not + very + positive adjective, e.g. *The recommendation is not very practical. How about...?* This sounds better than *The recommendation is impractical.*
- Put across your suggestion as a question, e.g. *Might it be better to combine the two paragraphs...?*
- Use I wonder, e.g. *I wonder if you would consider changing...I think it would make your conclusions even stronger.*

Be specific

Be specific and always give examples wherever possible as they help to make your ideas more concrete and easily understood. As for tone, do not dictate. Instead, show respect for your peers and recognise that ultimately they are still in control of their work.

- Express agreement/disagreement appropriately

At times, you may want to express agreement or disagreement with what your peers or tutors have said. Here are some phrases for expressing different levels of agreement:

- You are absolutely right.*
- You have a very good point there...*
- I agree with you on the whole...but I feel that...*
- I am not sure I totally agree with your...*
- I totally disagree with what you have said...*

In a culture where members place a high value on face, be mindful not to sound too blunt in expressing your disagreement. Therefore, the last phrase above, which signals complete disagreement, must be avoided or changed into a less confrontational alternative.

- Interacting with Peers and Tutors

In a culture where members place a high value on be mindful not to sound face, too blunt in expressing your disagreement.

- Demonstrate understanding of your peers' or tutor's viewpoints

When you want to present a differing viewpoint, it would help if you could first acknowledge your peers' or tutor's viewpoint and demonstrate understanding of their position. Here are some examples:

*I appreciate where you are coming from..but don't you think...?
You've presented a convincing case for...However, is it possible to look at it from another perspective...?*

- **Receive feedback openly and objectively**

As for receiving feedback, what attitude or mindset do you need to have? Most importantly, you need to keep an open mind, stay objective, and not take criticisms personally. Focus on the goal of improving your work and learn from the feedback given. At the same time, have confidence in your own work and be discerning in accepting suggestions for improvements as they may not all be valid.

Body Language

As well as communicating verbally, we all communicate nonverbally all the time. Certain aspects of this nonverbal communication may differ from individual to individual and culture to culture. Generally, do be aware of your own body language but do keep an open mind when interpreting others'. Send positive body language signals When you interact with peers and tutors, you use more than just words and tone. You also use your body to convey your message. You should use both words and body language in a complementary rather than a contradictory way; for example, you clarify or reinforce your words by using appropriate hand movements. However, often, you use your body language unconsciously. The signals you send may appear unfriendly and aggressive, causing misunderstanding. This is why at all times, you should consciously send positive body language signals to your peers and tutors. To raise awareness of your own body language, you should pay attention to facial expressions, head and hand movements and space.

3. Grammar revision. Choose the correct word:

1. The company was **founded** / **funded** in 2010.
2. The samples were **weighed** / **weighted** and found / founded to be 100 g.
3. It was different **form** / **from** what was expected.
4. This **choice** / **choose** was due to the cost of the materials, which was higher **than** / **then** we had anticipated.
5. Many problems can be solved **whit** / **with** this approach.
6. The recipient was **filed** / **filled** with the resulting substance.
7. **Trough** / **Through** the use of this method, many issues can be resolved without **losing** / **loosing** face.
8. We decided to **sue** / **use** this particular approach because ...
9. The professor **grouped** / **groped** his students in pairs.
10. In **addiction** / **addition**, we believe that our methodology has many applications.

4. Vocabulary mastering. Insert the words below into the spaces:

experiment, experience, prove, test

1. We **experimented / experienced / proved** some difficulty in conducting the tests in such extreme conditions.

2. In this paper we attempt to **experiment / prove / test** our theory and show that it could be applied in a wider range of contexts than currently perceived.

3. They tried, and failed, to **experiment / prove / test** that their results offered conclusive evidence of life on Mars.

4. We **experimented / proved / tested** with several different designs before finding the one most suited to our purposes.

5. The new medication was **experimented / proved / tested** on 312 subjects with learning difficulties.

Тема 3

Проблеми вибору лексико-стилістичних засобів у письмовому мовленні наукового функціонального стилю

Мета заняття: Засвоєння змістовно обумовлених мовних та мовленнєвих засобів у іншомовному письмовому науковому спілкуванні.

1. Discussion:

1. What is the principle of choice of language units in academic communication?
2. Is there any difference of language means in oral and written communication?
3. What is coontation? Is it good when the word you use in academic communication has several meanings?

2. Read and discuss the text below:

The Choice of Linguistic Means

Know clearly what you want to write. Then write it as simply and directly as you can. Editor Roscoe Born describes a good sentence as a “rifle shot – one missile, precisely aimed –rather than a buckshot load sprayed in the general direction of the target”. This metaphor calls attention to a few key points related to sentence structure: Sentences work when they are clear, direct, and to the point. They work when they have the right sound, balance, and substance. And they work when they move smoothly from one point to the next. When the sentences in a piece of writing consistently hit the mark, the end result is an effective finished product.

Choose words that will have intended meaning to your readers.

Avoid cliché. A cliché is an overused word or phrase that springs quickly to mind but just as quickly bores the user and the audience. But in scientific discourse feel free to use them.

Select Specific Adjectives. Use precise, colorful adjectives to describe the nouns in your writing. Strong adjectives make the nouns even more interesting and clear to the reader. For example, the adjectives used in the phrase “sleek, red convertible” give the reader a clear picture of the car.

Avoid using adjectives that carry little meaning: *neat, big, pretty, small, old, cute, fun, bad, nice, good, dumb, great, funny*, etc.

Use adjectives selectively. If your writing contains too many adjectives, they will simply get in the way and lose their effectiveness.

Too many adjectives: A tall, shocking column of thick, yellow smoke marked the exact spot where the unexpected explosion had occurred.

Revised: A column of thick, yellow smoke marked the exact spot where the unexpected explosion had occurred.

Include Specific Adverbs

Use adverbs when you think they are needed to describe the action in a sentence. For example, the statement “Mayor Meyer *reluctantly* agreed to meet the protesters” tells much more than “Mayor Meyer agreed to meet the protesters”.

Don’t, however, use a verb and an adverb when a single vivid verb would be better, for example, “Wane was *hot on her heels* as she walked down the corridor, so Melanie stopped.”

Use the “Right” Words. The words in your writing should not only be specific and colorful, but should also have the right feeling, or *connotation*.

Once you’ve gathered and arranged all your details, you need to tie them together into a smooth, easy-to-read paragraph or essay. Transitional words do this by showing your readers how pieces of information are linked in terms of location, time, or logic.

Illustration. Illustration is a process through which writers select specific examples to represent, clarify, and support either general or abstract statements. For most writers, illustration is an instinctive process: we sense the need for an example each time we discuss a subject in abstract or general terms.

Of all methods of thinking in writing, illustration (also called exemplification) is undoubtedly the one with which we are most familiar. Our daily conversations are punctuated with such phrases as *for example*, *for instance*, and the like. Example is often used interchangeably with such terms as *instance*, *case*, *sample*, and *specimen*. Each term helps explain something larger.

Example is a typical instance, fact, and thing, person, illustrating or forming particular case of general principle, rule, state of things, etc. It can clarify or illustrate something that has just been defined. Examples provide readers with the specific information they need to understand the controlling idea; specific support or evidence for a general statement.

When you use examples in your writing, you need to carefully consider how they clarify, emphasize, or support what you are saying.

Illustration may also take the form of an *anecdote*, *fable*, *parable*, or *analogy* that displays the general point being made. *Anecdote* may be real or hypothetical, although a real-life example frequently is more impressive. Fable, parable or brief stories were widely used in a medieval sermon to illustrate a moral point.

3. Identify neutral synonyms of given verbs of literary style:

literary *neutral* *literary* *neutral*

merit	finish	elucidate	try
encounter	meet	endeavor	make clear
enhance	maintain	strive	detect
emerge	increase	propound	describe
assert	deserve	depict	show
commence	appear	reveal	make efforts
cease	follow	hinder	prevent
pursue	begin	discern	propose

4. Put the following transitions into the proper place:

<i>after, as soon as, before, once, while</i>

It is a good idea to find out who the influential members are _____ you meet the whole team.

If possible, take action _____ you sense a conflict. Do not delay.

_____ the aims of the session are clear to everyone, do encourage frank and open discussion.

Do not give too much attention to “impossible people” _____ you are trying to agree future action.

Brainstorm possible solutions only _____ you have identified the real reason for the problem.

5. Read the text below. What do the words in bold refer to?

Science refers to the system of acquiring knowledge – based on empiricism, experimentation, and methodological naturalism. The term science also refers to the organized body of knowledge humans have gained by **such** (=) research. Most scientists maintain that scientific investigation must adhere to the scientific method, a process for evaluating empirical knowledge **which** (=) explains observable events in nature as a result of natural causes, rejecting supernatural notions. Less formally, the word science often describes any systematic field of study or the knowledge gained from **it** (=). Particular specialized studies that make use of empirical methods are often referred to as sciences as well. This article concentrates on **the first** (=).

Тема 4
Усний і письмовий переклад технічної літератури
з іноземної мови.
Проблеми машинного перекладу фахових наукових текстів

Мета заняття: Формування навичок ефективного використання машинного перекладу фахової літератури.

1. Discussion:

1. What kinds of translations do you know?
2. How do oral and written translation differ?
3. Can we absolutely rely on machine translation?

2. Read the text below. Match the title (A-D) with the proper paragraph (1-5):

- A. Delivery
- B. Degree of accuracy
- C. Something elusive
- D. Fluency of Translation
- E. Translation time

**Key differences between Oral translation (Interpretation) and
Written Translation**

1. _____

Interpretation takes place on the spot. The process can occur in person, over the phone, or via video. Translation, on the other hand, can happen long after the source text is created. This gives translators ample time to utilize technologies and reference materials to generate accurate, high-quality translations.

Perhaps the biggest difference between interpreters and translators, then, is that most professional translators use computer-aided tools in their work. This involves converting the source content into a file type that's easy to work with (typically RTF), applying a translation memory (TM) to the text to automatically translate anything the tool has translated before, and filling in the gaps from scratch. As the translator goes through each section of text, they may refer to glossaries and translation style guide templates to ensure quality. Finally, they'll pass the translation to another linguist to proofread, then convert the final written document back into its original format ensuring the closest possible match.

2. _____

Oral translation (interpreting) takes place on a regular basis during any conversation, speech or discussion. We can translate personally, but also via telephone, television or video.

Written translation usually takes place some time after the formation of the text. As a result, the translator has time to become familiar with different helpful materials to rectify errors.

3. _____

Oral and written translation require different level of accuracy as interpreters are trying to be the most thorough. It is very difficult when working on live and sometimes they omit details of the speech.

Before handing over the text, they have time to check every word. It allows them to faithfully present the original content.

4. _____

Interpreter must know the source and target language fluently enough to explain on live in both directions without the use of reference materials. They are the most excellent people with qualifications, and their work is extremely demanding. For this reason, they work in pairs and must swap every 20 minutes to avoid fatigue.

5. _____

Making metaphors, analogies, and idioms resonate with the target audience is a challenge that both interpreters and translators face. On top of this, interpreters must capture tone, inflections, voice quality, and other unique elements of the spoken word and then convey these verbal cues to the audience.

(Based on <https://www.quora.com/What-are-the-differences-between-oral-and-written-translation>)

3. Read and analyze the text below:

Machine translation

Machine translation (MT) is a sub-field of computational linguistics that investigates the use of computer software to translate text or speech from one natural language to another. At its basic level, MT performs simple substitution of words in one natural language for words in another.

The idea of machine translation may be traced back to the 17th century. In 1629, René Descartes proposed a universal language, with equivalent ideas in different tongues sharing one symbol. In the 1950s, The Georgetown experiment (1954) involved fully-automatic translation of over sixty Russian sentences into English. The experiment was a great success and ushered in an era of substantial funding for machine-translation research. The authors claimed that within three to five years, machine translation would be a solved problem. This was the beginning.

Current machine translation software often allows for customisation by domain or profession (such as weather reports) — improving output by limiting the scope of allowable variants. This technique is particularly effective in domains where formal or formulaic language is used. It follows that machine translation of government and legal documents more readily produces usable output than conversation or less standardised text.

Improved quality can also be achieved by human intervention: for example, some systems are able to translate more accurately if the user has unambiguously identified which words in the text are names. With the assistance of these techniques, MT has proven useful as a tool to assist human translators and, in a very limited number of cases, can even produce output that can be used as is (e.g., weather reports).

This class of error is extremely widespread. When users employ machine translations systems, it's because they want to communicate to people with whom they do not have a language in common. What that means is that the users of these systems are often in no position to understand the output (or input, depending on which way the translation is going) of such systems and have to trust the translation technology and its designers to get things right.

4. Say whether the following statements are true or false according to the text :

1. Machine translation was invented in the XX century. True / False
2. Machines translate poems better than weather reports. True / False
3. Most mistakes in machine translations appear because a user doesn't know programming. True / False
4. Machine translation is absolutely useless. True / False

5. Choose the sentence (a, b or c) that best enables the reader to quickly assimilate the information contained in the sentence.

- (1a) Do you have any openings in your laboratory for PhD students?
- (1b) Do you have any openings for PhD students in your laboratory?
- (1c) For PhD students do you have any openings in your laboratory?
- (2a) We are planning at my department a series of workshops on XYZ in November this year.
- (2b) At my department we are planning in November this year a series of workshops on XYZ.
- (2c) At my department we are planning a series of workshops on XYZ in November this year.
- (3a) I would like to request a delay in submission of manuscript #: 08SFL-00975 until 21 October.
- (3b) Until 21 October I would like to request a delay in submission of manuscript #: 08SFL-00975.

(3c) I would like to request a delay until 21 October in submission of manuscript #: 08SFL-00975.

(4a) Please find attached a copy of the paper for your convenience.

(4b) For your convenience, please find attached a copy of the paper.

(4c) Please, for your convenience find attached a copy of the paper.

(5a) I inadvertently submitted my manuscript #08CV-0069 for the SAE Magnets Congress, as an “Oral only Presentation” instead of a “Written and Oral Presentation”.

(5b) I inadvertently submitted for the SAE Magnets Congress my manuscript #08CV-0069, as an “Oral only Presentation” instead of a “Written and Oral Presentation”.

(5c) I inadvertently submitted as an “Oral only Presentation” instead of a “Written and Oral Presentation” my manuscript #08CV-0069 for the SAE Magnets Congress.

6. Mastering vocabulary. Choose the correct word:

1. This is a simple and **economic** / **economical** method, i.e. it is easy to use and there is no waste involved.

2. In this paper we develop a framework for analyzing the capital allocation decisions facing **economical** / **financial** institutions.

3. Fuel efficient cars are **economic** / **economical**, though the extra efficiency comes at a **economical** / **financial** cost.

4. We discuss the role of banks in reducing the costs of **economical** / **financial** distress of families in Italy.

5. It is an issue for further behavioral and **economic** / **economical** research.

6. This procedure will only be effective and **economical** / **financial** if times are cut considerably.

7. The paint should be spread on the surface as **economic** / **economically** as possible.

8. It requires a very **economic** / **economical** use of interior space.

9. Children are **economically** / **financially** dependent on their parents.

10. Traders often take unjustified risks in the **economical** / **financial** markets.

Тема 5

Анотування і реферування (рідною та іноземною мовами). Види анотацій і рефератів

Мета заняття: Набуття теоретичних знань, практичних умінь та навичок укладання анотацій і рефератів наукових публікацій.

1. Discussion:

1. What is summary?
2. What should a good summary include?
3. What shouldn't a good summary include?
4. When can you be asked to make up an abstract? What are their types?

2. Read and discuss the text below:

Summary

A summary is a capsule version of the passage / text / reading selection. Unlike a paraphrase, however, a summary is shorter than the original passage – usually about one third as long. A paragraph can often be summarized in a single sentence. And a three- or four-paragraph passage can usually be summarized in a single paragraph.

A **summary** is a condensed version of someone else's work. A good summary concentrates on the factual information contained in the original document and does not contain personal opinions or evaluations. During at university you will often need to write summaries of books, book chapters, lectures, and, as a useful study technique, portions of your class notes. Summarizing forces you to think carefully about the ideas and concepts in any body of information. When you write summaries, you call on your ability to comprehend, analyze, synthesize, and evaluate information – all important thinking skills. Developing your summarizing skills will prime you for success in university and beyond.

The steps in preparing to write a summary are the same as those in preparing to write a paraphrase. You must begin by reading the original passage very carefully. You must think about the meaning of each word, each phrase, each sentence, and each paragraph. If you do not understand the meanings of some words or phrases, look them up in a dictionary or other reference book.

Once you have a clear understanding of the passage, however, you do not re-express it sentence by sentence, as you do in writing a paraphrase. Instead, you select only the main idea and the most important supporting ideas from the original passage. Those are the ideas that you present in your summary. The topic sentence of the summary paragraph should express the main idea of the passage.

The rest of the summary paragraph should present the most important supporting ideas from the passage. The **details** of the passage **should not be included** in the summary.

Whenever you plan and write a summary, remember that entire summary should be written in your own words. It should, however, **express only the ideas and the point of view expressed in the original passage.**

Many of the summaries that you write will have an **objective, academic tone**. But you can be asked to write a personal summary, which is an excellent way to learn about a subject by relating it to your own life.

3. Read and analyze the instructions for writing a summary.

Guidelines for writing summary

- Capture the whole in just a few words.
- Summarize the general idea.
- Omit details.
- Cite the source of the summary.
- Use reasons to develop paragraphs that explain, prove, persuade, or state an opinion.
- Think of paragraphs as ways to package (or “punctuate”) a text into chunks of meaning.
- Vary the length of sentences in a paragraph. Include both short and long sentences in order to hold the reader’s interest. Too many short sentences can make writing seem choppy and juvenile. Too many long sentences can make the reader lose interest.
- Most writing continues for more than one paragraph. A new paragraph indicates a new idea, a new step, or a new aspect of the topic.
- A paragraph of sentences that all begin in the same way or with the same kind of information can sound monotonous. Vary the beginnings of the sentences within a paragraph.

Useful phrases for writing a summary:

1. *The article deals with...*
2. *The paper studies (describes / discusses)...*
3. *The ... is/are studied (investigated / examined / analyzed / considered)*
4. *Special attention is given to ...*
5. *The data are/have been obtained*
6. *The documents have been found*
7. *The ... has/have been established.*
8. *The ... was/were determined.*
9. *It is/has been studied / investigated / obtained / proved ...*

10. *at the temperature (pressure / voltage / concentration / angle / rate / altitude) of ...*
under the influence (action / control) of ...
under some (certain) conditions
in the presence / absence of ...
within the range of / from ... to ...
11. *The value is derived theoretically*
12. *The aim (object / purpose / task) of the research (study / investigation / experiment / paper / article) is to determine ...*
13. *The study is designed to illustrate ...*
14. *The technique is employed to improve the efficiency of ...*
15. *The device has been used to calculate ...*
16. *The theory has been developed (worked out / outlined) to elucidate the mechanism (structure / behavior) of ...*
17. *Diagrams are introduced to simplify the discussion ...*
18. *The technique is best suited in evaluating / when ...*
19. *The technique is rather (most / highly / especially / particularly) useful (efficient / suitable / applicable / convenient / important) when evaluating ...*
20. *The instrument serves to ... / as ...*
21. *The peculiarity of the method is in ...*
22. *The method is characterized by ...*
23. *The method is to ... / consists in ...-ing*
24. *This method allows us to ...*
25. *The results make possible the application of ...*
26. *The approach has (presents / offers) several advantages ...*
27. *The apparatus combines some advantages of the previous devices ...*
28. *The conclusion is made that ...*
29. *The method has / suffers from some limitations ...*
30. *A comparison was made between / was given between theoretical values and numerous data*
31. *A general conclusion is made as to ...*
32. *It is concluded that ...*
33. *Thus, a conclusion can be made that ...*
34. *It may be noted that ...*
35. *... are /is especially emphasized*

4. Grammar revision: plurals.

Form the plural of some nouns from Greek and Latin as they are formed in the original language. Refer to a dictionary for the correct spelling of the plural form. Some nouns have alternative plural forms e. g.:

one formula – several formulas or formulae

one index – several indexes or indices

one medium – several media or mediums
one phenomenon – several phenomena

At the end of the history book were four (appendix) describing source materials. Op art produces its effects because of the mind's reaction to visual (stimulus). Our (hypothesis) were very different, but our conclusions were the same. The validity of your judgment depends upon the (criterion) you use. We studied both harmful and necessary (bacterium) in biology. This pond is absolutely full of (alga). Every triangle has three (vertex). Which of the (phylum) do humans belong to? We studied all the (formula), but still could not finish the problem. The mass (medium) must recognize their influence and use it responsibly.

5. Vocabulary revision. Certain words may be misspelled because they are similar to other words in spelling or pronunciation. Refer to a dictionary for the meaning of any word you are unsure of:

accept	– formally	– quiet – quite
except	formerly	respectfully–
advice	– personal	– respectively
advise	personnel	stationary - stationery
affect – effect	precede – proceed	weather -whether
brake – break	principal	–
	principle	

6. Vocabulary revision. Chose the correct word from each pair in parentheses.

She refused to (accept, except) anyone's (advise, advice). The invitations were (formally, formerly) printed on elegant (stationary, stationery). She tried to answer (quiet, quite) (respectfully, respectively), but she sounded a bit (irrelevant, irreverent). The last (scene, seen) presented the moral of the play. I have to (choose, chose) another (coarse, course) before the end of the (weak, week).

7. Vocabulary revision. Note the expressions in *italic* and translate the sentences.

Writing is a process – a series of developmental steps *rather than* a single act. *In some cases*, you'll want to write a formal outline to organize your plans. More frequently, *however*, you'll probably use an informal outline or rough notes that follow your own methods of organization. You may mention *whether* the experiments were successful *or not*; *whether* the results had been expected; what further experiments will be necessary.

Whenever Fleming uncovered a dish, the medium inside became contaminated with microorganisms from the air. *If* their experiments fail, *or if* the

results are not clear, scientists must perform new experiments. Clearly, *unless* we find some new sources of energy, our present system is unsustainable. Some alternative methods are developed *through* scientific research. Good soil is *both* a gift *and* a responsibility. Technological innovations should *therefore* constitute a productive asset in the farming system. Soils with a high clay content are called “heavy soils”, *in contrast to* easily worked “light soils” that are composed mostly of sand or silt. Soil characteristics depend *in part* on pore spaces and particle sizes. *In fact*, the majority of American households have at least one dog or cat, and most people say that the love and companionship their animals provide more than offsets the cost of food and other expenses involved in maintaining the health of a furry or feathery friend. *Recent* polls indicate that an overwhelming majority of Americans believe that we must implement stricter legislative controls and make economic sacrifices *in order to* preserve and protect the environment.

Тема 6

Цитування чи плагіат? Оформлення посилань

Мета заняття: Активація знань і навичок щодо свідомого використання посилань і цитат у науковому іншомовному тексті.

1. Discussion:

1. What are quotations?
2. Why do we need use quotations in scientific papers?
3. How should one use quotations?
4. What is plagiarism? Why is it bad?

2. Read and discuss the text below. :

How to avoid plagiarism in your papers

Plagiarism is the unethical practice of using words or ideas (either planned or accidental) of another author/researcher or your own previous works without proper acknowledgment. Considered as a serious academic and intellectual offense, plagiarism can result in highly negative consequences such as paper retractions and loss of author credibility and reputation. It is currently a grave problem in academic publishing and a major reason for paper retractions.

Ways to Avoid Plagiarism in a Research Paper

Guard yourself against plagiarism, however accidental it may be. Here are some guidelines to avoid plagiarism.

1. Understand the context

Do not copy–paste the text verbatim from the reference paper. Instead, restate the idea in your own words. Understand the idea(s) of the reference source well in order to paraphrase correctly. Examples on good paraphrasing can be found here (https://writing.wisc.edu/Handbook/QPA_paraphrase.html)

2. Quote

Use quotes to indicate that the text has been taken from another paper. The quotes should be exactly the way they appear in the paper you take them from.

3. Identify what does and does not need to be cited

Any words or ideas that are not your own but taken from another paper need to be cited. Cite Your Own Material. If you are using content from your previous paper, you must cite yourself. Using material you have published before without citation is called self-plagiarism. The scientific evidence you gathered after performing your tests should not be cited. Facts or common knowledge need not be cited. If unsure, include a reference.

4. Manage your citations

Maintain records of the sources you refer to. Use citation software like EndNote or Reference Manager to manage the citations used for the paper. Use multiple references for the background information/literature survey. For example, rather than referencing a review, the individual papers should be referred to and cited.

5. Use plagiarism checkers

You can use various plagiarism detection tools such as iThenticate or eTBLAST to see how much of your paper is plagiarised.

3. Please, pay attention to the following recommendations:

How to quote directly from other papers

Quoting is necessary when a passage contains exactly the words needed for your research paper.

Put quotation marks (either “ ” or in the same paper) at the beginning and the end of a phrase or sentence.

Identify the author with a footnote either at the bottom of the page or at the end of the chapter or paper.

If you use any of the parts of Rodrigue, Slack, Comtois’s text that are not in italics without any acknowledgement you are committing plagiarism.

Let’s imagine you wanted to quote from the last line of Rodrigue, Slack, Comtois’s paper, which concludes as follows:

It is here that environmental management systems, such as ISO 14000, may offer opportunities to green the logistics industry.

Cite the exact phrase or sentence used by putting it in quotations marks. Then reference the author.

Examples:

As noted by Rodrigue, Slack, Comtois [2017]: “It is here that environmental management systems, such as ISO 14000, may offer opportunities to green the logistics industry.”

As an alternative to As noted by Rodrigue, Slack, Comtois [2017] you could say:

Rodrigue, Slack, Comtois [2017] conclude: “...”

As Rodrigue, Slack, Comtois [2017] state: “...”

As Rodrigue, Slack, Comtois state in their 2017 paper: “...”

In his Conclusions, Rodrigue, Slack, Comtois [2017] write: “...”

It is necessary quoting exactly to give the precise wording used by the original author. It is unacceptable when it is used to make up the bulk of a paper, or of a part of a paper. It is also unacceptable when it is used to avoid the work of putting the ideas into your own words.

However, using quotation marks is acceptable when you are reporting another’s author’s definition or a philosopher’s statement.

If a quotation is longer than one or two sentences, don't use quotation marks, but it still requires a footnote.

Notice the use of single quotation marks (') for quote inside another quote.

Never paraphrase technical words.

Typical ways to paraphrase:

- a) use of synonyms for non key words (especially verbs, adverbs and adjectives);
- b) change of part of speech, for example: from noun to verb, from noun to adjective, from one category of noun to another category of noun (e.g. *science* to *scientist*);
- c) change of nouns and pronouns from singular to plural and vice versa;
- d) change of verb form, for example: from *-ing* form to infinitive, from simple to continuous, from active to passive;
- e) change of style from personal to impersonal;
- f) reversal of the order in which information is presented.

A much better way to paraphrase is to keep the important words and change the sentence structure.

4. Choose the sentence (a, b or c) that best enables the reader to quickly assimilate the information contained in the sentence.

(1a) Please could you let me know how I can change the status of my paper.

(1b) Please you could let me know how I can change the status of my paper.

(1c) Please could you let me know how can I change the status of my paper.

(2a) Given that our deadline is the first week of next month, I would be grateful to receive your revisions by the end of this month.

(2b) By the end of this month, given that our deadline is the first week of next month, I would be grateful to receive your revisions.

(2c) Given that our deadline is the first week of next month, I would be grateful to receive by the end of this month your revisions.

(3a) I have raised this problem twice before in fact as you can see from the attached emails below,

(3b) From the attached emails below, as you can see I have in fact raised this problem twice before.

(3c) As you can see from the attached emails below, I have in fact raised this problem twice before.

(4a) To speed the process up very much anything you could do would be appreciated.

(4b) Anything could you do to speed the process up would be appreciated very much.

(4c) Anything you could do to speed the process up would be very much appreciated.

(5a) I resubmitted my manuscript (ID 09–00236.R1), revised according to the Editor’s and Referees’ comments, on April 3 of this year.

(5b) Revised according to the Editor’s and Referees’ comments, on April 3 of this year I resubmitted my manuscript (ID 09–00236.R1).

(5c) On April 3 of this year I resubmitted my manuscript (ID 09–00236.R1), revised according to the Editor’s and Referees’ comments.

Тема 7

Опис процесів та механізмів

Мета заняття: формування та закріплення навичок опису процесів та механізмів у науковому дискурсі.

1. Discussion:

1. What are quotations?
2. Why do we need use quotations in scientific papers?
3. How should one use quotations?
4. What is plagiarism? Why is it bad?

2. Read and discuss the text below :

Description of processes and mechanisms

Description is used to create a picture in words of a person, place, object, or state of mind. Descriptive writing helps develop our thoughts into clear sequences and invariably adds liveliness and specificity to our essay.

Students are often asked to present research data orally and in written form, to give clear, detailed well-structured descriptions and presentations in academic and professional areas for different purposes, for example, to make a definition livelier, to strengthen an account of cause and effect, to make an illustration more specific, to flesh out an explanation of the process, to make a classification clearer. And of course, description can serve as the dominant rhetorical strategy in an entire essay.

In addition to portraying verbally the physical characteristics of a person, place, or object, description can also be used to recreate an idea, emotion, a quality, or a mood.

The following recommendations can help you develop your work:

Function

Answer the question “**What does it do?**”

Keep this section brief — chance are, if your reader is interested in a full mechanism description, he or she already has some idea what the object is for.

Of course, if the object will be so unfamiliar to your reader that the rest of the document won't make sense, then provide whatever background information your reader is likely to need. (Sometimes the only way to do this is to show a prototype of your mechanism description to a test user... see “Usability Testing.”) If the object participates in a process, then you may need to write a brief process description as well.

Appearance

Answer the question “**What does it look like?**” You may have to use classification to break a complex object up into its various components, and describe each in sequence.

Being able to describe something accurately, in a way that your reader can understand, is an essential skill for a technical writer. Sometimes you will have to describe a thing — this is called a mechanism description. At other times you will have to explain the steps in a process — this is called a process description. Often you will have to do both. Let's review some of the strategies technical writers employ when they write descriptions.

A mechanism is a device with at least two parts that work together to do something. Some things are quite simple, while others are enormously complex. To describe a mechanism, first provide a technical definition and state the mechanism's purpose:

A cooling fan is an electromechanical device that uses an electrically-driven propeller to move air. Today, many devices, including personal computers, generate substantial amounts of heat during operation. The heat must be dissipated in some way, and the most common way to move heat out of a computer system is active air cooling using a fan.

Then focus on its physical attributes: size, shape, color, and material. You may use visuals to help you. For example:

A typical cooling fan is square in shape and measures 92mm diagonally. The housing is made of black injection-molded ABS plastic. Each corner has a mounting hole, allowing the fan to be installed into a chassis with the help of screws or rubber stems.

3. Write a description of a device (machine) using at least 150 words. You should spend about 20 minutes on this task.

4. Grammar revision. Read the text below. Choose the correct grammar form:

I am **enthusiastic** / **an enthusiastic** and motivated twenty-four **year-old** / **years-old** Electronics Engineer with **a** / **the** special interest in XYZ. I have spent **the last** / **last** six months doing **an** / **the** internship at XTX Semiconductors Inc in Richmond. This internship was part of **my** / **the my** Master's and entailed **characterization** / **characterizing** a linear power amplifier for UMTS mobile handsets. I **will be getting** / **am going to get** my Master's diploma in March next year.

5. Insert the correct preposition into the spaces. In some cases no preposition is required (mark ø):

I am currently working (1) _____ a paper that I would like to submit (2) _____ the journal's special issue (3) _____ the conference. The paper is the

extension (4) _____ the work that I presented as a poster (5) _____ the conference, which I think you saw. The draft is still (6) _____ quite an early stage, but I would really appreciate your input.

I know that you have a lot (7) _____ experience in this area and I am sure my paper would really benefit (8) _____ your input. (9) _____ any case, I have what I think are some really important new results, so I hope that you will find this paper of interest too. Obviously I don't want to take up too much (10) _____ your time, so perhaps you might just focus (11) _____ the Discussion and Results. Also, if you could quickly browse (12) _____ the Literature Cited to make sure I haven't missed (13) _____ any important papers (yours are all there by the way!).

The deadline for submission is (14) _____ Oct 10, so if you could get your revisions back to me (15) _____ the end of this month (i.e. September) that would be great.

I do appreciate the fact that you must be very busy, so please do not hesitate to let me know if you don't have the time.

Thank you very much (16) _____ advance

6. Insert the words below into the spaces:

addresses, aim, aimed at, aims to, continuation, feasibility study, framework, propose, scope, targeted, this end, undertook

1. Our _____ is to provide a short, practical analysis of how this language is used.
2. This article _____ de fi ne the difference between a hazard and a danger.
3. This article is the result of a _____ investigating...
4. This work _____ the problems inherent in...
5. This work is a direct _____ of the work begun by Richardson [2014].
6. To _____ we have tried to...
7. We have _____ funding as being our main priority.
8. We _____ a new code for calculating the number of hours required.
9. We _____ this study to...
10. Within the _____ of these criteria, we propose to...

Тема 8

Опис результатів дослідження. Графіки та діаграми

Мета заняття: Розвиток навичок опису результатів наукового дослідження англійською мовою.

1. Discussion:

1. What are graphs and diagrams? How are they different?
2. When is it necessary to use them?
3. Why are descriptions to the graphs and diagrams needed?
4. What types of graphs are there?

2. Read and discuss the text below:

Graphs, Charts & Diagrams in Describing the Results of your Research

The Results should answer the following questions:

1. What did I find?
2. What did I not find?
3. What did I find that I was not expecting to find? (e.g. that contradicts my hypotheses)

Follow the order you used for the protocols or procedures in your Methods. Use figures and tables to sequence the answers to the above questions.

There are two typical ways to begin the Results:

Give a general panorama of your surveys, experiments etc. without repeating the details you gave in the Methods section, as in the three examples below:

Overall, the results presented below show that ...

The three key results of this empirical study are: ...

The following emergent themes were identified from the analysis:

Go directly to your results. Invite your readers to look at one of your figures or tables, either in the first sentence or very shortly after (See examples).

When it comes to presenting and explaining data charts, graphs, and diagrams, you should help people understand and memorize at least the main points from them. As to the use cases, diagrams and other visuals perfectly fit for describing trends, making a comparison or showing relationships between two or more items. In other words, you take your data and give it a visual comprehensible form. Data can be represented in many ways. The 4 main types of graphs are a bar graph or bar chart, line graph, pie chart, and diagram.

Bar graphs are used to show relationships between different data series that are independent of each other. In this case, the height or length of the bar indicates the measured value or frequency. Below, you can see the example of a bar graph which is the most widespread visual for presenting statistical data.

Line graphs represent how data has changed over time. This type of charts is especially useful when you want to demonstrate trends or numbers that are connected. For example, how sales vary within one year. In this case, financial vocabulary will come in handy. Besides, line graphs can show dependencies between two objects during a particular period.

Pie charts are designed to visualize how a whole is divided into various parts. Each segment of the pie is a particular category within the total data set. In this way, it represents a percentage distribution.

Diagram is a plan, drawing, or outline created to illustrate how separate parts work and overlap at the connecting points.

3. Here are some useful practical tips. Study them and use when fulfilling the practical task below:

Describing a graph or diagram

Once you create a fascinating graph for your presentation, it is time to know how to describe graphs, charts, and diagrams. To catch your audience's attention from the very beginning, you can use the following phrases for introduction:

Let me show you this bar graph...

Let's turn to this diagram...

I'd like you to look at this map...

If you look at this graph, you will notice...

Let's have a look at this pie chart...

If you look at this line chart, you will understand...

To illustrate my point, let's look at some charts...

To describe diagrams or any other type of graphs as clearly as possible, you should name each visual element. For example:

The vertical axis shows...

The horizontal axis represents...

This curve illustrates...

The solid line shows...

The shaded area describes...

This colored segment is for...

The red bar...

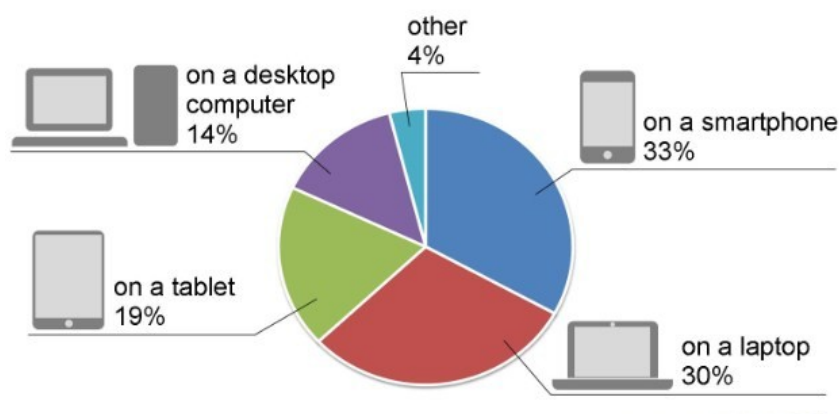
The pie chart is primarily used to illustrate how different parts make up a whole. The best way to present your data in a pie chart is to compare the categories with each other. The following comparison words can be used interchangeably:

to compare

compared to

as opposed to
versus
more than
the majority of
only a small minority
greater than
less than

Practical task: Describe the pie chart that represents how grown up internet users prefer to browse the web. Use the phrases given above:



4. Make and describe a line graph that represents the annual temperature in Ukraine by months. Use the phrases given above:

5. Grammar Revision. Choose the correct grammar form:

1. In the periodic table, there **is / are**, a lot of similarities between the elements in the same group.
2. After the experiment, the data **was / were** statistically analysed using SPSS.
3. All atoms of a given element **has / have** the same number of protons in the nucleus.
4. The pressure exerted by a gas **depend / depends** on its volume and temperature.
5. All of the rocks in the sample **is / are** basaltic, implying a volcanic past.
6. The presence of a double carbon bond in alkenes **has/have** a significant effect on their chemical structure.
7. The flagella of both prokaryotes and eukaryotes **differ / differs** in both structure and function.
8. There **is / are** several ways in which precipitates can be formed.
9. Analysis of the compounds in the different solutions **was/were** carried out using spectrometry.

10. Differences in the efficacy of antidepressant drugs and placebos **increase / increases** as a function of severity of depressive symptoms.

6. Choose the best sentence (a or b). The main differences are in the word order:

(1a) The following are some examples of rare species:

(1b) Examples of rare species are the following:

(2a) Among the factors which influence longevity of seeds, of particular importance are temperature and moisture content.

(2b) Temperature and moisture content are particularly important factors in influencing the longevity of seeds.

(3a) Sometimes 802.16 systems are referred to as Worldwide Interoperability for Microwave Access (WiMAX) systems in the trade press.

(3b) In the trade press, 802.16 systems are sometimes referred to as Worldwide Interoperability for Microwave Access (WiMAX) systems.

(4a) However, this operation is only defined for some nouns, which are called countable nouns.

(4b) However, only for some nouns this operation is defined, these nouns are called countable nouns.

(5a) To do this exercise, you do not need to be able to understand the meaning of the technical words.

(5b) You do not need to be able to understand the meaning of the technical words in order to do this exercise.

(6a) A gradual decline in germinability and in the subsequent vigor of the resultant seedling, a higher sensitivity to stresses upon germination and eventually loss of the ability to germinate are generally recorded.

(6b) There is generally a gradual decline in germinability and in the subsequent vigor of the resultant seedling, followed by a higher sensitivity to stress upon germination, and eventually a loss of the ability to germinate.

(7a) This leads to the expression in the plasma membrane of AGEs derived from misfolded proteins, which are known to transmit to surrounding cells (Fig. 2).

(7b) This leads to the expression of AGEs derived from misfolded proteins in the plasma membrane, which are known to transmit to surrounding cells (Fig. 2).

Тема 9

Дефініції. Структура та правила укладання

Мета заняття: Набуття умінь ефективного користування мовними та мовленнєвими засобами при реалізації формальної наукової комунікації, зокрема укладання дефініцій.

1. Discussion:

1. What are definitions?
2. What types of definitions are there?
3. Is it possible to develop a universal definition for a concept?

2. Read and discuss the text below:

Definitions and their types

There are many different types of definitions, each used to explain a particular type of concept. However, the two most general types of definitions are intensional and extensional definitions.

There are specific types of definition forms we'll cover in a minute. But first we need to start with the most used forms of definitions, intensional and extensional.

Intensional definitions

An intensional definition specifies the necessary and sufficient set of features or properties that are shared by everything to which it applies.

Term	Definition
Baked Goods	Foods that are cooked in an oven of some fashion that uses prolonged dry heat, usually based on flour or corn.

In this first definition, we see that the category portion of the definition is “foods that are cooked in an oven”, followed by the differentiator of being “based on flour or corn”. It is both necessary and sufficient for anything being baked to be cooked in an oven of some fashion. Intensional definitions are best used when something has a clearly defined set of properties and have too many referents to list in an extensional definition. For instance, you would want to use an intensional definition to define business records, as a business record is a document (hard copy or digital) that re-cords a business dealing. To attempt to enumerate each and every type of business record would be nearly impossible.

Extensional definitions

The opposite of an intensional definition, an extensional definition is usually a list naming every object (or at least enough of a list to create clarity in the reader’s mind) that belongs to the concept.

Term	Definition
Baked Goods	Breads, cakes, pastries, cookies, biscuits, scones and similar items of food that are cooked in an oven of some fashion.

This example presents the individual differentiators first “breads, cakes, pastries, cookies, biscuits, scones” that belong to a common category “cooked in an oven”.

Stipulative definitions

This is used when you make up a term for the first time. Which means that you’ve completed all of the research necessary and can’t find that term anywhere. It is your assignment of meaning to your term.

Term	Definition
Charlotte’s Sprinkle Scone	A baked vanilla flavored scone, dusted with sugar, covered in chocolate sprinkles both baked in and rolled onto the top of the scone.

The stipulative definition here begins with the general definition of scone, the category and then adds the differentiator, or specific characteristics of this particular type of scone.

Lexical definitions

This is how the term is used in a particular community

Partitive definitions

These are definitions that explain the concept as being *a part* of a greater whole; the distinct part(s) of a *comprehensive concept*.

Term	Definition
Yeast	As a key ingredient for most baked goods that is commonly used as a leavening agent in baking bread and bakery products.

Functional definitions

These are definitions that explain the *actions* or *activities* of the concept in relation to the more *comprehensive concept*.

Term	Definition
Yeast	An ingredient that is commonly used as a leavening agent in baking bread and bakery products.

This definition focuses on what yeast *does* within the baking process.

Encyclopedic definitions

These are definitions that go beyond the requirements of *definition*. Not only do these types of definition provide the context and characteristics of the concept, they provide additional information about the concept as well.

Term	Definition
Yeast	As a key ingredient for most baked goods that is commonly used as a leavening agent in baking bread and bakery products, where it converts the fermentable sugars present in the dough's gluten into carbon dioxide and ethanol, thus trapping the releasing bubbles of gas into the gluten and making the dough fill up like a balloon as it rises.

(Based on <https://www.unifiedcompliance.com/education/how-to-write-definitions/#The-Variou-Types-of-Definitions>)

3. Read the following abstract. Identify 5 definitions in the following paragraph:

Society is a group of people who form a semiclosed system. At its simplest, the term society refers to a large group of people sharing their own culture and institutions. A society, then, is a network of relationships between people. The English word society is derived from the French *société*, which, in turn, had its origin in the Latin *societas*, a “friendly association with others,” from *socius* meaning “companion, associate, comrade or business partner.” Thus, the meaning of society is closely related to what is considered to be social. Implicit in the meaning of society is that its members may share some mutual concern or interest, a common objective or common characteristics.

The social sciences generally use the term society to mean a group of people who form a semiclosed social system, in which most interactions are with other individuals belonging to the group. More abstractly, a society is defined as a network of relationships between social entities. A society is also sometimes defined as an interdependent community, but the sociologist Tönnies sought to draw a contrast between society and community. An important feature of society is social culture, aspects of which include roles and social ranking.

4. The definitions in the table have been mixed up. Rewrite them including, where necessary, an appropriate article (the, a / an) at the beginning of the sentence and incorporating ‘is a’ after the class.

<i>Term</i>	<i>class</i>	<i>Link</i>	<i>explanation</i>
oxygen	place	Who	spends a lot of their time looking for funds for projects.
gold	person	Which	in theory

			people go to study but in reality often spend most of their time just having fun.
researcher	country	Where	has revolutionized the world.
Apple	animal	Where	is widely considered to be man's best friend.
Internet	metal	Which	it is believed by many that everyone has the same opportunities.
university	company	That	is essential for our survival.
Dog	gas	Which	tends to go up in value during financial crises.
USA	tool	That	has made vast quantities of money through cutting-edge technologies.
gold	person	Which	in theory people go to study but in reality often spend most of their time just having fun.

Тема 10

Правила укладання есе. Види наукового есе

Мета заняття: Формування і розвиток навичок аналітичного й креативного письма на основі аналізу національних та міжнародних стандартів.

1. Discussion:

1. What is an essay?
2. What types of essays are there?
3. What is the typical structure of an essay?

2. Read and discuss the text below:

Guidelines for writing a three-part essay

The kind of composition that you, as a student, are most frequently required to write is the **essay**. When you write a paper about the theme of a novel or one about the differences between light and sound, when you answer an essay question test on how cultures influence behavior, and even when you write an article explaining why students should keep the university classrooms clean, you are writing essays.

Essay is a piece of prose that expresses an individual's point of view; usually it is a series of closely related paragraphs that combine to make a complete piece of writing.

Part I. Introduction

This first section of an essay consists of a simple paragraph that introduces the topic and the controlling idea of the essay. This most important sentence in the introductory paragraph is the **thesis statement, the sentence that tells the controlling idea of the essay.**

Usually, the introduction begins with a few sentences that capture the reader's interest and that lead into the thesis statement. You may want to begin an essay introduction by posing a question, telling a brief story, presenting a direct quotation, making a startling statement, or providing background information.

Part II. Body

This middle section consists of three or more developmental paragraphs. Each paragraph should have a **topic sentence** that supports the thesis statement of the essay. **The topic sentence is a sentence which contains the main idea. It tells the readers what the paragraph is about and limits the information to be included in the paragraph.** Although the topic sentence is usually the first sentence of the paragraph, sometimes more experienced writers may put it in the middle or even at the end of a paragraph.

It is followed by **supporting sentences** which are related to the topic sentence and give you more information about it.

For example:

Topic	Water Pollution
Topic sentence	<u>Water pollution (topic) + has endangered animal life in the seas and rivers (controlling idea).</u>
Supporting sentence A	Many of the fish in the seas are dying and in some areas the fish that are caught cannot be eaten.
Supporting sentence B	Sea birds are dying because of oil spills in the sea.

Notice:

the topic sentence states the main idea of what you want to write about – it includes the topic + a controlling idea.

The topic sentence often includes a transitional word or phrase that indicates a relationship of time, importance, cause and effect, or contrast between that paragraph and the other developmental paragraphs of the essay.

Part III. Conclusion

This final section consists of a single brief paragraph. The most important sentence in the conclusion restates and emphasizes the controlling idea of the essay. That sentence is called the **concluding statement**.

Like any other kind of composition, an effective essay requires careful planning, organization, and development. Suggest facts, details, examples, reasons, and events that you might include in the developmental paragraphs of the essay. If necessary, do research to gather information and ideas that will support both the topic sentence of the paragraph and the thesis statement of the essay.

What is outlining?

Outlining is a way of organizing your thoughts before you write. An outline is like a **plan** which shows the main parts and points of an essay which you can follow as you write.

Before starting to write an outline, there are a few steps to follow:

- a) **Brainstorm** on a scratch sheet of paper. This means you write down as many ideas and details as possible that come into your head about the subject. Here's how a scratch sheet of paper might look for the topic "Advantages of living in a country with a hot climate".

People are happier in a sunny climate. More out-door parties. Do not put on so much weight.	Sun is good for you. More fresh fruit and vegetables available.
---	---

Fewer clothes needed.
Winter clothes are

expensive.
No heating bills.

b) Make an outline by using some of the headings.

Topic: *Advantages of living in a country with a hot climate*

c) It is more fun to live in a hot climate

- a) people are happier
- b) there is more out-door life

d) It costs less to live in a hot climate

fewer clothes are needed
there are no heating bills

e) It is better for your health

- a) the sun is good for you
- b) more fruit + vegetables are available

3. Study the organization of the model essay:

Owning a Car in an Urban Area

<p>Introduction</p> <p>As the standard of living is getting higher, more and more people are buying cars just as they are buying TV sets. It is however debatable if buying a car in an urban area is advantageous or not. <u>Having a car in an urban area on the one hand provides the owner with comfort and safety, but on the other hand involves a lot of worry and expense.</u></p> <p>Support I</p> <p><u>There are some advantages to owning a car in an urban area.</u> First, sitting in your car is much more comfortable than having to wait a long time for the arrival of the bus or train. In bad weather the driver of the car is warm and comfortable and is always guaranteed a seat. Second, in urban areas it is much safer to be in your car, especially at night, than having to</p>	<p><i>Thesis Statement</i></p> <p><i>Topic sentence</i></p>
---	---

walk down a dark street to get to a bus stop or train station.

Support II

On the other hand, there are some disadvantages to owning a car. First, a car is expensive. Gasoline is not cheap and car insurance rates in urban areas are very high. There are other expenses to be considered too, such as car maintenance and repairs as well as having to pay for parking. Second, owning a car causes a lot of worry and stress. If you leave your car in the street it might get stolen or its parts might get stolen. It is also very stressful to be driving on the freeway or in traffic jams and there is the constant fear and stress of being involved in an accident.

Conclusion

Owning a car in an urban area can be both advantageous by providing comfort and safety and disadvantageous by causing worry and stress as well as a lot of expenses to the driver. In my own opinion, owning a car is indispensable for getting around safely and freely in a big city, and its advantages far outweigh its disadvantages.

Topic sentence

4. Compare two types of essays. Take notes about how they are similar and different:

Comparison Essay

When you compare two subjects (ideas, events, objects, experiments, charts, etc.), you help your reader understand their similarities and their differences. **Comparison** involves pointing out the similarities between two or more items. To help make the comparison as precise as possible, the items

compared are usually the same kind or class of things. Birdwatchers, for instance, may compare bird A with bird B by certain distinguishing marks, colors, and features.

The ultimate challenge when writing a comparison is to “make the familiar seem new and the new seem familiar.”

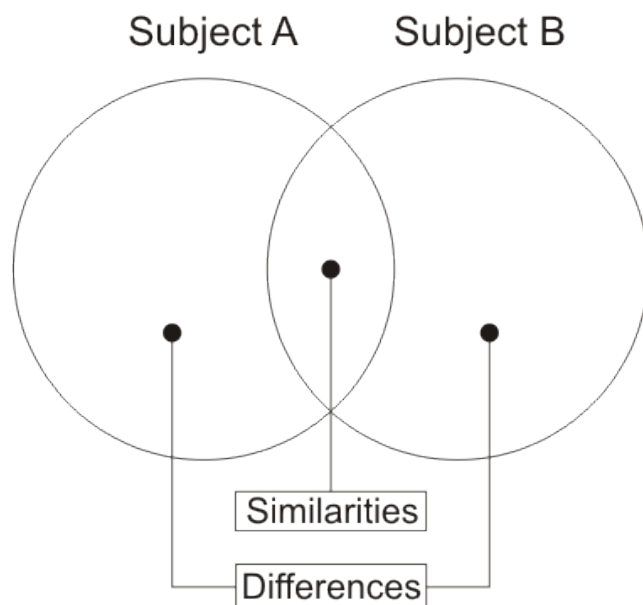
Use the guidelines below and the models that follow to help you write balanced and logical comparisons.

Searching and Selecting

*The subjects for your writing will depend upon the course in which these guidelines are being used. Keep in mind that the subjects must be related in some important way and be of some interest to you and your readers.

* Try writing freely about your course work, noting potential subjects – ideas, objects, characters, or events – as they come to mind. Graphic organizers can help you think through your analytical writing.

Comparison



Classification Essay

When you classify, you generally break a subject down into its most meaningful parts. (Weight lifters come in four basic varieties). You may also classify a subject by explaining how it fits into a larger category or grouping, for example, slang is a localized, jazzy level of diction. When writing an essay of classification, your goal is to help readers better understand the whole (your subject) by presenting the parts. Your goal may also be to show how your subject fits into the larger scheme of things.

Use the guidelines below and the models that follow to help you develop your work.

- * Think about different ways a possible subject could be classified.

- * In your opening remarks, establish your focus – how and why you are classifying this subject. Then continue your draft by discussing the different categories or groupings that you have plotted out.

Review your essay for clarity and coherence. Make sure that all of your categories are clearly related and of equal importance.

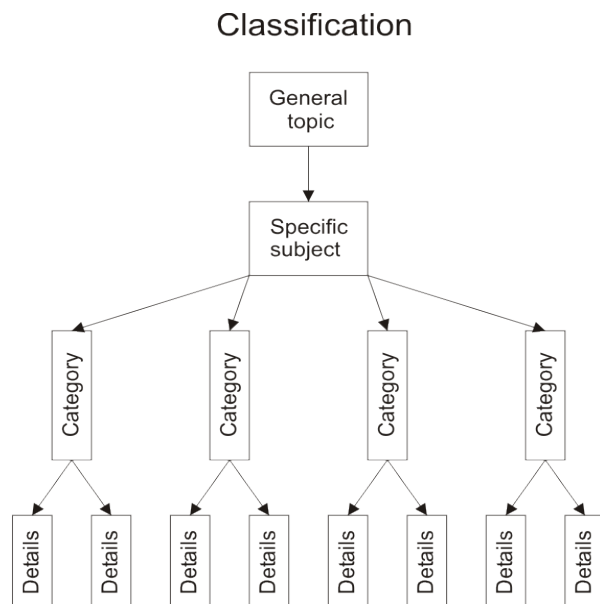
Evaluating

- * Is the focus of the essay meaningful and manageable?

- * Is each category effectively explained or developed?

- * Does the essay move smoothly from one category to the next?

- * Graphic organizers can help you think through your analytical writing.



5. Write a comparison essay using at least 150 words on a topic of your choice.

6. Grammar revision. Read the text below. Choose the correct grammar form:

My current **researches are** / **research is** concerned with blind signal processing, that / which is, manipulating or extracting **information** / **informations** from **any** / **some** kind of signal without **to know** / **knowing** the system, or the physical process, through **that** / **which** the signal has passed before **to be** / **being** sensed. In mathematical terms, this is a very dif fi cult problem, **that** / **which** can be solved by **to use** / **using** just two basic tools: diversity and statistics. In the last few years, I have been treating “frequency” diversity. My

main objective is **extracting / to extract** only those maps **that / which** are related to astrophysical radiations.

7. Read the text below. What do the words in bold refer to?

Fields of science are commonly classified along two major lines: Natural sciences, **which** (=) study the natural phenomena including biology; and Social sciences, which are the systematic study of human behavior and society.

Mathematics has both similarities and differences compared to other fields of science, and is sometimes included within a third, separate classification, called formal science. Mathematics is similar to other sciences because **it** (=) is a rigorous, structured study (of topics such as quantity, structure, space, and change). **It** (=) is different because of **its** (=) method of arriving at its results. Mathematics as a whole is vital to the sciences — indeed major advances in **them** (=) have often led to major advances in other sciences. Certain aspects of mathematics are indispensable for the formation of hypotheses, theories and laws in discovering and describing how things work (**the former**) (=) and how people think and act (**the latter**) (=).

Science as defined above is sometimes termed pure science to differentiate **it** (=) from applied science, the application of research to human needs.

8. Read the following abstract. Identify 5 definitions in the following paragraph:

The Scientific Method

The terms model, hypothesis, theory, and law have different, more specific meanings in science than in colloquial speech. Scientists use model to refer to a description of something, specifically one which can be used to make predictions that can be tested by experiment or observation. A hypothesis is a contention that has been neither well supported nor ruled out by experiment yet. A theory, in the context of science, is a logically selfconsistent model or framework for describing the behavior of a certain natural phenomena. A theory typically describes the behavior of much broader sets of phenomena than a hypothesis — commonly, a large number of hypotheses may be logically bound together by a single theory. A physical law or law of nature is a scientific generalization based on a sufficiently large number of empirical observations that it is taken as fully verified. The scientific method provides an objective process to find solutions to problems in a number of scientific and technological fields. Often scientists have a preference for one outcome over another, and it is important that this preference does not bias their interpretation. The scientific method attempts to minimize the influence of a scientist's bias on the outcome of an experiment. This can be achieved by correct experimental design, and thorough peer review of experimental design as well as conclusions of a study. Scientists never claim absolute knowledge. Unlike a mathematical proof, a proven scientific theory is always open to falsification, if new

evidence is presented. Even the most basic and fundamental theories may turn out to be imperfect if new observations are inconsistent with them. Critical to this process is making every relevant aspect of research publicly available, which permits peer review of published results, and also allows ongoing review and repeating of experiments and observations by multiple researchers operating independently of one another. Only by fulfilling these expectations can it be determined how reliable the experimental results are for potential use by others.

Тема 11

Наукова доповідь. Підготовка та презентація

Мета заняття: Засвоєння алгоритму використання змістовно обумовлених мовних та мовленнєвих засобів при укладанні наукової доповіді іноземною мовою.

1. Discussion:

1. What makes a good scientific report??
2. How do you write a science project report??
3. What are the elements of report writing?
4. What are the factors to consider when writing a report?

2. Read and discuss the text below:

Writing a scientific report

In developing this type of writing – project (or report), you consult a variety of sources about timely, interesting subjects. Your sources may include reading material, interviews, questionnaires, the Internet, and so on. Your goal is to bring together (compile) this information into a unified report that informs and / or entertains your readers. Compiled reports are often found in newspapers and magazines.

Very able researchers are sometimes unable to put together a good report. In the meantime, an ability to present one’s findings is paramount in today’s professional environments.

Use the guidelines below and the model that follows to help you develop your writing.

Steps in Preparing the Research Report / Project

- a) Research secondary data (periodicals, newspapers, magazines, journals, articles, books, databases, World Wide Web);
- b) Generate primary data;
- c) Document data;
- d) Organize report data;
- e) Illustrate report data;
- f) Present the final report.

When gathering research...

Use quotation marks when copying verbatim:

This policy has “transformative impact” on the economy.

Indicate paraphrase when paraphrasing, e.g.,

Smith believes that the 2019 law will change market conditions...

Cite ... everything:

This policy has “transformative impact” on the economy (Smith 115)

Smith believes that the 2019 law will change market conditions...(prph; 115)

Step 2: Generate primary data (Analyze, Synthesize, Evaluate, Create, Think, draft, write)

Step 3: Document data

- summarize the conversation that goes on around the topic;
- show you are fluent in the language of the research;
- recreate your own discovery process;
- show you know what you are talking about;
- strengthen your arguments;
- help the reader situate your thesis within a context;
- guard against unethical use of another's ideas.

Documenting Data: How and What

<i>How</i>	<i>What</i>
Quote. Summarize. Paraphrase. Cite using standard formats.	Another person's theory, opinions, ideas, or examples. Facts, statistics, and graphics that are not common knowledge.

Step 4: Organize report data

- Organize the discussion
- Use an appropriate pattern
- Place information under headings

Organize the Discussion

- Logical flow is critical
- Show discovery
- Sustain the argument

Organizational Patterns

<i>Pattern</i>	<i>Development</i>
Chronological	Arrange information in time sequence to show history development.
Spatial	Organize information by

	geographical or other spatial regions or areas.
Topical	Arrange by categories or functions.
Comparative	Compare and contrast; present problem and possible solutions.
Evaluative	Organize from most to least valuable, most to least expensive, biggest to smallest, and so on.
Importance	Arrange from most to least important, most to least feasible, and so on. Or vice versa.
Complexity	Proceed from simple to complex. Or vice versa.
Journalistic	Arrange in answer to questions <i>who, what, when, where, why, and how.</i>

Headings in Reports

Headings help organize information

Levels of headings:

First –usually centered and bold

Second –usually flush left

Third –usually indented and part of paragraph

Variations are possible. The key is to be consistent

Step 5: Illustrate report data

Use visual aids to clarify data, summarize important ideas, emphasize facts and provide focus, and add visual interest.

Graphics in Reports / Projects

Use sparingly

Tie graphic to report content

Graphics should explain, not dazzle

Provide a clear, accurate caption or heading

Step 6: Present the final report

Appearance is critical

Give the audience what they expect

Takes effort

3. Read and discuss the text below:

Guidelines for writing a thesis

Searching and Selecting

Reviewing: Your instructor may provide a list of subjects for you to choose from. Otherwise, review news headlines, library indices, or computer resources for possible writing ideas.

Selecting: You may also want to brainstorm for ideas with a small group of your students. Consider new products or procedures, interesting careers and pastimes, and intriguing individuals or groups. Make sure that you have access to information about a potential subject.

Generating the Text

Collecting: Consult multiple sources to learn about your subject. Try to carry out at least one interview or discussion. Make sure to take careful notes on important facts, figures, and quotations.

Assessing: Come to some conclusion about the significance of the information you have collected. Let that conclusion be the focus of your report. Then plan your report, selecting and arranging facts to support this focus.

Writing and Revising

Writing: Write your first draft, working in details according to your planning. However, before you get into the meat of your report, experiment with a few opening paragraphs. Try to come up with something that grabs your readers' attention.

The **introduction** should do two things. The first part should say something interesting, surprising, or personal about your subject to gain your readers' attention. The second part should identify the specific focus, or thesis, of your research.

Start out with a revealing story or quotation.

Give important background information.

Offer a series of interesting or surprising facts.

Provide important definitions.

State your reason for choosing this subject.

Revising: Carefully review, revise, and refine your report.

Review the important points you have made and draw a final conclusion. In a more personal approach, you may discuss how your research has strengthened or changed your thinking about your subject.

Remember!

In reports use a formal or neutral style.

Avoid short forms of verbs.

Avoid referring to yourself and your personal views where possible.

Parts of Research Report (Project)

- Prefatory Parts
 1. Title page

- 2. Letter of transmittal
- 3. Table of contents
- 4. Executive summary or abstract
- Body of Report
 - 1. Introduction (Background)
 - 2. Discussion of Findings
 - 3. Summary, Conclusions, Recommendations
- Supplementary Parts
 - 1. Additional Graphics and Documents
 - Works Cited / References / Bibliography

The first page of a formal project / report generally contains the title. Titles for major parts of it are centered in all caps. In the model project the functional heads are: **PROBLEM, BACKGROUND, FINDINGS, AND CONCLUSIONS**.

Only the most important research findings are interpreted for readers. The depth of discussion depends on the intended length of the project, the goal of the writer, and the expectations of the reader. In formal reports, we avoid **I** and **we** in all discussions.

If you use **figures** or **tables**, be sure to introduce them in the text (for example, *as shown in Figure 3*). Although it's not always possible, try to place figures and tables close to the spot where they are first mentioned. Because the following model report contains few tables and figures, the writer named them all "Figures" and numbered them consequently.

After discussion and interpreting the research findings, the writer articulates what she considers the most important conclusions and recommendations.

Citation sources in the text.

List all references cited in the text; **all entries are arranged alphabetically**. Book and periodical titles are italicized, but they could be underlined.

The works-cited page is shown with single-spacing, which is preferable for business reports.

4. Read the text below. Choose the correct grammar form:

Dear Mr. Johnes,

I **like** / **would like** to submit for publication in the Journal of Future Education the attached paper entitled A Proposal for Radical Educational Reform by Adrian Wallwork and Anna Southern.

Our aim was **to test** / **testing** the efficiency of short- and long-duration degree courses. Our study of 15,000 male and female graduates aged between 35 and 55 found that they **would perform** / **would have performed** far better in their careers from a financial point of view if they **undertook** / **had undertaken** a one-year course at university rather than the traditional three to four-year course.

Our key finding is that people on shorter courses **will / would** earn up to 15% more during their lifetime. The implications of this **are / will be** not only for the graduates themselves. In fact, governments **can / could** save considerable amounts of money, and universities **will / would** be free to accept more students.

We believe that our findings **will / should** be of great interest to readers of your journal, particularly due to their counterintuitive nature and the fact they go against the general trend that claims that university courses **would / should** be increased in length.

This research **has not been / was not** published before and **is not / is not being** considered for publication elsewhere.

I **look / am looking** forward to hearing from you

5. Vocabulary mastering. Choose the correct word:

1. The **interested / interesting** reader can see the bibliography for more details.
2. **Interested / Interesting** websites on this topic are difficult to find.
3. Certainly, there does seem to be evidence that scientists from
4. **developed / developing** countries do find it more difficult to get their work published than those from **developed / developing** countries.
5. Details are **included / including** in the supplementary materials.
6. Data, **included / including** those in the supplementary materials, should be checked carefully.
7. These are **excited / exciting** prospects for improved vaccination.
8. The audience were **bored / boring** at the conference due to the
9. presenters giving **bored / boring** presentations.
10. Elderly people tend to get **confused / confusing** more easily than younger people.
11. The explanations are **confused / confusing** for the reader, in fact I suggest that the whole section be rewritten.

These are truly **amazed / amazing** results, the authors should be congratulated on their work.

Тема 12

Наукова стаття: вимоги та структура

Мета заняття: Засвоєння навичок оптимального використання лінгвістичних засобів при написанні наукової статті.

1. Discussion:

1. What is considered a scientific article?
2. What makes a good scientific article?
- 3 What are different types of articles?
4. What parts must a scientific article include?

2. Read and discuss the text below:

Guidelines for Writing Research Paper

Organize your information under the four heads of the scientific method: Observation, Hypothesis, Experiment, and Results.

Consider carefully the general information you've already gathered about your subject and decide what specifically you would like to cover in your research. Put your idea in the form of questions. Then turn your questions into sentences that state exactly what you would like to say about your subject.

Look for reports and articles written by scientists or science writers. Take notes on the books and articles.

Be sure to write down all the information you think you may use. Be especially careful to record figures accurately and to spell technical terms correctly.

List the **technical terms** you will use in your paper. Write definitions of these terms, and decide at which point in the paper each term should be defined.

List **the background information** that will help make your paper clearer and more interesting. This should include the existing state of knowledge on the topic you have chosen, and what the scientists hope their experiments will prove.

List the information about the **significance of the experiment** that you will put **at the end of your paper**. You may mention whether the experiments were successful or not; whether the results had been expected; what further experiments will be necessary; and what practical applications the research may have to the lives of non-scientists.

With a limited subject in hand, you'll next to compose a sentence to serve as the **controlling idea** for your research. This sentence is often called the **thesis statement** – a sentence that states what you believe your research will prove. A thesis statement is usually a single sentence that contains two main elements: a limited subject plus a specific feeling or attitude toward that subject. Even though

you're your original thesis statement may change as you more research, it will guide you and make your research more productive.

The **thesis statement** also serves as a personal guide to help you focus on your subject throughout the research.

Tips for Writing a Thesis Statement

As you begin reading the material listed in your bibliography, take notes and write down quotations related to your specific thesis.

Keep notes on cards of the same size and style.

Write down important details and quotations, along with the page numbers where this information can be found. Also place the number of the related bibliography card in the upper right-hand corner.

Place quotation marks around word-for-word quotations.

Organize your note cards into their logical order and use them to conduct a working outline. Your descriptive headings may be used as main points and subpoints in your outline.

Citation sources in the text.

List all references cited in the text; **all entries are arranged alphabetically**. Book and periodical titles are italicized, but they could be underlined.

To paraphrase, restate what you have read using your own words. Use this method when you are trying to retrace the thinking of one of your sources.

Your research paper should contain **professional vocabulary (terms)** and more bookish words than neutral. It presents the information of writer's investigation into a subject of personal interest. A research report may discuss a writer's experience with a certain new technology or challenging problem.

To summarize, reduce what you have read to a few important points using your own words.

The **final section, or conclusion**, of your paper should leave readers with a clear understanding of the importance of your research. Review the important points you have made and draw a final conclusion.

You have to mention what **further experiments** will be necessary and what **practical applications** the research may have to the lives of non-scientists.

Avoid fragments, abbreviations, or slang (you know, no way, etc.). Work to achieve a formal style.

Drop statements that you cannot support with facts and details:

Use visual aids to illustrate research data:

To clarify data.

To summarize important ideas.

To emphasize facts and provide focus.

To add visual interest.

Types of Graphic Aids

Tables (to show figures and values)

Bar charts (to compare items)

Line charts (to show changes in quantitative data over time)
Pie charts (to visualize a whole unit and its components)
Flowcharts (to display a process)
Organization charts (to define a hierarchy or set of relationships)
Illustrations
Photographs
Maps
Art work
Models

3. Complete the second sentence so that it means the same as the first:

1. It is possible to use several strategies to achieve these goals.
Several strategies ...
2. It is possible with this model to give the actual flow rate.
This model gives ...
3. It is certain / sure that the new laws will benefit nuclear research.
The new laws will
4. It is mandatory to use X.
X is ...
5. It is possible to demonstrate [Kim, 2014] that ...
Kim [2014] ...
6. It is anticipated there will be a rise in stock prices.
A rise in stock prices ...
7. It is regretted that no funds will be available for the next academic year.
Unfortunately, ...
8. It is possible to use the code for other purposes as well.
The code

4. Choose the correct link words:

Since / **When** writing first began, there was little or no punctuation. Punctuation was introduced many hundreds of years later to help the reader. Punctuation tells us **both** / **when** we can pause and helps us to see connections between the elements in the sentence. Readability **however** / **thus** has a visual element to it as well. This visual element is **also** / **besides** affected by how we read. Today, much reading is done directly from a screen, other **than** / **rather** than from a hard copy. **Because** / **Why** we generally want information fast, particularly **since** / **when** searching on the Internet, we tend to scan. Scanning means not reading each individual word **but** / **yet** jumping forwards three or more words (or sentences) at a time. The distance that we jump (in terms of the number of words or sentences) depends on the value that those words are adding in our search for information. **If** / **Yet** they add no value we tend to jump further. **If** / **When** we continue to get no value, instead of scanning left to right along a line of

text, we scroll from top to bottom. We **thus / still** read vertically **instead of / rather** than horizontally until we find what we want.

This has huge implications for you as a writer. **If / When** you want your reader to read your paper in depth, **then / thus** you cannot afford to fill your sentences with redundancy. **If / When** you write a series of very long sentences, you will encourage your reader to scan and scroll. This means that they may never read the key information contained within all the redundancy.

Writing a readable text entails being able to understand the nature of communication: thinking about your audience and the impact of how you organize your thoughts and words. **If / Unless** you write a readable text, you will find personal satisfaction not in how erudite and elegant your phrases sound, **but / however** in the ease with which you allow your readers to absorb your ideas. Remember that no one will be under any obligation to read your paper. **If / When** readers don't find it useful, **either / or** interesting, **both / or** at least pleasurable, **and / however** they have the feeling that it was not written with them in mind, they will simply stop reading. Your findings will **only / then** be lost in oblivion.

5. Insert the words below into the spaces:

in fact, instead (of), on the other contrary, on the other hand

1. Women have the option not to work, **in fact / instead / on the other hand** for most men this option is not available.

2. The referee claims that this a reason for rejecting the paper – **instead / on the other hand / on the contrary** it is the very reason why the paper should be accepted.

3. Don't make the reader work unnecessarily by using technical words that they are unlikely to understand. **Instead / on the other hand / on the contrary** put an explanation in brackets.

4. The receiver of the signal hears, not the actual live audio, but **instead / on the other hand / on the contrary** the characteristic signal of the sender, modulated by the volume.

5. This has not stopped illegal downloading. **Instead / on the contrary / on the other hand**, it has actually encouraged it.

6. On the one hand this method is very efficient, **instead / on the other hand / on the contrary** it is very expensive.

7. English is more useful in Europe. **On the other hand / on the contrary**, Spanish is more useful in South America.

8. They said that the machine is very quiet, and **in fact / instead / on the other hand** it's completely silent.

9. This is a wonderful machine. **In fact / Instead / on the other hand**, it's the only machine that can do X, Y and Z.

10. They said this machine is silent, but **instead / in fact / on the other hand** it's very noisy.

6. Choose the sentence (a or b) that best enables the reader to quickly assimilate the information contained in the sentence.

(1a) The increase in power makes it possible to download the data with sufficient speed.

(1b) The increase in power makes it possible to download with sufficient speed the data.

(2a) The following equation describes the circuit:

(2b) The equation that describes the circuit is the following:

(3a) The novelty and possibilities, such as its use for making long-term analyses, of the approach are based on ...

(3b) The novelty and possibilities of the approach, such as its use for making long-term analyses, are based on ...

(4a) These factors since 2012 have been considered of primary importance.

(4b) Since 2012 these factors have been considered of primary importance.

(5a) This will avoid discharging around eight million tons of debris into the atmosphere in 2020.

(5b) This will avoid discharging into the atmosphere in 2020 around eight million tons of debris.

Частина II. Граматичний довідник
Тема 1
Теперішній, минулий, майбутній простий час
(Present, Past, Future Simple)

Present Simple	Past Simple	Future Simple
I You } play We } They } He } plays She } It }	I You He She } played It } We } They }	I You He She } will play It } We } They }
I You } do not We } (don`t) } play They } He } does not She } (doesn`t) } It }	I You He She } did not It } (didn`t) } play We } They }	I You He She } will not It } (won`t) } play We } They }
Do { I you we they } play? Does { He she it }	Did { I you he she } play? it we they }	Will { I you he she } play? it we they }

Вживання:

Present Simple	Past Simple	Future Simple
1. Постійна, звичайна дія або дія, яка властива особі чи предмету, який позначає підмет. e.g. <i>She works in a bank.</i> Загальні положення безвідносно до часу e.g. <i>Copper conducts electricity.</i>	1. Опис минулих подій, вираження повторюваних дій у минулому, часто вживається зі словами <i>yesterday, last week, the other day</i> та ін. e.g. <i>They went camping by the lake last month.</i>	1. Рішення, які прийняті в момент мовлення. e.g. <i>Since it is getting dark, I will turn on the light.</i>
2. Дії, які постійно	2. Дії, які відбулися	2. Надії, страхи,

<p>повторюються (особливо з прислівниками неозначеного часу: <i>always, often, usually, sometimes, seldom</i>). e.g. <i>He always goes to bed at 11 o'clock.</i></p>	<p>негайно одна за іншою у минулому. e.g. <i>First she paid the driver, then she got out of the taxi.</i></p>	<p>погрози, пропозиції, обіцянки, прохання, коментарі та ін., особливо зі словами <i>expect, hope, believe, I am sure, I am afraid, probably</i> та ін. e.g. <i>I am afraid I will be a little late.</i></p>
<p>3. Розклад руху поїздів, програм. e.g. <i>The train leaves at 8.00.</i></p>	<p>3. Вираження дії або властивості, що характеризувала підмет у минулому. e.g. <i>Kitchens were very different a hundred years ago.</i></p>	<p>3. Дії або припущення, які можуть (не) статися у майбутньому. e.g. <i>She will probably buy the dress.</i></p>
<p>4. Спортивні коментарі, огляд, опис. e.g. <i>Peterson overtakes Williams and wins the race.</i> e.g. <i>Mike Dalton plays the part of Macbeth.</i> e.g. <i>Then the prince gets on his horse and quickly rides away.</i></p>	<p>4. Дія або подія, яка відбулася у певний час у минулому. e.g. <i>She called an hour ago.</i></p>	<p>4. Дії, які ми не можемо контролювати та які неминуче стануться у майбутньому. e.g. <i>He will be ten next year.</i></p>
<p>5. Інструкції, вказівки (замість наказових речень). e.g. <i>You sprinkle some cheese on the pizza and then you bake it.</i> Замість: <i>Sprinkle some cheese on the pizza and then bake it.</i></p>	<p>5. Дія, яка відбулася у певний час у минулому, хоча цей час не згадується, ця дія не пов'язана з теперішнім часом. e.g. <i>Shakespeare wrote a lot of plays.</i></p>	<p>5. Речі, в яких ми не впевнені або ще не вирішили робити. e.g. <i>She will be probably be promoted. (not sure yet)</i></p>
<p>6. Для вираження майбутньої дії в підрядних реченнях умови й часу, які вводяться сполучниками <i>when, if, after, till, until, before</i>.</p>		

e.g. *He will do the test if he has all the necessary equipment.*

Exercise 1. Put the verbs in brackets into Present Simple:

1. (you / come) here very often?
2. (I / play tennis) sometimes in summer.
3. (the train / not / arrive) in Boston at 12.30.
4. What time (the plane / land) in Glasgow?
5. (Sam / not / know) anything about the party.
6. (the Moon / move) round the Earth.
7. (the Olympic Games / take place) every four years.
8. What time (the banks / close) here?
9. What (this word / mean)?
10. (the train / not / stop) here.

Exercise 2. Put the verbs in brackets into Past Simple:

1. When (he / buy) this car? – (he / buy) it last month.
2. Where (Brian / work) when (he / live) in Spain?
3. (we / need) some money so (we / sell) our car.
4. (the first half of the 20th century / not / see) a trend to decreasing engine power, particularly in the American models.
5. (cars / not / become) widely available until the early 20th century.
6. (the hotel / be / not) very expensive. (it / not / cost) very much.
7. (I / be) in a hurry so (I / not / have) time to phone you.
8. (Susan / not / play) tennis yesterday.

Exercise 3. Put the verbs in brackets into Future Simple:

1. As soon as the train crosses bridge, (it / go) faster.
2. Excuse my disturbing you, when (we / land) in Paris?
3. I think (Tom / not / get) this job as he has very little experience.
4. (who / take) John to the airport?
5. Do you think (you / walk) there or (go) by car?
6. (they / open) a new service center next month.
7. (new technologies / help) keep us safe, some (give) us information like never before and some (let) us just enjoy the ride.

Exercise 4. Match the sentences and fill in the correct tense:

1	She`ll call us	A.	until it (stop) raining.
2	I don`t know	B.	as soon as I (can).
3	What (you/do)	C.	if you (come) home late.

.			
4	Turn the lights off	D.	as soon as she (reach) London.
.			
5	Don` t go out	E.	if you have an accident?
.			
6	I (write) to you	F.	what (you/buy)?
.			
7	He will be angry	G.	when he (leave).
.			
8	If I give you \$5,	H.	before you (go) to bed.
.			

Тема 2
Теперішній, минулий, майбутній тривалий час
(Present, Past, Future Continuous)

Present Continuous	Past Continuous	Future Continuous
to be + doing		
I am) He } is) She } are) It } are) We } are) You } are) They } are)	I was) He } was) She } were) It } were) We } were) You } were) They } were)	I will be) He } will be) She } will be) It } will be) We } will be) You } will be) They } will be)
I am not) He } is not) She } (isn't)) It } are not) We } (aren't)) You } are not) They } (aren't))	I was not) He } was not) She } (wasn't)) It } were not) We } (weren't)) You } were not) They } (weren't))	I will not be) He } will not be) She } (won't be playing)) It } will not be) We } will not be) You } will not be) They } will not be)
Am I) Is { He) { She) { It) Are { We) { You) { They)	Was { I) { he) { she) { it) Were { we) { you) { they)	Will { I) { he) { she) { it) { we) { you) { they)

Вживання:

Present Continuous	Past Continuous	Future Continuous
1. Дія, яка збігається з моментом мовлення. e.g. <i>He is washing the car at the moment.</i>	1. Дія, яка відбувалася у визначений момент у минулому. e.g. <i>At seven o'clock yesterday evening they were having dinner.</i>	1. Дія, яка буде відбуватися у визначений момент у майбутньому. e.g. <i>This time next week, we will be cruising round the islands.</i>
2. Тимчасові дії, тобто дії, які відбуваються навколо моменту	2. Дія, яка відбувалася, коли її перервала інша дія.	2. дію яке обов'язково станеться в майбутньому в

мовлення. e.g. <i>I am looking for a new job these days.</i>	e.g. <i>He was walking down the street when he ran into an old friend.</i>	результаті домовленості
3. Дії, які часто повторюються із словами <i>always, constantly, continually</i> , які виражають роздратування, гнів або критику. e.g. <i>You are constantly interrupting me when I am talking.</i>	3. Дві чи більше одночасні дії у минулому. e.g. <i>She was talking on her mobile phone while she was driving to work.</i>	
4. Заплановані дії у близькому майбутньому. e.g. <i>They are moving into their new house next week.</i>	4. Опис атмосфери, ситуації у вступі до оповідання перш ніж ми починаємо описувати основні події. e.g. <i>One beautiful autumn afternoon, Ben was strolling down a quiet country lane. The birds were singing and the leaves were rustling in the breeze.</i>	
5. Ситуації, що змінюються чи розвиваються. e.g. <i>She is getting more and more impatient.</i>		

Exercise 1. Put the verbs in brackets into Present Continuous:

- (his dad and brother / cycle) to the shops.
- (that machine / not / work).
- Look! (that man / try) to open the door of your car.
- The government is worried because (the number of people without jobs / increase).
- Hurry! (the bus / come). I don't want to miss it.
- Can you drive? – No, but (I / learn). (my father / teach) me.
- (who / watch) TV?
- (we / not/ have) fun today.
- I'm on a bus and (it /not / move).

10. (you / watch) TV? – No, (we / study).

Exercise 2. Put the verbs in brackets into Past Continuous:

1. This time last year (I / live) in Brazil.
2. What (you / do) at 10 o'clock last night?
3. The phone rang when (he / make) a shower.
4. We saw an accident when (we / wait for) a bus.
5. Last night (I / read) in bed when suddenly I heard a scream.
6. She broke a plate last night. (she / do) the washing-up when it slipped out of her hand.
7. (Tom / take) a photograph of me while (I / not / look).
8. (I / not / drive) very fast when the accident happened.
9. (we / not / cycle) all day.
10. I tried to tell them the truth but (they / not / listen).

Exercise 3. Put the verbs in brackets into Future Continuous:

1. (I / watch) the match on television at 8.30.
2. You'll recognize her when you see her. (she / wear) a yellow hat.
3. This time next year I'll probably (lie) on a beautiful beach.
4. (I / go) to the city center later. Can I get you anything?
5. (you / use) your bicycle this evening? – No, you can take it.
6. Jim is going to study from 7 o'clock until 10 o'clock this evening. So at 8.30 this evening (he / study).
7. (you / pass) the post office when you are in town? I need some stamps.
8. We are going to clean the flat tomorrow. It will take from 9 until 11 o'clock. So at 10 o'clock tomorrow morning (we / clean) the flat.
9. (you / see) Tom this afternoon? I want to give him a message.
10. (she / fly) to Morocco this time tomorrow.

Тема 3
Теперішній, минулий, майбутній доконаний час
(Present, Past, Future Perfect)

Present Perfect	Past Perfect	Future Perfect
to have + done		
I have) He } has) She }) It } have) We }) You }) They }) played/left	I) He } had) She } played/left It }) We }) You }) They }) played/left	I) He } will have) She } played/left It }) We }) You }) They }) played/left
I have not) He } has not) She } (hasn`t)) It }) We } have not) You } (haven`t)) They }) played/left	I) He } had not) She } played/left It }) We }) You }) They }) played/left (hadn`t)	I) He } will not be) She } playing It } (won`t be) We } playing) You }) They }) played/left
Have I) He } Has She } It } We } Have You } They } played/left?	Had I) He } She } It } We } You } They } played/left?	Will I) he } she } it } we } you } they } played/left?

Вживання:

Present Perfect	Past Perfect	Future Perfect
1. Дія, яка трапилась у невизначений час у минулому. Час не називається, тому що це не важливо. Важлива сама дія. e.g. <i>Kim has bought a new mobile phone.</i>	1. Дія, яка трапилась у минулому раніше іншої дії у минулому. e.g. <i>They had done their homework before they went out to play yesterday afternoon.</i>	1. Дія, яка буде завершеною до певного моменту в майбутньому або до того як почнеться інша дія. Часто можуть вживатися такі вирази часу, як: <i>by the time..., by that time, by then, before, after, until.</i>

		e.g. <i>They will have finished their meeting by 5 o'clock this afternoon.</i>
2. Дія, яка почалася у минулому і все ще продовжується у теперішньому. e.g. <i>He has been a car salesman since 2005.</i>	2. Дія, яка трапилась в минулому до певного моменту у минулому. e.g. <i>She had watered all the flowers by 5 o'clock in the afternoon.</i>	
3. Дія, яка нещодавно закінчилась і її результат ми бачимо у теперішньому. e.g. <i>They have done their shopping.</i>		
4. Зі словами <i>today, this morning/afternoon</i> та ін., коли цей період часу ще не закінчився в момент говоріння. e.g. <i>He has made ten pots this morning.</i>		

Вирази часу, які використовуються в Present Perfect Affirmative

For	I have known them for six years.
Since	She has been ill since Monday.
Already	We have already eaten our lunch.
Just	I have just posted the letter.
Always	She has always wanted to travel abroad.
Recently	He has recently published a book.
Questions	
Ever	Have you ever met anybody famous?
How long	How long have you lived here?
Yet	Has Paul left yet?
Lately	Have you seen any good films lately?
Negations	
For	I have not talked to him since days.
Since	They have not been abroad since 2002.
Yet	She has not answered my letter yet.

Lately	I have not seen John lately.
Never	They have never worked abroad.

Exercise 1. Put the verbs in brackets into Present Perfect:

1. Have you ever given an interview? – No, I (never/do) that.
2. What time does the train leave? – It (just/leave)!
3. Is the new restaurant good? – I (not/eat) there yet.
4. Shall I do the shopping now? – No, I (already/do) it.
5. Julia, are you ready? – No, I (not/dry) my hair yet.
6. Would you like to have lunch with me? – No, thanks. I (already/eat).

Exercise 2. Fill in the gaps with *since, for, already, just, yet*:

1. John has _____ finished his homework, so his books are still on the table.
2. I haven't seen her _____ 2016.
3. Have you _____ finished eating? I haven't even started _____.
4. We've lived here _____ ten years.
5. He's _____ come back from jogging and he's a bit tired.

Exercise 3. Put the verbs in brackets into Past Perfect:

1. (Jason / return) home before the storm broke out.
2. (Lucy / pack) her suitcase by the time you called her?
3. (the children / finish) doing their homework by nine o'clock.
4. (Julie / type) the letters by the time her boss came to the office?
5. (I /not / finish) my lunch when uncle Tom came.
6. After (Sarah / do the shopping), she had coffee with her friends at a café.
7. When I got to the garage, (the mechanic /not /repair) my cat.
8. The boys were frightened because (they /not / be) on a plane before.

Exercise 4. Put the verbs in brackets into Future Perfect:

1. (I/do) my homework by six o'clock tomorrow.
2. (he/do) his homework by the time you come.
3. (you/do) this work by next Sunday?
4. How many pages (you/read) by five o'clock tomorrow?

Тема 4

Теперішній, минулий, майбутній доконаний тривалий час (Present, Past, Future Perfect-Continuous)

Present Perfect-Continuous	Past Perfect-Continuous	Future Perfect-Continuous
to have been doing		
I have He } She } has been It } playing We } You } have They }	I He } She } had been playing It } We } You } They }	I He } She } will have been It } playing We } You } They }
I have not He } has not She } (hasn`t) been It } playing We } have not You } (haven`t) They }	I He } She } had not been It } playing We } (hadn`t) You } They }	I He } will not have She } been playing It } (won`t have We } been playing) You } They }
Have I Has { He { She { It Have { We { You { They	Had I He She It We You They	Will { I { he { she { it { we { you { they
been playing?	been playing?	have been playing?

Вживання:

Present Perfect-Continuous	Past Perfect-Continuous	Future Perfect-Continuous
1. Дія, яка почалася у минулому і продовжується по теперішній час, особливо зі словами <i>for, since, all morning/day/week</i> etc. e.g. Kim has reading a	1. Дія, яка почалася і закінчилась у минулому до іншої дії або певного моменту у минулому, звичайно зі словами <i>for, since</i> . Підкреслюється тривалість дії. e.g. They had been	1. Дія, яка триватиме до певного моменту у майбутньому. Підкреслюється тривалість дії. Використовується <i>by ... for</i> . e.g. By 3 o`clock, she will

<i>book for two hours.</i>	<i>playing tennis for an hour when it started raining.</i>	<i>have been studying for four hours.</i>
2. Дія, яка почалася і нещодавно закінчилась та її результат ми бачимо у теперішньому. e.g. He is tired. <i>He has been painting the fence all morning.</i>	2. Дія, яка тривала протягом якогось періоду у минулому і результат якої ми бачила у минулому. e.g. <i>I was very tired when I got home. I had been working hard all day.</i>	

Exercise 1. Put the verbs in brackets into Present Perfect-Continuous:

1. Sam (work) for this company for two years.
2. It (rain) for hours. I wish it would stop.
3. Ann (teach) German since 2005.
4. My aunt (be) the manager of this firm for ten years.
5. John (make) model planes since his childhood.
6. I (be) much happier since I moved to Paris.
7. Julie (play) the guitar for three years.
8. Why are your clothes so dirty? What you (do)?
9. Where have you been? I (look) for you everywhere.
10. The children (watch) TV for two hours.

Exercise 2. Fill in the gaps with *since* or *for*:

1. My friend has been learning Spanish _____ two years.
2. Ann has been by best friend _____ ages.
3. I have known Jane _____ 2008.
4. Sarah is very tired. She has been working _____ all night.
5. I have been looking for you _____ half an hour.
6. Mrs Peters has been sunbathing _____ 10 o'clock.
7. Sandra and Jenny have been talking _____ twenty minutes already.
8. He has been working for this company _____ eight years.
9. Tim and Alan have playing chess _____ 10 o'clock.
10. Linda has been teaching Physics _____ all her life.

Exercise 3. Put the verbs in brackets into the correct form of the Past Perfect-Continuous:

1. Sophie (paint) the walls all day before she finished them.
2. You (wait) long when the boss announces he could not see you?
3. When I got home, Tom was sitting in front of the TV. He had just turned it off. He (watch) a film.

4. The two boys came into the house. They had a football and they were very tired. They (play) football.

5. It was not raining when we went out. The sun was shining. But it (rain), so the ground was wet.

Exercise 4. Put the verbs in brackets into the Future Perfect or the Future Perfect-Continuous:

1. By 3 o'clock, she (study) for six hours.
2. By the end of next month, Tom (finish) the project.
3. He (not/start) painting the kitchen before Friday.
4. By Saturday, Linda (diet) for two weeks.
5. Hopefully, they (learn) everything by the time they sit the exam.
6. By next weekend, Brian (move) house.
7. By the end of next week, Rick (travel) for three weeks.
8. By tomorrow morning, she (sleep) for twelve hours.

Тема 5

Ступені порівняння прикметників (Degrees of Comparison of Adjectives)

В англійській мові є три **ступені порівняння прикметників**: *звичайний* (the Positive Degree), *вищий* (the Comparative Degree) та *найвищий* (the Superlative Degree).

Є три способи утворення ступенів порівняння прикметників: простий – за допомогою додавання закінчень *-er* (вищий ступень) та *-est* (найвищий ступень); складний – за допомогою вживання перед прикметником слів *more* (більш, більше) (вищий ступень) та *most* (найбільш, найбільший) (найвищий ступень); винятки.

	the Positive Degree	the Comparative Degree	the Superlative Degree
Простий спосіб (-er; -est) – прикметники, що складаються з одного складу.	<i>cold</i>	<i>Colder</i>	<i>the coldest</i>
Двоскладові прикметники, що закінчуються на <i>-ble, -er, -y, -some, -ow</i>	<i>tender narrow</i>	<i>Tenderer Narrower</i>	<i>the tenderest the narrowest</i>
Складний спосіб (more; the most) – багатоскладові прикметника та двоскладові прикметники, що не закінчуються на <i>-ble, -er, -y, -some, -ow</i>	<i>beautiful intelligent</i>	<i>more beautiful more intelligent</i>	<i>the most beautiful the most intelligent</i>
Прикметники, форма яких збігається з дієприкметниками теперішнього або минулого часу (тобто,	<i>tired loving</i>	<i>more tired more loving</i>	<i>the most tired the most loving</i>

закінчується на - <i>ed</i> або <i>-ing</i>)			
Винятки	many/much good bad little old far	More better worse less older/elder farther/further	the most the best the worst the least the oldest/eldest the farthest /furthest

Конструкції **as ... as** та **not so ...as**

as ... as – такий же як

not so ...as – не такий як

Exercise 1. Complete the sentences. Use the comparative form:

1. Tom`s car isn`t very big. He wants a _____ one.
2. She is not very tall. Her brother is _____.
3. Your plan isn`t very good. My plan is _____.
4. Ann`s bag isn`t very heavy. His bag is _____.
5. London isn`t very beautiful. Rome is _____.
6. These flowers aren`t very nice. Those flowers are _____.
7. This car isn`t very fast. That car is _____.
8. Brazil isn`t cold. Canada is _____.
9. My friend doesn`t play chess very well. I play chess better.
10. This dress isn`t very expensive. That one is _____.

Exercise 2. Complete the sentences. Use the superlative form:

1. This park is very old. It`s *the oldest building* in the town.
2. It was a very happy day. It was _____ of her life.
3. She is a very beautiful woman. She is _____ I have ever seen.
4. New York is a very big city. It is _____ I have ever been to.
5. It is a very good dress. It is _____ I have ever tried on.
6. Tom is so tall. He is _____ I have ever seen.

Exercise 3. Fill in the gaps with **as ... as** and **not so ...as**

1. This house is _____ old _____ that one.
2. Last year August was _____ hot _____ January.
3. This coat is _____ warm _____ that one.
4. You are not _____ clever _____ your father.
5. This worker was _____ experienced _____ that one.
6. This park is _____ nice _____ that one.
7. Rome is _____ old _____ Athens.

8. She is _____ old _____ him.
9. Silver is _____ expensive _____ gold.
10. Geometry is _____ difficult _____ algebra.

Тема 6

Пасивний стан дієслова (Passive Voice)

Якщо підмет означає особу або предмет, на які спрямовано дію іншої особи або предмета, то дієслово-присудок вживається в Пасивному стані.

Зазвичай Пасивний стан використовується у випадках, коли суб'єкт, що виконує дію, невідомий або не є важливим чи актуальним. Якщо суб'єкт дії відомий, то перед ним ставиться частка *by*. Наприклад:

Once a week, the house is cleaned by Tom. – Раз на тиждень Том прибирає будинок.

Tense		Active Voice		Passive Voice
<i>to be + done</i>				
Simple	Present	Peter writes letters every day.	<i>to be + done</i>	Letters are written by Peter every day.
	Past	Peter wrote a letter yesterday.		A letter was written by Peter yesterday.
	Future	Peter will write a letter tomorrow		A letter will be written by peter tomorrow.
Continuous	Present	Peter is writing a letter now.	<i>to be being + done</i>	A letter is being written by Peter now.
	Past	Peter was writing a letter at 5 o'clock.		A letter was being written by Peter at 5 o'clock.
	Future	Peter will be writing a letter at 6 o'clock.		<i>Не вживається</i>
Perfect	Present	Peter has just written a letter.	<i>to have been + done</i>	A letter has just been written by Peter.
	Past	Peter had already written a letter by 6 o'clock.		A letter had already been written by Peter by 6 o'clock.
	Future	Peter will have written a letter by 7 o'clock.		A letter will have been written by Peter letter by 7 o'clock.

Exercise 1. Put the verbs in brackets into the Present, Past or Future Simple passive:

1. The office (clean) every day.
2. This house is quite old. It (build) 100 years ago.
3. These (send) to me yesterday.

4. This work (do) tomorrow.
5. Hockey (play) in winter.
6. From the railway station they (take) to the hotel.
7. When the telephone (invent)?
8. One hundred people (employ) by this company.
9. This room (not/use) very often.
10. We (wake up) by a loud noise last night.

Exercise 2. Put the verbs in brackets into the Present, Past or Future Continuous passive:

1. The office (clean) when the boss arrived.
2. His car is at the garage. It (repair).
3. The windows were very dirty. They (clean) at 6 o'clock yesterday.
4. The computer (use) at the moment?
5. The test (check) from 10 to 11 a.m. tomorrow.
6. Who is looking after your child now? – He (look) after by my mother.
7. I couldn't talk to you yesterday. I (wait) for.
8. When I come home, the dinner (cook).
9. This film (show) on TV at 3 o'clock the day before yesterday.
10. She (meet) at the station at the moment.

Exercise 3. Rewrite the sentences in the Passive:

1. Nobody told me about the meeting.
2. How much will they pay you for your work?
3. The workers are cutting the trees down.
4. The washing machine was repaired yesterday.
5. Someone was using my computer all evening.
6. When I got to work, the secretary had already made coffee.
7. Has anybody shown you what to do?
8. Her father taught her to drive.
9. I will leave the car near the office.
10. The gardener had cut down all the trees by winter.

Тема 7

Модальні дієслова (Modal Verbs)

До модальних належать дієслова: *can, could, must, may, might, will, would, shall, should, need, ought to*.

Вони вживаються у сполученні з інфінітивом іншого дієслова і означають не саму дію, а лише ставлення до неї того, хто говорить.

Модальні дієслова мають наступні особливості:

- не змінюються за особами та числами;
- не мають часових форм;
- після модальних дієслів інфінітив вживається без частки *to* (за винятком дієслова *ought*);
- питальна та заперечна форми утворюються без допоміжного дієслова;
- не мають форма інфінітива, герундія, дієприкметника.

Модальні слова та їх еквіваленти

Модальне дієслово	Значення	Приклад
Can Could	1. Можу, умію. 2. Можеш, можна (дозвіл) (у стверджувальних і питальних реченнях). 3. Можливо (з Perfect Infinitive) у стверджувальних реченнях. 4. Невже (у питальних реченнях). 5. Не може бути (в заперечних реченнях).	1. He can speak English. 2. Can I take your phone? 3. She can have taken the money. 4. Can they do (have done) it? 5. They can't do (have done) it.
To be able to	1. Бути в змозі	1. He will be able to meet us.
Must	1. Повинен. 2. Напевно. 3. Не можна (у заперечних реченнях)	1. You must do your homework. 2. He must have left. 3. You mustn't take my phone.
To have to	1. Повинен (із-за обставин).	1. Despite the fact that it was my day off yesterday, I had to go to work.
To be to	1. Повинен (план, домовленість)	1. He was to meet the delegation at the airport.
May	1. Можна (прохання у	1. May I come in?

Might	питальних реченнях), дозвіл (у стверджувальних реченнях). 2. Можливо.	2. She may be at home now.
To be allowed to To be permitted to	1. Можна, мати дозвіл.	1. She was allowed to go there.
Need	1. Потрібно.	1. The plants need watering.
Shall Should	1. Повинен, слід	1. Shall I meet you? / You should do this work tomorrow.
Will Would	1. Прохання, пропозиція.	1. Will you help me? / Would you mind joining me?
Ought to	1. Обов'язок.	1. People ought to live in peace.

Exercise 1. Fill in the gaps with *can, can't, could, couldn't, was/were able to*:

1. Ann is two years old. She _____ write.
2. _____ he dance when he was a small child?
3. I _____ hear her question because the music was very loud.
4. John is twenty. He _____ drive a car.
5. _____ I take your pen, please?
6. After saving their money for five years, they _____ buy a car.
7. His grandma is 76 years old. She _____ see very old so she wears glasses.
8. I _____ walk when I broke my leg.
9. At the age of five she _____ only count only to ten.
10. It was cold at the week-end so we _____ go out.
11. It was a very difficult question but Peter _____ answer it.
12. When Suzy was two three years old, she _____ read a newspaper.
13. _____ you answer the phone, please?

Exercise 2. Fill in the gaps with *must, mustn't, need, needn't*:

1. The window is not very dirty. You _____ clean it.
2. I haven't got any money. I _____ go to the bank.
3. You _____ do that again. It was very naughty.
4. You _____ go. You can stay here if you want.
5. The road is busy. You _____ look carefully before crossing it.

6. We _____ decide now. We can decide later.
7. You _____ do the washing-up. I'll do it.
8. You _____ play football in the house.
9. If you _____, you can take my phone.
10. My hands are dirty. I _____ wash them.

Exercise 3. Fill in the gaps with *must*, *to have to* in the necessary tense:

1. Tomorrow is Sunday, so I _____ go to work.
2. Peter is a really nice person. You _____ meet him.
3. Why _____ leave the party early yesterday?
4. You _____ talk to your father about it.
5. He works far from his house so he _____ wake up early every day.
6. You _____ read these documents. They are confidential.
7. Steve passed his driving test so he _____ take it again.
8. You _____ keep it a secret. You _____ tell anyone.
9. Why _____ you _____ go to work today?
10. It is late already. I _____ go.

Exercise 4. Fill in the gaps with *must*, *can't* for logical assumptions:

1. You have been travelling all day. You _____ be tired.
2. Jason is at home. He _____ be at work.
3. They haven't lived here for long. They _____ know a lot of people here.
4. Where are your gloves? – I _____ (drop) them.
5. Ann knows a lot about films. She _____ watch them a lot.
6. It rained every day during their holiday. They _____ (have) a very nice time.
7. I have already done my homework. – You _____ (do) it so quickly!

Exercise 5. Fill in the gaps with *can* or *may*:

1. Mr Smith, _____ I use the phone in your office?
2. Dad, _____ we play in the garden?
3. _____ your friend speak Italian?
4. _____ you explain this word to me, please?
5. Mum, _____ I invite some of my friends to dinner?
6. Mr Brown, _____ we speak to you?

Exercise 6. Fill in the gaps with *may* or *might* and the necessary form of the infinitive for expressing possibilities:

1. We (go) to the cinema today.

2. When will you see Barbara again? – I am not sure. I (see) her next week.

3. Where is Peter? – He (be) in the office.

4. Why didn't Kate answer the phone? – She (sleep).

5. Where is my bag? – You (leave) it in the shop.

6. Ann didn't come to work yesterday. She (fall) ill.

7. Who is that man? – I am not sure. He (be) Mary's brother.

8. She hasn't decided where to go on holiday yet. She (go) to Spain.

9. Why wasn't Kate at the meeting. – She (forget) about it.

10. Where is John? – He (play) in the yard.

Тема 8 Інфінітив (The Infinitive)

Інфінітив в англійській мові являє собою не особисту форму [дієслова](#), яка позначає тільки дію, не вказуючи ні на особу, ні на число. Інфінітив відповідає на питання: *що робити? що зробити?*. Інколи його називають неозначеною формою дієслова.

Форми інфінітива та їх переклад

Форма інфінітива	Активний стан	Пасивний стан
Simple	<i>to help</i> e.g. <i>I am glad to help him.</i>	<i>to be helped</i> e.g. <i>I am glad to be helped.</i>
Continuous	<i>to be helping</i> e.g. <i>I am glad to be helping him.</i>	
Perfect	<i>to have helped</i> e.g. <i>I am glad to have helped him.</i>	<i>to have been helped</i> e.g. <i>I am glad to have been helped.</i>
Perfect-Continuous	<i>to have been helping</i> I am glad to have been helping him.	

Ознакою інфінітива в англійській мові є частка *to*, але в багатьох випадках інфінітив вживається без частки *to* (наприклад, після модальних дієслів). Частка *not* перед інфінітивом вказує на заперечну форму (*I am glad not to help him*).

Звороти з інфінітивами

Назва	Роль у реченні	Після дієслів
Об'єктний відмінок з інфінітивом	Складний додаток (Complex Object)	<ol style="list-style-type: none"> 1. to want, to wish, to like, to hate, to expect, etc. e.g. <i>I want my friend to help me.</i> 2. to see, to hear, to feel, to watch, etc. e.g. <i>I saw him cross the street.</i> 3. to think, to consider, to believe, to know, to understand, to find, etc. e.g. <i>I consider her to be quite a good specialist in this sphere.</i> 4. to let, to make, etc.

		<i>e.g. He let us join them.</i>
Називний відмінок з інфінітивом	Складний підмет (Complex Subject)	1. to say, to report, to consider, to know, to suppose, etc. (the Passive Voice – to be + done). <i>e.g. He is said to be the best student in the group.</i> 2. to seem, to appear, to happen, to prove, to turn out, etc. (the Active Voice). <i>e.g. He seems to know English well.</i> 3. is sure, is likely, is unlikely, is certain, etc. <i>e.g. He is sure to come on Sunday.</i>
Інфінітив прийменником for	Різні члени речення	1. It is important, it is necessary, etc. <i>e.g. It is important for you to read this book.</i> Here is a book for to read.

Exercise 1. Fill in the gaps with one of the verbs from the list in the correct form:

help, go, open, marry, post, stay, take, wash, ask

1. Bill asked Mary _____ him.
2. Peter went to the post office _____ some letters.
3. Dad makes me _____ the car every Friday.
4. Let me _____ you with your homework.
5. I hope _____ study English at university.
6. He is too young _____ in the house alone.
7. I don't know how _____ the windows in this room.
8. She couldn't _____ on holiday last summer.
9. Can I _____ you a question?
10. They made her _____ the money out of the safe.

Exercise 2. Write the sentences in another way beginning as in the example:

1. It is expected that the strike will end soon. – The strike is expected to end soon.
2. It is believed that the thieves got in through a window.
3. It is expected that the weather will be good tomorrow.
4. It is reported that many people are homeless after the flood.
5. It is thought that the prisoner escaped by climbing over a wall.

6. It is reported that the man was driving at 110 miles an hour.
7. It is reported that the building has been badly damaged by the fire.
8. It is said that the company is losing a lot of money.
9. It is believed that the company lost a lot of money last year.
10. It is expected that the company will make a loss this year.

Exercise 3. Paraphrase the sentences as in the example using Complex

Object:

1. You must help me. – I want you to help me.
2. They mustn't leave now.
3. She must eat her dinner.
4. He must visit his aunt.
5. You mustn't talk to strangers.
6. Ann mustn't go on holiday by herself.
7. They must do their homework now.
8. You must go to bed now.

Exercise 4. Put the verbs in brackets in the correct form:

1. He seems (to read) a lot.
2. He seems (to read) now.
3. He seems (to read) since morning.
4. He seems (to read) all the books in the library.
5. I want (to take) you to the concert.
6. I want (to take) to the concert by my father.
7. He expected (to help) by the teacher.
8. The children seem (to play) since morning.
9. I am sorry (to break) your pen.
10. I am glad (to do) all the homework yesterday.

Тема 9 Дієприкметник (The Participle)

Дієприкметник – це не особова форма дієслова, яка поєднує в собі властивості дієслова, прикметника і прислівника.

Форма дієприкметника	Активний стан	Пасивний стан	Функції у реченні
Participle I Simple (Present Participle) (-ing) (дія одночасна)	writing	being written	<p>1. Дія, одночасна з дією, що виражена присудком. e.g. <i>Travelling in Africa, he saw a lot of wild animals.</i></p> <p>2. Означення. e.g. <i>I saw a man standing at the window.</i></p> <p>3. Обставина часу, причини, способу дії. e.g. <i>Walking in the park, I met my friends there.</i> <i>Not knowing English well, she couldn't pass the exam.</i></p> <p>4. Participle I разом з іменником або займенником, які вживаються перед ним та позначають діяча, утворює зворот, що перекладається як підрядне або незалежне речення. e.g. <i>We saw him coming.</i> <i>He was seen coming.</i></p>
Participle I Perfect (Perfect Participle) (-ing) (дія попередня)	having written	having been written	<p>1. Дія, що трапилася перед дією, позначеною основним дієсловом. e.g. <i>Having finished the experiment, he compared the results.</i></p>
Participle II (Past Participle) (-ed)		written	<p>1. Означення. e.g. <i>a written test, a translated letter. The results obtained were promising.</i></p>

Exercise 1. Translate the following sentences into Ukrainian:

1. Everybody was looking at the dancing girl.
2. My brother likes boiled eggs.
3. The suit bought last year is too small for him now.
4. Entering the room, we switched on the light.
5. We stopped before a shut door.
6. Looking out of the window, she saw her mother watering the flowers.
7. After finishing her work, she went home.
8. Be careful when crossing the road.
9. Peter hurt his leg playing football.
10. Having already seen the film twice, I didn't want to go to the cinema.

Exercise 2. Translate the following sentences into Ukrainian:

1. A fish taken out of the water cannot live.
2. A person taking a sun-bath must be very careful.
3. Taking a dictionary, he began to translate the text.
4. Some of the questions put to the lecturer were very important.
5. The girl putting the book on the shelf is the new librarian.
6. While putting the eggs into the basket, she broke one of them.

Exercise 3. Rewrite the sentences using participles:

1. Ann took a deep breath and dived into the water.
2. He was lying on the bed and he was reading a book.
3. She did her homework and then she watched TV.
4. Because he had forgotten to do the shopping, he ate out that night.
5. Because he was late, Tom took a taxi.
6. Mary was sitting on the sofa and she knitting a jumper.
7. He man who is standing at the door is my colleague.
8. Because she had spent all her money, she asked for a loan.
9. The information which was presented in the article was valuable.
10. The key which was lost yesterday was found on the first floor.

Exercise 4. Choose the correct word:

1. I am frightening / frightened of the dark.
2. The wall surrounding / surrounded the garden is very high.
3. This book is very boring / bored.
4. Translate the word writing / written on the blackboard.
5. She is very tiring / tired today.
6. Do you know the boy playing / played in the yard.
7. The floor washing / washed by Ann is very clean.
8. I enjoyed my holiday very much. It was so relaxing / relaxed.

Тема 10 Герундій (The Gerund)

Герундій – неособова форма дієслова з закінченням *-ing*, яка поєднує властивості дієслова та іменника. Усі форми герундія збігаються з формами дієприкметника.

Форми герундія	Активний стан	Пасивний стан
Indefinite Gerund	Studying	being studied
Perfect Gerund	having studied	having been studied

Функції герундія у реченні

1. Підмет – *Walking is useful.*
2. Додаток – *She likes reading.*
3. Іменна частина складного присудка – *Our aim is studying English.*
4. Обставина – *He left the room without saying good-bye.*
5. Означення – *I don't like his way of speaking.*

У реченні герундій завжди вживається після певних слів (*to admit* – пропускати, визнавати, *to avoid* – уникати, *to deny* – заперечувати, *to forgive* – пробачати, *to enjoy* – насолоджуватися, *to excuse* – вибачати, *to postpone* – відкладати, *to suggest* – пропонувати та ін.).

E.g. *He avoided looking at her.*

Герундій використовується у сталих словосполученнях (*to go shopping* – ходити за покупками, *to go swimming* – займатися плаванням, *to go dancing* – танцювати та ін.).

E.g. *She goes swimming twice a week.*

Частіше герундій вживається після дієслів прикметників та дієприкметників, що потребують спеціальних прийменників (*to be disappointed at* – бути розчарованим у чомусь, *to be surprised at* – бути здивованим чимось, *to be responsible for* – бути відповідальним за, *to insist on* – наполягати на, *to be engaged in* – займатися чимось та ін.).

E.g. *He insisted on our joining them.*

Exercise 1. Translate the following sentences into Ukrainian:

1. Peter likes studying English.
2. Walking is his favorite way of spending free time.
3. The place is worth visiting.
4. You can learn what the words mean by looking them up in the dictionary.
5. Before going to meet her friends she went shopping.
6. He is proud of having been spoken to.

7. Please forgive my interfering.
8. Returning home after a long holiday is always pleasant for me.
9. The boys continued playing football.
10. It is no use going there now.
11. Just imagine his coming first in the race!
12. She always helps her mother by washing the dishes.
13. Instead of phoning his friends, he went to see them.
14. She thought of going to the country for the week-end.
15. She likes being told fairy-tales.
16. The police accused him of having robbed the house.
17. She couldn't help smiling.
18. We are looking forward to seeing them again.
19. The child insisted on being sent home at once.
20. The parents insisted on sending the child home at once.

Exercise 2. Put the verbs in brackets into the correct *-ing-form* and translate the sentences:

1. They admitted (to steal) the money.
2. After (to graduate) from the university, she left Kharkiv.
3. He is proud of (to speak) to this well-known person.
4. After (to correct) by the teacher, the students' tests were returned to them.
5. I am sorry for (to lose) your pen.
6. I don't deny (to see) him that evening.
7. She can't forgive him for (to lose) her phone.
8. Do you mind (examine) by a heart specialist?
9. The results of the experiment must be checked before (to publish).
10. The problem is not worth (to discuss).

Exercise 3. Put the verbs in brackets into the correct infinitive form or the *-ing-form*:

1. I like (to take) photographs when I am on holiday.
2. What have you decided (to do).
3. Would you mind (to close) the door?
4. She agreed (to visit) us on Sunday.
5. Have you ever considered (to go) to live in another country.
6. He is busy (to read) the article.
7. She wanted (to take) her dog to the park yesterday.
8. He was too late (to catch) the bus.
9. I enjoy (to visit) foreign countries.
10. The cold weather prevented them from (to go) to the country.

Тема 11

Пряма і непряма мова (Direct and Reported Speech)

Пряма мова	Непряма мова
Прямою мовою називається передача чийогось висловлювання.	Непрямою мовою називається передача змісту прямої мови у вигляді переказу.
<i>«It is nice to be home,» Tom said.</i>	<i>Tom said (that) it was nice to be home.</i>
<i>«Where are you from?» the man asked me.</i>	<i>The man asked me where I was from.</i>

Дієслова *to say / to tell*

Пряма мова	Непряма мова
<i>He said, «I am Ted.»</i>	<i>He said (that) he was Ted.</i>
<i>He said to me, «I am Ted.»</i>	<i>He said to me (that) he was Ted.</i>
<i>He told me, «I am Ted.»</i>	<i>He told me (that) he was Ted.</i>

Say / tell також використовуються у наступних висловлюваннях:

say	<i>good morning/afternoon, etc., something/nothing, etc., one`s prayers, so, a few words</i>
Tel l	<i>the truth, a lie, a secret, a story, the time the difference, sb one`s name, sb the way, one from another, one`s fortune</i>

Exercise 1. Fill in the gaps with say or tell in the correct tense:

1. Katie _____ Dave that she had met a set of twins at a party. «They looked exactly the same,» she _____. «I couldn`t _____ the difference between them.» «I`ve got a twin brother, too,» _____ Dave. «Are you _____ me the truth?» asked Katie. «_____ me his name.» «His name is Stephen,» Dave _____ her. «I`ll take you to meet him tomorrow.»

2. «You never listen to me,» Tara _____ Jim. «I _____ good morning to you three times today and you didn`t answer,» she _____. «To _____ you the truth, it makes me really angry. Why don`t you listen to me?» «Oh, hello Tara,» _____ Jim. «Did you just _____ something?»

Узгодження часів в англійській мові

Пряма мова	Непряма мова
present simple <i>«I want to go to bed early,» he said.</i>	past simple <i>He said (that) he wanted to go to bed early.</i>
present continuous <i>«She is feeding the baby,» he said.</i>	past continuous <i>He said that she was feeding the baby.</i>

present perfect « <i>I have bought a new dress,</i> » she said.	past perfect She said (that) she had bought a new dress.
past simple « <i>I finished work early,</i> » Alex said.	past simple or past perfect Alex said (that) he (had) finished work early.
past continuous « <i>I was planning to call you later,</i> » she said.	past continuous or past perfect continuous She said (that) she was planning / had been planning to call me later.
future (will) « <i>I will talk to you tomorrow,</i> » she said.	conditional (would) She said (that) she would talk to me the next day.

Деякі слова та обставини часу змінюються згідно зі змістом речення.

Now	then, at that time, immediately
today, tonight	that day that night
Yesterday	the day before, the previous day
Tomorrow	the next day, the following day
this week	that week
last week	the week before, the previous week
next week	the week after, the following week
two days ago	two days before
Here	There
Come	Go

Exercise 2. Turn the following sentences into reported speech:

1. James said, «My boss wants me to go to London tomorrow.»
2. Mary said, «I am waiting for my son to come out of school.»
3. George said, «I gave bought a new car for my mum.»
4. Julie said to me, «I need you to help me with the shopping.»
5. John said, «I would like to take you out to dinner.»
6. Helen said to Jane, «I think your new haircut is lovely.»

Exercise 3. Turn the following sentences into reported speech:

1. He said, «I am going to the station.»
2. Tina said, «You should exercise regularly.»
3. They said, «We had booked the room before we left.»
4. Tom said, «This meal is delicious.»
5. «I have written you a letter,» she said to her friend.
6. «We have decided to spend our holidays in Jordan,» they told us.

7. Jill said, «I will go to the bank tomorrow.»
8. She said to him, «We have been invited to a wedding.»
9. She told me, «You must leave early tomorrow.»
10. They said, «We may visit Joe tonight.»
11. She said, «I can meet you on Tuesday.»
12. «They delivered the letters this morning,» she said.

Способи передачі непрямой мови

Типи речень	Пряма мова	Непряма мова
Стверджувальне	« <i>I am typing the report,</i> » <i>the secretary says.</i> « <i>I am typing the report,</i> » <i>the secretary said.</i>	<i>The secretary says (that) she is typing the report.</i> <i>The secretary said (that) she was typing the report.</i>
Наказове	« <i>Put the gun down!</i> » <i>he said to him.</i> « <i>Don`t look down!</i> » <i>he said to us.</i>	<i>He ordered him to put the gun down.</i> <i>He told us not to look down.</i>
Загальне питання	« <i>Have you had any experience?</i> » <i>the manager asks Tom.</i> « <i>Have you had any experience?</i> » <i>the manager asked Tom.</i>	<i>The manager asks Tom if/whether he has had any experience.</i> <i>The manager asked Tom if/whether he had had any experience.</i>
Спеціальне питання	« <i>What do you want to know?</i> » <i>she asks me.</i> « <i>What do you want to know?</i> » <i>she asked me.</i>	<i>She asks me what I want to know</i> <i>She asked me what I wanted to know.</i>

Exercise 4. Turn the following sentences into reported speech:

1. «He broke the window,» they said.
2. Mum says, «Dinner is ready.»
3. «Fish live in water,» he said.
4. «I`ll start cooking at 6 o`clock,» she said.
5. «They are working hard today,» he said.
6. «The sun rises in the east,» she said.
7. «Where is your umbrella?» she asked her daughter.
8. «Will you take the children to school today?» he asked.
9. «Please visit me in hospital,» Joan said to Colin.
10. «Don`t go near the fire,» dad said to us.
11. «Be quiet!» the commander said to the troops.
12. «Do you like playing football?» John asked us.
13. «Where is the tourist information center?» we asked.

14. «Can you speak English?» they asked her.
15. He said, «Shall we go for a walk?»

Тема 12

Умовні речення (Conditional Sentences)

Умовні речення – це речення, в яких виконання/завершення дії залежить від певної/певних умов. Це речення, в яких ми використовуємо такі слова, як: «якщо», «якби», «коли», «за умови». Наприклад: «Якщо я буду мати достатню суму грошей, я куплю автомобіль». Умовні речення складаються з двох частин: the *if* – clause (гіпотеза) і головне речення (результат). Коли *if* – clause стоїть перед головним реченням, між ними ставиться кома. Якщо головне речення стоїть перед *if* – clause, кома не потрібна.

В англійській мові підрядні речення умови найчастіше вводяться сполучником **if**, але також зустрічаються **in case, provided, unless, suppose**.

Основні види умовних речень це – *Tun 0, Tun 1, Tun 2, Tun 3*.

- **Tun 0 (загальна правда) (Type 0 Conditionals)** – тип умовних речень, в яких описуються події, явища, речі, які є істиною, фактом (науковим, загальновідомим). Вони реальні.

If-clause (гіпотеза)	Головне речення (результат)
<i>if + present simple</i>	<i>present simple</i>
<i>If/when the sun shines, snow melts.</i>	

- **Tun 1 (реальний теперішній час) (Type 1 Conditionals)** – тип умовних речень, в яких описуються події теперішнього або майбутнього часу, вони реальні і можливі.

If-clause (гіпотеза) <i>if + present simple, future/imperative/can/may/might/must/should/could present continuous, + bare infinitive present perfect, present perfect continuous</i>	Головне речення (результат)
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If he does not pay the fine, he will go to prison.

If you need help, come and see me.

If you have finished your work, you can have a break.

If you are ever in the area, you should come and visit us.

- **Tun 2 (нереальний, в теперішньому часі) (Type 2 Conditionals)** – тип умовних речень, в яких описуються події, що відносяться до теперішнього або майбутнього часу, але вони нереальні. Уявна ситуація, яка протирічить фактам в теперішньому часі, вживається для порад.

If-clause (гіпотеза)	Головне речення (результат)
<i>if + past simple or past continuous</i>	<i>would/could/might + bare infinitive</i>
<i>If I had time, I would take up a sport.</i>	

If I were you, I would talk to my parents about it.

• **Tun 3 (нереальний, в минулому часі) (Type 3 Conditionals)** – тип умовних речень, в яких події відносяться до минулого часу. Вони могли статися, але не відбулися. Уявна ситуація, яка протирічить фактам в минулому. Також використовується, щоб виразити співчуття або критику.

If-clause (гіпотеза)	Головне речення (результат)
<i>if + past perfect or past perfect continuous</i>	<i>would/could/might + have + past participle</i>

If she had studied harder, she would have passed the test.

If he had not been acting so foolishly, he would not have been punished.

Всі типи умовних речень можуть бути змішаними (*Mixed Conditionals*), і любий час може вживатись, якщо дозволяє контекст.

If nobody paid the bill (Type 2), the electricity will be cut off (Type 1).

If he had money (Type 2), he would have bought her a gift (Type 3).

If he had won the lottery (Type 3), he would not be asking for money now (Type 2).

Exercise 1. Put the verbs in brackets into the correct tense:

1. If you _____ (have) toothache, go to the dentist.
2. If Peter _____ (do) lots of exercises, he will be fit and healthy.
3. Please call me if you _____ (need) any help.
4. _____ Sarah _____ (be) angry if we don't go to her party?
5. Cathy will be able to go on holiday if she _____ (save) enough money.
6. If you _____ (work) hard, you will be promoted.
7. _____ (give) me a call if you have time tomorrow?
8. If don't do your homework, I _____ (not/let) you watch TV.
9. If he _____ (arrive) on time, we'll have dinner before we go out.

Exercise 2. Put the verbs in brackets into the correct tense:

1. I'd like a cup of coffee. – Well, if you _____ (hold) the baby for five minutes, I _____ (make) it for you.
2. I must go to the bank. – If you _____ (leave) now, you _____ (get) there before it closes.
3. I can't do everything myself! – Well, if you _____ (wash) the dishes, I _____ (cook) the meal.
4. Are you going on holiday this year? – Yes, I _____ (go) to Spain for two weeks if I _____ (have) some time off work.

5. I want to cook something special tonight. – Great, if I _____ (finish) work early, I _____ (give) you a hand.

Exercise 3. Put the verbs in brackets into the correct tense to make type 2 conditional sentences:

1. If I _____ (be) you, I _____ (study) for the exams.
2. If we _____ (have) a car, we _____ (go) for a drive in the country.
3. Kim _____ (buy) some new clothes if she (have) enough money.
4. If cameras _____ (not/cost) so much, we _____ (buy) one.
5. John _____ (lend) you some money if you _____ (ask) him.
6. He _____ (open) the door if he _____ (have) the key.
7. We _____ (paint) the house if we _____ (have) the time.
8. If she _____ (get) good grades, she _____ (go) to university.
9. Helen _____ (post) the letters if she _____ (have) some stamps.
10. If I _____ (be) rich, I _____ (never/work) again.

Exercise 4. Put the verbs in brackets into the correct tense to make type 3 conditional sentences:

1. If you _____ (not/be) in a hurry, you _____ (not/forget) your keys.
2. If he _____ (remember) earlier, he _____ (send) her a birthday card.
3. If you _____ (not/be) ill, you (go) to the party.
4. Jason _____ (not/break) his arm if he _____ (be) more careful.
5. Helen _____ (get) wet if she _____ (not/take) her umbrella.
6. If I _____ (do) my homework, my teacher _____ (not/shout) at me.
7. You _____ (pass) the test if you _____ (study) more.
8. If she _____ (close) the gate, the rabbit _____ (not/run away).
9. She _____ (lose) her keys if I _____ (not/pick) them up.
10. If he _____ (save) some money, he _____ (be able) to go on holiday.

Конструкції з дієсловом *wish* (хотіти, бажати)

Конструкція з дієсловом *wish* використовується для висловлення жалю з приводу дії, яка не здійснилася, а також для вираження нереальних або нездійснених бажань. В українській мові конструкція перекладається: «Я хотів би, щоб...», «Шкода, що...».

Типи	Граматична форма	Використання
1. Жаль про сьогодні	<i>I wish + past simple/could</i>	Висловлення жалю з приводу подій, що відбуваються в теперішньому часі. Те, що ми бажаємо змінити зараз.
<i>I wish I had a lot of money. (But I don't have a lot of money.)</i>		

2. Жаль про минуле	<i>I wish + past perfect</i>	Висловлення жалю з приводу того, що трапилося або не трапилося в минулому.
<i>I wish I had come to your party last night. (But I didn't come to your party.)</i>		
3. Малоімовірне бажання змінити щось в майбутньому	<i>I wish + would</i>	Бажання змінити щось в майбутньому, висловлення крайнього незадоволення або невпевненості.
<i>I wish it would stop raining. (wish for a change in a situation)</i>		

Exercise 5. Put the verbs in brackets into the correct tense:

1. It's still raining. – Yes, I wish it _____ (stop). I want to go out for a walk.
2. Have you seen that film? – No, I wish _____ (see) it when it was on at the cinema.
3. You look tired today. – I've been busy. I wish I _____ (do) my Christmas shopping earlier.
4. Lisa, I wish you _____ (remember) to take the dog for a walk. – Sorry. I'll go now.
5. Do you like your job, Doris? – Yes, but I wish I _____ (not/have) to travel so far every day.
6. Did you have a good holiday? – Yes, but I wish I _____ (be) still on holiday now.
7. Do you like your new car? – Yes, but I wish it (not/cost) so much.
8. I hate travelling by bus. – So do I. I wish I _____ (can) drive.

Exercise 6. Paraphrase the following sentences using *I wish*:

1. It's a pity we are not with us these days.
2. My friend regrets not having entered the university.
3. He was sorry not to have had enough time to finish his test-paper.
4. I am sorry I made you upset by telling you this news.
5. What a pity you don't know enough physics.
6. The student was sorry he had not studied the material better and had shown such poor knowledge at the examination.
7. It's a pity that you did not send for us last night.

Додаток 1 Foreign Words and Phrases

- I. **A.D.** (L) Anno Domini = in the year of our Lord
- II. **a.m.** ante meridiem (L) = before noon
- III. **B.C.** (L) before (the birth) of Christ
- IV. **et al.** (L) et alii = and other authors
- V. **etc.** (L) et cetera = and other things; and so on
- VI. A **capella** (It) without instrumental accompaniment
- VII. **Alma mater** (L) “fostering mother”; old school
- VIII. **Carte blanche** (Fr) “blank document”; unlimited authority or power
- IX. **e.g.** (L) exempli gratia = for example
- X. **eureka** (GR) = “I have found”; expression of triumph of discovery
- XI. **haute couture** (FR) = high fashion
- XII. **i. e.** (L) id est = that is
- XIII. **lingua franca** (It) = “Frankish language”; a common language among people of different tongues
- XIV. **N.B.** (L) Nota Bene = take note
- XV. **per capita** (L) = per head
- XVI. **p.m.** (L) = post meridiem
- XVII. **status quo** (L) = the condition in which; present condition; the state of affairs up to now
- XVIII. **Veni, vidi, vici** (L) = “I came, I saw, I conquered”
- XIX. **Verbatim** (L) = “word for word”; exactly as said or written
- XX. **vs.** (L) versus = against

Додаток 2

Основні міжнародні іспити з англійської мови

БРИТАНСЬКІ ІСПИТИ

Cambridge ESOL (English For Speakers of Other Languages) – це один з найпопулярніших міжнародних іспитів, який перевіряє рівень сформованості мовної та мовленнєвої компетенцій та структурно охоплює п'ять рівнів складності: KET, PET, FCE, CAE, CPE.

KET (Key English Test) розрахований на кандидатів з середнім рівнем володіння мовою (A2).

PET (Preliminary English Test) припускає, що кандидати володіють мовою на рубіжному рівні (B1).

FCE (First Certificate in English) створений для кандидатів з просунутим рівнем володіння мовою (B2).

CAE (Certificate in Advanced English) пропонується кандидатам з автономним рівнем володіння мовою (C1).

CPE (Certificate of Proficiency in English) націлений на кандидатів з компетентним рівнем володіння мовою (C2).

BEC (Business English Certificate) – це іспит з ділової англійської мови, який перевіряє рівень володіння діловою лексикою та знання законів будови ділового тексту, і структурно охоплює три рівні складності:

BEC Preliminary (BEC P) розрахований на кандидатів з рівнем A2-B1.

BEC Vantage (BEC V) створений для кандидатів з рівнем B2.

BEC Higher (BEC H) пропонується кандидатам з рівнем C1.

Сертифікат рівня Basic, Elementary – це іспит для кандидатів, які бажають отримати офіційне підтвердження про те, що вони володіють мовою на рівні A1.

Сертифікат рівня Intermediate – це іспит для кандидатів, які бажають отримати офіційне підтвердження про те, що вони володіють мовою на рівні B1, і що є достатнім для вступу до англійської школи та отримання некваліфікованої роботи в англійському суспільстві.

Сертифікат рівня Higher Intermediate – це іспит для кандидатів, які бажають отримати офіційне підтвердження про те, що вони володіють мовою на рівні B2, і що є достатнім для вступу до англійського університету та отримання більш кваліфікованої роботи в англійському суспільстві.

Сертифікат рівня Advanced – це іспит для кандидатів, які бажають отримати офіційне підтвердження про те, що вони володіють мовою на рівні C1, і що є достатнім для вступу до англійського університету будь-якої

спрямованості та отримання кваліфікованої роботи в англomовному суспільстві.

Trinity (ESOL) – це іспит, успішне складання якого дає можливість кандидатам вступити до престижних університетів Великої Британії без іспиту з англійської мови. Крім того, сертифікати Trinity рівнів 10-12 дають можливість без перешкод пройти співбесіду в різних організаціях, включаючи посольства.

Pitman (ESOL) – це іспит, успішне складання якого дає можливість кандидатам вступити до всіх університетів і коледжів Великої Британії та багатьох університетів світу, в яких викладання проводиться англійською мовою. Крім того, сертифікати Pitman (ESOL) визнаються роботодавцями у сфері бізнесу у 85 країнах світу.

ILEC (International Legal English Certificate) – це іспит, який визначає рівень володіння мовою в галузі юриспруденції та структурно охоплює два рівня складності:

ICFE (International Certificate in Financial English) – це іспит, який визначає рівень володіння мовою в галузі бухгалтерії та фінансів та структурно охоплює два рівня складності.

АМЕРИКАНСЬКІ ІСПИТИ

TOEFL (Test of English as a Foreign Language) – це тест, успішні результати якого є необхідною умовою для вступу до багатьох коледжів та університетів США, Канади та інших країн світу, для участі в різноманітних програмах закордонного стажування в закладах, де викладання проводиться англійською мовою. Крім того, TOEFL використовується для визначення рівня володіння англійською мовою багатьма урядовими структурами та міжнародними організаціями. TOEFL визнається також у Великій Британії.

IELTS (The International English Language Testing System) – це іспити для кандидатів старше 16 років, які бажають визначити свій рівень володіння мовою з метою подальшого навчання або працевлаштування в англomовних країнах світу: Австралії, Нової Зеландії, Канаді, Великої Британії.

CELTA (Certificate in English Language Teaching to Adults), DELTA (Diploma of English Language Teaching to Adults) – сертифікати, що надають право викладати англійську мову як іноземну дорослій аудиторії.

GMAT (Graduate Management Admission Test) – це стандартний письмовий психометричний тест, метою якого є визначення рівня і кваліфікації ти кандидатів, які прагнуть вступити до бізнес-школи. GMAT не вимагає спеціальних знань, навичок і вмінь, але з його допомогою можна перевірити нахили людини, прогнозувати її успіхи в ході навчання в бізнес-школі.

Більш детальну інформацію про зміст іспитів, процедури проведення та датах, ви можете знайти тут:

<http://www.cambridge-efl.org.uk>

<http://www.ets.org/portal/site/ets/>

[menuitem.36b6150d13d7bab7b1935b10c3921509/?](http://www.ets.org/portal/site/ets/menuitem.36b6150d13d7bab7b1935b10c3921509/?vgnnextoid=e63ce3b5f64f4010VgnVCM10000022f95190RCRD#)

[vgnnextoid=e63ce3b5f64f4010VgnVCM10000022f95190RCRD#](http://www.ets.org/portal/site/ets/menuitem.36b6150d13d7bab7b1935b10c3921509/?vgnnextoid=e63ce3b5f64f4010VgnVCM10000022f95190RCRD#)

<http://www.alte.org>

Додаток 3
Неправильні дієслова, що вживаються найчастіше
(Common Irregular Verbs)

VERB	PAST SIMPLE	PAST PARTICIPLE	ПЕРЕКЛАД
be	was, were	been	бути
beat	beat	beaten	бити
become	became	become	ставати
begin	began	begun	починати
bend	bent	bent	гнути
bet	bet	bet	тримати парі
bite	bit	bitten	кусати
blow	blew	blown	дути, видихати
break	broke	broken	ламати, розбивати, руйнувати
bring	brought	brought	приносити, доставляти
build	built	built	будувати, споруджувати
buy	bought	bought	купувати
catch	caught	caught	ловити, зловити, схопити
choose	chose	chosen	вибирати, обирати
come	came	come	приходити, підходити
cost	cost	cost	коштувати, обходитися
cut	cut	cut	різати, розрізати
deal	dealt	dealt	мати справу
dig	dug	dug	копати, рити
do	did	done	робити, виконувати
draw	drew	drawn	малювати, креслити
drink	drank	drunk	пити
drive	drove	driven	їздити, підвозити
eat	ate	eaten	їсти, поїдати
fall	fell	fallen	падати
feed	fed	fed	годувати
feel	felt	felt	відчувати
fight	fought	fought	битися, боротися, воювати
find	found	found	знаходити, виявляти
fly	flew	flown	літати
forget	forgot	forgotten	забувати про (що-небудь)
grow	grew	grown	рости
hang	hung	hung	вішати, розвішувати, висіти

have	had	had	мати, володіти
hear	heard	heard	чути, почути
hide	hid	hidden	ховати, приховувати
hit	hit	hit	ударяти, вражати
hold	held	held	тримати, утримувати, затримувати
hurt	hurt	hurt	поранити, заподіювати біль
keep	kept	kept	зберігати, підтримувати
know	knew	known	знати, мати уявлення
lay	laid	laid	класти, покласти, покривати
lead	led	led	вести за собою, супроводжувати, керувати
mean	meant	meant	значити, мати на увазі
meet	met	met	зустрічати, знайомитися
pay	paid	paid	платити, оплачувати, розраховуватися
put	put	put	ставити, поміщати, класти
read	read	read	читати, прочитати
ride	rode	ridden	їхати верхи, кататися
ring	rang	rung	дзвеніти, дзвонити
rise	rose	risen	сходити, вставати, підніматися
run	ran	run	бігти, бігати
say	said	said	говорити, сказати, вимовляти
see	saw	seen	бачити
seek	sought	sought	шукати, розшукувати
sell	sold	sold	продавати, торгувати
send	sent	sent	посилати, відправляти, відсилати
set	set	set	встановлювати, ставити, призначати
shake	shook	shaken	трясти, струшувати
shine	shone	shone	світити, сяяти, опромінювати
shoot	shot	shot	стріляти
show	showed	shown, showed	показувати
shut	shut	shut	закривати, замикати, зачиняти
sing	sang	sung	співати, наспівувати
sink	sank	sunk	тонутися, занурюватися
sit	sat	sat	сидіти, сідати
sleep	slept	slept	спати
speak	spoke	spoken	говорити, розмовляти, висловлюватися
spend	spent	spent	витрачати, проводити (час)
stand	stood	stood	стояти

steal	stole	stolen	красти
stick	stuck	stuck	встромляти, приклеювати
strike	struck	struck, stricken	ударяти, бити, вражати
swear	swore	sworn	клястися, присягати
sweep	swept	swept	підмітати
swim	swam	swum	плавати
swing	swung	swung	крутитися
take	took	taken	брати, хапати, взяти
teach	taught	taught	вчити, навчати
tear	tore	torn	рвати, відривати
tell	told	told	розповідати
think	thought	thought	думати, мислити, міркувати
throw	threw	thrown	кидати, метати
understand	understood	understood	розуміти, осягати
wake	woke	woken	прокидатися, будити
wear	wore	worn	носити (одяг)
win	won	won	перемогти, виграти
write	wrote	written	писати, записувати

Додаток 4 Числівник (Numerals)

Порядок читання цифрових сполучень

- 3 – three
13 – thirteen
30 – thirty
33 – thirty three
333 – three hundred and thirty three
333,333 – three hundred and thirty three thousand, three hundred and thirty three
333,333,333 – three hundred and thirty three million, three hundred and thirty three thousand, three hundred and thirty three
123,456,789 – 1h and 23m 4h and 56th. 7h and 89 – one hundred and twenty three million four hundred and fifty six thousand seven hundred and eighty nine.
1 % one percent – один процент
20 % twenty percent – двадцять процентів

Fractional Numerals – Дробові числівники Common Fractions – Звичайні дроби

- $\frac{1}{2}$ a half; one half
 $\frac{1}{3}$ a third; one third
 $\frac{1}{10}$ a tenth; one tenth
 $\frac{1}{25}$ a (one) twenty fifth
 $\frac{1}{4}$ 1) a quarter; one quarter
2) a fourth; one fourth
 $\frac{1}{5}$ a fifth; one fifth
 $\frac{3}{4}$ 1) three fourths
2) three quarters
 $\frac{5}{16}$ five sixteenths
 $\frac{9}{10}$ nine-tenths
 $\frac{26}{38}$ twenty six thirty-eighths
 $\frac{79}{100}$ seventy-nine hundredths
 $\frac{1}{100}$ a (one) hundredth
 $\frac{1}{1000}$ a (one) thousandth
 $\frac{125}{1000}$ a (one) hundred and twenty-five thousandths
2 $\frac{1}{2}$ two and a half
3 $\frac{1}{3}$ three and a third

135 $\frac{3}{4}$ a (one) hundred and thirty-five and three fourths (three quarters)

Decimal Fractions – Десятичні дроби – Десятичные дроби

0.2 1) 0 point two
2) nought point two
3) zero point two
4) point two

0.02 1) o point o two
2) nought point nought two
3) zero point zero two
4) point nought two
5) point zero two

0.002 1) o point o two
2) nought point nought nought two
3) zero point zero zero two
4) point nought nought two
5) point two oes two

0.75 1) nought point seventy-five
2) point seven five

1.1 one point one

1.25 one point two five

63.57 1) sixty-three point five seven
2) six three point five seven

12.707 1) twelve point seven nought seven
2) one two point seven nought seven

$2 \times 3 = 6$ – twice three is (makes) six

$3 \times 4 = 12$ – three times four are twelve

$7 + 8 = 15$ – seven and (plus) eight are (make) fifteen

$10 - 3 = 7$ – ten less (minus) three is seven

$20 : 5 = 4$ – twenty divided by five is (makes) four

Додаток 5
Прийменники та сполучники
(Examples of Prepositions and Linking Words)

Складені прийменники

1. **according to** – відповідно до
2. **along with** – разом з
3. **apart from** – крім, не рахуючи
4. **as far as** – до
5. **as for, as to** – щодо
6. **at the expense of** – за рахунок
7. **because of** – через, завдяки, внаслідок
8. **by means of** – за допомогою
9. **by virtue of** – завдяки
10. **compared with** – при порівнянні з
11. **contrary to** – всупереч
12. **due to** – через, завдяки, внаслідок
13. **except for** – за винятком
14. **in accordance with** – згідно з
15. **in addition to** – до того як, крім того
16. **in case of** – на випадок
17. **in front of** – попереду
18. **in order to** – щоб, для того щоб
19. **in regard to** -
 in relation to – }
 in respect of/to } щодо, відносно
20. **in spite of** – незважаючи на
21. **instead of** – замість
22. **in the event of** – на випадок, у випадку, якщо
23. **next to** – поряд з
24. **on account of** – через, завдяки, внаслідок
25. **owing to** – через, завдяки, внаслідок
26. **prior to** – до
27. **regarding** – відносно
 respecting – відносно
28. **regardless of** – незважаючи на
29. **subject to** – за умови
30. **thanks to** – через, завдяки, внаслідок
31. **unlike** – на відміну від
32. **up to** – до
33. **with a view to** – з метою

34. **with regard to** – щодо, відносно
with respect to – щодо, відносно
 35. **with the object of** – з метою
with the purpose of – з метою

Складені сполучники

- as ... as** – як, мов, такий(же) ... як (і)
as if – ніби, наче
as long as – доки
as soon as – як тільки
as though – ніби, наче
as well as – як; мовби; так, як
both ... and – як, так і
but for – якби не
either ... or – або ... або
in order that – (для того) щоб
neither ... nor – ні ... ні
on condition (that) – за умови, що
on the ground (that) – на той підставі, що
so as – щоб, для того, щоб
so that – щоб, для того, щоб
suppose (that) – якщо, припустимо, що
supposing (that) – якщо, припустимо, що
the ... the ... – чим ... тим

Підрядні сполучники та типи підрядних речень

Підрядні додаткові речення

that (щоб, що), whether, if (якщо, якби)

Підрядні речення часу

- | | |
|--|--|
| after – після того як | since – з того часу як |
| as – коли, в той час як, в міру того як | until – дати, поки (не) |
| as long as – доки | till – до, доти, поки |
| as soon as – як тільки | when – коли |
| while – в той час як, доки | hardly ... when – ледве тільки ... як |
| before – перш ніж, до того як | no sooner.... than – ледве тільки |

Умовні підрядні речення

- | | |
|--------------------------------|---|
| if – якщо, коли б, якби | supposing (that) – якщо припустимо, що |
|--------------------------------|---|

in case – на випадок

on condition (that) – за умови, що

provided (that) – за умови, що

providing (that) – за умови, що

unless – якщо не

once – якось, варто тільки ... як

Підрядні речення причини

as – тому що, бо, оскільки

since – тому що, оскільки

because – тому що, бо

for – тому що, через те що

now (that) – тепер, коли

Підрядні речення мети

that

so that –

in order that

} щоб; для того, щоб

least – щоб ... не, якби ... не

Наслідкові підрядні речення

so that – так, що

so ... that – такий ... що

such that – такий ... що

Порівняльні підрядні речення

as ... as – так же ... як, такий же ... як

not so ... as – не так же ... як, не такий же ... як

than – ніж, аніж, як

as if – неначе, наче, немов

as though – неначе, наче, немов

Підрядні речення способу дії та допустові підрядні речення

as – як

like – як

though – хоча

although – хоча

even if – навіть якщо, хоча б

even though – навіть якщо, хоча б

no matter how – якби не

no matter what – щоб не, незважаючи на те, що

whoever – хто б не, який би не
whatever – який би не, будь-який
whichever – який би не
whenever – коли б не
wherever – де б не, куди б не
however – якби не

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