Міністерство освіти і науки України

НАЦІОНАЛЬНИЙ УНІВЕРСИТЕТ
«ОДЕСЬКА ПОЛІТЕХНІКА»

Кафедра іноземних мов

МЕТОДИЧНІ ВКАЗІВКИ ДО ПРАКТИЧНИХ ЗАНЯТЬ З АНГЛІЙСЬКОЇ МОВИ

ENGLISH FOR PROFESSIONAL PURPOSES
1 PART
(АНГЛІЙСЬКА МОВА ЗА ПРОФЕСІЙНИМ СПРЯМУВАННЯМ)
1 ЧАСТИНА
для здобувачів III рівня вищої освіти (PhD)

Спеціальність 104 Фізика та астрономія

Одеса
Одеська політехніка
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ENGLISH FOR PROFESSIONAL PURPOSES . 1 PART

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Затверджено
на засіданні кафедри
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2025

Методичні вказівки до практичних занять з англійської мови English for professional purposes.Grammar. (Англійська мова за професійним спрямуваннямю 1 частина) для здобувачів III рівня вищої освіти (PhD)/ Спеціальність 104 Фізика та астрономія
Укл.:доцент Л.Ю. Цапенко, доц. Г.Ф. Дьяченко,доц. Т.І.Борисенко, ст. викл О.В. Лебедєва , ст. викл О. В. Гвоздь) Одеська політехніка , 2025.-56 с. Осітньо-наукова програма "Фізика ядра, елементарних частинок та високих енергій. "

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ПЕРЕДМОВА

Методичні вказівки до практичних занять з англійської мови English for professional purposes.1 частина призначені для здобувачів III рівня вищої освіти (PhD). Спеціальність 104 Фізика та астрономія

Метою Методичні вказівки є взаємозв'язане формування у здобувачів вмінь та навичок в різних видах мовної комунікації (читання, письма та говоріння англійською мовою) відповідно до Програми за тематикою включених напрямків.

За рахунок тренування в читанні текстів і виконання завдань комунікативного характеру здобувачі підвищують рівень практичного володіння англійською мовою за напрямком з рівня B2 до рівня C1 (за критеріями Документа Ради Європи «Загальноєвропейські компетенції володіння іноземною мовою: Вивчення, викладання, оцінка» - CEFR), що дає можливість: вільно читати оригінальну літературу іноземною мовою у відповідній галузі знань; оформляти витягнуту з іноземних джерел інформацію у вигляді перекладу або резюме; робити повідомлення і доповіді іноземною мовою на теми, пов'язані з науковою роботою майбутнього фахівця; вести бесіду за напрямком.

Методичні вказівки містять 23 практичних заняття (Units), об єднаних за тематикою вказаних напрямків і є ідентичними у структурному відношенні. Кожне заняття складається з тексту та комплексу мовних вправ, які розраховані на удосконалення навичок активізації словарного і грамматичного мінімуму професійного спрямування.

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UNIT 1

Definition and explanation of concepts in the field of research in a foreign language.

Мета заняття: Здатність застосовувати знання у практичних ситуаціях.

Research has been defined in a number of different ways, and while there are similarities, there does not appear to be a single, all-encompassing definition that is embraced by all who engage in it. Research, in its simplest terms, is searching for knowledge and searching for truth. In a formal sense, it is a systematic study of a problem attacked by a deliberately chosen strategy, which starts with choosing an approach to preparing a blueprint (design) and acting upon it in terms of designing research hypotheses, choosing methods and techniques, selecting or developing data collection tools, processing the data, interpretation, and ending with presenting solution(s) of the problem.
Another definition of research is given by John W. Creswell, who states that "research is a process of steps used to collect and analyze information to increase our understanding of a topic or issue". It consists of three steps: pose a question, collect data to answer the question, and present an answer to the question.

Original research, also called **primary research**, is research that is not exclusively based on a summary, review, or synthesis of earlier publications on the subject of research. This material is of a primary-source character. The purpose of the original research is to produce new knowledge rather than present the existing knowledge in a new form (e.g., summarized or classified). Original research can take various forms, depending on the discipline it pertains to. In experimental work, it typically involves direct or indirect observation of the researched subject(s), e.g., in the laboratory or in the field, documents the methodology, results, and conclusions of an experiment or set of experiments, or offers a novel interpretation of previous results. In analytical work, there are typically some new (for example) mathematical results produced or a new way of approaching an existing problem. In some subjects which do not typically carry out experimentation or analysis of this kind, the originality is in the particular way existing understanding is changed or re-interpreted based on the outcome of the work of the researcher.
The degree of originality of the research is among the major criteria for articles to be published in academic journals and usually established by means of peer review. Graduate students are commonly required to perform original research as part of a dissertation.

Scientific research

Scientific research is a systematic way of gathering data and harnessing curiosity. This research provides scientific information and theories for the explanation of the nature and the properties of the world. It makes practical applications possible. Scientific research may be funded by public authorities, charitable organizations, and private organizations. Scientific research can be subdivided by discipline.
Generally, research is understood to follow a certain structural process. Though the order may vary depending on the subject matter and researcher, the following steps are usually part of most formal research, both basic and applied ;

Observations and formation of the topic: Consists of the subject area of one's interest and following that subject area to conduct subject-related research. The subject area should not be randomly chosen since it requires reading a vast amount of literature on the topic to determine the gap in the literature the researcher intends to narrow. A keen interest in the chosen subject area is advisable. The research will have to be justified by linking its importance to already existing knowledge

about the topic.
Hypothesis: A testable prediction which designates the relationship between two or more variables.
Conceptual definition: Description of a concept by relating it to other concepts.
Operational definition: Details in regards to defining the variables and how they will be measured/assessed in the study.
Gathering of data: Consists of identifying a population and selecting samples, gathering information from or about these samples by using specific research instruments. The instruments used for data collection must be valid and reliable.
Analysis of data Involves breaking down the individual pieces of data to draw conclusions about it.
Data Interpretation: This can be represented through tables, figures, and pictures, and then described in words.
A common misconception is that a hypothesis will be proven (see, rather, null hypothesis). Generally, a hypothesis is used to make predictions that can be tested by observing the outcome of an experiment. If the outcome is inconsistent with the hypothesis, then the hypothesis is rejected However, if the outcome is consistent with the hypothesis, the experiment is said to support the hypothesis. This careful language is used because researchers recognize that alternative hypotheses may also be consistent with the observations. In this sense, a hypothesis can never be proven, but rather only supported by surviving rounds of scientific testing and, eventually, becoming widely thought of as true.

A useful hypothesis allows prediction and within the accuracy of observation of the time, the prediction will be verified. As the accuracy of observation improves with time, the hypothesis may no longer provide an accurate prediction. In this case, a new hypothesis will arise to challenge the old, and to the extent that the new hypothesis makes more accurate predictions than the old, the new will supplant it. Researchers can also use a null hypothesis, which states no relationship or difference between the independent or dependent variables.

Exercise 1 Read and translate the text.

Exercise 2 Read and memorize using a dictionary:

define, embrace, way of approaching, depend on, intend, peeer review, testable prediction, be subdivided, order, amount of, falsifiability, prediction , to challenge , supplant, relationship

Exercise 3 Ask the questions to the given answers:

1. Question:_____
Answer: Another definition of research is given by John W. Creswell
2.Question:_____-
Answer : Original research is research that is not exclusively based on a summary, review, or synthesis of earlier publications on the subject of research. 3.
Question :_____
Answer : Generally, research is understood to follow a certain structural process
4. Question: _____
Answer: The instruments used for data collection must be valid and reliable.

Exercise 4. Make a short account of the text.

Test questions on the theme.

1. What is Research?
2. How can you describe the purpose of the original research?

3. What is Scientific research?
4. What steps are usually part of the most formal research?

UNIT 2

Structure of English sentence .The Noun. The Adjective .

Мета заняття Засвоєння мовних явищ, характерних для наукового стилю мовлення, і особливостей його усних і письмових жанрів.

Structure of English sentence

Exercise 1. Change the following sentences to questions

We study English. — Do we study English?
He works very hard. — Does he work very hard?
1. He washes his hands. 2. Their mother works in the house. 3. We come to the Institute at the same time. 4. He drinks a lot of tea at breakfast. 5. The teacher comes in and shuts the door. 6. I read newspapers every day. 7. We often drink coffee together.

Exercise 2. Make the sentences negative according to the pattern

There is a board on the wall. — There is no board on the wall. There is not a board on the wall.
There are some desks in the classroom. — There are not any desks in the classroom. There are no desks in the classroom.
1. There are ten desks in the classroom. 2. There are some ear-phones on the desks. 3. There is a clock in the top right-hand corner. 4. There is a tape-recorder on the table. 5. There are two windows in the room. 6. There are some bags on the desks. 7. There are some bookshelves on the wall. 8. There are some books in the bag. 9. There are two beds in our room. 10. There is a chair at the table.

The Noun.

Exercise 3. Translate into Ukrainian.
1. The firm stated that a license was required for the export of these goods.
2. Russia has the world's largest deposits of oil.
3. We have received some important information on the state of the wool market.
4. Mathematics forms the basis of many other sciences.
5. Coal is extracted in many districts of our country.
6. A new glass works has been built near the village.
7. He is the father of my sister's husband.
8. A woman of her intelligence would make a good Supreme Court justice.

Exercise 4. Make the nouns in bold plural. Change sentences if necessary.
1. A **copy** of the contract was sent to London.
2. The last **leaf** fell from the **tree**.
3. The **woman** standing by the window is our **secretary**.

4. This **shoe** is too large for my **foot**.
5. “Is this **worker** an **Englishman** or a **German**?” — “He is a **Frenchman**”.
6. The **mouse** was caught.
7. What is the **child’s name**?
8. The **roof** of the **house** was covered with snow.
9. A **potato** is a **vegetable** and a **cherry** is a **fruit**.

The Adjective .

Exercise 5 Find and underline the adjectives in the text. Translate the story.

My favourite painting is in a light oval room with large windows. It was painted by a famous Italian artist. An elegant lady rides a black horse in a beautiful park. Three small funny dogs are running behind them. The woman looks happy and excited. I feel quite warm and comfortable when I look at this old painting.

Exercise 6 Put appropriate adjectives into the sentences. Translate the sentences.

Valuable, delicious , English, leather , tired, careful, free, cotton, good, cold ,

1. Please be … with a knife.
2. Sherlock Holmes was an … detective.
3. Good bye! Have a … time in Mexico.
4. I like going shopping in my … time.
5. Don’t leave … things in your bags.
6. I’m going to bed. I’m so …
7. These peaches are very …
8. Will you close the window? I feel …
9. I’m looking for a white … dress and a pair of red … shoes.

Test questions on the theme.

1. What can you tell about the Word order in simple sentences.?
2 What two classes of nouns do you know?
3.How do you form plural of nouns?
4.Can you tell about the Degrees of comparison of adjectives **?**

UNIT 3

Concepts, features, purpose and tasks of the research work

Мета заняття: Здатність працювати з різними джерелами

Research is a common activity in academic institutions all over the world. In the United States, for instance, research output is bolstered by educational institutions such as Harvard University, Stanford University, and the Massachusetts Institute of Technology (Nature Index, n.d.).
Also called scholarly research, academic research has been defined as research that has the sole purpose of creating or furthering knowledge (ARTiFACTS, 2020). Academic research also tends to

be theoretically focused, and its findings are evaluated through a peer review process and made public through scholarly journals and academic conferences.

In many cases, academic research is defined in contrast to professional research. Also called applied research, professional research is carried out to find solutions to practical problems. This research is also commonly organizationally focused (Belmont University, 2021).

Today's technology has vastly improved one's access to knowledge. As such, this has contributed to the production of notable academic research. In fact, a report from the National Science Foundation shows that the global research output for science and engineering increased at an annual rate of around 4% in the last decade. It is made evident by the large volume of peer-reviewed journal articles and conference papers published each year. Academic research writing involves more than just choosing a topic, collecting and analyzing data, and leveraging academic writing tools. To be considered good, research must meet certain criteria. This article aims to answer the question "What are the characteristics of a good research?" by listing the criteria for such research. Hopefully, this guide can help researchers ensure the quality of research output.

Choosing the right research topic is a crucial step in the academic research process. A well-chosen topic can spark interest and lead to a successful research project. Here are some critical considerations for selecting an effective research topic:

- **Identify Your Interests:** Start by exploring areas that fascinate you. Think about subjects you've enjoyed in your courses or issues you are passionate about. A topic that genuinely interests you will keep you motivated throughout your research.
- **Consider Relevance and Significance:** Assess the relevance of your topic to your field of study. Is it addressing a current issue or gap in research? Selecting a topic that contributes to existing knowledge can enhance the impact of your work and attract the attention of readers and researchers alike.
- **Review Existing Literature:** Conduct a preliminary literature review to understand your area's current state of research. This will help you identify gaps, ongoing debates, and under-explored topics. It can also spark new ideas and refine your research question.
- **Narrow Down Your Focus:** Once you have a broad topic in mind, narrow it down to a specific research question. A focused topic will make your research more manageable and provide a clear direction. Ask yourself, "What specific aspect of this topic do I want to explore?"
- **Seek Feedback:** Discuss your topic ideas with peers, mentors, or instructors. Their feedback can provide valuable insights and help you refine your question. They may also suggest additional angles to consider or highlight potential challenges.
- **Assess Feasibility:** Consider the resources available to you, such as time, funding, and access to data. Ensure that your chosen topic can be realistically researched within these constraints. A feasible topic will save you from unnecessary stress later in the research process.

Align with Assignment Guidelines: If your research is tied to a specific assignment or project, make sure your topic aligns with the provided guidelines. This alignment will help you stay focused and meet the requirements of your academic institution. By following these steps, you can select a research topic that interests you and contributes to your field. A well-chosen topic sets the foundation for a successful research project, making the entire process more enjoyable and fulfilling.

So The purpose of research is therefore to find out what is known, what is not and what we can develop further. In this way, scientists can develop new theories, ideas and products that shape our society and our everyday lives. The purpose of research is.to study based on collected and analyzed data.

And Research tasks are a game mechanic that offers rewards for Trainers who complete various task objectives. Many of these tasks focus on skill and execution rather than depending on random chance.

Exercise 1 Read and translate the text.

Exercise 2 Read and memorize using a dictionary:

be bolstered, evaluate, solutions, involve, crucial step, notable, to aim, consider, relevance, significance, align, assignment, guidelines, to shape, rewards, objectives, select , execution

Exercise 3 Ask the questions to the given answers:

1. Question:_____
Answer: Academic research also tends to be theoretically focused,
2.Question:_____-
Answer : . It is made evident by the large volume of peer-reviewed journal articles and conference papers published each year.
3. Question :_____
Answer : Choosing the right research topic is a crucial step in the academic research process
4. Question: _____
Answer: The purpose of research is.to study based on collected and analyzed data.

Exercise 4. Make a short account of the text.

Test questions on the theme.

1. How is academic research defined?
2. What does today s technology have?
3. What is the purpose of research?
4. What does a well-chosen topic set?

UNIT 4

How to prepare a scientific work for publication

Мета заняття: Здатність працювати з різними джерелами, розшукувати, обробляти, аналізувати і синтезувати отриману інформацію

Writing and publishing a research paper is indeed a crucial aspect of academic and scientific endeavors. This comprehensive guide helps you break down the process into manageable steps and offers insights into each stage.
What is a Research Paper?
A **research paper** is a scholarly document that presents the results of original research, analysis, or evaluation on a specific topic. It is a fundamental component of academic and scientific communication, allowing researchers to share their findings with the broader community.
A **research paper** is a written work that explores a particular subject or problem through systematic investigation and analysis. Its primary purpose is to contribute new knowledge, insights, or perspectives to the existing body of academic literature. Research papers can vary in length, structure, and format depending on the discipline, academic level, and publication requirements.
Serving as the backbone of academic and scientific progress, research papers play a crucial role in the dissemination of knowledge, fostering intellectual dialogue, and contributing to the advancement of

various fields. Here are some points that depict the benefits of writing a research paper.

1. Knowledge Dissemination

One of the primary purposes of research papers is to disseminate new knowledge and findings. Through meticulous investigation and analysis, researchers generate insights that contribute to the existing knowledge body.

By publishing their work, they share these discoveries with the global academic community, enabling other scholars to build upon, critique, or expand the research.

2. Peer Review and Validation

The peer-review process is a cornerstone of scholarly publishing that ensures the quality and validity of research papers. When researchers submit their work to journals, it undergoes scrutiny by experts in the field.

This rigorous evaluation helps identify potential flaws, strengthens the methodology, and ensures that the findings are robust. Published papers, thus, gain credibility and legitimacy within the academic community.

3. Contributing to Scientific Progress

Research papers contribute significantly to the progress of science and technology. By documenting methods, results, and conclusions, researchers provide a foundation for future investigations. Scientific progress relies on a cumulative process where each study builds upon the work of others. Consequently, research papers become building blocks that propel fields forward.

4. Promoting Academic Dialogue

Through this ongoing conversation, scholars refine their theories, challenge assumptions, and collectively push the boundaries of knowledge. Conferences, symposia, and academic journals become platforms for this dynamic exchange.

5. Educational Value

Research papers serve an educational purpose by providing valuable resources for students, educators, and aspiring researchers. Students can access a wealth of information, gain insights into research methodologies, and learn how to evaluate scientific literature critically.

6. Professional Recognition

For researchers, publishing papers is a crucial element for professional recognition and career advancement. A robust publication record is often a key metric for evaluating the impact and significance of a researcher's contributions. It can influence hiring decisions, promotions, and funding opportunities, showcasing the researcher's expertise and dedication to advancing knowledge.

Purpose of Writing a Research Paper

Writing a **research paper** holds significance as it contributes to the academic and scientific community by sharing new knowledge, advancements, and insights. It serves several purposes:**1. Knowledge Contribution**

Research papers add to the existing body of knowledge, providing new information or perspectives that can benefit others in the field.

2. Communication of Ideas

It allows researchers to communicate their findings, methodologies, and interpretations to a wider audience, facilitating the exchange of ideas within the academic community.

3. Validation of Results

Through the peer-review process, research papers undergo scrutiny from experts, ensuring the validity and reliability of the findings. This contributes to the credibility of the research.

4. Building on Previous Work

Researchers often cite existing literature in their papers, demonstrating how their work builds upon or challenges prior studies. This helps in the continuous progression of knowledge.

5. Educational Value

Writing a research paper enhances a researcher's understanding of their topic, fostering critical thinking, analytical skills, and a deeper appreciation for the research process.

6. **Professional Development**

Publishing research papers is crucial for researchers' career advancement, as it establishes their

expertise, visibility, and recognition within their field.

7. Problem Solving

Research papers often address real-world issues, offering potential solutions or insights. This practical application contributes to societal progress and development.

How to Write and Publish a Research Paper in 7 Steps?

In essence, the purpose of writing and publishing research papers extends far beyond individual accomplishments. These documents are essential tools for sharing knowledge, validating scientific findings, fostering academic dialogue, contributing to progress, and shaping the educational landscape. By embracing these purposes, researchers collectively propel their fields forward, enriching the global tapestry of human understanding.

1. Select a Relevant Topic

Choose a topic that aligns with your interests and expertise. Ensure it's relevant to your field of study and contributes to existing knowledge. Conduct a literature review to understand the existing research and identify the gaps your paper will address.

2. Develop a Clear Research Question or Hypothesis

Formulate a focused research question or hypothesis that your paper aims to answer. Clearly define the objectives and scope of your study. This provides a roadmap for your research and helps maintain a coherent structure throughout the paper.

3. Plan and Conduct Rigorous Research

Design a well-thought-out research methodology that suits your question or hypothesis. Collect data using appropriate methods and tools. Ensure the reliability and validity of your findings. Organize your data effectively, making it ready for analysis.

4. Write a Solid Introduction

Craft an engaging introduction that provides background information, states the research problem, and outlines your objectives. Clearly articulate the significance of your study and how it contributes to the existing body of knowledge. End the introduction with a concise thesis statement.

5. Structure a Well-Organised Body

Divide the main body of your paper into sections such as literature review, methodology, results, and discussion. Present your findings logically, supported by evidence. Interpret the results and relate them to your research question or hypothesis. Maintain a coherent flow of ideas throughout.

6. Craft a Thoughtful Conclusion

Summarise your key findings and their implications. Revisit your research question or hypothesis and discuss whether they were answered or supported by your results. Highlight the contributions of your study and suggest avenues for future research. Conclude with a strong, memorable statement.

7. Prepare for Publication

Review and revise your paper thoroughly. Ensure clarity, coherence, and adherence to formatting guidelines. Seek feedback from peers or mentors. Once satisfied, submit your paper to a reputable journal in your field. Follow the journal's submission guidelines and be prepared to address reviewers' comments.

Understanding The Key Components of Research Papers

Writing a **research paper** involves several key components that contribute to the overall quality and effectiveness of the document. From the initial stages of selecting a topic to the final steps of citation and proofreading, each component plays a crucial role in producing a well-researched and well-written paper.

Conclusion

Remember, writing and publishing a research paper requires patience and persistence. Embrace feedback as an opportunity for improvement, and be prepared to revise and resubmit. With diligence and attention to detail, your research can make a valuable contribution to your academic field

Exercise 1 Read and translate the text.

Exercise 2 Read and memorize using a dictionary:

Research, add, exist, knowledge, provide , perspectives, benefit , significance, study,, contribute , involve , quality ,effectiveness , initial, stages, select, topic, support , Highlight , contribution ,

Exercise 3 Ask the questions to the given answers:

1. Question:_____
Answer:_Formulate a focused research question or hypothesis that your paper aims to answer
2.Question:_____-
Answer : Review and revise your paper thoroughly
3. Question :_____
Answer : Writing a research paper involves several key components that contribute to the overall quality and effectiveness of the document
4. Question: _____
Answer: Writing and publishing a research paper requires patience and persistence.

Exercise 4. Make a short account of the text.

Test questions on the theme.

1. **What is a Research Paper**?
2. How have you to Structure a Well-Organised Body ?
3 What does it mean : Prepare for Publication ?
4. What does writing and publishing a research paper require?

UNIT 5

The Numeral. The Pronoun

Мета заняття Вдосконалення й подальший розвиток знань, навичок і вмінь з іноземної мови (англійської)

The Pronoun

Exercise 1. Choose the correct form of pronouns in brackets.

1. What colour is the shirt? It is so far that I can't see (it's/its/it) colour. 2. They rarely drive to (their/them/ theirs) office. They live near (it's/it/its). 3. Look at (me/ mine/my) new watch. Do you like (it/them/its)? 4. These books are (her/hers). Give (them/their/theirs) to (hers/ her). 5. Do you like (you/your/yours) new car? — Oh, (it's/it/its) has never let me down yet. 6. (Theirs/Their/ Them) work is much more difficult than (you/yours/ your) or (me/mine/my). 7. Why are (you/your/yours) sitting here? It is not (you/your/yours) desk, it is (me/ mine/my). 8. This tape recorder of (her/hers/she) is always out of order. — But so is (you/your/yours)! 9. She has not read a line of (you/your/yours), how can she criticize (you/your/yours) books? 10. The clock has stopped. Something may be wrong with (it's/it/its) spring. 11. (We/Our/Ours) was the last turn.

Exercise 2.

Fill in the blanks with the appropriate reflexive pronouns and translate the sentences into Ukranian.

1.1 opened the door and found___facing a stranger. 2. Go and see it for___if you like. 3. The newcomers built the houses___,, 4. Would you mind keeping your words to ___? 5. He has injured _____ 6. During the breaks they amused _____ in the bar. 7. We protect.___from the cold with warm things. 8. She settled___in the armchair as comfortably as she could. 9, You can trust him. He is honesty __. 10. He cut____shaving this morning. 11 She burnt ___ironing a dress. 12. Don't blame___. It is not your fault. 13. Did you cut your hair___or did you go to the hairdresser's? 14. Aren't you hungry? Help___to the meat. It's delicious.

Exercise 3. Fill in the blanks with the appropriate reflexive pronouns where necessary.

1. Have a good time. Try to relsx___and enjoy___. 2. She decided to excuse___his bad behavior. 3. Why don't you want to concentrate___? Pull___together and start work. 4. She did not know where to hide___. 5. Though it was rather cold in the room he felt__,,hot. 6. Have you shaved___today? *7.* She found___in an awkward situation. 8. Did the children behave___? 9. We protected___against damage. 10. She stopped crying, washed___, and decided to go downstairs.

The Numeral

Exercise 4. Answer the questions. Write the numbers in full.

1. How many minutes are there in two hours? 2. How many kilometers are there in a mile? 3. What is your normal temperature? 4. How much do you weigh? 5. Hov many cents are there in $2,5? 6. How many days are there in a year? 7. When were you born? 8. What is your telephone number? 9. What is the number of your flat? 10. What is the approximate population of Ukrain?

Exercise 5. Write the answers to these sums and read them aloud.

1) 47 and 34 is___ 2) 33 multiplied by 4 is___ 3) 45 times 4 is___ 4) 314 plus 216 is___

5) 112 minus 45 is___ 6) Add 12 and 4, multiply by 8, then subtract 40 and divide by 11. You have got___. .7) 90 divided by 6 is___ 8) Divide 66 by 11, multiply by 5, add 20,and subtract 18. You have got___.

Exercise 6. Correct the mistakes (if any) in these sentences.

1 The radio said that there were more than ten thousands people taking part in the meeting. 2. She bought two dozens eggs. 3. My birthday is on the twenty-one of March. 4. His telephone number is four six seven, five nought, nine two. 5. There are two hundred fifteen pages in this book. 6, Write down the following: zero point six hundred and twelve plus six point nought two. 7. This is twenty-five per cents of the total. 8. The game ended with the score three nought. 9. The temperature is two degrees *below* oh. 10. He was born in nineteen eighty-first.

Test questions on the theme.

1. What can you tell about the Numeral?
2 Whatnumerals do you know?
3. What pronouns do you know?
4. Can you name different pronouns?

UNIT 6

Types of Abstracts and Annotations

Мета заняття: Здатність відслідковувати найновіші досягнення у професійній сфері та знаходити наукові джерела, які мають відношення до сфери наукових інтересів здобувача

An abstract is an article that presents the argument of your paper and gives the reader general information about your paper. A well-written abstract can convey the argument, key points, main topics, methods, and conclusion of your paper. This way, readers can understand the purpose of your paper without reviewing your entire paper.

Because it provides a brief overview of your paper, an abstract can enable readers to judge whether they want to read the larger body paragraphs of the paper. Additionally, an abstract introduces your topic and includes your argument about the topic. This way, readers can understand your approach to the topic and your writing tone and use it for t, there are four types of abstracts you can write. These abstracts have characteristics depending on your argument and the information you want to convey to the reader. Let's take a closer look at the types of abstracts together.

1-) Informative Abstract

While an informative abstract gives details about the background of your paper, its major points, your research method, your findings and conclusions, and the conclusion you reached, it can also include conditions that readers should pay attention to before reading the body paragraphs. An informative abstract consists of approximately 250 words and is the most frequently used abstract type. Informative abstracts can be used for almost any topic and argument.

2-) Descriptive Abstract

A descriptive abstract provides an overview of your paper and contains brief information about your key points and research method. A descriptive abstract, unlike an informative one, does not include your findings and results or convey conclusions and recommendations to the reader. In other words, a descriptive abstract is a more compact version of an informative abstract that contains less information. A descriptive abstract consists of approximately 100 words and is less informative than an informative abstract.

3-) Critical Abstract

Instead of focusing on the key point and argument of your paper, a critical abstract focus on the findings, results, and conclusion. A well-written critical abstract typically restates the paper's findings and conclusions from the researcher's point of view. Moreover, a critical abstract can compare and contrast findings by referencing outside information. A critical abstract consists of approximately 500 words and is more focused on the paper's conclusion.

4-) Highlight Abstract

Hook sentences, which are used to attract the attention of the reader in an article or blog post, are exactly equivalent to a highlight abstract. A highlight abstract aims to persuade the reader to read the entire paper rather than just inform the reader or explain the findings. For this reason, a highlight abstract contains less information and more catchy sentences than the other three.

All abstracts include:

- A full citation of the source, preceding the abstract.
- The most important information first.
- The same type and style of language found in the original, including technical language.
- Key words and phrases that quickly identify the content and focus of the work.
- Clear, concise, and powerful language.

There are at least 4 types of annotations If you're doing independent research, think about the type(s) that will suit your purpose best.

- **Descriptive:** You describe the source in this type of annotation.. The description includes topics in the work, the scope and time coverage of the topics, and any special features, e.g., appendices.
- **Summative:** In this type of annotation, you present the main arguments and supporting content of the source, but without any critique. The author's background and credentials may also be included.
- **Evaluative or critical:** The point of this annotation type is to examine the author's presentation and discuss whether the methodology and reasoning are sound, whether the findings and conclusions contribute to the field, how it compares to other sources, and other evaluative issues. This is often a difficult annotation type for students. Visit the Critical Appraisal and Analysis webpage at Cornell University Library to see the types of questions you might ask.
- **Reflective:** This type of annotation is your chance to think about the source you've read, and write about how it fits into your body of research and all the other investigation you've done.

Exercise 1 Read and translate the text.

Exercise 2 Read and memorize using a dictionary:

Convey, conclusion , provide, brief ,overview , restate, scope, descriptive, Summative, Evaluative**,** sources, scope , coverage, source , appendices., appraisal, independent

Exercise 3 Ask the questions to the given answers**:**

1. Question:_____

Answer: _A descriptive abstract, unlike an informative one, does not include your findings and results ._____2.Question:_____-

Answer : . A well-written critical abstract typically restates the paper's findings and conclusions from the researcher's point of view.

3. Question :_____

Answer : The point of this annotation type is to examine the author's presentation. .

4. Question: _____

Answer: There are at least 4 types of annotations .

Exercise 4. Make a short account of the text.

Test questions on the theme.

1. How many types of annotations are discussed in the article?
2. What is an abstract? 3. What types of abstracts are described in the article?
4. What do all abstracts include?

UNIT 7

Samples of clichés used in Abstracts and Annotations in English

Мета заняття: Вільно спілкуватися державною та іноземною мовами усно і письмово для обговорення і презентації результатів професійної діяльності, досліджень та проектів.

What do You Mean By Cliché?

A cliché is a phrase, expression, or idea that has become overly familiar or predictable due to excessive use. Often, clichés originally held a strong or impactful meaning, but they lose effectiveness when

repeated too frequently. In writing, clichés can weaken descriptions or ideas because they fail to offer unique or fresh perspectives, relying on language that has lost its originality. For example, phrases like "time will tell," "last but not least," or "in the nick of time" are all clichés that, while understood universally, don't bring any new insight.

Types of Clichés

Clichés can manifest in various forms, affecting different aspects of writing. Let's break down the most common types:

Phrasal Clichés

These are the most recognisable clichés—phrases that have been used so frequently that they've lost their original impact. Examples include "at the end of the day," "better late than never," and "think outside the box."

Plot Clichés

These are narrative tropes that have become predictable and dull due to overuse. For instance, the 'damsel in distress' or the 'reluctant hero' are classic examples of plot clichés. While these archetypes can still be effective, relying too heavily on them without adding a unique twist can make your story feel unoriginal.

Character Clichés

detective,' or the 'manic pixie dream girl.' These clichés can reduce characters to mere stereotypes, stripping them of depth and relatability.

Situational Clichés

These are scenarios or situations that have been played out so many times in literature, films, and television that they no longer surprise or engage the audience. Examples include the 'love triangle,' the 'unexpected inheritance,' or the 'villain revealing their master plan.'

Descriptive Cliché

Overused metaphors and similes fall into this category. Describing someone's eyes as 'piercing blue' or saying 'her heart raced like a wild horse' are examples of descriptive clichés that lack originality.

CLICHÉS AND USEFUL PHRASES FOR ANNOTATIONS:

1. It is described in short…
2. It is shown that…
3. is analysed.
4. is examined.
5. Attention is drawn to…
6. Data are given about…
7. Attempts are made to analyse…
8. Attempts are made to formulate…
9. Conclusions are drawn…
10. Recommendations are given…

For abstracts:

1.The article (text) is head-lined…
2. The author of the article (text) is…
3. The main idea of the article (text) I
The article is about…
The article deals with…
The article touches upon…
The article presents some results which illustrate...
4. The purpose of the article is to give the reader some information on…;

to compare…; to determine…
The aim of the article is to provide the reader with…
5. The author starts by telling the readers about (that)…
6. The author writes (states, stresses, thinks, points out) that…
The article describes…
According to the article (text)…
The article goes on to say that…
7. The article can be divided into 3 (4-5) parts.
The first part deals with…
The second part is about…
The third part touches upon…
8. In conclusion the article reads…
The author comes to the conclusion that…
9. I found the article (text) interesting (important, up-to-date, informative).

We are often warned to avoid cliché in our writing, but what does this really mean? A cliché is a phrase that has been used so often that its meaning has become unimportant. A cliché says nothing new or original and is a waste of valuable words, especially when you are working within a word limit. Because clichés are established phrases that have been used to death, they no longer add meaning to your sentences. Even worse, readers tend to switch off when they read them. It's much better to take the time to think about what you want to say and then try to formulate it clearly and originally than to borrow a cliché that signals lazy writing and lack of thought.

In an academic article or essay, it is always best to be specific and to avoid generalisation. This is the main problem with clichés: by their very nature, they generalise. When tempted to use a cliché, always ask yourself how you can explain the idea in relation to your work.

Exercise 1 Read and translate the text.

Exercise 2 Read and memorize using a dictionary:

familiar , predictable , excessive use, impactful meaning, affect, common , warn, avoid, established phrases, to borrow. generalise., to state, stress, point, to provide the reader with

Exercise 3 Ask the questions to the given answers:

1. Question:_____
Answer: These clichés can reduce characters to mere stereotypes, stripping them of depth and relatability.
2.Question:_____-
Answer :Describing someone's eyes as 'piercing blue' or saying 'her heart raced like a wild horse' are examples of descriptive clichés that lack originality. 3.
Question :_____
Answer When tempted to use a cliché, always ask yourself how you can explain the idea in relation to your work.
4 Question: _____
Answer: Overused metaphors and similes fall into this category

Exercise 4. Make a short account of the text.

Test questions on the theme.

1. What do You Mean By Cliché?
2. What Types of Clichés do you know?
3. What Clichés are used in annotations?
4. What Clichés are used for abstracts ?

UNIT 8

The Verb. The Active Voice Simple tenses

Мета заняття Розвиток і вдосконалення навичок і умінь в основних видах мовленнєвої діяльності:

THE PRESENT SIMLE TENSE

Exercise 1. Open the brackets and use the Present Simple Tense.

1.Linda and I (work) for a company, which (produce) automobiles. 2. We both (work) at an office which (be) just in front of the factory where cars (be made). 3, I (start) work at ten o'clock, and Linda (come) to the office at nine. 4. She (be) good at typing, she (write) letters and reports every day. 5. She (not know) French very well, so she often (go) to the sixth floor where I (work). 6. 1 sometimes (help) her translate letters, as I (know) French rather well. 7. Linda also (answer) telephone calls, sometimes she (show) visitors around the factory. 8. She (do) common paperwork, she (write) memos, (file) reports, (answer) letters. 9. She often (arrange) meetings for her boss and other managers of the company. 10. You (understand) what her job (be)? Yes, she (be) a secretary. 11. But she (not like) her job and (want) to be a manager.

Exercise 2. Put the words in the correct order to make Wh-questions.

1. German you why do study?
2. free does spend Emma her how time?
3. time they on get up what Saturdays do?
4. eating what breakfast like do you for?
5. James summer usually spend his does holidays where?
6. how home from do get work they?
7. read books Lilly does what?

THE PAST SIMPLE TENSE

Exercise 3. Open the brackets and use the Past Simple Tense.

1.The building of the trade centre (begin) a month ago. 2. It (be) bitterly cold yesterday. I (put) on my warm coat but I (catch) a cold still. 3. The postman (bring) the morning mail only at 10 o'clock. 4.1 (see) you the other day coming out of the library with a stack of books. Are you preparing for the exams? 5. We (have) a picnic yesterday, but the rain (spoil) the whole pleasure. 6. You (go) to the South when you (be) a child? 7. As soon as I came up, they (get) into a taxi and (go) away. 8. What sights you (see) when yon (be) in Egypt? *9.* Every winter Nick (go) to the Swiss Alps to ski, 10. He (come) in, (take) off his hat, (move) a chair to the table and (join) the conversation. 11. When he

(arrive)? — The plane was delayed and he (come) two hours later.

Exercise 4. Find mistakes and correct them.

1.What film do you watched at the cinema yesterday? 2. Who did tought you to play guitar? 3. Who he discussed this problem with? 4.He did not made a report at the conference yesterday. 5. The Walters flied to New Yourk two days ago. 6. Did Simon had a car accident yesterday? 7. He looked at her and gived her a note. 8. Where did you spent your holiday?

THE FUTURE SIMPLE TENSE

Exercise 5. Open the brackets and put the Future or the Present Simple Tense.

1.I (accompany) you with pleasure as soon as I (finish) my report. 2. The performance (be) a great success if he (play) the leading role. 3. If this time (be) convenient for you, we (meet) tomorrow. 4. We (not complete) the work this week in case he (get) ill. 5. We (not start) till he (arrive). 6. Provided he (leave) now, he (miss) the rush hour. 7. We (not be able) to carry out the experiment unless he (help) us. 8. You may take my dictionary as long as you (give) it back on Friday. 9. As soon as he (return) from the beach, we (have) dinner. 10.1 (phone) you when she (come).

Exercise 6. Open the brackets and put the Future or the Present Simple Tense.

1.I (accompany) you with pleasure as soon as I (finish) my report. 2. The performance (be) a great success if he (play) the leading role. 3. If this time (be) convenient for you, we (meet) tomorrow. 4. We (not complete) the work this week in case he (get) ill. 5. We (not start) till he (arrive). 6. Provided he (leave) now, he (miss) the rush hour. 7. We (not be able) to carry out the experiment unless he (help) us. 8. You may take my dictionary as long as you (give) it back on Friday. 9. As soon as he (return) from the beach, we (have) dinner. 10.1 (phone) you when she (come).

Test questions on the theme.

1. When do we use Simple Tenses?
2 How do we form Present Simple?
3. How do we form Past Simple?
4. How do we form Future Simple **?**

UNIT 9

Skimming reading of an English text on speciality

.**Мета заняття**: Вільно спілкуватися державною та іноземною мовами усно і письмово для обговорення і презентації результатів професійної діяльності, досліджень та проектів.

Skimming

Skimming and scanning are reading techniques that use rapid eye movement and keywords to move quickly through text for slightly different purposes. Skimming is reading rapidly in order to get a general overview of the material. Scanning is reading rapidly in order to find specific facts. While skimming tells you what general information is within a section, scanning helps you locate a particular fact. Skimming is like snorkeling, and scanning is more like pearl diving.

Use skimming in previewing (reading before you read), reviewing (reading after you read), determining the main idea from a long selection you don't wish to read, or when trying to find source material for a research paper.

Use scanning in research to find particular facts, to study fact-heavy topics, and to answer questions requiring factual support.

Skimming to save time

Skimming can save you hours of laborious reading. However, it is not always the most appropriate way to read. It is very useful as a preview to a more detailed reading or when reviewing a selection heavy in content. But when you skim, you may miss important points or overlook the finer shadings of meaning, for which rapid reading or perhaps even study reading may be necessary.

Use skimming to overview your textbook chapters or to review for a test. Use skimming to decide if you need to read something at all, for example during the preliminary research for a paper. Skimming can tell you enough about the general idea and tone of the material, as well as its gross similarity or difference from other sources, to know if you need to read it at all.

To skim, prepare yourself to move rapidly through the pages. You will not read every word; you will pay special attention to typographical cues-headings, boldface and italic type, indenting, bulleted and numbered lists. You will be alert for key words and phrases, the names of people and places, dates, nouns, and unfamiliar words. In general follow these steps:

1 Read the *table of contents* or *chapter overview* to learn the main divisions of ideas.

2 Glance through the main headings in each chapter just to see a word or two. Read the *headings of charts and tables*.

3 Read the entire *introductory paragraph* and then the *first and last sentence* only of each following paragraph. For each paragraph, read only the first few words of each sentence or to locate the main idea.

4Stop and quickly read the sentences containing *keywords* indicated in boldface or italics.

5 When you think you have found something significant, stop to read the entire sentence to make sure. Then go on the same way. Resist the temptation to stop to read details you don't need.

6 Read *chapter summaries* when provided.

If you cannot complete all the steps above, compromise: read only the chapter overviews and summaries, for example, or the summaries and all the boldfaced keywords. When you skim, you take a calculated risk that you may miss something. For instance, the main ideas of paragraphs are not always found in the first or last sentences (although in many textbooks they are). Ideas you miss you may pick up in a chapter overview or summary.

Good skimmers do not skim everything at the same rate or give equal attention to everything. While skimming is always faster than your normal reading speed, you should slow down in the following situations:

- When you skim introductory and concluding paragraphs
- When you skim topic sentences
- When you find an unfamiliar word
- When the material is very complicated

Skimming is a strategic reading technique of reading to get the main ideas of an article that allows you to read more in less time. This can be helpful in previewing a passage to decide if it's worth reading. There are many ways to approach a text; knowing how to get a sense for its general outline before reading more closely is a valuable skill. It can help you comprehend dense or difficult texts, narrow down your research for an essay, and even find books to read for fun!

Exercise 1 Read and translate the text.

Exercise 2 Read and memorize using a dictionary:

skimming scanning, rapid eye movement, move, slightly, purposes., significant, in order, overview , unfamiliar, temptation, alert for key words and phrases, the names of people and places, dates, nouns, in general , follow , valuable, reading speed, resist, divisions, rate

Exercise 3 Ask the questions to the given answers:

1. Question:_____
Answer: To skim, prepare yourself to move rapidly through the pages .
2.Question:_____-
Answer : Resist the temptation to stop to read details you don't need.
3. Question :_____
Answer Scanning is reading rapidly in order to find specific facts.
4 Question: _____
Answer: There are many ways to approach a text .

Exercise 4. Make a short account of the text.

Test questions on the theme.

1. What is skimming?
2. Where is skimming used?
3. Why can skimming reading be helpful?
4 What can you teii about skimming as a technique ?

UNIT 10.

Informative reading of an English text on speciality

Мета заняття: Здатність вільно спілкуватися державною та іноземною мовами усно і письмово

.Informative Texts and Their Features
Definition of Informative Texts
Informative texts, also known as expository texts, provide detailed information about a particular topi. They aim **to** educate and enlighten the reader by providing facts, details and explanations**.**
Structure of Informative Texts
Informative texts often have a clear structure that includes Introduction, body and conclusion. . Introduction presents the topic, the body contains the bulk of the information, and the conclusion summarises the main points.
Clear headings and subheadings are often used to divide the text into manageable sections.
Language and Tone of Informative Texts
These texts use a formal and objective tone. The author refrains from personal opinion or emotive language.The language is often detailed, precise and fact-based to provide a clear and comprehensible explanation to the reader.They may include specialised vocabulary or jargon related to the topic they are explaining.
Purpose and Types of Informative Texts
The main aim is to educate the reader about a topic, so they often provide
detailed descriptions, explanations, or instructions.Types of informative texts include textbooks, scientific articles, encyclopedias, how-to guides, and news reports.These texts strive to provide reliable

and accurate information. Look out for evidence, data, and sources supporting the information.

Analysing Informative Texts

Read these texts carefully to understand their core messages. Look for the main idea or theme. Note the facts and details provided, ensuring they support the main idea. Identify the structure and how it aids in comprehending the information presented. Be aware of any bias. Even within informative texts, the choice of topics, facts and the way they are presented could reflect bias. Remember, the ability to understand and analyse informative texts is an essential skill. Recognising their key features and understanding their purpose will help in comprehending the details and gaining insightful understanding of the topic they present

The four key reading techniques—skimming, scanning, intensive reading, and extensive reading—can significantly improve your reading skills, helping you to absorb and analyse information more effectively. Reading is the cornerstone of all study techniques..

Reading is a fundamental skill that plays a crucial role in personal and academic success. It enhances comprehension, expands vocabulary, and stimulates critical thinking. Mastering various reading techniques is essential for efficient studying and information retention. The four key reading techniques—skimming, scanning, intensive reading, and extensive reading—can significantly improve your reading skills, helping you to absorb and analyse information more effectively.

Reading is the cornerstone of all study techniques. Without efficient reading skills, taking notes, creating mind maps, and retaining information will take much longer than necessary. It's, therefore, important for you as a student to focus and improve your reading skills, as this will benefit you during and beyond your educational journey.

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How To Apply Reading Skills When Studying

Effective reading techniques offer numerous benefits . These techniques can enhance your academic performance and overall learning experience. By actively engaging with the text through methods like annotation, highlighting, and summarisation, you will be able to improve your comprehension and retain essential information.

Techniques such as skimming and scanning help manage study time efficiently and prioritise relevant material. Analytical reading fosters critical thinking skills, enabling students to evaluate arguments and draw informed conclusions.

Cultivating strong reading skills also translates into effective note-taking and research proficiency. Furthermore, this allows you to broaden your perspectives as you explore diverse reading materials. This also encourages lifelong learning and will boost your confidence in academic and professional settings.

Exercise 1 Read and translate the text.

Exercise 2 Read and memorize using a dictionary:

aim, educate , enlighten , provide, explanations, headings, subheadings, divide, manageable , aids , comprehend, be aware of, bias, enhance, overall, learning experience., foster, skills

Exercise 3 Ask the questions to the given answers:

1. Question:_____

Answer: They aim to educate and enlighten the reader by providing facts .

2.Question:_____-

Answer : Reading is the cornerstone of all study techniques.
3. Question :_____
Answer Techniques such as skimming and scanning help manage study time efficiently
4 Question: _____
Answer: Read these texts carefully to understand their core messages .

Exercise 4. Make a short account of the text.

Test questions on the theme.

1. What is the aim of informative texts?
2. What does the structure of informative texts include ?
3. What Types of Informative Texts do you know?
4. How to apply Reading Skills ?

UNIT 11.

Continuous Tenses

Мета заняття: Вільно спілкуватися державною та іноземною мовами усно і письмово для обговорення і презентації результатів професійної діяльності, досліджень та проектів**.**

The Present ContinuousTense

Exercise 1. **Open the brackets and put the Present ContinuousTense or the Present Simple Tense.**

1.He (to think) the situation is beyond control. 2.Albert (to see) his dentist in the afternoon. 3.I (to think) about going to the cinema tonight. 4. Kate (to be) very lazy these days. 5. This butter (to taste) bitter. 6. The secretary (to have) lunch now. 7. This car (to belong) to my father. 8. I (believe) he (to remember) her birthday. 9. You (to hear) what she (to say)? 10. I (to see) what you mean.

Exercise 2. Write questions. Use the Present Continuous Tense.

1. What's all that noise? (what / happen?) 2. What's the matter? (why / you / cry?) 3. Where's your mother? (she / work / today?) 4. I haven't seen you for ages. (what / you / do / these days?) 5. Amy is a student. (what / she / study?) 6. Who are those people? (what / they / do?) 7. I heard you started a new job. (you / enjoy / it?) 8. We're not in a hurry. (why / you / walk / so fast?)

Exercise 3. Open the brackets and put the verb into the Present Simple or the Present Continuous Tense.
1.Be quiet, please. We (work) at the translation and you (make) a lot of noise. 2. He always (go) for a walk in the evening. 3. Where is Jack? — He (meet) his girlfriend at the station. She (come) at 12 o'clock. 4. She (cry). Is something wrong? 5. In the morning I (have) little time, so I (take) a shower in the evening. 6. A decade (describe) a period of ten years. 7. Her brother (work) in Canada at present. 8. She always (dream) but (do) nothing to realize her dreams. 9. He (be) so suspicious to me at the moment. I wonder why. 10. Hurry up, Jane! We all (wait) for you. 11. Turn off the gas. Don't you see the kettle (boil)?.
Exercise 4. **Correct the the verbs in bold type if the tenses are wrong.**

The clock is striking, it's time to finish your studies. 2. They are understanding the problem now.
3. Where is John? — He prepares his lessons; he usually prepares them at that time. 4. They are glad to

know that their son is coming home next week. 5. The evening is warm, but you are shivering. Is anything the matter? — Nothing serious, I am feeling cold. 6. Can I see Mr. Green? — I am sorry, you can't: he has dinner. 7. The soup is tasting delicious. 8. Now I am seeing what you are driving at. 9. He believes in God and is always going to church on Sundays. 10.1 am hating to speak to him. He is always complaining and forgetting what to do.

The Past Continuous Tense

Exercise 5 . Open the brackets and use either the Past Simple or the Past Continuous.

1.We (walk) in silence when he suddenly (ask) me to help him. 2. I just (have) breakfast when the telephone (ring). When I came back to my coffee, it (be) cold. 3. When I (finish) my letter in the hall, a tall beautiful woman with red hair (enter). A dog (follow) her. 4. Ann (drop) two cups while she (wash up) last night, but neither of the cups (break). 5.I (walk) along the street watching what (go on) around me. Fast cars (rush) in both directions and it (be) impossible to cross the street. 6. The old man who (sit) on the bench beside me (keep) silence. Then suddenly he (turn round) to me and (begin) to speak. 7. I (stand) near the fence when suddenly I (hear) the voices. 8. He well (remember) the day when he first (go) to school. 9. We (talk) about Jim when he (run) into the room. 10. The day was marvelous: the sun (shine), the birds (sing) so we (decide) to go for a walk.

Exercise. 6. **Use the right form of the verbs in brackets**.

1. On that special day Grandma was in her best clothes, she (wear) net gloves and a hat. 2. The child's eyes (shine) with excitement as he stared at the rows and rows of toys in this fantastic shop. 3. The scientists (work) around the clock, they (try) to raise funds for further research. 4. She looked out of the window and saw that the children (return) slowly from school. 5. When we (meet) for the first time, he (sell) newspapers on the streets. 6. At exactly this time yesterday they (have) a briefing. 7. What you (do) when I (call) you? You (sleep) or what? 8. We (have) a very lazy holiday. We (play) tennis, (visit) friends, the children (swim) and (sunbathe). 9. Gwenny still (leaf) through the magazines when I returned to the parlour. 10. The middle-aged couple next to me (discuss) their plans for Christmas - who to invite out.

Excercise 7. Translate into English.

. 1. У нього алібі, інспекторе. Минулої суботи о 9 годині вечора він сидів у пивній. Багато людей можуть підтвердити це. 2. Вибачте, але я не міг приєднатися до вас, бо дивився свій улюблений фільм. 3. - Чим зараз займається твій син? - Готується до вступних іспитів до університету. 4. Увечері ми поїхали в центр міста. Безліч людей дивилися концерт на площі, деякі співали, інші танцювали. 5. Вони вже спізнювалися, але не могли вийти, бо йшов сильний дощ. 6. Хтось стукав у двері, але ми нікого не чекали. 7. Ніхто не міг зрозуміти, що відбувалося. 8. Коли ми прийшли в офіс, усі обговорювали останні події. 9. У будинку було спокійно: цокав годинник, кішка грала з м'ячиком, собака спав біля каміна, діти збирали нову гру. 10. Усі були дуже зайняті - вони готувалися до від'їзду.

The Future Continuous Tense

Exrcise 8. Put the verb in the brackets into the Present Simple, the Future Simple and the Future Continuous.

1.When I (get) home, my animals (sit) at the door waiting for me. 2. It (be) the middle of June. They (come) soon. 3.If you (want) to see us, come to Tom’s on Sunday. We (wait) for you there at midday. 4. At this time next week they (board) the plane to London. 5. They (have) English from nine to ten in

this room. 6. I (wait) for you when you (come). 7. “I (call) for her at eight.” — “No, don’t; she still (sleep).” 8. They are so angry. A few more words and they (quarrel) again. 9.You (know) her. She (stand) at the news stand. She (wear) a scarlet rain coat. 10. I (tell) her everything and I (show) her the papers. I promise you she (not/smile) this time..

Exercise 9. Translate into English.

1.У своїй наступній лекції вчений говоритиме про надприродні явища в цій галузі. 2. Не хвилюйся, Аня допомагатиме нам організовувати вечір. 3. - Не уявляю, що говоритимуть про мене люди після цього випадку. - Пліткуватимуть, а потім знайдуть нову тему для розмов. 4. Нас не буде в Києві в серпні. Ми гостюватимемо в родичів в Одесі. 5. - Цікаво, як вона реагуватиме на цю новину: чи буде вона сміятися, чи плакати, чи буде вона сердитися, чи радітиме. - Поживемо, побачимо. 6. Хотіла б я знати, чим займатиметься мій брат, поки нас не буде вдома. Боюся, що цілими днями він буде лежати на дивані й дивитися бойовики по телевізору. 7. Не хвилюйся, я не забуду тебе. Я буду думати про тебе день і ніч. А ти будеш згадувати мене? 8. Ірина не зможе приєднатися до нас сьогодні ввечері. Вона сидітиме із сусідськими дітьми. 9. Ти весь день будеш користуватися к омп'ютером? Він мені теж потрібен. 10. Ти не будеш проходити повз аптеку? Мені потрібні ліки. II. Якщо ти покинеш мене, все одно я буду сподіватися, я буду зберігати тебе (to hold) у своєму серці.

Test questions on the theme.

1. When do we use Simple Tenses?
2 How do we form Present Simple?
3. How do we form Past Simple?
4. How do we form Future Simple **?**

UNIT 12.

Features of translating technical and scientific texts

Мета заняття: Здатність вільно спілкуватися державною та іноземною мовами усно і письмово.
The main requirements that a scientific and technical translation must meet are: accuracy - all provisions interpreted in the original must be stated in the translation; Compression - all the provisions of the original should be stated, concise and laconic; clarity - the conciseness and brevity of the language of science..
Accuracy, brevity, conciseness, clarity, literariness, and equivalence are the main requirements for the translation of scientific humanitarian texts. Thus, the analysis of the translation of a scientific humanitarian text demonstrates the relevance of the further study of this topic.

A translation is considered technical when using a specific terminology related to certain natural and social science and technology disciplines. They are generally aimed at a very particular audience, which is accustomed to a series of concepts little known by a large sector of the population, and have a clearly informative purpose.
Technical translations are of great importance and impact at the scientific, business, industrial and even political and social levels. The technical translation allows the dissemination, at a massive level, of relevant findings as a result of research and therefore guarantees scientific progress. In addition, it guarantees that health regulators in a country can analyze information concerning the safety and quality of various medications, biomedical equipment and therapies from abroad. But the

implications go further, many international health and environmental policies can be discussed and implemented in a state thanks to technical translations.

The fields of action of technical translations are really vast and the quality of the translation of a technical text will depend on the specialization of the translator in that field of action. The complexity of scientific and technical translation lies in the fact that many words are polysemantic, and their meaning in different languages often does not coincide, and without knowledge of the subject of translation it is impossible to choose the correct version correctly. Translators are required to have knowledge not only of the theory of the subject of translation, but also practical skills, experience, and the ability to navigate well among the types of technical translation, including oral technical translation, heading translation, annotation translation, abstract and full translation. The most difficult is simultaneous interpretation, as the translator does not have the opportunity to turn to dictionaries and encyclopedias during the translation process. As for technical terms, these are words or phrases that accurately define the subject, phenomenon or concept of science. The term is based on a scientifically constructed definition. By definition, M.M. Glushko "a term is a word or phrase for expressing concepts and designation of objects, possessing, due to the presence of a strict and accurate definition, clear semantic boundaries and therefore uniquely within the framework of the corresponding classification system" . The complex relationship between the words of everyday language and scientific terms makes it difficult to identify the terminology of individual branches of scientific and technical literature. In this regard, A.D. Schweizer proposes to exclude everyday words from the list of terms if they do not carry a specific burden in the language of technical literature. The terms can be used as words used almost exclusively within the framework of a technical text, as well as special meanings of popular words.

The translation of a foreign text is always fraught with a lot of difficulties that get in the way of the translator An adequate interpretation of scientific and technical material requires not only linguistic, but also technical knowledge [

Exercise 1 Read and translate the text.

Exercise 2 Read and memorize using a dictionary:

require, knowledge, subject of translation, simultaneous, opportunity, turn to dictionaries, . carry , burden, terms , exclusively, framework, meanings , definition, boundaries, navigate

Exercise 3 Ask the questions to the given answers:

1. Question:_____

Answer: The most difficult is simultaneous interpretation, as the translator does not have the opportunity to turn to dictionaries and encyclopedias during the translation process.

2.Question:_____-

Answer :The complex relationship between the words of everyday language and scientific terms makes it difficult to identify the terminology of individual branches

3. Question :_____

Answer The terms can be used as words used almost exclusively within the framework of a technical text .

4 Question: _____

Answer: . An adequate interpretation of scientific and technical material requires not only linguistic, but also technical knowledge .

Exercise 4. Make a short account of the text.

Test questions on the theme.

1. What are the main requirements that a scientific and technical translation must meet**?**
2. What does the complexity of scientific and technical translation lie in?
3. What can you tell about the Technical translations ?
4. What is the translation of foreign text fraught with?

UNIT 13.

Further development of Skimmig reading

Мета заняття: Вільно спілкуватися державною та іноземною мовами усно.

Skimming, a technique that allows individuals to rapidly assess and grasp the key points of a text, has emerged as a valuable tool in the pursuit of efficient reading. Whether it's for academic purposes, work-related documents, or staying up-to-date with current events, mastering the art of skimming can save valuable time and enhance overall comprehension.

However, skimming is not a one-size-fits-all approach, and knowing when to use it is essential. While it is ideal for quickly gathering insights from a wide range of sources, it may not be suitable for tasks requiring in-depth analysis of literary appreciation. Determining the appropriate context to employ skimming ensures that its advantages are maximized while preserving the integrity of more intensive reading endeavors.

This article delves into the intricacies of skimming, exploring how it works, when to employ it, and the various methods and strategies that can be employed to become a proficient skimmer.

What Is Skimming?

Skimming is a reading technique that involves quickly glancing over the content of a text to identify essential information without reading every word. It is a rapid and strategic approach to extract the main ideas and key points from a piece of writing without delving deeply into the details. Skimming is commonly used to gain a general overview of the material, assess its relevance, and decide whether it requires further, more thorough reading.

When skimming, readers typically focus on elements such as headings, subheadings, bolded or highlighted text, bullet points, and illustrations. By scanning through these visual cues and selectively reading parts of the text, the brain processes the information efficiently and quickly infers the content's main message.

This technique is widely employed in various scenarios, including academic settings to quickly review research papers or textbooks, in professional environments to skim through reports or lengthy documents, and in daily life to catch up on news articles or other informative pieces. Skimming enables individuals to manage the overwhelming volume of information available and helps them make informed decisions about what to read more comprehensively based on their specific needs and interests.

While skimming is not suited for gaining in-depth knowledge, it serves as an invaluable tool for filtering through vast amounts of information rapidly and making efficient use of time during the reading process. Mastering skimming can significantly enhance reading productivity and overall comprehension in today's information-rich world.

Skimming serves as an initial step to determine the content's significance and whether further, more

thorough reading is necessary based on the reader's specific goals and requirements. Mastering the art of skimming can greatly enhance reading efficiency and productivity in today's information-driven world.

Skimming serves as an initial step to determine the content's significance and whether further, more thorough reading is necessary based on the reader's specific goals and requirements. Mastering the art of skimming can greatly enhance reading efficiency and productivity in today's information-driven world.

When To Skim?

Knowing when to employ the skimming technique is crucial to its effective use. Skimming is particularly useful in the following situations:

information Overload: When faced with a large volume of information, such as research papers, lengthy reports, or multiple articles, skimming allows you to quickly assess the content's relevance and main points. It helps you prioritize which materials require more in-depth reading and which can be skimmed for essential information.

Initial Research: Skimming is an excellent starting point for research projects. By skimming through various sources, you can identify relevant articles, books, or studies related to your topic, enabling you to build a solid foundation before diving into more comprehensive reading.

Time Constraints: In time-sensitive scenarios, such as exam preparation or last-minute work tasks, skimming allows you to cover a broad range of material swiftly. This can be especially valuable when you need to gather information quickly and efficiently.

Reviewing Content: When revisiting previously read materials or reviewing notes, skimming helps refresh your memory by quickly capturing the main points and ideas, allowing you to reinforce your understanding in a time-efficient manner.

Newspaper and Online Articles: Skimming is well-suited for reading news articles, blog posts, and online content. It allows you to keep up with current events and stay informed without investing significant time in each piece.

Ultimately, the decision to skim or read in-depth depends on your specific goals, the nature of the material, and the time available. Skimming is a valuable skill for efficiently processing information, but it should be combined with other reading techniques as needed to ensure a comprehensive and well-rounded understanding of the content.

Exercise 1 Read and translate the text.

Exercise 2 Read and memorize using a dictionary:

Allow, assess, grasp , points , range of sources, brain, to process, be suited ,-depth , invaluable tool, enhance, efficiency , to face, lengthy reports, assess , relevance , reinforce , visual cues

Exercise 3 Ask the questions to the given answers:

1. Question:_____

Answer Skimming is commonly used to gain a general overview of the material

2.Question:_____-

Answer Skimming serves as an initial step to determine the content's significance

3. Question :_____

Answer This can be especially valuable when you need to gather information quickly and efficiently.

4 Question: _____
Answer: The decision to skim or read in-depth depends on your specific goals

Exercise 4. Make a short account of the text.

Test questions on the theme.

1. What Is Skimming?
2. Where is this technique widely employed ?
3. When To Skim?
4. What should swimming be combined with ?

UNIT 14

Perfect Tenses

Мета заняття: Вільно спілкуватися державною та іноземною мовами усно.і письмовою

The Present Perfect

Exercise 1. Use the right form of the verbs in brackets.

1.They (be) political rivals for more than 30 years and still are. 2. New York house (be) his main home for the last forty years. 3. I (miss) you terribly! Where you (be) all this time? 4. It (be) a long way, I really feel tired. 5. I always (like) being near water, and for as long as I can remember. 6. Frank wants to fly. He (do) this so many times in his mind that he is beginning to think it really (happen). 7. Life (be) very kind to me. 8. I not (see) fireflies since I (be) a kid. 9. I (notice) something strange in her lately. 10. We believe you (be) very busy since you (arrive) in New York. 11. Melanie (know) the Hills for donkey's years.

Exercise 2. Open the brackets and put the verb into the correct tense, either the Past Simple or the Present Perfect.

1.You (find) the money which you (lose) yesterday? — Yes, I (find) it in the pocket of my coat when I (come) home. 2. The rain (stop) but a strong wind is still blowing. 3. You (see) Nick today? — Yes, but he already (leave). 4. We never (see) him. We don't even know what he looks like. 5. She (meet) them in the Globus theatre last afternoon. 6. How long you (know) him? — We (meet) in 1996, but we (not see) each other since last autumn. 7. He (live) in Odesa for two years and then (go) to Siberia. 8. When he (arrive)? — He (arrive) at 2 o'clock. 9.I (read) this book when I was at school. 10. I can't go with you because I (not finish) my lessons yet. 11. The clock is slow. — It isn't slow, it (stop).

Exercise 3. Open the brackets and put the verb into the correct tense, either the Present Simple, the Present Continuous or the Present Perfect.

As a rule, I (have) porridge for breakfast, but this morning I (order) an omelette. 2. This is the house where I (live). I (live) here since childhood. 3. Stop smoking! The room (be) full of smoke which (come) from your pipe. Usually nobody (smoke) here as Mother (not let) it. 4.I (write) letters home once a week, but I (not write) one this week, so my next letter must be rather long. 5. No wonder she (look) tired after the strain under which she (be) for a month. 6. Why you (not shave) this morning? — I (shave) every other day. 7. Research (show) that lots of people (absorb) new information more

efficiently at some times of day than at others. A biological rhythm (affect) different people in different ways. 8.I just (look) at the barometer and (see) that it (fall) very quickly. 9. Don't shout so loudly. Father (not finish) work and he hates if anybody (make a noise) while he (work). 10. I regularly (see) him at the tram stop, but I (not see) him these two or three days.

The Past Perfect Tense

Exercise 4. Put the verb in brackets into the Past Simple, the Past Continuous and the Past Perfect.

1.He (close) the window and (sit) in his armchair, reading a newspaper. 2. When I (arrive) the lecture already (start). 3. The rain (stop) and the sun (shine) brightly. 4. Unfortunately when I arrived Ann just (leave), so we only had time for a few words. 5. I (watch) his eyes pretty closely while we (exchange) these remarks. 6. When we (reach) the field, the game already (start). 7. He suddenly (realize) that he (travel) in the wrong direction. 8. When I (look) for my passport, I (find) this old photograph. 9. You looked very busy when I saw you last night. What you (do)? 10. He (not / be) there five minutes, when the storm (begin). 11. He (not / allow) us to go out in a boat yesterday as a strong wind (biow).

Exercise 5. Open the brackets paying attention to the use of the Past Perfect Tense, Past Simple Tense or Past Continuous Tense.

1. He already (go) by the time I (come) to the party. 2. Mother (cook) dinner before he (come). 3. When I (reach) the front door, I realized that I (loose) the key. 4. The shop (close) by the time I (get) there. 5. The scientists (carry) out many experiments before they (achieve) satisfactory results. 6. When I (arrive), he (stay) in the same hotel where we first (meet). 7. By the end of the year he (finish) research. 8. He told me that he (not see) much of her since she (move) to another town. 9. When I (come), he already (come) and (sit) near the fireplace looking through a magazine. 10. She said that they (meet) in 1990 for the first time

The Future PerfectTense

Exercise 6. Put the verb in brackets into the Future Perfect.

1. I (translate) this letter by 6 o'clock this afternoon. 2. I (make) this doll by her birthday. 3. He (not/learn) his lesson by tomorrow, if he has not yet begun to study it. 4. This work is so arduous, that I (not/complete) it in a year's time. 5. After you finish this book, you (learn) over a thousand words. 6. By the end of the month the commission (come) to some decision. 7. If she returns after July I, I won't see her since I already (go) to the South by the time.

.

Exercise 7. Open the brackets and put the verbs into the Future Indefinite, the Future Perfect, the Present Simple or the Present Perfect Tense.

1. By 8 o'clock they (have) dinner. *2.* By the end of the week he (finish) the translation. 3. Before you (come) I (do) all the work. 4. She (look) through the article by 12 o'clock. 5. They (receive) our letter by Monday. 6. By the time we (get) to the forest the rain (stop). *7.* I think he (answer) the letter by this time. 8. We (begin) to work after *we* (read) all the instructions. 9. We (not do) anything until he (take) necessary steps. 10. The committee (prepare) the plan by tomorrow. 11. I suppose when my letter (reach) you I already (return) from your voyage.

Exercise 8. Translate into English.

1 Боюся, на той час, коли ви прийдете з грошима, вони вже все розпродадуть. 2. Зателефонуйте мені після того, як ви прочитаєте книгу. 3. Ми зробимо всі вправи до його приходу, а потім усі разом поїдемо на ковзанку (skating rink). 4. Я напишу йому після того, як побачуся з його

батьками. 5. Наш завод випустить (produce) новий автомобіль до кінця року. б. Не знаю, чи напише він статтю до першого вересня. Якщо вона буде готова до цього часу, ми її надрукуємо. 7. Я вже піду в театр, якщо ви прийдете так пізно. 8. Боюся, ви запізнитеся. Вони вже закінчать переговори (talks) о 5 годині. 9. На жаль, ви його не застанете. До цього часу він уже поїде на вокзал. 10. До неділі вони закінчать ремонт (repairs) і переїдуть на нову квартиру.

Test questions on the theme.

1. When do we use Perfect Tenses?
2 How do we form Present Perfet?
3. How do we form Past Perfect?
4. How do we form Future perfect **?**

UNIT 15.
Difficulties and typical errors of scientific texts translation

Мета заняття: Вільно спілкуватися державною та іноземною мовами усно і письмово для обговорення і презентації результатів професійної діяльності, досліджень та проекті

Translation of scientific terms from English into Ukrainian is a complex process that involves many challenges. These challenges stem from differences in the structure and vocabulary of the two languages, as well as the ever-evolving nature of scientific terminology. One of the main challenges of translating scientific terms from English into Ukrainian is the lack of consistency in the use of terminology.

Many scientific terms have multiple translations in Ukrainian, which can lead to confusion and inconsistency. In some cases there is no established Ukrainian equivalent for an English term, leading to the adoption of loanwords or the creation of new terms. The differences in the grammatical structures and vocabulary of English and Ukrainian also present challenges for translators.

English tends to use simpler grammatical structures than Ukrainian, and Ukrainian has a rich and complex vocabulary that can make it difficult to find exact equivalents for English terms. This can lead to translations that are inaccurate or ambiguous, which can be a serious problem in scientific communication. Finally, the lack of resources for scientific translation in Ukraine is also a significant challenge.

Among the urgent problems of modern translation, the development of the translation of scientific and technical texts takes an important place, in connection with the accelerating scientific and technical process, this type of translation is becoming more and more in demand.

The translation of a foreign language text is always associated with many difficulties that arise in the way of an interpreter. The main features of translating scientific and technical texts are manifested in the compulsory knowledge of all terms relating to a specific technical field of translation by the translator.

Another problem is the presence of abbreviations in the text, which are not always clear even to technical specialists. These abbreviations can be an insurmountable barrier to qualitative translation.

A lot of difficulties arise with the translation of new technical words, For scientific and technical translations, a certain manner of presentation is a characteristic feature. A specialist working with a scientific and technical text should understand not only the meaning of translated words, but also take into account all the nuances of their application. A translator working with a scientific and technical text has to deal with not only linguistics, but also technical disciplines. When translating scientific and technical literature, one should always maintain the style of

the original document. Usually all documents of a scientific and technical nature have the main features. .
Technical text can not be a free retelling, even if the meaning of the translated document is preserved. Such text should not contain any emotional statements and subjective assessments. The main features of translating scientific and technical texts are manifested in the compulsory knowledge of all terms relating to a specific technical field of translation by the translator.

Exercise 1 Read and translate the text.

Exercise 2 Read and memorize using a dictionary:

challenges, stem, , as well as , ever-evolving nature, terms , lack, consistency, take into account, application. statements, subjective assessments, nature, features**.** insurmountable

Exercise 3 Ask the questions to the given answers:

1. Question:_____
Answer : English tends to use simpler grammatical structures than Ukrainian

2.Question: _____-
Answer**:** The development of the translation of scientific and technical texts takes an important place,
3. Question :_____
Answer . One should always maintain the style of the original document.
4 Question: _____
Answer: Another problem is the presence of abbreviations in the text.

Exercise 4. Make a short account of the text.

Test questions on the theme.

1. What Is one of the main challenges of translating scientific terms from English into Ukrainian?
2. What is the translation of a foreign language text associated with ?
3. What do all documents of a scientific and technical nature have ? .
4. What style must Scientific and technical translation be carried out in ?

UNIT 16.

Writing formal letters and informal emails.

Мета заняття: : Здатність працювати з різними джерелами, розшукувати, обробляти, аналізувати і синтезувати отриману інформацію,

Formal letters

The rules for writing formal emails in English

To write an email in English in the right way, don't improvise! Read the following advice to avoid making serious mistakes that could compromise the success of the email from the moment it is received.

Subject

The subject is the first piece of information that the recipients of an email see, and if it's written incorrectly or unclearly, it could push the reader to delete it without even opening it! So it's important to give a clear and precise message, right from the start, indicating the content or reason for writing in two or three words that grabs the attention of the recipient.

Style

Unlike many other languages which require long complex sentences in a formal written context, English is very concise and favors short sentences and a simple structure. Make sure you break up the text into two or three paragraphs – this enables the reader to quickly see the key points.

Signature

Be sure to have set your emails to end with all the important information about you, including:

- name and surname
- job title
- relative details about your company (name, address..)
- link to the company website

The format of a formal email in English

- Introduction
- Body of the text
- Conclusion

Introduction

Depending on the type of relationship you have with the person you're writing to, there are different ways of starting an email, but any email should always start with a greeting. In our specific case being formal, the most appropriate options are:

- Dear Mr/Mrs/Ms (surname of the recipient, e.g. Mr Black)
- Dear Sir/Madam (if you don't know the name of the recipient) or more generally 'To whom it may concern'

After the initial greeting you need an introductory sentence that indicates clearly the reason for writing and is consistent with the subject of the email. Introduce yourself briefly (long texts often discourage people from reading them), then follow on with:

- I am writing with regard to… (email subject)
- I am writing in connection with… (email subject)
- I am writing in reference to…

If you're writing an email to send information, you can start with one of the following sentences:

- I am writing to let you know…
- I am delighted to tell you… (if you're communicating good news)
- I regret to inform you that… (if you're communicating bad news)

If instead you're replying to an email you received, you can say:

- I am writing in response to…
- I am writing in reply to…

- I am writing to thank you for… (if you need to thank the recipient)

Body of the text

There are no conventional formulas for writing the body of the text because this varies according

to the function of what you need to communicate. It's useful to prepare an initial draft and then proceed with any corrections.

The general rules are that the text should be divided into short paragraphs that avoid abbreviations and acronyms, both of which you can use, on the contrary, when you write an informal email to family and friends.

Based on the type of message you're sending, there are various ways to write a final invitation before ending the email, such as:

- I look forward to hearing from you soon
- Thank you in advance
- For further information, please do not hesitate to contact me
- Please let me know if you have any questions
- Thanks for your attention

Conclusion

The most common way to end an email are:

- Best regards
- Kind regards
- Yours faithfully (if you began the email with 'Dear Sir/Madam' because you don't know the name of the recipient)
- Yours sincerely (if you began the email with 'Dear Mr/Mrs/Ms + surname)
- Regards

Informal Email

Email is generally considered less formal than a letter, but that's not to say that you can descend into over-familiarity or slang when you're writing to someone important, such as a university admissions tutor (who will not be impressed if you're not able to communicate professionally). You must remain respectful and professional at all times, even in this more informal medium.

You don't need to lay out your email in the style of the letter in the example above, but there are a few special considerations and things that are done differently in emails as opposed to letters.

The email address you use

For the purposes of emailing important people – such as university tutors or potential employers – it's best to have a professional-looking email address. Low-quality free email providers such as Hotmail and Yahoo are best avoided (Gmail is still considered acceptable), and although we probably all have childish email addresses with silly handles like "shopgirl1990" that we set up years ago, they won't give a very good impression to the person you're emailing. As a general rule, firstname.lastname@emailprovider.com is a good format for your email address.

To/from field

The email equivalent of putting your address and your recipient's address is the To/From field of your email. This may not seem important, but there are a few things to bear in mind:

– Ensure that the "From" field is properly configured. It should simply be your first and last names, appropriately capitalised and spelt correctly, with no extra bits like hearts or exclamation marks.

– Put your recipient's email address in the "To" field if you're emailing one person.

– If there's someone else you think should see the email for their information, but you're not directly

addressing it to them, put their email in the “CC” field. This stands for “Carbon Copy”, and it means that they will see the email but will also see that it’s not directly addressed to them. Don’t use it unless there is a real need for this person to see the communication.

Subject line

Write something descriptive in the subject line that summarises what the email is about. Don’t make it too long. If you were emailing about the query covered in our example letter earlier, for instance, the subject line could simply be “Deferring course entry”. A descriptive subject line makes it easier for people to find an email among a mass of others, and will also ensure that they do bother to read it. Don’t forget, people receive dozens of emails every day, so yours could easily get lost in their inbox if you put a generic subject line such as “Enquiry”.

Salutation

Email greetings are generally more relaxed than letters, though if you want to be formal then it’s still fine to start your email with “Dear Mr Smith” if you’re emailing a named individual or “Dear Sir or Madam” if you’re emailing a generic email address such as admissions@pretenduniversity.com. If you’ve met the person before, or they’ve emailed you before, first names are acceptable if this is how they have signed their emails to you previously. In such a situation, it’s also acceptable to use a slightly less formal greeting, such as “Hello” or even “Hi”.

Signing off an email

Again, with email being more informal than a letter, a very formal sign-off such as “Yours sincerely” can sound a little odd in an email. If you have started your email in the formal style of a letter then it makes sense to finish it in this way, but if you’ve adopted one of the less formal salutations outlined just now, you have a few different options for how you could sign off. These common conventions include:

– Best wishes,
– Kind regards,
– Best regards,
– All the best,
– Thanks,
– Thanks in advance,
– Many thanks,

Exercise 1 Read and translate the text.

Exercise 2 Read and memorize using a dictionary:

precise ,message, content , reason , to grab , attention , recipient. descriptive , subject , summarise , query, cover, signature, include, appropriate ,signe, previously, avoid , greeting.

Exercise 3 Ask the questions to the given answers:

1. Question:_____
Answer : To write an email in English in the right way, don’t improvise

2.Question: _____-

Answer: Email is generally considered less formal than a letter,

3. Question :__ _____
Answer Don’t forget, people receive dozens of emails every day, so yours could easily get lost in their inbox 4

Question: _____
Answer: You don’t need to lay out your email in the style of the letter

Exercise 4. Make a short account of the text.

Test questions on the theme.

1. What are The rules for writing formal emails in English ?
2. What are the general rules of the body of the text?
3. What does Informal Email mean**?**
4 What can you teii about Email greetings?

UNIT 17

Perfect Continuous Tenses.

Мета заняття: : Розвиток і вдосконалення навичок і умінь в основних видах мовленнєвої діяльності

The Present Perfect Continuous

Exercise 1. Put the verb in brackets into the Present Perfect Continuous.

1. I (work) on this problem for two months. 2. She (sleep) all this time? 3. You (talk) this nonsense all day long. 4. "Any news about your latest project?" - "I just (tell) about it." 5. You are red all over. How long you (lie) in the sun today? 6. I (try) to get you all day, George! 7. I (not/sleep) well for months. 8. We (see) each other regularly since the party at Helen's. 10. "Jack isn't working now." – "He (not/work) for years. "

Exercise 2. Open the brackets and pat the verbs into the proper tense, either the Present Continuous or the Present Perfect Continuous Tense.

1. Don't come in, He (take) an exam. He (take) his exam for half an hour already. *2,* Where are the children? — They (play volleyball). They (play volleyball) since 10 o'clock, 3. 1 (learn) to type for a month and can say that my typing (improve). 4. Nick (come) round to see as tonight. 5. He (stay) at his sister's for six weeks. He (try) to find somewhere to live. 6. We can't dance as my father (work) in the study. He (prepare) a report. He write) it for the whole day. 7. Do you see what the child (do) with your hat? Take it from him. 8. They still (discuss) the article? But they (do) it since twelve o'clock! 9. The prices (go up). They (rise) since 1991. 10. What a strong wind (blow)! It (blow) since yesterday.

The Past Perfect Continuous Tense

Exercise 3. Put the verb into the Past Perfect Continuous or the Past Continuous.

1. The boy was leaning against the tree, out of breath. He (run) very fast. 2. He came into the kitchen. His parents stopped talking. They (talk) about him. 3. She came into the room. Her husband was at his desk. He (write). 4. When the newly weds arrived at the restaurant, their guests (wait) for them. They felt rather hungry because they (wait) for a long time. 5. Julia (stand) at the bus stop for twenty minutes when John drove up aпd got out of the car.

Exercise 4. Put the verb in brackets into the Past Simple, the Past Continuous and the Past Perfect Continuous.

1. When I (get) home that evening, my little son (eat) dinner himself for the first time. 2. My sister's wedding (be) the only thing everybody (talk) at home for the last two weeks. 3. They (go) back to the hotel and up to their suite, where they (expect) the inspector at six-thirty. 4. Presently he (turn) to look

at the corner where she (stand). 5. Scarlett, who (fan) herself with a turkey-tall fan, (stop) abruptly. 6. He just (leave) for the airport when I (call). 7. “Who are you thinking of?” he (ask) after he (look) at me for a few seconds. 8. They (stand) in the open front doorway, waiting for her to come in out of the rain. 9. Their daughter (not/say) where she (sleep) and she (have) a curiously looking box in her hands.юю

Exercise 5. Put the verb in brackets into the Past Simple, the Past Continuous, the Past Perfect and the Past Perfect Continuous.

Nobody (know) where Smith (go). 2. A girl who (stand) under the beech tree (come) ир to us. 3. Mary (speak) to Mr Boxwell when I (see) her in the corridor this morning. 4. John (park) the car in Fifth Avenue when a young man in black glasses (appear) from nowhere and (stand) before him. 5. He again (come) to the village where he (live) in his childhood. 6. While we (talk), there (come) a loud knock at the door.

The Future Perfect Continuous Tense

Exercise 6. Put the verb in brackets into the Future Perfect Continuous.

1.By the end of this month we (learn) this language for ten years. 2. When my daughter goes to school we (live) here for over five years. 3. When the new century begins, they (reconstruct) this church for nearly 25 years. 4. If nobody stops him, he (grumble) for 71 hours. 5. We can get there at 7 at the earliest. They will be painting the fence. If we arrive at 8.30, they (paint) it for 3 hours at least; and if we come at 9.30, they will have probably finished the work.

Exercise 7. Translate into English.

1.До першого вересня цього року я вже десять років працюватиму в цьому університеті. 2. У липні буде рік, як вони одружені. 3. На той час, як ти прокинешся завтра вранці, ми вже три години летітимемо над Європою. 4. До травня буде п'ять років, як він водить цю машину. 5. На той час, як приїде поліція, детектив уже дві години вивчатиме місце події.

Test questions on the theme.

1. When do we use Perfect Continuous Tenses?
2 How do we form Present Perfet Continuous ?
3. How do we form Past Perfect Continuous ?
4. How do we form Future perfect Continuous **?**

UNIT 18.

Main components of a business scientific letter

Мета заняття: : Засвоєння мовних явищ, характерних для наукового стилю мовлення, і особливостей його усних і письмових жанрів.

What are the main components of a business letter?

They are headings, date, salutation, address, the body of the message, copy circulation, subject, addresses, place and photo script, etc. complimentary closing, enclosures and signature, etc. Every part of the business letter has its importance. So, the presentation of all parts of a business letter is essential. A business letter is a written document that is used for formal communication between two or more

businesses, organizations, or individuals. It is used to convey important information, such as business proposals, contracts, and other professional correspondence.
A business letter is a formal written document used for professional correspondence between individuals or organizations. Business letters are typically used in various situations, such as communicating with clients, customers, suppliers, employees, or other external parties.
What are the Parts of a Business Letter?
You can make sure the The parts of a business letter include:
Sender's Information: This includes the sender's name, title, and address.
Date: This is the date on which the letter is being sent.
Recipient's Information: This parts of a business letter includes the recipient's name, title, and address.
Salutation: This is the greeting used to address the recipient. Common salutations include "Dear" followed by the recipient's title and name.
Body: This is the main content of the letter. It should be clear, concise, and focused on the purpose of the letter.
Closing: This is the closing message of the letter, such as "Sincerely" or "Best regards.
"**Signature**: This is the sender's signature.
Enclosures: This includes any additional documents that are being sent with the letter.

Business Letter Types
There are several types of business letters, each serving a specific purpose in professional communication. Here are some common types of business letters:

- Inquiry Letter
- Cover Letter
- Sales Letter
- Recommendation Letter
- Complaint Letter
- Thank-You Letter
- Resignation Letter
- Confirmation Letter
- Apology Letter
- Invitation Letter
- **Why Should a Business Letter follow a Specific Format?**
- A business letter should follow a specific format including Parts of a Business Letter It helps the reader quickly and easily understand the purpose of the letterю. Following a specific format also demonstrates that the sender has taken the time and effort to communicate in a professional mannerю
  Explain the Parts of a Business Letter
- It is important to know the basic Parts of a Business Letter to understand the structure of the letter in a better way.
- **Sender's Information**: This Part of a business letter includes the sender's name, address, phone number, and email address. This information helps the recipient identify who the letter is from and how to contact the sender.
- **Date**: This is the date on which the letter is written. .
- **Recipient's Information**: This part of a business letter includes the recipient's name, address, and other contact information. .
- What is a business letter used for ?
  This is the greeting used to address the recipient. Common salutations include "Dear" followed by the recipient's title and name, such as "Dear Mr. Smith" or "Dear Ms. Jones."
- **Body**: This is the main content of the business letter. It should be clear, concise, and focused on the purpose of the letter.

- **Closing**: This is the ending message of the letter. Common closings include "Sincerely" or "Best regards." The closing should be polite and professional.
- **Signature**: This is the sender's signature, which can be hand-signed or electronically signed. It provides proof that the letter is from the sender.

Enclosures: This part of a business letter includes any additional documents that are being sent with the letter, such as resumes or contracts.

- remarks. The closing paragraph should also provide the recipient with any next steps or actions that they should take.
- **Complimentary Close**: This is the final message of the letter. Common closings include "Sincerely" or "Best regards." The complimentary close is typically followed by a comma.
-
- **Exercise 1 Read and translate the text.**
-
- **Exercise 2 Read and memorize using a dictionary:**

correspondence, signature, include , additional , complimentary, sender, resume, effort , provide, proof, Complaint Letter, Salutation, Best regards, recipient's name, content include

Exercise 3 Ask the questions to the given answers:

1. Question:_____

Answer : A business letter should follow a specific format

2.Question**:** _____-

Answer**:** Body is the main content of the business letter

3. Question :__ _____

Answer . There are several types of business letters.

4 Question: _____

Answer: The presentation of all parts of a business letter is essential.

Exercise 4 Make a short account of the text.

Test questions on the theme.

.1 What are the main components of a business letter?

2 What is a business letter used for ?

3 What are the Parts of a Business Letter ?

4 What can you tell about the BODY of the letter?

UNIT 19.

Abbreviations in business letters. Abbreviations in business speech.

Мета заняття Володіти іноземною мовою, включаючи спеціальну термінологію, для проведення літературного пошуку

Abbreviations, acronyms, and initialisms are commonly used in formal writing (though you'll find them more frequently in business and the sciences than in the humanities). Exactly how they should be used depends on your audience, the country you're living in (British and American conventions differ), and the particular style guide you're following.

10 Tips for Using Abbreviations Correctly

1. **Using Indefinite Articles Before Abbreviations, Acronyms, and Initialisms:** The choicebetween "a" and "an" is determined by the sound of the first letter in the abbreviation. Use "a" before a consonant sound (for example, "a CBC documentary" or "a U.S. official"). Use "an" before a vowel sound ("an ABC documentary" or "an MRI").
2. **Placing a Period at the End of an Abbreviation:** In American usage, an abbreviation that includes the first and last letters of a single word (Doctor, for example) is usually followed by a period (Dr.), while In British usage, the period (or full stop) is usually omitted (Dr).
3. **Abbreviating the Titles of Doctors:** For medical doctors, write either Dr. Jan Jones or Jan Jones, M.D. (Don't write Dr. Jan Jones, M.D.) For nonmedical doctors, write Dr. Sam Smith or Sam Smith, Ph.D. (Don't write Dr. Sam Smith, Ph.D.)
4. **Using Common Abbreviations:** Certain abbreviations are never spelled out: a.m., p.m., B.C. (or B.C.E.), A.D. (or C.E.). Unless your style guide says otherwise, use lower case or small capitals for a.m. and p.m. Use capital letters or small caps for B.C. and A.D. (the periods are optional). Traditionally, B.C. comes after the year and A.D. comes before it, but nowadays the abbreviation commonly follows the year in both instances.
5. **Abbreviating Months and Days:** If the month is preceded or followed by a numeral (14 Aug. or Aug. 14), abbreviate months as follows: Jan., Feb., Mar., Apr., Aug., Sep. (or Sept.), Oct., Nov., Dec. Don't abbreviate May, June, or July. As a general rule, don't abbreviate the month if it appears alone or with just the year—and don't abbreviate the days of the week unless they appear in charts, tables, or slides.
6. **Using the Abbreviation Etc.:** The Latin abbreviation etc. (short for et cetera) means "and others." Never write "and etc." Do not use etc. at the end of a list introduced by "such as" or "including."
7. **Placing a Period After Each Letter in an Acronym or an Initialism:** Though there are exceptions, as a general rule omit the periods: NATO, DVD, IBM.
8. **Punctuating an Abbreviation at the End of a Sentence:** Use a single period when an abbreviation appears at the end of a sentence. The single period does double duty—marking the abbreviation and closing the sentence.
9. **Avoid RAS Syndrome:** RAS syndrome is a humorous initialism for "Redundant Acronym (or Abbreviation) Syndrome syndrome." Avoid redundant expressions such as ATM machine and BBC corporation.
10. **Avoid Alphabet Soup:** Alphabet soup (a.k.a. initialese) is a metaphor for using an overabundance of abbreviations and acronyms. If you're unsure whether the meaning of an abbreviation is familiar to your readers, write out the entire word.

ABBREVIATIONS IN BUSINESS COMMUNICATION

Often, emails or messages from colleagues or customers are sprinkled with abbreviations that might be difficult to decipher without a dictionary.

For example, what would you do if your manager asked you to finish a task ASAP, but the criteria for completing it are TBD, and they are OOO?

To help you avoid awkward situations, we gathered the most commonly used abbreviations in business communication:

- **FYI = for your information**
  FYI, this is the update I've received from the customer.

FYI, tomorrow's meeting is scheduled for 10 A.M.
ASAP = as soon as possible
Send me the checklist ASAP.
Could you let me know ASAP if there is something you wish to change?
EOD / EOW = end of the day/week
HHe promised to provide the details by EOD tomorrow.
There is an escalation on that. I need results by EOW.
BTW = by the way
BTW, have you scheduled a new meeting?
I hope you enjoyed the conference in Melbourne. BTW, any suggestions for a good hotel there?
TBD = to be decided
New flow for task reporting: TBD
The event will be on October 6, location TBD.
IAM = In a meeting
Sorry, IAM, I can't pick up the phone right now.
He is IAM; it's better to email him.
OOO = Out of office
I'm OOO and will do my best to respond promptly to your email when I return.
I've put my OOO on.
WFH = Work from home
Our team prefers WFH.
Very few people that I know stay productive WFH.
NRN = No reply necessary
Just letting you know the docs are in the car, NRN.
She'll represent our team during the call, NRN.
BRB = Be right back
Leave the report in the meeting room, BRB.
Could you please wait for a couple of minutes? BRB.
MFU = Meeting follow up
I've emailed you with an MFU to keep the results of our meeting in mind.

To understand the agenda of today's call, please, read the MFU of the last meeting.
We hope now you will not be confused by another FYI in an email from your colleagues. And we'll BRB with new helpful articles and handy tips on how to improve your skills!

There are several guidelines we recommend. They ask you to be a little more deliberate in your deployment: Avoid using an acronym that is unfamiliar to your audience—and if you have a good reason for using it, explain what it stands for.

Exercise 1 Read and translate the text.

o

Exercise 2 Read and memorize using a dictionary:

Abbreviations, be sprinkled with, to decipher, dictionary. Avoid, awkward ,gather, : tips, to respond promptly to, , suggestions, be scheduled for, provide, redundant expressions ,avoid

o

Exercise 3 Ask the questions to the given answers:

1. Question:_____
Answer : Exactly how they should be used depends on your audience,
2.Question: _____-
Answer**:** Use lower case or small capitals for a.m. and p.m.
3. Question :__ _____
Answer . Avoid redundant expressions such as ATM machine and BBC corporation.
4 Question: _____
Answer: If you're unsure whether the meaning of an abbreviation is familiar to your readers, write out the entire word.

Exercise 4. Make a short account of the text.

Test questions on the theme.

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. 1 What are 10 Tips for Using Abbreviations Correctly ?
2 What abbreviations are used in business communication: ?
3 What Abbreviation at the End of a Sentence do you remember ?
4 What is Alphabet soup ?

UNIT 20.
The Passive Voice Simple, Continuous, Perfet Tenses

Мета заняття Вміти представляти та обговорювати наукові результати іноземною та українською мовами

The Simple tenses Passive
The Present Simple Passive

Exercise 1. Transform the affirmative and negative sentences from the active voice into the passive voice in The Present Simple Passive:
1 He opens the window.
2 We set this big table.
3 Alice pays a lot of money.
4 I draw nice pictures.
5 They wear new blue shoes.
6 They don't help you.
7 He doesn't open the box.
8 You do not send the e-mail.
9 Does your dad pick you up?
10 Does the police officer catch the thief?

Exercise 2. Translate the sentences in affirmative, negative and interrogative forms using the Present Simple Passive.

1..Документи перекладають щодня.
2. Йому приносять свіжі фрукти.
3. Мені розповідають кумедні історії.
4. Цей автомобіль не помитий.
5. Її вірші не прочитали.
6. Джона та Ольгу не рекомендують.
7. Мені не пояснюють правил, я сам їх читаю.
8.Документи забирають?
9. Квартири прибирають?
10.Це місце часто відвідують?

The Past Simple Passive

Exercise 3. Transform the affirmative, negative and interrogative sentences from the active voice into the passive voice in The Past Simple Passive:

1.My husband will pick up his kids at 5 p.m.
2.The pigeons will not eat these cookies.
3.Did he forget his friends ?
4.We will find your documents..
5.The police will stop this suspicious bus.
6.When did a thief steal your new car?
7.When will he send the letters?
8.They won't allow her to go.
9.My son will not study at the university..
10.Will you invite them?

Exercise 4. Write sentences in interrogative form in The Past Simple Passive.

1.My friend and I were told horror stories.
2.Twenty cars were sold every month.
3.Our meeting was scheduled to start at five.
4..The letter was sent on Monday.
5..The books were read in the evenings.
6..I was given a letter by a secretary.
7..The songs were sung every evening.
8..The food in the canteen was eaten very quickly..
9. Mary was shown a new book.

The Future Simple Passive

Ex ercise 5. Write sentences in interrogative form in The Future Simple Passive.

1 The kids will be picked up tomorrow.
2 These cookies will be eaten by the pigeons.
3 He will be visited by my friends at the weekend.
4 The party will be hosted later.

5The village will be destroyed by the next earthquake.
6 The dog will be washed here.
7 The make-up will be done in this room.
8 The house will be cleaned in the afternoon.
9 The dinner will be served by this waiter.
10 The apples will be sold on Friday.

Ex ercise 6. Transform the sentences from the active voice into the passive voice in The Future Simple Passive

1 They will open a restaurant next year.
2 .Kevin will cut the grass at the weekends.
3 The postman will deliver our package on Monday.
4 The children will clean the room in the evening..
5 Our company will rent a bigger office.
6 I will keep your letter.
7 Sarah will bring the documents tomorrow.
8 Our teacher will announce the winner tomorrow.
9 We will paint our living room green.
10They will build a new hotel next to the airport.
11The band will record a new song next week.

The Continuous tenses Passive

The Present Continuous Passive

Exercise 7. Complete the sentences in The Present Continuous Passive with the verbs in brackets:

1 A poem is ____by my teacher of Poetry. (to write)
2 My car is ____by the elderly mechanic (to repaire). (to repaire)
3 A new employee ____for by me. (to wait)
4 _____the wedding party _____by the couple's friends? (to prepare)
5 Are the tulips _____now? (to water)
6 _____the pilot project _____? (to carry out)
7 Where _____the passengers _____from the airport? (to fly)
8 Whose dog _____now? (to wash)
9 The school fence is _____ (to paint, not)

10 A new church _____next to the shopping centre. (to build, not)

Exercise 8 Transform the sentences from The Present Continuous Passive into The Present Continuous Active:

1The car is being driven by the engine.
2 New furniture is being made by Mike.
3 A new student is being talked to by our teacher.
4 The old man is not being laughed at by the children.
5 Is a new cottage being built by the construction workers?
6 By whom are you being waited for?

7 Why are your son's lessons not being learnt by him?
8 Your car is not being checked by the mechanic.

The Past Continuous Passive

Exercise 9 Making the necessary grammatical changes, complete the sentences in The Past Continuous Passive with the verbs in brackets:

1 A novel was ____by my teacher of Poetry. (to write)
2 The washing machine was ____by the young mechanic. (to repair)
3 A new employee _____for by his wife. (to wait)
4 _____the birthday party _____by your parents? (to prepare)
5 Were the roses _____by the grandma? (to water)
6 _____the pilot project _____? (to carry out)
7 Where _____the flight attendants _____from the airport? (to fly)
8 Whose dog _____when I came in? (to wash)
9 The church fence was _____ (to paint, not)
10A new theatre ____next to the cinema. (to build, not)

Exercise 10: Transform the sentences from the Past Continuous Active into the Past Continuous Passive:

1 The company was sponsoring our teenage organisation.
1 The workers were reconstructing these breathtaking bridges.
2 Olga and Irina were ignoring the message.
3 The boy was drawing a picture of a tree.
4 The President was making his persuasive speech.
5 Two siblings were watching animated Disney films.
6 The exquisite castle was holding a jubilee party on that day.
7 The local authorities were threatening the fraudulent employees.
8 Extremists were openly advocating violence.
9 Maestro was playing the electronic guitar.

The Perfect tenses Passive

The Present Perfect Passive

Exercise 11. Put the following sentences into the Passive voice. (present perfect passive)
1. Has the surgeon performed the operation?
2. Has Lionel signed the contra
3. Our salesmen have sold all the carpets.
4. The zookeepers have captured the lion in the forest.
5. Dr. Phillips have treated all the patients.
6. Have the customers paid you?
7. Everybody has approved Joana's suggestion.

Exercise 12. Open the brackets, following the rules for constructing statements, negations and questions in the Present Perfect Passive.

1 The cat (to feed) by him already
2 The dishes (not to wash) by her yet
3 The exercises (to complete) by them recently?
4 The walls (to paint) **.**
5 The tea (to drink) **.**
6 The file (not to delete) .
7 The movie (to watch)?
8 The song (not to record)?
9 The computer (to sell)?
10The car (not to repair) .
11 The dog (to walk)?
12 The book (to read)

The Past Perfect Passive

Ex ercise.13. Please fill in the gaps with had + been + Past Participle
1. He _____before not to drink and drive (**tell**).
2. The house _____thoroughly (**clean**).
3. The toys_____with for years, so they were sold (**not play**).
4. The concert _____because the lead singer was in jail (**postpone**).
5. The trees and roofs _____due to the hurricane (**damage**).
6. His leg _____because he had fallen off a tree (**break**).
7. The children _____up at 2 a.m. because their parents wanted to go on holiday (**wake**).
8. The cake ____a day earlier to save time (**make**).

Exercise. 14. Translate the following sentences into Ukrainian.

1. This work had been finished by 5 o'clock yesterday.
2. My mum's friend had been invited to the party.
3 The cat had been left outside.
4. The car had been repaired by my father
.5The picture had been painted by a famous artist of the XXth century.
6. The nice idea had been suggested by their teacher.
7. Her car had been broken by a bad driver.
8. His good mood had been spoiled by a bad weather.

The Future Perfect Passive

Exercise 15. Translate into Ukrainian

1 What will have been finished by eleven o'clock?
2 The breakfast will have been served by eight am. .
3 By what time will the pizza have been delivered?
4 The article will have been finished by tomorrow.
5 The performance won't have been finished when he comes.
6 The letters will have been sent by five o'clock. .
7 Will the hall have been decorated before the performance starts?

8 Will the roof have been repaired by Wednesday?
9 By what time will the president have been elected?
10 Will the car have been sold by next month?
11 The lunch won't have been cooked by one o'clock.
12 Your car won't have been repaired by tomorrow morning .
13 My house will not have been renovated by next month.
14 The dinner will have been cooked by seven pm.
15 Will the dinner have been served by six pm?

Ex**ercise 16. Translate into English using Future Perfect Passive**

2 Машину буде продано до наступного місяця?
3 Місце для концерту буде обрано до наступного тижня.
4 Його велосипед не буде знайдено надвечір.
5 Вхід буде закрито опівночі.
7 Доякого терміну буде обрано президента?

UNIT 21.

Research work (postgraduate studies, experiment, processing of experimental data) .

Мета заняття Вдосконалення й подальший розвиток знань, навичок і вмінь з іноземної мови (англійської)

Let's break down the five main steps of a research project and what you can expect at each stage.

Step 1: Foundation Setting
Every successful research project starts with a solid foundation. This initial step is all about finding your academic footing and consists of three key steps:
First, you'll choose your research area. This is where you'll explore different fields that spark your curiosity and align with your academic goals. Think of it as academic window shopping – you're looking for that perfect topic that makes you think, "Yes, I could spend months (or years) diving deep into this!"
Next comes the preliminary research deep dive. Here, you'll start exploring existing research in your chosen field. It's like being a detective, following leads and discovering what other researchers have already uncovered.
Finally, you'll define your specific research topic. This is where you'll take your broad area of interest and narrow it down into a focused, manageable research question or objective.
Step 2: Research Design
With your foundation in place, it's time to architect your research approach. This step is crucial for ensuring your research journey stays on track.
You'll start with a comprehensive literature review, mapping out existing knowledge in your field. Think of this as standing on the shoulders of giants – learning from those who've researched before you while identifying gaps where you can make your unique contribution.
Next comes methodology design – choosing and planning how you'll conduct your research. Will you use surveys, interviews, experiments, or archival research? This is your research GPS, guiding how you'll gather and analyse your data.
The step concludes with proposal development, where you'll package your research plan into a

compelling document demonstrating your project's value and feasibility.
Step 3: Data Collection and Analysis
Now comes the exciting part – gathering and making sense of your data! This step is where your research truly comes alive.
During data collection, you'll implement your chosen methodology. Whether you're conducting interviews, running experiments, or analysing documents, this is where you gather the evidence that will support your research questions.
Then comes analysis and interpretation, where you'll transform your raw data into meaningful insights. This is often where the most exciting discoveries happen – patterns emerge, connections form and your contribution to the field starts taking shape.
Step 4: Writing and Refinement
With your insights in hand, it's time to tell your research story. This step is about crafting a clear, compelling narrative of your work.
You'll develop your dissertation or thesis chapter by chapter, carefully structuring your argument and findings. Each chapter should flow naturally into the next, creating a coherent story of your research journey.
Then comes the refinement process, where you'll integrate feedback from your supervisors and peers. Each revision makes your work stronger and clearer.
Step 5: Completion and Submission
The final step is about bringing everything together and crossing the finish line.
Start with a thorough final review, ensuring every detail is perfect, and your research tells its story clearly. This is your quality control checkpoint.
Then comes the big moment – submission! While this is definitely cause for celebration, remember to save some energy for addressing examiner feedback later.
Finally, you'll navigate the examination process, respond to any feedback, and make final revisions before achieving your degree.

Exercise 1 Read and translate the text.

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Exercise 2 Read and memorize using a dictionary:

consists of, sequential, respond to, revisions, before achieving, definitely , cause , emerge, celebration, manageable research, comprehensive, goals. initial step, completion submission

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Exercise 3 Ask the questions to the given answers:

1. Question:_____
Answer : Every successful research project starts with a solid foundation.
2.Question: _ ._____-
Answer: Next comes the preliminary research deep dive.
3. Question :__ _____
Answer .. During data collection, you'll implement your chosen methodology .
4 Question: _____
Answer: The final step is about bringing everything together and crossing the finish line.

Exercise 4. Make a short account of the text.

Test questions on the theme.

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. 1 What are five main steps of a research project ?

2 What refinement process ?

3 When do you implement your chosen methodology ?

4 What step is a comprehensive literature review ?

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UNIT 22.

Explanation of concepts in the field of research in a foreign language

Мета заняття Вільно спілкуватися державною та іноземною мовами усно і письмово для обговорення і презентації результатів професійної діяльності, досліджень та проекті

What is the concept of research?

Research is defined as the creation of new knowledge and/or the use of existing knowledge in a new and creative way so as to generate new concepts, methodologies and understandings. This could include synthesis and analysis of previous research to the extent that it leads to new and creative outcomes.

A concept in research refers to an abstract idea or a general notion that represents an aspect of the world. It is used as a building block for developing theories, designing studies, and analyzing data. Concepts can be either concrete or abstract, and they are defined and operationalized in research to give them specific meanings and make them measurable or observable. Concepts help researchers to organize and structure their research, identify relationships between variables, and establish a framework for understanding and interpreting the research findings.

Here are some key points about concepts in research:

1. **Abstraction**: Concepts distill specific instances or observations into broader ideas that can be generalized across different contexts.
2. **Operationalization**: Researchers often need to define how a concept will be measured or observed in practical terms. This process is called operationalization.
3. **Theoretical Framework**: Concepts are used to develop theories and models that explain relationships between different variables or phenomena.
4. **Examples**: Common examples of research concepts include variables like "social capital," "motivation," "health," and "sustainability." Each of these can be broken down into measurable components.
5. **Contextual Variation**: Concepts can vary in meaning depending on the cultural, social, or disciplinary context in which they are used.

What is a Scientific Concept?

A **scientific concept** is an idea or mental image that helps in the understanding of a natural process or object. Scientific concepts aid in defining a procedure or the nature of an object. A concept in science is an idea that cannot be observed. However, when a scientific concept applies to a process or object, it can then be observed and studied. Scientific concepts are general ideas that share characteristics. For instance, *systems* are a scientific concept, and when applied to a natural phenomenon, it can be observed. An

example would be the solar system. It would fit the defining characteristics of a system (an idea) and be observable.

What are some examples of scientific concepts?

Examples of scientific concepts are ideas like organization, cause and effect, models, systems, and change. Patterns, structure, and function are also scientific concepts.

How does a principle differ from a concept in science?

A scientific concept is an idea that is generalized. It cannot be observed. A scientific principle is specific to a particular phenomenon or idea and is backed up by observations and data.

What is a scientific concept?

A scientific concept is an idea that helps make sense of natural processes or objects. A scientific concept can apply to a natural phenomenon or object to be observed. Other phenomena or objects of the same concept will have the same characteristics.

Exercise 1 Read and translate the text.

Exercise 2 Read and memorize using a dictionary:

include , previous, extent, to lead, outcomes, define, creation. framework:, concepts , mental image, to share , apply, phenomenon , cause , fit, the defining, sustainability, terms

Exercise 3 Ask the questions to the given answers:

1. Question:_____
Answer:_Research is defined as the creation of new knowledge_.
2.Question:_____-
Answer A concept in research refers to an abstract idea or a general notion that represents an aspect of the world.
3. Question :_____
Answer : Scientific concepts aid in defining a procedure or the nature of an object .
4. Question: _____
Answer: A scientific concept is an idea that is generalized.

Exercise 4. Make a short account of the text.

Test questions on the theme.

1. What is the concept of research?
2. What is a Scientific Concept?
3 What are some examples of scientific concepts?
4. How does a principle differ from a concept in science?

UNIT 23.

Review of English grammar Tenses

Мета заняття: Здатність працювати з різними джерелами, розшукувати, обробляти, аналізувати і синтезувати отриману інформацію,

Exercise 1. Open the brackets and put the Future or the Present Simple Tense.

1.I (accompany) you with pleasure as soon as I (finish) my report. 2. The performance (be) a great success if he (play) the leading role. 3. If this time (be) convenient for you, we (meet) tomorrow. 4. We (not complete) the work this week in case he (get) ill. 5. We (not start) till he (arrive). 6. Provided he (leave) now, he (miss) the rush hour. 7. We (not be able) to carry out the experiment unless he (help) us. 8. You may take my dictionary as long as you (give) it back on Friday. 9. As soon as he (return) from the beach, we (have) dinner. 10.1 (phone) you when she (come). 11. Providing that he (work) hard, he will finish his work on Thursday. 12. She has two keys in her bag in case she (lose) one. 13. Unless he (come), we (not go) to the country. 14. He (remind) you of your promise in case you (forget) it. 15. As soon as the lake (get frozen), she (go skating).

Exercise 2. Correct the the verbs in bold type if the tenses are wrong.

1. The clock is striking, it's time to finish your studies. 2. They are understanding the problem now. 3. Where is John? — He prepares his lessons; he usually prepares them at that time. 4. They are glad to know that their son is coming home next week. 5. The evening is warm, but you are shivering. Is anything the matter? — Nothing serious, I am feeling cold. 6. Can I see Mr. Green? — I am sorry, you can't: he has dinner. 7. The soup is tasting delicious. 8. Now I am seeing what you are driving at. 9. He believes in God and is always going to church on Sundays. 10.1 am hating to speak to him. He is always complaining and forgetting what to do. 11. They are being so nice to me at present. I am feeling they are liking me. 12. He often changes his political views. Now he is belonging to the Conservative Party. 13. Look! Somebody tries to open your car. 14. Oh, I won't take this dish. It is smelling awful. 15. How can I recognize him? I haven't met him. — He is wearing a yellow leather jacket and green jeans.

Exercise 3. Open the brackets and put the verb into the correct tense, either the Present Simple, the Present Continuous or the Present Perfect.

1. As a rule, I (have) porridge for breakfast, but this morning I (order) an omelette. 2. This is the house where I (live). I (live) here since childhood. 3. Stop smoking! The room (be) full of smoke which (come) from your pipe. Usually nobody (smoke) here as Mother (not let) it. 4.I (write) letters home once a week, but I (not write) one this week, so my next letter must be rather long. 5. No wonder she (look) tired after the strain under which she (be) for a month. 6. Why you (not shave) this morning? — I (shave) every other day. 7. Research (show) that lots of people (absorb) new information more efficiently at some times of day than at others. A biological rhythm (affect) different people in different ways. 8.I just (look) at the barometer and (see) that it (fall) very quickly. 9. Don't shout so loudly. Father (not finish) work and he hates if anybody (make a noise) while he (work). 10. I regularly (see) him at the tram stop, but I (not see) him these two or three days.

Exercise 4. Open the brackets paying attention to the use of the Past Perfect Tense, Past Simple Tense or Past Continuous Tense.

1. He already (go) by the time I (come) to the party. 2. Mother (cook) dinner before he (come). 3. When I (reach) the front door, I realized that I (loose) the key. 4. The shop (close) by the time I (get) there. 5. The scientists (carry) out many experiments before they (achieve) satisfactory results. 6. When I (arrive), he (stay) in the same hotel where we first (meet). 7. By the end of the year he (finish) research. 8. He told me that he (not see) much of her since she (move) to another town. 9. When I (come), he already (come) and (sit) near the fireplace looking through a magazine. 10. She said that they (meet) in 1990 for the first time.

Exercis 5. Open the brackets and put the verbs into the proper tense (the Present Simple, the Present Continuous, the Present Perfect Continuous or the Present Perfect Tense.

1. It (snow) steadily the whole week and it still (snow). 2. We (climb) for six hours already, but we (not reach) the top of the mountain yet. 3. The pain already (go) but the child still (cry), 4. The workers (work) very hard these two weeks, they (be) busy with the interior decoration of the house. 5. He (solve) the crossword puzzle for an hour and he (say) he (be) about to solve it as he (think) over the last word. 6. He (work) at the language all the time and (make) great progress. His pronunciation (be) rather good, only a slight accent (remain). 7. He (finish) the first part of his book and now he (write) the second. He (work) at his book for two years, 8. Dusliri Hoffman, who (play) the hero, (give) a fine performance. 9. Why your hair (be) wet? You (swim)? 10. Doctors and scientists (show) recently the benefit of fish in the diet.

Exercise 6. Put the verb in brackets into the Past Simple, the Past Continuous, the Past Perfect and the Past Perfect Continuous.

1. Nobody (know) where Smith (go). 2. A girl who (stand) under the beech tree (come) up to us. 3. Mary (speak) to Mr Boxwell when I (see) her in the corridor this morning. 4. John (park) the car in Fifth Avenue when a young man in black glasses (appear) from nowhere and (stand) before him. 5. He again (come) to the village where he (live) in his childhood. 6. While we (talk), there (come) a loud knock at the door. 7. He (look) into a drawing-room.The old man (sleep) peacefully in the armchair at the fire-place. 8. When their visitor (leave) John and his mother (stand) near the window. 9. When he (dress), he (go) downstairs, (write) a long letter to his parents and another to his sister. 10. She (welcome) her with a bright smile and (turn) back to the offensive dandilions she (fight) with.

Exercise 7 . Change the following sentences into the Passive Voice (using the Perfect Tenses.)

1. You have repaired our house lately. 2. When the fire brigade came, the fire had destroyed the building. 3. The athlete has shown much better results since this coach trains him, 4.1 will have answered all the business letters by noon. 5. The president of the board has signed the document. 6. Is she washing the floor? — No, she has already washed it. *1,* By his arrival they had repaired his car. 8. He has booked the tickets and the clerk will have brought them by 2 o'clock. 9. They had painted the house by his arrival. 10. The police haven't found the reason for the accident yet. 11. Have you touched anything here? 12, The sociologist has interviewed a lot of students. 13. Have they tested all the machines? 14. The flood has caused considerable damage, 15. John will have received the papers by tomorrow.

Exercise 8. Identify The Passive structures and give Ukrainian equivalent of the sentences.

1. When the students have their practical work, they are given many experiments to make and different problems to solve. When something for them is difficult, they are helped by the teachers. 2. Savchenko's invention was demonstrated at the Polytechnic Institute. 3. Lectures by

Professor B. will always be attended by many people. 4. The above problems are being investigated by one of our scientists. 5. He was not allowed to enter the room because some students were being examined there. 6. No harmful influence of the work of the atomic power station on the health of the workers has been observed. 7. Many materials now commonly used were not even thought of about forty years ago. 8. Analysis is naturally followed by synthesis. 9.The main reports were preceded by some introductory remarks. 10. Almost all materials are affected to some extent when placed in a strong magnetic field.

Exercise 9. Translate into English using the Passive Voice

1. Мене вже попередили про небезпеку.
2. Зараз його оглядає лікар.
3. Нам сказали, що іспит розпочнеться об одинадцятій.
4. Менеджера можна знайти у кабінеті.
5. Лист написано та надіслано.
6. Нам сказали, що оцінки вже поставлені.
7. Його кар'єра розпочалася п'ять років тому.
8. Коли подадуть обід?
9. Він сказав, що роботу вже виконано.
10* Учням ще не оголосили результати іспиту.

Exercise. 10. Open the brackets Use the Passive Voice

1 What's going on here? What's all that noise? — Sorry! My flat ..... (*to redecorate*).
2. If the work ..... (*not*, *to finish*) by evening, you'll be in trouble.
3. By the time I left the problem ..... (*not*, *to solve*) though it ..... (*to discuss*) actively for quite a long time.
4. Why ..... (*this information*, *ever*, *to use*)? It's so interesting!
5. Such clothes ..... (*not*, *to wear*) now. They are old-fashioned.
6. Don't worry. Nobody will notice such a tiny spot. It ..... (*not*, *to pay attention to*).
7. She suddenly realized that she ..... (*to listen to*) in complete silence.
8. She ..... (*not*, *to introduce*) by the hostess and felt embarrassed as she herself didn't know anybody.
9. I'll take a picture of you when you ..... (*to give*) the prize.
10. What was that book about? — It ..... (*to devote*) to the writer's brother who (*to kill*) in the war.

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