

**Конспекти практичних занять з дисципліни
«Іноземна мова за професійним спрямуванням»**

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Science as a Sociocultural Phenomenon

Read and translate the text:

When listening to the radio, watching the television or reading a daily newspaper it is difficult to avoid the term 'research'. The results of 'research' are all around us. A debate about the findings of a recent poll of people's opinions inevitably includes a discussion of 'research', normally referring to the way in which the data were collected. Politicians often justify their policy decisions on the basis of 'research'. Documentary programs tell us about 'research findings', and advertisers may highlight the 'results of research' to encourage you to buy a particular product or brand. However, we believe that what these examples really emphasize is the wide range of meanings given to the term 'research' in everyday speech.

Many of these everyday uses of the term 'research' are not research in the true meaning of the word. The ways in which the term is used wrongly are:

- just collecting facts or information with no clear purpose;
- reordering facts or information without interpretation;
- as a term to get your product or idea noticed and respected.

The first of these highlights the fact that, although research often involves the collection of information, it is more than just reading a few books or articles, talking to a few people or asking people questions. While collecting data may be part of the research process, if it is not undertaken in a systematic way, on its own and in particular with a clear purpose, it will not be seen as research. The second of these is commonplace in many reports. Data are collected, perhaps from a variety of different sources, and then assembled in a single document with the sources of these data listed. However, there is no interpretation of the data collected. Again, while data from a variety of sources may be a part of research process, without interpretation it is not research. Finally, the term 'research' can be used to get an idea or product noticed by people and to suggest that people should have

confidence in it. In such instances, when you ask for details of the research process, these are either unclear or not forthcoming.

Based upon this brief discussion we can already see that research has a number of characteristics:

- data are collected systematically;
- data are interpreted systematically;
- there is a clear purpose: to find things out.

Research is defining and redefining problems, formulating hypothesis or suggested solutions; collecting, organizing and evaluating data; making deductions and reaching conclusions; and at last carefully testing the conclusions to determine whether they fit the formulating hypothesis.

We can therefore define research as something that people undertake in order to find out things in a systematic way, thereby increasing their knowledge. Two phrases are important in this definition: 'systematic research' and 'to find out things'. 'Systematic' suggests that research is based on logical relationships and not just beliefs. As part of this, your research will involve an explanation of the methods used to collect the data, will argue why the results obtained are meaningful, and will explain any limitations that are associated with them. 'To find out things' suggests there is a multiplicity of possible purposes for your research. These may include describing, explaining, understanding, criticizing and analyzing. However, it also suggests that you have a clear purpose or set of 'things' that you want to find out, such as the answer to a question or number of questions.

Despite the variety of purposes and contexts of research, all research projects can be placed on a continuum. At one extreme of the continuum is research that is undertaken purely to understand processes and outcomes. Such research is conducted predominantly in universities as a result of an academic agenda. Its key consumer is the academic community, with relevantly little attention being given to its practical applications. This is often termed basic, fundamental or pure research. At the other end of the continuum is the research which is of direct and immediate relevance to practitioners that addresses issues they see as important

and is presented in ways they can understand and act upon. This is termed applied research.

Exercises

Ex. 1. Scan the text and write the number of the paragraph where you can find the following information. Do it as quickly as possible.

- ___ collecting facts without purpose
- ___ fundamental characteristics of research
- ___ purposes of research
- ___ pure research
- ___ meanings given to the term 'research' in everyday life
- ___ applied research
- ___ systematic study

Ex. 2. Match terms in column A with their definitions in column B.

A	B
1) research n.	a) clear, specific statements that identify what the researcher wishes to accomplish as a result of doing research
2) researcher	b) the appropriateness of the researcher's behaviour in relation to the rights of those who become the subject of a research project, or who are affected by it
3) research v.	c) to make a detailed systematic study of something in order to discover new facts
4) research and development	d) general plan of how the researcher will go about answering the research questions
5) research strategy	e) the systematic collection and interpretation of information with a clear purpose to find things out
6) research idea	f) an unsettled question; a matter requiring solution

7) research objectives	g) the work that companies do when they are developing new products, services, or methods. It is often simply called R and D.
8) research ethics	h) initial idea that may be worked out into a research project
9) research problem	i) someone whose job is to do scientific research

Ex. 3. Find Ukrainian equivalents of the English words used in the text.

- | | |
|---------------------|---|
| 1) poll n. | a) неминуче |
| 2) avoid v. | b) підкреслювати, виділяти |
| 3) inevitably adv. | c) заохочувати, підбадьорювати |
| 4) refer to v. | d) опитування, голосування, вибори |
| 5) justify v. | e) сперечатися, переконувати, стверджувати |
| 6) highlight v. | f) уживати |
| 7) encourage v. | g) ставитися, приписувати, посилатися |
| 8) argue v. | h) значимість, суттєвість, важливість |
| 9) clear purpose n. | i) дізнатися, з'ясувати |
| 10) commonplace n. | j) план заходів, програма |
| 11) confidence n. | k) уникати |
| 12) forthcoming a. | l) виправдовувати, пояснювати, підтверджувати |
| 13) undertake v. | m) переважно, особливо |
| 14) find out v. | n) загальне місце |
| 15) beliefs n. | o) ясна, виразна мета |
| 16) explanation n. | p) різноманіття, множинність |
| 17) multiplicity n. | q) пояснення |
| 18) agenda n. | r) думки, вірування |

19) relevance n.

s) відкритий, відвертий

20) predominantly adv.

t) довіра

Ex. 4. Analyze the following word combinations and use them to make sentences of your own.

carry out conduct complete undertake be engaged in give priority to	research
complex contemporary field detailed empirical experimental independent applied	research
research	council grant team methods outcomes paper paradigm
research	in (logistics/ economics) on (the topic/ phenomena)

Ex. 5. Identify the nouns, adjectives, adverbs and verbs in the following groups of words. Use the appropriate ones in the sentences below. Choose the correct form of the word.

A. a. research; b. to research; c. researcher

1. There is clearly a need for further _____ on this topic.
2. A software package entitled "NN" integrates data that have been compiled by independent _____.
3. They have been _____ the effects of the drug on mice.
4. This book by itself does not provide all the tools to become a creative _____ in mathematics.
5. The subject has not been fully _____ before.
6. A few _____ challenge this assessment, offering intriguing alternative models.
7. She teaches a lot of classes and doesn't have much time for her own _____.
8. This book is of special interest to those working, _____ and teaching computing.

B. a. system; b. systematic; c. systematically; d. systematize; e. systematization; f. unsystematically.

1. Rhetoric provides a framework in which these matters may be _____ investigated.
2. They are introducing a very sophisticated _____ for delivering information.
3. The positive side of _____ methodologies is that they can heighten a researcher's appreciation of the complexities of the world.
4. We can _____ this concept by classifying it into a small number of distinct categories.
5. Formalization is an outgrowth of the broader goals of scientific _____.

6. Satellite communication _____ can potentially alter the industrial paradigm in developing countries.

7. The collection has been _____ updated.

Ex.6. Speak about:

- a. academic definition of research
- b. everyday use of the term 'research'
- c. basic characteristics of research
- d. basic and applied research
- e. incorrect use of the term 'research'.

SELF-CHECK QUESTIONS

1. What are the constitutive features of research?
2. What testifies to incorrect use of the term 'research'?
3. What does 'systematic' in the definition of research imply?
4. What research purposes can be set?
5. What is research aimed at?
6. What kinds of research are widely used?
7. What does research ethics imply?
8. What is meant by a research strategy?

Types of Scientific Research

Read and translate the text:

Research is an academic activity and as such the term should be used in a technical sense. Research is an original contribution to the existing stock of knowledge making for its advancement. It is the pursuit of truth with the help of study, observation, comparison and experiment.

The basic types of research are as follows:

Descriptive vs. Analytical: Descriptive research includes surveys and fact-finding enquiries of different kinds. The major purpose of descriptive research is description of the state of affairs as it exists at present. In social science and business research we quite often use the term Ex post facto research for descriptive research studies. The main characteristic of this method is that the researcher has no control over the variables; he can only report what has happened or what is happening. Most ex post facto research projects are used for descriptive studies in which the researcher seeks to measure such items as, for example, frequency of shopping, preferences of people, or similar data. Ex post facto studies also include attempts by researchers to discover causes even when they cannot control the variables. The methods of research utilized in descriptive research are survey methods of all kinds, including comparative and correlational methods. In analytical research, on the other hand, the researcher has to use facts or information already available, and analyze these to make a critical evaluation of the material.

Applied vs. Fundamental: Research can either be applied (or action) research or fundamental (to basic or pure) research. Applied research aims at finding a solution for an immediate problem facing a society or an industrial/business organisation, whereas fundamental research is mainly concerned with generalisations and with the formulation of a theory. "Gathering knowledge for knowledge's sake is termed 'pure' or 'basic' research." Research concerning some natural phenomenon or relating to pure mathematics are examples of fundamental

research. Similarly, research studies, concerning human behavior carried on with view to make generalizations about human behavior, are also examples of fundamental research, but research aimed at certain conclusions facing a concrete social or business problem is an example of applied research. Research to identify social, economic or political trends that may effect a particular institution or copy research or the marketing research are examples of applied research. Thus, the central aim of applied research is to discover a solution for some pressing practical problems. Whereas basic research is directed towards finding information that has a broad base of applications and thus, adds to the already existing organized body of scientific knowledge.

Quantitative vs. Qualitative: Quantitative research is based on the measurement of quantity or amount. It is applicable to phenomena that can be expressed in terms of quantity. Qualitative research, on the other hand, is concerned with qualitative phenomenon, i.e., phenomena relating to or involving quality or kind. For instance, when we are interested in investigating the reasons for human behavior, we quite often talk of ‘Motivation Research’, an important type of qualitative research. This type of research aims at discovering the underlying motives and desires, using in depth interviews for the purpose. Other techniques of such research are word association tests, sentence completion tests, story completion tests and similar other projective techniques. Attitude or opinion research, i.e., research designed to find out how people feel or what they think about a particular subject or institution is also qualitative research. Qualitative research is specially important in the behavioral sciences where the aim is to discover the underlying motives of human behavior. Through such research we can analyse the various factors which motivate people to behave in a particular manner or which make people like or dislike a particular thing. It may be stated, however, that to apply qualitative research in practice is relatively a difficult job and therefore, while doing such research, one should seek guidance from experimental psychologists.

Conceptual vs. Empirical: Conceptual research is that related to some abstract idea(s) or theory. It is generally used by philosophers and thinkers to develop new concepts or to reinterpret existing ones. On the other hand, empirical research relies on experience or observation alone, often without due regard for system and theory. It is data based research, coming up with conclusions which are capable of being verified by observation or experiment. We can also call it as experimental type of research, in such a research it is necessary to get at facts firsthand, at their source, and actively to go about doing certain things to stimulate the production of desired information. In such research, the researcher must first provide himself with a working hypothesis or guess as to the probable results. He then works to get enough facts (data) to prove or disprove his hypothesis. He then sets up experimental designs which he thinks will manipulate the persons or the materials concerned so as to bring forth the desired information. Such research is thus characterised by the experimenter's control over the variables under study and his deliberate manipulation of one of them to study its effects. Empirical research is appropriate when proof is sought that certain variables affect other variables in some way. Evidence gathered through experiments or empirical studies is today considered to be the most powerful support possible for a given hypothesis.

Some Other Types of Research: All other types of research are variations of one or more of the above stated approaches, based on either the purpose of research, or the time required to accomplish research, on the environment in which research is done, or on the basis of some other similar factor. From the point of view of time, we can think of research either as one-time research or longitudinal research. In the former case the research is confined to a single time-period, whereas in the latter case the research is carried on over several time-periods. Research can be field-setting research or laboratory research or simulation research, depending upon the environment in which it is to be carried out. Research can as well be understood as clinical or diagnostic research. Such research follows case-study methods or in-depth approaches to reach the basic causal relations. Such studies usually go deep into the causes of things or events that interest us, using

very small samples and very deep probing data gathering devices. The research may be exploratory or it may be formalized. The objective of exploratory research is the development of hypotheses rather than their testing, whereas formalized research studies are those with substantial structure and with specific hypotheses to be tested. Historical research is that which utilizes historical sources like documents, remains, etc. to study events or ideas of the past, including the philosophy of persons and groups at any remote point of time. Research can also be classified as conclusion-oriented and decision oriented. While doing conclusion oriented research, a researcher is free to pick up a problem, redesign the enquiry as he proceeds and is prepared to conceptualize as he wishes. Decision-oriented research is always for the need of a decision maker and the researcher in this case is not free to embark upon research according to his own inclination. Operations research is an example of decision oriented research since it is a scientific method of providing executive departments with a quantitative basis for decisions regarding operations under their control.

Exercises

Ex.1. What are the key differences between basic and applied researches?

Basic research	Applied research
<i>Purpose:</i>	<i>Purpose:</i>
to expand knowledge of processes	to improve understanding of a particular problem
<i>Findings</i>	<i>Findings</i>
universal principles relating to the process and its relationship to outcomes	solution to problem, new knowledge limited to a problem
<i>Significance</i>	<i>Significance</i>
of theoretical relevance and value to	of practical relevance and value to

society in general	particular organizations
<i>Context:</i>	<i>Context:</i>
undertaken by people based in universities; choice of topic and objectives determined by the researcher; flexible time scale.	undertaken by people based in a variety of settings including organizations and universities; objectives negotiated with originator ; tight time scale.

Ex 2. If you know the purpose of the research project, can you guess what kind of research it is? Complete the table with the answers below.

The purpose of the research project is	kind of research
1. to produce an accurate representation of people, events or situations	
2. to study a situation or a problem in order to explain the relationships between variables	
3. to seek new insights into phenomena, to ask questions, and to assess the phenomena in a new light	
4. to compare two or more different variables to determine if any predictable relationships exist among them	
5. to conduct empirical tests while identifying and controlling as many factors as possible that may affect the outcome of the study	
6. to explain or predict phenomena observed in the laboratory or in nature	
7. to carry out the empirical investigation of a particular contemporary phenomenon within its real-life context, using multiple sources of evidence	

a. exploratory research; b. correlational research; c. case study; d. controlled scientific experiment; e. descriptive research; f. computer-generated modelling; g. explanatory research.

Ex. 3. Translate the following sentences into Ukrainian paying attention to the use of the word 'research'.

1. Xerox Corporation funded the initial research on personal computers in their Palo Alto laboratory in California.
2. The educational area of specialization has its own theoretical orientation and research tradition.
3. If you are applying for research funding, you will need to put a great deal of time into the preparation of research proposal.
4. Your research philosophy depends on the way that you think about the development of knowledge.
5. If you are conducting exploratory research you must be willing to change your direction as a result of new data that appears and new insights that occur to you.
6. In current research in theoretical computer science, machines are being developed which automatically prove theorems.

SELF-CHECK QUESTIONS

1. What is the definition of the term research?
2. What are the basic types of research?
3. What are the main characteristics of different types of research?
4. What is analytical research aimed at?
5. What is descriptive aimed at?
6. What does applied research result in?
7. How can a variety of research be explained?
8. What kinds of research are widely used?

Organisation of Scientific Research Work

Read and translate the text:

1. Most research textbooks represent research as a multi-stage process that you must follow in order to undertake and complete your research project.

The whole process of research can be divided into the following steps:

- setting general area of research
- defining the object of research
- analyzing problem situation and stating a problem
- specifying the subject of research
- formulating a research goal
- setting objectives
- moving a hypothesis
- developing research methods
- collecting, describing, processing, interpreting research data
- drawing conclusions, proving a hypothesis and resolving a research puzzle
- determining application areas
- writing research project

2. Any research starts with setting a research area which is determined by a number of objective and subjective factors. The objective determinants are such as topicality, novelty, urgency of the research. The subjective factors include scientific and professional interests of a researcher, his expertise, aptitudes, frame of mind, etc.

The object of the research is always broader than the subject chosen for research. It is a system of relations and properties of the phenomenon which exists objectively in theory and in practice and serves as a source of relevant information. The subject of the research is more concrete and includes only those relations and properties which are subject to direct investigation. It denotes what the author is planning to create in the process of studies.

3. In the introduction to the research paper it is necessary to prove that the chosen problem is topical. A problem is topical if it meets at least three requirements:

- the problem has not been fully studied;
- much or something in the problem remains vague;
- lack of knowledge on the problem makes a loss to community.

To prove that the problem chosen for the research is topical the author gives a review of the previously published papers on the topic and a list of authors who were active in the studies of the problem. Then he/she mentions that though the problem has been given considerable attention, still something is not known and concretizes what is still unknown on the topic. One also mentions what is still vague and needs elaboration. Then the author describes difficulties that spring up because the problem of his/her research has not been fully studied.

4. There is usually one major goal of research with objectives. The wish of the author to study a problem is expressed usually in one sentence which says that the goal of the research is to study the defined topic. Concrete objectives are further specified. The tasks of the research are usually the following:

- to clarify the nature and structure of the phenomenon being researched;
- to analyze the approaches to the research topic in literature;
- to describe aspects of the research topic by observation;
- to generate a model;
- to carry out an experiment;
- to analyze experimental results;
- to find out the ways of improving efficiency of the phenomenon under research.

The tasks (objectives) of research are set in order to plan the steps of the research. They may correspond to the order of the units and chapters of the research paper as a whole.

5. The conclusions are the results of research findings. Usually the conclusions follow the order:

- conclusion on whether the research goal has been achieved;
- conclusion on whether the hypothesis has been proved or not;
- conclusion on whether each research task has been fulfilled;
- conclusions on what has been found in fulfilling every research task;
- conclusion on additional findings during the research;
- conclusion on further prospects to continue the research.

6. Evaluation of the research paper is done out of 100 %. Each item of evaluation is assessed out of 10 %. In all there are 10 items of evaluation:

- innovative subject;
- forceful hypothesis;
- concrete research goal;
- clear research tasks;
- adequate methods of research;
- detailed presentation of data;
- convincing interpretation;
- well grounded conclusions;
- complete bibliography list;
- perfect format.

If your research paper scores less than 65 % it is “non-pass” and will have to be improved. A satisfactory result is up to 80 %. Between 80 % and 95 % is a good grade. An excellent result is 95 % and over.

4. The logic of all experimental researches is basically the same, regardless of the field of study in which the scientist is working.

Exercises:

Ex.1. Place steps of scientific research in correct order.

- Deciding how to solve a problem
- Choosing a topic
- Selecting an approach
- Identifying a problem

- Expressing all ideas clearly
- Presenting materials and information correctly and clearly
- Developing a plan and time line
- Evaluating good and bad points
- Carrying out the plan on schedule
- Sharing the results with other people
- Generating ideas and methods
- Making conclusions

Ex. 2. Analyze the following word combinations and use them to make sentences of your own.

The A	chief general central key main particular major primary	aim purpose goal task objective	of this study/ research/ paper	is to	investigate establish compare examine outline explain describe propose specify discuss demonstrate
the present		paper / investigation /	focuses on deals with is devoted to the problems of presents a new approach to proposes a new framework is aimed at attempts to explain the mechanism of		
advance formulate accept check / test verify contradict reject prove			a hypothesis		

Ex. 3. Match the sentences from two columns.

- | | |
|--|---|
| 1. Я не фахівець у цій галузі. | A. What field of science are you interested in ? |
| 2. Яка мета вашого дослідження ? | B. This issue deals with your investigation. |
| 3. Вона спеціалізується в галузі економіки. | C. His dissertation meets all the necessary requirements. |
| 4. Якою галуззю науки ви цікавитесь ? | D. What science are you doing? |
| 5. Це питання стосується вашого дослідження. | E. That's outside my field. |
| 6. Якою наукою ви займаєтесь? | F. She majors in economics. |
| 7. Його дисертація відповідає усім необхідним вимогам. | G. What is the objective of your research? |
| 8. Вони беруть участь у науково - дослідній роботі. | H. My research advisor is a well – known scientist. |
| 9. Мій науковий керівник - відомий вчений. | I. They've made interesting conclusions. |
| 10. Вони дійшли цікавих висновків. | J. They are involved in R&D. |

Ex. 4. Match the words which are very close in their meaning.

- | | |
|---------------------|--------------------------|
| 1) to clarify | a) to attain |
| 2) to reject | b) understanding |
| 3) to verify | c) wording |
| 4) to achieve | d) to explain, elucidate |
| 5) convincing | e) ability |
| 6) insight | f) to research |
| 7) formulation | g) to check, prove |
| 8) to set up | h) to refuse |
| 9) aptitude | i) forceful |
| 10) to inquire into | j) to advance |

Ex.5. The information presented in the table below is from the field of teaching foreign languages. Match the formulations in column A with basic stages of research in column B.

A	B
1) the model of teaching students to writing expository essays	a) general area of study
2) to elaborate the methodology of teaching writing expository essays and verify its effectiveness experimentally	b) object of research
3) literature review, observation, teaching experiment	c) research problem
A	B
4) teaching English as a foreign language	d) subject of research
5) contradiction between students' need in mastering academic writing and lack of model teaching it	e) research purpose
6) to define the properties and rhetorical organisation of expository essays; to study productive, reproductive and socio-cultural aspects of academic writing; to consider existing approaches to teaching writing	f) research objectives
7) the process of teaching students to academic writing	g) hypothesis
8) teaching students to writing expository essays will be more effective if it is organized by modelling basic characteristics of academic discourse thought of as an activity and as a product	h) methods

SELF-CHECK QUESTIONS

1. What stages does the research process include?

2. What factors determine the choice of research area?
3. What is the object of research?
4. What does the subject of research denote?
5. What is meant by a research problem?
6. What problem is considered to be topical?
7. What is a research hypothesis?
8. What requirements should hypotheses meet?
9. What do the three types of hypotheses differ in?
10. What order do the conclusions of research follow?
11. What are items of evaluation of a research project?

Appraise of Related Literature

Read and translate the text:

Knowledge doesn't exist in a vacuum, and your work only has value in relation to other people's. Your work and your findings will be significant only to the extent that they're the same as, or different from, other people's work and findings.

You therefore need to establish what research has been published in your chosen area and try to identify any other research that might currently be in progress. The items you read and write about will enhance your subject knowledge and help you to clarify your research question(s) further. This process is called critically reviewing the literature.

Your critical literature review will form the foundation on which your research is built. Its main purpose is to help you to develop a good understanding and insight into relevant previous research and the trends that have emerged.

Your review also has a number of other purposes:

- to help you to refine further your research question(s) and objectives;
- to highlight research possibilities that have been overlooked implicitly in research to date;
- to discover explicit recommendations for further research. These can provide you with a superb justification for your own research question(s) and objectives;
- to help you to avoid simply repeating work that has been done already;
- to sample current opinions in newspapers, professional journals, thereby gaining insights into the aspects of your research question(s) and objectives that are considered newsworthy;
- to discover and provide an insight into research approaches, strategies and techniques that may be appropriate to your own research question(s) and objectives.

As you begin to find, read and evaluate the literature, you will need to think how to combine the academic theories and ideas it contains to form the critical review that will appear in your project report. This will need to discuss critically the work that has already been undertaken in your area of research, and reference that work. It will draw out the key points and trends and present them in a logical way. In doing this you will provide readers of your project report with the necessary background knowledge to your research question(s) and objectives and establish the boundaries of your own research. It will also enable the readers to see your ideas against the background of previous published research in the area. This does not necessarily mean that your ideas must extend, follow or approve those set out in the literature. You may be highly critical of the earlier research and seek to discredit it. However, if you wish to do this you must still review the literature, argue clearly why it is problematic, and then justify your own ideas.

In writing your critical review you will therefore need:

- to include the key academic theories within your chosen area;
- to demonstrate that your knowledge of your chosen area is up to date;
- to show how your research relates to previous published research;
- to assess the strengths and weaknesses of previous work taking these into account in your arguments;
- to justify your arguments by referencing previous research.

Within the context of reviewing the literature, the term ‘critical’ refers to the judgment you exercise. It therefore describes the process of providing a detailed and justified analysis of and commentary on the merits and faults of the key literature within your chosen area. This means that, for your review to be critical, you should:

- refer to work by recognized experts in your chosen area;
- consider and discuss work that supports and work that opposes your ideas;
- make reasoned judgements regarding the value of others’ work to your research;
- support your arguments with valid evidence in a logical manner;

- distinguish clearly between fact and opinion.

Although there is no single structure that your critical review should take, it is useful to think of the review as a funnel in which you:

- start at a more general level before narrowing down to your specific research question(s);
- provide a brief overview of key ideas;
- summarize, compare and contrast the work of the key writers;
- provide a detailed account of the findings of this work;
- highlight the issues where your research will provide fresh insights;
- lead the reader into subsequent sections of your project report, which explore these issues.

Whichever way you structure your review you must demonstrate that you have read, understood and evaluated the items you have located. The key to writing a critical literature review is therefore to link together the different ideas you find in the literature to form a coherent and cohesive argument, which set in context and justify your research. Obviously, it should relate to your research question and objectives. It should show a clear link from these as well as a clear link to the empirical work that will follow.

The literature sources available to help you to develop a good understanding of and insight into previous research can be divided into three categories: primary (published and unpublished), secondary, and tertiary. In reality these categories often overlap: for example, primary literature sources including conference proceedings can appear in journals, and some books contain indexes to primary and secondary literature.

Primary literature sources (also known as grey literature) are the first occurrence of a piece of work. They include published sources such as reports, conference proceedings, theses. They also include unpublished manuscript sources such as letters, and memos.

Secondary literature sources such as books and journals are the subsequent publications of primary literature. These publications are aimed at a wider

audience. They are easier to locate than primary literature as they are better covered by the tertiary literature.

Tertiary literature sources, also called search tools, are designed either to help to locate primary and secondary literature or to introduce a topic. They therefore include indexes and abstracts as well as encyclopedias and bibliographies.

Your use of these literature sources will depend on your research questions and objectives. For some research projects you may use only tertiary and secondary literature; for others you may need to locate primary literature as well.

It is important that you plan the literature search carefully to ensure that you locate relevant and up-to-date literature. This will enable you to establish what research has been previously published in your area and to relate your own research to it. Time spent planning will be repaid in time saved when searching the literature. As you start to plan your search, you need to beware of information overload! Before commencing your literature search you should undertake further planning by:

- defining the parameters of your search;
- generating key words and search terms;
- discussing your ideas as widely as possible.

Techniques to help you in this include brainstorming and relevance trees.

8. Once obtained, the literature must be evaluated for its relevance to your research questions and objectives. The following questions provide a checklist to help you in this process.

How recent is the item? Have you seen references to this item (or its author) in other items that were useful? Does the item support or contradict your arguments? For either it will probably be worth reading!

Your assessment of whether you have read a sufficient amount is even more complex. It is impossible to read everything, as you would never start to write your critical review. Yet you need to be sure that your critical review discusses what research has already been undertaken and that you have positioned your research project in the wider context, citing the main writers in the field.

Exercises

Ex1. Match terms in column A with their definitions in column B

A	B
1) critical literature review	a) an alphabetical list of something such as subjects or names at the back of a book, that shows on which page they are mentioned
2) key word	b) the first occurrence of a piece of work, including published sources such as government white papers, and unpublished sources such as letters, memos and committee minutes
3) tertiary literature source	c) detailed and justified analysis and commentary of the merits and faults of the literature within a chosen area, which demonstrates familiarity with what is already known about your research topic
4) grey literature	d) journal in which the articles have been evaluated by academic peers prior to publication to assess their quality and suitability
5) index	e) journals produced by a professional organization for its members, often containing articles of a practical nature related to professional needs
6) professional journal	f) source designed to help locate primary and secondary literature, such as an index, abstract, or bibliography
7) references	g) article that contains both a considered review of the

state of knowledge in a given topic area and pointers towards areas where further research needs to be undertaken

- 8) refereed academic journal h) International Standard Serial Number, a unique eight-digit number used to identify a print or electronic periodical publication
- 9) review article i) bibliographic details of all items referred to directly in the text
- 10) ISBN j) basic term that describes the research questions and objectives which can be used in combination to search the tertiary literature
- 11) ISSN k) International Standard Book Number; a unique 9-digit number given to every book that is published

Ex 2. Tab.1 demonstrates different categories of literature resources. It highlights that while information flows from primary to secondary to tertiary sources it becomes less detailed but more easily accessible. Complete the scheme using the words from the bottom:

Table 1. Literature sources available

Literature sources available		
Primary	Secondary	Tertiary
Reports	Newspapers	Indexes
Theses	Internet	Abstracts

- a. dictionaries, b. books, c. catalogues, d. company reports, e. professional journals, f. bibliographies, g. unpublished manuscripts, h. encyclopedias, i. conference reports, j. conference proceedings, k. refereed academic journals.

Ex 4. Find Russian equivalents of the English words used in the text.

- | | |
|---------------------|--|
| 1) enhance v. | а) обґрунтування, виправдання |
| 2) emerge v. | б) відбирати зразки, пробувати |
| 3) implicitly adv. | в) збільшувати, посилювати, підвищувати |
| 4) explicit a. | г) накидати (план), витягувати |
| 5) justification n. | д) неявно, приховано, непрямим чином |
| 6) sample v. | є) з'являтися, з'ясовуватися, вставати (про питання) |
| 7) draw out v. | ж) явний, певний, висловлений до кінця |
| 8) discredit v. | з) використовувати, користуватися |
| 9) exercise v. | і) логічно послідовний, когерентний |
| 10) distinguish v. | к) остерігатися |
| 11) reference v. | л) необ'єктивний, упереджений, тенденційний |
| 12) coherent a. | м) не довіряти, дискредитувати |
| 13) cohesive a. | н) розрізняти (ся) |
| 14) beware v. | о) забезпечити текст посиланнями |
| 15) biased a. | п) зв'язний |
| 16) relevance n. | р) частково збігатися, перекривати |
| 17) overlap v. | с) належність, значимість, доречність |

Ex. 5. Fill in the blanks in the text using the phrases from the box.

- a) critically discussing and referencing work
- b) develop a thorough understanding of and insight into

- c) research question(s) and objectives
- d) primary literature
- e) brainstorming and relevance trees
- f) at a more general level
- g) a logically argued way
- h) following up references in articles you have already read
- i) key words and search terms

Critical review of the literature is necessary to help you to 1) ____ previous research that relates to your research question(s) and objectives. Your review will set your research in context by 2) _____ that has already been undertaken, drawing out key points and presenting them in 3) _____, and highlighting those areas where you will provide fresh insights. It will lead the reader into subsequent sections of your project report.

There is no one correct structure for a critical review, although it is helpful to think of it as a funnel in which you start 4) _____ prior to narrowing down to your specific research question(s) and objectives.

Literature sources can be divided into three categories: primary, secondary and tertiary. In reality, these categories often overlap. Your use of these resources will depend on your research question(s) and objectives. Some may use only tertiary and secondary literature. For others, you may need to locate 5) _____ as well.

When planning your literature search you need:

- to have clearly defined 6) _____;
- to define the parameters of your search;
- to generate 7) _____;
- to discuss your ideas as widely as possible.

Techniques to help you in this include 8) _____.

Your literature search will be undertaken using a variety of approaches in tandem. These will include:

– searching using tertiary sources and the Internet;

9) _____;

– scanning and browsing secondary literature in your library.

Once obtained, the literature must be evaluated for its relevance to your research question(s) and objectives. This must include a consideration of each item's currency. Each item must be read and noted. Bibliographic details, a brief description of the content and appropriate supplementary information should also be recorded.

Defence of the Project Work

Critically reviewing the literature a research should do the following:

- Consider your research questions and objectives. Use your lecture notes, course textbooks and relevant review articles to define both narrow and broader parameters of your literature search considering language, subject area, geographical area, publication period and literature type.
- Generate key words and search terms using one or a variety of techniques such as reading, brainstorming and relevance trees. Discuss your ideas widely, including with your project tutor and colleagues.
- Start your search using both database and printed tertiary sources to identify relevant secondary literature. Begin with those tertiary sources that abstract and index academic journal articles and books. At the same time, obtain relevant literature that has been referenced in articles you have already read.
- Expand your search via other sources such as the Internet and by browsing and scanning.
- Obtain copies of relevant items, read them and make notes. Remember also to record bibliographic details, a brief description of the content and supplementary information on an index card or in your reference database.
- Start drafting your critical review as early as possible keeping in mind its purpose.
- Continue to search the literature during your research project to ensure that your review remains up to date.

Ex. 1. Match the following ways of literature review with their explanations and examples:

1 compilation 2 confrontation 3 disputation 4 collation 5 interpretation 6 thesis support 7 allegiance

a. simply adding similar quotations from various sources and giving short comments on the contents of these quotations. E.g.:

A writes that ... B agrees with A and adds that ... C also writes about it and confirms that...

b. adding quotations from one source to another and emphasizing the difference in ideas. E.g.:

A says in his/ her article that ... B agrees with A but stresses the importance of ...
C also deals with this problem but focuses the attention on ...

c. giving a quotation from a literary source and arguing with it. E.g.:

A says in his/ her article that ... This does not seem very convincing because as experience shows ...

d. putting together two quotations which hold a different view and/ or contradict each other. E.g.:

A says in his article that... B argues with this point and insists that
C has a completely different approach because as he/ she thinks ...

e. quoting from a source and giving it one's full support. E.g.:

A writes in this book that ... One can't but agree on this principle because it really seems that ... One couldn't agree more to this idea ...

f. giving a quotation from a source and bringing to the surface what seems to be hidden between the lines. E.g.:

A says in the article that ... This may mean that either ... or perhaps ...

g. formulating one's own thesis and supporting it with a quotation from a literary source. E.g.:

Observations have shown that ... This is supported by A who did the research earlier and also came to the finding that...

Ex. 2. Scan the text and find the sentences containing the words in capitals. The ability to choose the correct meaning of a word in a particular context is an important vocabulary skill which helps you to understand and use correctly words you already know, and also to use a dictionary effectively. Paragraph number is given in brackets.

E.g. TO ASSESS a. to calculate what something costs or is worth;
b. to consider a situation, person, or problem in order to make a judgment.

Answer: 2

1. REVIEW (1):

a) the process of studying or examining a situation, policy, or idea again in order to decide whether it is suitable or satisfactory;

b) an article in which someone gives their opinion of a play, book, art exhibition etc.;

c) a discussion of a particular subject that prepares you for a test.

2. TO REFINE (2):

a) to make some changes to something in order to improve it;

b) to remove things from a natural substance in order to make it pure.

3. TO HIGHLIGHT (2):

a) to report or describe something in a way that makes people notice it and think about it;

b) to make something easier to see;

c) to make parts of your hair a lighter colour by putting a chemical substance on them.

4. TO OVERLOOK (2):

- a) to fail to notice or do something;
- b) to choose to ignore a mistake, fault etc.;
- c) to have a view of something from above.

5. TO APPROVE (3):

- a) to have a positive feeling towards someone or something that you consider to be good or suitable;
- b) to give official agreement or permission to something.

6. INDEX (6):

- a) an alphabetical list of something such as subjects or names at the back of a book, that shows on which page they are mentioned;
- b) a number that shows the price, value, or level of something compared with something else.

7. TO CONTRADICT (8):

- a) to say that the opposite of what someone has said is true;
- b) if one statement, piece of evidence, story etc contradicts another, they disagree and cannot both be true.

Ex. 3. Complete the sentences with the words from ex. 2.

1. The Dow Jones _____ fell another 50 points yesterday.
2. Our results _____ the potential of adapting natural biomineralization processes to problems in materials sciences.
3. Her account of the accident _____ that of the other driver.
4. Our agent will _____ the value of your property.
5. The committee has agreed to undertake a _____ of the way in which public funds are being used.
6. By exploring and _____ paradigms of research, we are determining the background assumptions on which the search for the truth about language will proceed with increased understanding.
7. This old result is frequently _____ in recent publications.

8. The test provides parents with a reliable _____ of their child's progress.

9. We tried to _____ his suitability for the job.

10. This year's budget package has been formally _____ by parliament.

11. Prof. Flinberg delayed publicizing his unusual results until the study passed peer _____.

12. His findings _____ the hypothesis.

Ex. 4. Latin words and abbreviations are often used in texts

Table 1. Latin words and abbreviations

Latin	short for...	English equivalent
c./ca.	Circa	about, approximately
cf.	confer	compare with
e.g.	exempli gratia	for example, for instance
et al	et alii	and others
etc.	et cetera	and the rest, and all others, and so on
Et seq.	et sequens	and the following pages
Ibid.	ibidem	in the same place (used to refer again to a text just referred to)
i.e.		which is to say, in other words, that is
loc. cit.	id est	in the places already mentioned (+author's name)
N.B.	loco citato	take special note of; note well
op. Cit.	nota bene opera citato	in the work already mentioned (+ author's name and page reference)

Table 2. Common English abbreviations

Ed./Eds.	Editor(s); edited by; edition
ff.	and the following pages, lines, etc.
l./ll.	line(s)
ms./mss.	manuscript(s)
no./nos.	number(s)
p./pp.	page(s)
para./paras.	paragraph(s)
ref./refs.	reference(s)
vol./vols.	volume(s)

SELF-CHECK QUESTIONS

1. What does the process of critically reviewing the literature involve?
2. What is the main purpose of critical literature review?
3. What other purposes does the review state?
4. What do you need to include in your critical review?
5. Does the review imply that your ideas should extend, follow or approve those set out in the literature?
6. What is meant by ‘critical’ in the context of reviewing the literature?
7. What is the accepted structure of critical review?
8. What three categories can literature sources be divided into?
9. What do primary literature sources include?
10. Why are secondary literature sources easier to locate?
11. What are tertiary literature sources designed for?
12. What does planning the literature search include?
13. What parameters of the literature obtained should be assessed?

Quotations and References

Direct quotations and references to authors' writings are often included in research reports, dissertations and theses.

Referencing is a system used in the academic community to indicate where ideas, theories, quotes, facts and any other evidence and information used to undertake an assignment, can be found.

A researcher needs to reference his work to avoid plagiarism, a form of academic theft. Referencing your work correctly ensures that you give appropriate credit to the sources and authors that you have used to complete your assignment.

Referencing the sources that you have used for your assignment demonstrates that you have undertaken wide-ranging research in order to create your work.

Referencing your work enables the reader to consult for themselves the same materials that you used.

All the information that you have used in your assignment will need to be acknowledged. It is essential to make a note of all the details of the sources that you use for your assignment as you go along.

Direct quotations are included to show that you have read around the subject and are aware of what has been written about it. Their purpose is also to demonstrate support for your own ideas, points of view and findings, and perhaps to show examples or evidence.

Quotations should not be overused: your own writing is more important. However, when you do include quotations they should be acknowledged with the correct reference conventions and listed at the end of your writing. It is important to acknowledge the source of the quotations otherwise you may be accused of plagiarism.

When referring to a book or article, the normal procedure is to give the author's surname, the year of publication in brackets, and the page numbers if necessary. The full reference is then given at the end of the text.

The basics of referencing

1. Citations in the text of your assignment should be made following the in-text guidelines given in the examples on the following pages.

2. A complete list of all the citations used in your text will need to be provided at the end of your assignment. This is called your reference list or bibliography and needs to be presented in alphabetical author/originator order.

Capitals:

Harvard is not prescriptive about capitalisation of authors' names in your reference list. If you do wish to use capitals, then the family/surname of authors are only capitalised in this reference list and **not** in the body of your work. If you prefer not to use capitals in this list, that is fine, but you must be consistent in the style you decide to use.

Italics & underlining:

Only the title of the source of information is italicised or underlined, but you should choose only one method throughout your assignment and stick to it! Do not use both italics and underlining.

Punctuation:

Harvard has no one true style of punctuation so the generally accepted rule (BS ISO 690:2010) is to be consistent with your style of punctuation throughout the whole of your assignment.

Exercises

Ex.1 Match the words and expressions with their meani

reference	уникнути плагіату
academic community	виконувати завдання
citation	курсив
wide-ranging research	вказівки

reference list	цитата
italics	під керівництвом ...
to avoid plagiarism	підкреслення
to undertake an assignment	алфавітний порядок
under the guidance of ...	список літератури
guidelines	широкомасштабне дослідження
underlining	наукова спільнота
alphabetical order	посилання

Ex. 2. Mark the following as either references to books or references to journals.

1. Hamp-Lyons, L. and Courter, K. B. (2004). *Research Matters*. Cambridge: Newbury House.

2. Saunders, M. and Lewis, P. (1997). Great ideas and blind alleys? A review of the literature on starting research. *Management Learning*, 28:3, 283-99.

3. Hartley, J. and Knapper, C.K. (2003). Academics and their Writing. *Studies in Higher Education*, 9(2).

4. Smith, F. (1998). *Writing and the Writer*. London: Heinemann Educational.

5. Storey, J., Cressey, P., and A. Wilkinson (1997). Changing Employment Practices in UK Banking: Case Studies. *Personnel Review*, Vol. 26, no 1, 24 – 42.

6. Raimond, P. (1993). *Management Projects: Design, Research and Presentation*. London: Chapman & Hall.

Ex. 3. Write a short bibliography for your subject, listing five to ten books and articles. Ensure that all details are correct.

Ex 4. Mark the following statements as T (true) or F (false):

Statement	T	F
1. Bibliographic details required to find a journal article normally include the author, year of publication, title of article, title of journal, volume, part/issue, page numbers		
2. By fully acknowledging the work of others you will avoid charges of plagiarism		
3. Academic journals are never available on the Internet		
4. While reviewing the literature you do not need to assess the strengths and weaknesses of previous work, including omissions and bias		
5. For your review to be critical you don't need to make reasoned judgments regarding the value of others' work to your research		

Ex. 5. Join the sentences on the left below with the correct ones from those on the right. Use an appropriate relative pronoun or adverb to create a relative clause.

E.g.: A key word is a basic term. It represents the main feature or idea of something. A key word is a basic term **that** represents the main feature or idea of something.

1. A moderator is a person	a) it can be used to generate and refine research ideas. It is best undertaken with a group of people.
2. Brainstorming is a technique	b) it contains much of the knowledge used by experts in a specific field and is designed to assist non-experts in problem solving.
3. An internal researcher is a	c) he conducts research within an organization

person	for which he works.
4. An expert system is a computer-based system	d) it shows how research should be undertaken, including theoretical and philosophical assumptions upon which research is based.
5. An explanatory study is research	e) there students study for degrees and academic research is done.
6. Methodology is a theory	f) it allows the presenter to design overhead slides using texts, pictures, photographs etc., which lend a professional appearance.
7. PowerPoint is a Microsoft computer package	g) it is undertaken for Master or Doctor of Philosophy (PhD) degrees, written for an academic audience.
8. A thesis is a research project	h) he is in charge of a discussion, meeting etc. between people with different opinions.
9. University is an educational institution	i) it focuses on studying a situation or a problem in order to explain the relationships between variables

Writing Scientific Abstracts

Анотаційний переклад – це стисла характеристика оригіналу, що являє собою перелік основних питань, іноді містить критичну оцінку. Такий переклад дає фахівцеві уявлення про характер оригіналу (наукова стаття, технічний опис, науково-популярна книга), про його структуру (які питання розглянуто, у якій послідовності, висновки автора), про призначення, актуальність оригіналу, обґрунтованість висновків тощо. Обсяг анотації не може перевищувати 500 друкованих знаків.

Слово анотація походить від латинського *annotatio* – примітка. Анотація – це коротка, стисла характеристика змісту та перелік основних питань книги, статті, рукопису тощо. Отже, анотація повинна дати читачу уявлення про характер, її будову та призначення оригіналу.

Вимоги до написання анотації

Готуватися до реферування текстів слід починати відразу, як тільки буде накопичено певний лексичний запас у процесі вивчення термінів.

Лексико-граматичні особливості анотації:

- вживання складних (складносурядних та складнопідрядних) речень;
- вживання дієприкметникових та дієприслівникових зворотів;
- вживання пасивного стану дієслів;
- вживання кліше, тобто часто вживаних у мета текстах слів та словосполучень.

Структура анотації

I. Вступна частина, яка включає вихідні дані:

- назву статті;
- прізвище та ім'я автора на українській мові;
- назву статті, прізвище та ім'я на мові оригіналу;

- назву журналу або книги, видавництво на мові оригіналу;
- рік, місяць, число, номер періодичного видання;
- кількість сторінок.

II. Основна частина, в якій:

– формулюється тематичне поле (проблематика), до якого належить стаття;

– називаються основні питання статті;

– визначається головна проблема, дається її дуже стисла характеристика та задум автора статті.

III. Заключна частина, яка містить:

– висновок автора про статтю в цілому;

– посилання на адресата статті.

Нижче наведені найбільш поширені кліше, які вживаються у відповідній частині англомовної анотації.

I.

a) *The title of the article is...*

It is written by Professor... and published in

journal... N3, vol.4, 2011

the proceedings of the conference ..., No.3, vol.4, 2011

the collection of articles ... in 2011

book ... by... editorial house in 2011

on pp.3-10

b) *The article... by Professor... is published in the journal..., in N.Y., pp.5-10.*

II.

a)

discusses

The article

deals with

examines

the problem of ...

discloses
is devoted to

b) Disclosing the problem the author studies such issues as...

<i>The major</i>	<i>points</i>	<i>of the text are the following:...</i>
	<i>issues</i>	
	<i>problems</i>	

<i>c) The author</i>	<i>pays special attention to ...</i>
	<i>attracts readers' attention to ...</i>

<i>The author</i>	<i>concentrates on</i>
	<i>focuses on</i>
	<i>stresses</i>
	<i>underlines</i>
	<i>emphasises</i>
	<i>outlines</i>
	<i>points out</i>
	<i>gives the classification</i>
	<i>distinguishes between</i>
	<i>speaks in details</i>

III.

<i>As far as I am an expert in ... I</i>	<i>consider believe think suppose</i>	<i>the article to be of great interest for</i>	
<i>To my mind</i>		<i>of great interest for</i>	<i>the students in</i>
<i>In my opinion</i>	<i>the article is</i>		<i>the specialists in Finance</i>
<i>From my point of view</i>			<i>a wide range of readers</i>

Exmample of annotation

The title of the article is “Economic Security of Agricultural Enterprises on the Regional Level”. It is written by Behter L.A., a post-graduate from Zaporizhzhia National University. The article is published in the journal “Theoretical and Practical Aspects of the Economy and Intellectual Property” in 2012 in Volume 1.

The paper examines a model of the formation of the economic efficiency of agricultural enterprises on the regional level. It is established that financial crisis and transformation processes that take place in the agricultural sector of Ukraine have negative influence on the market infrastructure and negative effects of economic reforms turned into significant risks to economic security in all its sectors, especially in agriculture. The author specifies the main risks to the development of agricultural enterprises, in particular inefficient production; imperfect mechanisms that ensure investments; inefficient use of agricultural land; inadequacy of infrastructure and mechanisms of regulation agricultural market conditions and others. Conceptual model of the economic security of agriculture is offered. It is found that the state should provide financial support to agricultural

sector and improve the mechanism of allocation of budget assignments and control of their target use.

This article is of great interest for scientists, economists and state officials who deal with the problem of economic security of agriculture.

My Scientific Research Work

Готуючись до іспиту, аспірант повинен підготувати повідомлення про своє наукове дослідження, написане англійською мовою. Дане повідомлення оцінюється при усній презентації розповіді про наукову роботу під час кандидатського іспиту, коли демонструються вміння в монологічному та діалогічному мовленні. Воно включає інформацію про актуальність наукового дослідження, мету, завдання, предмет, об'єкт, методи, практичне та наукове значення, етапи дослідження, наукові здобутки, відомості про наукового керівника.

Нижче наведено вирази, необхідні для складання повідомлення та розповіді про свою наукову роботу.

Лексико-термінологічний матеріал для повідомлення про свою наукову роботу

My Research Work

1. I am a	1. Я
– <i>post-graduate student</i>	– <i>аспірант</i>
– <i>post-graduate</i>	– <i>аспірант</i>
– <i>research student</i>	– <i>пошуковець</i>
2. I have been working as ... for two years	2. Я працюю ... протягом 2 років
3. I started research under Professor	3. Я розпочав дослідження під керівництвом професора
– <i>while a student</i>	– <i>ще студентом</i>
– <i>while at the University</i>	– <i>навчаючись в університеті</i>
4. Prof..... did distinguished research in ...	4. Проф. провів видатні дослідження в галузі ...

5. He	5. Він
– <i>gives lectures on ...</i>	– <i>читає лекції з ...</i>
– <i>he lectures on ...</i>	– <i>читає лекції з ...</i>
6. Last year I took my post-graduate course at the Department of	6. Минулого року я поступив в аспірантуру на кафедрі
– <i>Management</i>	– <i>Менеджменту</i>
7. I am doing my post-graduate research under Prof.	7. Я проводжу аспірантське дослідження під керівництвом проф.
8. I specialize in ...	8. Я спеціалізуюся в галузі ...
9. I work in the field of ...	9. Я працюю в галузі ...
10. I take an interest in ...	10. Я цікавлюся ...
11. I am interested in ...	11. Я цікавлюся ...
12. I am	12.
– <i>most interested in ...</i>	– <i>Найбільше мене цікавлять</i>
– <i>especially interested in ...</i>	– <i>Мене особливо цікавлять ...</i>
13. While studying at the University I joined the students' scientific society	13. Ще в університеті я вступив в студентське наукове товариство
14. There I presented reports on the results of my experiments and studies	14. Там я робив доповіді за результатами дослідження та експериментів
15. I presented some papers at the students' scientific conferences	15. Я читав доповіді на студентських наук. конференціях
16. They were published later on	16. Пізніше вони були опубліковані
17. Since then I have been engaged in research	17. З того часу я займаюся науковою роботою
18. I am doing research on the problem of ...	18. Я проводжу дослідження з проблеми ...

19. I am working hard on the problem of ...	19. Я наполегливо працюю над проблемою ...
20. This work is	20. Моя робота
– <i>in a preliminary stage</i>	– <i>на початковому етапі</i>
– <i>in progress</i>	– <i>в процесі</i>
– <i>almost completed</i>	– <i>наближається до завершення</i>
21. I have worked a lot in the	21. Я багато працював в
– <i>library of our University</i>	– <i>бібліотеці університету</i>
– <i>regional scientific library</i>	– <i>обласній науковій бібліотеці</i>
22. I have started with	22. Я розпочав з
– <i>reading special literature</i>	– <i>читання спец. літератури</i>
– <i>collecting different theoretical material on the problem</i>	– <i>збору теоретичного матеріалу з проблеми</i>
– <i>collecting interesting facts</i>	– <i>підбору цікавих фактів</i>
– <i>collecting, arranging and analyzing the data and information obtained</i>	– <i>збору, систематизації та аналізу отриманих даних</i>
23. We are carrying out some interesting experiments	23. Ми проводимо цікаві експерименти
24. We hope to receive some reliable data	24. Ми сподіваємося отримати достовірні дані
25. We have developed quite a new approach to the problem	25. Ми розробили новий підхід до цієї проблеми
26. I have completed the experimental part of my work	26. Я закінчив експериментальну частину роботи
27. I have thoroughly analyzed all data and facts obtained	27. Я ретельно проаналізував отримані дані та факти
28. When I encounter some difficulties in my research I consult my	28. Коли я стикаюся з труднощами в роботі, я консультуюся з науковим

supervisor whose advice is always most helpful	керівником, поради якого є дуже корисними
29. I am	29. Я
– <i>working on my thesis</i>	– <i>працюю над дисертацією</i>
– <i>doing my dissertation</i>	– <i>працюю над дисертацією</i>
30. I started doing my dissertation 2 years ago	30. Я розпочав роботу над дисертацією 2 роки тому

I am Olena Ivanenko. I am a first-year day-time post-graduate of the Economy Department of Vinnytsia National Agrarian University. My speciality is Accounting.

My scientific supervisor is Doctor of Economic Sciences, Professor of the Chair of Accounting and Reporting Tetiana Petrenko.

This problem is of great **urgency in current market conditions**, as sustainable social and economic development of Ukraine requires intensification of the investment activity, increase of the investment resources, consistent increase in the share of investments in GDP (Gross Domestic Product), improvement of the structure of investment sources.

Theoretical and legal principles and issues of the credit support of the investment activity of the company have been studied by lots of scientists, including Vozhzhov A., Dyomkina A., Zadoya A., Zavgorodnya O., Lutsiv B., A. Miller , Peresada A. Mayorov and others. Problems of formation of investment resources of the enterprise have been examined in the works of foreign scholars, such as Masse P., Modigliani F., Miller, M., Sharp W , Hitman L. and others.

In spite of achievements of domestic and foreign economists in the field of the theory, methodology and organization of crediting the investment activity of agricultural enterprises, it should be noted that still a lot of problems have not found their final solution. This fact justifies the relevance of the topic of the dissertation, its theoretical and practical significance.

The **aim** of the research is to study theoretical foundations, methodological approaches and practical measures to manage crediting of the investment activity of agricultural enterprises.

The **objectives** of the research are as follows:

- To explore the nature and necessity of crediting the investment activity of agricultural enterprises in the current economic conditions;

- To analyze the process of formation of the investment resources at the enterprises and to determine the sources of formation and mechanism of redistribution of investment resources in the country, to reveal the content and show the relationship of such concepts as sources, tools and methods of formation of the enterprise investment resources;

- To reveal theoretical and methodological foundations and components of crediting investment activity of the companies;

- To determine the level of the effectiveness of crediting of the investment activity of agricultural enterprises and develop practical recommendations for its improvement.

The subject of the study is theoretical, methodological and practical aspects of the credit support of the investment activity of agricultural enterprises.

Research Methods. Theoretical and methodological basis of the scientific research is a systematic approach to the disclosure of economic processes and phenomena in the context of scientific research of the levers and mechanisms of innovation and investment attraction of the agricultural enterprises. In order to solve the tasks of research we are going to use the method of logical abstraction, the method of analytical and logical generalizations, the method of analogy and statistical analysis , economic and mathematical method, sociological method, the method of comparative analysis.

As for my achievements I have published 1 article and participated in 2 international conferences. I have completed Chapter 1 and collected statistical data in my research.

I plan to submit my work in 2019.

PART 3

GRAMMAR BASICS

INTRODUCTORY PHONETIC COURSE

SOUNDS AND LETTERS

В англійській мові є 44 звуки. З них 20 голосних та 24 приголосних. Алфавіт містить тільки 26 букв: 6 голосних та 20 приголосних. Оскільки кількість звуків перевищує кількість букв, то деякі букви можуть передавати кілька звуків. Для передачі окремих звуків використовуються буквосполучення. Різні букви та буквосполучення можуть передавати один і той самий звук. Інколи одне буквосполучення передає різні звуки. Через те у фонетиці англійської мови використовують транскрипцію – систему знаків, у якій кожен знак передає тільки один звук. Транскрипція показує, як вимовляється слово, тобто з яких звуків воно складається.

УВАГА! Вимовляючи англійські голосні звуки, обов'язково витримуйте їх тривалість і якість, в іншому разі значення вимовлених вами слів не буде збігатися з бажаним.

Тривалість голосного звука: sit [sit] - сідайте, seat [si:t]— сидіння.
Якість голосного: bed [bed] – ліжко, bad [bæd] - поганий

INTONATION

Необхідно не тільки правильно вимовляти окремі звуки, а й пам'ятати про наголос та інтонацію. Під інтонацією, чи мелодією, мають на увазі пониження чи підвищення тону в процесі мовлення. Кожна мова має свою особливу, притаманну тільки їй, мелодику. В англійській мові є дві головні інтонаційні моделі: спадна (tune one) і висхідна (tune two). Якщо стрілочка, яка стоїть перед останнім наголошеним складом, спрямована донизу, то це означає, що інтонація спадна. Стрілочка, спрямована догори, вказує на те, що тон підвищується:

I live in ↓ Kyiv. Do you live in ↑ Kyiv?

Спадна мелодія найчастіше вживається у стверджувальних і наказових реченнях, спеціальних запитаннях, окличних реченнях, а висхідна — у загальних запитаннях, проханні, переліку.

Приклади вживання спадної мелодії:

*Kate is ↓ fifteen. ↓ Open the door. Where
did he ↓ go?*

Приклади вживання висхідної мелодії:

Do you speak ↑ English? May I ask you a ↑ question?

I have a ↑ father, a ↑ mother, ↑ two brothers and a ↓ sister.

STRESS

Для кожної мови характерним є свій ритм. В англійському реченні наголошені склади здебільшого вимовляються через однакові проміжки часу. Наголошеними, як правило, можуть бути іменники, прикметники, основні дієслова, числівники, прислівники, питальні та вказівні займенники. Наголошений склад позначається знаком наголосу (').

TYPES OF SYLLABLES

Читання голосного звуку залежить від наголосу та його позиції щодо інших букв. В англійській мові, на відміну від української, існують не два типи складів (відкритий і закритий), а чотири, внаслідок впливу букви **r** на вимову голосного, який стоїть перед нею.

Транскрипція – це система запису звуків мови. Знаки фонетичної транскрипції пишуться в квадратних дужках []. Знак двокрапка в транскрипції після голосної позначає подовження цієї голосної [:].

FROM LETTER TO SOUND

A a	[ei]	st <u>a</u> te	[steit]	держава
	[æ]	f <u>a</u> ct	[fækt]	факт
	[a:]	ca <u>r</u> d	[ca:d]	карточка
	[εə]	ca <u>r</u> e	[kεə]	піклування
	[ɔ:]	wa <u>r</u> m	[wɔ:m]	теплий
	[ɔ]	wh <u>a</u> t	[wɔt]	що
	[ə]	ab <u>o</u> ut	[ə`baut]	про
	[i]	cott <u>a</u> ge	[`kɔtidʒ]	котедж

E e	[i:]	P <u>e</u> te	[pi:t]	Піт
	[e]	<u>e</u> very	[`evri]	кожен
	[ə:]	des <u>e</u> rve	[di`zə:v]	заслуговувати
	[iə]	h <u>e</u> re	[hiə]	тут
	[i]	des <u>e</u> ribe	[di`scaib]	описувати
	[εə]	th <u>e</u> re	[ðεə]	там
	[a:]	ser <u>e</u> gant	[`sa:dʒənt]	сержант
	[ə]	form <u>e</u> r	[`fɔ:mə]	колишній
I i	[ai]	t <u>i</u> me	[taim]	час
	[i]	f <u>i</u> lm	[film]	фільм
	[ə:]	conf <u>i</u> rm	[kən`f ə:m]	підтверджувати
	[ai ə]	consp <u>i</u> re	[kən`spaiə]	змовлятися
	[i:]	mach <u>i</u> ne	[mə`ji:n]	механізм
O o	[ou]	h <u>o</u> tel	[hou`tel]	готель
	[ɔ]	eff <u>o</u> rt	[`efɔt]	зусилля
	[ɔ:]	<u>o</u> rd <u>e</u> r	[`ɔ:d ə]	порядок
	[ʌ]	m <u>o</u> ney	[`mʌni]	гроші
	[u:]	wh <u>o</u>	[hu:]	хто
	[ə]	vis <u>i</u> tor	[`vizitə]	гість
U u	[ʌ]	n <u>u</u> t	[nʌt]	горіх
	[ə:]	f <u>u</u> rther	[`fə:ðə]	подальший
	[u]	lawf <u>u</u> l	[`lɔ:ful]	законний
	[u:]	cr <u>u</u> cial	[kru:`ʃl]	ключовий
	[i]	b <u>u</u> siness	[`biznis]	справа, діло
	[juə]	p <u>u</u> re	[pjuə]	чистий
	[ju:]	<u>u</u> nite	[ju:`nait]	об'єднувати
	[ju]	b <u>u</u> reau	[bjuə`rou]	бюро

	[e]	<u>bury</u>	[ˈberi]	ховати
Y y	[ai]	sky	[skai]	небо
	[i]	system	[ˈsistim]	система
	[j]	year	[jə:]	рік

COMBINATION OF VOWELS

	ai	[ei]	<u>rain</u>	[rein]	дощ
a	au	[ɔ:]	<u>autumn</u>	[ˈɔ:təm]	осінь
	aw	[ɔ:]	<u>draw</u>	[drɔ:]	тягти
e	ea	[i:]	<u>speak</u>	[spi:k]	говорити
i	ia	[aiə]	<u>trial</u>	[traɪəl]	суд
	oa	[ou]	<u>boat</u>	[bout]	корабель
	oo	[u:]	<u>book</u>	[bu:k]	книга
o	augh	[ɔ:]	<u>taught</u>	[tɔ:t]	вчив
	ou	[au]	<u>council</u>	[kaunsl]	рада
	ow	[au]	<u>crown</u>	[kraun]	корона
u	ui	[ju:]	<u>suit</u>	[sju:t]	костюм

LETTER COMBINATIONS

th	[θ]	<u>think</u>	[θɪnk]	думати
th	[ð]	<u>that</u>	[ðæt]	той
ph	[f]	<u>sphere</u>	[sfɪə]	сфера
ck	[k]	<u>black</u>	[blæk]	чорний
ght	[t]	<u>right</u>	[raɪt]	правий
ch/tch	[tʃ]	<u>search</u>	[sə:tʃ]	шукати
		<u>kitchen</u>	[ˈkɪtʃɪn]	кухня
sion	[ʃn]	<u>discussion</u>	[dɪskʌʃ(ə)n]	дискусія

sh	[ʃ]	<u>finish</u>	[ˈfɪniʃ]	кінець
tial/cial	[ʃl]	<u>initial</u> <u>judicial</u>	[ɪniˈʃəl] [dʒuːˈdiːʃl]	початковий судовий
tual	[tʃuəl]	<u>factual</u>	[ˈfæktʃuəl]	фактичний
gu	[g]	<u>guilt</u>	[ɡɪlt]	провина
qu	[kw]	<u>quiet</u>	[kwaɪət]	тихий
ciary	[ʃiəri]	<u>judiciary</u>	[dʒuːˈdiːʃəri]	законний
ng	[ŋ]	<u>long</u>	[lɒŋ]	довгий
zh	[ʒ]	<u>Zhytomyr</u>	[ʒiˈtɒmɪr]	Житомир

REDING OF SOME CONSONANTS

C c	[s] перед буква ми e, i, y	<u>century</u>	[ˈsentʃuri]	століття
		<u>incident</u>	[ˈɪnɪdɪdənt]	інцидент
		<u>cycle</u>	[saɪkl]	цикл
	[k] в усіх інших випадках	<u>correct</u>	[kəˈrekt]	правильний
		<u>cabbage</u>	[kæbɪdʒ]	капуста
G g	[dʒ] перед бук вами e, i, y	<u>gypsy</u>	[dʒɪpsi]	циган
		<u>legislative</u>	[ˈledʒɪslətɪv]	законодавчий
		<u>garbage</u>	[gɑːbɪdʒ]	сміття
	[g] в інших випадках	<u>garage</u>	[gɑːrɑːʒ]	гараж
		<u>god</u>	[gɒd]	бог
S s	[s] на початку слова; перед і після глухих приголосних	<u>strong</u>	[strɒŋ]	сильний
		<u>success</u>	[səkˈses]	успіх
		<u>structure</u>	[strʌktʃə]	структура
	[z] між голосними	<u>base</u>	[beɪz]	база

Pronouns

Займенники

1. Personal Pronouns

Особові займенники

	Subject pronouns Суб'єктні займенники		Object pronouns Об'єктні займенники	
	singular	plural	singular	plural
1 st person	I	we	me	us
2 nd person	you	you	you	you
3 rd person	he	they	him	them
	she		her	
	it		it	

Особові займенники вживаються для заміни іменників, коли відомо про кого чи про що іде мова:

- **Subject pronouns** вживаються як підмети.

'Where's Simon?' 'He is in the kitchen.'

Sue didn't go out last night. She stayed at home.

Зверніть увагу, що в англійській мові присудок завжди присутній у реченні.

'Where's Simon?' 'He's in the kitchen.' (not *'Is in the kitchen'*)

- **Object pronouns** вживаються як додатки.

Verb + object pronoun	Preposition + object pronoun
<i>Help me. Forgive me. I like him.</i>	<i>I gave the book to him. Look at them. I've written to her.</i>

1. Possessive Adjectives and Pronouns

Присвійні прикметники та займенники

	Possessive adjectives Присвійні прикметники		Possessive pronouns Присвійні займенники	
	Singular	Plural	Singular	Plural
1st person	my	our	mine	ours
2nd person	your	your	yours	yours
3rd person	his her its	their	his her -	theirs

Possessive adjectives вживаються перед іменниками і вказують кому належить іменник.

*I can't find **my** keys. Sally bought **her** motorbike last year.*

Possessive pronouns вживаються без іменника, іменник після них не стоїть.

*'Is this Peter's book?' 'No, it's **mine**.'* (= моя книга)

*I've got my coat, but Maria can't find **hers**.* (= її пальто)

*Their flat is smaller than **ours**.* (= наша квартира)

2. **Reflexive pronouns** Зворотні займенники

	Singular	Plural
1st person	I – myself	we – ourselves
2nd person	you – yourself	you – yourselves
3rd person	he – himself she – herself it – itself	they – themselves

*I burnt **myself** cooking the dinner. Annie hurt **herself** when she fell over.*

Note! *enjoy **yourself*** = добре проводити час;

*help **yourself** (to something)* = пригоститися (чимось).

*Did you enjoy **yourself** at the circus? Help **yourself** to some more coffee.*

Present Continuous (Progressive) Tense

Теперішній тривалий час

1. Утворення

Present Continuous має форму *be + Ving*

Стверджувальна форма		Заперечна форма		Питальна форма	
<i>I am</i>	working	I am not	working	<i>am I</i>	working?
he		he		he	
she is		she is not		is she	
it		it		it	
we	working	we	working	we	working?
you are		you are not		are you	
they		they		they	

2. Вживання

• **Present Continuous** вживається для вираження дії, яка відбувається в момент мовлення:

*'Where are the children?' 'They're **playing** in the garden.'*

*You can switch off the TV. I'm **not watching** it.*

• **Present Continuous** вживається для вираження дії, яка відбувається у теперішньому часі, але не обов'язково в момент мовлення:

*You're **spending** a lot of money these days.*

*Sue is **looking** for a job at the moment.*

• **Present Continuous** вживається для вираження дії, яка відбувається в теперішньому часі протягом певного періоду:

*Robert is on holiday this week. He's **staying** with his wife in Greece.*

• **Present Continuous** вживається для вираження змінних дій або дій, що розвиваються та ситуацій у теперішньому часі:

*Your children **are growing** up very quickly.*

Computers **are becoming** more and more important in our lives.

• **Present Continuous** може вживатися для вираження дії у майбутньому часі:

I'm meeting Sue on Saturday evening.

3. Present Continuous active and passive

- *Active: am/is/are (do)ing – Somebody is cleaning the room now.*
- *Passive: am/is/are being (done) – The room is being cleaned now.*

Деякі дієслова не вживаються в тривалих часах:

Дієслова мислення: *think (вважати), see(розуміти), believe, understand, know, recognize, suppose, remember, imagine, forget, mean, realize*

Дієслова відчуттів: *like, dislike, hate, love, prefer, want, wish*

Дієслова сприймання: *see, hear, smell, taste, feel*

Інші дієслова: *have (мати,) own, belong to, owe, need, include, cost, contain, weigh, sound, be, seem, deserve*

Але, коли ці дієслова описують дію, а не стан їх можна вживати в формах Continuous. Порівняйте:

I think you are right.

Ssh! I'm thinking.

I've my car for 6 months.

I've been having lunch.

Do you see what I mean?

Are you seeing the doctor tomorrow?

The Past Continuous (Progressive)Tense

Минулий тривалий час

1. Утворення.

Past Continuous утворюється за допомогою *was/were+ Ving*.

Стверджувальна форма		Заперечна форма		Питальна форма	
I was	<i>working</i>	<i>I was not</i>	<i>working</i>	was I	<i>working?</i>
<i>he</i>		<i>he</i>		<i>he</i>	
<i>she was</i>		<i>she was not</i>		<i>was she</i>	
<i>it</i>		<i>it</i>		<i>it</i>	
<i>we</i>		<i>we</i>		<i>we</i>	
<i>you were</i>		<i>you were not</i>		<i>were you</i>	
<i>they</i>		<i>they</i>		<i>they</i>	

Скорочення

wasn't = was not

weren't = were not

2. Вживання

- **Past Continuous** вживається для вираження дії, що тривала в минулому. Дія або ситуація почалася, але не завершилася в той час.
At eight o'clock last night I was watching TV.
I saw you last night. You were waiting for a bus.
Was Sue working at 10 o'clock yesterday morning?
- **Past Continuous** та **Past Simple** часто вживаються в реченні одночасно. **Past Continuous** означає тривалі дії та ситуації, які

відбувалися у минулому; **Past Simple** означає нетривалу дію, яка відбулася в середині більш тривалої дії або перервала її.

I was driving along when a child ran across the road.

When Kate was watching TV the telephone rang.

We were walking in the park when it started to rain.

3. Past Continuous active and passive

- *Active:* was/were (do)ing – Somebody was cleaning the room when I arrived.
- *Passive:* was/were being (done) – The room was being cleaned when I arrived.

The Future Continuous Tense

1. Утворення

Present Continuous має форму *will be + Ving*

Стверджувальна форма		Заперечна форма		Питальна форма	
I	<i>will be working</i>	<i>I</i>	<i>will not be working</i>	will I	<i>be working?</i>
<i>he</i>		<i>he</i>		<i>he</i>	
<i>she</i>		<i>she</i>		<i>will she</i>	
<i>it</i>		<i>it</i>		<i>it</i>	
<i>we</i>		<i>we</i>		<i>we</i>	
<i>you</i>		<i>you</i>		<i>will you</i>	
<i>they</i>		<i>they</i>		<i>they</i>	

Скорочення

'll = will won't = will not

2. Вживання

- Future Continuous вживається для вираження дії, яка буде у розвитку в певний момент в майбутньому.

I'll be having dinner at 7.00.

Don't phone me at 8.00. I'll be doing my homework then.

What will you be doing this time next week?

- **Future Continuous** вживається для вираження дій у майбутньому, які вже сплановані або є частиною звичайного розпорядку.

I'll be driving into town later on. Do you want a lift?

'Would you like me to give Peter a message for you?' 'Oh, I don't want to trouble you.' 'It's no trouble really. I'll be seeing Peter tomorrow anyway.'

- Future Continuous часто вживається як ввічлива форма питання про чийсь плани, особливо при бажанні щось зробити для когось.

'Will you be going out this morning?' 'Yes, why?' 'Oh, could you get me a newspaper?'

'Will you be using your camera at the weekend?' 'I wondered if I could borrow it.'

Note!

This tense can also be used to 'predict the present' – to say what we think or guess is probably happening now.

Don't phone them now – they'll be having lunch.

Perfect Tenses

Перфектні (завершені) часи

1. **Present Perfect** утворюється за допомогою *have* та дієприкметника минулого часу (правильні дієслова – *Ved*; неправильні дієслова – III форма дієслова)

Стверджувальна форма		Заперечна форма		Питальна форма	
I	<i>have come</i>	<i>I</i>	<i>have not come</i>	have I	<i>come?</i>
<i>you</i>		<i>you</i>		have you	
<i>he</i>	<i>has come</i>	<i>he</i>	<i>has not come</i>	<i>he</i>	
<i>she</i>		<i>she</i>		<i>has she</i>	
<i>it</i>		<i>it</i>		<i>it</i>	
<i>we</i>	<i>have come</i>	<i>we</i>	<i>have not come</i>	<i>we</i>	
<i>you</i>		<i>you</i>		<i>have you</i>	
<i>they</i>		<i>they</i>		<i>they</i>	

Скорочення

've = have

's = has

Present Perfect перекладається українською мовою дієсловом минулого часу (як і Past Simple). Однак, на відміну від часу Past Simple, який виражає дію, що відбувається в певний період або момент в минулому, Present Perfect виражає дію, що вже відбулася до теперішнього моменту та пов'язана з ним.

2. Вживання

- **Present Perfect** вживається, коли підкреслюється результат тієї чи іншої дії, а не сама дія.

I've sent a lot of letters.

He has collected all the data.

- **Present Perfect** вживається для вираження дії, що відбулася в період часу, який ще не закінчився (часто з обставинами часу *today, this morning, this week, this winter, etc.*):

Have you seen Jim this morning? (розмова відбувається вранці)

Порівняйте:

I did not see Jim this morning. (розмова відбувається після обіду)

- **Present Perfect** вживається для вираження дії, що відбувалася в минулому, відбувається до теперішнього моменту часу і пов'язана з ним (часто з обставинами *lately, recently, for two hours, up to now, for a long time, since*) або відбувалася в минулому і до теперішнього часу ще не закінчилася.

I haven't seen Jim for two years.

He has known me since 1991.

He has worked for the company all his life. (і продовжує працювати)

Порівняйте:

He worked for the company all his life. (але вже не працює)

- В реченнях з прислівниками неозначеного часу (*ever, never, just already, yet etc.*):

Have you ever been to Kyiv?

I've already read the book.

I've never been there.

He's just come.

3. Past Perfect Tense утворюється в усіх особах за допомогою *had* + *Participle II*.

4. Past Perfect Tense вживається для вираження дії, яка відбувалася чи відбулася до якогось певного моменту у минулому. Цей момент у минулому може бути виражений:

- вказівкою на момент часу за допомогою прийменника *by*

I had already drawn up the contract by Tuesday.

- за допомогою складнопідрядного речення, причому **Past Perfect** може вживатися і в головному реченні і в підрядному, в залежності від того, яка дія відбувалася раніше

After she had finished typing the letter, she sent it by fax.

The carrier had delivered the package before I came.

5. Future Perfect Tense утворюється за допомогою *will have* + *Participle II*.

Питальні речення утворюються шляхом вживання допоміжного дієслова *will* перед підметом.

6. Future Perfect Tense вживається порівняно рідко, коли потрібно підкреслити, що та або інша дія буде закінчена до якогось певного моменту у майбутньому:

Our manager will have advised you before you leave.

You will have received the fax by 5 o'clock.

Note!

A perfect verb form generally shows the time of an event as being earlier than some other time (past, present or future). But a perfect form does not only show the time of an event. It also shows how the speaker sees

the event – perhaps as being connected to a later event, or as being completed by a certain time. Because of this, grammar often talk about ‘perfect aspect’ rather than ‘perfect tenses’.

7. Perfect Tenses active and passive

Пасивний стан перфект них часів утворюється за допомогою допоміжного дієслова *to be* в *Present (Past, Future) Perfect* і *Past Participle* основного дієслова.

Active: The doctor **has examined** the patient.

They **had brought** the picture before I came.

They **will have built** the new school by the first of September.

Passive: The patient **has been examined** by the doctor.

The picture **had been brought** before I came.

The new school **will have been built** by the 1 September.

Perfect Continuous Tenses

Перфектно-тривалі часи

1. Present Perfect Continuous утворюється за допомогою

have/has been + Ving.

Стверджувальна форма		Заперечна форма		Питальна форма	
I	<i>been working</i>	<i>I</i>	<i>been working</i>	have I	<i>been working?</i>
<i>you have</i>		<i>you have not</i>		have you	
<i>he</i>		<i>he</i>		<i>he</i>	
<i>she has</i>		<i>she has not</i>		<i>has she</i>	
<i>it</i>	<i>it</i>	<i>it</i>	<i>it</i>		
<i>we</i>		<i>we</i>		<i>we</i>	

<i>you have</i>		<i>you have not</i>		<i>have you</i>	
<i>they</i>		<i>they</i>		<i>they</i>	

Ця форма інколи називається 'Present Perfect Progressive'.

Скорочення

've = *have* *haven't* = *have not*

's = *has* *hasn't* = *has not*

2. Вживання

- Present Perfect Continuous вживається для вираження дії, що почалося в минулому та продовжується до теперішнього моменту. В реченнях з Present Perfect Continuous завжди зв'язок між теперішнім та минулим.

She has been waiting for an hour.

I've been working all day.

How long have you been sitting here?

- Present Perfect Continuous також вживається, коли дія відбувалася до недавнього минулого, особливо, коли ця дія має результат в теперішньому.

It's been snowing. (Зараз сніг не іде, але він лежить на землі).

Have you been painting? (Зараз ви не малюєте, але ваші руки у фарбі).

- Present Perfect Continuous можна вживати для вираження повторюваних дій чи ситуацій на протязі періода часу до теперішнього часу (або недавнього минулого).

I've been having driving lessons for six months.

How long have you been living in Manchester?

!Порівняйте:

Present Perfect Continuous

Present perfect Simple

- *I've been cleaning my car.*

She's been doing her homework.

(Можливо вона виконала домашнє завдання, а можливо ні.)

Дія може бути завершеною або може бути не завершеною.

I've cleaned my car.

She's done her homework.

(Вона виконала домашнє завдання.)

Дія вже завершилася.

- Вживається для вираження дії на протязі якогось періоду часу.

I've been walking all morning.

How long have you been having driving lessons?

Вживається для вираження того, що було досягнуто за певний проміжок часу.

I've walked six kilometers so far this morning.

How many driving lessons have you had?

- Вживається в ситуаціях, що тривають короткий проміжок часу.

He's been living there for just a few weeks.

I've been working very hard recently.

Вживається в більш тривалих ситуаціях.

He's always lived there.

You've worked hard all your life.

- Інколи буває незначна різниця між цими двома часами:

I've been living/I've lived in this flat for ten years.

How long has she been working/ has she worked for the company?

Note!

Both the present perfect progressive and the present (simple or progressive) can be used to talk about situations, which started in the past and are still going on. The difference is that the present perfect

progressive has an 'up to now' focus. It is common when we are talking about situations which are just coming to an end or may change, or when we are talking about how long a situations has lasted.

*I **have** violin lessons every two weeks.*

*I've **been having** violin lessons every two weeks, but I think I'll make it every week from now on.*

*It's **raining** again. It's **been raining** since Christmas.*

3. Коли мова іде про минулий час, ми інколи звертаємося до більш раннього часу. **Past Perfect Continuous** (наприклад, *Dave **had been driving** for an hour*) вживається для вираження дії, що відбувалося протягом певного часу в минулому (наприклад, *when his car broke down.*)

*I've **been walking** for about half an hour when it suddenly started to rain.*

*Mr Wood **had been working** for about 50 years when he finally retired in 1999.*

Quantity: general

Кількість: загальні положення

Коли мова іде про кількість, вживаються такі слова:

some, any

all, every, each

much, many, a lot, (a) little, (a) few

both, either, neither

no, none

more, most, half

Ці слова (за виключенням *none, a lot* та *half*) можуть вживатися прямо перед іменником.

*There are **some** eggs in the fridge.*

*Have we got **any** milk?*

*There are **no** letters for you today.*

***Both** films were very good.*

*Has he got **many** books? / He hasn't got **many** books.*

- В стверджувальних реченнях вживається **a lot (of)**, **lots (of)** та **plenty of** а не **much** та **many**.

*He's got **plenty of** books. Not: He's got **many** books.*

- **A little** та **a few** мають позитивне значення. **A little** означає 'невелика, але якась кількість'; **a few** означає 'невелике, але якесь число'.

*There's still **a little** work to do before we go home.*

*The exam was extremely difficult, but **a few** students passed it.*

Little та **few** без **a** мають більш негативне забарвлення. **Little** та **few** означають 'мало' або 'майже нічого':

There's little work to do. We've already finished most of it. (= майже немає роботи)

The exam was extremely difficult and few students passed it. (=таких студентів майже не було)

3. **No** та **none**.

- **No** (= 'не-', 'ні-' або 'нітрохи', 'ніскільки') вживається перед іменниками.

*There's **no** lock on the door.*

*There are **no** letters for you today.*

*We've got **no** milk.*

- **None** – це займенник; він вживається самостійно, без іменника.

*'Are there many letters for me today?' 'No, **none** I'm afraid.'*

*'How much milk have we got?' '**None**'*

4. **Both**, **either**, **neither**.

- **Both** (= обидва, обидві) може вживатися перед обчислюваними іменниками в множині:

***Both** films were very good.*

*I spoke **both** languages.*

- **Either** (= ‘і той і інший’; ‘обидва’) **neither** (= ‘ні той ні інший’; ‘жоден’)

можуть вживатися перед обчислюваними іменниками в однині.

*We could meet on Saturday or Sunday. **Either day** is fine with me.*

***Neither road** goes to the station.*

- **Both, neither** та **either** вживаються для об’єднання понять в таких конструкціях:

Both...and...

Either ... or...

Neither...nor...

*I spoke to **both** Sally **and** Peter.*

*John is **both** thoughtful **and** generous.*

*I didn't like **either** football **and** **or** rugby very much.*

*We can **either** stay in **or** go out.*

***Neither** Mrs Wood **nor** her husband were at home.*

*He **neither** apologised **nor** explained.*

Participle

Дієприкметник

1. Форми дієприкметника

	<i>Активний стан</i>	<i>Пасивний стан</i>
<i>Participle I Simple</i>	<i>receiving</i>	<i>being received</i>
<i>Participle I Perfect</i>	<i>having received</i>	<i>having being received</i>
<i>Participle II</i>	-	<i>received</i>

2. Утворення

- **Participle I Simple** (активний стан) утворюється

додаванням закінчення – **ing** до інфінітиву дієслова без частки **to**: *to sell – selling, to establish – establishing.*

Якщо дієслово закінчується на німе – *e*, то при утворенні дієприкметника воно пропускається: *to eliminate – eliminating, to elaborate – elaborating*.

Якщо дієслово закінчується на приголосну, що слідує за короткою голосною під наголосом, то ця приголосна подвоюється: *to put – putting, to sit – sitting*.

Якщо дієслово закінчується на – *ie*, то буквосполучення – *ie* переходить в букву – *y*: *to tie – tying, to lie – lying*.

- **Participle II** (дієприкметник минулого часу – *Past Participle*) правильних дієслів утворюється так, як і форма простого минулого часу правильних дієслів, тобто додаванням закінчення **-ed**.
- **Participle II** неправильних дієслів утворюється різними способами: *to arise – arisen, to buy – bought, to send – sent*.

3. Вживання дієприкметників.

- **Participle I Simple** вживається при утворенні часів групи *Continuous*. Дієприкметник минулого часу – при утворенні часі групи *Perfect* та пасивного стану.
- Крім вказаних функцій дієприкметник теперішнього часу вживається в реченні для вираження одночасності дій і може бути:

a) обставиною часу, причини та способу дії

Studying advertising materials, our manager found out many interesting things.

Not knowing the main principles of the agreement, the director refused to sign it.

He was reading the letter, talking to somebody on the phone.

b) означенням

Last week my secretary sent you the letter showing the prices for our products.

- Перфектний дієприкметник теперішнього часу виражає дію, що відбувається раніше за іншу дію і може вживатися як обставина причини та часу:

Having reduced the prices, we managed to sell more goods.

Having discussed the terms of delivery, he left.

- Дієприкметник минулого часу має значення пасивного стану та вживається як означення:

*Thank you for the fax **sent** by you on November 18.*

*Give me the **signed** contract.*

Gerund and Infinitive

Герундій та інфінітив

1.

Герундій – це безособова форма дієслова, що має ознаки дієслова та іменника. Форми герундія співпадають з формами дієприкметника теперішнього часу. Як і дієприкметник теперішнього часу він буває простим та перфектним та має форму активного та пасивного стану. Форм дієслова, подібної герундію, в українській мові немає.

Інфінітив – представляє собою безособову форму дієслова, якій в українській мові відповідає неозначена форма дієслова із закінченням – *ти* (*сказати, писати, читати, говорити*). В англійській мові інфінітив може мати форми активного та пасивного стану (*to write – to be written*), бути перфектним та неперфектним (*to have written – to write*), мати форму **Continuous** (*to be writing- to have been writing*)

Як герундій, так і інфінітив можуть виконувати в реченні функції підмета, частини присудка, додатка, означення та обставини:

Герундій

Інфінітив

Підмет

Learning English is difficult.

To learn English is difficult.

Частина присудка

My aim is learning English.

My aim is to learn English.

Додаток

I like learning English.

I like to learn English.

Означення

*There are a lot of ways of **learning** English.*

*The rule **to be learnt** is very important.*

Обставина

*I'm going to London for **learning** English.*

*I'm going to London **to learn** English.*

2. Розбіжності у вживанні інфінітива та герундія

- Після дієслів

agree	deserve	manage	regret
appear	expect	mean	refuse
arrange	fail	need	seem
ask	forget	offer	tend
claim	hesitate	plan	threaten
consent	hope	prepare	wait
decide	intend	pretend	want
demand	learn	promise	wish

а також після виразу **would like** ('d like) як доповнення вживається інфінітив:

*He **would like to speak** to Mr Brown. I **didn't intend to offend** you.*

*She **forgot to send** the letter. They **managed to do** it.*

- Після дієслів

admit	deny	mention	recommend
appreciate	discuss	miss	risk
avoid	enjoy	postpone	stop
complete	excuse	practice	suggest
consider	finish	quit	tolerate
delay	keep	recall	understand

та деяких інших як додаток вживається герундій:

*I hope you'll **enjoy your staying** here. **Stop talking**.*

*He's **completed writing** his report.*

- При вживанні з деякими з цих дієслів інфінітиву зміст змінюється.

Порівняйте:

*He **stopped talking** to the manager.* Він закінчив розмову з менеджером.

*He **stopped to talk** to the manager.* Він перервав свою роботу, щоб переговорити з менеджером.

I remember going to the 2000 Olympics. Я пам'ятаю, як їздив на Олімпіаду 2000. (Я їздив туди і зараз це пам'ятаю).

I remembered to go to the chemist's for you.

- Після деяких дієслів (*to like, to prefer, to begin, to start, to continue* та ін.) можуть вживатися як інфінітив, так і герундій. Після дієслів *to begin, to start, to continue* інфінітив виражає більш конкретну дію. Порівняйте:

*He **began working** for his company in 1999.* Він почав працювати в цій компанії в 1999 році.

*He **began to work** an hour ago.* Він почав працювати годину тому.

I remember going to the 2000 Olympics.

I remembered to go

- Герундій вживається також після таких виразів і дієслів з прийменниками:

to approve of

interest in

to be afraid of

importance of

to be engaged in

to insist on

to be interested in

to keep on

to be responsible for

to look forward to

to blame for

to object to

cannot help

opportunity of

to count on	to rely on
to depend on	reason for
do not mind	to thank for
to forget about	to think of (about)
to get through	way of
idea of	would you mind
to apologize for	to be used to

We are looking forward to hearing from you.

We are interested in importing these goods.

- Герундій може також вживатися як обставина часу (з прийменниками *after, before on*) та способу дії (з прийменниками *by, without, instead of, besides*):

After receiving the letter he became very sad.

Mr Brown went out without saying a word.

Participial Constructions

Комплекси з дієприкметниками

1. Займенник в об'єктному відмінку або іменник в загальному відмінку +

Participle I Simple

Have I kept you waiting?

*I saw **the director working** at his office.*

Вживається з дієсловами *to find, to keep, to see, to feel, to observe, to look, to hear, to notice, to watch*:

2. Займенник в об'єктному відмінку або іменник в загальному відмінку +

Participle II

Вживається з дієсловами *to have* (частіше за все), *to get, to want to wish*:

*I want to have **this equipment tested**.*

3. Іменник в загальному відмінку + дієприкметник (*Simple, Perfect, Past*)

В реченні вживається як обставина:

The contract having been signed, our managers went home.

Time permitting, I'll write a letter to him.

ЗАВДАННЯ 1

Матеріал, що перевіряється:

- Дієслово *to be*;
- Вказівні займенники; вказівні конструкції;
- Типи питальних речень.

Translate into English

1. Я – аспірант ВНАУ, а Віктор – здобувач. 2. Ось ваша книга, а то – мій журнал. 3. Наш університет – одна з найбільших вищих шкіл України. 4. Її немає тут, вона зараз працює в бібліотеці. 5. Сьогодні вдень ми підемо за покупками на базар. 6. Твої батьки інженери, правда ж? 7. Де наші словники? 8. Він справді слухає зараз музику? 9. Ви стажер чи аспірант? 10. Чим ви займаєтесь? (Хто ви?) 11. Дайте нам трохи часу, будь ласка.

ЗАВДАННЯ 2

Матеріал, що перевіряється:

- Зворотні *there is, there are*;
- *To be going to do smth*;
- Займенники *some/any/no*.

I. Translate into English

1. Де книги? Вони на полиці. 2. У цій кімнаті 2 вікна. 3. Що роблять ті студенти? Вони вчать нові слова. Потім вони збираються перекладати текст. 4. Візьми парасольку. Збирається дощ. 5. В тебе в портфелі є ручка? 6. В тій кімнаті немає ніякого магнітофона. 7. В цьому університеті багато факультетів? 8. Тут є хто-небудь?

II. Поставте питання та дайте заперечну відповідь

до таких речень

1. There is some chalk on the table. 2. There are a lot of apples in the bag. 3. There is little sugar in my tea. 4. There is someone in the dean's office.

ЗАВДАННЯ 3

Матеріал, що перевіряється:

- Порівняльне вживання *Present Indefinite* та *Present Continuous*;
- Питальна форма речень у *Present Indefinite* та *Present Continuous*.

I. Translate into English

1. Я аспірант. 2. Він працює в університеті. 3. У нас пари з англійської мови тричі на тиждень. 4. На вихідних вони виїжджають за місто. 5. Він зараз читає книгу.

II. Put general and special questions

1. Ann is playing the guitar next door to us. 2. I usually get up at 7 o'clock. 3. In winter children like to ski in the forest. 4. His mother is a very good doctor.

III. Insert the verb in the correct tense form

1. Prof. X (to be) a highly qualified specialist. 2. What (to do) you now? I (to listen) to the latest news. 3. As a rule he (to have) his breakfast in the kitchen. 4. Pete and Mary (not to study) German. 5. Our teacher (to come) to the institute early.

ЗАВДАННЯ 4

Матеріал, що перевіряється:

- Таблиця неправильних дієслів.

I. Вивчіть три форми неправильних дієслів, наведених у таблиці

Таблиця неправильних дієслів (Irregular verbs)

№	V1	V2	V3	Значення
1	arise	arose	arisen	виникати, з'являтися
2	awake	awoke	awoken/awaked	прокидатися
3	be	was, were	been	бути
4	bear	bore	born	народжувати
5	become	became	become	ставати
6	beat	beat	beaten	бити

7	begin	began	begun	починати
8	bend	bent	bent	гнути
9	bind	bound	bound	зв'язувати, пов'язувати
10	bite	bit	bitten	кусати
11	bleed	bled	bled	кровоточити
12	blow	blew	blown	дути
13	break	broke	broken	ламати(ся), розбити
14	breed	bred	bred	виховувати
15	bring	brought	brought	приносити
16	build	built	built	будувати
17	burn	burnt	burnt	горіти, палити
18	buy	bought	bought	купувати
19	cast	cast	cast	кидати
20	catch	caught	caught	ловити, схоплювати
21	choose	chose	chosen	вибирати
22	come	came	come	приходити
23	cost	cost	cost	коштувати
24	cut	cut	cut	різати
25	deal	deal	deal	мати справу з
26	do	did	done	робити
27	draw	drew	drawn	тягнути; креслити
28	dream	dreamt	dreamt	мріяти; бачити уві сні
29	drink	drank	drunk	пити
30	drive	drove	driven	вести, приводити в дію
31	eat	ate	eaten	їсти
32	fall	fell	fallen	падати
33	feed	fed	fed	годувати
34	feel	felt	felt	відчувати
35	fight	fought	fought	боротися, битися

36	find	found	found	знаходити
37	fly	flew	flown	літати
38	forget	forgot	forgotten	забувати
39	freeze	froze	frozen	замерзати
40	get	got	got	отримувати; ставати
41	give	gave	given	давати
42	go	went	gone	йти, ходити
43	grind	ground	ground	молоти
44	grow	grew	grown	рости, ставати
45	hang	hung	hung	вішати, висіти
46	have	had	had	мати
47	hear	heard	heard	чути
48	hide	hid	hidden	ховати
49	hit	hit	hit	ударяти
50	hold	held	held	тримати
51	keep	kept	kept	тримати, зберігати
52	know	knew	known	знати
53	lay	laid	laid	класти
54	lead	led	led	вести, керувати, очолювати
55	learn	learnt	learnt	вчити (ся)
56	leave	left	left	залишати, покидати
57	lend	lent	lent	позичати, давати в борг
58	let	let	let	дозволяти
59	lie	lay	lain	лежати
60	light	lit	lit	запалювати
61	lose	lost	lost	втрачати, програвати
62	make	made	made	робити
63	mean	meant	meant	означати, значити
64	meet	met	met	зустрічати

65	pay	paid	paid	платити
66	put	put	put	класти
67	read	read	read	читати
68	ride	rode	ridden	їздити верхи
69	ring	rang	rung	дзвонити
70	rise	rose	risen	підніматися
71	run	ran	run	бігти
72	say	said	said	казати, сказати
73	see	saw	seen	бачити
74	sell	sold	sold	продавати
75	send	sent	sent	посилати, надсилати
76	set	set	set	поміщати; встановлювати
77	shake	shook	shaken	трясти
78	shine	shone	shone	сяяти, блищати
79	shoot	shot	shot	стріляти
80	shut	shut	shut	закривати
81	sing	sang	sung	співати
82	sink	sank	sunk	занурюватися
83	sit	sat	sat	сидіти
84	sleep	slept	slept	спати
85	slide	slid	slid	ковзатися
86	smell	smelt	smelt	нюхати, пахнути
87	speak	spoke	spoken	говорити
88	spend	spent	spent	витрачати
89	spoil	spoilt	spoilt	псувати
90	spread	spread	spread	поширювати
91	spring	sprang	sprung	стрибати, витікати
92	stand	stood	stood	стояти
93	steal	stole	stolen	красти; викрадати, цупити

94	stick	stuck	stuck	приклеювати
95	strike	struck	struck	ударяти
96	strive	strove	striven	боротися
97	swear	swore	sworn	клястися
98	swim	swam	swum	плавати
99	swing	swung	swung	коливати(ся)
100	take	took	taken	брати
101	teach	taught	taught	навчати
102	tear	tore	torn	розривати, рвати
103	tell	told	told	казати, сказати
104	think	thought	thought	думати
105	throw	threw	thrown	кидати
106	understand	understood	understood	розуміти
107	wear	wore	worn	носити, зношуються
108	weep	wept	wept	плакати
109	win	won	won	вигравати, перемагати
110	wind	wound	wound	крутити, намотувати
111	write	wrote	written	писати

ЗАВДАННЯ 5

Матеріал, що перевіряється:

- *The Past Indefinite Tense.*

I. Назвіть формальні маркери цього часу (з перекладом).

II. Поставте всі можливі питання до речення:

I saw him an hour ago.

III. Диктант-переклад. У наведеній нижче таблиці дайте три форми дієслова з перекладом.

Infinitive	Past Indefinite	Past Participle

ЗАВДАННЯ 6

Матеріал, що перевіряється:

- *Артикли.*

In the following sentences supply the articles (a, an, or the) if they are necessary. If no article is necessary, leave the space blank.

1. Jason's father bought him ___ bicycle that he had wanted for his birthday. 2. ___ Statue of Liberty was a gift of friendship from ___ France to ___ United States. 3. Rita is studying ___ English and ___ math this semester. 4. ___ judge asked ___ witness to tell ___ truth. 5. Please give me ___ cup of ___ coffee with ___ cream and ___ sugar. 6. ___ big books on ___ table are for my history class. 7. No one in ___ Spanish class knew ___ correct answer to ___ Mrs. Perez's question. 8. My ___ car is four years old and it still runs well. 9. When you go to ___ store, please buy ___ bottle of ___ chocolate milk and ___ dozen oranges. 10. There are only ___ few seats left for ___ tonight's musical at ___ university. 11. John and Marcy went to ___ school yesterday and then studied in ___ library before returning home. 12. ___ Lake Erie is one of ___ five Great Lakes in ___ North America. 13. On our trip to ___ Spain, we crossed ___ Atlantic Ocean. 14. ___ Mount Rushmore is the site of ___ magnificent tribute to ___ four great American presidents. 15. What did you eat for ___ breakfast this morning? 16. Louie played ___ basketball and ___ baseball at ___ Boy's Club this year. 17. Rita plays ___ violin and her sister plays ___ guitar. 18. While we were in ___ Alaska, we saw ___ Eskimo village. 19. Phil can't go to ___ movies tonight because he has to write ___ essay. 20. David attended ___ Princeton University. 21. Harry has been admitted to ___ School of Medicine at ___ Midwestern university. 22. Mel's grandmother is in ___ hospital, so we went to visit her ___ last night. 23. ___ political science class is taking ___ trip to ___ Soviet Union in spring. 24. ___ Queen Elizabeth II is ___ monarch of ___ Great Britain.

ЗАВДАННЯ 7

Матеріал, що перевіряється:

- *Переклад іменникових словосполучень.*

Translate into Ukrainian

a) an instruction book, an installation instruction book, a conveyor installation instruction book, a belt conveyor installation instruction book.

b) the new paper box, a food factory, the institute conference programme, the food factory bus, a paper factory hostel, food technology, department students, gas pipe taps, a new school building, a dry milk factory, flat fruit cans, baby food cans, radio teacher of English, first-year post graduates, a modern radio-wave detector.

ЗАВДАННЯ 8

Матеріал, що перевіряється:

- *Indefinite Tenses;*
- *The Present Continuous Tense;*
- *The Present Perfect Tense;*
- *The Past Continuous Tense.*

I. Translate into English

1. Ми аспіранти. 2. Я поговорю з ним про це. 3. Я зустрічався з керівником вчора. 4. Послухай, Х. так гарно грає на фортепіано. 5. В тій аудиторії не було студентів. 6. Кожного дня я встаю о 7 годині, але завтра, в суботу, я встану о 8. 7. Через три роки я збираюсь подати дисертацію до захисту. 8. Про що Ви зараз думаете? 9. Де ваша дружина? Вона поїхала в село. 10. Куди ви підете завтра? Я піду в інститут 11. Минулого року він відпочивав (мав канікули) з червня до початку серпня. 12. Під час відпустки він відвідав кілька науково-дослідних станцій, де його колеги проводили експерименти. 13. Я почав працювати над дисертацією 2 роки тому. За цей час я зробив огляд літератури по своїй темі, знайшов цікаві факти, проаналізував та систематизував (to arrange) їх.

II. Use the verb in the correct tense form

1. When I first (to see) him I (to be) very surprised. 2. It (to rain) all day long

yesterday. 3. He (to work) for his thesis from 2004 to 2009. 4. Last year I (to conduct) experiments necessary for my research. 5. Two years ago he (to make) acquaintance with Mrs. Jones. When they (to meet) she (to lecture) at New York University.

ЗАВДАННЯ 9

Матеріал, що перевіряється:

- *Модальні дієслова та їх еквіваленти.*

I. Translate the words in the brackets into English

1. I (повинен був) meet him at the station at 7 p.m. 2. I think I (мені дозволять) to do it myself. 3. You (повинен будеш) to do it tomorrow or the day after tomorrow? 4. My cousin (вміє) play the guitar very well. 5. He (не може) go to the theatre today, he is very busy.

II. Translate the following sentences into English

1. Вам варто відвідати цей музей. 2. Він мав написати статтю, але не встиг. 3. Ви повинні брати мої поради до уваги (to take into account). 4. Наступного тижня у мене буде можливість провести експеримент. 5. Йому дозволили здати документи пізніше.

ЗАВДАННЯ 10

Матеріал, що перевіряється:

- *Past Indefinite;*
- *Present Perfect;*
- *Modal Verbs.*

I. Use the verb in the correct tense form

1. – Where is Ann?
– I (not to see) her today. But she (to be) here yesterday.
– When (see) you her yesterday?
– At about 5 p.m.
2. Your supervisor just (to come), you may speak to him.

3. – You ever (to be) to Khrakiv?
– Yes, I (to be) there several times.
– When you (to go) there last time?
– In 2004. I (to take) part in the conference there.
4. – How long you (to know) Mrs. X?
– I (to know) her for 10 years. We first (to meet) in 1994. We both (to go) on a business trip to Moscow where we (to work) in the Academy of Sciences.
5. – Where's your son?
– He (not to come) home from school yet. I think he still (to play) football.

II. Translate into English

1. – Ви вже бачили Марію?
– Ні, але я щойно розмовляв з нею по телефону. Вона почувається добре, і якщо в неї не буде температури (to run the temperature) – завтра, в понеділок вона вийде на роботу.
– Ви збираєтесь провідати її в неділю?
– Боюсь, що ні. Я буду зайнятий. Моя сестра переїжджає на нову квартиру і мені доведеться допомогти їй.
2. Цього року я дуже рідко бував у кіно і в театрі.
3. Я чув це по радіо сьогодні вранці.

ЗАВДАННЯ 11

Матеріал, що перевіряється:

- *Минулі часи груп Indefinite, Continuous;*
- *Теперішні часи груп Indefinite, Continuous, Perfect.*

Translate into English

1. Поглянь, йде твій науковий керівник. 2. Вчора я зустрічався з аспірантами цієї кафедри. 3. Коли я зайшов в аудиторію, вони чекали на мене. 4. Він вже закінчив першу главу своєї дисертації. – Коли він закінчив її? 5. Я збираюся написати статтю в квітні. 6. Вона багато працювала над англійською граматиною, тому вона легко перекладає спеціальні тексти. 7. Я ще не проводив експерименти. 8. Кілька днів тому я доповідав про це на

кафедри, а в наступному місяці читатиму доповідь на конференції університету. 9. Вони щойно закінчили експерименти з цією установкою. А ви вже проводили експерименти? 10. Яна прочитала теоретичний матеріал по своїй проблемі, зби́рала і проаналізувала факти. Вона виступатиме на наступній конференції.

ЗАВДАННЯ 12

Матеріал, що перевіряється:

● *Особливості вживання минулих часів у складних реченнях: Past Perfect – Past Indefinite, Past Continuous – Past Indefinite.*

Put the verb in brackets in the correct tense form

1. After he (to buy) himself a new automobile he (to sell) his bicycle. 2. After George (to return) to his house he (to read) a book. 3. The president (to go) fishing after he (to finish) with the conference. 4. He (to drink) a cup of coffee when the telephone (to ring). 5. The children (to play) last night outdoors when it (to begin) to rain very hard. 6. After John (to eat) dinner he (to write) several letters and (to go) to bed. 7. Don (to have a bath) while George (to get ready) to go out. 8. I (to fall) asleep when I (to watch) television. 9. It (to begin) to rain when I (to walk) home. 10. She (to go) to Australia but now she (to come back). 11. Last night I (to arrive) home at half past 12. 12. When you (to give up) smoking? 13. The car looks very clean. You (to wash) it? 14. How many games the team (to win) so far this season? 15. He went back to his home town and found that many things were different. His best friend, Kevin, was no longer there. He (to go) away.

ЗАВДАННЯ 13

Матеріал, що перевіряється:

● *Часи дієслова.*

Variant 1

I. Put the verb in brackets in the correct tense form

1. He (to use) his dictionary every day. 2. They (to go) to the football match

now. 3. While Ann (to write) a letter her husband (to watch) TV. 4. Some things (to smell) very good. 5. I (to send) the telegram yesterday morning. 6. I'm going to have a walk. I (to do) all my exercises already. I (to do) them for 3 hours. 7. Today the girls (to go) to Oxford-street, they (to want) to buy some clothes. 8. When you (to go) to the cinema last time? 9. I hope the teacher (to look through) our exercise-books by that time. 10. He (to receive) the telegram tomorrow.

II. Translate into English

1. Я забув свій зошит вдома.
2. – Що ти робиш?
– Читаю англійське оповідання.
– Скільки сторінок ти вже прочитав?
– Сім.
3. – У мене немає ручки, я її загубив.
– Коли ти загубив її?
4. Коли Неля прийшла додому, її мама вже зготувала обід. 5. Учитель запитів, де я живу. 6. О котрій годині вони почали дивитися телевізор.

Variant 1

I. Put the verb in brackets in the correct tense form

1. They sometimes (to lose) the match. 2. I (to shop) all day long. 3. Your wife (to shop) at the big shops? 4. Jane (to live) in London for many years and her friend Mary (to live) with her since Sunday. 5. The children (to do) their homework. Now they can go to the skating-rink. 6. – You ever (to be) to St. Petersburg? – Yes, I (to be) there last year. 7. You (to have) breakfast already? 8. This film (to run) for a month. 9. – Where are the students? – They (to plant) trees. They (to plant) them since the morning. They always (to plant) them in October. They already (to plant) several hundred trees. 10. She (to be) a good chess player. She (to play) chess since her childhood.

II. Translate into English

1. – Де Петро? – Він ще не прийшов. Він йде з корпусу №1. 2. Нарешті ми закінчили роботу. Тепер можемо і відпочити. 3. Мій брат написав, що вже

склав іспит з фізики. 4. Він прочитав кілька книжок англійською мовою. 5. Коли Ольга закінчила університет? 6. О першій годині ночі Джейн ще вчила вірша.

ЗАВДАННЯ 14

Матеріал, що перевіряється:

- *Пасивний стан дієслів.*

I. Translate into Ukrainian

1. I was not offered any help while preparing my report for the conference. 2. I am sure the supervisors are always consulted prior to the dissertation presentation. 3. My scientific advisor's works are often referred to in the articles dealing with this subject area. 4. These instruments can not be relied on during such an important experiment. 5. The next article was quickly followed by a number of responds. 6. I think I shall be recommended to take candidate exam in autumn.

II. Translate into English

1. Мене попросили подати статтю до першого травня. 2. Я не думаю, що на мене легко впливають думки інших людей. 3. Йому пообіцяли підтримку у вирішенні цього питання. 4. Мене включили у список учасників конференції. 5. Містер Х, вас просять до телефону.

ЗАВДАННЯ 15

Матеріал, що перевіряється:

- *Пасивний стан дієслів.*

Find predicates, define their tense; translate the sentences into Ukraine

1. The processes of interrelationship are discussed in detail in Chapter 3. 2. Building costs can be reduced by process design. 3. This book is intended to serve as a guide. 4. Investment in irrigation infrastructure is generally publicly funded. 5. Beams are long and slender structural elements, differing from truss elements in that they are called on to support transverse in addition to axial loads. 6. Various

methods have been tried to reduce the adverse effects of stratification. 7. Soil erosion has been identified as one of the most significant sources of water pollutants. 8. When sewage is discharged into a stream, dissolved oxygen is utilized by microorganisms as they metabolize and decompose organic substances from the waister-water. 9. Lakes and reservoirs are affected by seasonal temperature changes. 10. It should be built up to the level of the floor and be very well tamped.

ЗАВДАННЯ 16

Матеріал, що перевіряється:

- *Узгодження часів.*

I. Put the verb in brackets in the correct tense form

1. He said he just (to return) from Great Britain. 2. My Supervisor pointed out that I (to make) some mistakes in the experiment. 3. She says she never (come) across such a word before. 4. Serge (to mention) that he had reviewed that grammar material the day before. 5. My friend was sure that he (to take) part in the conference the following month.

II. Translate into English

1. Мій колега сказав, що хоче проводити експерименти в цьому місяці. 2. Він не мав певності, що йому треба їхати саме туди. 3. Я пригадав його номер телефону, коли вже вийшов з дому. 4. Віктор повідомив, що він працює зараз над новим дистанційним курсом. 5. Вона зауважила, що закінчить роботу над рефератом на наступному тижні. 6. Мені кажуть, що я схожа на мою маму.

ЗАВДАННЯ 15

Матеріал, що перевіряється:

- *Умовний спосіб дієслів.*

I. Put the verb in brackets in the correct tense form

1. If I were told about this device I (to suggest) that it be bought. 2. I (to join) your excursion if I were not so busy now. 3. If he had not missed the train he (to ring up) me. 4. He (not to make) so many mistakes in the test if he were a better

student. 5. If they (to study) better last semester they would have written their tests better. 6. He (to earn) much money if he had worked on a building site during his summer vocation. 7. If the weather (to be) fine we shall go out of town. 8. She (to come) to your birthday party if you had invited her. 9. I'll join her if she (to go) to Building №1. 10. If I (to get) my leave in September I should go to the seaside.

ЗАВДАННЯ 18

Матеріал, що перевіряється:

- *Часові форми дієслова;*
- *Умовний спосіб;*
- *Пасивний стан.*

Translate into English

1. Якщо ви підніметесь (to climb) на цю гору, то ви будете першими. 2. Вас просять до телефону. 3. Ти повинен був закінчити програму вчора. 4. Коли ви зателефонували, я працював на комп'ютері. 5. До 1 травня я закінчу роботу з цією книгою і зможу дати її тобі. 6. Якби ти сказав мені про це вчора, я б прийшов раніше. 7. Раніше про цього актора багато говорили. 8. Раніше, перед тим як почати працювати в Softserve, я працював в Рівненській фірмі. 9. Мені потрібно півгодини, щоб дістатися до роботи пішки. А скільки часу на це витрачаш ти? 10. Вам завтра принести цю книгу? 11. Іра змушена ще попрацювати над останньою главою дисертації. Вона збирається захищати її через рік. 12. Я провідую бабусю кожен раз, коли приїжджаю додому. В минулу суботу я також побував в неї. Бабуся сказала, що бачила дуже цікаву програму по телевізору напередодні. На жаль, я не бачив її, оскільки працював в бібліотеці. 13. Останнім часом ми вивчили багато слів і граматичних правил. Коли я читаю легкі книги, мені не доводиться користуватися словником. 14. Покажіть мені, скільки книг ви принесли. 15. Ви чули, що він сказав? 16. Ви ще не отримали листа, якого я надіслав вам неділю назад? 17. Я чув, що ви зараз працюєте над новою книгою. 18. До того, як я приїхав у Львів, він працював там вже 2 роки. 19. Він зробив те, що

я йому порадив (to advise) зробити. 20. Я розповім їм про це, коли вони повернуться. 21. Ніхто не знає, коли вони прийдуть в Рівне. 22. Ми поговоримо про це, коли ви прийдете до мене. 23. Ви не пропускали уроки в цьому місяці, чи не так? 24. Шкода, що ви не були в суботу на моєму дні народження. 25. Його попросили приїхати в інститут раніше.

ЗАВДАННЯ 19

Матеріал, що перевіряється:

- *Узгодження підмета і присудка речення.*

Choose the correct form of the verb in the following sentences

1. Neither Bill nor Mary (is/are) going to the play tonight. 2. Anything (is/are) better than going to another movie tonight. 3. Skating (is/are) becoming more popular every day. 4. A number of reporters (was/were) at the conference yesterday. 5. Everybody who (has/have) a fever must go home immediately. 6. Your glasses (was/were) on the bureau last night. 7. There (was/were) some people at the meeting last night. 8. The committee (has/have) already reached a decision. 9. A pair of jeans (was/were) in the washing machine this morning. 10. Each student (has/have) answered the first three questions. 11. Either John or his wife (make/makes) breakfast each morning. 12. After she had perused the material, the secretary decided that everything (was/were) in order. 13. The crowd at the basketball game (was/were) wild with excitement. 14. A pack of wild dogs (has/have) frightened all the ducks away. 15. The jury (is/are) trying to reach a decision. 16. The army (has/have) eliminated this section of the training test. 17. The number of students who have withdrawn from class this quarter (is/are) appalling. 18. There (has/have) been too many interruptions in this class. 19. Every elementary school teacher (has/have) to take this examination. 20. Neither Jill nor her parents (has/have) seen this movie before.

ЗАВДАННЯ 20

Матеріал, що перевіряється:

- *Неособові форми дієслова: Інфінітив.*

Translate into Ukrainian

1. To maximize profit, the monopolist must determine the characteristics of market demand, as well as its cost. 2. The monopolist's problem is to choose the quantity that maximizes its net benefit. 3. His book is still regarded as the first text to expound the basic principles of projection drawing. 4. On the following pages the correct methods to be used in instrumental drawing are explained. 5. To fasten the paper in place, press the T-square head firmly against the working edge. 6. To correct a crooked T-square blade is difficult task.

ЗАВДАННЯ 21

Матеріал, що перевіряється:

- *Неособові форми дієслова: Герундій.*

Translate into Ukrainian

1. Speaking foreign languages is very useful. 2. Are you fond of learning foreign languages? 3. Knowledge of demand and cost is crucial for a firm's economic decision making. 4. No single supermarket can raise its prices very much without losing many customers to other stores. 5. Securing the legal status of the metro has got less attention in the registration process. 6. Reorganizing registration of real property requires decisions at the political level.

ЗАВДАННЯ 22

Матеріал, що перевіряється:

- *Неособові форми дієслова: Participle.*

Translate into Ukrainian

1. Figure 8.b shows the corresponding average and marginal cost curves. 2. In fact, the monopolist could keep increasing output, adding more to its total profit until output Q^* . 3. The erasing shield is used to protect the lines near those being erased. 4. This is certainly the most frequent instruction needed by the beginning student. 5. The beginnings of descriptive geometry are associated with the

problems encountered in designs for building constructions.

ЗАВДАННЯ 23

Матеріал, що перевіряється:

- *Неособові форми дієслова та конструкції з ними.*

Translate into Ukrainian

1. Some of the possibilities were tested by experiment. 2. At present chemical methods of purifying water are extensively made use of. 3. The method applied increased the accuracy of results. 4. Taking into account individual component resulted in a radical change of the entire system. 5. Some scientists do not distinguish between pure and applied mathematics, the distinction being, in fact, of recent origin. 6. To appreciate the present one must have some historical perspective. 7. This is not an opportunity to be thrown away. 8. Nowadays science is known to contribute to every aspect of mans life. 9. He is said to have graduated from Oxford University. 10. The work was likely to contribute to the solution of the problem.