

МІНІСТЕРСТВО ОСВІТИ І НАУКИ УКРАЇНИ
СХІДНОУКРАЇНСЬКИЙ НАЦІОНАЛЬНИЙ УНІВЕРСИТЕТ
ІМЕНІ ВОЛОДИМИРА ДАЛЯ

МЕТОДИЧНІ ВКАЗІВКИ

до практичних занять з дисципліни

«ІНОЗЕМНА МОВА (АНГЛІЙСЬКА)»

(для здобувачів освітнього рівня «магістр» спеціальностей

101, 131, 133, 141, 161)

ЗАТВЕРДЖЕНО

на засіданні кафедри «Іноземних мов
та професійної комунікації».

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Методичні вказівки до практичних з дисципліни «Іноземна мова (англійська)» для здобувачів освітнього рівня «магістр» спеціальностей 101, 131, 133, 141, 161.. / Укладач Давіденко Н.О. – Київ: вид-во СНУ ім. В. Даля, 2023. – 62 с.».

Дані методичні вказівки спрямовані на забезпечення навчального процесу матеріалом, необхідним для здійснення контролю рівня знань студентів 1 курсу магістрів, 1-й та 2 семестри, а також на розвиток у студентів навичок самостійної роботи над програмним граматичним матеріалом та письмовим перекладом текстів.

Методичні вказівки містять лексичний матеріал, який необхідно засвоїти за темами “Student’s research work”, “ At the scientific conference’ та граматичний довідник, в якому розглядаються ті розділи граматики, які необхідно засвоїти за перший рік навчання.

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Вступ.

Методичні матеріали призначені для студентів освітньо-кваліфікаційного рівня «магістр» і має на меті формування навичок наукового, ділового та професійного спілкування англійською мовою. Головною метою навчання студентів іноземної мови в немовному вищому навчальному закладі є формування навичок читання та отримання інформації з джерел іноземної літератури за спеціальністю та передбачає, головним чином, самостійну роботу студентів з навчальною літературою.

Методичні матеріали містять лексичний матеріал за темою: «наука та науковці», «науково-дослідна робота», «організація наукової конференції» та «участь у науковій конференції». Цей матеріал потрібен для майбутніх науковців, а знання і розуміння комунікативних навичок приведуть до успіху в науковій сфері. Особливу увагу необхідно приділяти правилам, вправам на вживання тих розділів граматики, лексики, які відсутні в рідній мові (артиклі, відмінні часові форми дієслова, безособові форми дієслова тощо).

Магістри повинні володіти ґрунтовно науковою базою і методологією наукової роботи та бути в курсі сучасних інформаційних технологій і методів отримання та обробки наукової інформації. При навчанні в магістратурі студент отримує поглиблені знання у певній науковій сфері, має можливість займатися науково-дослідною роботою, а знання іноземної мови допоможе фахівцю в його роботі.

Бажаємо успіхів!

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UNIT 1. STUDENTS' RESEARCH WORK

1.1 Aural comprehension

1. Discuss the following questions in groups and then report the conclusions of your discussion.

1. What do you know about research work in general and students' research work, in particular?
2. How important, do you think, is research work for higher educational institutions and for professional development of students - future specialists in different fields of science and engineering?
3. Do you personally have any experience of doing research (at school, university)? If so, in what field of science are you particularly interested in?
4. Have you heard of any discoveries or inventions associated with professors and researchers of National University?
5. Do you think that all students of universities are involved in research work in this or that way? Explain your answer.
6. What kind of research work, to your mind, can students do at the Department of Foreign Languages of a technical university?
7. How can proficiency in a foreign language help students, postgraduates and other people involved in research achieve better results in their specialist research?

2. Check whether you can pronounce the following international words and word combinations correctly. Translate them.

Engineer, primary, technical communication, technical person, technical project, professional, critical, client, ultimate product, interests, document, practicing, industry, organization, sponsor, perspective, real, to maximize chances, to progress, career.

3. Check whether you can pronounce correctly and whether you remember the meaning of the following words and word combinations. They will help you in understanding the text.

To convince, coworkers, unnoticed, unappreciated, essential, success, successful, teamwork, tools, handy, promotion, hiring, to gain, entire, superfluous, survival, environment, worth.

4. Study the following phrases. They will help you in understanding the text.

In a word - словом; from the perspective - з точки зору; to pursue subjects - займатися предметами; to land a good job - відшукати добру роботу; this is not the case - але це не так; to progress through career - робити успіхи у професійній кар'єрі; to do well at - добиватися успіху в чомусь.

5. Read, translate the text and answer the following questions:

Why Study Technical and Professional Communication?

Why should engineers, scientists, and other technical professionals' study technical writing or speaking? Their primary training and interests lie in technical areas; most science and engineering students **successfully pursue** their technical subjects without extra writing courses; and practicing engineers and scientists in government and industry work on technical projects. It might seem, then, that writing and communication are **superfluous to a technical education**.

In fact, this is not the case. Scientists and engineers may be technically brilliant and creative, but unless they can **convince coworkers**, clients, and **supervisors** of their **worth**, their **technical skills** will be unnoticed, **unappreciated**, and unused. In a word, if technical people cannot communicate to others what they are doing and why it is important, it is they and their excellent **technical skills** that will be **superfluous**. From this perspective communication skills are not just handy; they are **critical tools for success**, even survival, in "real world" **environments**.

Every technical person stands to gain from improving his or her communication skills. Most scientists and engineers work in organizational settings where **teamwork** is essential. Good teamwork is impossible without good communication. And those scientists and engineers who **work independently** have to communicate with clients, sponsors, or other interested parties. For many technical professionals, the ultimate product of their work is a written document. If that document is **badly written**, it reflects badly not only on the individual involved but on the entire organization. Organizations know this, of course, and sometimes base hiring and promotion decisions on **writing ability**. To maximize your chances for landing a good job and doing well at it, you should work on your communication skills - even if you think they're already pretty good. Communication will become even more important as you progress through your career; **the better you are at it, the more likely you are to be promoted**.

1. Why does it seem that writing and communication are superfluous to technical education?
2. What skills, according to the text, do scientists and engineers need to convince coworkers and clients of their worth?
3. What do communication skills mean for technical people?
4. How is good teamwork related to good communication?
5. In what form is the ultimate product of technical professionals' work usually presented?
6. How important are communication skills as tools of success?
7. What should you do to maximize your chances for landing a good job and doing well at it?
8. Where can you apply your technical and professional communication skills?

Translate the highlighted words. Explain the statement from the text:

The better you are at it, the more likely you are to be promoted.

Read the text again and then select the most accurate statement in each case:

1.
 - a) Writing and aural communication are superfluous to a technical education.
 - b) Writing is more important than aural communication to technical professionals.
 - c) Both writing and aural communication skills are essential in technical education.
2.
 - a) Good teamwork is impossible without good communication.
 - b) Good teamwork is possible without good communication.
 - c) Good individual work is impossible without good communication.
3. For many technical professionals the ultimate product of their work is
 - a) an aural agreement.
 - b) a written document.
 - c) improved communication skills.
4.
 - a) A badly written document means that the person has got good communication skills.
 - b) A badly written document creates bad reputation to the entire organization.
 - c) A badly written document doesn't affect the reputation of the organization at all.
5.
 - a) They recommend you to work on your communication skills even if they are pretty good.
 - b) There is no need to work on your communication skills if they are good.
 - c) You should not try to improve your communication skills to land a good job.

Read the text again and mark the following statements as “true” or “false”:

1. Communication skills are critical tools for success in real world environments.
2. A technical professional has no gains from improving his or her communication skills.
3. Most scientists and engineers work in organizational settings where teamwork is essential.
4. Good teamwork is possible without good communication.
5. Organizations never base their hiring and promotion decisions on the applicant's writing ability.
6. For many technical professionals, the ultimate product of their work is a written document.
7. A badly written document hardly ever reflects badly on the entire organization.
8. The better your communication skills are, the more chances you have to be promoted.

1.2 Use of essential vocabulary

1. Read and remember the words:

- | | |
|---------------------|--------------|
| 1. science | наука |
| 2. field of science | галузь науки |

3. faculty and staff	викладачі та співробітники
4. research	дослідження
5. scheduled	запланований
6. degree	ступінь
7. to focus on	зосередитися на
8. awarded	нагороджений
9. to be involved in	брати участь у
10. aspiration	прагнення
11. curiosity	допитливість
12. submitted	подавати на розгляд, для оцінювання
13. to specialize in the field of science	спеціалізуватися у галузі науки
14. supervisor	науковий керівник
15. objectives	цілі
16. reach the goal	досягати мети
17. famous scientist (scientist)	відомий науковець (вчений)
18. independent research	самостійне дослідження
19. detailed study	детальне вивчення
20. theoretical and applied aspects	теоретичні та прикладні аспекти
21. scientific work skill	навички наукової роботи
22. Academic Council	Вчена Рада
23. unique contribution	унікальний внесок
24. questions related to research	питання, що стосуються дослідження
25. original technique	оригінальна методика
26. to participate in research work	брати участь у науково-дослідній роботі
27. simultaneously work on several projects	одночасно працювати над кількома проектами;
28. to be devoted to science	бути відданим науці;
29. do not give up	не здаватися;
30. share knowledge with colleagues	ділитися знаннями з колегами,
31. be extremely curious	бути надзвичайно допитливим

2. Match the following phrases with their definitions:

1. an integral part	a) to decide that someone should try and achieve smth.
2. extracurricular activity	b) the work that is written and submitted by students to crown their studying of a certain course
3. course paper	c) forming a necessary part of something
4. examination board	d) to correspond to established norms
5. to set the task	e) to help something develop and be successful
6. a wide scale	f) it isn't part of the course that a student is doing
7. to meet standards	g) a group of people who are assessing students' knowledge of the subject at the examinations
8. to promote development	h) a large size or high level of something that is

	happening or being done
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3. Read the words and decide which of them do not belong to each group of four items:

1. participate/ be involved/ reflect/ be incorporated;
2. lab exercise/ yearly project/ academic year;
3. institution/ establishment/ project/ university;
4. provide/ defend/ submit/ educate;
5. carry out/ conduct/ meet/ perform;
6. lectures/ devices/ apparatuses/ visual aids;
7. chemistry/ mechanics/ electronics/ science;
8. advanced/ qualified/ general/ distinguished;
9. foreign/ Japanese/ urgent/ international;
10. perfect/ improve/ create/ graduate.

4. Fill in the gaps with the words provided, translate the sentences:

Research, to participate, investigation, qualifications, supervision, science, submitted, postgraduate, involvement, scheduled, awarded, certified, creative, developments, researched, qualified, awarded, develop, research, qualifications

1. This book has been very well
2. The whole issue is still under
3. All graduation papers must be ... by Monday.
4. He did his ... work in sociology.
5. Einstein was ... the Nobel Prize for his work in quantum physics.
6. He came up with a really ... solution to the problem.
7. We will ... a few of these points in the seminar.
8. In the learning process the student's emotional ... is of great importance.
9. Taras is a ... student in our lab.
10. Everyone in the class is expected ... in these discussions.
11. Oksana had excellent academic ..., but no work experience.
12. We work under the Chief Engineer's —
13. The computer is one of the marvels of modern
14. The meeting has been ... for 2 o'clock.
15. She was ... as a teacher in 1998.
16. There have been significant computer ... during the last decade.
17. I'm doing some ... for an article about student life.
18. It's a complex engineering matter and I don't feel ... to give an opinion.
19. The University ... her a scholarship.
20. Ira has all the right... to become a good manager.

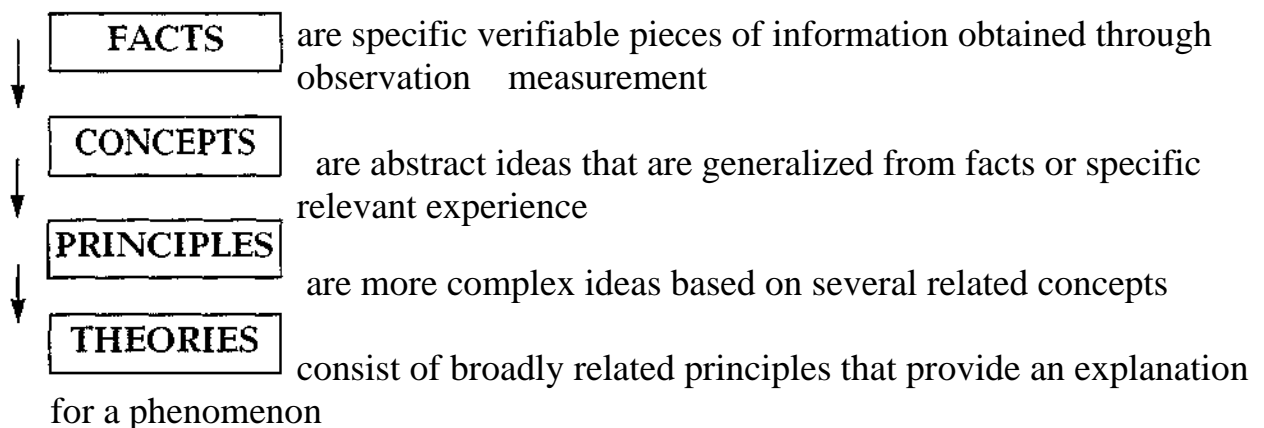
WHAT IS SCIENCE?

5. Read the article and divide it into logical parts. Translate.

The word science originates from the Latin word «Scientia», meaning knowledge. Science is simply a way of looking at the world. It consists of asking questions, proposing answers and testing them against the available evidence.

A popular astronomer Carl Sagan wrote: «Science invites us to let the facts in, even when they don't conform to our preconceptions. It counsels us to carry alternative hypotheses in our heads and see which best match the facts». Science is a human construct and human ability.

Types of Science Products



The purpose of a theory is to provide the best explanation based on evidence. Theories are used to explain, relate, and predict.

Students of science major in various fields of science. They take part in R&D at their institutions. The faculty and staff at the universities and institutes will help the students as they fulfill their academic and professional goals. Research advisors — well-known scientists will help their students with research. Graduate students spend most of their time in independent study and original research. For example, graduate studies in the USA can be divided into two phases:

Phase I leads to Master's degree and consists of lecture-type coursework. This degree is usually required in fields such as engineering, library science etc. The MBA or Master of Business Administration usually takes two years.

These degrees are considered stepping stones toward a PhD. Normally few, if any laboratory courses are offered. A thesis, calling for significant research and/or design effort may be required.

Phase II leads to doctoral degree — PhD (doctorate). Students who are enrolled in a doctoral program are known as PhD candidates. They will spend some time in class, but the most important work is spent in first-hand research. It may take three years or more to earn a PhD Degree. This degree normally requires four to six years of study beyond the Bachelor's degree, culminating in lengthy, in-depth, original research of a specific topic, which may be both theoretical and applied, or purely theoretical. Usually, doctoral studies focus very heavily on developing advanced scientific skills.

A PhD dissertation is considered a unique, original contribution to human knowledge. This paper must contain views, research or designs that have not been

previously published. The best and the most suitable methods, techniques, approaches and procedures should be used.

Several research publications on issues relevant to the investigation should be prepared. Most universities awarding the PhD Degree also require doctoral candidates to have a reading knowledge of two foreign languages, to pass a qualifying examination that officially admits candidates to the PhD program, and to pass an oral examination on the same topic as the dissertation.

If the dissertation meets all the requirements, it will be accepted and approved by a special board of academics after oral defense.

Most scientists spend many years studying and working in laboratories. Scientists can work individually or in a team. In many cases, scientists are devoted to their work and may find little time to do other things. Usually, scientists are involved in studying various aspects of their fields, and work on one or two major projects at one time.

A good example of a dedicated scientist and researcher is U.S. neurosurgeon Benjamin Carson. Speaking to young people around the country, Carson always concludes with the same message: «Think big! » He explains the meaning of each letter:

T — is for talent. Recognize your God-given talent.

H — is for hope. Anticipate good things and watch for them.

I — stands for insight. Learn from people who have been where you want to go.

N — is for nice. Be nice to people — all people.

K — represents knowledge. Knowledge is the key to your dreams, hopes and aspirations.

B — is for books. We develop our minds by reading.

I — equals in-depth learning, where acquired knowledge becomes part of you.

G — stands for God. Never drop God out of your life.

«If you can learn to think big, nothing on earth will keep you from being successful in whatever you choose to do», says Carson. And eminent American astronomer Vera Rubin has given the following piece of advice to young scientists: «Don't give up. Remember that science is ever so vast; learn one thing very well. Doing so ... gives you great confidence, allows you to share knowledge with colleagues. It helps if you know what you really want to do. Work hard. Learn to give good talks. Be imaginative. If you are interested in science you must have a fundamental curiosity»

Give Ukrainian equivalents of the following words and word combinations: *available, evidence, to conform, preconception, to major in, R&D, research advisor, to meet the requirements, board, devoted, insight, relevant.*

Answer the questions about text.

- What is the origin of the word “science”? What does it mean?
- Interpret Carl Sagan’s idea of “science”.
- Define the main types of science products.

- In what way are Masters / PhD candidates trained in US / Ukraine?
- What are the requirements to earn a PhD?
- Compare Ukrainian and American scientific degrees and ways they are obtained.
- Comment on Carson's message "Think big".
- What does Vera Rubin advise young scientists?
-

6. Match the words with their meanings:

1. science	a) the desire to know or learn
2. field of science	b) a strong desire to do smth. or have smth.
3. faculty and staff	c) a title given by a university to a student who has completed a course of study
4. research	d) to direct one's attention to smth.
5. scientist	e) special ability to do smth. well
6. degree	f) a particular side of many-sided idea
7. to focus on	g) to take part, to participate
8. skill(s)	h) knowledge which can be made into a system
9. to be involved in	i) serious and detailed study of a subject
10. aspiration	j) all of teachers and other professionals
11. curiosity	k) a person who works in science
12. aspect	l) a branch of knowledge or area of activity

7. Read the text and translate:

The Importance of Science

Thinking about science, Goethe once said: «To one man it is the highest thing, a heavenly goddess; to another it is a productive and proficient cow who supplies them with butter». The results of science and the motives for doing it are diverse.

Curiosity is the most powerful motivation for research professionals — and for many amateurs, too. Science clarifies, explains and occasionally predicts. Understanding a piece of universe can bring satisfaction and excitement to anyone.

One can do science because one believes that practically and effectively it benefits the world. A great many scientists have had this chief conscious reason. One can do science because it represents the truth. One can also do science because one enjoys it. Many people like unravelling puzzles. Scientific puzzles are very good ones, with reasonable prizes.

Science serves the missions of improving health, national security, energy, the environment and communications; it creates new products, meets the demands

of emerging markets and satisfies social needs. But even strong faith in science may crack in straitened circumstances.

When it comes to future justification for curiosity-driven and mission-oriented research, we encounter three related undertakings.

First, we have to rethink the case from inside the scientific community. Government, businesses and universities must demonstrate that investments in science are the only way of fulfilling long-range goals. Research executives will have to document the ample returns from past investments and then outline future paths. Setting priorities will not be easy, and stern management to ensure excellence will be essential.

Second, we should broaden the dialogue. Society must be engaged in continuing exchange about national goals and research priorities. The press, industry, nonprofit organizations must participate.

Finally, we must expand the accessibility of knowledge. The entire professional community must pay more attention to building a scientifically literate society. Support for science, and for the benefits of technology, increases with educational level. To be successful in the twenty-first century, we need more science, not less.

Text work

Comprehension check, answer the questions:

1. Interpret Goethe's words concerning science. What does he mean? Why do people do science?
2. List the reasons for doing science.
3. What are the missions of science?
4. Comment on the problems concerning scientific development. What are the possible ways of solving them?
5. What does science improve?
6. What and why can happen with faith in science?'

8. Identify the characteristics of a scientist by matching the two columns.

I 1. intelligent 2. objective 3. creative 4. open-minded 5. curious 6. talented 7. dedicated 8. persistent	a) receptive of arguments and ideas b) remaining at a task for a long amount of time to complete a task or project c) making observations and decisions based upon evidence, not personal opinion or hearsay d) very interested in working very hard, devoting a lot of time to complete a task or project e) producing new and original ideas and things, inventive
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<p>II</p> <ol style="list-style-type: none"> 1. decision-maker 2. communicator 3. designer 4. inventor 	<ol style="list-style-type: none"> f) having a high degree of mental capacity g) having or showing special abilities for a particular type of work h) eager to know or learn <ol style="list-style-type: none"> a) searching for new discoveries b) being able to make important choices or / and judgements c) creating new models or designs d) making opinions and information known and understood by others, sharing and exchanging opinions.
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1.3 Reading and Writing

1. Read the text and answer the following questions:

Student's research work

To train highly qualified professionals and to carry on research in various branches of science and engineering are two major tasks set before any highly institution and universities in our country. Student's research work is an integral part of the educational process. The students are involved in different kind of researches right from their first year of studies. Research work helps students perfect their qualification.

The main task set before the students doing research is mastering methods of independent solution of scientific and technical problems. All the students are involved in research directly related to curricular activity comprising lab exercise course works graduation project, seminars and individual tasks.

Students are given an opportunity to apply their knowledge and display initiative during doing lab exercises. Also, students are involved in research dealing with urgent problems. They learn modern research methodology, study state-of-the-art technologies and handle the most sophisticated equipment.

The students taking Bachelor's course and those studying to obtain master's degree are doing research while preparing their graduation papers. Every graduation paper is a small research project carried out by the student under the guidance of a supervisor leading professor or any other scientist. When a student submits and successfully defends his/her graduation paper before the examination board, he/she is qualified as a Bachelor or a Master. The most promising undergraduates are incorporated in to research groups organized by the leading professors at the departments.

Every year the ablest graduates of the University are given an opportunity to develop their research skills while taking postgraduate courses. During three-year cross postgraduates carry out their field off research writing in foreign languages.

In three years, every postgraduate is supposed to present a dissertation for

the Candidate of science degree.

Foreign languages help students do research in their fields of interest by way of enabling them to read professional literature and periodicals in foreign languages, communicating with foreign specialists while participating in scientific conferences. Under the guidance of teachers of FL Department, the best student's prepare and present their reports in foreign languages at annual student's scientific conferences. Also, the best students defend their graduation work and projects in foreign languages.

Students are distinguished for their success in RsD activity and are awarded certificates and diplomas. Students' research work is part and parcel of the R&D activity conducted at the University in general. There are a member of research laboratories and designing bureaus in the University that are responsible for up-to-date investigations and developments. The fundamental investigations in the various branches of science are of importance both in Ukraine and abroad.

Comprehension check, answer the questions:

1. What are two major tasks set before any highly institution and universities in our country?
2. What is student's research work?
3. What is the main task set before the students?
4. What curricular activity are the student involved?
5. Why do the students learn modern research methodology, study state-of-the-art technologies and handle the most sophisticated equipment?
6. What is the graduation paper?
7. Who is qualified as a Bachelor or a Master?
8. What is the role of foreign languages?
9. Do the best students defend their graduation work and projects in foreign languages?
10. How are distinguished students?

Read the text again and mark the following statements as “true” or “false”:

1. Student's research work is an integral part of the scientific process.
2. The students are involved in different kind of researches right from their fifth year of studies.
3. Students are given a right to apply their knowledge.
4. Every graduation paper is a big research project carried out by the student under the guidance of a supervisor.
5. Every year the graduates of the University are given an opportunity to develop their research skills while taking postgraduate courses.
6. In three years every postgraduate present a dissertation for the candidate of science degree.
7. The best students defend their graduation work and projects in foreign languages.
8. There are many research laboratories and designing bureaus in the University that are responsible for up-to-date investigations and developments.

Make an abstract of the text, using given phrases:

Introduction

1. The text (article, paper, book, etc.) deals with...Цей текст стосується...
2. As the title implies the text describes...Згідно з назвою, текст описує...

Main part

3. It (the text) gives a detailed analysis of...Він дає детальний аналіз...
4. It draws our attention to...Він звертає нашу увагу до...
5. ...is proposed. ...пропонується.
6. ...are examined. ...розглядаються.
7. ...are discussed. ...обговорюютьс я.
8. It is spoken about...Описується...
9. It is reported about...Повідомляється про...
10. The text gives the information on...Текст надає важливу інформацію про...
11. Much attention is given to...Велика увага приділяється...

Conclusion

12. The text is of great help to...Текст надає велику допомогу...
13. The text is of interests to...Текст є цікавим для...

2. Match 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 у галузі прикладного мовознавства.	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 linguistics.
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 arrived at interesting conclusions.
10. Вони дійшли цікавих висновків.	j) They are involved in R&D.

3. Read and translate the importance of the students' research work

I. The purpose of the students' research work

1. to help students perfect and consolidate their knowledge;
2. to intensify the process of training specialists;
3. to provide students with an opportunity of applying their theoretical knowledge to practice;

4. to help students master methods of independent work and acquire skills of research activity;
5. to develop students' creative thinking;
6. to acquaint students with the latest achievements in a certain field of science and their practical application.

II. Close connection between the students' research work and educational process

1. involvement of students in research work from the first year of study;
2. guidance of the students' research work by the most experienced members of the teaching staff;
3. the use of the research work results in curricular and extracurricular activity.

III. Forms of students' research work

1. curricular activity: laboratory exercises, course and diploma projects, seminars, individual tasks;
2. extracurricular activity: work in students' scientific societies, participation in scientific conferences, being incorporated in research groups.

IV. Practical results of the students' research work

1. to design devices and laboratory apparatus;
2. to produce visual aids;
3. to prepare short information about one's investigations;
4. to present one's reports at seminars and conferences;
5. to write a diploma project to an order of a particular enterprise;
6. to learn how to handle equipment.

V. The role of the Foreign Languages Department in the organization of the students' research work

1. to help students acquire skills of work on scientific literature in foreign languages;
2. to give instruction in the methods of extracting essential information, making abstracts and reviews of scientific texts in foreign languages;
3. to organize students' scientific conferences in foreign languages;
4. to train students for work in translation bureaus;
5. to train students for the defense of their diploma projects in foreign languages.

4. Speak about your current research work, using the following questions as an outline:(give full answers)

1. Have you got any experience in carrying out research work?
2. If so, how many course projects or scientific papers have you written?
3. What is the subject of your current scientific work (or course project)?
4. What field of science does it deal with?
5. How long have you been working on it?
6. Who is your research supervisor (scientific adviser)?

7. What literature are you consulting?
8. Do you use any information from foreign scientific journals or the Internet?
9. Does your work include any drawings?
10. Will you have to carry out any experiments to complete your work?
11. Will you have to produce any models for demonstration?
12. Do you use a computer while working on your course project?
13. If so, what kind of software do you use? (Application software: word processing programs to write texts, spreadsheet programs to do calculations, graphics package to produce drawings.)
14. How much work has already been done?
15. In what form are you going to present your work (written, typed, printed)?
16. What is the deadline for submitting it? (When are you to submit it?)
17. Will you have to defend (support) your work?
18. What language will you present it in?
19. Will your work have any practical application?
20. Are you going to present the results of this work at any seminar or conference?
21. Have you thought over the subject of your diploma project yet?
22. Would you like your diploma work to be connected with your current research work?

5. Translate the following text into English working in groups or pairs and use the information in making up an abstract of a specialist article assigned to you (your group) by the teacher.

Анотація спеціальної статті чи книги - це коротка характеристика оригіналу, що викладає його зміст у формі передачі основних проблем, а інколи подає його критичну оцінку.

Анотація повинна дати уяву про характер оригіналу (стаття, науково-популярна книга і т.п.), про його побудову (питання, висновки, які робить автор), об'єм матеріалу, якість викладу, обґрунтованість висновків. Щодо критичної оцінки, то її може не бути, якщо у цьому немає особливої потреби.

Для складання анотації треба мати відповідні знання та навички, вміти скласти план, виділити основні положення та центральні питання. Тут необхідні навички як аналізу тексту, так і його синтезу.

Анотація об'ємом більше, ніж 500 друкованих знаків на практиці не зустрічається.

6. Read and translate the text and compare the information it contains with the information on abstracts from Task 40.

Abstracts

Abstracts appear at the beginning of technical reports and briefly summarize what the document contains. Most abstracts contain four elements - (1) the purpose, (2) the methodology, (3) the results, and (4) the conclusions - and which of these you include depends on the type of document you are writing, the requirements given

to you (from your company, your teacher or a professional board and the needs of your readers). Usually, writers draft the abstract after they have written the report, so that it accurately reflects the material in the document. There is a school of thought that suggests you should write the abstract first as a means of focusing on what you want the document to say, but most technical communicators choose to wrestle with the report first and then write the abstract afterwards.

Whether you decide to write your abstract before or after you draft the document, you should think carefully about which kind of abstract serves your purpose best and meets the needs of your readers. In general, there are two types of abstracts:

1. **The descriptive abstract** acts as a prose table of contents indicating the main topics that are covered within the body of the document. In other words, it is a general-purpose device that doesn't contain a lot of details or quantitative information. Readers who prefer this type of abstract want to know what the general coverage of the document is, what the subdivisions are, and how the material is developed. An example of a descriptive abstract:

Organizational communication and Culture: A Study of 10 Italian High-Technology Companies. An important contribution of this research is the testing in international environments of communication and culture models previously developed within U.S. high-technology organizations. Specifically, this research demonstrates that relationships among organizational culture themes, employee values, organizational communication activities, and perceptions of a variety of organizational outcomes are similar but not identical for U.S. and European high-technology organizations. Second, the research extends previous work by identifying cultural dimensions that are related to a variety of communication processes.

2. **The informative abstract** acts as a document in miniature, a capsule version of the overall report or proposal highlighting the primary ideas. It is often longer than the descriptive abstract and is preferred by readers who want to get the main points without reading the entire document or who need to take action on these important points immediately but will read the entire document later. For example:

The objective of the electro-mechanical project was to design and build an experimental testbed for nonlinear control research. The final design is a Twin-Bar Rotary (TBR) System that consists of two easily reconfigured flywheels with a flexible shaft. Masses are attached to each bar on a pulley connected by a wire to a single compression spring. A D C motor rotates the testbed at a maximum of 100ipm to accommodate safety constraints. When the shaft on the testbed rotates, the masses move out radially allowing the entire system to achieve a 90% inertial change.

Our data acquisition group has also provided the means to control and analyze the system with computer program and optical encoders. This TBR System can be used

to demonstrate physical programming - a highly effective system optimization approach - in the context of control research.

Most abstracts are no more than one page in length - most often they are no more than 150 words.

Answer the following questions:

1. Where do Abstracts appear?
2. What do the parts of abstract depend on?
3. When do writers draft the abstract?
4. What do readers who prefer this type of abstract want to know?
5. What is the descriptive abstract?
6. What is the main idea of the descriptive abstract example?
6. What is the informative abstract?
7. What is the main idea of the informative abstract example?

7. Some useful tips on how to write a summary.

1.Translate the tips to be further used for practical purposes:

I. Study the text: read it first rather quickly to get the general meaning. Then read more carefully following the author's argument and noticing what is a fact and what is an opinion, what is general statement and what is particular example. It is also helpful to summarize each paragraph in a few words at this stage.

II. Identify the key points: note that some parts of the text may be completely irrelevant. Go through the text again and mark the places where important information is given by underlining, highlighting with coloured pen or simply making a mark on the margin.

III. Make notes: write down the key points you've identified in note form in your own words. It is especially important for two reasons:

- a) it shows how you understand what you have read;
- b) it helps you to fit all the necessary information into the word limit.

At this stage a good command of English vocabulary is required (synonyms, antonyms, particular and general words).

IV. Put points in order: look at the list of points you have made and see if there are any which go together. Then decide the best order to put the points in, this may be different from the order in the original text. Number the points in this order.

V. Leave out unnecessary details: e.g. lists, figures, explanations.

FIRST DRAFT

VI. Edit your first draft: check the spelling and grammar, count the number of words. If you have many fewer words than the limit, you have probably left out

something important, so check the original text again. If you have more than the limit, look for ways of combining points in one sentence or of omitting words here and there.

FINAL DRAFT

Your summary should consist of three logical and coherent parts: an introduction, the main part and conclusions. Connecting the points with link words is recommended. Here are some of them: hence, consequently, therefore, so, but, accordingly; firstly, secondly, on the one hand... on the other hand, etc.

8. Translate some more information about how to write a good summary.

When conducting research on a particular issue students are encouraged to work with the primary and secondary sources of information. Primary sources of information include interviews, observations, and questionnaires, while secondary sources comprise books, magazines etc. Once the research has been completed and all relevant information has been gathered, it needs to be summarized.

Writing a Summary

“Vigorous writing is concise. A sentence should contain no unnecessary words, a paragraph no unnecessary sentences, for the same reason that a drawing should have no unnecessary lines and a machine no unnecessary parts. This requires...that every word tell.” (William Strunk.)

Writing a summary is the process of condensing and shortening a particular text, but preserving its overall meaning. Summarizing serves the following purposes:

- (1) To demonstrate understanding of a reading;
- (2) To establish the ideas to be discussed;
- (3) To inform a reader unfamiliar with the text.

Writing a good summary requires not only good reading comprehension, but also the ability to find the main idea of the text and the most relevant supporting information. Summaries are substantially shorter (up to 75 percent) than an original text. In a good summary, a student conveys the main idea of an article or a book and, thus, saves a reader the time needed to read the entire original.

Practical Recommendations for Writing an Effective Summary

In order to write a good summary a student should begin with mentioning the source and the author of the text. It is extremely important that a student states the author’s main idea without distorting it or adding his own comments. Moreover, a student should use his own words when writing a summary. However, when a particular phrase in the original is especially striking or interesting, a student may decide to use it in his summary, but should always put quotation marks around the phrase.

The first step in writing a summary is to divide a text into paragraphs. The next step is to label each paragraph with a subheading indicative of the paragraph's main idea. If several headings address similar subjects, a student may group them together under one heading. Finally, the last step in writing an effective summary is to use the list of subheadings and groupings as a roadmap which highlights the main points of the article.

Answer the questions:

1. What do the primary sources of information include?
2. What are the purposes of summarizing?
3. What does writing a good summary require?
4. What does a student convey in a good summary?
- 5 What are Practical Recommendations for Writing an Effective Summary?

I.4 Applied grammar

The Infinitive

(Інфінітив)

Інфінітив – це неособова форма дієслова, яка тільки називає дію і відповідає на запитання що робити?, що зробити?: **to write** писати, **to read** читати.

В англійській мові інфінітив має одну просту і п'ять складних форм.

Форми інфінітива	Active	Passive
Indefinite	to write to come	to be written
Continuous	to be writing to be coming	
Perfect	to have written to have come	to have been written
Perfect Continuous	to have been writing to have been coming	
Значення	Форма	
Инфинитив	Активний стан	Пасивний стан
Infinitive Indefinite виражає дію, одночасну дії дієслова-присудка	To V To use	To be + Ved To be used
Infinitive Continuous виражає тривалу дію, одночасну дії дієслова-присудка	To be + Ving To be using	-
Infinitive Perfect виражає дію, передуючу дії	To have + Ved To have used	To have been + Ved To have been used

дієслова-присудка		
Infinitive Perfect Continuous виражає тривалу дію, що відбувалася впродовж відрізка часу, що передує дії дієслова-присудка	To have been + Ving To have been using	-
Вживання	Функції	
1. в позиції іменника: а) перед дієсловом; б) після дієслова-зв'язки; в) після дієслова. 2. в позиції прикметника 3. в позиції прислівника	а) <i>To study</i> is important. (підмет) б) Our aim is <i>to study</i> . (іменникова частина присудка) в) He began <i>to study</i> at school. (частина дієслівного присудка) He has the chance <i>to study</i> well. (означення) He went to Kiev <i>to study</i> at the university. (обставина)	

1. FUNCTIONS OF THE INFINITIVE. Read the sentences, translate them into Ukrainian and put questions to the underlined words:

Subject: To patent an invention means to register it in the Patent Office.

Part of the Predicate: Their task was to design a new academic building.
Students must take four exams during this examination session.

Object: He wants to create a new computer game.

Attribute: The department bought computers to be installed in this laboratory.

Adverbial Modifier: (In order) to compile a program, you should know the programming language.

Translate. Paid attention to the functions of infinitives.

1.The company will have **to build** a new trading centre next year. 2.The company is said **to be building** a new trading centre now. 3.The company is said **to have built** a new trading centre last year. 4.The company is said **to have been building** this trading centre for two years. 5.A new trading centre is said **to be built** here next year. 6.The new trading centre is said **to have been built** two months ago.

Об'єктний інфінітивний комплекс (The objective infinitive complex)

В англійській мові широко вживається конструкція, яка складається з іменника в загальному відмінку або займенника в об'єктному відмінку та інфінітива і за своїм значенням відповідає підрядному додатковому реченню:

*I saw **him go** to the laboratory.* – Я бачив, як він пішов до лабораторії

Конструкцію *him go* називають *Objective Infinitive Construction*. Українською мовою вона здебільшого перекладається підрядним додатковим реченням або

складним додатком (*Complex Object*)

The combination of a noun in the common case or a pronoun in the objective case and an infinitive used after the predicate forms is called a **Complex Object**. There are following patterns of it:

MEANING	WORDS	FORM	EXAMPLE
mental activity, emotions, wishes	to want, to expect, to know, to order, to tell, to like, would like, would prefer, to desire	with to	<i>He wanted me to come today. - Він хотів, щоб я прийшов сьогодні.</i>
order, permissions	to let, to make, to order, to allow, to permit, to ask, to recommend	without to	<i>Mother lets us go to the cinema. Мама дозволяє нам піти у кіно.</i>
sense	to see, to watch, to feel, to notice, to observe, to hear	without to	<i>He saw Helen write an article. – Він побачив, що Гелен пише статтю.</i>
process of action	action verbs	-ing	<i>I heard her singing a song. I watched the children playing with a ball.</i>

NOTE!

When sense verbs do not express physiological sense, Complex Object is not used.
Ex.: I saw him enter the library.

After the verbs suggest, recommend and deny, Complex Object is also not used.
Ex.: I suggested that she should go home.

7. Find the Objective Infinitive Complex in the following sentences. Translate the sentences into Ukrainian:

1. I consider them to be good specialists.
2. His mother wants him to become an ecologist.
3. He heard them discuss their plan.
4. We expect writers to deal with the issues of the modern world.
5. They saw the plane take off.
6. I heard him mention my name.
7. We assume these facts to be self-evident.
8. They find the experience of this conference to have been a remarkable one.
9. We suppose him to have worked in the library.
10. They want the above properties to be discussed in detail.
11. I have never heard her sing.
12. He made me carry out this experiment again.

Суб'єктний інфінітивний комплекс (The subjective infinitive complex)

A COMPLEX SUBJECT IS NOUN/PRONOUN + PREDICATE + INFINITIVE

It can be expressed by: The verbs of sense perception, mental activity, inducement, and saying (**to see, to hear, to know, to suppose, to order, to allow, to report, to announce**), which are used in **the Passive Voice** –

Ex.: Africa is known to be the hottest continent. Африка, як відомо, найжаркіший континент.

The verbs **to seem, to appear, to prove, to happen, to turn out, to chance**, which are used in **the Active Voice**. –

Ex.: The house happened to have been damaged by the earthquake. Виявилось, що будинок постраждав від землетрусу.

Compound predicate: **to be likely, to be unlikely, to be sure, to be certain**

Ex.: It is unlikely to be rainy today, there is not a cloud in the sky. Сьогодні навряд чи буде дощ, на небі немає жодної хмаринки.

Complex Subject can have the following forms:

Simple	It is said to rain a lot in London.
Continuous	It is said be raining in London today.
Perfect	It is said to have not rained in London so far.
Perfect Continuous	It is said to have been raining in London since morning.

Subjective Infinitive Complex складається з двох частин. Перша частина комплексу – іменник у загальному відмінку або особовий займенник у називному відмінку. Друга частина комплексу – інфінітив, що виражає дію, яку виконує або якої зазнає особа або предмет, позначений іменником або займенником.

Особливістю *Subjective Infinitive Complex* є те, що перша і друга його частини відокремлені одна від одної присудком речення .

Речення з суб'єктним інфінітивним комплексом українською мовою перекладаються здебільшого складнопідрядними реченнями. Переклад слід починати з присудка, який в українській мові перетворюється на неозначено-особове або безособове речення.

His father is said to work at this plant. – Кажуть, що його батько працює на цьому заводі.

Ex. Use Complex Subject instead of the subordinate clauses:

- It is known that the faculty was founded in 1993.
- The faculty is known to have been founded in 1993.

1. It is considered that mathematics is a handyman for all sciences. 2. It seems that all modern mathematics concentrates around the concept of function. 3. It was

reported that the progress in microelectronics had given rise to progress in data processing machinery. 4. It is believed that programming is the process of preparing sets of instructions. 5. We are sure that our students will apply their theoretical knowledge to practice in the laboratories of the faculty. 6. It is likely that they have done all necessary calculations. 7. It is known that the invention of the calculus is sometimes ascribed to two men, Newton and Leibniz.

У наданих реченнях знайдіть (підкресліть) складний інфінітивний додаток Complex Object або складний інфінітивний підмет Complex Subject. Речення перекладіть:

1. I noticed him enter the laboratory.
2. We supposed her to be working on her course project now.
3. You are said to have been on a scientific mission to London.
4. He is known to have got an official permission to this conference.
5. She was seen to enter the dean's office.
6. His parents wanted him to become an engineer.
7. He is known to have been working at this department for twenty years.
8. I've heard them discuss this project.
9. They were said to have been invited to our laboratory.
10. They saw several students of the faculty work in the computer class.
11. I seem to have failed my exam in Physics.
12. Scientists consider the concept of function to be of great importance not only in pure mathematics but also in practical application.

Дієприкметник (The Participle)

Participle — неособова форма дієслова, що має властивості дієслова, прикметника і прислівника.

Форми та значення дієприкметників

Значення	Форма	
	Active Voice	Passive Voice
Дієприкметник I Participle I (Indefinite) виражає дію, одночасну з дією присудка речення	Ving using Використання: а) в значенні прикметника (Adj); переклад: той, що використовує; той, що використав (означення) б) в значенні прислівника (Adv); переклад: використовуючи (обставина)	being Ved being used Використання: а) в значенні прикметника (Adj); переклад: той, що використовується; (означення) б) в значенні прислівника (Adv); переклад: коли (його) використовували (обставина)
Participle I (Perfect)	having + Ved	having been + Ved

виражає дію, передуючу дії присудка речення	having used Використання: В значенні прислівника (Adv); переклад: використавши, коли (він) використав (обставина)	having been used) Використання: В значенні прислівника (Adv); переклад: коли (його) використали (обставина)
Participle II (Past Participle)		Ved used Використання: а) в значенні прикметника (Adj); переклад: використаний б) в значенні прислівника (Adv); переклад: коли його використали (обставина)

Незалежний дієприкметниковий комплекс (The Absolute Participle Complex)

В українській мові підрядне обставинне речення (наприклад, часу або причини) може бути замінене дієприслівниковим зворотом, якщо в головному і підрядному реченнях підмет той самий, хоч в одному з них він може бути виражений іменником, а в другому — відповідним особовим займенником.

Peter coming home from Kiev, we asked him to tell us about the exhibition.

Peter coming home from Kiev не підрядне речення, а незалежний дієприкметниковий комплекс (the Absolute Participle Complex), що складається з іменника у загальному відмінку (або особового займенника у називному відмінку) і дієприкметника. У цьому комплексі **Peter** виконує роль підмета по відношенню до дієприкметника і не є підметом усього речення.

У незалежному дієприкметниковому комплексі можуть вживатися всі форми participle. Незалежний дієприкметниковий комплекс перекладається українською мовою:

а) підрядним обставинним реченням:

The abstract having been written, I posted it. - Коли анотація була написана, я відправила її.

б) простим реченням, що входить до складносурядного:

They went quickly out of the institute, **Jude accompanying her to the lab**. - Вони швидко вийшли з інституту, і Джуд провів її до лабораторії.

в) дієприслівниковим зворотом:

Her face smiling, she came into the room. - Усміхаючись, вона увійшла в кімнату.

Герундій (The Gerund)

Герундій — це неособова форма дієслова із закінченням -ing, що має властивості дієслова й іменника.

Як і інфінітив, герундій називає дію: **reading** читання, **listening** слухання.

В українській мові немає форми, яка відповідала б герундію. Слова *читання*, *слухання* — іменники, що утворились від дієслів, але не мають граматичних ознак дієслова.

Значення	Форма	
Герундій	Активний стан	Пасивний стан
Gerund Indefinite виражає дію, одночасну з дією присудка	Ving using	Being + Ved Being used
Gerund Perfect виражає дію, передуючу дії присудка речення	Having + Ving Having used	Having been + Ved Having been used
Вживання	Функції	
1. в позиції іменника: а) перед дієсловом; б) після дієслова без прийменника; в) після дієслова з прийменником; г) в позиції після дієслова-зв'язки; 2. в позиції прикметника 3. в позиції прислівника	а) <i>Reading</i> is my hobby. (підмет) б) I like <i>reading</i> . (прямий додаток) в) I am fond of <i>reading</i> . (додаток з прийменником) д) My hobby is <i>reading</i> . (іменникова частина присудка) There are different ways of <i>reading</i> . (означення) After <i>reading</i> the book he went to bed. (обставина)	
Способи перекладу	Приклади	
1. іменник 2. інфінітив 3. дієприслівник 4. другорядне речення	1. <i>Reading</i> is useful. Читання - корисне. 2. He finished <i>reading this book</i> . Він закінчив читати цю книгу. 3. <i>After reading this book</i> he gave it to me. Прочивши цю книгу, він дав її мені. 4. I thanked him for <i>giving me this book</i> . Я подякувала його за те, що він дав мені цю книгу.	

Комплекси с герундієм (Complexes with the gerund)

Герундій може також відноситися до іменника або займенника, що не є підметом чи додатком речення. Цей іменник чи займенник (суб'єкт герундія) завжди стоїть перед герундієм і позначає особу або предмет, що виконує дію

або зазнає дії, вираженої герундієм. Сполучення герундія з таким іменником або займенником становить герундіальний комплекс:

I know of *his experimenting* last year. – Я знаю про те, що він проводив експеримент минулого року.

Перша частина герундіального комплексу — іменник у присвійному чи загальному відмінку або присвійний займенник. Друга частина — герундій, що виражає дію, яку виконує або якої зазнає особа чи предмет, позначений першою частиною комплексу:

They told us of *Peter's coming* there. – Вони сказали нам про те, що Петро приходив туди.

EXERCISES:

1

a) Перекладіть українською або російською мовою наступні речення, звертаючи увагу на функції Participle I (Active):

1. People *living* in St. Petersburg in 1873 saw the first electric light.
2. The plant *producing* these goods was built last year.
3. The *boiling* water changes into steam.
4. A molecule is a compound *consisting* of two or more atoms.
5. When *determining* the properties of this alloy the scientist made a lot of experiments.

b) Перекладіть наступні речення, звертаючи увагу на функції Participle I (Passive):

1. The method *being employed* gave a high degree of accuracy.
2. The more surface the material *being burnt* presents to the air, the more rapidly burning takes place.
3. *Being exposed* to air at room temperature phosphorus begins to oxidize.

c) Знайдіть Participle II в наступних реченнях та визначте їх функції; речення перекладіть:

1. The substance affected by a magnetic field was a metal.
2. The three processes discussed above present the whole problem.
3. The question involved was very important.
4. When heated the polymer changed its properties.

d) Перекладіть наступні речення з Perfect Participle, звертаючи увагу на стан (Active або Passive):

1. *Having spent* much time studying catalysts, the scientists now use them widely in chemical industry.
2. *Having predicted* the properties of some elements Mendeleev left several blanks in his table.
3. *Having been repaired*, the installation began operating better.

2.

Знайдіть речення з незалежним дієприкметниковим зворотом та перекладіть їх.

1. The work having been done, all the workers went home.
2. Molecules are in constant motion, the motion becoming more rapid with the increase of temperature.
3. The temperature being raised, the kinetic energy is increased.
4. The phenomenon discovered by him helped us greatly in our research work.
5. This material being used in electronics, its properties should be studied closely.

3.

Перепишіть наступні речення та перекладіть їх, вкажіть функцію герундія або герундіального зворота.

1. We heard of alchemists having made many important discoveries.
2. Heating the gas increases the speed of the molecules.
3. Scientists having used the laboratory techniques and knowledge of physics, chemistry and metallurgy, they are finding new ways of using plastics, metals and other materials.
4. Translating from one language to another has been accomplished by an automatic computer.

COMPLEX SENTENCES

A complex sentence is a sentence that consists of the **main clause** (голове речення) and one or more **subordinate clauses** (підрядні речення). A subordinate clause is a dependent sentence: it cannot be used without the main clause. The idea conveyed by the main clause is not complete without a subordinate clause. Subordinate clauses are often connected to the main clause with the help of connectors or conjunctions. A subordinate clause may follow or precede the main clause. There are different types of subordinate clauses.

Adverbial clauses (обставинні підрядні речення) perform the function of an adverbial modifier. There are the following types of adverbial clauses: adverbial clauses of time, place, cause(reason), purpose, condition, concession, result, manner, comparison. The common connectors are:

Time (часу)	after, before, since, when, while, whenever, as, as soon as, once, until, as/so long as, by the time (that), now that
Place (місця)	where, wherever
Cause (причини)	because, since, so (that), in order (that), as
Purpose (мети)	that, in order that, lest
Condition (умовні)	if, unless, even if, only if, in case (that), whether or not, in the event (that), provided (that)
Concession (допустові)	whatever, whichever although, while, though, even though, whereas, whoever,

Result (результату)	that, so
Manner (способу дії)	as if, as though
Comparison (порівняльні)	than, as

Adverbial Clauses

of time: He will work as a software engineer after he graduates from our university,

of place: They want to work where they can apply their theoretical knowledge to practice.

of reason: He hasn't written the report because he couldn't find some essential information on the subject,

of purpose: They have arranged a very convenient time-table so that every student could come and carry out experiments in this lab,

of manner: She completed her course project as fast as she could.

of condition: If he had read scientific journals, he would have known about the

CONDITIONAL CLAUSES

Type	Main Clause (головне речення) (Tenses to be used)	Connectors	Subordinate Clause (підрядне речення) (Tenses to be used)
Conditional I (real for present and future) реальна умова, Real condition	Present, Future Presentation <i>are</i> always successful, Презентації завжди мають успіх, You <i>will be</i> a success with your presentation, Ви <i>зробите</i> успішну презентацію,	<i>if, in case,</i> (якщо, за умови) <i>provided,</i> <i>suppose,</i> (що, у випадку, якщо) <i>unless (якщо не)</i>	Present <i>instead of</i> Future presenters <i>put</i> enough effort into their preparation. доповідачі <i>докладають</i> достатньо зусиль для їх підготовки. You <i>put</i> enough effort into its preparation. <i>прикладете</i> достатньо зусиль для її підготовки
Conditional II (unreal for present and future) малоімовірна умова, що стосується теперішнього та	would, could, might+ Indefinite or Continuous Infinitive	<i>if, in case,</i> (якщо, за умови)	Past Simple, Past Continuous (<u>were</u> for all persons is preferred, though <u>was</u> is also common in spoken English)

<p>майбутнього часу, уявна ситуація, Improbable Condition</p>	<p>You <i>could make</i> a successfull presentation, Ви <i>могли б зробити</i> успішну презентацію, I <i>would prepare</i> well for the next seminar. Я <i>б добре підготувався</i> до наступного семінару,</p>	<p><i>provided,</i> <i>suppose,</i> (що, у випадку, якщо) <i>unless</i> (якщо не)</p>	<p>you <i>prepared</i> well. якби добре підготувалися. I <i>were</i> you на твоєму місці (якби був тобою)</p>
<p>Conditional III (unreal for ever) нереальна умова, назавжди, вона вже не відбудеться, стосується минулого, Unreal Condition</p>	<p>would, could,might + Perfect Infinitive You <i>could have made</i> a successfull presentation yesterday, Ви <i>могли б зробити</i> успішну презентацію вчора (але цього не сталось)</p>	<p><i>if, in case,</i> (якщо, за умови) <i>provided,</i> <i>suppose,</i> (що, у випадку, якщо) <i>unless</i> (якщо не)</p>	<p>Past Perfect you <i>had prepared</i> better. якби краще підготувалися (але ви цього не зробили)</p>

Inversion in Conditional Sentences

Adverbial clauses of condition containing the verbs had, were, would, could are often introduced without any conjunction. In these cases, we find inversion (інверсія, зміна прямого порядку слів в стверджувальному реченні).

Had you come on time, you would have listened to an interesting presentation. (If you had come on time ...). *Якби ти прийшов вчасно, то послухав би цікаву презентацію.*

Were you more attentive, you would always notice all the peculiarities of the reports made.(If you were more attentive ...). *Якби ти був уважнішим, то завжди помічав би особливості проголошуваних доповідей.*

1. Put the verbs in brackets into the appropriate forms (use Conditional I)

- 1.If students (participate) in research work, they (perfect) their qualification.
- 2.If the students (require) further information, the teacher (give) them detailed instructions.
- 3.Her scientific advisor (be) sorry if she (not make) a report in rime.
- 4.I (to catch) the train home if the meeting (not finish) late.
- 5.If he (enjoy) his new job, he (work) better.

6.If graduates (maintain) close contacts with leading research institutions, they (learn) modern methods of scientific research.

7.If you (enter) our University, you (be involved) in research work from the first year of studies.

2. Put the verbs in brackets into the appropriate forms (use Conditional II):

1. If there (be) any changes in the timetable, the Dean's Office (inform) us about it.

2. If he (take) post-graduate courses, he (know) the main methods of work on scientific literature.

3. We (buy) this new equipment if it (not / be) so expensive.

4. If I (be) you, I (look through) those figures once more.

5. If your report (deal) with urgent problems of engineering, you (be awarded) a diploma.

6. If you (work) in our students' scientific society, you (learn) to design different devices.

7. If our postgraduates (know) a foreign language, they (make) reports in it.

3. Use the appropriate forms of the verbs given in brackets:

1. I would make a report at a scientific seminar, if I (to be) you.

2. If these students (to be involved) in research, it will perfect their qualification.

3. If your graduation paper (to contain) valuable results, it would have been recommended for publication.

4. If you were an active member of scientific societies, it (to help) you in your research work.

5. If he (to know) English better, he could have defended his graduation paper in this foreign language.

6. If they had been more careful, they (not to have) any trouble with this device.

7. Had I more free time, I (to investigate) this problem more deeply.

Translate:

I. 1. If you pay for the use of the Internet in time, you won't have any problems with the connection. 2. If I had enough money, I would get a powerful computer. 3. If I knew Java Script, I could get this job. 4. If you knew the laws of market economy, you would manage to avoid failure. 5. I'm sorry you didn't have time to attend Professor Koval's lecture yesterday. If you had been present at his lecture you would have learnt a lot of interesting things about the state-of-the-art technology of manufacturing computer chips. 6. If managers didn't use up-to-date information technologies it would be much more difficult for them to take effective decisions. 7. If you actively participate in students' research work you will be able to achieve more success in your professional career. 8. In case you had used another method while conducting yesterday's experiment, you would have undoubtedly obtained more accurate results. 9. If you fail to submit your course paper in time, your mark will be lowered. 10. It would be ethically correct if all students didn't forget to cite the sources of information used in their reviews.

II. 11. Provided a higher educational institution fail to carry on sufficient research work, it won't have the right to be granted the highest level of accreditation. 12. Students would be better prepared for their professional work if they used up-to-date equipment doing laboratory works during studying. 13. If students of all specialties are acquainted with the laws of market economy, many of them will be willing to start their own business in future. 14. If more students were involved into participation in students' scientific conferences, all these students would have better skills of preparing presentations and communicating with the audience. 15. You would have better chances to get an interesting job if you took an active part in extracurricular research work. 16. If the program didn't have so many logical errors, it would be possible to use it for solution of this problem. 17. If you formatted the text in a proper way, it would have a much better appearance. 18. Provided you participated in yesterday's training for users, you wouldn't have any questions as to the use of this program. 19. If the program doesn't have system errors, you won't have to restart the computer. 20. If there were no programming languages, it would be impossible to communicate with the computer.

UNIT 2

AT THE SCIENTIFIC CONFERENCE

Dear friends,

Being students, you show a keen interest in a certain field of science. And, of course, you know perfectly well that scientific conferences provide an opportunity for experts to exchange new information and fresh ideas. Sooner or later you will also take part in a scientific conference. That is why, it will be useful for you to get acquainted with the vocabulary, procedure and etiquette of conferences.

2.1 Aural comprehension

Read, translate the dialogue and do the exercises after it.

Dialogue "Presentations"

A: - Can you help me?

B: - With pleasure. What's the problem?

A: - I'm participating in the conference for the first time. And the programme includes so many types of presentations that I don't know which session to attend.

B: - A-ha. So you want me to describe each type of presentation, don't you?

A: - Exactly. Let's begin with **plenary presentations** (пленарні доповіді).

B: - OK. Those are reports that are made at the plenary meeting for all participants.

And, if I'm not mistaken, they are not followed by a discussion. A: - Oh, it's boring! I'd like to discuss papers and to comment on them. B: - Then you should attend **talks** (тематичні бесіди) or **panel discussions** (дискусії спеціалістів).

They consist of a 10-minute-long formal presentation and a 5-minute discussion. In other words, these are sessions for a group of specialists to discuss some specific issues of their interest. A: - No, it's too narrow. I prefer general discussions.

B: - I see. Then let us consider **paper reportings** (секційні доповіді). It usually takes a presenter 15 minutes to deliver his/her paper. The presentations are supported by handouts and audio-visual aids. After the reportings the participants ask questions. A: - Just to ask questions?! Well, I thought we gathered here to find some new approach or solution to the problems under consideration!

B: - Now, I know. You are a creative person, so **workshops** (практичні семінари) are intended especially for you. A workshop has very little lecturing. The main emphasis is laid on the participants' activities under the guidance of a leader. They solve some problem or develop a research technique during the session. '

A: - It sounds much better! But look, the programme also includes poster presentations and swap shops. What are they?

B: - **Poster presentations** (стендові доповіді) are held in the Conference Hall. On entering the hall you will see several posters (with brief texts accompanied by photos or charts) on display. You may get acquainted with the content of any poster and discuss it with the presenter. While in a **swap shop** (секція обміну матеріалами) you may exchange your materials (such as programmes, assignments, etc.) for ready-made materials of other participants.

A: - That's great! I'm sure not to go back home empty-handed. Thank you for the information. B: - You are welcome.

Answer the following questions, and match English and Ukrainian equivalents given below:

1. What is a plenary presentation?
2. Where may specialists discuss some specific issues of their interest during a conference?
3. What have you learnt from this dialogue about paper reportings?
4. Why are workshops intended for creative persons?
5. Where are poster presentations exhibited?
6. What does a poster presentation consist of?
7. What may participants do attending swap shops?

A.

1. workshop;
2. talks;
3. swap shop;
4. panel discussion;
5. plenary presentation;
6. general discussion;
7. paper reporting;
8. poster presentation.

B.

1. дискусія спеціалістів;
2. стендова доповідь;
3. загальна дискусія;
4. секційна доповідь;
5. тематичні бесіди;
6. (практичний) семінар;
7. секція обміну матеріалами;
8. пленарна доповідь.

Read the dialogue "Presentations" and select the most accurate statements:

1. A. Person A participates in conferences once a year.
B. Person A is used to participating in conferences.
C. Person A has no experience in taking part in conferences.
2. A. Plenary presentations are delivered to all participants.
B. After plenary presentations participants discuss some specific issues.
C. All participants must make reports at the plenary meeting.
3. A. Paper reportings aren't followed by a discussion.
B. Handouts and audio-visual aids help presenters to convey the main ideas of their papers to the audience.
C. Paper reportings are usually 5-minute-long.
4. A. At workshops 15-minute reports are delivered.
B. At workshops participants try to find a solution to the problem under consideration.
C. At workshops participants listen to the leader of the group delivering a lecture.
5. A. Poster presentations are exhibited in the Conference Hall.
B. Poster presentations aim at exchanging ready-made materials.
C. Posters exhibited in the Conference Hall contain abstracts of all papers delivered at the conference.

2.2 Revision of the essential vocabulary.

enlarge on a problem -	зупинитись на проблемі детальніше
attend a plenary meeting / session -	бути присутнім на пленарному засіданні
abstract of a paper / report -	тези доповіді
presentation -	виступ, представлення
be in favour of (antonym: to be against) -	бути за / бути проти)
enclose -	містити, покласти у конверт
requirement -	вимоги
decline -	відхилити
hold a conference -	проводити конференцію - to organize,
preliminary -	попередній
deadline -	крайній термін / строк
fee -	внесок
take the floor -	взяти слово, виступити
questionnaire -	анкета
handout -	роздатковий матеріал
postpone -	відкласти
file -	папка
chairman -	головуючий, -а)
summary -	висновок, короткий зміст, резюме
omit -	оминути
Key (lead, main, principal) speaker -	основний доповідач
Plenary speaker -	доповідач на пленарному засіданні
Poster speaker -	стендовий доповідач

Poster presenter	
Keynote report -	основна доповідь
Principal report	
Plenary report -	пленарна доповідь
Brief (summary) report -	кратка доповідь
Poster report-	стендова доповідь
Review (overview)-	оглядова доповідь

Fill in the blanks with proper forms of the words:

- to apply for** (подати заяву); **application** (заява)
 - I think we should ___ for participation in this conference.
 - I'm afraid his ___ will be declined.
- to manage to do something** (зуміти щось зробити)

Have you ___d to meet the deadline for submitting the abstract of your paper?
- to solve problems** (вирішувати проблеми); **to find a solution to the problem under consideration** (знайти вирішення проблеми, що розглядається)
 - They failed to find any ___ to this problem.
 - The committee had to ___ many problems when organizing the conference.
- to meet (met, met) requirements** (відповідати вимогам)

His paper doesn't meet publication ___.
- to participate / to take part** (брати участь); **participation** (участь); **participant** (учасник)
 - Have you ever ___d in a scientific conference?
 - The ___ s who came to the conference from other cities will stay at a three-star hotel.
 - He missed the deadline for submitting the application, so his ___ in the conference is out of the question.
- to submit / present / deliver a paper (report)** (подати / представити / прочитати доповідь)

He ___ed his paper at the plenary meeting and then ___ed it to the Organizing Committee for publication.

Match the words with their definitions:

- | | |
|------------------|--|
| 1. Presentation | a) happening before something that is more important; |
| 2. Enclose | b) a piece of paper with information given to people who are attending a meeting, conference etc.; |
| 3. Requirement | c) not to include something; |
| 4. Decline | d) to put off an event, action etc. until another time; |
| 5. Preliminary | e) someone, who is in charge of a meeting; |
| 6. Deadline | f) to put smth inside an envelope in addition to a letter; |
| 7. Fee | g) the amount of money that you pay to do smth; |
| 8. Questionnaire | h) a folder containing some documents; |
| 9. Handout | |

- | | |
|--------------|---|
| 10. Postpone | i) a short statement that gives the main information; |
| 11. File | j) an event at which a new idea is explained; |
| 12. Chairman | k) something that is needed or asked for; |
| 13. Summary | l) to refuse to accept smth; |
| 14. Omit | m) a date by which you have to complete smth; |
| | n) a written set of questions which you give to a large number of people in order to collect information; |

1. Match English and Ukrainian equivalents. Then read the dialogue and answer the questions given below:

- | A | B |
|----------------------------------|---|
| 1. registration officer | 1. планка з прізвищем учасника |
| 2. charge / fee | 2. (тут) обслуговування |
| 3. certificate | 3. комплект документів в папці |
| 4. registration fee paid receipt | 4. реєстратор |
| 5. name - plate | 5. посвідчення |
| 6. facilities | 6. довідник (учасника конференції) |
| 7. folder | 7. квитанція про сплату реєстраційного внеску |
| 8. title | 8. вчене звання |
| 9. position held | 9. папка |
| 10. file | 10. плата/внесок |
| 11. hand - book | 11. посада, яку ви займаєте |
| 12. | |

Перекладіть:

Participant: - Good morning. I'd like to register for the conference.

Registration Officer: - Good morning, sir (madam). Have you got the registration fee paid receipt?

P: - No, I haven't. I failed to mail the fee. But I saw a participant pay it right at the registration. May I do the same?

RO: - Yes, of course. The registration fee may be paid both by mail at the registration.

P: - How much is it?

RO: - It will be \$150 for presenters. But for participants who don't present their papers or wish to attend the conference for one day only, there is a special charge which provides, on the chosen day, facilities equivalent to those for full - time participants.

P: - Here are three 50 - dollar notes.

RO: - Thank you. Now you are to fill in the questionnaire. Please write legibly using block letters.

P: - (a few minutes later) Have I completed the form properly?

RO: - (looking through) Surname, first name, place of work, (work and home) addresses, telephone numbers... Write your title and position held, please. You've

skipped these entries. (a minute later). Now, it's all right. Here is your certificate of registration/ file (folder with handout material), name - plate, and hand - book.

P: - Thank you.

Answer the questions:

1. What must a participant / presenter do before being registered?
2. Do all those who take part in a conference pay the same amount of the registration fee?
3. What items are handed to every presenter or participant at the registration?
4. Can any student afford to take part in international conferences without financial support? Could you suggest some ideas how to make international conferences more accessible to students?

Match English and Ukrainian equivalents. Then read the dialogue and answer the questions given below:

A

B

1. to consider an invitation
2. expenses
3. to apply for participation
4. fare
5. board

6. to decline
7. to recognize
8. to issue credentials
9. to come to be
10. to share experience

1. харчування
2. ділитися досвідом
3. відмовитися від , відхилити
4. опинитися
5. розглянути питання про запрошення
6. видати про відрядження
7. подати заяву на участь
8. впізнавати
9. видатки
10. плата за проїзд

Translate:

Post-graduate: - Hello! Don't you recognize me?

Student: - Hello! Haven't seen you for ages! You are said to have made a business trip.

P: - Right. Last month I was on a scientific mission taking part in the conference on professional ethics.

S: - How did you come to be there?

P: - Our University received an invitation from the Organizing Committee of a conference. After considering the invitation I decided to apply for the participation as I have been interested in this subject since I read "The Invisible Man", a novel by Herbert Wells.

S: - It means that anybody could take part in the conference, doesn't it?

P: - Actually, anybody could fill in the Presenter or Participant Application Form. But it was the Organizing Committee who decided whether to accept or decline the application.

S: - I see. And what is the difference between a presenter and a participant?

P: - Well, presenters deliver their papers to the audience, while participants just take part in discussions. As I was a presenter, I had to submit the abstract of my paper and other information about my presentation so that the Organizing Committee could arrange the program.

S: - How did the Committee inform you about their decision?

P: - They sent me a letter enclosing the program of the conference and preliminary registration form.

S: - And did the University support you financially?

P: - Yes. I received the credentials and travelling allowance from the University. The allowance covered some of my expenses, such as fare and board. Accommodation was provided by the organizers of the conference.

S: - So you've acquired a valuable experience. What about sharing it with our group?

P: -Willingly.

- Answer the questions:**
1. How are participants invited to a conference?
 2. How does the Organizing Committee learn about their decision?
 3. What must every presenter submit to the Organizing Committee?
 4. What does he or she receive in reply?
 5. Do you prefer to be a presenter or a participant at a conference? Why?

2.3 Reading and writing

Read and translate the text, make the plan and present its contents in the form of a summary:

ORGANIZING A CONFERENCE

In the modern world people are eager to share information, discuss and solve common problems at non-government level. That's what conferences, congresses, round-table discussions and other forms of meetings are for. But an idea to hold a conference and its implementation are different things the latter requiring a considerable amount of time, money and effort.

The preparatory stage of holding a conference is forming the Organizing Committee which elects its chairman and assigns duties to other members. They are to determine the organizational questions. The most essential organizational question seems to be the one of financing. Every participant should pay a fee which includes the registration fee, payment for publication of abstracts and full-length papers, accommodation, meals and participation in social events. But for sponsors, Organizing Committees would sometimes have failed to pay for secretarial services, facilities (equipment, sound and lighting systems), the rent of premises and entertainment.

Computers have greatly facilitated the task of organizing international conferences, but still a lot of paper-work is involved unless the conference is a

virtual one. For example, the Organizing Committee should arrange printing announcements, formal invitations, leaflets, brochures, handout material, conference proceedings and reports. The invitation letters usually enclose application forms to be filled in by would be participants. After receiving the invitation, you may either accept or decline it. Having accepted the invitation, you should send all the necessary documents and the abstract of your paper to, the Organizing Committee for arranging a preliminary programme. If you fail to meet the deadline for submitting the abstracts, your presentation will not be included in the programme.

Should the conference take place in a foreign country, don't forget to receive a visa before going on the scientific mission. Participants are informed about the location and terms of registration by letter, by e-mail or they can find this information on the conference web site (page) in the Internet. At the registration desk a participant submits the registration fee paid receipt and fills in a questionnaire containing entries which refer to detailed information on the participant and his or her scientific activity. After the registration participants may look through the notices put up on a bulletin board in order to extract some additional information concerning the conference or make acquaintance with other participants. Though here some problems may arise because of language barriers. That's why it is necessary that the working language (in which papers must be written and presented to the audience) should be fixed at international conferences and participants and official guests attending plenary meetings should be provided with earphones to listen to synchronous interpretation into major languages (such as English, French, German or Spanish).

No doubt, for you, the principal event at the conference is your presentation. It is very important that you should realize the difference between a written paper and its oral presentation. Readers can concentrate on subjects of interest, reread the passages difficult for understanding or omit inessential paragraphs. The audience of the conference does not have such an opportunity. So, it depends on you whether the main ideas of your paper will be conveyed to your listeners. Experienced speakers say that papers, (consisting of a brief introduction. the main part and the summary which emphasizes the merits of the scientific investigation done) should be delivered in a simple language and within the fixed time limit. It is desirable that the presentation should be accompanied by demonstration of visual aids.

At most sessions presentations are followed by discussions or debates. Any participant may take the floor, comment on the papers, and voice his/her opinion or enlarge on the problem under consideration. If you are against the ideas presented by a speaker or think that he or she is mistaken, you may ask the chairman to give you the floor, express your disagreement and clarify your point of view offering convincing arguments. It's the function of the chairman to see that strict timing is

kept and that speakers do not wander from the subject under debate. The chairman can prolong postpone or interrupt the discussion.

As a rule, conferences are accompanied by exhibitions of relevant books, software and video materials. Besides, participants are invited to take part in social events, such as visiting museums and theaters, going on guided sightseeing tours.

A well-run conference not only stimulates further scientific activities of its participants, but is also of great interest to the whole scientific community. The abstracts so of contribute papers are published as proceedings of the conference and distributed among the participants while full-length papers (from 10 to 20 pages) are sometimes published on CD-ROM or in special issues of scientific journals.

Put 10 questions to the text.

Make a summary of the text, using given phrases:

Introduction

1. The text (article, paper, book, etc.) deals with...Цей текст стосується...
2. As the title implies the text describes...Згідно з назвою, текст описує...

Main part

3. It (the text) gives a detailed analysis of...Він дає детальний аналіз...
4. It draws our attention to...Він звертає нашу увагу до...
5. ...is proposed. ...пропонується.
6. ...are examined. ...розглядаються.
7. ...are discussed. ...обговорюються.
8. It is spoken about...Описується...
9. It is reported about...Повідомляється про...
10. The text gives the information on...Текст надає важливу інформацію про...
11. Much attention is given to...Велика увага приділяється...

Conclusion

12. The text is of great help to...Текст надає велику допомогу...
13. The text is of interests to...Текст є цікавим для...

1. Study the following form:

Application form

For participation in the II international scientific and practical conference
“Problems and perspectives of region economic development”

Family name _____

Name _____

Father's name _____

Organization _____

Position _____

Scientific degree _____
Academic rank _____
Paper title _____

I plan to make a report (underline):

- at the plenary meeting (up to 15 min);
- at the section meeting (up to 10 min);
- to participate at the conference without making a report;
- to publish thesis without making a report.

Required equipment:

- overhead projector;
- multimedia complex.

Accommodation:

- I need an accommodation;
- I do not need accommodation.

Contact address:

Mail: _____

Tel: _____

E-mail: _____

Date

Signature

Translate the text and do after text exercises.

Text “A Letter from London”

Dear Martha,

I am writing to you from London. I have never been on a business trip or scientific mission before, so I have had a lot of problems. However, I have managed to find solutions to all of them. But let me tell you everything in proper succession.

Two months ago, our department received a formal invitation to an annual conference dedicated to environmental protection. Every year the Organizing Committee appoints and approves the location of the conference. This time the conference was to be held in London. How could I decline the invitation?! I accepted it willingly and sent the title and short abstract of my paper so that the Organizing Committee could consider my paper while arranging the programme. Several weeks later I received a letter which enclosed the preliminary programme of the conference. I packed my suitcase and left for London. And there all my troubles began.

First of all, on arriving at the hotel and unpacking my suitcase, I found that I brought only the Ukrainian text of my paper. According to the rules speakers are allowed to present their papers in their mother tongue in case they supply their own

interpreters. So, all the evening long I was translating my paper into English as it was the working language of the conference. In the morning I hurried to the typing room to get the translated paper typed. The typist did her job very quickly, but she mixed up the summary with introduction, and omitted several paragraphs including the most essential passage of my paper. It took me another hour to put my paper in order. Fortunately, I was just on time to get registered. As I had paid the registration fee by mail, I had only to fill in the registration form in block letters. No doubt, I should have failed to do it, but for Roman, an acquaintance of mine, who helped me to fill in some questionnaire entries.

The first speaker at the plenary session was a famous scientist from Japan. But I cannot comment on the merits of his paper as my earphones turned out to be defective and I couldn't listen to the synchronous interpretation. Roman was to deliver his paper after the Japanese so he was busy arranging his visual aids on a special board. Of course, Roman's presentation was brilliant. It met all the requirements. Roman didn't wander from the subject under consideration and kept strict timing. I should like to be as accurate as Roman. But I have never been able to stay within time-limits, I have always tried to voice my opinion as completely as I could. And my presentation at this conference wasn't an exception. Before I had time to clarify my point of view and enlarge on the problem, my time-limit was up. But I took the floor at the panel discussion, raised the same question and managed to evoke the audience's interest in the problem to such an extent that the chairman had to prolong the discussion. If I'm not mistaken, all the present were in favour of my ideas. Though I must tell you that I prefer to deal with people who disagree with me as, to my mind, verbal controversy with an opponent allows you to consider the problem from a different view-point and stimulates constructive thinking.

The cultural programme of the conference was excellent, but I couldn't visit museums and go sightseeing as after the panel discussion I caught a cold and had to stay in bed for two days watching TV and reading newspapers.

At the closing meeting the chairman announced that the next conference would probably be held in Vienna. I suggest that we both should apply for participation in it. I'll ring you up as soon as I return to Lviv, and we'll talk it over.

Yours Helen.

P.S. Don't pay attention to my having emphasized the shady side of the journey, my general impression of the conference is highly favourable.

Put 10 questions to the text.

Listen to the text "A Letter from London" and say whether the following statements are false or true:

1. Helen often goes on business trips and scientific missions.
2. The Organizing Committee holds conferences once a year.

3. The conferences are always held in London.
4. Speakers are not allowed to present their papers in their native language.
5. Helen had some problems with filling in the questionnaire.
6. Helen liked the presentation made by a famous Japanese scientist.
7. Roman's presentation wasn't accompanied by the demonstration of visual aids.
8. At the panel discussion the audience paid much attention to the question raised by Helen.
9. Helen doesn't want to deal with people who are against her ideas.
10. The Organizing Committee failed to arrange social events for participants.
11. The next conference will be held in Austria.
12. Helen liked the conference very much.

Read the text "A Letter From London" and fill in the gaps with suitable words and phrases:

1. I have managed to find ___ to all of them.
2. Every year the Organizing Committee appoints and approves ___ of the conference.
3. The speakers are allowed to present ___ in their mother tongue.
4. It took me another hour to put my paper ___.
5. As I had paid ___ by mail, I had only to fill in the registration form in ___.
6. The first speaker at the ___ was a famous scientist from Japan.
7. I cannot comment on the ___ of his paper as my ___ turned out to be defective.
8. He was busy arranging his ___ on a special board.
9. Roman's ___ was brilliant.
10. My presentation at this conference wasn't an ___.
11. I took the floor at the ___.
12. At the closing meeting the ___ announced that the next conference would probably be held in Vienna.

2.4 Developing speaking skills.

PRESENTING A REPORT

1. Read the text. Note what pieces of advice are given to beginner.

Some useful advice to a speaker

1. Before you begin writing your paper think about two things: your purpose and your audience.
2. Regardless of your topic you should take into consideration the audience's background and the range of their knowledge in this particular field.
3. Don't try to cover too wide a field in your talk: one main idea consistently and methodically developed will ensure the understanding and appreciation of the audience. Arrange your arguments so as to support this main idea.

4. There are two ways of delivering your speech: talking or reading. If you decided on the first way, a previously prepared outline or notes on the cards will be good guides during your presentation. They will help you to keep the order of points and not forget something important.
You may also write down your speech word for word but don't try to learn it by heart. Instead, practice delivering the information the speech contains in parts. After that, go over the entire speech until you can speak freely.
5. If you read the text, make the rhythm and pace of your talk closer to those of natural speech. To keep up contact with the audience don't forget to look up regularly.
6. Emphasize the most important points, changing the tone and rate of your speech and making deliberate pauses. This will help to hold the attention of the audience.
7. You ought to remember that your listeners don't have the opportunity to come back to what has been already said. They can't stop at a puzzling idea and think it over. For this reason, don't neglect repetition, specifications, internal summaries, etc.
8. If your speech exceeds the time allotted, don't be tempted to speed up your delivery. Think over in advance which parts of the text can be left out.
9. You are to talk to the audience as if you were talking to a group of your very good friends. Make listeners feel that you are talking to each one individually.

2. Study some additional tips. Paraphrase them using the verbs *should, ought to, are to, shouldn't, oughtn't to*:

Model: Print in advance and distribute as a handout complicated information requiring a concentrated and careful study.

You should print in advance and distribute as a handout complicated information requiring a concentrated and careful study.

1. Add explanations if the audience seems to be puzzled. Leave out some information if the audience proves to be better grounded than you expected.
2. Make up a brief outline of the content and order of the points to be presented.
3. Leave time for references to visuals you may decide to use.
4. Number the visuals and include the numbers in your outline.
5. If you are going to use visuals, let them do a trial run.
6. When demonstrating a slide don't lose eye contact with the audience. To maintain it, stand to the side of the illustration and use a pointer.

product range aimed at the teenage market. Secondly, I'll talk about each of the products and our plans for marketing them. I'd like to talk briefly about the competition.

Ok, let's start with the first point, our new product range ...

5. Complete the presentation introduction with the words from the list:

talk about look at points of view questions
brief finally hear act as go along

Good afternoon and thank you for making the effort to be here with us today. My name is Rachel Rawlings and I am responsible for public affairs. What I'd like to do today is _____ our recent corporate campaign. This _____ talk will hopefully _____ a springboard for discussion. I'm going to _____ the corporate campaign from three _____ : firstly, the customers; secondly, the financial institutions; and _____, the shareholders. If you have any _____, just interrupt me as I _____. Your point of view may well be different, and we'd like to _____ from you.

6. REPORT DISCUSSION

1. Read the dialogue. Analyze the phrases given in italics. What role do they play in the discussion? Translate.

Dialogue

- Dr. A. Dr. Curry, *you said, if I followed you, that* the use of animals for cruel experiments is justified if these experiments are conducted for the benefit of mankind.
- Dr. C. *Yes, that's what I said.*
- Dr. A. *Does this mean, then, that* the suffering and death of thousands of living things can be beneficial to the well-being and harmonious development of another living-being – man?
- Dr. C. *Well, that's not exactly what I mean. What I was trying to say is that* new areas of medicine and surgery must be safe for human beings. When considered from this point of view, *I strongly believe that* the life of just one animal may be taken to save the lives of thousands of people.
- Dr. A. *I don't see it that way.*
- Dr. C. *You don't?*
- Dr. A. The point is, animals ought to be allowed to enjoy the gift of life. *In my opinion*, one can't take the responsibility of disposing of the life of anything or anybody.

- Dr. C. *Do you mean to say then that you volunteer, or allow a member of your family to volunteer, to test new medicine, rather than use an experimental animal?*
- Dr. A. *That's a good question. But I think I would volunteer. I would if the motivation to do it were strong.*
- Dr. C. *Suppose you would. But do you expect there would be enough volunteers for a drug to be fully tested? Don't you think that the practice of using human volunteers might result in another thalidomide (a drug once prescribed to pregnant women and proved to be fatal for their babies) babies phenomenon?*
- Dr. A. *Sorry, I didn't catch the last point. Would you mind explaining it?*
- Dr. C. *Not at all. What I mean is that the experiment might bring no damage whatever to the subject himself. But nobody knows how harmful the effect of it may be on the descendants.*

2. Memorise the organizing elements of discussion:

a) reference to what has been said

- you mentioned that...
- you argued that...
- you said that...

b) inviting to expand on the previous point

- Could you specify what...
- Would you say that again?
- Your point is not quite clear yet.

c) making sure you understand

- Did I understand you correctly that...?
- If I understand you correctly, you are saying that ...
- So, what you are saying is ...

3. Complete :

a) the questions using the following words:

clarification, exactly, particular, clear, precisely, specific

1. Are there any _____ regulations we need to know about?
2. Could you be more _____, in particular, the amount of investment you expect from us?
3. We would also like some _____ of the time scale you envisage.
4. _____ how many people will be involved at our end?
5. What _____ do you want? I mean, you haven't actually said what sort of return you are expecting.

6. One final point. We are not _____ about the total amount of money needed to finance the project. Are you sure that there are no hidden costs here?

b) the answers using the following words:

answer, exact, simply, need, precise, concerned

- a. Well, I'll be as _____ as I can at this point. We anticipate that the whole project will be completed by the end of the next year at the very latest.
- b. As far as we are _____, everything has been cleared with customs and our lawyers see no problems.
- c. If I can be more specific, what we _____ is a deal which guarantees at least a 20% return on our investment.
- d. Let me give you a categorical _____. The total investment is £800,000 and we do not anticipate any extra costs.
- e. To put it _____, we will need just two people – the Financial Director and the Project Manager.
- f. If you want an _____ figure, we would expect your investment to be no less than 25% of the total investment in the project, i.e. £200,000.

4. Choose the correct meaning of the word.

- | | | |
|------------------------|-----------------|----------------|
| 1. An abstract is ... | a) a remark | c) a paragraph |
| | b) a précis | d) a note |
| 2. A speech is... | a) an utterance | c) a thought |
| | b) a discussion | d) a glance |
| 3. A report is... | a) habit | c) mark |
| | b) knowledge | d) statement |
| 4. A discussion is ... | a) a view | c) a talk |
| | b) a book | d) a device |

5. Match the columns:

- | | |
|----------------------------|---------------------------|
| 1. an animated discussion | a) заключне слово |
| 2. to make a speech | b) післятривалої дискусії |
| 3. an opening speech | c) жвавий диспут |
| 4. a debate on the report | d) вступна промова |
| 5. a fruitful debate | e) питання бговорюється |
| 6. a closing speech | f) плідна дискусія |
| 7. a question under debate | g) промовити слово |
| 8. after much debate | h) диспут по доповіді |

2.5 REVISION OF GRAMMAR ДОВІДНИК З ГРАМАТИКИ

English Tenses (Active Voice)			
ASPECTS	PRESENT	PAST	FUTURE
<p>Indefinite (неозначений) Дія постійно повторюється, всім відома, факт</p>	<p><i>V, Vs</i> <i>I write - Я пишу.</i> <i>She (he) writes - Вона пише</i> always- завжди usually- зазвичай sometimes- іноді often- часто seldom- рідко every day- щодня</p>	<p><i>V²_{ed}</i> <i>I wrote - Я писав</i> yesterday- вчора last (week)- минулого тижня a week ago- тиждень тому in 1945 - в 1945</p>	<p><i>shall</i> <i>V</i> <i>will</i> <i>I shall write - Я напишу</i> tomorrow- завтра next (week)- наступного тижня in a week- через тиждень</p>
<p>Continuous (тривалий) Дія відбувається у конкретний момент</p>	<p><i>am</i> <i>is</i> <i>Ving</i> <i>are</i> <i>I am writing - Я пишу</i> now at present at the moment</p>	<p><i>was</i> <i>Ving</i> <i>were</i> <i>I was writing - Я писав</i> at 5 o'clock yesterday all the day- весь день from 5 till 6 yesterday when he came while - поки</p>	<p><i>shall</i> <i>beVing</i> <i>will</i> <i>I shall be writing-</i> <i>Я буду писати</i> at 5 o'clock tomorrow when he comes – коли він прийде</p>

<p>Perfect (доконаний) Дія відбулася до певного моменту</p>	<p>$\frac{have}{has} V^3_{ed}$ <i>I have written - Я написав</i> already- вже this eek just–щойно yet- ще (-) never- ніколи yet – вже (?) ever- коли-небудь today- сьогодні recently, lately – недавно</p>	<p>$had V^3_{ed}$ <i>I had written - Я написав</i> by 5 o'clock yesterday –до 5-ої години вчора before he came – перед тим, як він прийшов</p>	<p>$\frac{shall}{will} have V^3_{ed}$ <i>I shall have written - Я напишу</i> by 5 o'clock tomorrow до 5-ої години завтра before you come – перед тим, як ти прийдеш</p>
English Tenses (Passive Voice)			
ASPECTS	PRESENT	PAST	FUTURE
<p>Indefinite (неозначений) Дія постійно повторюється, всім відома, факт</p>	<p>$(am)(is) V^3_{ed}$ <i>are</i> <i>I am asked – мене запитують</i> usually, often, sometimes, always, seldom, every day</p>	<p>$\frac{was}{were} V^3_{ed}$ <i>I was asked – мене запитали</i> yesterday, last week a week ago</p>	<p>$\frac{shall}{will} be V^3_{ed}$ <i>I shall be asked - мене запитають</i> tomorrow next week in a week</p>
<p>Continuous (тривалий) Дія відбувається у конкретний момент</p>	<p><i>am is being V(3)ed are</i> <i>I am being asked</i> <i>Мене запитують</i> now at present at the moment</p>	<p>$\frac{was}{were} being V^3_{ed}$ <i>I was being asked - мене запитували</i> all the day (the whole day) from 5 till 6 yesterday at 5 o'clock yesterday</p>	

		when he came	
<p>Perfect (доконаний) Дія відбулася до певного моменту</p>	<p><i>have</i> <i>has</i> <i>beenV³_{ed}</i></p> <p><i>I have been asked</i> - мене запитали just, already, never, ever, today, this week, yet</p>	<p><i>had beenV³_{ed}</i></p> <p><i>I had been asked</i> - мене запитали by 5 o'clock yesterday before he came</p>	<p><i>shall</i> <i>will</i> <i>have beenV³_{ed}</i></p> <p><i>I shall have been asked</i> - мене запитують by 5 o'clock tomorrow before you come</p>

1. Put the verbs in brackets into the correct tense (The Simple Present, the Present Continuous or the Present Perfect in Active or Passive Voice).

1. Scientific research (to claim) to be the source of the high standard of living in the country.
2. Since there is an increasing number of people in the country who (to suffer) and (to die) as a consequence of cigarette smoking, the parliament (to adopt) laws banning advertisements for cigarettes.
3. If climate changes (to continue), the world will suffer the consequences.
4. Injustice (to manifest) itself in our everyday life.
5. In many ways our society (to smuggle) to restore moral values in an increasingly lawless and godless age.
6. The safety of this medicine (not to be proved) yet and we are not sure that it (not to cause) damage to the liver.
7. When my business is not going well, he (to encourage) me, telling me not to give up.
8. Even the most security-conscious computer user or whiz-kid (to be) under constant threat from computer viruses.
9. They just (to sign) an international agreement aimed at halting the destruction of the ozone layer.
10. Worldwide, the scientists (to study) now the chemical reactions that cause ozone destruction.
11. The industry's chemical seepage and waste (to cause) untold damage to the environment lately.
12. Acid rain (to destroy) animate nature and (to corrode) buildings.
13. What they have found could supply clues to what might happen worldwide if the depletion of underground water supplies (to continue).
14. The Sex Discrimination Act passed recently by the US government (to eliminate) discrimination in employment.
15. The entrepreneurs (to violate) the code of ethics by promoting life dangerous products.

16. Here students (to be trained) to adopt a positive approach to the environment.

2. Put the verbs in brackets into the correct tense (The Simple Past, the Past Continuous or the Past Perfect in Active or Passive Voice).

1. Yesterday I (to read) a newspaper feature about the leakage of oil that (to pollute) the surrounding waters.
2. The threats of global warming (to force) the country to slow down its energy consumption.
3. In the year of 1091, London Bridge (to be destroyed) during a storm.
4. The journalists and mass media (to violate) her family privacy.
5. The program (to be tailored) to suit individual requirements.
6. I had no doubt that we (to pollute) the environment beyond redemption.
7. Environmentalists (to report) that a number of beaches (to be polluted) by sewage pumped into the sea.
8. The journalist (to claim) that he had incontrovertible evidence that the government (to violate) basic human rights.
9. His supporters claim that he (to come) to power perfectly legally, but the fact is that he (to do) so by using an illegal situation.
10. The scientists warn that radiation may damage cells in a way that (to be unforeseen) previously.
11. They (to provide) a full assessment of the damage to the natural environment.
12. She (to manifest) her character in her behavior.
13. They (to mouth) the moral principles but (to demonstrate) the opposite in their private lives.

Умовний спосіб дієслова (the Subjunctive Mood)

Дійсний спосіб виражає дію як реальний факт у теперішньому, минулому і майбутньому часі:

She **lives** with her mother. - Вона живе з матір'ю. A letter **came** from them today. - Сьогодні від них прийшов лист. I shall go into the garden. - Я піду в сад.

Умовний спосіб виражає дію не як реальну, а як таку, що могла б відбутися за певних умов, а також необхідну, бажану або нереальну, нездійсненну:

Oh, if I **had** but **come** last night. - О, якби я тільки прийшла вчора увечері.

При перекладі умовного способу українською мовою вживається форма дієслова у минулому часі, а також частка **б**.

В англійській мові умовний спосіб може виражатися синтетично, тобто простими формами дієслова або аналітично, тобто за допомогою складних дієслівних форм.

Синтетичні форми.

1. Для дієслова **to be**: а) форма **be** для всіх осіб однини і множини.

It is necessary that the device **be** light and highly efficient. Необхідно, щоб цей прилад був легким та дуже дійним.

б) форма **were** для всіх осіб однини і множини.

I wish he **were** here. Я б хотів, щоб він був тут.

Для усіх інших дієслів - форма інфінітива без частки **to** для всіх осіб однини і множини: she **work**, he **study**, they **come**.

It is necessary that he **go** there at once. - Необхідно, щоб він негайно пішов туди.

Аналітичні форми утворюються з допоміжних дієслів **should** або **would** та **простого інфінітива (Indefinite)** без частки **to** (якщо дія відбулася б за певних умов у теперішньому або майбутньому часі); **should** або **would** та **перфектного інфінітива (Perfect)** без частки **to** (якщо дія відбулася б за певних умов у минулому).

It's a pity I have no time. We **would play** chess. - Шкода, що я не маю часу. Ми зіграли б у шахи.

If I saw him tomorrow I **should tell** him about it. - Якби я побачив його завтра, я б сказав йому про це.

He **would have come** here last night but he was busy. - Він би прийшов вчора увечері, але він був зайнятий.

В англійській мові умовний спосіб вживається:

1) **В простих реченнях** для вираження припущення, бажаної дії або стану. В цьому випадку допоміжне дієслово **should** вживається з 1 особою однини і множини, а дієслово **would** з усіма іншими особами.

It would be interesting to make this experiment. - Було б цікаво провести цей експеримент. I should like to take part in this research work. - Я хотів би прийняти участь в цій науковій роботі. If you could be here! - Якби ти міг бути тут!

2) **В складнопідрядних реченнях.** У випадках а), б) і в) умовний спосіб виражений за допомогою допоміжного дієслова **should** для всіх осіб однини і множини та інфінітива основного дієслова без частки **to**, або за допомогою синтетичної форми.

а) в підрядних підметових реченнях, які вводяться зворотом із займенником **it: it is necessary** *необхідно*; **it is important** *важливо*; **it is desirable** *бажано*; **it is ordered** *наказано*; **it is demanded** *вимагається*; **it is recommended** *рекомендується* та ін.: It is necessary that he **should** translate this sentence. - Необхідно, щоб він переклав це речення.

б) в підрядних додаткових реченнях, які з'єднуються з головним за допомогою сполучника **that**, якщо дієслово-присудок головного речення означає наказ, прохання, вимогу, пропозицію, пораду тощо: **to order** *наказувати*; **to suggest** *пропонувати*; **to propose** *пропонувати*; **to demand** *вимагати*; **to request** *просити*; **to advise** *радити*; **to recommend** *рекомендувати* та ін.:

He demanded that I **should** leave Kiev at once. - Він лише вимагав, щоб я негайно покинув Київ.

в) в обставинних підрядних реченнях мети (*adverbial clauses of purpose*), які з'єднуються з головним за допомогою сполучників **so that, that, so, in order that** *щоб*; **lest** *щоб не*.

У підрядних реченнях мети вживаються також сполучення **may (might)** або

could з інфінітивом, які зберігають своє лексичне значення.

I'll ring her up **lest she should forget about it**. - Я подзвоню їй, щоб вона не забула про це. Write to him at once so **that he may know our plans**. - Напиши йому зараз же, щоб він знав про наші плани.

г) в підрядних додаткових реченнях, якщо присудок головного речення виражений дієсловом **to wish**.

I wish I **knew** where you are. - Мені хотілося б знати, де ти. I wish I **were** only **joking**. - Добре було б, коли б я лише жартував. I wish I **had not told** you this story. - Шкода, що я розповів вам цю історію.

д) в обставинних підрядних порівняльних реченнях, після сполучників **as if, as though** *наче, ніби*. You just go out **as though you were going for a walk**. - Ви просто виходьте, наче йдете на прогулянку.

е) в умовних підрядних реченнях. If I saw him tomorrow I **should tell** him about it. - Якби я побачив його завтра, я б сказав йому про це.

Виконати граматичні вправи:

1. Grammar - Oblique Moods. Fill in the gaps with correct forms of the verbs given in brackets. Translate:

Conditional Mood: should (would) + Infinitive without particle "to"

1. He ___ to enlarge on this problem, (to like) 2. But for your help, I ___ the deadline for submitting the abstract of my paper, (to miss) 3. If you had used some visual aids, your presentation ___ much more interesting, (to be)

Suppositional Mood: should (for all persons) + Infinitive without particle "to"

1. It is desirable that you _ the invitation, (to accept) 2. He requested that the chairman ___ him to take the floor once more, (to allow) 3. All the present suggested that the discussion ___. (to prolong)

Subjunctive I (formal style): identical to forms of Infinitive without particle "to"

1. The Organizing Committee required that the papers ___ on the computer, (to print) 2. It is necessary that all the participants ___ present at the plenary session, (to be) 3. The chairman insists that the speaker ___ strict timing, (to keep)

Subjunctive II: identical to forms in Past Tense (non-perfect form of the verb "to be" is "were" for all persons)

1. I wish handouts ___ yesterday, (to copy) 2. It is high time that the preliminary programme ___ to all the participants, (to send) 3. If he ___ his materials, he would have exchanged them in the swap shop, (to bring).

2. Use proper forms of the verbs given in brackets, translate:

"If"- clauses of Real Condition. Model: If he has spare time tomorrow, he will tell me about his presentation.

1. If the time of my presentation (to be limited) to 5 minutes, I (to have) to omit several paragraphs of my paper. 2. If you (to deliver) your paper in simple

language, the audience (to understand) its content easily. 3. If a reader (to fail) to understand this passage, he (to read) it once again. 4. If I (to receive) the invitation letter enclosing an application form, I (to give) it to you for making a copy.

“If”- clauses of Improbable Condition. Model: If he had time tomorrow after the meeting, he would talk with the chairman.

5. If there (to be) any additional requirements, the Organizing Committee (to inform) us about it. 6. If the speaker (to emphasize) the problem at the next session, the participants to the conference (to pay) attention to it. 7. If I (to feel) better tomorrow, I (to take part) in the discussion. 8. If you (need) some additional information about the conference, you (to find) it on the conference web page.

“If”-clauses of Unreal Condition. Model: If he had had time yesterday, he would have typed his report.

9. If he (to write) his paper a week ago, it (to be printed) by now. 10. If the speaker (to prepare) his visual aids for demonstration beforehand, he (not to waste) time during his presentation upon it. 11. If he (to mail) the abstract in time, his paper (to be included) into the programme of the conference. 12. If the chairman (not to let) speakers wander from the subject, the meeting (to be) over much earlier.

3. Put questions to the underlined words:

1. The next conference on environmental pollution will be held in Vienna.
2. Presenters usually deliver their papers in the working language of the conference.
3. The registration fee may be paid both by mail and at the registration.
4. They managed to find a solution to the problem under consideration.
5. Having got acquainted with the content of the poster, he discussed it with the presenter.
6. Readers can reread the passages difficult for understanding.
7. The participant has taken the floor to voice his opinion and enlarge on the subject.
8. The merit of any presentation greatly depends on the logical and clear structure of the paper.
9. The hand-outs were copied and distributed among the participants in advance.
10. The time of presentations should be limited to ten minutes.

4. Fill in the gaps with proper forms:

1. It is necessary that all the participants ... abstracts of their papers in time.
a) submits; b) will submit; c) submitting; d) should submit
2. If I ... to participate in that conference, I wouldn't have gone to Warsaw to visit my friends.
a) were invited; b) am invited; c) had been invited; d) would have been invited
3. I wish I ... the workshop yesterday, because my colleagues told me it had been very helpful.
a) attended; b) were attending; c) had attended; d) had been attended

4. It is high time that the Organizing Committee ... whether to accept or decline our applications.
a) decides; b) is deciding; c) will decide; d) had decided
5. If he hadn't declined the invitation, he ... new information and ideas with other participants.
a) had exchanged; b) should have exchanged; c) would have exchanged; d) would exchange
6. All those present demanded that the speaker ... his point of view.
a) was clarifying; b) should clarify; c) will clarify; d) clarifies
7. But for the chairman seeing that strict timing was kept, some presenters ... to deliver their reports.
a) wouldn't have managed; b) wouldn't manage; c) won't manage; d) do not manage
8. It is important that all reports ... presentation requirements.
a) meets; b) met; c) will be met; d) should meet
9. If you ... some visual aids, your presentation would have been more successful.
a) used; b) have used; c) had used; d) would use
10. Though the time of the presentation was limited, Prof. Petrenko insisted that he ... allowed to enlarge on the subject.
11. I wish Prof. Donchenko ... the floor now, as tomorrow I won't have an opportunity to listen to this outstanding scientist.
a) had taken; b) took; c) take; d) will be taken.
12. The chairman insisted that the speakers ... from the subject.
a) were not wandering; b) wanders; c) shouldn't wander; d) won't wander
13. But for the synchronous interpretation, they ... to understand the main ideas presented by this famous French scientist in his report.
a) fail; b) would have failed; c) failed; d) would fail

5. Translate sentences with subordinate clauses of unreal condition to match the following situations:

1. He would have taken part in the conference, if he had had the formal invitation.
2. If he had been given earphones, he would have been able to listen to the synchronous interpretation at the plenary meeting.
3. If she hadn't lost (= Unless she had lost) her registration fee paid receipt, she wouldn't have had problems with registering.
4. If the application form had been filled in legibly, it would have been possible to read it.
5. If he had read the requirements carefully, he wouldn't have skipped several entries in the questionnaire.

IRREGULAR VERBS

Infinitive	Past Indefinite	Past Participle	Translation
to arise	arose	arisen	виникати
to be	was/were	been	бути

to begin	began	begun	починати
to bear	bore	born	перенести, витерпіти
to become	became	become	ставати
to bind	bound	bound	зв'язувати
to blow	blew	blown	дути
to break	broke	broken	ламати
to bring	brought	brought	приносити
to build	built	built	будувати
to burn	burnt	burnt	горіти
to buy	bought	bought	купувати
to come	came	come	приходити
to catch	caught	caught	ловити
to cost	cost	cost	коштувати
to cut	cut	cut	різати
to deal	dealt	dealt	мати справу
to do	did	done	робити
to draw	drew	drawn	малювати, тягнути
to drink	drank	drunk	пити
to drive	drove	driven	їхати
to eat	ate	eaten	їсти
to fall	fell	fallen	падати
to feel	felt	felt	почувати
to fight	fought	fought	боротися
to find	found	found	знаходити
to fly	flew	flown	літати
to forbid	forbade	forbidden	забороняти
to forget	forgot	forgotten	забувати
to forgive	forgave	forgiven	пробачати
to freeze	froze	frozen	заморожувати
to get	got	got	отримувати
to give	gave	given	давати
to go	went	gone	іти
to grow	grew	grown	рости
to hang	hung/hanged	hung/hanged	висіти, вішати
to have	had	had	мати
to hear	heard	heard	чути
to hide	hid	hid/hidden	ховати

to hit	hit	hit	ударяти, розбити
to hold	held	held	тримати
to hurt	hurt	hurt	пошкодити, образити
to keep	kept	kept	зберігати
to know	knew	known	знати
to lay	laid	laid	класти
to lead	led	led	вести
to learn	learnt/learned	learnt/learned	вивчати
to leave	left	left	залишати
to lend	lent	lent	позичати
to let	let	let	дозволяти
to light	lit/lighted	lit/lighted	запалити, освітлювати
to lie	lay	lain	лежати
to lose	lost	lost	втрачати
to make	made	made	робити
to mean	meant	meant	означати
to meet	met	met	зустрічатися
to pay	paid	paid	платити
to put	put	put	класти
to read	read	read	читати
to ring	rang	rung	дзвонити
to rise	rose	risen	підійматися, піднятися
to run	ran	run	бігати
to say	said	said	казати
to see	saw	seen	бачити
to seek	sought	sought	шукати
to sell	sold	sold	продавати
to send	sent	sent	посилати
to set	set	set	ставити, заходити (про сонце)
to shake	shook	shaken	трясти
to shine	shone	shone	світити
to show	showed	shown	показувати
to shrink	shrank	shrunk	зморщуватися, скоротитися
to shut	shut	shut	закривати
to sing	sang	sung	співати
to sink	sank	sunk	занурюватися, тонути

to slide	slid	slid	сковзати, линути
to sit	sat	sat	сидіти
to sleep	slept	slept	спати
to smell	smelt/smelled	smelt/smelled	пахнути, нюхати
to speak	spoke	spoken	говорити
speed	ped	ped	поспішати, прискорювати
to spell	spelt/spelled	spelt/spelled	писати /вимовляти слово по буквах
to spend	spent	spent	витрачати
to spill	spilt/spilled	spilt/spilled	розлити
to spit	spat	spat	плювати
to split	split	split	розколоти
to spoil	spoil/spoiled	spoil/spoiled	псувати
to spread	spread	spread	поширювати
to stand	stood	stood	стояти
to steal	stole	stolen	красти
to stick	stuck	stuck	приклеювати
to strive	strove	striven	прагнути
to swear	swore	sworn	клястися, сваритися
to swim	swam	swum	плавати
to take	took	taken	брати
to teach	taught	taught	вчити
to tear	tore	torn	рвати
to tell	told	told	розказувати
to think	thought	thought	думати
to throw	threw	thrown	кидати
to understand	understood	understood	розуміти
to wake	woke	woken	будити, просинатися
to wear	wore	worn	носити
to weep	wept	wept	плакати
to win	won	won	перемагати
to write	wrote	written	писати

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