

**МІНІСТЕРСТВО ОСВІТИ І НАУКИ УКРАЇНИ  
БІЛОЦЕРКІВСЬКИЙ НАЦІОНАЛЬНИЙ АГРАРНИЙ  
УНІВЕРСИТЕТ**

**ФАКУЛЬТЕТ ПРАВА ТА ЛІНГВІСТИКИ**  
*кафедра романо-германської філології та перекладу*

## **ПРАКТИКУМ**

**для аудиторної та самостійної роботи  
з навчальної дисципліни «Англійська мова за професійним  
спрямуванням» для здобувачів ступеня доктора філософії**

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Практикум для аудиторної та самостійної роботи з навчальної дисципліни  
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Виконання завдань, запропонованих у *Практикумі*, сприяє комплексному  
формуванню англомовної компетентності та досягненню визначених результатів  
навчання аспірантів з *Англійської мови за професійним спрямуванням*.  
Рекомендується для самостійної та аудиторної роботи аспірантів у процесі вивчення  
ними освітньої компоненти *Англійська мова за професійним спрямуванням*.

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## ПЕРЕДМОВА

Мотиваційним підґрунтям діяльності молодого науковця є культ пізнання, що породжує його пізнавальну активність. Дослідницькі знання та вміння потрібні кожному, хто у майбутньому планує займатися науковою діяльністю. У цьому контексті великого значення для ведення наукової пізнавальної діяльності набуває оволодіння таким рівнем англомовної комунікативної компетентності, який забезпечить доступ молодого науковця (аспіранта) до іншомовної інформації у рамках світового економічного та наукового співтовариств.

Отже, метою навчання аспірантів англійської мови є підготовка їх до сучасної наукової діяльності, формування англомовної комунікативної компетентності у всіх видах мовленнєвої діяльності та складання ними іспиту з англійської мови. Відповідно *Практикум* націлений на комплексне формування англомовної компетентності та досягненню визначених результатів навчання аспірантів з *Англійської мови за професійним спрямуванням*.

У *Практикумі* передбачено 6 розділів, кожен з яких передбачає виконання лексико-граматичних завдань та завдань для формування компетентності в академічному письмі за певними темами згідно з робочою програмою дисципліни у контексті аудиторної та самостійної роботи аспірантів. Також *Практикум* містить 10 Додатків, кожен з яких доповнює та супроводжує основний мовний матеріал, поданий у *Практикумі*.

*Практикум* призначений для самостійної та аудиторної роботи аспірантів у процесі вивчення ними освітньої компоненти *Англійська мова за професійним спрямуванням*, а також для усіх, хто цікавиться англійською мовою та бажає покращити свій рівень володіння мовою.

## 1. *THE NOUN/ THE ADJECTIVE/ THE PRONOUN*

### THE NOUN

#### **Grammar rules: Countable nouns**

Countable nouns are the names of separate items which can be counted. They can normally be used with the indefinite article a / an and in the plural with numbers, many, few, some, any:

\* Did you buy a newspaper today? ~ I bought two newspapers, 'The Mirror' and 'The Sun'.

\* Have we got any oranges in the house? ~ We've got some apples but we don't have a single orange.

#### **Uncountable nouns**

Uncountable nouns are the names of materials or collections of other things which in English we regard as masses and not as separate items. Uncountable nouns are not normally used with the indefinite article a / an or in the plural. For example, we cannot say an accommodation or many accommodations. Instead we have to say:

\* Is there very much accommodation for students in this part of town? ~ There is some on the other side of the river, but there's very little around here, I'm afraid.

Note that we need to use much / little with uncountable nouns, many / few with countable nouns and that we use some / any with both countable and uncountable nouns.

#### **Uncountable nouns: *word families***

What is a countable noun in your language may be an uncountable noun in English. It may therefore be a good idea to try to learn uncountable nouns in groups connected with the same subject area, e.g.:

**TRAVEL:** information, travel, traffic, accommodation, money, equipment, luggage, clothes, pyjamas, jeans, trousers, shorts, tights, knickers, pants.

Note that all the uncountable nouns associated with clothes are plural uncountables. They cannot be used in the singular form or with numbers. We cannot say for example a shorts or two shorts. Instead we have to say:

\* Can you lend me a pair of shorts? I've forgotten mine ~ I've got two pairs. Which ones would you like? Those ones or these ones? ~ I'll have those ones.

**HOUSEHOLD ITEMS:** furniture, bedding, flooring, washing-up liquid, washing powder:

\* What sort of flooring are you going to have in your new house? ~ We thought we'd have vinyl in the kitchen and hall and carpet on the stairs and landing.

**WEATHER:** weather, lightning, thunder, rain, snow, wind, sunshine:

\* Did you have very much snow last winter? ~ There was quite a bit (of snow) higher up in the hills, but down here in the valley we didn't get very much, no.

**MATERIALS AND RESOURCES:** cotton, wool, fabric, leather, plastic, wood, stone, concrete, oil, gas, coal:

\* Is this shirt made of cotton or nylon? ~ It's 60% cotton and 40% acrylic fabric.

**FOOD:** sugar, salt, pepper, rice, pasta, spaghetti, flour, butter, bread, soup:

\* Would you like some bread with the soup? ~ Do you have any bread rolls? ~ No. ~ Oh well, I'll have a slice of toast, then.

**PROFESSIONAL ENDEAVOUR:** work, research, knowledge, intelligence, training, progress, stamina, patience, determination, commitment, reliability, loyalty:

\* Have you done any research on this? ~ No, I haven't, but there was a piece of research that James did last year that might be relevant.

### **Uncountable > Countable**

Note that when we want to transform an uncountable noun into a countable expression, we normally use a partitive structure. We have already had: *bread* >

*a slice of bread, snow > a bit of snow, shorts > a pair of shorts, research > a piece of research.* Here are some of the most common associated with weather

- \* wind > a gust of wind
- \* rain > a shower of rain / a drop of rain
- \* lightning > a flash of lightning
- \* thunder > a clap / a rumble of thunder
- \* frost > a touch of frost
- \* fog > a patch of fog
- \* snow > a flurry of snow / a flake of snow
- \* sunshine > a burst of sunshine

BBC weather forecast: There will be a touch of frost in East Anglia and the East Midlands might get a shower or two of rain before the night is out.

### **Uncountable or Countable**

Some nouns, as in example of cake, have both countable and uncountable uses with some difference in meaning. Here are some common examples with their respective uses and meanings illustrated. Make sure you know the difference between the uncountable and countable meaning.

#### **Cake**

\* Would you like some of my birthday cake? ~ I'll have just a small piece, please.

\* Could you get some cakes for tea? ~ How many shall I get? ~ Well, there are six of us so get about a dozen.

Do you also know the expression *a piece of cake*? This expression describes something that is very easy to do, even though you might be worried that it will be difficult:

\* If you've been playing the piano for five years, learning to play the organ will be a piece of cake!

#### **Chocolate**

\* There were at least ten chocolates in this box last night and now there is only one. Who has eaten them all?



\* Here, have some chocolate. ~ That's a huge bar. I couldn't eat all of it. I'll just break off two pieces.

### **Pepper**

\* For this dish you need two red peppers and a green pepper and a yellow pepper.

\* Would you like some black pepper and some grated cheese on your pasta, sir?

### **Paper**

\* Have you got any paper? I've run out. ~ How much would you like? ~ Could I have three sheets, please?

\* Could you get me an evening paper on your way back from work please?

### **Glass**

\* There's broken glass all over the place. Be careful.

\* A glass of wine, Terry? ~ I've had two glasses already, Norman. I'm driving so not a drop more!

### **Experience**

\* For this job, you need experience of working with animals. She doesn't have this kind of experience.

\* Accompanying Dora on her visits last week was a really useful experience. A useful training opportunity.

### **Trade**

\* Trade with China has increased dramatically over the last five years.

He's not clever enough for college so he's going to pursue a trade such as carpentry.

### **Time**

\* We've still got a lot of time. The train doesn't leave for another two hours.

\* Have you had a good time, Henry? ~ I've had a wonderful time, Mary, thanks.

**1. Випишіть злічувані іменники в одну колонку, а незлічувані - в іншу. Перед злічуваними іменниками поставте артикль *a* або *an*. Перекладіть слова на українську мову**

field, scholar, animal, plant, microscope, nature, generation, cycle, insect, weed, garden, successor, people, scientist, knowledge, family, botanist, disease, illness, germ, microbe, virus, cell, inheritance, mammal, crop, environment, butterfly, farmer, wildlife, authority, state, law, person, error, list, soil, fertilizer, water, rain, moisture, temperature, weather, achievement, advantage, analysis, attempt, branch, challenge, chain, concept, concern, conclusion, confidence, constituent, curve, data, degree, device, existence, experience, experiment, inquiry, invention, issue, liquid, measure, nature, obstacle, origin, pace, pattern, point, pollution, pressure, proof, purpose, range, root, sample, scope, sign, source, substance, thesis, tool, weight.

Countable nouns (a / an)	Uncountable nouns

**2. Запишіть іменники у множині та прочитайте їх**

Pen, window, week, month, ship, library, day, toy, boy, glass, party, life, roof, fox, eye, language, shelf, key, leaf, bush, journey.

Man, woman, child, goose, sheep, ox, foot, tooth, mouse, deer.

Postman, son-in law, fisherman, schoolgirl, text-book, pocket-knife, passer-by, statesman, editor- in-chief.

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**b) Write a few short sentences of your own with the following words and word combinations:**

important information \_\_\_\_\_

financial news \_\_\_\_\_

friendly advice \_\_\_\_\_

lack of time \_\_\_\_\_

lack of money \_\_\_\_\_

**4. Змініть іменник у формі присвійного відмінка іменника з прийменником *of***

My friend's gloves	
The doctor's prescription	
The teacher's order	
The farmer's enterprise	
The worker's tools	
The students' hostel	

## THE ADJECTIVE

### Grammar rules:

Short – shorter – the shortest

Interesting – **more** interesting – **the most** interesting

Exceptions: good – better – the best

bad – worse – the worst

little – less – the least

much/many – more – the most

far – further – the furthest

### 1. Поставте прикметники у вищому та найвищому ступенях порівняння

Big		
Heavy		
Short		
Brute		
Good		
Little		
Bad		
Expensive		
Much		
Important		
Pretty		
Wonderful		
Lucky		
Responsible		
Miserable		

### 2. Замість пропусків впишіть правильний варіант

1. I suppose you know him well probably \_\_\_\_\_ than anybody else.

a) better    b) more well

2. He spoke English \_\_\_\_\_ than expected.

a) worse b) more badly

3. I can't understand what you are saying. Could you speak a bit \_\_\_\_\_?

a) slowly b) more slowly

4. I'd like to change cars \_\_\_\_\_.

a) oftener b) more often

5. The younger you are, the \_\_\_\_\_ it is to learn.

a) easier b) more easy

**3. З поданих нижче прикметників підберіть і запишіть синоніми до прикметників з таблиці.**

Fast, great, glad, handsome, happy, ill, busy, awoke, certain, broad, active, frightened, confident, important, suitable, dear, thankful, vacant, least, merely.

Working		Considerable	
Sure		Smallest	
Wide		Simply	
Quick		Precious	
Waked up		Certain	
Happy		Afraid	
Good-looking		Lively	
Sick		Grateful	
Large		Convenient	
Lucky		Empty	

## THE PRONOUN

### 1. Замість пропусків вставте запитальні займенники *Who, Whom, Whose, What, Which*

1. \_\_\_\_\_ will help me?
2. \_\_\_\_\_ of you will describe the criminal?
3. \_\_\_\_\_ of these girls is the youngest?
4. \_\_\_\_\_ is your hat?
5. \_\_\_\_\_ is your telephone number?
6. \_\_\_\_\_ are you speaking about?
7. \_\_\_\_\_ are you expecting?
8. \_\_\_\_\_ understands this rule?
9. \_\_\_\_\_ day did he go?
10. \_\_\_\_\_ of you I am to thank for this?

### 2. Замість пропусків вставте *some (something, somebody) / any (anything, anybody) / no (nothing, nobody)*

1. The witness has \_\_\_\_\_ to tell the lawyer.
2. He never put \_\_\_\_\_ sugar in his tea.
3. Remember, don't tell \_\_\_\_\_ about him. It's a secret.
4. Do they live \_\_\_\_\_ near Flat street?
5. Don't you have \_\_\_\_\_ to do?
6. I'm thirsty. Can I have \_\_\_\_\_ cold water?
7. Let me know if you have \_\_\_\_\_ trouble?
8. I opened the door but I could see \_\_\_\_\_.
9. Susan seldom says \_\_\_\_\_.
10. \_\_\_\_\_ can speak all the languages in the world.
11. Did you buy \_\_\_\_\_ stamps?
12. He gave me \_\_\_\_\_ addresses.
13. Here are \_\_\_\_\_ letters for you.

## 2. VERB TENSES

**1. The Present Indefinite Tense (S+V s/o+...):** Запишіть речення у питальній та заперечній формах (Do/Does +S+Vo....?)

1. Chemistry deals with changes in the composition of matter.

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2. It is no easy matter to describe this phenomenon in detail.

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3. Results of great significance are very rare.

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4. The discussion concerns problems of common interest for most scientists.

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5. At present a new system is under investigation.

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**2. The Present Continuous Tense (S+am/is/are +Ving...):** Запишіть речення у питальній та заперечній формах

1. I am doing my research at this moment.

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2. The teacher is explaining a new grammar rule now.

---

3. They are staying at the hotel.

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4. We are planning to report the results of our experiment next week.

---

5. I am working hard at my research.

---

**3. Запишіть дієслова у дві колонки: до першої ті, що можуть вживатися у тривалому часі, до другої – ті, що не вживаються у тривалому часі**

To swim, to go, to begin, to perform, to plant, to hire, to love, to hate, to understand, to argue, to listen to, to hear, to remember, to see, to look, to apply, to trust, to belong, to have (мати), to believe, to watch, to hire, to weed, to harvest, to plough, to examine, to mug, to doubt, to forget, to forgive, to agree, to possess, to prefer, to mean, to refuse, to wish, to know, to care, to want, to suppose, to desire, to supervise, to protect, to report.

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**4. Translate sentences with Present Continuous and V-ing in writing**

1. Biologists are looking at ways of changing the genetic composition of the plants we grow; of making them more able to fight diseases and at the same time produce more food.

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2. Pointing out their mistakes to some people is often quite difficult.

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3. By realizing the threat to our environment, we have made the first step to its preservation.

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4. The success of any research depends largely on precisely defining its objective.

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5. What is worth doing is worth doing well.

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6. The scientist is often interested in a problem, disregarding possible consequences of its solution.

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**5. Поставте дієслова у дужках у Present Simple або Present Progressive (Continuous)**

1. What \_\_\_\_\_ you (to do) here? – I \_\_\_\_\_ (to wait) for my scientific supervisor.
2. Listen! Someone \_\_\_\_\_ (to knock) the door.
3. The teacher (to tell) \_\_\_\_\_ Jim to sit down.
4. If you \_\_\_\_\_ (to have) some results in your experiment, show them.
5. They (to sign) \_\_\_\_\_ the contract now.
6. My brother (to smoke) \_\_\_\_\_ a great deal.
7. \_\_\_\_\_ you (to hear) anything? – I (to listen) \_\_\_\_\_ hard, but I (not to hear) \_\_\_\_\_ anything.
8. We (to look) \_\_\_\_\_ someone who (to want) \_\_\_\_\_ to make money.
9. If you (not to listen) \_\_\_\_\_ to the radio, please (to switch) \_\_\_\_\_ it off.
10. Where is Peter? – He (to have) his English lesson. I think he always (to have) \_\_\_\_\_ it at this hour.

## 6. The Past Indefinite Tense: (S+Ved/2.....); Did+S+V/o....?

Fill in the table with the verbs in the Past Indefinite Tense

Go		Meet	
Play		Fall	
Come		Build	
Examine		Be	
Order		Pay	
Attend		Publish	
Write		Understand	
Drink		Have	
Read		Make	
Buy		Speak	

## 7. Запишіть речення у запитальній та заперечній формах

1. The institute installed modernized equipment last week.

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2. Prof. Brown proposed a new working hypothesis yesterday.

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3. For some time scientists remained interest in the problem.

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4. Last month our laboratory developed a new technique required for thermodynamic studies of two-phase system.

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5. The investigations resulted in some concrete steps.

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6. The technique allowed us to obtain results predicted by theory.

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7. He stated his case so well that the committee supported the projected.

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8. The hypothesis gradually developed in the scientist's mind.

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**8. The Past Continuous Tense: (S+was/wereVing....). Запишіть речення у запитальній та заперечній формах:**

1. A group of scientists were working together to make an invention.

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2. I was making a report when you entered the room.

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3. It was raining hard all day yesterday.

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4. They were learning the new words yesterday from three to seven.

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5. We were walking in the park at 6 o'clock.

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**9. Підберіть з правої колонки закінчення речень (ліва колонка), з'єднайте їх за допомогою *when*:**

1. Jane was walking home	A) he fell off the ladder
2. John was painting a picture	B) she cut her finger
3. Mr Drill was driving to the airport	C) their ball broke a window
4. She was chopping potatoes	D) the teacher entered the room
5. Dan was climbing a tree	E) a branch broke
6. We were having a picnic	F) he spilled the paint
7. The children were playing football	G) the wind blew off her hat
8. Jill was sleeping	H) his car broke down
9. He was painting the bedroom	I) the telephone rang
10. The students were talking	J) it started raining

**10. The Future Indefinite Tense: (S+will Vo....) Запишіть речення у запитальній та заперечній формах:**

1. I will present new experimental observations soon.

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2. They will meet the dean tomorrow.

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3. She will pay for this work.

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4. He will report at the conference next week.

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5. We will be glad to see you again.

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**11. The Future Continuous Tense: (S+will be Ving...).** Запишіть речення у запитальній та заперечній формах:

1. I will be waiting for you at five.

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2. They will be discussing his report at this time tomorrow.

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3. We'll be packing our luggage in the evening.

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**12. The Present Perfect Tense: (S+have/has Ved/3...).** Запишіть речення у запитальній та заперечній формах:

1. They have never been to the USA.

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2. He has already had some publications.

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3. This scientist has worked at this problem for 5 years.

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4. We have already been to the Museum of Fine Arts.

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5. I have already met with my scientific supervisor.

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6. They have already considered the project.

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**13. Замість пропусків вставте прислівники *still, already, yet*:**

1. The fact hasn't been proved \_\_\_\_\_.
2. He's \_\_\_\_\_ come back from jogging, and he's a bit tired.
3. Will you \_\_\_\_\_ love me when I am old and grey?
4. They are \_\_\_\_\_ here. They haven't gone \_\_\_\_\_.
5. I've \_\_\_\_\_ combed my hair. I'm dressing now.
6. He's \_\_\_\_\_ set the table.
7. My brother hasn't left university \_\_\_\_\_. He's \_\_\_\_\_ studying there.
8. Have they woken up \_\_\_\_\_? – No, they are \_\_\_\_\_ asleep.
9. He's \_\_\_\_\_ setting the table.
10. We haven't seen your best friend \_\_\_\_\_.

**14. Замість пропусків поставте дієслова у формі Past Indefinite or Present Perfect:**

1. On Wednesday morning I (to go) \_\_\_\_\_ to Hall's Department Store to do some shopping.

2. He isn't here, he \_\_\_\_\_ just (to go) \_\_\_\_\_ out.
3. \_\_\_\_\_ you ( to read) \_\_\_\_\_ the book yet? – No, I \_\_\_\_\_ only (to begin) \_\_\_\_\_ it.
4. I (not to see) \_\_\_\_\_ Ann at the lecture.
5. Last week George (to go) \_\_\_\_\_ to the cinema, but he (not to enjoy) \_\_\_\_\_ it much.
6. What \_\_\_\_\_ you (to think) \_\_\_\_\_ about the film you (to see) \_\_\_\_\_ yesterday.
7. I (to have) \_\_\_\_\_ no news since he (to leave) \_\_\_\_\_ the school.
8. As I was waiting for the lift to go up, I (to see) \_\_\_\_\_ a silk scarf that I (to like) \_\_\_\_\_ very much.
9. Yesterday when I (to be) \_\_\_\_\_ on duty on the second floor I (to observe) \_\_\_\_\_ Lady Watt trying on a scarf.
10. I cannot give you a definite answer as I (not to discuss) \_\_\_\_\_ the matter with my lawyer yet.



### 3. MODAL VERBS

#### **Can – could – to be able to do smth.**

Can/could – наявність сприятливих обставин

Be to – запрограмованість

I(He, She, We, They, You) can (could) **do** smth.

**E.g.** I can speak English. Can you speak English? He cannot (can't) speak French.

Could you help me? He will be able to consult you later.

#### **Must – must – to have to do smth.**

Must – відсутність альтернативи

Have to – наявність обставин

**E.g.** All students must attend lectures. Must we translate it just now? – No, you need not.

#### **May – might – to be allowed to do smth.**

May/might – наявність альтернативи

**E.g.** May I come in? – Yes, you may. The students were allowed to be free. You may be free. He may be late.

#### **Shall – should**

Shall – залежність від сторонній думки

Should – наявність у автора особистого відношення

**Ought to** – наявність відповідних вагомих доведень

**E.g.** Shall I continue the work?. If you have a high temperature you should stay in bed for some days.

**Task 1. Translate into Ukrainian. Pay attention to Modal verbs and derivatives and underline them**

1. To be a successful scientist one must, at very least, be able to ask questions.	
2. A good experimenter has to be a jack of all trades.	
3. To be a great scientist one need not solve a great mane problems.	
4. The traditional question behind the research has been: How is this to be explained?	
5. There can be more than one answer to most questions.	
6. A scientists may freely choose his line of research.	
7. You must not criticize your ideas while inventing them.	
8. Friends may meet, but mountains never.	
9. A fool may ask more questions than a wise man can answer.	

10. He who would search for pearls must dive below.	
11. What's done cannot be undone.	
12. Who seeks blows shall perish by bowls.	
13. If we can't as we would we must do as we can.	
14. People who live in glass houses should not throw stones.	
15. You may lead a horse to water but you can't make it drink.	
16. Bad seed must produce bad corn.	
17. We must dismiss this unattractive possibility.	
18. Undoubtedly we will have to discover some unsuspected way of traveling to distant stars.	
19. They may use a technique unlike our own.	

<p>20. To eliminate systematic error one has to take into account all these factors.</p>	
<p>21. We have to remember not only about possible immediate results but also about the ultimate consequences as well.</p>	
<p>22. In any field, in order to succeed in one's career one should treat one's job as if it were of primary significance for mankind.</p>	
<p>23. If by any chance you should be interested, I would be glad to send you a copy of my book.</p>	
<p>24. Electric irons could be dangerous: they might give you a severe shock.</p>	

#### 4. *PASSIVE VOICE: TO BE + Ved/3*

### 1. Translate sentences in writing. Pay attention to the tense of the passive form.

1. More evidence was obtained to support the idea.

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2. Many possibilities for practical applications were analyzed.

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3. The experimental results were not generally accepted, and the idea was discarded.

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4. Recently the model has been modified and is now being used in many practical situations.

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5. Some people are easily influenced by other people's opinions.

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6. The seminar was attended by all the participants.

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7. His lectures are always followed by heated discussions.

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7. At the university students are offered a curriculum of study which is followed by a test and award of a degree.

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8. In several areas of research the efforts of scientists are joined by those of philosophers and sociologists.

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9. The members of the laboratory were consulted prior to this successful operation.

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10. The data cannot be accounted for by the existing theory.

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11. Rapid development of chemical technology has been called for by the needs of the national economy.

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12. The best treatment of syndrome is generally agreed upon.

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13. During examination the students are not allowed to consult grammar books.

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14. We have been given all necessary information.

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15. If the mixture is allowed to stay overnight, it gradually decomposes.

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16. At present chemical methods of purifying water are extensively made use of.

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17. Recently much attention has been given to the study of this phenomenon.

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18. There is no doubt that in the course of further scientific development extensive use will be made of modern computing machines and electronic devices.

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19. Unfortunately no advantage was taken fast reaction rate.

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20. The hypothesis which is proposed agreed with the experimental observation.

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21. The results are analyzed and the analysis is followed by a comparison of the data obtained with those available in literature.

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22. The biggest problem in the world could have been solved when it was small.

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23. He was given an opportunity to continue his research.

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24. The idea was put forward a few years ago.

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25. It is no clear now how a solution to the problem can be worked out.

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26. All mistakes on your calculations will be immediately pointing out.

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**2. Learn to ask questions with modal verbs making use of the word groups given below. Ask another student.**

- 1) for permission to do smth., beginning your question with “May I.....?”
- 2) for advice, “Should I .....?”
- 3) if he(he) is able to do smth. “Can I... ?”
- 4) about his (her) willingness to do smth. “Will you.....?” or “Would you....?”
- 5) for his(her) consent to your action, “Shall I...?”

*1. join the work; 2. keep in touch with their laboratory; 3. borrow this instruments; 4. leave it out of the scope of research; 5. take it for granted; 6. carry on the research; 7. test it by experiment; 8. take this factor into consideration; 9. argue about it; 10. object to this line of research; 11. represent the laboratory at the conference; 12. account for the disagreement; 13. extend the range of observation; 14. dismiss the possibilities.*

***PARTICIPLE I: (VING)***

**1. Translate sentences in writing. Pay attention to the Participle I.**

1. The scientist is often interested in a problem, disregarding possible consequences of its solution.

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3. The success of any research depends largely on precisely defining its objective.

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4. By realizing the threat to our environment, we have made the first step to its preservation.

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5. Some people have been so scared reading about harmful effects of smoking that they gave up reading.

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6. Soon Pierre Curie joined Marie Curie in her research for the “mysterious” substance, giving up his own research.

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7. If you never thought of asking a question, you are not interested in having the answer.

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8. By having defined one's research objective one has already made the first, and the most important step forwards the final success.

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9. Modern chemistry is primarily concerned with building structural bonds between the elements of matter.

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10. Many useless experiments were prevented from being made by an adequate theory.

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11. Some people say that theory is a device for saving time.

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12. Recognizing a problem is the first step to its solution.

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*PARTICIPLE II: Ved/3*

**1. Translate the sentences. Pay attention to the translating the Participle II.**

1. The hypothesis proposed agreed with the experimental observation.

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2. The equipment installed modernized our laboratory too.

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3. The conference attended by scientists from different countries discussed new trends and methods in this field of research.

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4. The method applied increased the accuracy of the results.

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5. The discovery followed by further experimental work stimulated research in this area.

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## 5. INDIRECT SPEECH

### 1. Study these rules:

Indirect speech is also known as reported speech. It is the re-telling, or reporting, of what someone said.

No quotation marks are used with indirect speech as it does not necessarily report the exact same words that were spoken.

*Anne said that she liked dogs.*

She said that she would like to get one but her landlord doesn't allow pets. The word '*that*' should appear immediately before the reported words, however it is often omitted nowadays and both alternatives are accepted as correct:

*Anne said that she liked dogs.*

*Anne said she liked dogs.*

### Typical changes to demonstratives, adverbs and adverbial expressions

Here – there  
previous day)

Yesterday – the day before (on the

This – that

Ago – before

These – those

A year ago – a year before

Now – then (at that time)

Last night – the night before

Today – that day

Tomorrow – the following day

Direct speech	Indirect speech
1. She said, "We have been <b>here</b> for a week"	1. She said they had been <b>there</b> for a week.
2. She said, "I met them <b>yesterday</b> "	2. She said she had met them <b>the day before</b> .
3. She said, "We can't settle anything <b>now</b> "	3. She said they could not settle anything <b>at that moment</b> .

**2. Study changing of the tenses and make up your own sentences (the first is done for you):**

<b>Direct Speech</b>	<b>Indirect Speech</b>
<u>The Present Indefinite</u> She said, "We often write letters".	<u>The Past Indefinite</u> She said they often wrote letters.
<u>The Present Continuous</u>	<u>The Past continuous</u>
<u>The Present Perfect</u>	<u>The Past Perfect</u>
<u>The Present Perfect Continuous</u>	<u>The Past Perfect Continuous</u>
<u>The Past Indefinite</u>	<u>The Past Perfect</u>
<u>The Past Continuous</u>	<u>Unchanged (or the past perfect cont.)</u>
<u>The Past Perfect</u>	<u>Unchanged</u>
<u>The Past perfect Continuous</u>	<u>Unchanged</u>
<u>The Future Indefinite</u>	<u>The Future Indefinite in the Past</u>

<u>The Future Continuous</u>	<u>The Future Continuous in the Past</u>
<u>The Future Perfect</u>	<u>The Future Perfect in the Past</u>
<u>The Future Perfect Continuous</u>	<u>The Perfect Continuous in the Past</u>

### 3. Study indirect questions and translate them into Ukrainian:

<b>Direct speech</b>	<b>Indirect speech</b>
1. I said to her, "Have you lived here long?"	1. I asked her <b>if</b> she had lived there long.
2. She said to her, "Do you know him?"	2. I asked her <b>if</b> she knew him.
3. I said to her, " <b>Where</b> do you live?"	3. I asked her <b>where</b> she lived.

## *THE SEQUENCE OF TENSES*

### 1. Read, translate into Ukrainian and pay attention to the tenses:

1. I <u>thought</u> you <u>had</u> better sense.	
2. I always <u>thought</u> it <u>would</u> come to this.	
3. I <u>thought</u> you <u>had</u> more courage than this.	
4. He looked at Tom and <u>saw</u> that he <u>was</u> <u>preparing</u> a big fight.	
5. He <u>knew</u> that she <u>had not had</u> time to read the letter.	
6. He <u>realized</u> that the old life he <u>had</u> <u>lived</u> in that city since boyhood was ended.	
7. He <u>knew</u> they <u>would</u> <u>read</u> the book the following year.	
8. He <u>knew</u> they <u>would</u> never <u>return</u> .	
9. I knew she played the piano every day.	
10. He knew what kind of place I meant.	



## 6. SPECIAL TEXTS

**Task 1. While reading the text below check up your grammar. Find sentences with Present Continuous, modal verbs.**

**Teacher:** Today we are going to learn what germs actually are. So, let's begin by clearing up one mistaken belief many people have. Germs are not all bad. No, indeed, germs are basically microbes and they can live in many places, such as in or on humans, animals or plants. Some germs actually help the human body. For instance, they help us digest our food, Of course, there some bad ones which can make us ill too, giving us sore throats, for example.

Anyway, to be more specific, there are actually four basic types of germ – bacteria, viruses, protozoa and fungi. Starting with bacteria, they are single-celled animals and are found everywhere. Be it in the air, the water, the earth or even in us, this is where they find food. As you know, we can't see them without a microscope and that's because they are so small that there can be literally billions in, for example, a few drops of water.

You may ask what they look like and the answer is that it depends. They can be round, be like balls, but others are completely different; perhaps long and thin. Alternatively, some have hairs over their bodies which help with their movement.

**Task 2. Fill in the correct word or phrase to make true statements.**

1. The teacher believes people \_\_\_\_\_ think all germs are bad.
2. Germs don't live on \_\_\_\_\_.
3. \_\_\_\_\_ germs are responsible for illnesses.
4. There four basic types of \_\_\_\_\_.
5. Germs are \_\_\_\_\_ shapes.
6. Bacteria are \_\_\_\_\_ animals.
7. We can't see germs without \_\_\_\_\_.
8. Some germs help us \_\_\_\_\_ our food.

9. Bacteria can be found \_\_\_\_\_.
10. Germs are basically \_\_\_\_\_.

### **Postgraduate research**

Postgraduate research (commonly referred to as graduate research in the United States) represents a formal area of study which is recognized by a university or institute of higher learning. By definition, the notion of “postgraduate” carries the implication that the candidate undertaking such research has already completed a formal Bachelor’s Degree or Diploma at an accredited university or tertiary institution. The resulting qualifications arising from postgraduate research vary from traditional PhDs (Doctorates) and Master’s degrees through to “professional” doctorates or “higher” doctorates. The structure of postgraduate research programs can vary significantly from one country to another. In the United States, in order to enter into a PhD program, students generally need to have some form of prerequisite study, over and above their basic graduate qualification – this may be in the form of a Master’s coursework program, which acts as a qualifier for entry. In other countries, entry to Doctoral or Master’s research programs is solely based upon the academic track record of the candidates in their undergraduate degrees.

Many students confuse the notion of postgraduate research with “invention” and “discovery”. Postgraduate research ultimately represents an apprenticeship in the field of research. In his text book, "Key Factors in Postgraduate Research - A Guide for Students" Toncich explains that the objective of postgraduate research is not necessarily to make a breakthrough invention or, indeed, a major scientific discovery. It is, rather, a mechanism by which graduate students learn how to undertake a systematic investigation, founded upon the work built by peers in the field, and then to extend the current state of knowledge. In the context of assessing a postgraduate research program, it is generally the systematic process of research and investigation that is given more attention than the level to which knowledge is extended. The title "doctor" emanates from the Latin word "docera" - to teach. Hence there is an

expectation that the recipient of a doctorate would go on to become some form of "teacher" in the broad sense of the word.

In the 19th century, postgraduate research was a rarity, with countries such as the United States only having a small number of candidates across their university spectrum. However, by the start of the 21st century, postgraduate research, and postgraduate qualifications, had become commonplace. In any one year, at a global level, there are hundreds of thousands of candidates undertaking postgraduate research programs. For this reason the nature of postgraduate research has also changed. At Doctoral level, there is some recognition that it is no longer reasonable to expect major research breakthroughs as part of a postgraduate research program. To this end, Doctoral research more commonly now represents an extension of knowledge, rather than some form of breakthrough. There is also some recognition that modern postgraduate research programs now have to be conducted in the light of massive amounts of previously published work, and hence the literature review process has become significantly more complex.

Postgraduate research programs generally result in a thesis/dissertation, which is assessed by independent experts in the field. The specific nature of the thesis varies from one discipline to another and from one country to another. In addition, some universities insist that students also undertake a "viva-voce" oral examination in which they can defend their research and processes before an expert panel.

The nomenclature associated with titles arising from postgraduate research vary from one institution to another and one country to another. Generally, the higher the level of the research degree the less association it has with a specific discipline. For example, at Bachelor's level, it would be common to receive a BSc(Chemistry). At Master's level, the corresponding degree would be a MSc (without the specific subdiscipline). At Doctoral level, the degree would be simply PhD with no discipline stated. This is intended to show that the recipient of the award has mastered techniques which are more generic than those which are encapsulated in a specific discipline or subdiscipline. There are

some exceptions to this. In a professional Doctorate, where the objective is to demonstrate an in-depth research knowledge of a particular area, the discipline is usually included (e.g., Doctor of Business).

In some universities, it is also possible for candidates to achieve what is referred to as a "higher doctorate". This is generally an award bestowed upon people who have made a substantial contribution to their discipline through their research. Higher doctorates would normally be awarded after a significant research career and therefore those who receive such awards generally already have a basic PhD to begin with. Like professional doctorates, higher doctorates generally carry the title of the discipline to which the research contributions have been made - for example, Doctor of Engineering.

### **Resume. CV. Applying for a job. Cover letters.**

#### **RESUME**

Name	<b>Henry George Whitfield</b>
Address	22 Collier Lane Horsham Leeds LS3 6PT
Telephone	01532 27963
Date of birth	18 February 1974

#### **Education**

1983-92	Southfield High School. Leeds
1993-6	Nottingham University EA (Hons) English and Sociology
Languages	Fluent French
Computing skills	Microsoft Word

#### **Work experience**

April 1996 to present time	Working with disabled children in Botton Village, a community care centre near York
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1994-1995	Secretary of the university climbing club, led a team to the Pyrenees.
July 1992- May 1993	Lived in Paris Worked as a porter in a children's hospital. Acquired excellent French language skills.
October 1990-June 1992	Worked at weekends as an assistant in a chemist's shop.

**Interests** Travel, cinema, working with children, climbing.

**Referees**

Give the name, address a  
job title

## Letter of Application

**Task 1. Read the general information about letter of application and check whether it reflects what you have written.**

When one applies for a position in a company, the letter of application cannot and should not contain all the information a prospective employer wants to know about you. The CV Curriculum Vitae (to be discussed later) will accompany your letter of application, and this is where most of the details about you will appear. The letter of application should serve as a supplement to your CV.

You may begin your letter of application by stating exactly what work you are looking for. You should be very specific about this. If you know about a job opening within the company, refer directly to that position; if some person from that company told you of the job opening, you may begin the first paragraph by mentioning this person by name. At any rate, you should begin your letter by mentioning the job you are seeking and the source of information about the job.

The second paragraph is important because this is where you should try to distinguish your application from all others. You may elaborate on your job experiences or training which are not mentioned in the CV but which may particularly qualify you for the job. You should be careful not to make this paragraph too long. Like all business documents, the letter of application must be concise and to the point. To help you write the second paragraph, find out all you can about the company and the job opening before writing the letter. If you can make specific reference to the company's needs and how you may be of service to them, your chances of getting a job interview will be much better.

Close the letter with a request for an interview. Be careful to clearly state your desire for an interview and your willingness to accommodate their schedule in arranging it.

The overall tone of the letter should be pleasant and honest. Try not to over-impress the employer with your talents and knowledge. If you do have unusual knowledge or ability, your CV and references will make this clear; you should not push this in the letter. A pleasant and sincere attitude will reap the best results.

**Task 2. Skim through the sample letter of application and answer the questions below.**

January 3, 200\_  
2657 E. Palm St. Davis, CA 64793  
Ms. Amanda B. Williams  
Personnel Department  
Apple Oil Company  
Washington, DC 11303

Dear Ms. Williams

I have spoken with your representative in Davis, Mr. Gerald Johnson, and he told me that your company needs someone having a BTEC Diploma in

Business and Finance. I should like to submit my application for the position as I believe it offers the career challenge which I am seeking.

As my enclosed CV indicates, I have eight years experience in finance in the oil industry while working for the Apple Oil Company. My responsibilities have included financial investigations, Eurodollar financing, project evaluations.

Please refer to the enclosed CV for details on both my education and work experience. There you will also find the names of persons willing and able to comment on my ability and character.

Because of the extreme distance between Davis and Washington, I will be glad to interview with your Davis representative or with you by telephone. I can arrange either at your company's convenience.

Respectfully,  
John M. Anand

Enclosure: Curriculum Vitae.

### **Task 3. Match two tables and make translation**

1. What are your strengths?
2. How old are you?
3. What are your qualifications?
4. Could you tell me what the working hours will be?
5. Have you brought your CV with you?
6. Could you tell me what salary I might expect?
7. What sort of diploma is that ?

a) working hours are from 10 am to 7 pm
b) Yes, you may take me CV
c) the starting salary is \$ 500 a month before tax

d) I am good at working with people
e) I am 23 years old
f) I did a Diploma at Bila Tserkva National Agrarian University
g) I have a Diploma in Biotechnology

1-            2-            3-            4-            5-            6-            7-

**Task 4. Rewrite into indirect speech**

“Are you interested in the job?” – the employer asked me	The employer asked me
“Do you like office life?”	
“ Can you work under pressure?”	
“What will you do in the crisis?”	
“Why do you want the job?”	

**Task 5. Read the Top Tips for Job Interviews and complete the sentences using the words below**

*experience   long-term goals   job   promotion prospects   wear smile   qualifications   references   strengths   weaknesses   sleep sit down*

1. Make a list of your \_\_\_\_\_ - it’s important to talk about what you are good at.
2. Make a list of your \_\_\_\_\_ - interviewers sometimes ask what you are not good at.



3. Prepare to talk about your past \_\_\_\_\_ - you can talk about things you have done which relate to this job.
4. Make sure you know what relevant \_\_\_\_\_ you have – certificates, diplomas and degrees are important.
5. Think of two past employers to write you good \_\_\_\_\_ - the interviewers will need to know about what past employers thought of your work.
6. Show that you are interested in \_\_\_\_\_ - it's impressive to show interest in getting better jobs in the company in the future.
7. Be clear about your \_\_\_\_\_ - interviewers sometimes ask what your five-year plan is.
8. To make a good impression get enough \_\_\_\_\_ the night before.
9. Make sure you \_\_\_\_\_ right clothes for the job.
10. When you meet the interviewer \_\_\_\_\_ pleasantly, shake hand but don't \_\_\_\_\_ until invited to.
11. When the interview is over never ask if you have got the \_\_\_\_\_.

**Task 6. Study the following samples of cover letters.**

1) Date

Maxwell Jones

Ganco Engineering

4567 Main Street

Yokomo, IL 99999

Dear Mr. Jones:

Recently, I completed a cooperative experience with an engineering firm in Northern California where I was given the responsibility of managing a small project. I am looking for the opportunity to perform in this capacity for Ganco

Engineering. I believe my background and experience will help me be an asset to your company in a very short time.

I have conducted survey and mapping assignments, participated in soil mechanics and foundation formation, and performed preliminary structural analysis and design for a grocery store. I was given the responsibility of producing a general lay-out for a new transportation system. I first surveyed the area, produced a traffic analysis and survey, researched city rules and regulations for compliance, and wrote a twenty-five page report depicting the feasibility of building a new freeway off-ramp. My mathematical skills are excellent and I am very conscientious about meeting deadlines and completing tasks unsupervised. If given the opportunity to accomplish an assignment, I can develop a plan that will meet the needs of the project.

I am very interested in becoming a part of this project after reading your company brochure and an article in the Civil Engineering Journal about your company's involvement in building a new mall in the area. I can be reached at the address and phone number below. I'll be calling your office within ten days to inquire on the status of my application. I look forward to hearing from you.

Sincerely,

Marilyn Appleton  
12300 Hilltop Drive  
Mantana, CA 99444  
(919) 345-5566

2)February 19, 2006

Rick Reviewer  
Manager, Recruiting and Training  
A&D California Winery

2222 Vintner Road  
Modesto, CA 94544

Dear Mr. Reviewer:

I am graduating in May 2006 with a Bachelor of Arts in Communication Studies with an option in Organizational Communication from California State University, Chico. I am interested in a sales position with your company because A&D California Winery has established a worldwide reputation in the wine industry and remains family-owned.

Growing up in an agricultural community has taught me the different challenges a person faces when working in the industry. In addition, as a senior at Chico State, I learned to deal with a variety of management and sales challenges through courses in human resource management, speech communication, interpersonal communication, and negotiation. Along with my education, my experience as a sales coordinator for ABC Farms has confirmed my interest and success in a sales career.

I understand A&D is dedicated to turning challenges into opportunities and change into growth. This growth has resulted in a reputation for high quality and strong customer relationships. This is the type of organization where I am confident my skills and knowledge would be best suited. Some of my skills and knowledge include:

Proven sales experience

Ability to work effectively as part of a team

Experience in the agricultural industry

Interpersonal communication skills

Strong public speaking skills

Although my resume provides a summary of my background and experiences, I would like to meet with you in person to discuss any available

opportunities with A&D California Winery. I can be reached at (530) 345-1212 or ssellers@roanoke.net. Thank you for your time and consideration.

Sincerely,  
Samantha Sellers

3) March 22, 2006

Aaron Smith  
County of Yolo  
Human Resources  
625 Court St., Room 101  
Woodland, CA 95695

Dear Mr. Smith:

In response to your county's advertisement regarding the social work practitioner position, I am enclosing a resume for your review. In May of this year I will have completed my Masters degree in Social Work (MSW). Upon graduation, I would enjoy returning to Yolo County to work with your team. I spent many of my childhood years in Woodland and I feel connected to the area and the population.

I have extensive knowledge of human development and I have experience working with children and families. I have worked collaboratively with primary caregivers, school professionals, health care professionals, and other counselors to create service plans, increase family communication, and promote safety for children.

My current internship is with Butte County Behavioral Health (Chico Community Counseling Center). This county position has provided a clinical setting to perform individual, family, and group counseling. I am confident my knowledge of family systems, the DSM-IV mental health diagnoses, and my

understanding of state and local laws and regulations would make me an excellent addition to your team.

Thank you for your time and consideration.

Sincerely,

Katie Kounsel

Enclosure: resume

4)Date

Mary Rider

Gottschalks

1122 Chalk Blvd.

Los Angeles, CA

Dear Ms. Rider:

The World Review Newspaper is currently running your ad for a Junior Accountant to service a small accounting department within Gottschalks. You will find my background and experience directly applicable to your accounting needs and I have enclosed my resume for your review.

Over the years, I have developed and completed three (3) internships in accounting departments in Northern and Southern California. In the last internship, I developed an efficient accounting information system for a small manufacturer. In order to develop this system, I performed a cost analysis and constructed a budget using an IBM Mainframe and Macintosh Personal Computer. In my first internship, I performed all aspects of a major audit under extremely short deadlines. Basic accounting principles come easy to me and I am extremely accurate in all my transactions.

Please contact me at the address and phone number below. I look forward to hearing from you. I am geographically mobile and am willing to begin employment immediately.

Thank you for your consideration.

Sincerely,

Randy Ohlway  
1123 Adway Ave.  
Chico, CA 95926  
(530) 555-1212

5)Date

Jay Jones  
Area Manager  
Heublein, Inc.  
816 Atlantic Avenue, Suite 10  
Alameda, CA. 94501

Dear Mr. Jones:

I have been encouraged by Jack Quick, Placement Officer at California State University, Chico, to contact you concerning your opening for a Sales Representative. After reviewing your company brochure, I am confident that I can be an asset to your company and would appreciate your reviewing the enclosed resume that depicts my sales characteristics and skills.

Accepting challenges is the foundation of my life experiences and something I do with confidence. You will find me a totally committed individual with pride in being direct, spontaneous and communicative. I can maintain records, perform numerical calculations with accuracy and I need little

direction to complete assigned tasks. These are the qualities that make an excellent Sales Representative.

From past experiences and education, I have acquired persuasive techniques that are needed to influence students, parents and customers in making choices. My leadership skills are developed and have allowed me to spontaneously interact with ethnic diverse populations and all age groups. I am a motivator and organizer and these skills have enabled me to effectively defuse problem situations with customers using tact, thus creating a long-term client base. Teamwork is another skill I have acquired and one I know is necessary for organizational cohesiveness. Over the years, I have had to establish daily operational bases for projects/programs and provide the direction to insure the progress and deadline were met.

I will appreciate the opportunity to meet and further discuss my qualifications and your sales position. I will be contacting your office to follow up on this letter around the first week in August. Looking forward to hearing from you. Thank you in advance for your consideration.

Sincerely,

Martina Morelli

3433 Michelin Road

Chico, CA 95928

(916) 324-2020

6) Date

Mr. Rolland Johnson

General Manager

KXYZ-FM

201 Monroe Drive

Arlington, TX 76028

Dear Mr. Johnson:

Are there any openings at KXYZ for an enthusiastic, young, announcer/programmer? Jane Majors, Director of Programming, recently discussed with me several experimental formats being planned at KXYZ, particularly in the areas of singularly directed programming. This scheduling concept is an exciting development with dramatic potential.

This programming format requires that individuals possess a strong radio and television background. As a graduating senior in the Telecommunications Department, my experience includes both radio and television production and on-air programming. I have experience as an announcer, programmer, disc jockey, sportscaster, news reporter and news writer at KITU-FM and KTIS-AM. In addition, I hold an FCC third-class license with broadcast endorsement. My sense of responsibility and conscientiousness are indicated by my honors.

My enclosed resume reflects my experiences and accomplishments. I am enthusiastic about your single-focus programming concept. The opportunity to help implement this innovative idea would be an exciting challenge for me. I will contact you during the week of October 12-16 to arrange a mutually convenient time for us to meet and discuss employment possibilities. Thank you for your consideration.

Sincerely,

Frank Manners  
6460 Straid St.  
Orland, CA 95963  
(916)324-4561

7)Date  
Stockton City Chamber of Commerce  
Ruth Manning, Director  
1122 Rodney Avenue



Stockton, CA 95443

Dear Ms. Manning:

I am in the process of canvassing the community for a position that will allow me to provide customer service and develop informational materials for the general public. If your agency is currently looking for an individual well versed in public contact who has a solid track record for compiling promotional information, please review the enclosed resume.

Over the past 5 years, I have been giving public speeches, designing flyers and brochures for agencies, and interacting with the general public. My skills in customer service are excellent and I can handle customer problems in a tactful manner. You'll find my communication skills well above average and I have had the opportunity to interact with very diverse populations and individuals of all ages. I can interview with business clients to gather facts and put these facts into written materials; interpret rules, regulations and policies; plus function positively as part of a team. You can trust me to work unsupervised, meet deadlines, and develop creative ideas that will make a difference in services rendered to the general public.

Working with the general public is my goal and your organization will provide me with just the opportunity. I would like to request a personal interview to further discuss my qualifications and your organization and the services it provides. I can be reached at the address and phone below.

Sincerely,

Lana Sullivan

12445 Mountain Ridge Drive

Mountain Ridge, CA 95446

(916) 545-3998

## APPENDIX

### APPENDIX A

#### SAMPLES OF SUMMARIES

**Kholod B.I.** *Eurointegration and education: The ways of reforming the teaching/learning process organization in tertiary educational institutions of Ukraine according to the common European standards as to education quality (the theoretical and methodological approach).*

The article discusses and analyzes nine principal directions in reforming the teaching/learning process organization in tertiary educational institutions of Ukraine in connection with the transition to common European standards as to education quality: 1) democratization of the teaching/learning process; 2) learners' autonomy in education; 3) changing the teacher's role into that of a «facilitator»; 4) individualization of the teaching/learning process; 5) introduction of cooperative learning; 6) introduction of the task-based approach to teaching and learning; 7) intensification of the teaching/learning process and activation of students in that process; 8) informatization of the teaching/learning process; 9) improvement of testing systems.

**Momot V.E.** *Theoretical analysis of modern concepts of the world economy globalization.*

The in-depth theoretical analysis of the modern trends in globalization concepts transformations was carried out with regard to the imbalance between technical, social and liberal arts. A general classification of globalization concepts development is proposed based upon historicism principle. Existing globalization concepts were examined with the aim of choosing the most appropriate ones for the diminishing the gap between real complexity of world economic processes and contemporary representation of them.

**Tarasevich V.M., Lebedeva V.K.** *Civilizational imperatives of the economic integration.*

The hypothesis on the middle civilizational way of Ukraine is formulated. The necessity to elaborate the Ukrainian Project of New Large Europe is grounded, and certain political and economic measures for efficient European and Eurasian integration of Ukraine are proposed.

**Zadoya A.O. *Depressive economic systems: problems of the market transformation.***

The common features of depressive economic systems are considered. Features of functioning of depressive economic systems are determined from the point of view of activity of economic subjects, issues of balance maintenance, and also of functioning of basic economic institutes: properties, authorities, management and work

**Woźniak M.G. *Spreading the rules of global capitalism versus socio-economic change: recommendations for Ukraine.***

The current concepts of socio-economic development are based on the paradigms of neoclassical economics. As a result, the ideology of development through the globalization of Anglo-Saxon liberalism spreads. The praxis, however, does not provide any evidence for convergence of economic growth and development, which result from the rules of global capitalism. Consequently, it is a question to ask whether under conditions of on-going globalization of the Anglo-Saxon liberalism and standards of ITC revolution, there are some more ‘friendly’ patterns of economic development for developing countries, including post-socialist countries, which are not EU-Member States. In the author’s opinion, the answer to this question might introduce effective institutions, which have already been introduced and tested in the countries with similar developmental experience and developmental aspirations. From the perspective of Ukraine, these patterns should be sought in the new EU-Member States.

**Leskow J., Chorna O. *Simulation modelling in solving global economic and social problems.***

The article is devoted to using the simulation modeling in management, teaching and research. Major research achievements are the detailed analysis of different approaches to simulation modeling: discrete simulation, agent-based simulation and system dynamics modeling.

**Plishka T. *Economic problems of accidents.***

Economic consequences of accidents are investigated; their classification not dependent on quantity of victims and economic damage is given. The general theory of accidents is analyzed.

**Makedon V.V. *Role of mergers and take-overs in the development of economy.***

The article is devoted to an important direction of international business – to mergers and take-overs. The basic advantages of corporate mergers and their influence on development of economy are considered. Economic advantages for the national economy of Ukraine are defined as an implementation of industry consolidation policy.

**Lechwar M. *Effects of institutional changes in Poland and Ukraine.***

The influence of institutional changes on economic growth is analyzed. The reasons and factors of institutional changes are defined. Special attention is given to macroeconomic consequences of institutional changes in Poland and Ukraine (the comparative analysis)

**Shkura I. *The organizational aspect of foreign investments in Ukraine.***

The paper presents the organizational basis of foreign investments in Ukraine: their types and forms, procedures of state registration, and money investment, rules of receiving profits from investment activity and guarantees for protecting foreign investments.

**Ślusarczyk B. *Directions of change in sector structure of direct foreign investments in Poland in 1990–2004.***

The structure of direct foreign investments depending on the country of origin and directions of use is analyzed. The author gives special attention to research influence of developmental services on the amount of direct foreign investments in the country.

**Unkovs'ka T. *The issues of NBU monetary policy adaptation to European standards.***

We examine the issues of NBU Monetary Policy instruments adaptation to the European standards. In the article we have investigated the factors that put

obstacles in the way of optimal influence upon short-term interest rates of interbanking money market.

**Kramarenko G.A. *The issues of Ukrainian banking market integration into the world payment system.***

The article is devoted to the issues of Ukrainian banking market integration into the world payment system. Major research achievements is the detailed analysis of money market development in terms of globalization, characteristics of cash flows management peculiarities in the context of integration process, the analysis of positive factors of banking system consolidation.

**Petrunya U.E. *The marketing strategic management of a bank: monitoring of the «external» competitor development.***

Competitive, investing and institutional aspects of the share market role in the context of strategic analysis of a commercial bank are considered. The internationalization of the share market as a tendency in its development is analyzed. The possible advantages of the national share market integration into the international markets of capitals, and possible negative consequences of these processes on different economic levels are defined.

**Sova B. *Elements of bank loans cost as the main source of financing the enterprises activity.***

In the Polish financial markets, including banks, the position of the person using loans in relation to the loan-giver is an extremely vulnerable one since a loan receiver can easily get into financial difficulties. In a situation of proven unwillingness of banks to finance small and medium enterprises, many businessmen agree to borrow money at unprofitable conditions for themselves, not always counting the total cost of the credit and the risk.

**Dyad'ko Y. *The importance of developing mortgage credit in the context of restructuring the Ukrainian banking system.***

The article examines the weaknesses in the Ukrainian banking system, especially as they relate to mortgage finance. The necessity of improvements in this area, along with the comparative analysis of practices in Europe and the United States, are presented.

**Tropeano D. *Harmonisation and International financial reporting standards (IFRS)***

The process of globalisation in the world economy is affecting the way companies report their financial statements. The financial statements comparability has become a requirement in the global financial markets. The decision of the European Union to adopt International Financial Reporting Standards (IFRS) for the consolidated financial statement of companies listed at stock exchange, has given a boost to the wide spread of internationally accepted accounting principles.

**Capiński M., Patena V. *Predicting exchange rates via a futures market.***

This paper presents a model that attempts to determine exchange rates. The model is based on the assumption that the futures market is dominated by two categories of traders: arbitrageurs and fundamental traders. The arbitrageurs' influence is filtered out and thus the model gives out the rate based on the fundamental traders' expectations. Predicting exchange rates is now essential for CEEC-10 countries that are to join common currency zones (Eurosystem) and need to set reference rates for the ERM II (European Exchange Rate Mechanism II).

**Bal-Woźniak T. *Necessity and possibility to support the development of intellectual capital as a strategic resource.***

Increasing importance of knowledge and its assuming the value of capital, in its conventional meaning, influence the decision-making process of companies, regions and national economies as a whole. The article proves that the holistic approach to problems enables to combine the internal structure of intellectual capital of an organization with supporting the directions of its development. It establishes a framework for formulating recommendations for socio-economic policy in the countries that tend to close the development gap.

**Kuz'minov S.V. *Distribution: coordination or reproduction?***

The article considers the issues of efficiency of income distribution between the worker and the employer and the influence of this distribution on reproduction of economic resources. The concept of reproductive efficiency of distribution is analyzed.

**Porohovsky A. *Priorities of economic education.***

The article features the issues of training economists; the estimation of approaches to definition of productivity criteria in education is given. The role of economic education in the increase of competitiveness of the country is analyzed. Special attention is paid to techniques of teaching economic disciplines and the issues of training teachers in Economics

**Kosarev V.M. *Accreditation and certification of higher educational institutions as a way to implement the system of specialist training quality: international experience.***

The article touches upon the issues of ensuring the conformity of the domestic system of education to European standards. The experience of different countries regarding the improvement of education quality, especially the accreditation of institutions of higher learning and assessment of specialist competence has been examined.

**Leśniak-Moczuk K. *Role of pro-business institutions of the local Polish public during social changes.***

The influence of special regional institutions on the development of business is analyzed. The experience of similar institutions' activities (for example, business incubators) is generalized. Suggestions are given as to spreading this experience to other countries.

**APPENDIX B****SAMPLES OF GRAMMAR TASKS****Present Perfect**

We normally use the Present Perfect when we want to talk about something which happened in the past but is relevant now. Often we use words like just/already/not ...yet with the **Present Perfect**.

e.g. I feel really tired. I've just finished my report.

e.g. I haven't spoken to Brian yet but I've already spoken to Malcolm.

We also use the **Present Perfect** to talk about an imprecise time in the past but as soon as we become precise we switch to the Past Simple.

e.g. I've never been to Australia. Have you ever been there?

Yes I have. I went in 1992.

**Task 1. Choose the right answer.**

1. When \_\_\_\_\_ the company?

a) have you joined    b) did you joined    c) did you join    d) have you ever joined

2. \_\_\_\_\_ in Pakistan?

a) Did you ever worked    b) Have you ever worked    c) Worked you    d) Didn't you have worked

3. That's the best presentation \_\_\_\_\_

a) I never heard    b) I didn't hear    c) I used to hear    d) I've ever heard

4. He's the most difficult customer \_\_\_\_\_

a) I never dealt with.    b) I never had to deal with.    c) I've ever had to deal with.    d) I've never had to deal with.

5. \_\_\_\_\_ to him last week.

a) I spoke    b) I've already spoken    c) I didn't spoke    d) I speaked

6. \_\_\_\_\_ a binding contract last year and it is still valid.



- a) We have signed    b) We signed    c) We haven't signed    d) We have sign
7. The reason I look so brown is that \_\_\_\_\_ from a business trip to Barbados    a) I come back    b) I came back    c) I never came back    d) I've just come back
8. Sales \_\_\_\_\_ in 1995 but then \_\_\_\_\_ in 1996.  
a) rised falled    b) rose fell    c) have risen    have fallen    d) rose    have fallen
9. You \_\_\_\_\_ to a word \_\_\_\_\_  
a) listened, I haven't said    b) didn't listen, I say    c) listened, saying    d) haven't listened, I've said
10. It's obvious that \_\_\_\_\_ this report.  
a) you haven't read    b) you didn't read    c) you don't read    d) you read not

### Task 2. Fill in the spare places.

Harry: What are you doing this week?

Simon: Well tomorrow morning I ..... to Athens for a meeting. I ..... lunch with our Greek agent, Elias, and then in the afternoon we ..... our biggest Greek customers. I ..... a presentation about the new models we ..... out later this month. I ..... the night in Athens in a hotel and then the next morning I ..... on to Istanbul where I ..... someone who is interested in becoming our agent in Turkey. Then I ..... the mid-afternoon flight back to London as I ..... to the Opera in the evening.

### Task 3. Choose the right form.

1. Well tomorrow morning I ..... to Athens for a meeting.  
a) 'm catching    b) 'm flying    c) 'm leaving    d) 'm having
2. I ..... lunch with our Greek agent, Elias,  
a) 'm catching    b) 'm meeting    c) 'm going    d) 'm having
3. and then in the afternoon we ..... our biggest Greek customers.  
a) 're meeting    b) 'm meeting    c) 'm going    d) 'm giving
4. I ..... a presentation  
a) 'm catching    b) 'm meeting    c) 'm going    d) 'm giving

5. about the new models we ..... out later this month.

- a) 'm catching    b) 're meeting    c) 'm having    d) 're bringing

6. I ..... the night in Athens in a hotel

- a) 'm catching    b) 'm having    c) 'm going    d) 'm spending

7. and then the next morning I ..... on to Istanbul

- a) 'm catching    b) 'm travelling    c) 'm having    d) 'm meeting

8. where I ..... someone who is interested in becoming our agent in Turkey.

- a) 'm catching    b) 'm meeting    c) 'm going    d) 'm having

9. Then I ..... the mid-afternoon flight back to London

- a) 'm catching    b) 'm flying    c) 'm going    d) 'm having

10. as I ..... to the Opera in the evening.

- a) 'm meeting    b) 'm flying    c) 'm going    d) 'm having

#### **Task 4. Choose the right form.**

1. Costs ..... so we can afford to reduce our prices.

- a) has contracted    b) have fallen    c) has gone    d) have increased

2. Production ..... through the roof

- a) has gone    b) have fallen    c) has contracted    d) have increased

3. Prices ..... out of control

- a) have spiralled    b) have fallen    c) has contracted    d) has gone

4. The FTSE ..... a record high.

- a) has hit    b) has contracted    c) have increased    d) have fallen

5. Inflation ..... all sorts of problems

- a) have fallen    b) has contracted    c) has caused    d) have increased

6. Salaries ..... in real terms and we are all worse off.

- a) have spiralled    b) have gone down    c) has gone    d) have increased

7. The Prime Minister ..... sweeping changes in the tax system.

- a) have increased    b) has contracted    c) has announced    d) have fallen

8. Taxes ..... to a level where many people are leaving the country.

- a) has contracted    b) have fallen    c) has gone    d) have increased

9. I don't really like what you ..... . a) have done b) has contracted  
c) have increased d) have fallen

10. The market ..... to only half what it used to be.

a) have spiralled b) has contracted c) has caused d) have increased

1. Which is correct? a) for a long period b) since a long period

2. Which is correct? a) for 6 years b) since 6 years

3. Which is correct? a) for 1992 b) since 1992

4. Which is correct? a) for 6 weeks b) since 6 weeks

5. Which is correct? a) for 8 months b) since 8 months

6. Which is correct? a) for 10 minutes b) since 10 minutes

7. Which is correct? a) for a long time b) since a long time

8. Which is correct? a) for ages b) since ages

9. Which is correct? a) for March 18 b) since March 18

10. Which is correct? a) for the end of last year b) since the end of last year

11. Which is correct? a) for I joined the firm b) since I joined the firm

12. Which is correct? a) for 10 hours b) since 10 hours

13. Which is correct? a) for 10 o'clock b) since 10 o'clock

14. Which is correct? a) for the beginning of the year b) since the beginning of the year

15. Which is correct? a) for a six month period b) since a six month period

## APPENDIX C

## A SAMPLE OF A LEXICAL AND GRAMMAR TEST

MINISTRY OF EDUCATION AND SCIENCE OF UKRAINE  
 BILA TSEKVA NATIONAL AGRARIAN UNIVERSITY  
 TEST IN ENGLISH  
 (for postgraduates)  
 V-1

Postgraduate \_\_\_\_\_

Teacher \_\_\_\_\_ Mark \_\_\_\_\_

**Reading**

**Read the text and do the following tasks below it**

**Keep the calf healthy**

**Ringworm** is probably the most common ailment of young calves. It is a parasite which affects the top layer of skin, causing circular bare spots on the hide that are covered with crusts. Treatment consists of scrubbing the affected parts with a stiff brush until the scurf is removed. When this is done a strong solution of tincture of iodine should be applied. Three or four treatments will usually clear up the condition. A mixture of one part of tincture of iodine and three parts of glycerin is also good for treating ring-worms. It sticks better than tincture of iodine alone and is not so apt to flow over the skin area where it is not needed. (1-8)

**Pneumonia** is common among calves especially during the fall and early spring months. The symptoms are coughing, listlessness, rapid and laboured breathing, fever. Death may result in a few hours, or a few days.

**Lice** can do considerable damage among a group of calves. They cause excessive rubbing and a ragged appearance of the calf due to the loss of hair. The calf also becomes thin and unthrifty. Clean premises are the first step in lice prevention. If the calf is infested with lice, washing the calf and then

wetting him with a diluted dip solution is quite effective. Two or three treatments at weekly intervals will be necessary. Kerosene emulsion is probably better for treating badly infested calves. (9-17)

**Scours** is of two types, that resulting from indigestion and the infectious type. The former is usually caused by overfeeding, irregular amounts of feed, partially spoiled feed, and filth either in the feed or feeding utensils. To overcome the trouble, first remove the cause, then cut back slightly on the feed and be careful of the temperature of the milk and water if the is hand-fed. (18-22)

**Foul foot** (foot rot) is usually at its worst in wet, muddy lots. It begins as an inflammation of the foot starting between the toes. It may affect one or more feet. Swelling and redness are noted around the hoof head and in advanced stages the swelling spreads from the foot to the knee. The animal is very lame and displays signs of extreme pain. Unless treated the animal may die, or lose a foot. Treatment is very simple and consists of cleaning up the foot, especially between the toes, and applying a solution of formaldehyde and glycerin (half and half). Daily treatments for two or three days usually suffice. (23-30)

**I. Mark the sentences T (true) or F (false), according to the information in the text.**

1. Ringworm affects the top layer of skin. (      )
2. Ten treatments will usually clear up the condition of calves with ringworms (      )
3. A mixture of three parts of iodine and two parts of glycerin is good for treating ring-worms. (      )
4. The symptoms of pneumonia are listlessness, fever, coughing. (      )
5. Calves with lice are thin and unthrifty. (      )
6. Two or three treatments at monthly intervals will be necessary for treating lice. (      )

7. To overcome the scours be careful of the temperature of the milk and water.  
( )
8. Foul foot begins as an inflammation of the knee. ( )
9. The animal with foul foot is very lame. ( )
10. Daily treatments for ten days usually help to recover. ( ).

### III. Answer the following questions

1. (1-8) What does ringworm affect?

---

2. How many treatments will clear up the condition?

---

---

3. Why is a mixture of iodine and glycerin better than tincture of iodine alone?

---

---

4. (9- 17) In what seasons is pneumonia common?

---

5. What is the first step in lice prevention?

---

---

6. What kind of emulsion is better for treating infested calves?

---

---

7. (18-22) May overfeeding result scours?

---

---

8. What is the first step to overcome scours?

---

---

9. (23- 30) Where does the inflammation of the foot begin?

---



---

10. What does the treatment of foul foot consist of ?

---



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## Vocabulary and Grammar

**I. Fill in the proper words to complete the text. Underline sentences with the Passive voice.**

### **Care of sow and pigs**

Producers differ in opinion on the age at which pigs should be weaned. Pigs are (1)\_\_\_\_\_at all ages ranging from 5 to 12 weeks. If two litters are to be raised each year, the pigs should be weaned at about 8 weeks of age in order to rebreed the (2)\_\_\_\_\_for the following litter. Udder troubles may develop if the sows are (3)\_\_\_\_\_at weaning time. It is a good practice to reduce the sow's (4)\_\_\_\_\_ a few days prior to the weaning date. Trouble often results if the breeder attempts to wean a few of the pigs at a time, because the milk flow continues and some parts of the (5)\_\_\_\_\_ are not used. If the udders become caked and hard, the sow can be put with the pigs for a few minutes in order to prevent severe (6) \_\_\_\_\_. This will not be necessary more than once or twice because the udder will then (7)\_\_\_\_\_ satisfactorily.

## Grammar

**1. Put the verb into the correct form, Present Perfect or Past Indefinite.**

Examples: I *have lost* (lose) my key. I can't find it anywhere.

*Did you see* (you /see) the film on television last night?

1. Jill \_\_\_\_\_ (buy) a new car two weeks ago.
2. His hair is very short. He \_\_\_\_\_ (have) a haircut.
3. Last night I \_\_\_\_\_ (arrive) home at 12 o'clock.

4. My bicycle is not here any more. Somebody \_\_\_\_\_ (take) it.
5. When \_\_\_\_\_ (you / give up) smoking?
6. The car looks clean. \_\_\_\_\_ (you / wash) it?
7. Mr. Greaves \_\_\_\_\_ (retire) from his job two years ago.
8. I \_\_\_\_\_ (not/play) golf when I \_\_\_\_\_ (be) on holiday last \_\_\_\_\_ summer.
9. Mr. Clark \_\_\_\_\_ (work) in a bank for 15 years. Then he gave it up.
10. The weather \_\_\_\_\_ (be) very nice recently, don't you think?

### Vocabulary

**Fill in the table. The first is done for you.**

Cattle, cows, dairy, mammary system, milk production, breed, horns, shoulder blades, back loin, rump, legs, feet, body, **constitution**, fertility, chest, lungs, heart, circulatory system, digestive system, beef, calves, gullet, paunch, **inner organs**, reticulum, stomach, intestines, veins, protein, colostrums, , bones, fat, minerals, sugar, calcium, phosphorus, vitamins, udder, heifer, inflammation, hide, amino acids, ringworm, pneumonia, scours, foul foot, lice, bloat, treatment, **diseases**, bull, herd, sheep, mutton, pork, veal, chicken, hen, hog, pig, litter, **nutrients**, belly, swine, infections, pregnant, lactating, females, poultry, brucellosis, big leg, black leg, **symptoms**, lose of weight, lack of appetite, nervous, foals, rickets, lambs, night blindness, swelling of the legs, males, abortion, anemia, cholera, mastitis, scab, contagious, fever, dropping ears, fummy eyelids, weakness, vomiting, diarrhea, constipation, acute, chronic, ewes, gland, flock, **animals (kinds of meat)**.

Constitution	Inner organs	Diseases	Nutrients	Symptoms	Animals (kinds of meat)



### ФАЛЬШИВІ ДРУЗІ ПЕРЕКЛАДАЧА

ФДП	Переклад
abate, <i>v</i> <i>cf.</i> abide	мет. відпускати (сталь)
academic, <i>n</i>	учений
accept, <i>v</i> <i>cf.</i> except	приймати
access, <i>n</i> <i>cf.</i> excess	обч. доступ
accumulate, <i>v</i>	акумулявати, накопичувати
accurate, <i>adj</i>	точний, ретельний
act, <i>v</i>	діяти, впливати
actual, <i>adj</i>	фактичний, дійсний, справжній, поточний, сучасний
address, <i>v</i>	виступати, звертатись, вирішувати, приділяти увагу, займатись (про проблему, питання)
adequate, <i>adj</i>	достатній, відповідний
advance, <i>n</i> <i>cf.</i> advancement	просування, успіх, прогрес
advancement, <i>n</i> <i>cf.</i> advance	висування (гіпотези, теорії)
advocate, <i>v</i>	відстоювати, підтримувати (думку, точку зору)
affect, <i>v</i> <i>cf.</i> effect	діяти, впливати
analogical, <i>adj</i> <i>cf.</i> analogous	аналоговий
analogous, <i>adj</i> <i>cf.</i> analogical	аналогічний
analyst, <i>n</i>	аналітик, хімік-лаборант
apparatus, <i>n</i>	апарат, апаратура, прибор, пристрій, прилад, обладнання
application, <i>n</i>	застосування
arbitrary, <i>adj</i>	довільний

arc, <i>n</i>	дуга
armature, <i>n</i>	тех. арматура, ел. якір (двигуна)
arrest, <i>n</i>	зупинка, видалення
article, <i>n</i>	стаття (в газеті, журналі), виріб, предмет
aspects, <i>n</i> <i>cf.</i> aspect	рл. перспективи
assist, <i>v</i>	допомагати, сприяти
assemble, <i>v</i>	збирати, монтувати
assembly, <i>n</i>	агрегат, вузол, установка, монтаж, збирання, комплект
assay, <i>n</i> <i>cf.</i> essay	випробування, перевірка, мет. проба металу, (кількісний) аналіз, зразок для аналізу
associate, <i>v</i>	пов'язувати, поєднувати
association, <i>n</i>	зв'язок
attribute, <i>n</i>	властивість, характерна ознака, риса
balance, <i>n</i>	рівновага, противага, маятник, балансир
band, <i>n</i>	полоса, пояс, діапазон, зона
bar, <i>n</i>	болванка, сортовий прокат
base, <i>n</i>	хім. основа
battery, <i>n</i>	акумулятор, гальванічний елемент
benzene, <i>n</i>	бензол
billet, <i>n</i>	заготовка
billion, <i>n</i>	брит. біліон ( $1 \cdot 10^{12}$ ); ам. мільярд ( $1 \cdot 10^9$ )
calculation, <i>n</i>	калькуляція, розрахунки, підрахунки
combine, <i>v</i>	з'єднувати, поєднувати, змішувати, перемішувати
combination, <i>n</i>	поєднання
consequent, <i>adj</i> <i>cf.</i> consequential	логічний, послідовний
consequential, <i>adj</i> <i>cf.</i> consequent	важливий
character, <i>n</i>	знак, цифра, символ
check, <i>n</i>	перевірка, контроль
check, <i>v</i>	перевіряти, контролювати
chemistry, <i>n</i>	хімія, хімічний склад
clay, <i>n</i>	глина

commercial, <i>adj</i>	торгівельний, комерційний, рекламний, промисловий, виробничий, заводський
commutator, <i>n</i>	ел. колектор, перемикач, перетворювач (струму)
compass, <i>n</i>	круг, коло, обхват, діапазон
compasses, <i>n</i> <i>cf.</i> compass	рл. циркуль
complement, <i>n</i> <i>cf.</i> compliment	доповнення, додаток
complex, <i>adj</i>	комплексний, складний, складений
component, <i>n</i>	деталь, компонент, складова частина, тех. агрегат, деталь
composition, <i>n</i>	поєднання, сплав, суміш, сполука, хімічний склад, складання, утворення, будова
components, <i>n</i> <i>cf.</i> component	рл. деталі
compress, <i>v</i>	стискати
compression, <i>n</i>	стискання
concept, <i>n</i>	концепція, ідея, метод, спосіб
concern, <i>n</i>	концерн, турбота, схвилюваність
concrete, <i>n</i>	бетон
conductor, <i>n</i>	ел. провідник, провід, дріт
configuration, <i>n</i>	конфігурація, форма, обрис
conserve, <i>v</i>	зберігати
conservation, <i>n</i>	охорона навколишнього середовища, збереження
consolidate, <i>v</i>	об'єднувати, мет. ущільнювати, зміцнювати
construction, <i>n</i>	будова, будівництво
contribution, <i>n</i>	внесок, стаття (в газеті, журналі)
control, <i>n</i>	регулювання, керування, (рідко) контроль
control, <i>v</i>	регулювати, керувати, (рідко) контролювати
conversion, <i>n</i>	перехід (з одного стану в інший), змінення, перерахунок, тех. перетворення, переробка, трансформація, мет. переплавлення
convert, <i>v</i>	перетворювати, переробляти, мет. переплавляти
correct, <i>adj</i>	правильний, вірний
correspondence, <i>n</i>	відповідність, відношення, аналогія

correspondent, <i>adj</i>	відповідний
critical, <i>adj</i>	критичний, важливий, вирішальний, відповідальний, ризикований, небезпечний
criticism, <i>n</i>	критичний розгляд, аналіз, критична стаття
data, <i>n</i>	дані, факти, цифри, інформація
decade, <i>n</i>	десятиріччя
defect, <i>n</i>	дефект, несправність, ушкодження, пошкодження, недолік, вада
definite, <i>adj</i> <i>cf.</i> definitive	певний
definitive, <i>adj</i> <i>cf.</i> definite	остаточний
dependable, <i>adj</i> <i>cf.</i> dependent	надійний
dependent, <i>adj</i> <i>cf.</i> dependable	залежний
design, <i>n</i>	проект, план, креслюнок, конструкція, конструювання
design, <i>v</i>	проектувати, конструювати
designer, <i>n</i>	конструктор, проектувальник, кресляр
diagram, <i>n</i>	діаграма, графік, малюнок, схема, креслюнок
direction, <i>n</i>	напрямок
directions, <i>n</i> <i>cf.</i> direction	рп. інструкція, правила користування
discuss, <i>v</i>	обговорювати
discussion, <i>n</i>	дискусія, обговорення
distance, <i>n</i>	відстань
division, <i>n</i>	ділення, класифікація
dramatic, <i>adj</i>	вражаючий, хвилюючий, захоплюючий, чудовий, ефективний, різкий, несподіваний
dynamics, <i>n</i>	динаміка, теоретична механіка
dynamo, <i>n</i>	ел. генератор, (рідко) динамо-машина
effect, <i>n</i> <i>cf.</i> affect	ефект, дія, вплив, наслідок, результат
effect, <i>v</i>	виконувати, здійснювати

<i>cf. affect</i>	
effective, <i>adj</i> <i>cf. efficient</i>	ефективний, результативний, дієвий, тех. корисний
efficient, <i>adj</i> <i>cf. effective</i>	дієвий, ефективний, доцільний, раціональний, тех. продуктивний, з високим ККД
elasticity, <i>n</i>	тех. пружність
element, <i>n</i>	елемент, тех. секція, хім. проста речовина
especially, <i>adv</i> <i>cf. specially</i>	особливо, головним чином
evolution, <i>n</i>	розвиток, мет. виділення (газу, тепла), утворення (диму, шлаку)
examine, <i>v</i>	оглядати, перевіряти
except, <i>prep</i> <i>cf. accept</i>	крім, окрім, за винятком
excess, <i>n</i> <i>cf. access</i>	надлишок
expansion, <i>n</i>	розширення
experiment, <i>n</i>	експеримент, обладнання для проведення наукових досліджень, наукова апаратура
expertise, <i>n</i>	знання, досвід, компетенція
exploit, <i>v</i>	використовувати
fabricate, <i>v</i>	виробляти, виготовляти
fabrication, <i>n</i>	виробництво, виготовлення, вироблення
false, <i>adj</i>	фальшивий, помилковий, невірний, неправильний
figure, <i>n</i>	цифра, число, фігура, схема, таблиця, креслюнок, діаграма, малюнок, ілюстрація
final, <i>adj</i>	кінцевий, закінчений, готовий, останній
fracture, <i>n</i>	тріщина, розрив
fundamental, <i>adj</i>	основний, суттєвий
gasoline, <i>n</i>	брит. газолін; ам. бензин
general, <i>adj</i>	загальний, звичайний
generate, <i>v</i>	генерувати, викликати, призводити до ч.-н.
geometry, <i>n</i>	геометрія, конфігурація, геометрична форма, формат, (геометричні) розміри, параметри

	технології
graphic, <i>adj</i>	графічний, наочний
history, <i>n</i>	історія, (характер) змінення, крива, закономірність
image, <i>n</i>	образ, зображення
index, <i>n</i>	показник, коефіцієнт
individual, <i>adj</i>	окремий
industries, <i>n</i> <i>cf.</i> industry	галузі промисловості
industry, <i>n</i>	індустрія, промисловість
injection, <i>n</i>	тех. вприскування, вдування
innovation, <i>n</i>	нововведення, новаторство, інновація
innovative, <i>adj</i>	новаторський, новітній, інноваційний
instance, <i>n</i> <i>cf.</i> instant	приклад
instant, <i>adj</i> <i>cf.</i> instace	негайний
instrument, <i>n</i>	знаряддя, прилад, агрегат
integrated, <i>adj</i>	комплексний
intelligence, <i>n</i>	розум, кмітливість, інтелект; розумовий
intelligent, <i>adj</i>	розумний, кмітливий
jacket, <i>n</i>	кожух, оболонка, сорочка
limit, <i>n</i>	обмеження, тех. допуск, граничний розмір, інтервал значень
limit, <i>v</i>	обмежувати
liquidize, <i>v</i>	перетворювати на рідину
list, <i>n</i>	список, перелік
machine, <i>n</i>	машина, верстат, механізм
machine, <i>v</i>	піддавати механічній обробці, обробляти на верстаті
machinery, <i>n</i>	механізм, механічне обладнання
magnesium, <i>n</i> <i>cf.</i> manganese	магній
major, <i>adj</i>	головний, основний
manganese, <i>n</i>	марганець

<i>cf. magnesium</i>	
manufacture, <i>n</i>	виробництво, виготовлення, обробка
manufacture, <i>v</i>	виробляти, виготовляти, обробляти
manuscript, <i>n</i>	рукопис
material, <i>n</i>	матеріал, речовина
matrass, <i>n</i>	колба
measure, <i>n</i>	межа, критерій, захід, мат. ділянка
measure, <i>v</i>	міряти, вимірювати, мати розміри
medium, <i>n</i>	засіб, спосіб, середовище
medium, <i>adj</i>	середній
meter, <i>n</i> <i>cf. metre</i>	вимірювач, вимірювальний прилад, лічильник
metre, <i>n</i> <i>cf. meter</i>	метр
mile, <i>n</i>	миля (англійська миля дорівнює 1609 м, а морська миля – 1853 м)
minor, <i>adj</i>	незначний
minute, <i>adj</i>	найдрібніший
mixture, <i>n</i>	суміш
mode, <i>n</i>	метод, спосіб, вид, режим (роботи механізму)
modern, <i>adj</i>	сучасний
modification, <i>n</i>	модифікація, (видо)змінення
modify, <i>v</i>	модифікувати, (видо)змінювати
momentous, <i>adj</i>	важливий
motion, <i>n</i>	рух, пересування
motor, <i>n</i>	електричний двигун
natural, <i>adj</i>	натуральний, справжній, природний, природничий
nature, <i>n</i>	природа, характер, сутність
normal, <i>adj</i>	нормальний, звичний, звичайний
notation, <i>n</i>	система умовних позначень
novel, <i>adj</i>	новий, оригінальний
objective, <i>n</i>	мета, об'єктив
operate, <i>v</i>	працювати, діяти, експлуатувати
operation, <i>n</i>	робота, дія, експлуатація

ordinary, <i>adj</i>	звичайний
original, <i>adj</i>	початковий, вихідний
paper, <i>n</i>	наукова доповідь, наукова стаття, дисертація
peak, <i>n</i>	тех. максимум; attr. максимальний
permanent, <i>adj</i>	постійний
phenomenon, <i>n</i>	явище
philosophy, <i>n</i>	основні принципи, основні закони, природничі науки, ідея
pilot, <i>adj</i>	експериментальний, дослідний, спробний
piston, <i>n</i>	поршень
plot, <i>n</i>	діаграма, графік, крива, план, схема, креслюнок
portion, <i>n</i>	частина, доля
practicable, <i>adj</i> <i>cf.</i> practical	реальний, здійснений
practical, <i>adj</i> <i>cf.</i> practicable	практичний, зручний, доцільний, фактичний, корисний
principal, <i>adj</i> <i>cf.</i> principle	головний, основний
principle, <i>n</i> <i>cf.</i> principal	принцип, правило, закон
probe, <i>n</i>	зонд, зондування, косм. космічна дослідна ракета, науково-дослідна космічна станція
procedure, <i>n</i>	технологічний процес, технологія, метод, методика, спосіб, прийом
process, <i>v</i>	обробляти
producer, <i>n</i>	виробник
product, <i>n</i>	продукт, виріб, продукція, результат, добуток
production, <i>n</i>	продуктивність, виробіток, виробництво, вироблення, виготовлення
profile, <i>n</i>	профіль, форма, конфігурація, контур, обрис, біографія
profile, <i>v</i>	обробляти за шаблоном
project, <i>v</i>	висуватись, випинатись
propeller, <i>n</i>	гвинт
prospect, <i>n</i>	перспектива



prototype, <i>n</i>	дослідний (експериментальний, спробний) зразок
pulse, <i>n</i>	імпульс
pulse, <i>adj</i>	імпульсний
qualitative, <i>adj</i> <i>cf.</i> quantitative	якісний
quantitative, <i>adj</i> <i>cf.</i> qualitative	кількісний
radical, <i>n</i>	мат. знак кореня, корінь (числа)
rational, <i>adj</i>	мат. раціональний, логічний, доцільний
rationally, <i>adv</i>	логічно, доцільно
real, <i>adj</i>	дійсний, справжній
realize, <i>v</i>	реалізувати, ясно уявляти, розуміти
really, <i>adv</i>	дійсно
reduce, <i>v</i>	зменшувати, скорочувати; хім. відновлювати
reduction, <i>n</i>	зменшення, скорочення; хім. відновлення
refine, <i>v</i>	рафінувати, очищувати; мет. виплавляти, переплавляти, переробляти, отримувати
region, <i>n</i>	зона, область, відрізок, інтервал
repetition, <i>n</i>	повторення
replica, <i>n</i>	копія
resolution, <i>n</i>	роздільна здатність, аналіз
revolution, <i>n</i>	оберт, обертання
routine, <i>n</i>	сталий порядок дій, встановлена практика, розпорядок, мат. програма; attr. звичайний, заведений, поточний
scale, <i>n</i>	шкала, градація, масштаб
scholar, <i>n</i>	учений
section, <i>n</i>	переріз, розріз, зріз, профіль, відрізок, сегмент, частина, секція, деталь, вузол
segment, <i>n</i>	сегмент, відрізок; тех. сектор, пластина
selection, <i>n</i>	вибір, відбір, підбір
silicon, <i>n</i>	кремній
simulate, <i>v</i>	моделювати, імітувати
simulation, <i>n</i>	моделювання, імітування; моделюючий пристрій
skeleton, <i>n</i>	остов, каркас, схема

sodium, <i>n</i>	натрій
solid, <i>adj</i>	твердий, цільний, суцільний, чистий, без домішок, міцний, стійкий
soluble, <i>adj</i> <i>cf.</i> solvable	розчинний
solvable, <i>adj</i> <i>cf.</i> soluble	такий, що може бути вирішений
special, <i>adj</i> <i>cf.</i> specific	особливий, спеціальний, індивідуальний
specially, <i>adv</i> <i>cf.</i> especially	спеціально
specific, <i>adj</i> <i>cf.</i> special	конкретний, певний, точний
specifications, <i>n</i>	інструкція з використання
speculate, <i>v</i>	розмишляти, роздумувати, робити припущення
speculation, <i>n</i>	роздуми, теорія, припущення
speculative, <i>adj</i>	умоглядний
strategy, <i>n</i>	метод, спосіб, ідея
stress, <i>n</i>	навантаження
subject, <i>n</i>	предмет, об'єкт, тема, питання
symbol, <i>n</i>	(умовне) позначення, знак
technique, <i>n</i>	техніка, технологія, метод, спосіб, процес, методика
temporal, <i>adj</i> <i>cf.</i> temporary	часовий
temporary, <i>adj</i> <i>cf.</i> temporal	тимчасовий
terminal, <i>n</i>	обч. термінал, ел. клема, зажим, ввід, вивід
test, <i>n</i>	випробування, перевірка, хім. аналіз, реактив
test, <i>v</i>	випробовувати, перевіряти, проводити дослід
texture, <i>n</i>	структура, будова
theory, <i>n</i>	теорія, теоретичні основи, принципи, припущення
thermal, <i>adj</i>	тепловий
thesis, <i>n</i>	теза, дисертація

tolerance, <i>n</i>	тех. допуск
ton(ne), <i>n</i>	брит. довга тонна (1016 кг), ам. коротка тонна (907,2 кг), метрична тонна (1000 кг)
total, <i>adj</i>	сумарний, повний, цілковитий
transformer, <i>n</i>	ел. трансформатор, перетворювач (струму)
translation, <i>n</i>	перевод (з одних одиниць виміру в інші), поступовий рух, радіо. трансляція
trivial, <i>adj</i>	незначний, неважливий
uniform, <i>adj</i>	однаковий, однорідний
utilize, <i>v</i>	утилізувати, використовувати, застосовувати
utilization, <i>n</i>	утилізація, використання, застосування
vary, <i>v</i> <i>cf.</i> very	міняти(сь), змінювати(сь)
very, <i>adv</i> <i>cf.</i> vary	дуже
virtual, <i>adj</i>	фактичний, дійсний
virtually, <i>adv</i>	фактично, дійсно
works, <i>n</i> <i>cf.</i> work	завод

**APPENDIX E****THE LIST OF SOME IRREGULAR VERBS**

<b>Infinitive</b>	<b>past simple</b>	<b>past participle</b>
Be	was/were	been
Beat	beat	beaten
Begin	began	begun
Break	broke	broken
Bring	brought	brought
Build	built	built
Buy	bought	bought
Catch	caught	caught
Choose	chose	chosen
come	came	come
Deal	dealt	dealt
do	did	done
drink	drank	drunk
Drive	drove	driven
Eat	ate	eaten
Fall	fell	fallen
Fight	fought	fought
Find	found	found
Fly	flew	flown
Forbid	forbade	forbidden
Forget	forgot	forgotten
Forgive	forgave	forgiven
Freeze	froze	frozen
Get	got	got
Go	went	gone
Grow	grew	grown
Hang	hung	hung
Have	had	had
Hear	heard	heard
Hide	hid	hidden
Hit	hit	hit

Hold	held	held
Hurt	hurt	hurt
Keep	kept	kept
Know	knew	known
Lead	led	led
Leave	left	left
Lend	lent	lent
Lose	lost	lost
Make	made	made
Mean	meant	meant
Meet	met	met
Pay	paid	paid
Read	read	read
Ride	rode	ridden
Ring	rang	rung
Rise	rose	risen
Run	ran	run
Say	said	said
See	saw	seen
Seek	sought	sought
Sell	sold	sold
Send	sent	sent
Shake	shook	shaken
Shoot	shot	shot
Show	showed	shown
Shut	shut	shut
Sleep	slept	slept
Speak	spoke	spoken
Spend	spent	spent
Spread	spread	spread
Stand	stood	stood
Steal	stole	stolen
Strike	struck	struck
Swear	swore	sworn
Sweep	swept	swept

Swim	swam	swum
Swing	swung	swung
Take	took	taken
Teach	taught	taught
Tear	tore	torn
Tell	told	told
Think	thought	thought
Throw	threw	thrown
Understand	understood	understood
Wake	woke	woken
Wear	wore	worn
Win	won	won
Write	wrote	written

### A SAMPLE FOR AN ABSTRACT

*The scientific novelty* of the paper lies in the attempt to systemize lexical, syntactic-stylistic, and phonetic changes, which are introduced by hacker culture to Modern English; to find out and describe particular features of hacker jargon; to analyse the correlation between basic hacker subcultures. A few hackers tried to analyze the language they use; the problem of hacker's jargon is still a moot point.

*The theoretical value* of the research lies in the fact that it is one of the first attempts to investigate the changes introduced to Modern English with the appearance of computers. We hope that the obtained data will make a contribution to the linguistic studies, especially to the pragmatic aspects of linguistics.

*The practical value* of the work is in the opportunity to apply the data to the process of teaching English at university: to teach conversational English at practical English classes, at lectures on English Lexicology or Stylistics.

*The objective of the paper* is to reveal and describe a set of lexicological, stylistic, and phonetic features of hacker jargon.

In accordance with the objective the following *tasks* are set:

- 1) to define the status of hacker jargon as a linguistic and sociocultural phenomenon;
- 2) to single out and analyze the most significant ways of forming hacker jargon;
- 3) to analyze the style hackers use in written and oral speech;
- 4) to provide pronunciation keys to the jargon.

The investigation was carried out on the material of Internet. 25 sites in total introducing the peculiarities of hacker jargon were analyzed through the use of diachronic, synchronic, descriptive approaches, through some elements of distributional, substitution, and oppositional methods of linguistic analysis and with some elements of conceptual, linguostylistic, and sociocultural analyses included.

*The structure of the work* is done in accordance with the general conceptual framework adopted. Part I of the paper dwells upon neologisms as a linguistic phenomenon, stylistic differentiation of Modern English vocabulary, the difference between slang, jargon, and techspeak, and hacker culture as a loosely networked collection of subcultures. Part II presents tentative applications of basic approaches to hacker jargon analysis in terms of linguistics, semantics, stylistics, and phonetics. Conclusions contain the description of the major results of the research.



## NUMERALS

### I. Cardinals

1-12 - one, two .....

100 - hundred

1000 - thousand

1,000,000 - million

13-19 – **teen** – thirteen, ...

20; 30 – **ty** – twenty

21-29 – twenty-one ....

223 – two hundred **and** twenty three

416 – four hundred **and** sixteen

hundred – a hundred – hundreds

thousand – a thousand – thousands

million – a million – millions

**but:** two hundred times; thirty thousand years

**possible:** two million, two millions

**but:** **two million** five hundred samples

### II. Ordinals

First, second, third

- **th** – **the** fourth, **the** sixth ....

### III. Fractionals

$\frac{2}{3}$  – two-thirds

$\frac{3}{6}$  – three-sixths

**Decimal fractions:**

**7.58** – seven point five eight

$11+1=12$  – eleven **and/plus** one **are** twelve

$30 - 20 = 10$  – thirty **minus** twenty **is** ten

$10 \times 10 = 100$  – ten **times** ten **is** one hundred

$50 : 10 = 5$  – fifty **divides** into ten **is** five

How much **are** eleven and two?

How much **is** eleven minus two?

**Degree** – 1) a unit for measuring temperature:

e.g. The freezing point of water is 32° degrees Fahrenheit (F). A degree of Centigrade scale is 1.8 times a degree on the Fahrenheit scale.

2) a unit for measuring the opening of an angle; (protractor measuring 120-degree angle)

**Power** (math) – the product obtained by multiplying a number by itself one or more times: e.g. 16 is the fourth power of 2;

- raise to the second, the third power

### READING OF DIFFERENT SYMBOLS

$m^2$  - square meter

$m^3$  - cubic meter

$m/s$  – meter per second

$m/s^2$  - meter per second squared

$s^{-2}$  - second to the minus 2<sup>nd</sup> power

$rad/s$  – radian per second

Hz – hertz

$kg/m^3$  - kilogram per cubic meter

$m^3$ - meter to the third power

$kg \cdot m / s$  – kilogram-meter per second

$kg \cdot m^2 / s$  – kilogram-squared meter per second

$N/m^3$  - newton per cubic meter

Pa – pascal

J – joule

W – watt

$kg/(s \cdot m \cdot Pa)$  – kilogram per second meter pascal

% - per cent

‰ – parts per thousand (промилле)

ppm – parts per million

(МИЛЛИОННАЯ ДОЛЯ)

$tf \cdot s^2/m^3$  - tonne-force-squared second per meter to the 3<sup>d</sup> power

$kg/(h \cdot m \cdot mm H_2O)$  – kilogram per hour-meter-millimeter of water

$g / (h \cdot m \cdot mm Hg)$  – gram per hour-meter-millimeter of mercury

kcal /kg – kilocalorie per kilogram

## ЛАТИНСЬКІ ТЕРМІНИ, ЯКІ ЗУСТРІЧАЮТЬСЯ В НАУКОВО- ТЕХНІЧНОЇ ЛІТЕРАТУРІ

<b>ab init</b> (ab initio) – з початку	<b>seg. (sequens)</b> – наступний
<b>ad fin</b> (ad finitum) – до кінця	<b>sv (sub voce)</b> – під цим заголовком
<b>ad inf</b> (ad infinitum) – до безкінечності	<b>us, ut sup. (ut supra)</b> – як зазначено вище
<b>ad int</b> (ad interim) – тим часом	<b>v (versus)</b> - проти
<b>ad hoc</b> – для даного випадку	<b>vid. (vide)</b> – дивися
<b>ad libitum</b> -	<b>v (volume)</b> – том
<b>e.g</b> (exempli gratia) – наприклад	<b>viz (videlicet)</b> - а саме
<b>et al.</b> (at alii) – та інші	<b>vo (verso)</b> – з іншої сторони
<b>etc.</b> (et cetera) – і так далі	<b>vs (versus)</b> – проти
<b>fig.</b> – малюнок	<b>contra</b> – проти
<b>i.e.</b> (id est) – тобто	<b>de factor</b> – фактично
<b>ib., ibid</b> (ibidem) – там же	<b>in toto</b> – повністю
<b>id.</b> (idem) – теж видання	<b>l. c. (locus citatus)</b> – цитоване місце
<b>in loc. cit.</b> (in loco citato) – у цитованій праці	<b>pro et contra</b> – за і проти
<b>iq.</b> (idem quod) – теж саме	<b>verbatim</b> – дослівно, буквально
<b>lb</b> (libra) – фунт	<b>vice versa</b> – навпаки
<b>lc</b> (loco citato) – цитоване місце	<b>in brevi</b> – коротко, лаконічно
<b>NB</b> (nota bene) – зауважте	<b>eo ipso</b> – внаслідок цього

<b>PS</b> (post scriptum) – післяслів	<b>ergo</b> – отже
<b>sc</b> (scilicet) – а саме	<b>ex parte</b> – неповно, однобічно

**ТИТУЛЬНИЙ АРКУШ РЕФЕРАТУ (ЗРАЗОК)**  
МІНІСТЕРСТВО ОСВІТИ І НАУКИ УКРАЇНИ  
БІЛОЦЕРКІВСЬКИЙ НАЦІОНАЛЬНИЙ АРНИЙ УНІВЕРСИТЕТ  
Факультет права та лінгвістики  
Кафедра романо-германської філології та перекладу

# *Реферат*

з прочитаної англійською мовою літератури з фаху

(назва спеціальності, шифр) на тему:

**(вказати тему)**

аспіранта (здобувача) кафедри (вказати кафедру)

(прізвище, ім'я, по батькові)

Науковий керівник:

наукова ступень, вчене звання

прізвище, ім'я по батькові

\_\_\_\_\_ (підпис)

Викладач англійської мови:

наукова ступень, вчене звання

прізвище, ім'я по батькові

\_\_\_\_\_ (підпис)

Біла Церква

2020

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**АЛГОРИТМИ РЕФЕРУВАННЯ ПРОЧИТАНОГО**

1.	The article The piece of news The abstract	is headlined	“.....”
----	--	--------------	---------

2.	The title The headline	of the article of the abstract	Is “.....”
----	---------------------------	-----------------------------------	---------------

3.	It	was has been	published in a (an)	British American Canadian Australian	newspaper “...” magazine “...” journal “...” supplement “...”	this last	year. week. month.
----	----	--------------------	---------------------------	---	--	--------------	--------------------------

4.	The author (s) of	the book the article	is (are)	Mr./ Dr. /Prof. X (not pointed out)
----	----------------------	-------------------------	----------	--

5.	The article The editorial The book	is about is devoted to is dedicated to is concerned with deals with considers touches upon dwells on discusses stresses emphasizes	.....
----	--	--	-------

6.	It should be	noted stressed pointed out emphasized mentioned	that	.....
----	--------------	---	------	-------



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## **ПРАКТИКУМ**

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