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## **АНГЛІЙСЬКА МОВА**

**Методичні вказівки  
до організації самостійної роботи студентів  
магістерського рівня вищої освіти**

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**Лях О. В., Руденко М. Ю.** Англійська мова : методичні вказівки до організації самостійної роботи студентів магістерського рівня вищої освіти. Слов'янськ : Вид-во Б. І. Маторіна, 2020. 40 с.

Методичні рекомендації призначено для студентів освітньо-кваліфікаційного рівня вищої освіти «магістр» як навчально-методична допомога для опанування уміннями та навичками з курсу „Іноземна мова”.

Методичні рекомендації містять науково-популярні тексти та завдання до них, завдання та тести з граматики, вказівки до анотування наукових статей зі спеціальності, інструкцію до складання англо-українського термінологічного словника та керівництво з написання плану-проспекту наукової роботи.

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## ВСТУП

Самостійна робота є важливою складовою роботи студентів магістерського вищої освіти з навчальної дисципліни «Іноземна мова». Мета методичних вказівок – формувати у студентів навички наукового спілкування іноземною мовою, самостійної роботи з літературою за фахом, позитивне ставлення до оволодіння науковим стилем; розвивати здатність до самооцінки і самовдосконалення, що допоможе їм успішно завершити курс вищої освіти і стане передумовою наступного професійного росту; формувати професійну наукову компетентність шляхом ознайомлення студентів з різними аспектами професійної іноземної мови та залучення до виконання професійно орієнтованих завдань.

Завдання цих методичних вказівок полягає в теоретичній та практичній підготовці майбутніх науковців до спілкування англійською мовою в науковому середовищі, а також в допомозі у написанні анотацій, тез тощо.

Зміст поданих у методичних вказівках матеріалів відповідає вимогам програми «Іноземна мова» і спрямований на формування готовності до ведення нормативно-звітної документації із зазначеного курсу на електронних носіях; здатності вільно орієнтуватися в стрімкому потоці наукової інформації, вести особистий науковий пошук (готувати тези, доповіді, реферати та анотації з достатнім ступенем граматичної коректності); здатності застосовувати відповідний словотворчий мінімум іноземної мови для досягнення результатів і обґрунтування висновків під час опрацювання фахових текстів; здатності логічно, правильно, аргументовано і чітко будувати усне та письмове висловлювання; готовності до організації дослідно-експериментальної та дослідницької роботи, апробації та представлення результатів в анотаціях до фахових публікаціях з використанням граматичного та лексичного мінімуму іноземної мови; спроможності здійснювати самостійно-пошукову роботу під час навчання іноземної мови, використовувати інформаційно-презентативні, самостійно-пошукові та інші методи навчання.

Самостійна робота магістрів з навчальної дисципліни «Англійська мова» включає 6 блоків завдань:

1. Робота з науково-популярними текстами.
2. Написання конспектів з граматики.
3. Граматичні тести.
4. Анотування наукових статей зі спеціальності.
5. Складання англо-українського термінологічного словника.
6. Написання плану-проспекту наукової роботи.

## 1. РОБОТА З НАУКОВО-ПОПУЛЯРНИМИ ТЕКСТАМИ

Working with popular-science texts do following tasks:

1. Read and translate the texts.
2. Write down 5-6 key words.
3. Make up 7-8 questions to the text.
4. Write annotation to the texts.

### Text 1. WHAT IS SCIENCE?

What is science? Science is first of all human activity. Sciences arouse out of man's efforts to survive, his natural curiosity, his search for order in the surrounding world. It arouses from man's efforts to understand nature and himself.

In science you study nature and human nature, living nature and non-living nature. The fundamental aim of science is to describe the facts of nature and natural events. The basis of science is the belief that natural events have natural causes. When science looks for the cause of any given natural phenomenon, it is simply looking for a set of circumstances which gave rise: to the event, circumstances which themselves grew out of a still earlier set of conditions. Science makes this search by observing facts, by organizing these facts in orderly fashion.

A secondary purpose of science is the formulation, on the basis of experimental facts, of principles and theories which are the generalizations and which will lead to new studies and increased knowledge.

What distinguishes science from other activities is that it enables person to see the world "as it really is". This may mean different things to different persons at different times. Over the ages, science has found the world to be flat at one time, round at another and more recently "egg-shaped", to be the centre of the universe and, later only a speck in the cosmos, to be made up of four fundamental substances and, later, of more than one hundred fundamental substances.

This does not mean that science is unreliable. That means that science keeps pace with the times. Every new discovery widens the horizon and increases the extent of our contact with unexplored areas.

We all know that science plays an important role in the societies in which we live. Through technology, science improves the structure of society and helps person to gain increasing control over his environment.

To science we owe most of our comforts, our leisure, our health and longevity, our ability to mould environment, to communicate instantly and to move swiftly over the Earth.

Science is an occupation for people who are open-minded, who are capable of putting their beliefs to many tests. There is always room for freshness, newness, and brightness in it. The openness and freedom of science makes it the most advanced kind of thought humanity has so far developed.

## **Text2. THE SCIENTIFIC METHOD**

As man's knowledge of natural phenomena increased, there came a time when he recognized that his growing knowledge of nature was the result of his application of a particular method of investigation. It seemed clear that a special sequence of procedures was applied to establish the working principles of science. The emphasis passed from the knowledge itself to the method by which that knowledge was obtained. This rather well defined procedure has come to be known as the Scientific Method. The steps in the procedure may be listed as follows:

First – the recognition of the problem. Second – collection of relevant facts or data. Third – analysis of data and proposing a solution (i. e. a hypothesis). Fourth – performance of test experiments. Fifth – acceptance, modification or abandonment of the hypothesis in the light of the results of the test experiments.

If the hypothesis is discarded as the result of the test experiments, a new one will be set up and steps three, four and five will be repeated until an explanation is found which accounts satisfactorily for all the known experimental facts. As the

amount of substantiating data becomes larger and larger, the hypothesis advances to the rank of a theory and eventually may be accepted as true.

It should be noted that in general one adopts first the most obvious hypothesis, that is, the one that at the moment seems to offer the simplest explanation of the observed facts. This hypothesis may or may not prove to be satisfactory in the light of later evidence.

In coming to a conclusion about any hypothesis, the true scientists are swayed only by experimental evidence. They are not, for instance, governed principally by what they or anyone else want the result to be, by the reputation of the man who advanced the hypothesis, by what the majority of people think about it, or by any similar emotional reaction to the problem. They will constantly check their conclusions and hypotheses by experiment and be guided solely by the results thus obtained.

### **Text 3. RESEARCH WORK**

Our Academy successfully integrates education with research. The final stages of the Academy programme include acquiring skills in research. The students carry out research mainly for their graduation paper, which reflects the knowledge and the practical skills in their particular field of science. Research can be led out under the guidance of a supervisor (scientific advisers).

The Academy has a broad programme of activities ranging from the very basic to the very practical and can perform various research. The Academy professional staff members number some thousand employees engaged in multiple research projects in different branches of science. Their achievements have been recognized and staff members, two thirds of whom have academic degrees, have been honoured by the presentation of titles, certificates and awards. Many of the scientists are known internationally for their contributions. Research teams, working at various scientific projects, collaborate with their colleagues abroad and maintain close links with many research institutes and universities world-wide.

A great number of postgraduate students undertake a programme of study and research under the supervision of senior staff members who hold candidate or doctorate degree. The postgraduate course lasts three years during which time the young scientists and researchers carry out their investigations and prepare thesis on it. Their work should be conducted on the high scientific and technical level and the results of it should be practically applicable.

The postgraduate course programme provides for attending seminars and colloquiums, taking qualifying exams in the core subjects, in philosophy and English, preparing research publications and written reports on the work carried out.

The postgraduate research may be theoretical and applied, often both. The scientific adviser assists his postgraduate students in many ways. He regularly meets them to discuss the progress in their work and to advise them in solving their current problems. While the thesis is being written the supervisor reviews its major sections and makes critical comments on each draft. The postgraduates are assisted in preparing articles and papers on their research. When the postgraduate completes his or her thesis, he/she submits it to the Academic Council of the International Open University and International Personnel Academy and further defends it before the Academic Council. If the thesis meets all necessary requirements it is accepted by the Academic Council which takes the decision to award the postgraduate the higher academic degree.

#### **Text4. SCIENTIFIC COMMUNICATION**

Communication is essential for scientific research. Science is a public knowledge and the aim of a scientist is to create, criticize and thus contribute to the progress of ideas. This aim is generally achieved through scientific publications and conferences.

Articles in regular scientific journals carry from one research worker to another various discoveries, deductions, speculations and observations which are of common interest. Generally scientific papers are derivative and depend on

previous research. References to other research are reflected in citations. A scientist relies on the citations to show the place of his investigation in the whole scientific structure.

Another opportunity to share and exchange opinions and information is national and international conferences and symposia. They play an important role in coordinating scientific research. Usually scientific gatherings are sponsored by the central scientific organizations. An organizational committee is set up which decides where and when a conference should be held. Invitations are sent out to organizations interested in the topics discussed, together with the requests to submit applications and abstracts of papers.

After receiving all necessary materials the committee publishes a programme of the events. At the conference the participants present their papers and listen to the reports read by others on the latest developments and the state of the art in their field. Papers on general topics are read before all the participants, those dealing with specific problems are presented at group meetings and plenary sessions held in subject areas under the chairmanship of distinguished scientists. After the hearings the discussions follow. Scientists can discuss a given problem with other experts in their field, argue with their scientific opponents, and find out the details of some experimental procedures. The materials of conferences and symposia are usually published to allow others to keep abreast of the achievements in science.

Another type of scientific meeting is a laboratory or Work-group seminar, colloquium or workshop. The members of the staff and guest speakers make reviews of the developments in their field and report the progress of their research. The speakers expect thorough discussion and criticism, advice and help of their colleagues. Such personal exchange of views is very essential for any scientist.

#### **Text5. CONFERENCES AND MEETINGS**

*Organizing conferences and meetings.* Preparations for congresses, conferences and symposia involving wide participation and open discussion, are

normally in the hands of an Organizing Committee. First an advance notice and invitation is sent to prospective participants including an outline programme, details of congress fees, transport and accommodation. Those who want to attend a scientific conference or symposium are requested by the Organizing Committee to register, usually by filling in an official application form, and if they wish to make contributions, they are also asked to submit their abstracts in one of the international conference languages, English, Russian, French or German. If intending participants wish to put on a demonstration they should notify the organizers of the title, the facilities required and a short description plus one table or figure. If they wish their abstracts to be published they have to send them in by a fixed date.

*Actual conduct of conferences and meetings.* Before a conference or meeting can actually begin a chairman (or chairperson) or a president must be elected, who then officially opens the function. First he (or she) makes the official opening speech.

Then he reads the agenda and explains in outline the work to be done by the session. He recalls the minutes of the last meeting, which he signs as correct if the meeting approves them. If anyone has an objection to the order of business he can put forward a motion to amend it, which has to be voted upon. The agenda is only amended if the motion is carried by a majority.

The programme of a scientific conference or symposium normally follows a set pattern. In the mornings papers are read or lectures delivered by experts. Afternoons are generally for discussions and/or working groups, for which time limits will be set.

Social events such as welcome or farewell parties, theatre performances or concerts are usually held in the evenings. During some conferences, excursions and ladies' programmes are also arranged.

At the conclusion of a scientific, cultural or political conference or meeting the participants may decide to pass a resolution or issue a statement.

In this case a motion should be put forward and voted upon. The final duty of the Chairman is to call upon a member to propose a vote of thanks to the organizers, contributors, sponsors and participants as well as to the local authority for providing hospitality.

After the last speech the chairman or president declares the congress, conference or meeting closed.

#### **Text6. HOW TO PREPARE A SCIENTIFIC WORK FOR PUBLICATION**

When a scientist wishes to publish a paper in an international journal he might be confronted with publishers' instructions like the following:

*General Information.* Acceptable papers should be complete and clearly written and they should contain significant contributions to important problems. The manuscript must not have been copyrighted, published, or submitted for publication elsewhere. Authors should retain a duplicate copy. Suggestions for topics will be welcomed by the editorial board.

*Instructions for authors.* Only original papers written in English, Russian, German or French will be accepted. Manuscripts for publication may be submitted to the editor-in-chief or to any member of the editorial board. They should be sent in duplicate (including the original typewritten copy). The first page of each paper should carry the title, the author's name and the name of the institution where the author has conducted his research work. Each paper must have an abstract of not more than ten lines to be translated into the other three languages.

Paragraphs that can or must be set in smaller type should be indicated with a 'P' (petit) in the margin of the left-hand side. If bold type or italics are required, that should also be indicated. Tables and illustrations should be prepared on separate sheets. They must not exceed 9 by 13 inches. For the preparation of blocks good drawings and original photographs should be submitted; negatives cannot be used. The cost for all colour plates must be borne by the author. A complete typewritten list of all symbols used is to be attached to the manuscript. This list will not appear in print but is essential to avoid costly author's corrections in proof.

The list of references should include only those publications, which are mentioned in the text. They must be arranged alphabetically and numbered consecutively. At the end of each manuscript the exact postal address of the author or authors must be given.

Galley proofs will be sent to the author, with a reprint order form. Authors will be charged for alterations in excess of 10 per cent of the cost of composition. Between twenty and thirty reprints without covers will be provided free of charge. Additional reprints may be purchased: an order form will accompany the galley proofs.

### **Text7. HOW TO TAKE PART IN INTERNATIONAL MEETINGS?**

At an international meeting you do not only represent yourself, your own aspirations or even your own professional organization. You are also representing your country and should endeavour to do so with appropriate dignity.

The only way of participating in an international congress is to do so wholeheartedly and intelligently. It is the behaviour and active participation of the congress-goers which above all ensures the success of a congress. Don't be the type of participant who cannot tell about himself.

Think about what you hope from the meeting. Remember that its duration is limited to a few days. Remember that the other participants expect you to contribute something. Be active, ready to listen to the ideas of others. Don't be self-centered or quick-tempered. Familiarize yourself with the rules of the congress, but with a view to respecting them, not to causing difficulties.

Do not stay in an ivory tower, but do not take part in discussions just for the pleasure of hearing your own voice or of having your name written down in the minutes.

Make sure that by your own behaviour you are helping the chairman and other organizers in their difficult task of guiding the proceedings successfully to concrete conclusions, in an atmosphere of co-operation and friendship between the participants of each country. Contact with the other participants.

If you wish to draw the greatest benefit from an international congress, make contact with persons whom you already know, but also make a point of meeting as large a number of unfamiliar faces as possible.

Take advantage of meals, receptions and excursions, change to another group instead of staying with your compatriots, or at the same table, or in the same coach.

Discretion is all very well, but timidity is useless and annoying. Remember that others are in the same position as you, and many may be even more isolated. Introduce yourself to other people and make as many introductions as possible between other participants. Taking part in discussion be clear and brief. Don't overstep your allotted time. This may annoy the chairman and other participants. Make use of your notes but don't simply read them out. A well-prepared impromptu speech will interest listeners far more than one read from notes.

Speak the official congress language you know best and don't try to display your multilingual talents. It should never be necessary for you to be translated into your mother tongue.

Don' t change your mind without good reason.

## 2. ГРАМАТИЧНІ ТЕСТИ

### PASSIVE VOICE

#### 1. Choose the correct variant:

1. Everybody.....by the terrible news yesterday.  
a) is shocking      b) shocked      c) was shocked
2. He.....the girl's name now.  
a) remembers      b) has remembered      c) is remembered
3. The secretary.....to her new boss yesterday.  
a) is introduced      b) was introduced      c) introduced
4. He.....responsible for the accident.  
a) is holding      b) was held      c) was holding
5. A dog.....by the small red car.  
a) was hit      b) was hitting      c) is hitting
6. Detroit.....as the first capital city of Michigan, but now Lansing is the capital city of Michigan.  
a) is chosen      b) chosen      c) was chosen
7. Battle Creek is a hard-working city, where businesses.....dedicated employees who want to build a good life for their families.  
a) found      b) have found      c) have not found
8. The book.....by Hardy.  
a) wrote      b) was written      c) was wrote
9. Local police.....the bank robber.  
a) was arrested      b) have arrested      c) have been arrested
10. When I came to the party, John.....home.  
a) had already been gone      b) was gone      c) had already gone
11. Weekends.....outdoors by most English people.  
a) spend      b) are spent      c) are spend
12. The books must.....by 12 December.  
a) have returned      b) be returned      c) will be returned

13. The Earth's.....surface mostly with water.

a) is covered            b) was covered            c) has been covered

14. Over 57 million students.....in American schools which range from kindergartens to high schools.

a) has been enrolled    b) are enrolled            c) were enrolled

15. In more than 200 years the USA Constitution.....26 times.

a) is amended            b) has been amended    c) is being amended.

**2. Put the verb in brackets into the correct verb form, active or passive, positive or negative:**

A German architect, Werner Aisslinger, thinks that he (1)\_\_\_\_(find) the answer to our crowded cities. He (2)\_\_\_\_\_(invent)a portable micro-apartment. These apartments (3)\_\_\_\_\_(call)'Loftcubes', and they can (4)\_\_\_\_(lift) onto any empty, flatroof by helicopter!

Each Loftcube (5)\_\_\_\_(design) with a kitchen andbathroom, as well as a large living area. They are extremely modern – they\_\_\_\_ (6) (build) using all the latest ideas, fabrics, andtechnology in interior design.

The Loftcube (7)\_\_\_\_first (show) at anexhibition in Berlin last year, but Berlin (8)\_\_(be) the rightplace for them, because it (9) (have) a housing shortage.These apartments (10)\_\_(need) in busy, overcrowded cities,such as London and New York.

They (11) \_\_\_\_ (cost) very much – only £38,000. In thefuture, Aisslinger hopes that young professionals who often move fromcity to city (12) (buy) them. When it (13)\_\_\_\_\_(be) time to move, they (14)\_\_\_\_just(take) theirhome with them!

'Since the Berlin exhibition last year, we (15)\_\_\_\_(speak) to a number of companies interested in building them, but no decisions (16)\_\_\_\_(make) yet', says Aisslinger.

He thinks that the homes (17)\_\_\_\_\_ (be) ready by the end of the next year. Aisslinger's vision of the future is of many rooftop communities in each big city, and it is possible that this way of life (18)\_\_\_\_\_ (reach) Britain first.

**3. Rewrite the sentences using the Passive Voice and omitting the subject.**

1. The postman has already delivered the mail.

The mail \_\_\_\_\_

2. Have the workmen repaired the street lights yet?

\_\_\_\_\_ the street \_\_\_\_\_ ?

3. The government has just passed some new antismoking laws.

Some new anti-smoking laws

4. The local council hasn't built any new homes for twenty years.

No new homes \_\_\_\_\_

5. Nobody has watered the plants.

The plants \_\_\_\_\_

6. Someone stole my bike last night.

My bike \_\_\_\_\_

7. Archaeologists discovered a Roman temple underneath the new housing estate.

A Roman temple \_\_\_\_\_

8. The sports officials held the races indoors because it was raining.

The races \_\_\_\_\_

9. Someone had booked the leisure center for a children's party on Saturday.

The leisure center \_\_\_\_\_

10. The plumber was repairing the dishwasher so I couldn't leave the house.

The dishwasher \_\_\_\_\_

11. When we returned to our hotel room, the chambermaid still hadn't cleaned it.

Our hotel room \_\_\_\_\_

**4. Complete the text with a suitable verb in the correct tense form, Active or Passive Voice.**

*Regard, show, feel, like, make, marry, tell, rescue, introduce, not like*

Don't get me wrong. I liked Shrek. When the film (1)\_\_\_\_\_ in cinemas last week, kids and their mums and dads (2)\_\_\_\_\_ it, too. But the first Shrek will be the onethat (3)\_\_\_\_\_ as a classic. The most striking thing about the original Shrek was its freshness. It (4)\_\_\_\_\_ newand exciting, because of the progress that (5)\_\_\_\_\_ by the film industry in animationtechniques. With Shrek 2, of course, there isn't the same surprise.

The film begins in traditional fairytale style in the Kingdom of Far Far Away, as PrinceCharming (voiced by Rupert Everett) (6)\_\_\_\_\_ the story of how he tried to rescuePrincess Fiona from the Dragon. But, of course, Fiona (7)\_\_\_\_\_ alreadyby ourloveable monster Shrek, and what's more, she's (8)\_\_\_\_\_ him! Now Shrek (9)\_\_\_\_\_ byhis new wife to his parents-in-law. Predictably, he (10)\_\_\_\_\_ a good impression on the Kingand Queen (voiced by John Cleese and Julie Andrews).

**SUBJUNCTIVE CONDITIONAL MOOD**

**1. Underline the correct word(s) in each sentence.**

1. If you *press/ will press* that button, a bell rings.
2. If you wear your coat tomorrow, you *aren't/ won't be* cold.
3. If I *feel/ will feel* tired, I go to bed early.
4. If you *will come/ come* back next week, David will be here.
5. If it *rains/ will rain* tomorrow, well stay at home.
6. If I go to university when I am older, I'll *work/ work* very hard.

**2. Complete each sentence. Use the correct form of the verbs in brackets.**

1. If Jack (not leave).....now, he (miss).....his bus.
2. If Helen (work).....hard, she (pass).....her exams.
3. If it (rain).....we (go).....into a shop.

4. If Mary (not practice).....her French, she .....(not improve).
5. If it (rain).....tomorrow, we (not go).....swimming.
6. If George (come).....late, the teacher (be)..... angry.
7. If I (see).....Joe tomorrow, I (tell).....him your news.

**3. Read the situation, and then complete each sentence.**

1. A friend wants you to play basketball in the classroom. You are worried about breaking the window. You say: «If we.....»
2. You want to leave the party now, because you are worried about missing the Iasi bus. You say: «If we .....
3. Your dog bites people. A friend wants to touch the dog, so you say: «If you..... »
4. It's raining. You want to stand under a tree, because you are worried about getting wet. You say: «If we.....»
5. You want to take the bus to the city centre. Your friend wants to walk. You are worried about getting tired. You say: «If we.....»
6. You are walking to school with a friend. You don't want to be late. You suggest hurrying. You say: «If we don't.....»

**4. Complete the sentences with the verbs in brackets. Use the past simple form or *would*.**

1. If I (have).....the time, I (go).....to the cinema more often.
2. If I (find).....some money, I (take).....it to the police.
3. If I (have).....a dog, I (take).....it for a walk every day.
4. If I (meet).....an alien, I (try).....to talk to it.
5. If everyone (speak).....Spanish, nobody (learn).....English!
6. If I (see).....a snake, I (run ).....away.

**5. Complete these conditional sentences. Use *will* or *would* and the present simple or past simple.**

1. We're going to the beach after school. If you (want).....to come with us, I (ask).....my mum if it is OK.

2. I always ride my bicycle to work. If I (walk).....it (take).....a lot longer!

3. It's amazing! Everyone in the class passed the exam! If I (be).....the teacher, I (be) .....really pleased.

4. It is a very easy machine to use. If you (place).....the fruit in the top, the juice (appear).....at the bottom ready to drink.

5. We've been waiting for almost an hour now. If they(not come)..... soon, we(not see) ..... the start of the concert.

6. Look at the sky! If it (start).....raining, the race (finish).....early.

7. Let's walk to the railway station. If we (wait).....here any longer for the bus, we (miss).....our train.

8. If I (have).....enough money I (buy).....a new bike, but I've only got €10.

9. Jack doesn't go to the gym and exercise. If he (go).....to the gym, I'm sure he (feel).....healthier and more energetic. But he refuses to go!

**6. Choose the best sentence for each situation.**

1. A friend is riding his bike dangerously. You say:

- a) If you ride too fast, you'll fall off.
- b) If you rode too fast, you'd fall off.

2. You are working hard in the garden of your house, cutting the grass. You say:

- a) If we live in a flat, I won't have to work so hard in the garden!
- b) If we lived in a flat, I wouldn't have to work so hard in the garden!

3. A friend at school wants you to help with their maths homework. You say:

- a) If I know the answer, I'll tell you.
  - b) If I knew the answer, I'd tell you.
4. A friend is going to buy you some ice-cream and is checking her pockets for money. You say:
- a) Don't worry. If you haven't got enough money, I'll pay.
  - b) Don't worry. If you hadn't got enough money, I'd pay.
5. You are writing a project on your computer, but you are worried that you have made too many spelling mistakes. A friend says:
- a) Don't forget, if you use the spellchecker, it'll correct all the words.
  - b) Don't forget, if you used the spellchecker, it would correct all the words.
6. It's a cold day in winter, and you are watching a TV programme which shows people on the beach in Australia. You say:
- a) If we live in Australia, we'll be on the beach today.
  - b) If we lived in Australia, we'd be on the beach today.

**7. Use the verbs in brackets in correct tense form.**

1. If he hadn't read the notice in the newspaper, George(never/apply) for the job.
2. Suppose you \_\_\_\_\_(lose) your house keys, what \_\_\_\_\_(you/do)?
3. If I were you, I \_\_\_\_\_(accept) the invitation.
4. If Alan(not/wake up) late, he would have arrived at work on time.
5. I \_\_\_\_\_(go) to the gym providing I have time after work.
6. If Karen \_\_\_\_\_(not/have to)finish an essay tonight, she would come to the cinema.
7. If you \_\_\_\_\_(wear) your raincoat, you wouldn't have got wet.
8. Unless the weather(improve)we(not/go) camping this weekend.
9. Only if David \_\_\_\_\_(arrive) home soon, will we go to the cinema.
10. But for one mistake, Brian \_\_\_\_\_(get) all the questions correct on the test.

## NON-FINITE FORMS OF THE VERB

### 1. Complete each sentence with a gerund. Use the verb in brackets.

1. Kate is good at (run) .....
2. (take).....a long walk is relaxing.
3. What do you think of (collect) .....stamps?
4. (eat).....too much isn't healthy.
5. All my friends like (play).....basketball.
6. (shout).....at people is rude!
7. Is Harry interested in (sail).....?
8. (cross).....the road here is dangerous.
9. Do you feel like (go).....to the cinema?
10. (jog).....is good for you.

### 2. Change each sentence so that it starts with a gerund

1. It's tiring to study late at night.
2. It's hard to get up early.
3. It takes time to learn a language.
4. You are forbidden to park here.
5. It's interesting to visit other countries.
6. You are not allowed to talk.
7. It's wrong to copy other people!
8. It's relaxing to listen to music.

### 3. Complete each sentence using the gerund form of a certain verb and your own ideas.

*drink listen read get up play collect travel run write watch*

1. is not allowed in the classroom.
2. is a good way to relax.
3. is a good way to learn a language.
4. is a bad idea, in my opinion!

5. doesn't interest me very much.
6. costs a lot of money.

**4. Rewrite the sentences with a present or past participle clause instead of a relative clause.**

1. Can you see the woman who's dressed in red over there?
2. People who live in blocks of flats often complain of loneliness.
3. Letters that are posted before 5 p.m. should arrive the next day.
4. The train that is standing on platform 5 is for Manchester.
5. Firemen have rescued passengers who were trapped in the accident.
6. They live in a lovely house that overlooks the River Thames.
7. It took workmen days to clear up the litter that was dropped by the crowds.

**5. Complete the sentences with a suitable verb in either its present or past participle form.**

*feel borrow explain say win study finish take know steal*

1. John was in a bad mood for the whole week, completely your holiday.
2. After \_\_\_\_\_ her exams, Maggie went out to celebrate.
3. Jewellery \_\_\_\_\_ in the robbery has never been recovered.
4. I got a letter from the Tax Office \_\_\_\_\_ that I owe them £1,000.
5. \_\_\_\_\_ hungry, I decided to make myself a sandwich.
6. Books \_\_\_\_\_ from the library must be returned in two weeks.
7. Not \_\_\_\_\_ what to do, she burst out crying.
8. I had a long talk to Jack, \_\_\_\_\_ why it was important for him to work hard.

**6. Fill in the correct form of the infinitive.**

1. My boss expects me..... (work) overtime tonight.
2. The suspect claimed..... (work) at the time of the robbery.
3. I was sorry..... (hear) that she had failed the exam.

4. The burglars must have come in through the window as the lock seems..... (force).
5. "Robert appears..... (overtake) John on the last lap." "Yes, he's passed him!"
6. Mike was the last runner..... (finish) the marathon.
7. I'd like.....(book) a return ticket to London, please.
8. Stop pretending .....(eat) your food – just finish it up, please.
9. It was very kind of Paula (lend) me her laptop.
10. Leslie seems.....(enjoy) her new job.
11. Kim plans..... (start) her own business after she graduates.
12. Jane appears.....(get) annoyed with her neighbour now.

### 7. Put the verbs in brackets into the correct infinitive or gerund form

Every year, New Yorkers look forward to 1) \_\_\_\_\_(see) one of the world's greatest races take place on their streets – The New York City Marathon! About 40,000 people including celebrities, world-class athletes, and, of course people who just want 2) \_\_\_\_\_(have) fun, enjoy 3) \_\_\_\_\_(run) this famous race each year! To finish the race, runners must 4) \_\_\_\_\_ (complete) a 26.2 mile course. Two million people and more than 100 music bands cheer them on from the streets. The atmosphere is so fantastic many runners consider 5) \_\_\_\_\_(cross) the finishing line in Central Park to be one of the best feelings in the world! Would you like 6) \_\_\_\_\_(take part) in the NYC marathon? All you need to do is put your name on a list. Afraid you are too unfit 7) \_\_\_\_\_ (enter)? Don't be! 8) \_\_\_\_\_(walk) is entirely acceptable. In fact, over the years, people as old as 88 have completed the marathon. What's more, you may just 9) \_\_\_\_\_(win) some of the \$800,000 prize money that is up for grabs. Good luck!

**8. Complete the conversation between a travel agent and a customer using the infinitive or gerund form.**

A: Good morning, sir. Can I 1) ..... (help) you?

M: Yes. I'm interested in 2) ..... (go) on holiday somewhere in the Caribbean.

A: OK. And when would you like 3) ..... (travel)?

M: I fancy 4) ..... (take) a trip sometime in the spring.

A: Great! And how long are you hoping to stay?

M: About two weeks. That'll be long enough 5) ..... (relax) and enjoy the sun.

A: Very good, sir. I can see that there are two package deals available for the first two weeks of May, one for the Dominican Republic and the other for Turks and Caicos. Turks and Caicos sounds interesting. But will I have to 6) ..... (get) there by boat?

A: Not necessarily. There's an airport there. However, you may want 7) ..... (take) a boat if you'd like want to go 8) ..... (tour) around the islands. Sounds good. Can I 9) ..... (book) and pay by credit card now?

**9. Put the verbs in brackets into the correct infinitive or gerund form.**

1. A: How about ..... (go) to the shops this afternoon?

B: Great! I need ..... (buy) a new dress for the party.

2. A: Costas has promised..... (help) me with my homework.

B: That was nice of him..... (offer)!

3. A: I'm hungry. Is there anything..... (eat)?

B: There are some sandwiches in the fridge. Help yourself.

4. A: Dan can't stand..... (drive) to work every morning.

B: Then he should consider..... (take) the train.

5. A: How do you know that Paola took the letter?

B: I saw her..... (put) it in her bag.

6. A: Why do you keep.....(look) at your watch?  
 B: Because I have an appointment and I don't want ..... (be) late.
7. A: Is Ben in his room?  
 B: Yes, I've just heard him..... (talk) on his mobile.
8. A: It was really nice of Jeff and Sally..... (help) us move house.  
 B: Yes, we are lucky..... (have) such good friends.

**10. Put the verbs in brackets into the correct infinitive or gerund form.**

1. Remember..... (go) to the bank. You've got to pay the bills.
2. I don't remember..... (see) this film before.
3. After he had written his first book, he went on..... (write) four more.
4. She went on..... (talk) even after her friend had fallen asleep.
5. I regret..... (argue) with my sister. I should apologize.
6. I regret..... (tell) you that you have failed your exam.
7. He hopes..... (build) a boat and travel round the world.
8. Doing well on this course means..... (study) very hard.
9. I've been trying..... (start) this car for hours.
10. Why don't you try..... (put) some petrol in the tank?
11. I'm afraid of..... (go) out alone at night.
12. He's afraid..... (walk) home alone at night.
13. She forgot..... (invite) one of her best friends to the party .
14. I'll never forget..... (travel) by plane for the first time.
15. On the way home he stopped..... (buy) some chocolate.
16. He stopped..... (study) and turned on the TV.
17. These windows are dirty. They need..... (wash). .
18. I want..... (speak) to Sally, please.
19. She's really sorry for .....(shout) at you yesterday.
20. I'm sorry..... (hear) you've been ill again.

### 3. АНОТУВАННЯ НАУКОВИХ СТАТЕЙ ЗІ СПЕЦІАЛЬНОСТІ

Choose two articles according to your occupation from professional Ukrainian edition not earlier than 2015 and, using given phrases, write the summary of them in English. Write not less than 15 sentences. The example of the summary is given in the Appendix A.

- 1) The article under review (discussion) is headlined.....
- 2) The headline of the article is .....
- 3) It is published in .....
- 4) The articles represent papers (reports) given at the conference.....
- 5) The author of the article is.....
- 6) The article consists of 3 (4) sections (parts, paragraphs)
- 7) The subject matter falls into 3 (4) parts.
- 8) The article is addressed to scientific workers, professional scientists, scholars, post-graduates, researchers, teachers of English.
- 9) Reference is made to works (researches) in .....
- 10) The article discusses (deals with, considers, gives consideration to, describes) .....
- 11) The author emphasizes, stresses, points out .....
- 12) The first part is devoted to .....
- 13) The second (third) part deals with (touches upon).....
- 14) The article provides the reader with some information on.....
- 15) A detailed description is given of the theory (problem).....
- 16) Much attention is given to.....
- 17) The author has succeeded in showing (presenting) the results of .....
- 18) The article ends with.....
- 19) In conclusion the author.....
- 20) The purpose (aim, object) of the article is to provide.....
- 21) The article aims to provide (acquaint, present, show).....
- 22) The article is profusely illustrated with diagrams (tables, schemes). .....
- 23) I found the article interesting (useful, topical, informative, relevant) for. ....

#### 4. СКЛАДАННЯ АНГЛО-УКРАНСЬКОГО ТЕРМІНОЛОГІЧНОГО СЛОВНИКА

##### English-Ukrainian terminological vocabulary requirements:

- 1) Vocabulary should include at least 130 terms;
- 2) Vocabulary should include:
  - English terms with Ukrainian translation (not interpretation!);
  - general scientific and specific terms.

##### Example of English-Ukrainian terminological vocabulary:

<i>science</i>	<i>наука</i>
<i>fact</i>	<i>факт</i>
<i>knowledge</i>	<i>знання</i>
<i>substance</i>	<i>матерія, суть, субстанція</i>
<i>fundamental</i>	<i>основний, головний, фундаментальний</i>
<i>nature</i>	<i>природа</i>
<i>discovery</i>	<i>відкриття</i>
<i>area</i>	<i>сфера, область</i>
<i>thought</i>	<i>думка, мислення, ідея</i>
<i>phenomenon</i>	<i>явище</i>
<i>hypothesis</i>	<i>гіпотеза, здогадка</i>
<i>experiment</i>	<i>експеримент</i>
<i>observations</i>	<i>спостереження</i>
<i>research</i>	<i>дослідження</i>
<i>language</i>	<i>мова</i>
<i>essential</i>	<i>суттєвий, важливий, основний</i>

## 5. НАПИСАННЯ ПЛАНУ-ПРОСПЕКТУ НАУКОВОЇ РОБОТИ

Before making an outline of scientific research paper, do the following exercises:

**1. Read the following text and the main notions, that will help you to write the outline of the dissertation.**

### *Academic writing*

#### *Dissertations as part of BA and MA degrees*

In English the word “**thesis**” (*дисертація*) is used to mean the sole work written and submitted in order to gain a higher university degree. In many UK universities, for example, a Master’s degree may be given after a thesis is submitted after two years work writing it, while a PhD (Doctorate) would be given after a doctoral thesis is produced after a number of years, often while the candidate is teaching at that university.

A **dissertation** (*бакалаврська або магістерська робота*) is a work produced as part of a first degree (Bachelor’s) and in some universities, as part of a Master’s degree where other forms of study are included. Its length varies by the subject and the specific university. In Ukraine, the formalized approach to such work may be specified either by Ministry of Education and Science publications or by publications by a specific university, while in the UK and the USA, each university publishes its own guidelines.

In Ukraine, the research paper is **presented** (*захистити*) before a panel of senior academic staff and questions may be asked to the student prior to **the award of a degree** (*присудження ступеня*).

#### *Typical guidelines as expected of academic papers in Ukraine*

A BA or MA dissertation in linguistics or translation studies must be a relevant and sufficiently independent research of a topic in linguistic or translation studies that includes both the research of academic literature in a particular area and empiric analysis of the linguistic material. The paper itself consists of a table of contents, an introduction, the main body, conclusions, bibliography, appendixes,

and a summary of it in English. The author should introduce the paper with reasons as to why their chosen **topic** (*тема дослідження*) was selected, with a focus on **the relevance of that topic** (*актуальність теми*) to the academic area in which that topic lies. It should also be stated as to what **advances in research** (*новизна*) are being made as a result of this topic being studied in the particular paper.

There must be a named **subject area** (*об'єкт дослідження*), and **the specific topic** (*предмет дослідження*) addressed by the paper should clearly be positioned within that area and its context. The choice of specific topic will determine the **title of the dissertation** (*назва роботи*) and how it will be developed by specifying what **research material** (*матеріал дослідження*) is to be used in the paper and how.

**The introduction** (*вступ*) itself should include an analysis of how previous research on this topic approached the subject and how the paper now being presented will have advanced knowledge of this topic. There must then be **an overview of relevant literature** (*огляд літератури*) that shows the unfinished progress of research and opinions expressed by the author as to how future research may take place.

**The objectives of the research** (*мета дослідження*) must now be specified and indication given of the **necessary tasks** (*завдання*) to achieve the objectives. At this stage, the **research methodology** (*методи дослідження*) has to be specified and described. In addition, the introduction has to include a **description of the basic structure of the paper** (*структура наукової роботи*) and how these contents may be viewed to have a **recognized theoretical value** (*теоретичне значення*). This is because the paper has both to advance knowledge and provide **practical value** (*практична цінність*) as a result of a research on a topic.

**The main body** (*основна частина*) should be divided into a number of **sections** (*розділи*), the first being the **underlying theory section** (*теоретична частина*) and the remainder **the development of hypotheses** (*практична або експериментальна частина*) that formulate and direct the research being

undertaken. The **hypotheses** (*гіпотези*) need to be clearly stated at the start of the work and the subsequent conclusions must reflect the nature of the hypotheses. Were they shown to be proven or not?

**The conclusion** (*висновки*) must clearly state **the summaries of the research** (*заключний підсумок дослідження*) for both theoretical and practical approaches and what results could be observed. The conclusion should also state **potential future directions of research** (*перспективи дослідження*) within the chosen subject and topic. **The bibliography** (*перелік використаних джерел*) should be presented in three sections: **theoretical sources** (*перелік використаної наукової літератури*), **linguistic reference sources** (*лексикографічні джерела*) (dictionaries and so on) and thirdly, **a list of material researched** (*перелік матеріалів дослідження*). **Appendixes** (*додатки*) may also be affixed. It is important to keep as closely as possible to these guidelines, since although they may vary from country to country, each academic sector will have similar guidelines that eventually permit comparison of authors, not only within a university, but nationally and even internationally.

The paper must be objectively presented in the passive voice and in the third person. It is important to avoid colloquial terms and slang, while all terminology, both general and jargon, must be defined clearly whenever it is used for the first time in a given paper, to avoid any misunderstanding.

**2. Match the following Ukrainian words and expressions in the left-hand column to their English equivalents in the right-hand column.**

- |                        |                               |
|------------------------|-------------------------------|
| a) дисертація          | 1) the relevance of the topic |
| b) бакалаврська робота | 2) thesis                     |
| c) актуальність теми   | 3) advances in research       |
| d) новизна дослідження | 4) dissertation               |
| e) гіпотеза            | 5) subject area               |
| f) об'єкт дослідження  | 6) hypothesis                 |
| h) мета дослідження    | 7) development of hypotheses  |

- |                            |   |
|----------------------------|---|
| i) завдання дослідження    | 8) the main body                            |
| j) методи дослідження      | 9) overview of relevant literature          |
| k) теоретичне значення     | 10) potential future directions of research |
| l) практична цінність      | 11) practical value                         |
| m) основна частина         | 12) objectives of the research              |
| n) теоретична частина      | 13) research methodology                    |
| o) практична частина       | 14) necessary tasks                         |
| p) перспективи дослідження | 15) theoretical value                       |
| q) матеріали дослідження   | 16) linguistic reference sources            |
| r) лексикографічні джерела | 17) underlying theory section               |
|                            | 18) material researched                     |

### **3. Answer the following questions on the text above:**

1. What kinds of student academic works can you name? Why, in most cases, is an academic work part of getting a higher education degree?
2. What is the difference between a Master's and a PhD degree in English-speaking countries and Ukraine? Is there a direct match between academic degrees in England or the USA and Ukraine?
3. What is the procedure for getting a Bachelor's degree in Ukraine?
4. What are the two principal components of a Ukrainian dissertation?
5. By whom and how is the topic of a student's academic research determined?
6. What is the difference between the subject area of research and its specific topic?
7. What kinds of research material are usually used in linguistics or translation studies, dissertations and theses?
8. What is the basic structure of a dissertation?
9. Why is it important to read as much academic literature on the subject of the research as possible?
10. What kinds of research methodology for linguistics or translation studies do you know?

11. What practical value could a student's academic work have?
12. Why is it important to prove the hypothesis that introduces research? What are the possible outcomes in this respect?
13. Why should a candidate for a degree clearly see the potential future directions of research?
14. How is the bibliography usually structured? Are there any strict requirements to its listing?

**4. Translate the following paragraphs from an introduction to a Bachelor's work by a Ukrainian student:**

**Актуальність.** Прислів'я та приказки, які є частиною культури певного народу, завжди залишалися і залишаються актуальними, незважаючи на розвиток економіки і техніки, на прогрес і т.ін. Порівняння прислів'їв та приказок різних народів показує, як багато спільного вони мають, що, у свою чергу, сприяє їх кращому взаєморозумінню і зближенню. Проблема перекладу зооморфних паремій у даній бакалаврській роботі є, безумовно, актуальною, тому що зоологічні терміни, які вживаються в англійських прислів'ях та приказках, відрізняються від українських еквівалентів перекладу, що є головною відмінністю мовної картини цих народів.

**Мета роботи** полягає в тому, щоб систематизувати і поєднати погляди різних вчених щодо особливостей та способів перекладу англійських прислів'їв та приказок, які містять зоологічну термінологію, українською мовою.

**Завдання бакалаврського дослідження:**

1. Систематизувати труднощі, які виникають під час перекладу прислів'їв та приказок, які включають зоологічну термінологію.
2. Визначити найбільш адекватні способи їх перекладу.

**Об'єктом дослідження** є англійські та українські прислів'я і приказки із вмістом зоологічної термінології.

**Предмет дослідження** – особливості перекладу паремійних одиниць, які містять зоологічну термінологію.

**Теоретичне значення.** Ця робота робить внесок у розвиток вивчення способів перекладу прислів'їв та приказок взагалі і тих, які містять зоологічну термінологію, зокрема.

**Практичне значення бакалаврської роботи** полягає у можливості застосування результатів дослідження для створення спецкурсів і навчальних посібників, для написання курсових робіт, а також для практичного вивчення тематичної лексики.

У ході виконання роботи використовувалися такі **методи лігвістичного дослідження:** метод зіставного аналізу, соціолінгвістичний метод, психолінгвістичний метод.

**Структура бакалаврської роботи** включає вступ, два розділи – теоретичний і практичний, висновки, список використаної літератури, додатки та резюме (англійською мовою).

**5. Write an outline of your thesis. Use text from Ex.3 as an example.**

## **6. НАПИСАННЯ КОНСПЕКТІВ З ГРАМАТИКИ**

Work 3-5 sources out from the list of references and summarize the topics:

### 1. Passive Voice:

- the Formation of Passive Voice,
- the Use of Passive Voice,
- the Use of tenses in the Passive Voice,
- ways of translating the Passive Voice into Ukrainian.

### 2. Non-finite forms of the Verbs:

- Gerund (General notion, Tense and Voice distinctions, Predicative constructions with the Gerund),
- Participle (General notion, Tense and Voice distinctions, Constructions with the Participle),
- Infinitive (General notion, Tense and Aspect distinctions; Infinitive Constructions).

### 3. Subjunctive and Conditional Mood:

- General notion,
- Formation of Subjunctive and Conditional Mood,
- Ways of Rendering Subjunctive and Conditional Mood into Ukrainian.

Summary should be written in English with enough examples.

## **APPENDIX**

### **Example of the scientific article summary**

The article under review is headlined “Developing communication skills in multilingual Europe: the case of Britain”. It is published in 2015 in the scientific journal “Visnyk Kharkivskoji derzhavnoji akademiji kultury”. The author of the article is Chastnyk O. S. The article is addressed to scientific workers, researchers, teachers of English. It presents a review of publications exploring the crisis in foreign language teaching in Great Britain and the ways of overcoming it. The author investigates the causes of a reduction in the number of British university departments where foreign languages are taught as a major. The article also describes the measures aimed to develop functional bilingualism among university graduates, especially teaching languages at optional courses of various duration and accreditation status. Data from various surveys involving people attending 28 such courses have been analyzed. It appears that most of the students choose credit or certified courses. In conclusion the author pays particular attention to the role of university language centres in teaching foreign languages to non-specialist students.

I found the article interesting and informative for the teachers of foreign languages and students, the future teachers.

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