МІНІСТЕРСТВО ОСВІТИ І НАУКИ УКРАЇНИ
ТЕРНОПІЛЬСЬКИЙ НАЦІОНАЛЬНИЙ ЕКОНОМІЧНИЙ
УНІВЕРСИТЕТ
НАВЧАЛЬНО-НАУКОВИЙ ІНСТИТУТ ІННОВАЦІЙНИХ
ТЕХНОЛОГІЙ
КАФЕДРА ІНОЗЕМНИХ МОВ

Методичні вказівки для аспірантів з дисципліни
Іноземна мова у наукових дослідженнях
(економічні, юридичні та соціально-психологічні аспекти)

Тернопіль – 2018

Іноземна мова у наукових дослідженнях (економічні, юридичні та соціально-психологічні аспекти): методичні вказівки з дисципліни для аспірантів /Укладачі: к.філол.н., доцент Крайняк Л.К, к.філол.н., доцент Гумовська І.М. – Тернопіль: ТНЕУ, 2018.

У методичних вказівках відображено основні поняття, необхідні для написання тез, анотацій для статей та розширених анотацій, а також подані основи граматики.

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CONTENTS

RESEARCH PAPER (OR JOURNAL) ABSTRACT

A research paper (or journal) abstract (анотація) is a short account of a research paper placed before it. The research article abstract is written by the author of a paper. The journal abstract has certain textual and linguistic characteristics. It:

- Consists of a single paragraph;
- Contains 4-10 full sentences;
- Tends to avoid the first person and to use impersonal active constructions (e. g. "this research shows…") or passive voice (e. g., "The data were analyzed…");
- Rarely uses negative sentences;
- Uses meta-text (or reference to the paper itself, in other words, text about one's own text)(e. g. "This paper investigates….")
- Avoids using acronyms, abbreviations, and symbols (unless they defined in the abstract itself);
- Does note cite by number or refer by number to anything from the text of the paper.

The most frequent tense used in abstracts is the present tense. It is used to state facts, describe methods, make comparisons, and give results. The past tense is preferred when reference is made to the author's own experiments, calculation, observations, etc.

Journal abstracts are often divided into **informative** and **indicative** abstracts. The informative abstract includes main findings and various specifics such as measurements and quantities. This type of abstract often accompanies research reports and looks itself a report in miniature.

Indicative abstracts indicate the subject of a paper. They provide a brief description without going into a detailed account. The abstracts of this type often accompany lengthy texts or theoretical papers. The combination of both types of journal abstracts, however, also exists.

The structure for the English journal abstract includes the following moves:

1. Situating the research (e.g., by stating current knowledge in the field or research problem).
2. Presenting the research (e.g. , by indicating its main purpose or main features).
3. Describing its methodology.

4. Summarizing the results.
5. Discussing the research (by drawing conclusions and/or giving recommendations).

Example

^{Situating the research} Modern democracy requires delegation. One problem with delegation is that principles and agents often have conflicting interests. A second problem is that principals lack information about their agents. Many scholars conclude that these problems cause delegation to become abdication (відмова). ^{Presenting the research} We reject (відкидаємо, не погоджуємося) this conclusion and introduce a theory of delegation that supports a different conclusion. The theory clarifies (робить ясним) when interest conflicts and information problems do (or do not) turn delegation into abdication. ^{Summarizing the results} We conclude by arguing that remedies (засоби) for common delegation problems can be embedded in the design of electoral, legislative, and bureaucratic institutions. This culmination of our efforts is a simple, but general, statement about when citizens and legislators can (and cannot) control their agents.

SUMMARIES

A summary (розширена анотація/ реферат) is a shortened version of a text aimed at giving the most important information or ideas of the text.

A good summary satisfies the following requirements:

1. It condenses the source text and offers a balanced coverage of the original. Avoid concentrating upon information from the first paragraph of the original text or exclusively focusing on interesting details.

2. It is written in the summary writer's own words.

3. It does not evaluate the source text and is written in generally neutral manner.

4. The first sentence of the summary contains the name of the author of a summarized text, its title, and the main idea.

5. The summary uses enough supporting detail and transition device, that show the logical relationship of the ideas.

6. It satisfies the requirements set to its length (which may be quite different; however, for a rather short text, the summary is usually between one-third and one-fourth of its length).

USEFUL PHRASES: Beginning a Summary

The purpose of the first sentence in a summary is to acquaint the reader with the summarized text. The first sentence, therefore, includes the name of the author of a summarized text, its title, and the main idea. It uses the present tense. Below are some possible patterns that you. may use in your summaries.

According to Charles G, Morris in his *book Psychology, ,,,* (main idea)

Charles G, Morris in *Psychology discusses* ... (main topic)

Charles G. Morris in his book *Psychology* states/describes/explains/ claims/argues that .,, (main idea)

In Charles G. Morris' discussion of firstborns in *Psychology, ...* (main idea)

In his *book Psychology,* author Charles G, Morris states/describes explains/claims/argues that .., (main idea)

Useful Phrases for Summaries

In longer summaries, it is advisable to remind a reader that you are summarizing. For this purpose, you may use the following patterns also adding some logical connectors (such as *further, also, in addition, furthermore, moreover*, etc.).

According to Charles Morris in his book *Psychology, ...* (main idea).

The author/article/book presents……

The author argues/believes/claims/describes/explains/states that…..

The author continues/goes on to say…

The author concludes that….

The article deals with…..

Task 1. Match the names of the English academic genres in the left column with their definitions (descriptions) in the right column. Translate the names of the genres into Ukrainian. Do you see any English-Ukrainian mismatches? Can you translate into English the word "реферат"?

Summary | An article that critically examines a new book or any other

	piece of writing.
Abstract	A research project proposed for funding.
Review	A short account of a research paper placed before it.
Conference abstract	A relatively short piece of research usually published in a journal or a volume.
Research paper	A shortened version of a text aimed at giving the most important information or ideas of the text.
Grant proposal	A short account of a conference paper.

CONFERENCE ABSTRACTS

A conference abstract (тези доповіді) is a short account of an oral presentation proposed to the organizers of a conference.

Conference abstracts have certain textual characteristics. They are usually of one-page length (200-300 words) and consist of three paragraphs on average. Some conferences require in addition a shorter version of an abstract for inclusion in the conference program. Such versions do not normally exceed 50 words.

Useful Phrases: Highlighting the Outcome

Below are useful phrases of the conference abstract.

It is now generally accepted that…

In recent years, researches have become increasingly interested in…

Many recent studies have focused on…

One of the characteristic features of… is…

Despite the importance of…, little attention has been paid to…

However, little is known about the…

It remains unclear whether…

The major task of this study is to provide…

The paper examines…

This study seeks to understand…

Using the described approach, this study explores…

Finally, . . . implications will be drawn from the results obtained.

Tentative explanations for . . . are offered.

The paper closes with several suggestions on ...

The paper implies a number of practical recommendations to ...

The paper will conclude by ...

As a final point, a conclusion involving . . . will be offered.

GRAMMAR

WORKING WITH COUNT AND NONCOUNT
(MASS) NOUNS

Count nouns **name items that can be counted one by one.** Noncount or mass nouns **name items that cannot be counted. There are six types of noncount nouns.**

Noncount Nouns

1. Groups, Substances consisting of similar items: **furniture, equipment, salt**
2. Fluids, Gases: **water, oxygen**
3. Games, Sports: **checkers, tennis**
4. Substances: **wood, silk, plastic**
5. Abstractions: **life, death, pleasure, pain, love, hatred, philosophy, religion, truth, falsehood, knowledge, ignorance**
6. Nouns formed from verbs: **studying, working**

Keep the following rules in mind when you use count and noncount (mass) nouns.

1. Noncount or mass nouns cannot be made plural.

> Not**:** *I ate rices for lunch.*

> But**:** *I ate rice for lunch.* **Or**
> *I ate two bowls of rice for lunch.*

2. Noncount or mass nouns take verbs in the third person singular.

> *Love is grand.*
> *Playing chess was his favorite pastime.*

9

Honesty demand/ courage.

3. **Some nouns can be either count or noncount depending upon the emphasis. When acting as concrete items or examples, they are count nouns. When they stand for a class, they are noncount.**

Count**:**   *Margarete and I saw two films today.*

Noncount**:**   *Margarete and I are majoring in film.*

4. **Count and noncount nouns use different articles and determiners.**

With count nouns: many, few, a few, each, every, several

With noncount nouns: much, little, a little

MASTERING PLURALS

Keep the following rules in mind when forming plurals:

1. Form the plurals of regular nouns by adding *-s* or *–es;* form the plurals of irregular nouns in ways other than by adding *-s* or *-es.*

Not: *Womans* **didn't get the right to vote until well after the turn of the**

century.

But: *Women* **didn't get the right to vote until well after the turn of the**

century.

2.   Keep noncount nouns singular.

Not**:**   **The** *equipments* **were outdated.**

But**:**   **The** *equipment* **was outdated.**

3. Use plural nouns immediately after adjectives such as *a few, many, most,* and *some,* and after pronouns such as *these* and *those.*

Not: **A few *customer* entered the store.**

But**:**   **A few *customers* entered the store.**

4. Use plural nouns after adjective phrases introduced by *one of the.*

Not: **A Porsche is one of the most expensive *car.***
But: **A Porsche is one of the most expensive *cars.***

5.Use *many* and *many of* with plural count nouns. Use *much* and *much of* with noncount nouns, which are always singular.

Plural count**:**   *Many* **of the students wanted to take her class.**

Noncount**:**   *Much* **of the water is contaminated.**

6.Use *a few* with plural count nouns; use *a little* with noncount nouns, which are always singular.

Plural count: **Studying for only *a few minutes* won't help you pass.**

Noncount**:**   *A little* **learning is a dangerous thing.**

7.Use *all, a lot of, most of,* or *more* with plural count nouns and with noncount nouns, which are always singular.

Count: ***All steel workers* wear hard hats.**

Noncount: ***All homework* is due on Tuesday.**

8.Use singular, not plural, nouns after *much* and *much of.*

Not**:**   ***Much bloods* has been shed for liberty.**

But**:**   ***Much blood* has been shed for liberty.**

9.Use the adjectives *this* and *that* with singular nouns; use *these* and *those* with plural nouns.

Not**:**   ***This gardeners* works hard.**

But: *This gardener* **works hard.** *Or*

These gardeners work **hard.**

10.   In English, plural nouns do not take plural adjectives.
Therefore, do not make adjectives plural, even when they describe plural
nouns. This is true whether they come before or after nouns.

Not:**The** *bests* **students received awards.**

But: **The** *best* **students received awards.**

Not: **The people were** *angries.*

But: **The people were** *angry.*

11. Use singular, not plural, nouns after phrases such as *kind of, type of, sort
of,* and *style of.*

Perri practices an odd *kind* **of vegeterianism; she eats no meat
except for an "exotic"** *type of* **beef—prime rib.**

12. Use plural nouns after phrases such as *kinds of, types of, sorts of,* and
styles of.

I dislike the *types of stores* **she frequents.**

Note: **Noncount nouns are always singular.**

They studied three *types of philosophy.*

USING ARTICLES CORRECTLY

There are two types of articles in English:

Definite (specific):   *the*

Indefinite (nonspecific):   *a, an*

Using articles correctly can be tricky, but not impossible. Here are
some rules that should help you master their use:

1. Use **the** *with:*

a. **All common nouns and with noncount nouns that are specific:**

The people have spoken. Jane says the cinema is
her life.

b. **Singular count nouns that represent a class of things or people:**

Fr. Alegro has devoted his life to the poor.

c. **Plural proper nouns or singular proper nouns that name an ocean, a sea, or a river; a geographical region; an organization; or a newspaper:**

The Jareds got married fifty years ago.
The Mediterranean Sea has become polluted.
They loved the South.
Prof. Emory serves on the Faculty Senate.
He worked in Moscow as a correspondent for the **Chicago Tribune.**

2. Use *a* or *an* with**:**

a). **Singular, countable nouns that are nonspecific:**

Minerva sat in a corner and read a newspaper.
An elephant and an ostrich appeared to them from behind an iron fence.

b. **Singular, countable nouns that are generic:**

A magazine is classified as a periodical because it is published at various intervals, or periods.

Note: **Do not use *a* or *an* with plural nouns:**

Not: **We bought a books.**

But: **We bought books.**

3. Use **no** article with**:**

a. **Plural or noncount common nouns that are not specific:**

Stocks and bonds can be risky investments.

Josef's store sells office supplies.

There are games and sports for children of all ages.

b. Plural nouns used in an abstract or generic sense:

Jade plants need frequent watering.

Men suffer from stuttering in greater numbers than women do.

c. Singular proper nouns that name a person, a country, city, or continent; a mountain, lake, or bay; or a disease:

We enjoyed vacationing at Lake Louise.

He suffers from diabetes.

Seattle is close to Portland; they are both near Mt. Rainier.

d. Singular nouns that name abstractions such as attitudes, emotions, languages, philosophies, religions, sports, and academic subjects:

Ambition can't be learned.

Jealousy is destructive.

Dave studies Mandarin and Russian.

MAKING SUBJECTS AND VERBS AGREE

Follow these two rules when you check your writing for subject/verb agreement.

1. Use singular verbs, which end in -s, with indefinite pronouns. Indefinite pronouns **are words such as *anybody, anyone, anything, each, either, everybody, everyone, everything neither, no one, nobody, none, one, someone, somebody.***

Not: **Anything go around here.**

But: **Anything *goes* around here.**

Not: **Something *were* wrong with that picture.**

But: **Something *was* wrong with that picture.**

Not: **We want to see two movies; each *last* an hour. But: We want to see two movies; each *lasts* an hour.**

2. Make verbs in subordinate clauses agree with the nouns those clauses modify. Subordinate clauses **can begin with pronouns such as** *that, which, who, whom,* **and** *whose.*

Not**: Our minister, who *have* volunteered for the Peace Corps, leaves for Sri Lanka next week.**

But: **Our minister, who *has* volunteered for the Peace Corps, leaves for Sri Lanka next week.**

Not: **The Tigris-Euphrates Valley, which *were* the site of several ancient civilizations, is in southwest Asia.**

But: **The Tigris-Euphrates Valley, which *was* the site of several ancient civilizations, is in southwest Asia.**

COMBINE GERUNDS AND INFINITIVES CORRECTLY WITH VERBS

A gerund **is an** -ing **noun made from a verb; it names an activity.**

Eating **greasy hamburgers is his only recreation.**

I enjoy *speaking* Arabic, but I'm not good at it.

An infinitive **is the basic form of the verb preceded by** *to.* **Infinitives act as nouns, adjectives, or adverbs.**

Noun: **To eat well is his only ambition.**

Adjective: **He is always thinking about things to cook.**

Adverb: **They studied in order to get good grades.**

Remember these rules when combining gerunds and infinitives with verbs:

a. **Some verbs take either gerunds or infinitives with no change in meaning.**

Gerund: **I love reading novels.**

Infinitive: **I love to read novels.**

b. **Some verbs mean one thing when used with a gerund of a verb and another thing when used with the infinitive form of that verb.**

Gerund: **Sara remembered leaving a light on.**

Infinitive: **Sara remembered to leave a light on.**

c. **Some verbs can be used with gerunds, but not with infinitives. In general, these are** transitive verbs—**verbs that take direct objects.**

Not: **The suspect denied to steal the money.**

But: **The suspect denied stealing the money.**

d. **Some verbs can be used with infinitives, but not with gerunds.**

Not: **I expect getting a phone call this afternoon.**

But: **I expect to get a phone call this afternoon.**

VERBS FOLLOWED BY THE GERUND

admit	excuse	practise
anticipate	escape	prevent
appreciate	fancy (= imagine)	propose (= suggest)
avoid	finish	quit
consider	forgive	recollect
defer	imagine	remember
delay	involve	resist
deny	keep (= continue)	risk
detest	mean (=involve)	save (smb the trouble)
discuss	mind (= object)	stop (= cease)
dislike	miss	suggest
dread	pardon	talk about
enjoy	postpone	think about
		understand

THE MOST USEFUL VERBS WHICH CAN BE FOLLOWED DIRECTLY BY THE INFINITIVE

agree	fail	promise
aim	forget	prove
appear	guarantee	refuse
arrange	happen	remember
ask	hesitate	resolve
attempt	hope	seem
bother (negative)	intend	swear
care (negative)	learn	tend
choose	long	threaten
claim	manage	trouble (negative)
condescend	mean	try (= attempt)
consent	neglect	undertake
decide	need	volunteer
decline	offer	vow
demand	plan	want
determine	prepare	would like
be determined	be prepared	would love
endeavour	pretend	(can't) afford
expect	proceed	(can't) wait

COMPLEX OBJECT

1.

He *wants*	you	to invite	**Prof. Blake**	**to the conference.**
He *wants*	Prof. Blake	to be invited		**to the conference.**
We *wish*	him	to be happy.		
I'*d like*	them	not to be late		**for dinner.**
The manager *expects*	us	to do	**this work**	**properly.**
The manager *expected*	this work	to be done		**properly.**
We are *waiting* for	the guests	to arrive.		

2.

He <u>*saw*</u>	a man	run	**across the street**
I <u>*have heard*</u>	them	talk	**about it.**
The nurse <u>*felt*</u>	him	tremble	**with cold.**
They <u>*noticed*</u>	her	leave	**the house**
They *made*	me	do	**it.**
We can't *let*	you	go	**so early.**

COMPLEX SUBJECT

We all	seem	**to like**	**this play.**
I	don't seem	**to understand**	**you.**
I	don't seem	**to have understood**	**you correctly.**
This	appears	**to be**	**the only way out.**
Do you	happen	**to know**	**Jane?**
She	proved	**to be**	**right after all.**
She	proved	**to have been**	**right after all.**
He	turned out	**to be**	**a good doctor.**
He	is likely	**to return**	**soon.**
He	is unlikely	**to return**	**soon.**
The students	are sure	**to attend**	**this lecture.**

PREPOSITIONAL INFINITIVE COMPLEX

(FOR +INFINITIVE)

It is necessary	for **us**	to attend	**all the lectures.**
It's time	for **you**	to go	**home**.
For **you**	to study	**well**	**is the most important thing**.
That's for **you**	to think	**on**.	

COMPLEXES WITH THE GERUND

They were afraid **of my finding out** the truth.	*Вони боялися, що я взнаю правду.*
Forgive **my saying** that.	*Простіть, що я сказав це.*
I don't know the reason of your leaving.	*Я не знаю причин вашого від'їзду.*

THE PARTICIPLES

THE PRESENT PARTICIPLE

A. Form

The infinitive + ing, **e.g.** *working, loving, sitting.*

B. Use

1. To form the continuous tenses:

He is working.   You 've been dreaming.

2. As adjectives:

running water   floating wreckage

dripping taps   leaking pipes

3. After have + object:

He had me swimming in a week.

We have people standing on our steps all day.

I won't have him cleaning his bike in the kitchen.

4. **A present participle can sometimes replace a relative pronoun + verb:**

a map that marks/marked political boundaries =

a map marking political boundaries

people who wish/wished to visit the caves =

people wishing to visit the caves

children who need/needed medical attention =

children needing medical attention

5. Present participles/participle phrases such as adding/pointing out/ reminding/warning **can introduce statements in indirect speech:**

He told me to start early, reminding me that the roads would be crowded

The above uses have already been dealt with. The present participle can also be used:

 6. After verbs of sensation (*see, hear, feel, smell etc***.).**

 7. After catch/find/leave **+ object).**

 8. After go, come, spend, waste, be busy**.**

PAST PARTICIPLE

A.   Form

The past participle of regular verbs is formed by adding –ed or –d to the infinitive, e.g. *worked, loved.*

Past participle of irregular verbs is formed in different ways (see *List of irregular verbs*).

B. Use

1. As an adjective:

stolen money   a written report   fallen trees

broken glass   tired drivers   blocked roads

2. To form the perfect tenses/infinitives and participles and the passive voice:

  he has seen   to have loved   it was broken

3. The past participle can replace a subject + passive verb just as the present participle can replace subject + active verb:

She enters. She is accompanied by her mother. =

She enters, accompanied by her mother.

He was aroused by the crash and leapt to his feet =

Aroused by the crash, he leapt to his feet.

The bridge had been weakened by successive storms and was no longer safe
=

Weakened by successive storms, the bridge was no longer safe **or**

Having been weakened **etc.**

As he was convinced that they were trying to poison him, he refused to eat

anything =

Convinced that they were trying to poison him, he refused to eat anything.

PARTICIPLE COMPLEXES

	Examples
The Objective Participle Complex	She saw **him walking** in the park. *Вона бачила, як він гуляв у парку.* I watched **the snow falling.** *Я спостерігав, як падає сніг.* I want **her changed**. *Я хочу, щоб вона змінилася.* She had **her hair done.** *Їй зробили зачіску.*
The Subjective Participle Complex	**She** was heard **singing** a folk song. *Було чути, як вона співала народну пісню.* **The work** was considered **finished**. *Роботу вважали закінченою.*
The Absolute Participle Complex	**The task being difficult**, we asked for advice. *Оскільки завдання було складним, ми попросили поради.* **Her face smiling,** she came into the room. *Усміхаючись, вона увійшла в кімнату.*

SEQUENCE OF TENSES

1.

	she will live **in Lviv.**
She says **that**	she lives **in Lviv.**
	she lived **in Lviv.**
	she would live (*буде жити*) **in Lviv**.
She said **that**	she lived (*живе*) **in Lviv.**
	she had lived (*жила*) **in Lviv.**

2.

Direct Speech	*Reported Speech*
PRESENT INDEFINITE **I work.**	**PAST INDEFINITE** **I said that I worked.**
PAST INDEFINITE **I worked.**	**PAST PERFECT** **I said that I had worked.**
FUTURE INDEFINITE **I shall work.**	**FUTURE-IN-THE-PAST** **I said that I would work.**
PRESENT CONTINUOUS **I am working.**	**PAST CONTINUOUS** **I said that I was working.**
PAST CONTINUOUS **I was working.**	**PAST PERFECT CONTINUOUS** **I said that I had been working.**
FUTURE CONTINUOUS **I shall be working.**	**FUTURE-IN-THE-PAST** **I said that I would be working.**
PRESENT PERFECT **I have worked.**	**PAST PERFECT** **I said that I had worked.**
PAST PERFECT **I had worked.**	**PAST PERFECT** **I said that I had worked.**
FUTURE PERFECT **I shall have worked.**	**FUTURE-IN-THE-PAST** **I said that I would have worked.**

PRESENT PERFECT CONTINUOUS I have been working.	PAST PERFECT CONTINUOUS I said that I had been working.
FUTURE PERFECT CONTINUOUS I shall have been working.	FUTURE-IN-THE-PAST I said that I would have been working.

PASSIVE VOICE

		Letters	are	typed here	every day.
		The letter	is being	typed	now.
		The letters	have been	typed	already.
		The letter	was	typed	yesterday.
		The letter	had been	typed	by 5 o'clock yesterday
		The letter	will be	typed	in an hour.
		The letter	is going to be	typed	soon.
		Letters	aren't (are	typed here	every day.
		Letters	not)	typed here	yesterday.
		The letters	weren't		
			haven't (have	typed	yet.
		The letters	not) been	typed	when I came in.
		The letter	hadn't been		
			won't (will	typed	in an hour.
			not) be		
	Are	letters		typed here	every day?
	Is	the letter	being	typed	now?

	Was	**the letter**		**typed**	**yesterday?**
	Have	**the letters**	**been**	**typed**	**yet?**
	Will	**the letter**	**be**	**typed**	**in an hour?**
Which		**letter**	**is being**	**typed**	**now?**
Who	**are**	**letters**		**typed by**	**every day?**
When	**was**	**the letter**		**typed?**	
When	**will**	**the letter**	**be**	**typed?**	

CONDITIONAL/SUBJUNCTIVE/SUPPOSITIONAL MOOD

	Examples
Реальна умова в майбут- ньому	If you come today, call me. ***Якщо ти прийдеш сьогодні, зателефонуй мені.***
Нереальна умова у теперішньо му часі	If I knew this I would tell you. ***Якби я знала це, я би вам сказала. (зараз)***
Нереальна умова у минулому	If I had known this I would have told you. ***Якби я знала (тоді), я б вам сказала (тоді).***
Сумнівна, бажана, необхідна дія	It is necessary that she (should) go there. ***Необхідно, щоб вона пішла туди.***

Бажана дія, що суперечить дійсності	I wish I knew him. *Жаль, але я не знаю його.* If only I knew him! *Якби тільки я його знав!* I wish I had known him. *Шкода, що я не знав його.*
Побажання (в простих реченнях)	Success attend you! *Хай успіх буде з вами!* Long live our cooperation! *Хай живе наша співпраця!*

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