

**MINISTRY OF EDUCATION AND SCIENCE OF UKRAINE
RIVNE STATE UNIVERSITY OF THE HUMANITIES
DEPARTMENT OF FOREIGN LANGUAGES**

**GUIDELINES
TO ENGLISH LANGUAGE COURSE
FOR FOREIGN MASTER'S STUDENTS**

Rivne 2023

UDC 811.111:378.02-054.6 (072)

M 54

Guidelines to English language course for foreign Master's students / Compilers : L. Moroz, K. Pavelkiv, S. Romaniuk, L. Yasnohurska. Rivne : RSHU, 2023. 29 p.

SUGGESTED BY

Department of Foreign Languages
Protocol No. 1 dated 10.01.2023.

APPROVED BY

Academic Council of Rivne State University of the Humanities
Protocol No.1 dated 26.01.2023

COMPILERS:

L. Moroz, PhD in Philology, Professor
K. Pavelkiv, D in Pedagogy, Professor
S. Romaniuk, PhD in Philology, Associate professor
L. Yasnohurska, PhD in Philology, Associate professor
L. Denysiuk, senior teacher
V. Trofimchuk, senior teacher
N. Danilova, senior teacher
V. Kovaliuk, senior teacher
I. Kralia, senior teacher
N. Michuda, senior teacher

REVIEWERS:

L. Kupchyk, PhD in Pedagogy, Associate professor, the head of the Department of Foreign Languages of the National University of Water and Environmental Engineering
T. Kuchma, PhD in Philology, Associate professor of the Department of Foreign Languages of Rivne State University of the Humanities

The Guidelines was developed for foreign students obtaining Master's degree. The structure of the methodical recommendations enables the teacher to choose optimal ways of organizing both classroom and independent work of students, taking into account their level of knowledge. Special texts for reading and grammatical material contribute to the development of students' skills in using English language. Most of the texts are authentic.

CONTENTS

Introduction	4
Module 1. Education in Ukraine	5
The Ukrainian educational system	5
Grammar: Modals 1 (ability, permission, advise)	7
Higher education in Ukraine	11
Grammar: Modals 2 (obligation, probability, possibility)	14
Module 2. Scientific work at the university	16
In Pursuit of Knowledge: The Scientific Method	16
Grammar: The passive 1 (present simple, past simple, will)	19
Two Kinds of Research: Basic and Applied	22
Grammar: The passive 2 (present continuous, present perfect simple, past continuous, past perfect simple, <i>be going to</i> , modals)	26
My Research Interests	27
References	29

INTRODUCTION

The purpose of training is to form master's students ability and readiness for intercultural communication, the ability to correlate language means with specific goals, tasks, situations and conditions of communication.

The task is to prepare master's students for effective oral and written communication in English in typical academic and professional situations, which will contribute to their academic mobility and lifelong learning.

Course content

According to the English language course program, oral and written tasks are given for master's students to learn such **topics**.

Module 1. Education in Ukraine

1. The Ukrainian educational system
Grammar: Modals 1 (ability, permission, advise)
2. Higher education in Ukraine
Grammar: Modals 2 (obligation, probability, possibility)

Module 2. Scientific work at the university

1. In Pursuit of Knowledge: The Scientific Method
Grammar: The passive 1 (present simple, past simple, will)
2. Two Kinds of Research: Basic and Applied
Grammar: The passive 2 (present continuous, present perfect simple, past continuous, past perfect simple, *be going to*, modals)
3. My Research Interests

Forms of task performance:

- orally (reading texts and learning grammatical material for the lesson);
- in writing (lexical and grammatical exercises, composition “My Research Interests”).

HOW TO WORK ON THE SUBJECT

1. Read and translate the text on the topic (orally).
2. Write down and translate unfamiliar words and phrases (work with dictionary).
3. Do lexical exercises to familiarize and consolidate new words and phrases (in writing).
4. Read the grammar material for the lesson topic (orally).
5. Do grammar exercises to automate actions with new grammatical structures (in writing).
6. Send completed tasks to the teacher.

MODULE 1

Education in Ukraine

Topic 1. The Ukrainian Educational System

1. Read and translate the text.

THE UKRAINIAN EDUCATIONAL SYSTEM

In Ukraine all citizens are guaranteed an equal opportunity to get free education. According to “The Law on Education” there are the following stages of education: pre-school education, secondary education, vocational education, higher education, after-diploma training, post graduate courses, doctorate courses, improving qualification courses, beyond-the-school education, self-education.

In Ukraine education is compulsory for all children between the ages of 6 to 15. Mainly all schoolchildren attend state schools, where tuition and equipment are free. General secondary school is considered to be the most important element in the system of education as children spend 11 years at school. This is a time of intensive mental and physical development, during which human's character is formed.

Pre-school education is provided by kindergartens. Secondary schools give general education which has three stages: primary, basic and senior. Specialized classes, gymnasiums (a kind of a secondary school), lyceums and other different educational units are organized for talented children.

For adults there are evening and distance learning secondary schools. Vocational education is provided almost 800 qualifications either in secondary schools or in vocational schools.

2. Write down unfamiliar words and phrases (work with dictionary).

3. Search word from the text.

1. What nine-letter noun in the reading means “learning skills and knowledge”?

e_____

2. What eleven-letter noun from the reading means “improvement, progress and aspirations of people”?

d_____

3. What nine-letter noun in the reading means “temper, nature, habit”?

c _____

4. What five-letter adjective in the reading means “to be the same as another in status or quality”?

e _____

4. Write antonyms (words that mean opposite) of each word from the reading.

1. expensive	f ___
2. voluntary	c _____
3. special	g _____
4. child	a _____
5. face-to-face	d _____
6. to refuse	g _____
7. ill luck	o _____

5. Write T or F to show whether each statement is true or false

1. _____ In Ukraine citizens doesn't have opportunity to get free education.
2. _____ In Ukraine all children between the ages of 6 to 15 must go to school.
3. _____ In Ukraine specialized classes, gymnasiums, lyceums are organized for adults.
4. _____ In Ukraine children spend 11 years at school.

6. Fill in the blanks with a suitable word from the table.

<i>stages</i>	<i>mental and physical</i>	<i>qualifications</i>	<i>compulsory</i>	<i>pre-school</i>	<i>general secondary school</i>	<i>free</i>
---------------	----------------------------	-----------------------	-------------------	-------------------	---------------------------------	-------------

1. Schoolchildren attend state schools, where tuition and equipment are _____.
2. In Ukraine education is _____ for all children between the ages of 6 to 15.
3. According to “The Law on Education” there are many _____ of education.
4. The most important element in the system of education is _____.
5. Eleven years at school is a time of intensive _____ development, during which human's character is formed.
6. Vocational education is provided almost 800 _____.
7. _____ education is provided by kindergartens.

7. Change parts of speech. Complete each sentence with the correct form of the boldface word from the reading. If you need help, check a dictionary.

1. _____ is a verb from the noun **qualification**.
2. The adjective form of the adverb **mainly** is _____.
3. _____ is a verb from the noun **equipment**.
4. The noun form of the verb **provide** is _____.

Grammar: **Modals 1 (ability, permission, advise)**

INTRODUCTION TO MODALS

The modal verbs are:

statement	negative
<i>can</i>	<i>can't / cannot</i>
<i>may</i>	<i>may not</i>
<i>will</i>	<i>won't / will not</i>
<i>shall</i>	<i>shan't / shall not</i>
<i>must</i>	<i>mustn't / must not</i>
<i>could</i>	<i>couldn't / could not</i>
<i>might</i>	<i>mightn't / might not</i>
<i>would</i>	<i>wouldn't / would not</i>
<i>should</i>	<i>shouldn't / should not</i>

All modal verbs:

- have only one form
I/you/he/she/it/we/they may write an e-mail.
- are followed by the bare infinitive
You should call Stella.
- do not have an infinitive

Semi-modals

There are also some phrases that we use like modals:

- **ought to (ought not to)**
- **have to (don't have to)**
- **need to (don't need to / needn't)**

Like modals, **ought to** doesn't change. **Have to** and **need to** change for person and tense like normal verbs and have infinitives.

- We form questions with modal verbs like this:
Can you understand what he's saying?
- We use modals with the passive voice like this:
*The address **should be written** clearly on the front of the envelope.*

ABILITY

Use	Modal	Example
Ability now or generally	<i>can</i>	<i>Can you use a fax machine?</i>
Ability in the past	<i>could</i>	<i>Tom could read when he was two years old.</i>

- We use **be able to** to form other tenses.
It's useful to be able to order things by e-mail. (infinitive)
Soon, I'll be able to speak Italian quite well. (future)
Have you been able to speak English for a long time? (present perfect)

PERMISSION

Use	Modal	Example
Asking for permission	<i>can / could / may</i>	<i>Can / Could / May I use the phone?</i>
Giving permission	<i>can / may</i>	<i>You can / may send the fax when you like.</i>

May is more polite than **could** and **could** is more polite than **can**.

ADVISE

Use	Modal	Example
Asking for and giving advise	<i>should / ought to</i>	<i>Liam ought to / should watch less TV.</i>

PRACTICE

1. Underline the mistake in each sentence and write the correct words.

1. My older brother can to ride a motorbike, but I can't. _____
2. He'll has his dinner early today because he's going out. _____
3. Do you can come to my party? _____
4. You should to see a doctor about your foot. _____
5. I couldn't bought any bread because the baker's was closed. _____
6. You needn't to do the washing-up. I've already done it. _____
7. The school ought listen to pupils' opinions. _____
8. People shouldn't to drop their rubbish in the street. _____

2. Complete the sentences using *can*, *could* or the correct form of *be able to*. You may have to use some negative forms.

Amy really loves playing chess and she (1) _____ play very well. When she was a baby she (2) _____ play chess. She thinks that when she's older, she'll (3) _____ win the national championships!

Amy has (4) _____ ride a bicycle since she was three. She wants to learn to drive when she grows up, though. When she's eighteen, she hopes she'll (5) _____ do her driving test. She (6) _____ drive a car now though. It's against the law!

3. Write what they say using the word given.

1. Tony wants to borrow his friend's pencil. **could**

‘Could I borrow your pencil?’ _____

2. Alex wants to allow her friend to use her dictionary. **can**

‘Can I use your dictionary?’ _____

3. Julie wants permission for her teacher to leave the classroom. **may**

‘May I leave the classroom?’ _____

4. Lou wants to wear his brother's new trainers. **can**

‘Can I wear your brother's new trainers?’ _____

5. Terry wants to ask her boss for permission to take the day off work. **could**
 _____ ,

6. Diane wants to use her dad's car this weekend. **can**
 _____ ,

7. A teacher wants to give her students five extra minutes to finish the test. **may**
 _____ ,

4. Circle the correct word or phrase.

1. I've been having swimming lessons and now I **can / could** swim really well.
2. Please **could / should** I use your mobile phone?
3. Sam **could / ought** to get a job instead of complaining about having no money.
4. Okay, yes - you **can / should** leave five minutes early today.
5. Do you think I **must / should** tell Michael the truth about what happened?
6. I **can't / couldn't** read until I was five years old.
7. I'm sorry, but you **can't / couldn't** leave your car there.
8. If you want to pass the exam, you **can / ought to** do some revision.
9. I know John lived in Tokyo, but I don't think he **can / may** speak Japanese.
10. Tracy **can / could** sing really well now that she's had a few lessons.

5. Match to make sentences.

1. There's a lot of washing-up; I think we should	A wait for their flight in the VIP area.
2. It's getting quite late and we ought	B borrow some if you need it.
3. I don't have much money, but you can	C to think about getting a taxi.
4. It's amazing that Andrew could	D offer to do it.
5. Passengers travelling in first class may	E walk when he was just six months old.

Topic 2. Higher Education in Ukraine

1. Read and translate the text.

HIGHER EDUCATION IN UKRAINE

In Ukraine there are the following types of higher educational establishments: technical schools, colleges, institutes, conservatories, academies, universities, etc.

Among the institutions of higher education special place belongs to universities. They train specialists for various fields of science (physics, mathematics, biology, chemistry, law, linguistics, etc.), conduct post graduate courses and grant degrees.

Students are admitted to Ukrainian universities on the basis of their results in the admission examinations. In universities the departments are grouped into faculties.

Our universities develop co-operation with institutions of higher education in foreign countries on the basis of bilateral agreements. They exchange experience on teaching methods, the work of departments, research planning and textbook development.

Degrees of higher education are the following: bachelor's degree (usually after four years of study); specialist degree (after five years of study and a diploma project); master's degree (after post-graduate courses); doctorate (after dissertation research approved, the degree is traditionally called "candidate of science"); the degree of a doctor of science (after the second, more important dissertation approved) after the doctorate courses.

Further education includes magistracy, after-diploma training, post graduate courses, doctorate courses, different kinds of improving qualification courses and specialized courses.

There are many scientific, educational and academic centres in Ukraine. Kyiv with its famous National University named after T. Shevchenko, Polytechnic University, providing full-time and part-time education. Kyiv-Mohyla Academy resumed its work in 1991. Three faculties work now at the Academy: the humanities, social and natural sciences. Leading scientists from different countries of the world deliver lectures at the Academy.

Today Kharkiv University has 11 faculties: Mechanics-mathematics, physics-technology, radio-physics, chemistry, biology, economics, history, philology, foreign languages, etc.

Lviv is the leading scientific and cultural centre of Western Ukraine. It has a number of research institutes of high reputation.

Nizhyn Pedagogical Institute named after M. Gogol consists of five faculties: philology, natural sciences, Physics-mathematics, instrumental and vocal music, English and German.

Ukraine numbers a total of 1.5 million college and university students. Graduates from the Ukrainian institutions of higher learning became famous writers, scholars, prominent diplomats, ethnographers, economists, mathematicians, physicists, chemists, geologists, physiologists, etc.

2. Write down unfamiliar words and phrases (work with dictionary).

3. Search word from the text.

1. What ten-letter noun in the reading means “institution of higher education”?

u_____

2. What seven-letter noun from the reading means “the pursuit and application of knowledge following a systematic methodology based on evidence”?

s_____

3. What eight-letter adjective in the reading means “not of practical relevance; of only theoretical interest”?

a_____

4. What ten-letter noun in plural in the reading means “academic disciplines that study aspects of human society and culture”?

h_____

4. Write T or F to show whether each statement is true or false

1. _____ University is the only type of higher education in Ukraine.

2. _____ Ukraine numbers a total of 1.5 million college and university students.

3. _____ Ukrainian universities do not grant degrees.

4. _____ There are many scientific, educational and academic centres in Ukraine.

5. Write synonyms (words with a similar meaning) of each word from the reading.

1. sphere f _____
2. to present g _____
3. to investigate r _____
4. thesis p _____
5. scientist s _____
6. famous p _____
7. advanced f _____

6. Change parts of speech. Complete each sentence with the correct form of the boldface word from the reading. If you need help, check a dictionary.

1. _____ is a noun from the verb **establish**.
2. The adjective form of the noun **science** is _____.
3. _____ is a verb from the noun **admission**.
4. The adjective form of the noun **nature** is _____.

7. Fill in the blanks with a suitable word from the table.

cooperation	universities	graduates	degrees	scientific	students	research
--------------------	---------------------	------------------	----------------	-------------------	-----------------	-----------------

1. Among the institutions of higher education special place belongs to _____.
2. They train specialists for various fields of science, conduct post graduate courses and grant _____.
3. Our universities develop _____ with institutions of higher education in foreign countries on the basis of bilateral agreements.
4. They exchange experience on teaching methods, the work of departments, _____ planning and textbook development.
5. There are many _____, educational and academic centres in Ukraine.
6. Ukraine numbers a total of 1.5 million college and university _____.
7. _____ from the Ukrainian institutions of higher learning became famous writers, scholars, prominent diplomats, etc.

Grammar: Modals 2 (obligation, probability, possibility)

OBLIGATION

Use	Modal	Example
Present or future obligation	<i>must/ mustn't have to need to</i>	<i>All visitors must turn off their mobile phones.</i> <i>You have to/need to press 'send'.</i>
No present or future obligation	<i>don't have to don't need to needn't</i>	<i>You don't have to/don't need to/needn't pay to send an e-mail.</i>
Past obligation	<i>had to</i>	<i>Yesterday, Sam had to buy more stamps.</i>
No past obligation	<i>didn't have to didn't need to</i>	<i>I learnt a little Italian, but everyone spoke English, so I didn't have to/didn't need to use it.</i>

- In spoken English, **have to** is more common than **must**. **Must** is often used in written notices and instructions.
'We have to pay the phone bill today,' Rita said.
Passengers must turn off all mobile phones.
- **Mustn't** and **don't have to** do not mean the same.
You mustn't do that! (= Don't do that!)
You don't have to do that. (= You can do that if you want to, but it's not necessary.)

PROBABILITY AND POSSIBILITY

Use	Modal	Example
Present strong probability	<i>must can't couldn't</i>	<i>The phone is ringing - it must be Simon.</i> <i>This letter can't/couldn't be from Japan because it's got a French stamp.</i>
Present and future probability	<i>should ought to</i>	<i>We ought to/should hear from Cheryl this weekend.</i>
Present and future possibility	<i>could may might</i>	<i>I'm not sure what language it is - it could/may/might be Polish.</i>

- We often use **must**, **can't** and **couldn't** for probability when we have some

evidence for our opinion.

*I just rang Paul, but there's no answer. He **must** be out.*

PRACTICE

1. Choose the sentence (A, B or C) which means the same as the first sentence.

1. We have to pay the electricity bill before Friday.

- A We can pay it if we want to.
- B We must pay it.
- C We've already paid it.

2. You don't need to buy me a birthday present.

- A You must buy me a birthday present.
- B It's not necessary to buy me a birthday present.
- C You mustn't buy me a birthday present.

3. I have to do some work on my project this evening.

- A I haven't got time to do the work.
- B I've already done the work.
- C I need to do the work.

4. Lenny didn't have to see the head teacher after all.

- A It wasn't necessary for Lenny to see the head teacher.
- B Lenny went to see the head teacher.
- C Lenny is waiting to see the head teacher.

5. Students mustn't run in school buildings.

- A They can run if they want to.
- B Students don't like running.
- C Running isn't allowed.

6. All passengers must fasten their seatbelts.

- A They have to fasten their seatbelts now.
- B They don't have to fasten their seatbelts.
- C They can fasten their seatbelts.

7. Mr. Reed had to go to the police station to answer some questions.

- A Mr. Reed was able to go to the police station
- B Mr. Reed forgot to go to the police station.
- C Mr. Reed was obliged to go to the police station.

8. It's kind of you to offer to help, but you really don't need to.
A I don't want you to help me.
B Your help isn't necessary.
C You won't be able to help me.

2. Circle the correct word or phrase.

1. 'Smoking isn't allowed in the airport.'
You **mustn't / don't have to** smoke in the airport.
2. 'It's not necessary to come to the train station to meet me.'
You **have to / don't have to** meet her at the train station.
3. 'We were forced to wait for over two hours in the rain!'
They **had to / didn't need to** wait for over two hours in the rain.
4. 'The instructions tell you to write in pencil.'
You **must / needn't** write in pencil.
5. 'You can contact us by either phone or e-mail.
'You **mustn't / don't have to** phone them.
6. 'In my country, you can carry your passport with you if you want, but it's not necessary.'
In her country, you **don't need to / mustn't** carry your passport with you.
7. 'My grandfather was made to start work when he was just fourteen years old.'
He **had to / must** start work when he was just fourteen years old.
8. 'It's not necessary to book a hotel; you can stay in our spare room.'
You **mustn't / don't have to** stay in a hotel.

3. Complete using the correct form of *have to*. You may have to use some negative forms.

1. Jade can't come out tonight. She _____ look after her little brother.
2. I didn't have enough money, so I_____ borrow some from Yuri.
3. It's raining really hard, but luckily we _____ go out this evening.
4. To start the laptop you _____ press the power button.
5. Robbie worked last weekend, but I_____.
6. _____ you _____ go to piano lessons when you were younger?

4. Match the sentences with the explanations. You have to use some of the explanations more than once.

1. ‘Someone is at the door. It must be Mrs. Johnson from next door.

2. Lena might not know where the cinema is.’

3. Dad should know what the capital of New Zealand is.’

4. ‘Greg can’t be in the final! He’s a terrible player!’

5. The dog is wet. It must be raining outside.’

6. ‘We may go to the Canary Islands for Easter.’

7. Ken must like that film. He’s seen it six times!’

8. Barry ought to be able to cook Chinese food. He lived there for two years.

A I’m almost certain.

B It’s probable.

C Maybe/Perhaps.

MODULE 2.

Scientific work at the university

Topic 3. In Pursuit of Knowledge: The Scientific Method

1. Read and translate the text.

IN PURSUIT OF KNOWLEDGE: THE SCIENTIFIC METHOD

Science is the study of nature and the universe, based on facts learned from observation and experiment. This process of discovery is called the scientific method.

There are five orderly steps in the scientific method:

1. State the problem. You can't begin to answer a question or solve a problem until you know exactly what it is that you're trying to learn.

2. Gather all related information. You must research your subject thoroughly to determine what is already known. Besides reading about the subject, you might talk to others who are working on the same problem.

3. Suggest a possible answer or solution. Scientists call this preliminary theory a hypothesis. For the time being, they use this idea as the basis for further study and reasoning.

4. Conduct experiments to try out the theory. A scientific experiment is a test – or series of tests – designed to determine whether a theory is correct. The results of one experiment often lead to further experiments.

5. Record the results. Lastly, a scientist writes a report on the experiment. This document, which is recorded in some detail, may be used as proof that the theory is correct.

2. Write down unfamiliar words and phrases (work with dictionary).

3. Search word from the text.

1. What eight-letter noun in the reading means “everything that exists, including the Earth, sun, planets, and outer space”?

u _____

2. What eight-letter noun from the reading means “a written record that proves something”?

d _____

3. What eleven-letter noun in the reading means “careful examination and study of something”?

O _____

4. What seven-letter noun in the reading means “something being discussed or examined”?

S _____

4. Study the words in the box. Circle only the words that can be used as either a noun or a verb. Check a dictionary if you’re not sure. (Hint: You should circle 12 words.)

problem	conduct	time	learn	observe
percent	document	test	basis	step
study	solve	experiment	reading	lead
subject	proof	state	determine	results

5. Write sentences of your own. Use two of the words you just circled in two different ways.

1. NOUN:

VERB:

2. NOUN:

VERB:

6. Write the plural (names more than one) form of each word from the reading.

1. experiment _____ 3. proof _____

2. discovery _____ 4. theory _____

7. Write synonyms (words with a similar meaning) of each word from the reading.

1. additional f _____

2. introductory p _____

3. process	m _ _ _ _ _
4. thinking	r _ _ _ _ _ _ _
5. test	e _ _ _ _ _ _ _
6. comprehended	k _ _ _ _
7. theory	i _ _ _
8. collect	g _ _ _ _ _

8. Write each word next to its antonym (word with the opposite meaning) from the reading. Then unscramble the words.

1. haphazardly t_____

2. follow 1

3. avoidance p _____

4. ignorance k _____

HOOLTRYHUG

TURIPUS

GELEDWONK

ADLE

Grammar: The Passive 1

The passive (present simple, past simple, will)

Form: *be* in the right form + past participle

statement	negative	question
<i>Everyone is invited!</i>	<i>Some people aren't (are not) invited.</i>	<i>Is everyone invited?</i>

	Active	Passive
present simple	<i>They always invite Grandma.</i>	<i>Grandma is always invited.</i>

past simple	<i>They invited Uncle Adrian.</i>	<i>Uncle Adrian was invited.</i>
will	<i>They will/won't invite the neighbours.</i>	<i>The neighbours will/won't be invited.</i>

Use	Example
When we don't know who does something	<i>My sister's bike was stolen yesterday.</i>
When we don't want or need to say who does something	<i>Was Simon invited?</i>

If you are not sure how to form a passive sentence, think of the **active** sentence first.

Active sentence:	<i>Someone <u>stole</u> my sister's bike yesterday.</i>
Passive sentence:	<i><u>My sister's bike was stolen</u> yesterday.</i>

- Look at the active sentence. The verb is ***stole*** and the object is ***my sister's bike***.
- The object of the active sentence (***my sister's bike***) becomes the subject of the passive sentence.

My sister's bike ...

- Then we need the verb ***be*** in the same tense as the verb in the active sentence. Here, ***stole*** is past simple, so we need ***was***.

My sister's bike was ...

- Then we need the past participle of the verb in the active sentence. The past participle of ***steal*** is ***stolen***.

My sister's bike was stolen ...

- Finally, we finish the sentence in the right way.

My sister's bike was stolen yesterday.

When the verb in a passive sentence is a phrasal verb, don't forget to include the particle.

They picked up the broken glass. * ***The broken glass was picked up.***

PRACTICE

1. The words and phrases in bold in each sentence are wrong. Write the

correct word or phrase.

1. Every year, several prizes are **giving** to the best students. _____
2. When the pizza was **delivering**, it was cold. _____
3. You will be **telling** when you can come in. _____
4. That song **doesn't** played on the radio very often, is it? _____
5. **Your money was stealing** out of your bag? _____
6. We **haven't** allowed to use a dictionary in the exam yesterday. _____
7. That film won't **have** shown in our local cinema for a long time. _____
8. **I will be** picked up from the station on Saturday? _____

2. Complete using the correct passive form of the verbs in brackets.

1. When people _____ (**arrest**), they _____ (**take**) to the police station.
2. Milk _____ (**usually / keep**) in the fridge.
3. _____ (**we / tell**) what's in next week's test?
4. How did people communicate over long distances before the phone _____ (**invent**)?
5. _____ (**you / allow**) to come to the party next Saturday?
6. You _____ (**give**) your exam results next Monday.
7. _____ (**Aidan's bike / find**) yesterday?

3. Answer the questions using your own ideas.

1. Where are cars usually fixed?

They _____ .

2. Where will the next Olympic Games be held?

They _____ .

3. Who are Oscars usually awarded to?

They _____ .

4. What are you not allowed to do at school?

I _____ .

5. What were you given for your birthday last year?

I _____ .

6. What will you be given for your next birthday?

I'll probably _____ .

4. Complete each second sentence using the word given, so that it has a similar meaning to the first sentence. Write between two and five words.

1. Will they send the letters first class? **sent**

Will _____ first class?

2. I'm not sure if they eat pizza in China, **is**
I'm not sure if _____ in China.

3. Someone told me that they don't make cars in the UK anymore, **made**
Someone told me that _____ in the UK anymore.

4. Do they usually feed the animals three times a day? **fed**
Are _____ three times a day?

5. Mr. Jones is ill, so he won't give us a geography test today! **be**
Mr. Jones is ill, so _____ a geography test today!

6. Did they take her to hospital in an ambulance? **she**
Was _____ to hospital in an ambulance?

5. Write one word in each gap.

There are lots of beautiful, large houses in Britain. Many of them

(1)_____ built hundreds of years ago. In the past, they
(2)_____ owned by very rich families. Today, many of them
(3)_____ owned by an organization called The National Trust, which
(4)_____ created to look after them. The houses
(5)_____ kept in perfect condition, and visitors
(6)_____ allowed to look round them. It's interesting to learn how
different life was in an old house. Milk was (7)_____ kept in the
fridge, because they didn't have fridges! Washing machines
(8)_____ only invented very recently, so washing
(9)_____ done by hand. In some cases, the house (10)_____
still lived in today. When this happens, visitors (11)_____ only
shown part of the house. The private rooms (12)_____ kept closed to
the public. These houses often have beautiful gardens, too. The gardens
(13)_____ looked after by professional gardeners.

You usually have to pay to look round National Trust houses. Members of the
National Trust (14)_____ given a discount. This year, millions of
people (15)_____ be given the chance to see what life in an old
country house was like.

Topic 4. Two Kinds of Research: Basic and Applied

1. Read and translate the text.

TWO KINDS OF RESEARCH: BASIC AND APPLIED

Research – the quest for information – was born when people first started asking questions and searching for answers. The inventors of the wheel were great researchers. Modern research, based on study and experimentation, got its true start in the 1500s with the work of Galileo.

In the natural sciences – such as biology, chemistry, and medicine – methods of research are very exact. Scientists have developed very accurate instruments such as electronic microscopes.

Basic research is aimed at discovering more about the laws of nature. As they push into the unknown, scholars doing basic research may have little idea of what lies ahead. They may be trying to find out why birds migrate or whether plants grow on Mars. Wishing only to add to the world's knowledge, they don't concern themselves with the practical applications of their findings.

Applied research is aimed at a practical goal. Researchers focus on discovering or inventing new and useful products or better ways of doing something. The first synthetic plastic, for example, was developed to find a substitute for ivory in the manufacture of billiard balls. This early plastic – called Celluloid – paved the way for development of today's enormous plastics industry.

Basic and applied researchers work hand in hand. Applied research is often built on ideas from basic research. In turn, basic researchers depend on applied research for the invention of instruments that make further investigations possible.

2. Write down unfamiliar words and phrases (work with dictionary).

3. Search word from the text.

1. What five-letter noun in the reading means “a seeking, hunt, or pursuit”?

q _____

2. What seven-letter verb in the reading means “to move from one region to another with the change of seasons”?

m _____

3. What ten-letter noun in the reading means “something used in the place of another”?

s _____

4. Complete the chart below with different forms of the verbs apply and investigate.

APPLY

PAST-TENSE VERB: _____

INVESTIGATE

PAST-TENSE VERB: _____

NOUN FORM: _____

NOUN FORM: _____

ONE WHO DOES: _____

ONE WHO DOES: _____

5. Write T or F to show whether each statement is true or false

1. _____ Modern research got its start with the discovery of the wheel.
2. _____ Scientists involved in applied research are trying to solve specific problems.
3. _____ The words knowledge and information are synonyms.
4. _____ Basic researchers try to discover more about the laws of nature.

6. Write synonyms (words with a similar meaning) of each word from the reading.

1. targeted a _____
2. tools; devices i _____
3. to rely d _____
4. precise e _____
5. to concentrate f _____
6. data i _____
7. improved b _____

7. First unscramble the words from the reading. Then draw a line to connect each word with its antonym (word that means the opposite).

1. ALARUNT _____

a. miniature

2. RUTE	_____	b. subtract
3. TRACECAU	_____	c. synthetic
4. NOURSOME	_____	d. useless
5. CATRICLAP	_____	e. false
6. DAD	_____	f. imprecise

Grammar: The Passive 2

The passive (present continuous, present perfect simple, past continuous, past perfect simple, *be going to*, modals)

Form: be in the right form + past participle

statement	negative	question
<i>The pizzas are being</i>	<i>The pizzas aren't (are not) being</i>	<i>Are the pizzas being</i>

	Active	Passive
Present continuous	<i>My aunt is doing the washing-up.</i>	<i>The washing-up is being done by my aunt.</i>
Present perfect simple	<i>My cousin has sent the invitations.</i>	<i>The invitations have been sent by my cousin.</i>
Past continuous	<i>My uncle was cleaning the car.</i>	<i>The car was being cleaned by my uncle.</i>
Past perfect simple	<i>Our neighbours had taken the twins to the zoo.</i>	<i>The twins had been taken to the to the zoo.</i>
<i>be going to</i>	<i>They're going to invite Phil to the party.</i>	<i>Phil is going to be invited to the party</i>
Modals	<i>They might invite Kyle to the party.</i>	<i>Kyle might be invited to the party</i>

	We should tell Jenny about the party.	<i>Jenny should be told about the party.</i>
	We must tell Dominic about the concert.	<i>Dominic must be told about the concert.</i>
	We can hold the party at Jack's house.	<i>The party can be held at Jack's house.</i>

- We can use **by** to emphasise who does something.

My sister's bedroom was painted by my parents. (= My parents painted my sister's bedroom.)

- We can use **with** to emphasise what someone uses.

Soup is usually eaten with a spoon. (= You usually use a spoon to eat soup.)

- We don't use **by** or **with** when we don't need to say, or don't know, who does something.

Mrs. Fisher was taken to hospital yesterday.

PRACTICE

1. Circle the correct word.

1. The balloons had all been **blowing** / **blown** up before the carnival started.
2. The bananas **haven't** / **aren't** all been eaten yet.
3. The lorry isn't **been** / **being** driven by the gorilla.
4. A young boy **was** / **has** just taken a balloon from the astronaut.
5. A prize is going to **have** / **be** given to the person in the best fancy dress.
6. The prize might not be **awarding** / **awarded** to the clown.
7. **Has** / **Is** the lorry been decorated well?
8. Can songs be sung **by** / **with** people in the crowd, too?

2. Complete using **by** or **with**.

1. That book was written _____ my uncle!
2. Are the best photos usually taken _____ digital cameras?
3. That song has been sung _____ lots of famous singers.
4. Is your hair cut _____ a professional hairdresser?

5. Should the paper be cut _____ a pair of scissors?
6. All the candles had been lit _____ the same match.
7. The film isn't going to be directed _____ Steven Spielberg after all.

3. Complete each second sentence so that it has a similar meaning to the first sentence. Write no more than four words.

1. I think John has taken my jacket.

I think my jacket _____ John.

2. You should cook the chicken for at least an hour.

The chicken _____ for at least an hour.

3. They're showing that film at the cinema in town.

That film _____ at the cinema in town.

4. They hadn't invented digital cameras when we took that photo.

Digital cameras _____ when that photo was taken.

5. When I got there, Carly was doing the ironing, so I didn't have to do it!

When I got there, the ironing _____ Carly, so I didn't have to do it!

6. They were using hot soapy water to wash all the cars.

All the cars _____ hot soapy water.

Topic 5. My Research Interests

1. Study the scheme of compiling the topic “My Research Interests”. Use it to write composition about your own research.

My name is

I am a master student of Rivne State University of the Humanities, as I want to improve my professional qualification.

I study at the ... Faculty, at the Department of

The direction of my research is ..., as I became interested in it when I was an undergraduate.

I work under the tutorship of Docent (Professor)

My topic can be phrased as “.....”.

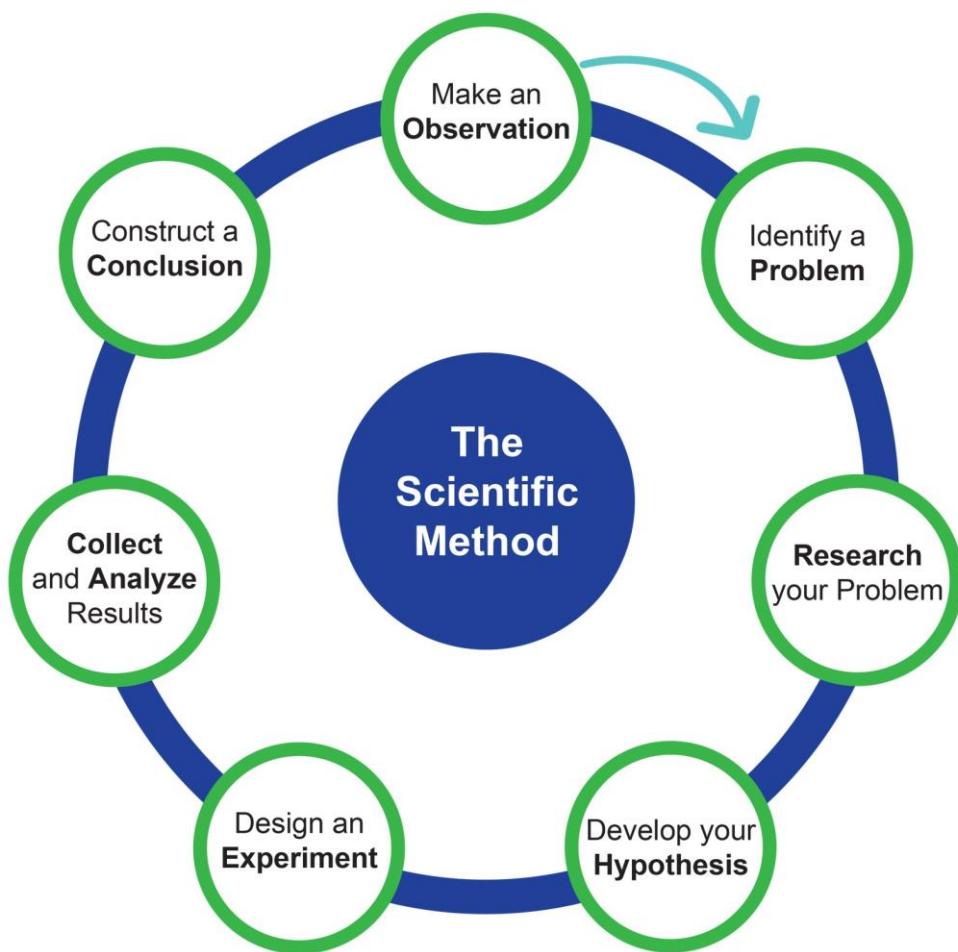
I believe my topic is of great importance for the studying of

I hope to complete the work at my diploma paper

I plan to continue the work at my topic as a post graduate student of

I'd like to add that I have taken part in the work of scientific research conference which was held in

I have published one (two, three) article(s) based on my scientific research.



REFERENCES

1. Evans V. Round-Up. English Grammar Book. Longman, 1994.

2. Hopkins D., Cullen P. Cambridge Grammar for IELTS. Cambridge University Press, 2007.
3. Mann M., Taylore-Knowles S. Destination B1. Grammar and Vocabulary. Macmillan.
4. Quinley E. Vocabulary in Context: Science and Technology Words. Saddleback Educational Publishing.