

**МІНІСТЕРСТВО ОСВІТИ І НАУКИ УКРАЇНИ**

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імені К. Д. Ушинського»**

*Полянiчко О.Д., Авраменко Б. В.*

*Іноземна мова (англійська)  
за професійним спрямуванням  
для студентів Історико-філософського відділення  
соціально-гуманітарного факультету  
(Навчальний посібник)*

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**А 00** Іноземна мова за професійним спрямуванням для студентів історико-філософського відділення соціально-гуманітарного факультету: навч. посібник / О.Д. Полянiчко, Б. В. Авраменко. – Одеса: видавець Букаєв Вадим Вікторович, 2020 – 206 с.

Даний навчальний посібник базується на комплексному підході до вивчення англійської мови за фахом та відповідає сучасним вимогам методики викладання англійської мови у вищому навчальному закладі освіти.

Мета навчального посібника полягає у розвитку і вдосконаленні вмінь і навичок усного та писемного мовлення, читання, слухання та перекладу студентів, що навчаються на історико-філософському відділенні соціально-гуманітарного факультету.

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## ПЕРЕДМОВА

Навчальний посібник «Іноземна мова (англійська) за професійним спрямуванням для студентів Історико-філософського відділення соціально-гуманітарного факультету» адресований студентам першого курсу, які навчаються за напрямом підготовки бакалаврів зі спеціальності «014 Середня освіта (історія)». Він може бути використаний в курсі вивчення англійської мови в магістратурі і аспірантурі, а також науковцями, що займаються проблемами дослідження англійської мови за фахом.

У навчальному посібнику дотримано спадкоємність шкільної і вузівської курсів навчання іноземної мови, співвідношення видів мовленнєвої діяльності по етапах навчання, реалізовано вимогу професійно орієнтованого навчання.

Головною метою даного навчального посібника, поряд сформуванням основних видів мовленнєвої діяльності – говоріння, читання, письмо та переклад, стає розвиток креативності студента. Завдяки цілій низці завдань, що поступово ускладнюються, відбувається підвищення начального рівня володіння студентами іноземною мовою, досягнутого на попередній ступені освіти, а також оволодіння ними необхідним і достатнім рівнем комунікативної компетенції для вирішення соціально-комунікативних завдань у професійній і науковій діяльності при спілкуванні з зарубіжними партнерами, а також для подальшої самоосвіти.

Під час розробки навчального посібника ми виходили з концепції взаємопов'язаного навчання основним видам іншомовної мовленнєвої діяльності. Цей підхід визначив структуру і зміст навчального посібника.

Навчальний посібник спрямований на формування у студентів навичок і умінь читання літератури за фахом на матеріалі оригінальних текстів, а також розвитку у них навичок і умінь аудіювання, усного та писемного іншомовного мовлення.

Навчальний посібник побудовано на матеріалі оригінальних спеціалізованих текстів, які охоплюють цілий спектр актуальних професійно орієнтованих тем, які знайшли своє втілення в низці тематичних уроків.

Художнє оформлення, різноманітність наглядного та ілюстративного матеріалу, а також доступна побудова юнітів, сприяють підвищенню мотивації учнів.

Навчальний посібник налічує ключові слова до кожного з уроків, що дозволяє студентам об'єктивно оцінювати досягнуті результати, і забезпечує зворотний зв'язок.

Також у навчальний посібник входить словник-довідник професійних термінів. Він охоплює велику кулькусть основних термінів, що зустрічаються в текстах навчального посібника. Словник-довідник було побудовано за алфавітно-гніздовою системою. Провідні терміни розташовані в алфавітному порядку та за тематикою.

У кінці навчального посібника наведено рекомендовану навчально-методична літературу за спеціальністю.

**UNIT ONE**  
**Lesson A**  
**Key Words**

**1. Read and remember the following words and word-combinations:**

1. <b>ancient</b>	[ 'eɪnf(ə)nt]	древній; старовинний
2. <b>change</b>	[ 'tʃeɪn(d)ʒ]	зміна, заміна
3. <b>collection</b>	[kə 'leɪkʃ(ə)n]	колекція, збір, збори
4. <b>customs</b>	[ 'kʌstəmz]	звичаї
5. <b>discovery</b>	[dɪ 'skʌv(ə)rɪ]	відкриття, виявлення, розкриття
6. <b>events</b>	[ɪ 'vents]	події
7. <b>existence</b>	[ɪg 'zɪst(ə)ns]	існування, наявність, буття, життя
8. <b>generation</b>	[dʒenə 'reɪʃ(ə)n]	покоління
9. <b>historians</b>	[hɪ 'stɔ:riənz]	історики
10. <b>history</b>	[ 'hɪst(ə)rɪ]	історія; минуле
11. <b>memory</b>	[ 'mɛm(ə)rɪ]	пам'ять, здатність запам'ятовувати
12. <b>museum</b>	[mju: 'ziəm]	музей
13. <b>records</b>	[rɪ 'kɔ:dz]	записи, дані
14. <b>research</b>	[rɪ 'sə:tʃ]	дослідження, вивчення
15. <b>revision</b>	[rɪ 'vɪʒ(ə)n]	перегляд, ревізія, доробка, перевірка
16. <b>science</b>	[ 'saɪəns]	наука, природничі науки, знання, вміння
17. <b>significant</b>	[sɪg 'nɪfɪk(ə)nt]	значний, істотний, значимий
18. <b>society</b>	[sə 'saɪtɪ]	суспільний лад, суспільство
19. <b>traditions</b>	[trə 'dɪʃənz]	традиції, звичаї
20. <b>unpredictable</b>	[ʌnpri 'dɪktəb(ə)l]	що не може бути передбаченим, непередбачуваний

**2. Translate into your native language.**

1. She studied both ancient and modern history. 2. The people in the village still observe the ancient customs of their ancestors. 3. The morning was cool; a welcome change from the heat of the day before. 4. She has a collection of bronze figures. 5. How historically significant is this discovery? 6. The movie is based on real events. 7. The very existence of the museum is threatened by lack of funding. 8. The war affected an entire generation of young Americans. 9. The speech, many historians concluded, was the most important of his career. 10. I always get high marks in history. 11. She has a good memory for dates. 12. I think I'll hold on to these old records for now. 13. She was

amazed to see the results of the research. 14. I'm making some revisions to the book for the new edition. 15. She made an outstanding contribution to science. 16. The society was divided into two enemy camps. 17. Most of the old traditions have died out with the passing of time. 18. The mood of the crowd was unpredictable. 19. To my mind your grandfather is an unpredictable man. 20. The traditions will continue only as long as the next generations keep them alive. 21. There is a lot of emphasis on maintaining local traditions. 22. Many of these religious traditions have been assimilated into the culture. 24. The college offers courses in science and in the humanities. 25. My parents encouraged my interest in science.

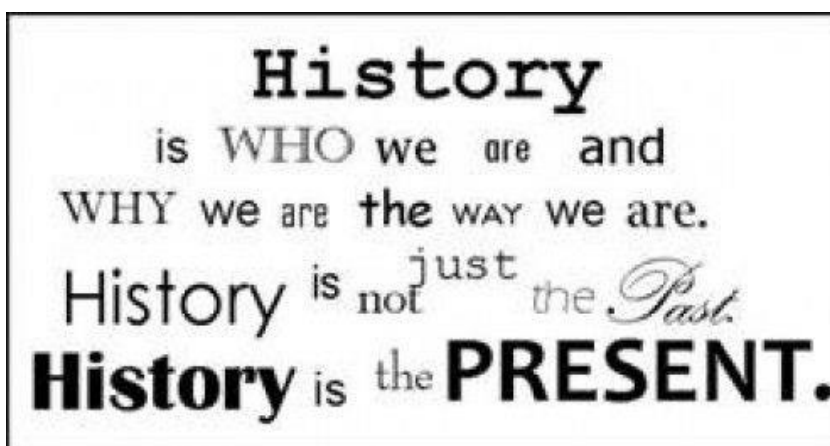
### 3. Guess what?

*For example:* Experts of history, especially that of a particular period, geographical region, or social phenomenon. – Historians.

1. A building in which objects of historical, scientific, artistic, or cultural interest are stored and exhibited. 2. The community of people living in a particular country or region and having shared customs, laws, and organizations. 3. A long-established custom or belief that has been passed on from one generation to another. 4. The systematic investigation into and study of materials and sources in order to establish facts and reach new conclusions. 5. All of the people born and living at about the same time, regarded collectively. 6. The action or process of collecting someone or something.

### 4. Read and translate the text.

#### WHAT IS HISTORY?



History (from Greek ιστορία, h istoria, meaning 'inquiry; knowledge acquired by investigation') is the past as it is described in written documents, and the study thereof. Historians study

records of the past events and prepare new records based on their research. These records are commonly can be called ‘history’.

History as a branch of knowledge that deals with the recording, analyzing, and correlating of past events. History is continuous methodical record of public events; study of growth of nations, it's a science dealing with the development of human society. History is an ancient science. Historical thought appeared in the 4th-3th millennium B.C. (before Christ). Moses, the first historian, wrote about B.C. 1500. From the time to about B.C. 445, the writers of the Bible are the only historians.

The past has left many traces, including traditions, folk tales, works of art, archaeological objects, and the books and other written records. Historians use all these sources, but they mainly study the past as it has been recorded in written documents. Historians study all aspects of past human life—social and cultural conditions as well as political and economical events. Some study the past simply to understand better how people of other times acted and thought. Other historians seek to draw lessons from those actions and thoughts to understand what decisions must be taken today. History became a field of study in many schools during the 1800's. Today, students throughout the world study history in schools. They learn about the past mainly from textbooks but also through such activities as field trips to historical sites and visits to museums. "History" is an umbrella term that relates to past events as well as the memory, discovery, collection, organization, presentation, and interpretation of information about these events. History is the study of the past – specifically, the people, societies, events and problems of the past – and our attempts to understand them. It is a pursuit common to all human societies.

Each passing generation adds its own chapters to our history while reinterpreting and finding new things in those chapters already written. History gives us a sense of identity. By understanding where we have come from, we can better understand who we are. History provides a sense of context for our lives and our existence. It helps us to understand the way things are and ways that we might approach the future. History teaches us what it means to be human, highlighting the great achievements and disastrous errors of the human race. History also teaches us through example. It offers



hints about how we can organise and manage our societies for the benefit and betterment of all those who live in them. Those starting out in history often believe *history* and *the past* to be the same thing. This is not the case. *The past* refers to an earlier time, the people and societies who inhabited it and the events that took place there. *History* is our attempts to investigate, study and explain the past. This is a subtle difference but an important one. What happened in *the past* is fixed in time and cannot be changed. *History*, in contrast, changes regularly. The past is a factual certainty while history is an ongoing conversation about the past and its meaning. History is itself a collection of thousands of stories about the past, told by many different people. Because there are so many of these stories, they are often variable, contradictory and conflicting. This means history is subject to constant revision and reinterpretation. Each generation looks at the past through its own eyes. It applies different standards, priorities and values and reaches different conclusions about the past.

The study of how history differs and has changed over time is called historiography. Like historical narratives themselves, our understanding of what history is and the shape it should take is flexible and open to debate. For as long as people have studied history, historians have presented different ideas about how the past should be studied, constructed, written and interpreted. As a consequence, historians may approach history in different ways, using different ideas and methods and focusing on or prioritising different aspects. Prominent individuals shape the course of history through their personality, strength of character, ambition, abilities, leadership or creativity. It is often much easier to research and write about individuals than more complex factors, such as social movements or long-term changes.

Other historians have focused less on individuals and taken a more thematic approach, looking at factors and forces that produce significant historical change. Some focus on what might broadly be described as the ‘winds of change’: powerful ideas, forces and movements that shape or affect how people live, work and think. These great ideas and movements are often initiated or driven by influential people – but they become much larger forces for change. As the ‘winds of change’ grow, they shape or influence political, economic and social events and conditions. One example of a notable ‘wind of

change' was Christianity, which shaped government, society and social customs in medieval Europe. Another was the European Enlightenment, which undermined old ideas about politics, religion and the natural world; this triggered a long period of curiosity, education and innovation. Human history is filled with many tangible examples of challenge and response. Many nations have been confronted with powerful rivals, wars, natural disasters, economic slumps, new ideas, emerging political movements and internal dissent.

Some historians believe history is shaped by the accidental and the surprising, the spontaneous and the unexpected. While history and historical change usually follow patterns, they can also be unpredictable and chaotic.

**5. Read the word - combinations and the sentences. Cover the left side and translate the right one into English.**

1. a branch of knowledge	галузь знань
2. human society	людське суспільство
3. ancient science	давня наука
4. to learn about the past	дізнаватися про минуле
5. reinterpreting and finding new things	переосмислення та пошук нових деталей
6. great achievements and disastrous errors	великі досягнення та згубні помилки
7. to investigate, study and explain the past	досліджувати, вивчати та пояснювати минуле
8. This means history is subject to constant revision and reinterpretation.	Це означає, що історія підлягає постійному перегляду та переосмисленню.
9. The study of how history differs and has changed over time is called historiography.	Дослідження того, як історія відрізняється і змінюється з часом, називається історіографією.
10. Prominent individuals shape the course of history through their personality, strength of character, ambition, abilities, leadership or creativity.	Видатні індивідуальності формують хід історії завдяки своїй особистості, силі характеру, честолюбству, здібностям, лідерству чи творчості.

**6. Point out paragraph of the text telling about:**

1. Winds of change
2. Accidental history
3. Historiography
4. History and the past

**and speak on them.**

**7. Translate the sentences with new words into English and write them down.**

1. Давня Троя була величезним містом. 2. Стародавні люди писали на пергаменті. 3. Суспільство дозріло для змін. 4. Зміни дуже потрібні. 5. Кому належить ця чудова колекція рідкісних книг? 6. Музей має у своєму розпорядженні прекрасною колекцією антикварних виробів з металу. 7. Люди з Заходу, як правило, не знайомі з азіатськими звичаями. 8. Вони наполягали на збереженні старих звичаїв. 9. У кожному регіоні - свої звичаї. 10. Неможливо переоцінити важливість цього відкриття. 11. Наскільки значимо це відкриття для історії? 12. Обидві події збіглися в часі. 13. Ми не можемо передбачити майбутні події. 14. Не треба ідеалізувати минуле. 15. Саме наше існування було поставлено на карту. 16. В останні роки існування місцевого музею було досить примарним. 17. Кожне наступне покоління краще попереднього. 18. Кожному поколінню необхідний свій власний бунт. 19. Війна торкнулася цілого покоління молодих американців. 20. Історики датують цей документ початком вісімнадцятого століття. 21. Знаючи історики вважають цей переказ чистою вигадкою. 22. За заявами деяких істориків, жодна країна з часів розквіту Римської імперії не досягала настільки безперечної переваги. 23. На багато з цих ідей сучасні історики не звертають уваги. 24. Її профілюючим предметом є історія. 25. Мені потрібно написати курсову роботу з історії. 26. Програма підштовхує студентів до продовження кар'єри в науці. 27. Вхід в музей - безкоштовний. 28. Їх роботи демонструються в даному музеї. 29. Місцевий музей вартий того, щоб його відвідати. 30. Завтра ми підемо на екскурсію в музей.

**8. Tasks for independent and individual work:**

1. Write down essay on theme «History» (200 words).
2. Find additional information about definition of history as a science and be ready to present it to your groupmates.

## Lesson B GRAMMAR PRACTICE

### 1. Read the following information. Remember it.

**The Noun** (Іменник) – частина мови, що позначає предмет і відповідає на питання: хто це? (**Who is this?**) або що це? (**What is this?**)

Іменники бувають жіночого(a girl, a woman), чоловічого(a boy, a man) та середнього (a baby) роду.

**Plural** (Форма множини) іменників утворюється додаванням букви **s** : *a girl – girls*.

Закінчення **-es** додається в таких випадках, як:

- коли форма однини закінчується на букви **s, ss, x, sh, ch, tch** : *a class – classes*;
- коли форма однини закінчується на букву **у** з попередньою приголосною; при цьому у множині буква **у** змінюється на букву **і** : *a story – stories*;
- коли форма однини закінчується на букву **о** : *a hero – heroes*.

Кінцеве **f** або **fe** , змінюється в множині на **ves** : *a life – lives*.

Кінцеве **th** змінюється у множині на **ths** : *a path – paths*

Такі іменники утворюють множину зміною голосної кореня: *a man – men*.

Іменники *sheep, deer* (олень), *means* (засоби), *fish* мають однакову форму в однині і множині: *a sheep – many sheep*

Множина іменників *child* і *ox* (бик) утворюється додаванням закінчення **-en** , причому в слові *child* змінюється також голосний основи: *child – children*.

Деякі іменники, запозичені з латинської і грецької мов, зберігають форми множини, які вони мали в цих мовах: *datum* (дана величина) – *data* (дані про що-небудь).

В англійській мові є іменники, які мають тільки форму множини. До таких іменників належать слова, які означають парні предмети: *trousers – штани, брюки*.

Деякі іменники в англійській мові вживаються тільки в множині: *clothes* – одяг.

*His clothes are quite clean* (множина). *Його одяг зовсім чистий* (однина).

Є іменники, які вживаються тільки в формі однини. Такими є незчислювані іменники (абстрактні і речові): *friendship*, *peace*, *money*.

Деякі незчислювані іменники в англійській мові вживаються тільки в однині: *advice* – порада, *поради*; *knowledge* – знання (одн. і множ).

Збірні іменники *people* – люди, *police* – поліція, а також іменники, утворені від прикметників і дієприкметників, *the poor* – бідні, *the rich* – багаті, *the wounded* – поранені мають тільки форму однини, але завжди узгоджуються з дієсловом у множині: *Are there many people in the library?* *The wounded were taken to the nearest hospital.*

## **2. Put the nouns in plural. Use them in the sentences of your own.**

Knowledge, an event, the past, an investigation, a record, a discovery, a cause, a way, a culture, a point, a chronicle, a region, an element, a victory, a university, a word, a meaning, a period.

## **3. Translate into your native language.**

1. Термін історіографія має кілька значень. 2. Історія держави і права та політична історія - дуже популярні у Британії. 3. Я вважаю, що нумізмати́ка – це наука саме для нього, адже він так полюбляє старовинні монети та медалі. 4. Ці вправи занадто складні для нього, в нього початковий рівень володіння мовою. 5. Цей одяг ідеально підходить для археологічних розкопок. 6. Знання військової історії допомогло мені вступити до університету. 7. Ці дані про активну діяльність студента історичного факультету не вірні.

## **4. Read the following information. Remember it.**

**Possessive Case** (Присвійний відмінок). Присвійний відмінок іменників використовується для відповіді на запитання **чий? чия? чие? чий?**. Він утворюється таким чином:

Іменник в однині 's: boy — boy's.

Іменник у множині, який має закінчення —s змінюється на s': boys — boys'.

Іменник у множині, який не має закінчення —s змінюється на 's: men — men's

### **5. Paraphrase the following word-combinations and sentences using the Possessive Case.**

1. The clothes of the boys.
2. The prescription of my doctor.
3. The room of her father.
4. The voice of his sister.
5. The life of that boy.
6. The name of this boy is Tom.
7. The aim of that pupil is cheating.

### **6. Read the following information. Remember it.**

The Article (**Артикль**).

Неозначений артикль(**a/an**) використовується в наступних випадках:

1. Коли артикль відносить предмет до певного класу або групи предметів:  
There is **a ball** on the grass.

2. Коли артикль використовується у **числовому значенні**, виражаючи число «один»: I shall come in **an hour**.

3. Коли предмет, особа чи поняття **вперше згадані в тексті**: Suddenly I heard **a loud cry**.

4. Та у стійких словосполученнях: as a result, at a distance of , at a speed of , in a hurry.

Означений артикль (**the**) використовується в наступних випадках:

1. Коли предмет або особа вже згадувалися або він є відомим з контексту:  
This is **a map**. **The map** is large.

2. Якщо іменник є єдиним у своєму роді або в даній ситуації: **The Bengal tiger** is on the brink of extinction.

3. Якщо перед іменником використовується **порядковий числівник або прикметник у найвищому ступені**: He is **the third** guy in this room.

4. Слова **next, following, last, very, only** вимагають вживання означеного артикля: In **the following month** we are going to London.

7. З іменниками в множині, якщо ті в однині мали означений артикль та в у випадках, коли на увазі маються всі члени однієї групи: He liked **the presents** I bought.

Крім вищезазначених ситуацій, означений артикль **the** використовується з наступними власними іменами:

- з назвами гір, річок, морів та океанів : the Dnipro, the Black Sea, the Atlantic Ocean;
- з частинами світу: in the North, to the West;
- з назвами деяких країн, пустель: the USA, the United Kingdom, the Sahara;
- з назвами судів, газет: the Queen Elizabeth, the Guardian.

Нульовий артикль(**No article**). Артикль не використовується:

1. Якщо мав знаходитися неозначений артикль, але його немає, оскільки іменник вживається у множині: I see **people** having fun.

2. З **власними назвами**: I hear **Lucky** scratching the door.

3. Якщо з іменником використовуються присвійні, вказівні, питальні і невизначені займенники або ж іменники у присвійному відмінку: I love **her stories**.

**7. Put in a/an or the where necessary. Leave a space (-) if the sentence is already complete.**

1. I bought ... pair of shoes.
2. They are staying at ... hostel.
3. I do not like ... football.
4. That is ... problem I told you about.



5. ... night is quiet. Let's take a walk!
6. John traveled to ... USA.
7. Juan is ... Portuguese.
8. I watched ... amazing movie yesterday.
9. My brother doesn't eat ... chicken.
10. ... regular aerobic exercise can help you to maintain a healthy weight.
11. ... price of gas keeps rising.
12. I think ... woman over there is very unfriendly.
13. Linda can play ... football.
14. There isn't ... airport near where I live. ... nearest airport is 70 miles away.
15. I saw ... movie last night.

### **8. Translate into English:**

1. Столиця Об'єднаного Королівства – Лондон.
2. Мій друг Джордж походить зі Сполучених Штатів.
4. Купи молоко, кілограм цукру та буханку хліба, будь – ласка.
5. Наша команда – найкраща в Україні.
6. Будинок моєї сестри дуже просторий та світлий.
7. Біля вікна стоїть маленька дівчинка.
8. Він – найрозумніший учень нашого університету.
9. Батько мого друга - археолог.
10. На жаль, він не присутній на вашій лекції.
11. Вона грає в тенніс дуже добре.
12. У мене болить голова, іди до університету без мене.
13. Вчитель на лекції? – Ні, він у відпустці.
14. Урок англійської мови починається о восьмій ранку.
15. Її дочка дуже схожа на неї: вона виглядає точно так, як молода Катрін.
16. Вода є життєво необхідною речовиною для нашого життя.
17. Обережно! Собака може тебе вкусити!
18. Історик вивчає минуле людства у всьому його різноманітті.

### 9. Tasks for independent and individual work:

1. Find more information about the formation of plural nouns. Be ready to present it to your groupmates.
2. Give commentaries on word order in English.

### 10. Test of grammar and vocabulary.

1. Put the question to the following answers:

f.e. Tom Brown. - What's your name?

Ukraine.

I'm 35.

42 Freynman Road.

Twenty past seven.

762333589.

My friend's name is Jack.

He is my fellow student.

I'm sorry, I don't know.

2. Which of the nouns cannot form the plural number:

f.e. historian – can

money – .....

water – .....

investigation – .....

sugar – .....

knowledge – .....

collection – .....

thesis – .....

sheep – .....

3. Put in the or a where necessary.

Rudy: Hello. Can you tell me if ... Museum has any tours?

Guard: The Museum has ... self-guided tour. You can get ... information at ... ticket window.

Rudy: Oh, thanks. Do you know if I can use my ... flash to take photos in ... Museum?

Guard: You can take ... pictures, but flash photography is prohibited. ... Food and drinks are prohibited, too.

Rudy: Oh, I guess I need to get rid of this bottle of ... juice before I go in. Do you know if all of the exhibits are open to ... public today?

Guard: ... east wing is under construction, but ... rest of the galleries are open. The sculpture and painting galleries are to your left, and ... artifacts are to your right.

Rudy: Thanks a lot. How much is ... admission charge?

Guard: It's ... \$10.00 for adults, ... \$3.00 for children, and ... \$5.00 for seniors and students with ... picture ID. The people at ... ticket window can help you with that.

Rudy: Thanks. Just one more question.

Guard: Yes?

Rudy: If I leave after I pay, can I come back in?

Guard: Yes. You just have to show your ... stub. Anything else?

Rudy: Oh, no. Thanks a lot. Sorry to have bothered you.

Guard: No trouble at all.

#### 4. Translate the following sentences:

- a) History is more than a series of events; it's more than just stories and pictures; it's more than just people.
- b) History is a discovery of ourselves—a lesson in who and what we are.
- c) Teachers, educators, instructors, mentors, or baby-sitters, whatever they may be classified as, they are necessary for many reasons.
- d) I want to learn much about the history of words, their origin and usage in ancient times.
- e) The profession of a teacher is a very noble one. A teacher is a very important person for every family, where the schoolchildren live.
- f) History does means series of events; history means stories and pictures; history means people, and yet, history means much more.

- g) The profession of a teacher demands a great erudition and a great patience to children. People, who teach children, must have more time for self-education and must be paid well.
- h) This experienced teacher of History can give us sufficient knowledge about the past centuries.
- i) The most important qualities for any teacher are intelligence, fair-mindedness, good communicational skills, respect for others and most importantly positive attitude.

5. Answer the questions. Write complete sentences.

What do you think makes a good museum?

How do you think the teaching of history in schools could be improved?

Do you agree that learning about our past is important for our future?

What was the most important moment in the history of the twentieth century?

What has been the most important moment in your life so far?

What items from our lives today will be in the history museums of the future?

**Lesson C**  
**PRACTICE IN SPEAKING**  
**ACADEMIC SPEAKING**

**1. Read and translate the text.**

**MY BIOGRAPHY**

Let me introduce myself. My full name is Irina Koval. I'm 17 years old. I was born on December 11th, 1998 in Odessa. It is a large and beautiful city. I grew up and studied in this city. Many young people would want to be on my place as Odessa opens up numerous career opportunities.

The school where I studied was right behind our block of flats. My favourite subjects included History, Geography and Foreign languages. I liked to study at school and my impressions of it were rather pleasant. This year I've graduated from high school and now I'm a first-year student of the day-time department.

I have entered the South Ukrainian National Pedagogical University named after K. D. Ushynsky. You know, that was my dream to enter this University. I worked hard to pass my entrance examinations well. And now I've become a happy member of the great, young family of students. My department educates teachers of history and specialists in the field of historical museum work; it is also a centre of scientific research.

I want to become a famous historian. I'm passionate about history and love sharing my knowledge with others, it seems to me that a career as a history teacher may be ideal for me. I have been studying history for 10 years. I also take part in different competitions. I like being a student. Although it is my first year at the university, I have already managed to practice teaching kids at the camp. It was a great experience.

Why do I choose history? Because I think that it is very important. Scholars say that studying history has many benefits. History provides identity. Studying history improves our decision making and judgment. History shows us models of good and responsible citizenship. History also teaches us how to learn from the mistakes of others. History helps us understand change and societal development and provides us a context from which to understand ourselves and others.

Many new things and notions came into my life when I became a student. At first, I didn't know what they meant. Now I became familiar with such words as «a freshman», «a sophomore», «an undergraduate» and such terms as «a period», «a seminar», «labworks». I know what it means «to make notes» etc.

I'm a freshman, as they call the first-year students. Everyday I get a lot of support from the staff members and fellow students; how to orientate myself in the new surroundings and how to integrate in the everyday life of the university. I learn a lot of new things and meet a lot of people totally different from my former classmates. It is nice to meet students with different ideas and goals, I am sure it will extend my vision.

My parents support me too. They want me to be a good specialist. My parents care about children's education; they told me, «Knowledge is the most precious treasure for everyone!» I always remember those words in my mind.

Also, I want to travel around my country to know more about it and have fun. I am excited for the many opportunities I have here and I will have. I will study hard to be better every day.

**2. Find the Ukrainian equivalents in the right-hand column for the following:**

a student of the day-time department	студент старшого курсу
education by correspondence	однокурсник
a freshman	штатні співробітники
students' scientific society	різні ідеї та цілі
an undergraduate	студент першого курсу
fellow students	заочне відділення
staff members	можливості кар'єрного розвитку
different ideas and goals	студент денного відділення
career opportunities	вступні іспити
entrance examinations	студентський науковий гурток

**3. Use the words and word combinations given in Ex. 2 in the sentences of your own.**

**4. Find the antonyms in the text to words:**

education by correspondence –	ugly –
difficult –	weak –
worse –	to win –
young –	to break up –
small –	to baffle –

**5. Retell the text «My biography».**

**6. Work with your partner. Ask and answer the questions.**

1. Where are you from?
2. Is your town/village large or small?
3. What are your parents' names?
4. What do your parents do for a living?
5. Are you the only child in the family?
6. How many students are there in your group?
7. What schools did your friends finish (specialized, private, state-run)?
8. What school did you finish?
9. At what age did you go to the secondary school?
10. What were your favorite subjects at school?
11. Why did you enter our university?
12. Why did you choose this speciality?
13. How much time do you devote to your studies?
14. Do you often go to the library?
15. Do you often use dictionaries and encyclopedias?

**7. Translate into English.**

Віктор - студент денного відділення. Він вивчає англійську мову. У нього є друг Андрій. Він теж студент. Андрій вчиться на історико-філософському відділенні соціально-гуманітарного факультету на заочному відділенні. Його майбутня професія – вчитель історії. Йому дуже подобається навчатися в Південноукраїнському національному педагогічному університеті імені К. Д. Ушинського. Він хоче бути вчителем історії, тому що його батько теж історик. Він працює у сільській школі. Віктор та Андрій приїхали до Одеси з невеличкого села. Вони мають різні ідеї та цілі, але об'єднує їх одне - мрія працювати в Одесі, адже тут є можливості кар'єрного розвитку.



**UNIT TWO**  
**Lesson A**  
**Key Words**

**1. Read and remember the following words and word-combinations:**

1. <b>affairs of state</b>	[ə'feəz ɒv steɪt]	державні справи
2. <b>artifact</b>	['ɑ:tɪfækt]	артефакт, предмет матеріальної культури, засіб ідентифікації
3. <b>evidence</b>	['eɪvɪd(ə)ns]	доказ, свідoctво, дані
4. <b>clues</b>	[klu: z]	ключі до розгадки, нитки до розгадки, докази
5. <b>discipline</b>	['dɪsɪplɪn]	галузь знань, дисципліна; порядок
6. <b>economics</b>	[i:kə'nɒmɪks]	економіка, економічна наука
7. <b>encyclopedia</b>	[ɛn,saɪklə(ʊ)'pi:diə]	енциклопедія
8. <b>era</b>	['iərə]	епоха, ера, літочислення
9. <b>ethnic</b>	['eθnɪk]	етнічний, язичницький
10. <b>general laws</b>	['dʒen(ə)r(ə)l lɔ:z]	загальні закони
11. <b>interpretation</b>	[ɪntə:prɪ'teɪʃ(ə)n]	інтерпретація, тлумачення, переклад, пояснення
12. <b>medieval</b>	[,mædɪ'i:v(ə)l]	середньовічний; той, що відноситься до Середньовіччя
13. <b>modern</b>	['mɒd(ə)n]	сучасний, новий
14. <b>scientist</b>	['saɪəntɪst]	учений, науковець
15. <b>social sciences</b>	['səʊʃ(ə)l 'saɪənsɪz]	громадські науки
16. <b>sociology</b>	[səʊsɪ'ɒlədʒi]	соціологія
17. <b>superstition</b>	[,su:pə'stɪʃ(ə)n]	марновірство, релігійний забобон
18. <b>period</b>	['pɪərɪəd]	період, час, точка, проміжок часу, епоха
19. <b>psychology</b>	[saɪ'kɒlədʒi]	психологія

**2. Translate into your native language.**

1. These Ministries and agencies are headed by Ministers who assist the President and Vice President to run the affairs of state. 2. Affairs of state by Morton Keller is the first modern history of American public life after the Civil War, this is a work of magisterial sweep and sophisticated insight. 3. The artifact is of unknown provenance. 4. The caves contained many prehistoric artifacts. 5. An artifact is an object produced or shaped by human craft, especially a tool, weapon, or ornament of archaeological or historical interest. 6. At present we have no evidence of life on other

planets. 7. The evidence was given under oath. 8. Not all the evidence supports this view. 9. Science gives us clues about the origin of the universe. 10. The book gives the reader plenty of clues to solve the mystery. 11. Archaeological evidence will provide clues about what the building was used for. 12. No part of early education is more important than the discipline of the imagination. 13. The book gives parents advice on discipline. 14. This class will deepen your understanding of economics. 15. I am reading a good book on economics. 16. His plan is to get a degree in economics and then work abroad for a year. 17. Obviously a one-volume encyclopedia can offer only a very summary account of the American Civil War. 18. You can't just copy the encyclopedia article verbatim for your report — that's plagiarism. 19. We live in an era of instant communication. 20. His death marks the end of an era. 21. These are all small ethnic groups, mere specks on the map. 22. Ethnic or racial intermarriage is more accepted today than ever before. 23. Under-achievement by ethnic minority pupils in the UK has been a matter of concern since the 1960s. 24. The edict was subject to many interpretations. 25. The teacher put an interesting twist to the interpretation of the story. 26. It's difficult to put an accurate interpretation on the survey results. 27. This custom dates back to medieval times. 28. In medieval times, it was illegal for Christians to practise usury. 29. The coming of the Renaissance was a head-on collision with the medieval system. 30. He used English medieval architecture as his model. 31. Modern education is all cram. 32. Modern English is a syncretic language. 33. Marie Curie was a great scientist in her own right. 34. You have a duty as a scientist to communicate your discovery to the world. 35. Notably in the social sciences, the professors teach too much. 36. At what stage are the social sciences? 37. The study of sociology overlaps with the study of economics. 38. It is a common superstition that a black cat crossing your path is bad luck. 39. Science eroded the pillars of superstition. 40. There is a fine line between superstition and religion. 41. The country is entering a period of prosperity. 42. The period covered the turn of the century. 43. Formerly characterised as “the dark ages,” that period of history may not have been quite so benighted as once thought. 44. Anthropology is closely allied to the field of psychology. 45. She studied psychology in college.

### 3. Guess what?

1. An object, such as a tool, weapon or ornament, of archaeological or historical interest, especially such an object found at an archaeological excavation. 2. It is a reference work or compendium providing summaries of knowledge either from all branches or from a particular field or discipline. 3. is a span of time defined for the purposes of chronology or historiography, as in the regnal eras in the history of a given monarchy, a calendar era used for a given calendar, or the geological eras defined for the history of Earth. 4. is a study of society, patterns of social relationships, social interaction and culture of everyday life. It is a social science that uses various methods of empirical investigation and critical analysis to develop a body of knowledge about social order, acceptance, and change or social evolution. 5. It is a length or portion of time.

### 4. Read and translate the text.

#### WHAT HISTORIANS STUDY

#### So what does a historian do?

- A **historian** is someone who uses clues to study the past. They gather information much like a detective gathers clues
- Historians try to be objective. They cannot make up their own story but must rely on evidence to support their claims



A Historian is a professional in Social Sciences that specializes in the discipline of History. Their main objective is to research, study, analyze, interpret, and document facts of past human history.

Like most branches of Social Sciences, there are several subcategories in which Historians divide themselves. The most common division is to specialize on the particular aspects or periods of history they focus in. A Historian may analyze and research history from a specific point of view, such as political, artistic, or economical. On the other hand, they can focus on specific eras or periods, such as pre-Columbian, Medieval, or Classical era.



Historians study the past by interpreting evidence. The historian works by examining primary sources -- texts, artifacts,

and other materials from the time period. From comparing these sources and evaluating them in context, the historian develops interpretations, often in light of the interpretations of other historians. The interpretative writings of historians -- books, journal articles, encyclopedia entries -- are considered secondary sources.

Until the 1900's historians primarily studied political events; they wrote about diplomacy, wars, and affairs of state. Today historians also study many other subjects, closely connected with history. Some examine economic and social conditions. Other follow the development of religions, the arts, or other elements of culture. History is often classified as one of the social sciences such as economics, psychology and sociology. However, historians differ from other social scientist in the way in which they study social processes. Other social scientists try to develop general laws by examining patterns of behavior throughout the time. In contrast, historians study the conditions or events of a particular time. Historians may use theories from the other social sciences to help explain these conditions and events.

The Held of history is so vast that historians have traditionally split it into divisions. The three main divisions of history are based on period, nation and topic. Historians divide Western history into three periods: -ancient times, from about 3000 B.C. to the A.D. 400's; -medieval times, the 400's to the 1500's; and -modern times, the 1500's to the present. Scholars may divide these periods into many shorter periods. A historian may study a particular century or a certain period, such as the High Middle Ages (about the 1200's) or the Age of Reason (1700's). The division of history into

periods helps historians organize focus their studies. However, this division may distort the evidence presented by history. For years historians considered the medieval era as a period of superstition and disorganization that came between two supposedly better periods of history. This viewpoint prevented them from the realizing that the Middle Ages had a vitality of its own and formed the basis of the modern European civilization. The division of history into ancient, medieval and modern periods applies only to European societies. Historians who study Asian or African societies base their work on entirely different periods. The division of history by nation involves the study of American, Chinese, or French history. The division by topic enables historians to deal with particular aspects of past human activity.

Many historians study economic, social and intellectual history in addition to studying traditional political history. Some historians focus on such specialized topics as the history of science, or an ethnic group, or of a city.

**5. Read the word - combinations and the sentences. Cover the left side and translate the right one into English.**

- |  |  |
|--|--|
| 1. most branches   | більшість галузей  |
| 2. from a specific point of view   | з конкретної точки зору  |
| 3. on the other hand   | з іншої сторони  |
| 4. by interpreting evidence  | інтерпретуючи докази   |
| 5. development of religions  | розвиток релігій   |
| 6. distort the evidence  | перекручувати докази   |
| 7. to deal with  | мати справу з  |
| 8. A Historian is a professional in Social Sciences that specializes in the discipline of History.   | Історик - професіонал соціальних наук, який спеціалізується на дисципліні Історія.   |
| 9. A Historian may analyze and research history from a specific point of view, such as political, artistic, or economical.                                       | Історик може аналізувати та досліджувати історію з певної точки зору, наприклад політичної, мистецької чи економічної.   |
| 10. For years historians considered the medieval era as a period of superstition and disorganization that came between two supposedly better periods of history. | Протягом багатьох років історики розглядали середньовічну епоху як період забобонів та дезорганізації, що наставав між двома нібито кращими періодами історії. |

**6. Point out paragraph of the text telling about:**

1. The three main divisions of history.
2. The most common division of historians.
3. Secondary sources.
4. Subjects, closely connected with history.
5. A professional in Social Sciences.
6. The history of science.

**and speak on them.**

**7. Arrange the following in pairs of synonyms:**

to study, to start, medieval history, to overthrow, gradually, the whole, a lot, to major, a freshman, very much, to learn, to begin, the Middle Ages history, to depose, little by little, the entire, to specialize, a first-year student.

**8. Translate the sentences with new words into English and write them down.**

1. Українці повинні відстоювати свою державу, змінювати її на краще, а якщо треба, то й творити наново, адже державні справи - це справи кожного з нас.
2. Іноді артефактами називають всі предмети, створені людиною на противагу натуральним речам, створеним природою.
3. Артефакт в археології — це продукт людської діяльності, об'єкт матеріальної культури, що містить у собі певний зміст інформації про минуле: господарські знаряддя, зброя, одяг, предмети культу й поклоніння тощо.
4. Первісно слово «енциклопедія» означало сукупність знань, які слід було засвоїти у середньовічній педагогіці.
5. У широкому розумінні - енциклопедія - збірка наукових відомостей і довідок на різні теми, призначена для широкого кола читачів.
6. Ера — великий відрізок часу, більший за епоху чи період.
7. Бажання з'ясувати, яким чином людина себе етнічно ідентифікує, яке значення для неї має етнічна належність й які поведінкові орієнтації та стратегії з нею пов'язані, спонукає до пошуку пояснень щодо конструювання етнічної ідентичності.
8. Церква на середньовічному заході була

фактично державою в державі. 9. Марновірство проявляє себе на поведінковому рівні у деяких обрядових формах: носінні талісманів, татуюванні, магічних жестах і ін. 10. Релігійний забобон полягає у тому, що індивід приймає за реальність невідомі сили, здатні провіщати події і навіть впливати на них. 11. Учений - це той, хто має широкі й глибокі знання взагалі або в якій-небудь галузі науки.

**9. Task for independent and individual work:**

Write down essay on theme «My favorite particular aspects of history» (200 words).

## Lesson B GRAMMAR PRACTICE

### 1. Read the following information. Remember it.

**The Adjective**(прикметник). **The Adverb**(прислівник).

**Degrees of comparison**(ступені порівняння).

Одно- та та деякі двоскладові прикметники та прислівники:

Positive (позитивний)	Comparative (вищий) - er	Superlative (найвищий) - est	Примітка
big великий	bigger більше	(the) biggest найбільший	Подвоєння приголосних на кінці слова з короткою корінною голосною.
early рано	earlier раніше	(the) earliest дуже рано	у (з попередньою приголосною) = і + -er/-est

Прикметники і прислівники з трьома і більше складами:

	more	most
interesting	more interesting	(the) most interesting

Нестандартні:

good/well	добрий, добре	better	(the) best
bad/badly	поганий, погано	worse	(the) worst
many, much	багато	more	(the) most
little	мало, маленький	less	(the) least
far	далеко, далекий	farther	(the) farthest
old	старий	older	(the) oldest



		elder	(the) eldest
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**2. Form the degrees of comparison of the following adjectives:**

short, bad, cold, yellow, heavy, loud, clean, large, comfortable, practical, modern, good, small, careful, interesting, difficult, weak, important, easy, fat, low.

**3. Put the adjectives in brackets into the required degrees of comparison:**

1. The twenty second of December is the (short) day of the year. 2. His plan is (practical) than yours. 3. Silver is (heavy) than copper. 4. I have (little) experience than you. 5. This book is (interesting) than the last one I read. 6. Why do you take the (far) way home? 7. London is the (large) city in England. 8. This student speaks English (good) than you.

**4. Compare the objects according to the given example:**

Example: A lemon – an apple (sour). A lemon is sourer than an apple. An apple is not so sour as a lemon. An apple is not as sour as a lemon.

The Black Sea – the White Sea (warm). 2. Oil – water (light). 3. Butter – caviar (cheap). 4. Stone – wood (heavy). 5. Carrots – cucumbers (useful). 6. China – Japan (large). 7. Meat – vegetables (expensive).

**5. Make up Comparative or Superlative Degrees from the adverb in brackets:**

1. Which of these two types of history do you enjoy (much)? 2. Now I can see your result (clearly) than before. 3. He speaks English (correctly) of all in my class. 4. He is playing (badly) than usual. 5. She works (much) and (well) than she used to.

**6. Memorize these proverbs with comparison and find Ukrainian equivalents:**

1. The devil is not so black as he is.
2. East or west home is the best.

3. Better a glorious death than a shameful life.
4. Better late than never.
5. Four eyes see more than two.

### 7. Translate into English:

1. У мене є більша енциклопедія. 2. Наш учитель був найбільше задоволений результатами вікторини. 3. Це завдання більш складне, ніж друге завдання. 4. Він такий же високий, як і його батько. 5. Хто може стрибнути якнайдалі?

### 8. Read the following information. Remember it.

#### The Pronouns (займенники).

1. *Personal (особові)*: I (я)/ me (мені, мене); you (ти)/ you (тобі, тебе); he/she/it (він, вона, воно)/ him / her / it (його, її, йому, їй); we (ми)/ us (нас, нам); you (ви)/ you (вас, вам); they (вони)/ them (їх, їм): Who did this?- Me. This car was bought for her;

2. *Possessive (присвійні)*: мій (my/mine), твій (you/yours), його, її (his/its,her/hers), наш (our/ours), ваш (your/yours), їхній (their/theirs): I have told my sister about that before. He is not a friend of mine;

3. *Reflexive (зворотні)*: себе (myself/yourself/himself/herself/itself/ourselves/themselves/ yourselves/oneself): Little Timmy fell and hurt himself. One must not live for oneself only;

4. *Interrogative (питальні)*: хто? (who?), що? (what?), чий? (whose?), який? (what?), котрий? (which? what?): Who knows the rule? Which of them is your brother?;

5. *Conjunctive (відносні)*: хто (who), що (what), чий (whose), який (what), котрий (which, what): The pencil that you gave me is very sharp. I know who you are;

6. *Demonstrative (вказівні)*: цей (this), той (that), такий (such): This happened not so long ago in contrast to that event;

7. *Defining (означальні)*: всякий, усякий (every; any), весь, увесь, ввесь (all; whole), кожний, кожен (every), інший (another), сам (self; alone), самий (the one; the same): Every student has to know schedule. He needs another Math tutor;

8. *Indefinite (неозначені):* хтось (somebody), щось (something), хто-небудь (somebody), будь-який (anything), будь-хто (anybody), будь-що (anything) etc.: I need to buy something. He will believe in anything.

9. *Negative (заперечні):* ніхто (nobody; no one), ніщо (nothing), ніякий (no; none; any), нічий (nobody's), ніскільки (not at all; not a bit; nothing): He doesn't remember anything. This wasn't a surprise for anyone.

**9. Insert in each blank the form of pronouns which you consider correct: (I – me; we – us; you – you; he – him; she – her; it – it; they – them).**

1. It was ... who helped me most.
2. They invited you and ... to the party.
3. Very few could do it faster than ... .
4. This book was intended for you and ... .
5. My friend, ... are mistaken.
6. They came to see ... .
7. She told ... about her life.
8. When we make mistakes, our teacher corrects ... .
9. It takes ... only 10 minutes to go home.

**10. Fill in the blanks with proper possessive pronouns:**

1. She has come to see ... mother.
2. Put on ... coat and go for a walk.
3. Tell him not to forget ... note-book.
4. If they inquire about me, tell ... that I am well.
5. Economics, like any other social science, has ... own vocabulary .
6. Students work hard to perfect ... language.
7. She has no children of ... own.
8. A friend of ... told me this.
9. The dog broke ... leg.

### **11. Translate into English using personal and possessive pronouns in the appropriate form:**

1. Це моя книга, а то твоя, неси її сам. 2. Скажи це йому, а не мені. 3. Де вона? Я її не бачу. 4. Що з нею? Вона хвора. 5. Їй сьогодні краще. Скажи про це лікарю. 6. Учні повинні робити домашнє завдання самі. 7. Я не бачив його вчора. 8. Ми запитали його: «Як ваше прізвище?» 9. Погода була хороша, і діти попросили свою сестру повести їх в парк. 10. Я візьму ці журнали і прочитаю їх вдома.

### **12. Tasks for independent and individual work:**

1. Find more information about pronoun one, relative and indefinite pronouns. Be ready to present it to your groupmates.

2. Give commentaries on translation rules of the construction “there is/there are”.

### **13. Test of grammar and vocabulary.**

1. Fill in the correct form of the words in brackets (comparative or superlative).  
 a) This is (exciting) historical novel I have ever read. b) She's (healthy) than me. c) And she's (clever) than me too. d) If you want to take the first place you must work (much).

2. Write the sentences of your own with the following comparisons  
 f.e. as easy as: The teacher says that to learn to speak English is as easy as ABC.  
 as hungry as, as white as snow, as hot as fire, as clear as day, as green as grass, as cold as ice.

3. Put in the appropriate pronoun:  
 a) The author signed the book for me ...!  
 b) It's not our fault. You can't blame ....  
 c) Who repaired your bicycle for you? – Nobody. I repaired it ....  
 d) We've got a problem. I hope you can help ....

- f) I need you and you need me. We need ....
- g) It was a good idea of ... to go swimming this afternoon.

4. Answer the questions. Write complete sentences.

- a. What is the subject of the history?
- b. Why do historians study social sciences?
- c. What divisions of the history can you name?
- d. What do you call a scholar (a specialist) in the field of history? Do you want to become one?

**Lesson C**  
**PRACTICE IN SPEAKING**  
**ACADEMIC SPEAKING**

**1. Read and translate the text.**

**MY UNIVERSITY**

I think everybody knows that education is necessary to be successful in our life. I would like to work in the field of history in future and to become a famous historian or a teacher of history. To get my profession I need a university graduation. So after finishing school I passed the entrance exams and entered the South Ukrainian National Pedagogical University, the Subfaculty of History and Philosophy of Social Studies and Humanities Faculty. It will be a long course – five years of hard and constant studies: lectures, seminars, practical classes and test periods. The academic year lasts for 10 months and there are vacations twice a year: in winter and summer. I feel proud of my faculty as among its graduates are the winners of many history competitions and well-known historians.

Our university is one of the oldest education institutions of Ukraine, the history of the University goes back to the Pedagogical Institute which was founded on the 2nd of May in 1817. It is the first Pedagogical establishment created in the south of Ukraine.

The international authority of the University in developing modern teacher training system, scientific research in fundamental and applied sciences is high enough. Our scientific researchers work on the perspective pedagogical technologies, basing on the world tendencies of the education development and achievements in the fields of Pedagogy, Psychology, History, Philosophy and natural Sciences. The University has significant experience in training high qualified specialists and acknowledged international reputation. It was the 1st Pedagogical Ukrainian University accepted to Association of European Universities. PNPU is a member of the International Association of Universities from 2008. Our educational establishment cooperates with different Universities of Europe, Asia and the USA. The instructors and professors of our university take into account the experience of West countries in the field of training specialists at the Universities of the USA, Germany.

Almost 100 thousand teachers, who work in our country and abroad, have been trained at the university during the period of its existence. The students, masters, postgraduate students, persons working for a doctor's degree from 23 countries are taught at the university. The overwhelming majority of the students receive state scholarship and are provided with hostel accommodation. The students have free access to the libraries, reading-rooms, laboratories, computing center, etc. The University has great sporting facilities including gyms, tennis courts, football pitches, a swimming pool and more.

The students and graduates are the pride of the University, among them there are 5 Heroes of Ukraine, National teachers, world known distinguished scholars, writers, artists, sportsmen, who won 22 gold medals in the Olympic Games.

**2. Find the Ukrainian equivalents in the right-hand column for the following:**

necessary to be successful	фундаментальні і прикладні науки
university graduation	визнана міжнародна репутація
establishment	переважна більшість
take into account	вільний доступ
international authority	проживання в гуртожитку
fundamental and applied sciences	закінчення університету
significant experience	отримувати державну стипендію
acknowledged	необхідно, щоб бути успішним
reputation	
free access	приміщення (споруди) для зайняття спортом
overwhelming majority	установа
receive state scholarship	гордість університету
hostel accommodation	міжнародний авторитет
sport facilities	видатні вчені
pride of the University	взяти до відома
distinguished scholars	значний досвід

**3. Use the words and word combinations given in Ex. 2 in the sentences of your own.**

**4. Fill in the gaps with the following words:**

*freshman, college, schedule, semester, classes.*

1. A complete listing of courses offered will be found in the class ....
2. A ... is someone in their first year of (an American) university.
3. Students must pay all their fees before the start of each ....
4. At university = At ....
5. How many ... are you taking this semester?

**5. Retell the text «My university».**

**6. Work with your partner. Ask and answer the questions.**

Why did you choose this university?

What clubs and societies are you involved in?

Is it easy to study at the university? Why?

Is it easy to get into the orchestra/chorus/play or athletic team of your choice?

When our educational establishment was founded?

What are the majority of the students provided with?

Where do the students have free access to?

Does the University have any sports facilities?

How long does the course of studies at the Institute last?

When do the students have an examination session?

What do the students have to submit at the end of their studies?

What do the instructors and professors take into account?

What do you like best/ hate the most about the university? Why?

**7. Translate into English.**



Університет для мене – та умова, яка необхідна, щоб бути успішним. Це величезні можливості для розвитку, для отримання значного досвіду. Найяскравіші моменти мого студентського життя пов'язані з лекціями видатних вчених, які є гордістю нашого університету.

Мій університет з визнаною міжнародною репутацією дав мені все: путівку в життя, освіту, місце роботи. Мої батьки, друзі – ми всі закінчили педагогічний університет з різних спеціальностей, але всі змогли знайти свій шлях в життя.

## UNIT THREE

### Lesson A

#### Key Words

#### 1. Read and remember the following words and word-combinations:

1. <b>agriculture</b>	['agrɪkʌltʃə]	сільське господарство, землеробство
2. <b>ancestors</b>	['ænsɪstəz]	предки
3. <b>appearance</b>	[ə'piərə(ə)ns]	поява, зовнішній вигляд, вид, видимість, виступ
4. <b>cattle</b>	['kæt(ə)l]	велика рогата худоба
5. <b>cave</b>	[keɪv]	печера, порожнина
6. <b>development</b>	[dɪ'veləpm(ə)nt]	розвиток, розробка, створення
7. <b>discovery</b>	[dɪ'skʌv(ə)rɪ]	відкриття, виявлення
8. <b>hunting</b>	['hʌntɪŋ]	полювання
9. <b>inhabitants</b>	[ɪn'hæbɪtənts]	населення, жителі
10. <b>invention of writing</b>	[ɪn'venʃ(ə)n 'rʌɪtɪŋ]	винахід писемності
11. <b>pottery</b>	['pɒt(ə)rɪ]	гончарні вироби, гончарство
12. <b>raising</b>	['reɪzɪŋ]	розведення, виведення, вирощування
13. <b>sculptures</b>	['skʌlptʃəz]	скульптури
14. <b>species</b>	['spi:ʃi:z]	вид, різновид, рід
15. <b>supernatural forces</b>	[,su:pə'nætʃ(ə)r(ə)l 'fɔ:sɪz]	надприродні сили
16. <b>testimony</b>	['tɛstɪməni]	свідощтво, доказ, твердження
17. <b>trade</b>	[treɪd]	торгівля
18. <b>tribe</b>	[trɪb]	плем'я, рід; клан
19. <b>weapons</b>	['wepənz]	зброя

#### 2. Translate into your native language.

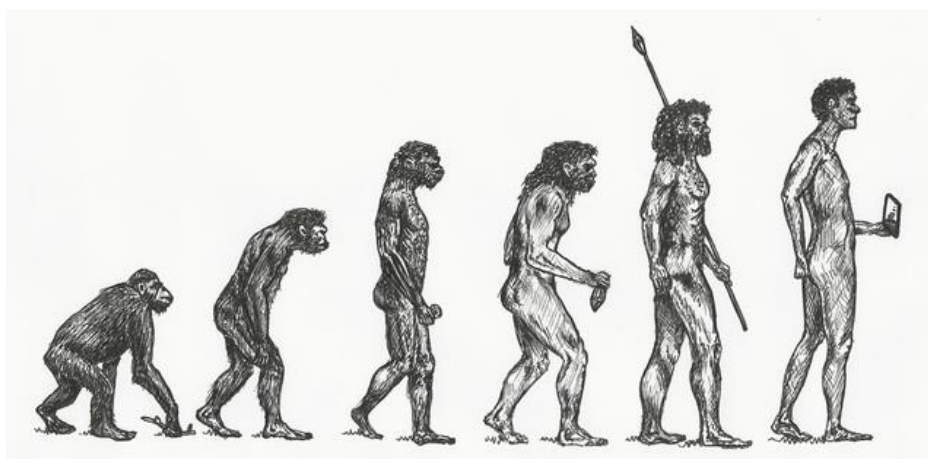
1. The area's dry climate discourages agriculture. 2. Agriculture is still the mainstay of the country's economy. 3. Agriculture is the main economic enterprise among these people. 4. Each year on this date we commemorate our ancestors with a special ceremony. 5. They no longer follow the traditions of their ancestors. 6. The museum included an exhibit showing ancestors of the modern computer. 7. His appearance struck her with terror. 8. Did he observe on your unusual appearance? 9. Groups of cattle were grazing on the rich grass. 10. The cattle herded together to try to find some protection against the rain. 11. Water flowed into the cave. 12. The walls of

the cave are covered with drawings of human and animal figures. 13. There must be another way into the cave. 14. The whole area of research is pregnant with possibilities for future development. 15. How historically significant is this discovery? 16. What a wondrous discovery fire must have been. 17. The issue of hunting is a source of contention. 18. Hunting is strictly forbidden in the wildlife refuge. 19. Hunting is a lawful activity only if you have the proper license. 20. Nowadays the village has barely 100 inhabitants. 21. The inhabitants of the island fight a constant battle against the forces of nature. 22. The archeologists left the pottery in place. 23. He's giving a talk on early Roman pottery. 24. How would you classify these pottery shards — are they prehistoric? 25. Her recent sculptures are being shown at the Hayward Gallery. 26. The tribe practised a religion that mixed native beliefs and Christianity. 27. A common religion ensures the coherence of the tribe. 28. The tribe is governed by a 10-member council. 29. The neighboring tribe staged an invasion. 30. Some members of the tribe were scalped by the attacking warriors. 31. In agility and skill at his weapons he had few equals. 32. We deplore the development of nuclear weapons. 33. Weapons were held at various sites.

### **3. Guess what?**

1. It is a person from whom one is descended. Usually it refers to a remote person, rather than the immediate parents or grandparents. 2. It is a traditional social group of people. Most of them have existed much longer than existing states and countries. 3. It is a natural void in the ground, specifically a space large enough for a human to enter. They often form by the weathering of rock and often extend deep underground. 4. It is the act of detecting something new, or something previously unrecognized as meaningful. With reference to sciences and academic disciplines, it is the observation of new phenomena, new actions, or new events and providing new reasoning to explain the knowledge gathered through such observations with previously acquired knowledge from abstract thought and everyday experiences. 5. It is the practice of seeking, pursuing and capturing or killing wild animals.

#### 4. Read and translate the text.



### **HUMAN PREHISTORY**

Prehistory is the period that begins with the appearance of the human being, about five million years ago, and finishes with

the invention of writing, about 6,000 years ago. It is a long period divided into three stages: the Palaeolithic Age, the Neolithic Age and the Metal Age.

The Palaeolithic Age began with our first ancestors and finished about 10,000 years ago. During that period, human beings used tools made of stone and lived on hunting and gathering. In the Neolithic Age, which began about 10,000 years ago, human beings lived in villages. Human communities cultivated the land and raised cattle. Agriculture and cattle raising gave rise to a productive economy. We call the Metal Age to the period beginning about 7000 years ago, when human beings started to make objects out of metals. Hominization is the evolutionary process that results in the present human being. It was a very long process. The first ancestors of the human beings appeared about five million years ago. They were quite similar to chimpanzees. Two million years ago a new human species called Homo Habilis appeared. They made tools of stone and lived on hunting and gathering. Homo erectus appeared a million and a half years ago. They were similar to Homo habilis but they made more perfect tools. They had a greater technological development. This species discovered and learned how to use fire. Homo antecessor appeared about 800,000 years ago. He is a common ancestor of Homo neanderthalensis and Homo sapiens. Then, about 100,000 years ago Homo sapiens appeared. Homo sapiens is the species we belong to.

The first human beings survived because they hunted, fished and gathered wild fruits. Mammoths, bears, elephants, deer and bison were some of the animals they hunted.

They obtained food from their meat and from their skins they made clothes. They moved from place to place following the animals that they needed to hunt and looking for plants they could eat. Depending on the areas they lived in caves, outdoors or in cabins. Cabins were houses that they built with tree branches and animal skins. They usually built their houses near rivers. The groups that they formed are called tribes. The members of a tribe belonged to the same family. They did not live very long. A cold climate and common diseases explain why most of the men and women lived about thirty five years.

Most objects were made of stone and that is why this period was also called Stone Age. Examples of objects made of wood and animal bones are: harpoons, needles and lances. Fire was discovered about half a million years ago. For human beings in the Paleolithic Age it was one of the most important discoveries. The climate was extremely cold and with fire they could heat and light their caves, cook their food and frighten wild animals away. Men and women led a very hard life during the Palaeolithic Age. Human beings believed that supernatural forces helped them in hunting, stopped children from dying. Palaeolithic tribes decorated their caves walls with paintings and made sculptures to keep these divinities favourable to them. Among the sculptures that they made the Venus forms were exceptional.

The most famous prehistorical paintings are in the caves of Altamira, in Spain, in France. This kind of art is called cave art. Human beings discovered agriculture and cattle raising about 10,000 years ago in the Middle East. Hunting wild animals and gathering fruits and plants were not the only way of getting food. They learnt to cultivate plants and domesticate animals. When human beings knew how to produce their own food their lives changed. The first plants they cultivated were cereals: wheat in the Middle East and Europe, rice in Asia and corn in America. The first domesticated animals were horses, dogs, goats, sheep and oxen. Tribes needed to live near arable land to cultivate cereals. They stopped moving from place to place to find food and became sedentary. They built villages, usually situated next to rivers. When men and women started to live in villages, there was a specialization of work. Some people cultivated fields, other people looked after the animals and others made weapons,

fabrics, and other objects. There were two important technical innovations in the Neolithic Age: fabrics and pottery. They produced fabrics from animals wool using tools like bone spindles, and rudimentary looms. Pottery was made by hand and baked in a bonfire. New objects were invented such as vessels to hold the grain, bowls for eating and cooking, etc.

Art is an excellent testimony of the way human beings in the Neolithic Age lived. The human figure becomes more important in the paintings in the caves and artists began to paint scenes: groups of people hunting, harvesting vegetables or dancing. Figures were very schematic. In the east of Spain amazing examples have been found Human beings made the first metal objects about 7,000 years ago. First they used copper but it was not very strong. Then bronze and iron were used. With bronze and iron they could make different kinds of objects: weapons, jewels, statuettes, etc. The wheel, the sail and the plough were invented in the Middle East about 5000 years ago. They could work faster and in greater areas. Human beings needed raw materials to

fabricate new tools. The search for these raw materials was the beginning of trade.

Agriculture, cattle raising and the new technical advances, improved peoples lives. Because of this, population increased. Some villages became small cities with hundreds of inhabitants. Cities



were encircled by walls, and inside there were buildings with different functions: houses, stores, shops or workshops. First cities' houses were small, their walls were made of adobe or stone and their ceilings were made of straw. In the late Neolithic Age, human beings built what we can call the first monuments using big blocks of stone, called megaliths (Big stones).

**5. Read the word - combinations and the sentences. Cover the left side and translate the right one into English.**

1. human being	людська істота
2. made of stone	зроблений з каменю
3. human communities	людські громади
4. from place to place	з місця на місце
5. common diseases	поширені захворювання
6. extremely cold	надзвичайно холодно
7. prehistorical paintings	доісторичні малюнки
8. way of getting food	спосіб отримання їжі
9. The first plants they cultivated were cereals: wheat in the Middle East and Europe, rice in Asia and corn in America.	Першими рослинами, які вони вирощували, були зернові: пшениця на Близькому Сході та Європі, рис в Азії та кукурудза в Америці.
10. Some people cultivated fields, other people looked after the animals and others made weapons, fabrics, and other objects.	Одні люди обробляли поля, інші доглядали за тваринами, а інші виготовляли зброю, тканини та інші предмети.
11. First cities' houses were small, their walls were made of adobe or stone and their ceilings were made of straw.	Будинки перших міст були невеликими, їх стіни були з гніту або каменю, а стелі - з соломи.

**6. Point out paragraph of the text telling about:**

1. The members of a tribe.
2. The appearance of the human being.
3. The Stone Age
4. The Metal Age.
5. First cities' houses.
6. Cave art.

**and speak on them.**

**7. Translate the sentences with new words into English and write them down.**

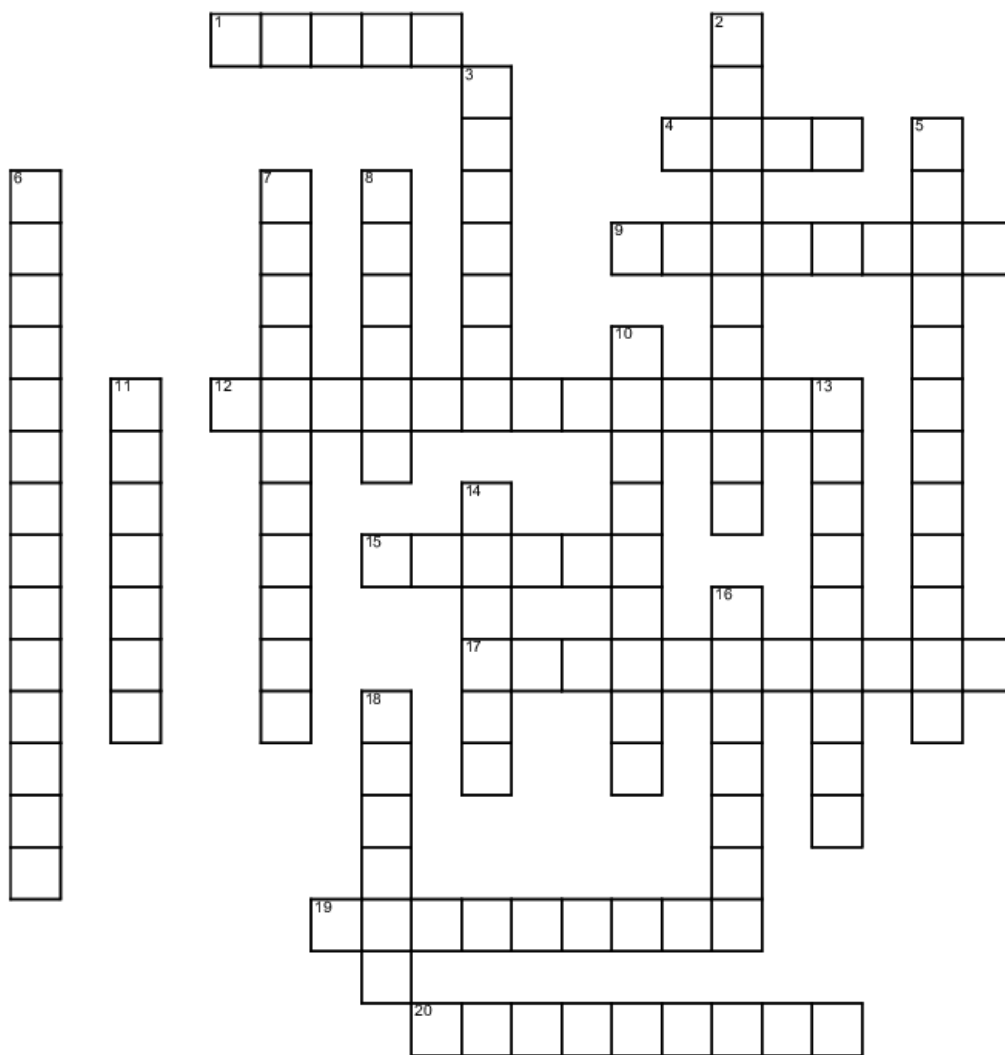
1. Перехід від полювання і збиральництва до землеробства та скотарства у неоліті вважають першою технологічною революцією в розвитку суспільства. 2.

Найефективніший спосіб інтенсифікації землеробства у давнину – застосування зрошення, що забезпечувало ґрунт вологою й водночас здобрювало його родючим мулом. 3. Дві людини є родичами, якщо один з них — предок іншого, або вони мають спільного предка. 4. Давні люди з'єднувалися у племена; племена, що мали окремі території, відзначалися одне від одного звичаями, віруванням, кожне плем'я мало свої особливості, і чим далі, то помітніші. 5. Рід мав свої традиції: шанували пам'ять предків, обожнювали ліси, гаї, річки, окремі дерева, приносили їм, дарунки і жертви. 6. Мамонтова печера розташована в національному парку США, у штаті Кентуккі, і є найдовшою печерною системою у світі. 7. Рухаючись у цьому напрямку, просуваючись все новими ходами, спускаючись усе глибше і глибше можна потрапити у дальні відгалуження печери. 8. Українську кінострічку «Плем'я» подивилося понад 22 мільйона осіб на YouTube, що є абсолютним рекордом для вітчизняного кіно. 9. Плем'я — тип спільноти людей, що об'єднані спільним походженням, мовою, вірою і звичаями, історичний тип етнічної спільноти, що ґрунтується на родових взаєминах та суспільному поділі праці, які визначають розрізненість племен за територією, мовою, культурою, організацією життєдіяльності. 10. Що старшими стають люди, то частіше вони схильні пояснювати найбільш важливі події в житті впливом надприродних сил. 11. Люди здавна вірили в те, що у будь-якому предметі можуть критися надприродні сили, і вдягали обереги – амулети. 12. Немає потреби говорити про те, яке велике значення в історії людства мав винахід писемності. 13. Перші символи писемності мали форму товарів і були піктограмами, які відображали загальний зміст повідомлення у вигляді одного або послідовних малюнків. 14. До нашого часу збереглися прекрасні зразки шумерської скульптури, створені на початку III тисячоріччя до н.е. 15. Досить розповсюдженим типом скульптури був так званий адорант - статуя людини, що молиться, зі складеними на грудях руками, що сидить або стоїть.

### **8. Solve the given crossword puzzles.**



# World History Crossword Puzzle



## Across

1. Is a system that stable societies/complex cultures.
4. Sumer that is modern.
9. It is (mountain of god).
12. Animals that are use for traveling, hunting, and food source.
15. The Age started in 3000 B.C.
17. Develops C. 7000 B.C.
19. River that is (southern Iraq ).
20. 3000 B.C. Sumerian scribes invent.....

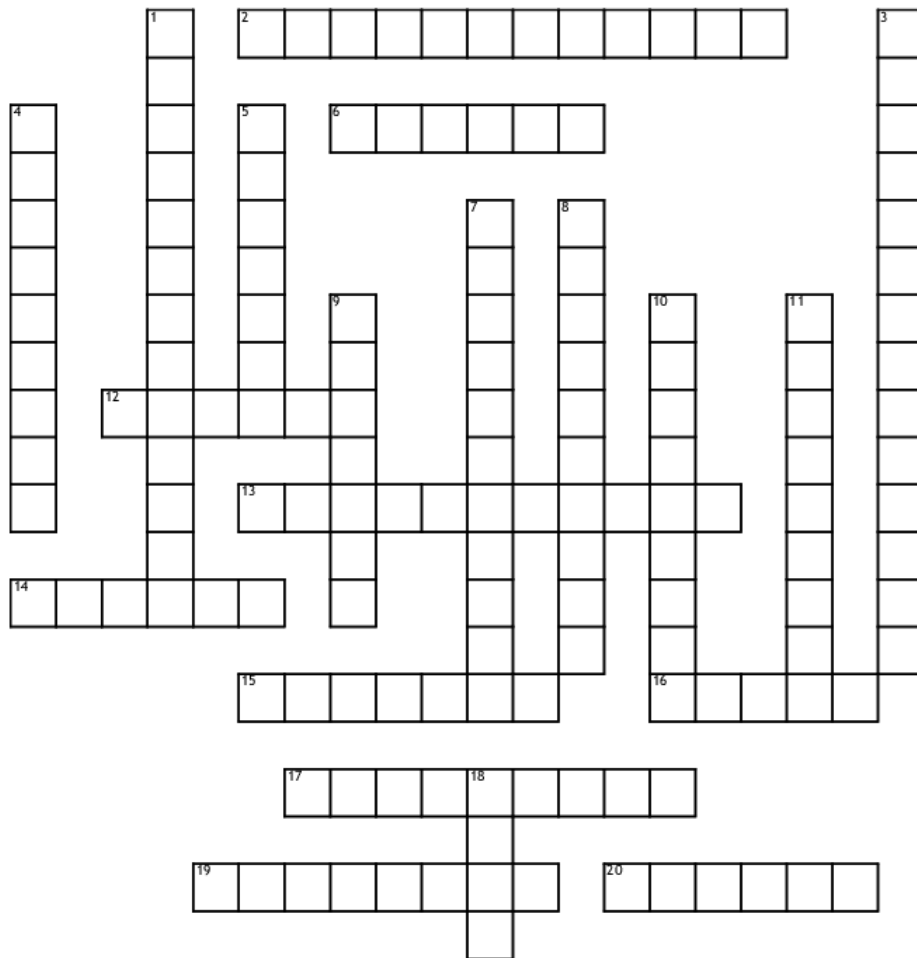
## Down

2. Ditches that transport water from one place to another.
3. It increase in fishing, small game , and gathering.
5. They cut trees/grasses and bum them.
6. It's when they focus in one thing/job.
7. This Age is when Ice Age is still occurring.
8. It is trading goods/services without money.
10. People that collect plants.
11. It is professional record of writing.
13. This Age is when Ice Age ended.
14. They're people that move one place to another.
16. It is extra food.
18. Ancient clay tablets.

Name: \_\_\_\_\_

Date: \_\_\_\_\_

# World History



## Across

2. Early farming method was
6. Scribes used a \_\_\_ to write
12. Trade without money
13. At what age was the ice age?
14. This age was after the Neolithic age
15. Professional Record Keepers
16. Upper lower and middle system
17. System of writing
19. A temple
20. Who moved from place to place for resources ?

## Down

1. What is the same as taming ?
3. time to focus/ expert one job is ?
4. Collecting Plants=
5. Woolly Mammoths went
7. What develops in 7000 B.C.
8. This system has ditches that transport
9. What is the same as extra ?
10. At what age was writing invented?
11. This river is located in Mesopotamia
18. Modern Day Mesopotamia

**9. Tasks for independent and individual work:**

1. Write down essay on theme «Responsibilities Distribution in Iron Age» (200 words).
2. Find more information about three ages of prehistory and be ready to present it to your groupmates.

## Lesson B GRAMMAR PRACTICE

### 1. Read the following information. Remember it.

Present Simple Tense (теперішній простий час). Утворюється за допомогою додавання до іменника дієслова у першій його формі без частки *to*. При цьому з займенниками 3 особи однини *he, she, it* до дієслова потрібно додавати закінчення *-s*. I **play** football. He/She **studies** history.

**Заперечне речення** утворюється за такою формулою: іменник + *do/does* + *not* + дієслово. Допоміжне дієслово *does* використовується лише з займенниками третьої особи однини. I **do not play** guitar. It **doesn't make** sense.

У **питальних реченнях** також використовуються допоміжні слова *do/does*. Формула утворення питального речення: *Do/Does* + іменник + дієслово. **Do you go** to the school? **Does she go** to see her friend often?

Випадки, в яких **вживається** Present Simple:

1) повторювані дії, загальновідомі факти або узагальнення: I **hate** comedies. The train **leaves** every morning at 8 AM. Cats **like** milk;

2) опис дії, що відбувається зараз (з дієсловами, що не використовуються у Present Continuous – *to see, to hear, to know, to understand, to remember* та ін.): Do you **understand** this sentence? I **hear** you well;

3) запланована подія в найближчому майбутньому, найбільше він використовується у такий спосіб в розмовах про розклад громадського транспорту: The bus **does not arrive** at 11 AM, it **arrives** at 11 PM. The party **starts** at 8 o'clock;

4) майбутня дія в підрядних реченнях умови та часу: If the weather is fine, we will go for a walk. He'll go to bed when he finishes his work.

### 2. Open the brackets. Use the verbs in the correct form:

1. My working day (to begin) at six o'clock. 2. I (to get) up, (to switch) on the TV and (to brush) my teeth. 3. It (to take) me about twenty minutes. 4. I (to have) breakfast at seven o'clock. 5. I (to leave) home at half past seven. 6. I (to take) a bus to the institute.

7. It usually (to take) me about fifteen minutes to get there. 8. Classes (to begin) at eight.  
9. We usually (to have) four classes a day. 10. I (to have) lunch at about 2 o'clock.

### 3. Translate into English:

1. Якщо ти зателефонуєш мені, я спробую тобі допомогти.
2. Чому б нам не вийти?
3. Мені цікаво, чи обговорюєте ви політичні новини кожного ранку?
4. Ми граємо в теніс чи волейбол кожного вівторка?
5. Чий батько там працює?
6. Чим ви займаєтесь?
7. Ти не втомлений?
8. Твоя молодша сестра ходить до школи?
9. Чий брат іде туди?
10. Він не впізнає мене.

### 4. Read the following information. Remember it.

**Present Continuous** (теперішній тривалий час). Стверджувальне речення утворюється за такою формулою: Іменник + *am / is / are* + дієслово у 1 формі з додаванням до нього закінчення *-ing*: **I am reading** a book right now. **They are fishing** now.

**Заперечне речення** в Present Continuous утворюється за допомогою додавання до допоміжного дієслова *am / is / are* частки *not*, та дієслова у інговому закінченні (*-ing*): **I'm not watching** TV at the moment. **They are going** to the school now.

Для утворення **питального речення** у Present Continuous допоміжне дієслово потрібно помістити на початок речення: **Are you doing** your homework? **Is she walking** on the street right now?

Випадки, в яких **вживається** Present Continuous:

1) дія відбувається зараз, прямо в цей момент часу: **You are learning** English now. **Are you sleeping?**;

2) довготривалі дії в теперішньому часі: **I am studying** to become a doctor. **Are you working** on any special projects at work?;

3) домовленості або дії, що мають чи не мають відбутися в найближчому майбутньому При цьому необхідно вказувати час події: **I am meeting** some friends after work. **Is he visiting** his parents next weekend?;

4) повторення дій, що мають негативний відтінок: She **is always coming** to class late. I don't like them because they **are always complaining**;

5) майбутня довготривала дія в підрядних реченнях умови та часу: If I am sleeping when he comes, wake me up.

### 5. Put the verb into the correct form.

1. Listen to the football fans. They (sing) ... songs. 2. Look at him. He (try) ... to help her. 3. They feel happy because they (have) ... a good time here in this park. 4. I want to lose weight, so this week I (eat) ... lunch. 5. I think Paul and Ann have had an argument. They ... (speak) to each other.

### 6. Translate into English.

1. Що ти будеш робити ввечері? – Я поїду відвідати батьків.  
2. Ти завжди обманюєш мене! 3. Чому ти смієшся? 4. Чому ти вічно перебиваєш людей? 5. Ми приземляємося в Хітроу за 20 хвилин. 6. Він буде новий будинок для своєї сестри. 7. Ми не знаходимося в університеті зараз. 8. Що ти пишеш? – Я пишу листа моєму другові.

### 7. Put the verb in the correct form, present continuous or present simple.

1. Let's go out. It ... (not/rain) now.
2. Julia is very good at languages. She ... (speak) four languages very well.
3. Hurry up! Everybody ... (wait) for you.
4. ... (you/listen) to the radio? – No, you can turn it off.
5. The river Nile ... (flow) into the Mediterranean.
6. We usually ... (grow) vegetables in our garden but this year we ... (not/grow) any.
7. How is your English? – Not bad. It ... (improve) slowly.
8. Ron is in London at the moment. He ... (stay) at the Park Hotel. He ... (always/stay) there when he's in London.
9. Can you drive? – I ... (learn). My father ... (teach) me.

10. Normally I ... (finish) work at 5.00, but this week I ... (work) until 6.00 to earn a bit more money.
11. Sonia ... (look) for a place to live. She ... (stay) with her sister until she ... (find) somewhere.
12. What ... (your/father/do)? – He's an architect but he ... (not/work) at the moment.
13. Can we stop walking soon? I ... (start) to feel tired.
14. The train is never late. It ... (always/leave) on time.
15. Jim is very untidy. He ... (always/leave) his things all over the place.

### **8. Tasks for independent and individual work:**

Find more verbs that are not used in the continuous form.

### **9. Test of grammar and vocabulary.**

1. Replace the infinitive in brackets by the Present Indefinite

- a) It (to awake) my interest to history.
- b) She always (to get) good marks in English.
- c) My studies (to begin) at half past eight.
- d) I (to think) pedagogy is a promising field.
- e) Hard work usually (to lead) to good success.
- f) My working day (to last) six hours.
- g) He (to speak) English quite fluently.
- h) Everybody (to know) that they (to watch) TV every evening.
- i) My trainer (to say) he's 50 years old but nobody (to believe) him.

2. Complete the dialogue by putting the verbs into the correct form

Brian: I need to speak to Julia about her new coach. (you / know) where she is?

Diana: She – (not/work) on Fridays. She only – (have) a part-time job now.

Brian: Right. When – (she/come) to the university?

Diana: Well, she – (come) in from Monday to Thursday, but she – (not/stay) all day. She usually – (start) at 9.00 and – (go) home at about 2.15.

3. Put the words (underlined) into the Singular and make other changes if necessary

- a) They know the town well and can show you the way to the theatre.
- b) My friends live in Kyiv, they study at the University.
- c) Do these boys go to school in the morning or in the afternoon?
- d) They want to buy some English books which they need for their work.
- e) These girls sing well but they cannot play the piano.
- f) Housewives work very much at home.
- g) Two of my friends work at this plant, they are engineers.
- h) These little girls like when their brothers play with them.
- i) Children spend a lot of time out-of-doors.
- j) My cousins have families of their own.
- k) My sisters have breakfast at 8 o'clock and then they go to school. They return home only at 2 o'clock in the afternoon.
- l) They go to the library twice a month.
- m) Their teachers tell them that they make many mistakes because they are not attentive at the lessons.
- n) They go to work by bus and return home on foot.
- o) Two of my sisters are married, their husbands are workers.

4. Put the verbs in brackets into the Present Simple or the Present Continuous Tense.

- a) What ... you ... (to do) tonight, Ron? — Nick and I ... (to go) to the stadium to watch a football match. We sometimes ... (to watch) football matches together.— And what time ... the match ... (to start)? — Well, it... (to start) at half past six.
- b) ... you ... (to look) for somebody, Janet? — Oh, yes, I... (to look) for Daniel. We usually ... (to have.) lunch together.— I ...(not often to see) him in the office at this time.— You see, Tom, Daniel ... (to work) at a very important project these days, so he usually ... (to work) in the laboratory. But he ... (not to work) there at the moment.



c)... Alan ... (to wait) for a bus? He ... (usually not to take) a bus to get to the university,— You're right, usually his elder brother Sam ... (to give) him a lift, but these days Sam ... (to repair) his car. Something ... (to be) wrong with its engine.

d) Where ... David and Helen ... (to hurry) to? — They ... (to go) to the railway station right now to meet a delegation from Spain. They ... (to hurry)because the train ... (to arrive) at nine o'clock and there ... (not to be) much time left.

5. Answer the questions. Write complete sentences.

a) What do you think it takes to be successful in your career?

b) How do you determine or evaluate success? Give an example of one of your successful accomplishments.

c) Do you have the qualifications and personal characteristics necessary for success in your chosen career?

d) What has been your most rewarding accomplishment?

e) How would you describe yourself in terms of your ability to work as a member of a team?

**Lesson C**  
**PRACTICE IN SPEAKING**  
**ACADEMIC SPEAKING**

**1. Read and translate the text.**

**MY FUTURE PROFESSION**

«What should I choose as my future profession?» – this is a question that every young person asks himself entering the adult world. Of course, it's not an easy thing to choose a profession out of more than 2,000 existing in the world. It's especially difficult if you like doing different things, if you have different hobbies and interests.

As for me, I like history. In today's world, where the focus is very much on today and tomorrow, the value of history is often questioned. Many people are sceptical about the practical worth of history. Some question the relevance and usefulness of studying things that happened long ago. Some believe history has little or no bearing on their lives or on the world today. Some doubt the practical value of a history qualification in the career market. But to my mind history draws on and utilises knowledge and ideas from many other disciplines, including politics, legal studies, economics, sociology, philosophy, psychology, the sciences and the arts. These skills and knowledge can be extremely useful, both in employment and in the study of other subjects.

History provides an essential context for understanding the modern world. It is impossible to understand modern Russia and China, for example, without understanding how these societies have been shaped by imperialism, war, revolution, communism and the Cold War.

I personally can't imagine my life without history. My parents always dreamt of making a historian out of me and when I was five years old my father took me to the museum for the first time. Since then history has become my beloved subject. To be a successful history student or historian, you must first become a good researcher. Research is the skill of locating and gathering information and historical evidence, from many different places. Since my childhood I have taken a liking to different researches, so I hope this interest will help me in my future profession.

Here are my favourite famous people who have studied history at university level: Prince Charles (British royal), Winston Churchill (British prime minister), John F. Kennedy (American president), Richard Nixon (American president), Shakira (Colombian pop singer). All of them inspire me to study history, gain new knowledge and perhaps find ways to make the world better.

And in conclusion I'd like to say that history is not just about Lexington and Concord, the Battle of the Bulge, or the Civil Rights Act. It is about all these different collective events that go together to make us who we are. It is what is happening today and what you are doing today. It is the story of the donut, McDonalds, hair styles, fashion, business, and sports – it is the story of our culture and other world cultures.

**2. Find the Ukrainian equivalents in the right-hand column for the following:**

adult world	вперше
practical worth	хороший дослідник
for the first time	історичне свідчення
a good researcher	світ дорослих
beloved subject	здобувати нові знання
historical evidence	улюблений предмет
gain new knowledge	практична цінність

**3. Use the words and word combinations given in Ex. 2 in the sentences of your own.**

**4. Retell the text «My future profession».**

**5. Read and translate the dialogue.**

Ann: Hi, Ben! May I ask you some questions?

Ben: Hi, Ann! Of course. You may.

Ann: Could you tell me what professions are popular among the young people?

Ben: I think it is an accountant or a lawyer because they get a lot of money.

Ann: And what about you? I mean what do you want to be?

Ben: Mm... Maybe I would be an interpreter. I hope.

Ann: Wow! Who helped you to choose a profession?

Ben: Sure my parents gave me advice but I choose it myself.

Ann: Do you find this profession interesting and why?

Ben: I am interested English language. As for me I am a friendly and talkative person that is why this occupation will be useful for me. And also I like travelling.

Ann: What is the best way to prepare for this job?

Ben: I am sure my skills are important for my future job but I have to improve my English. I am going to take part in any competitions and have extra lessons.

Ann: Ok. I wish you every success!

Ben: Thank you very much. Bye.

### **7. Work with your partner. Ask and answer the questions.**

What kind of job would you like to do?

When did you start to think about your future profession?

Who helped you to choose a profession?

Do you find this profession interesting and why?

Are you ready to work hard to make a career?

Do you think you have the qualities required for the job you would like to do?

What are your parents' attitudes towards your choice? Why?

Would you like to work abroad? Why?

Would you like to be rich or famous?

What we should take into consideration with choosing a profession?

Is character important? Why?

As you know, at doing different jobs you need different skills. What skills do people need?

What are the most important professions do you know? Why are they important?

Do you regret that made this choice? Why?

## **8. Translate into English.**

Людина проводить на роботі майже півжиття. Тому це дуже важливо – правильно обрати професію. Психологи вважають, що професію необхідно вибирати у відповідності з індивідуальними здібностями і талантами людини. Щоб зробити правильний вибір, ви повинні подумати, які у вас є здібності, що вам подобається робити, і спробувати зрозуміти, чого ви хочете досягнути в житті.

На мою думку, професія вчителя — одна з найважливіших. Усе починається з неї. Завдяки вчителям людина досягає чогось у житті. Жодна інша професія не ставить таких вимог до людини. Педагог забор'язаний бути яскравою, неповторною особистістю, носієм загальнолюдських цінностей, глибоких і різноманітних знань, високої культури.

## UNIT FOUR

### Lesson A

#### Key Words

#### 1. Read and remember the following words and word-combinations:

1. <b>beliefs</b>	[bɪ'li:fs]	вірування, переконання
2. <b>data</b>	['deɪtə]	дані, інформація, відомості, факти
3. <b>diary</b>	['daɪəri]	щоденник, записна книжка, журнал для записів
4. <b>evidence</b>	['eɪvɪd(ə)ns]	доказ, свідоцтво
5. <b>guidelines</b>	['gaɪdlɪns]	вказівки, керівні вказівки
6. <b>insights</b>	['ɪnsaɪts]	розуміння, проникливість, інтуїція
7. <b>issue</b>	['ɪʃu:]	проблема
8. <b>judgment</b>	['dʒʌdʒmənt]	судження, думка
9. <b>manuscript</b>	['mænʃʊskrɪpt]	рукопис
10. <b>memoir</b>	['memwɑ:]	мемуар, спогад, вчена записка
11. <b>origin</b>	['ɒrɪdʒɪn]	походження, початок, першоджерело
12. <b>prejudices</b>	['predʒʊdɪsɪz]	упередження, забобони
13. <b>primary sources</b>	['praɪm(ə)ri 'sɔ:sɪz]	першоджерела
14. <b>recording</b>	[rɪ'kɔ:dɪŋ]	запис, реєстрація
15. <b>reliability</b>	[rɪ'laɪə'bɪləti]	надійність, достовірність
16. <b>scholarship</b>	['skɒləʃɪp]	вченість, ерудиція
17. <b>techniques</b>	[tek'ni:ks]	техніки, методи
18. <b>testimony</b>	['testɪməni]	свідоцтво, доказ
19. <b>unquestionable</b>	[ʌn'kwɛstʃ(ə)nəb(ə)l]	безсумнівний, незаперечний
20. <b>variety</b>	[və'raɪəti]	різноманітність, безліч

#### 2. Translate into your native language.

1. His religious beliefs are the bedrock on which his life is based. 2. It was difficult to convict him of the falsity of his beliefs. 3. His beliefs conflicted with the spirit of the age. 4. He relied heavily on others' data. 5. The data can be used to make useful economic predictions. 6. There's nothing wrong with the data. 7. The data had been culled from a variety of sources. 8. The following quotation is taken from a nineteenth century travel diary. 9. Reading a friend's diary without permission would have to be regarded as the ultimate act of personal treason. 10. Evidence cannot be hidden. 11. The evidence was given under oath. 12. She was accused of withholding

evidence. 13. Clear guidelines have been set down for teachers. 14. This chapter gives you some guidelines to help you in your work. 15. They are hoping to extract new insights from the test results. 16. Her book provides us with fresh new insights into this behavior. 17. There is wide agreement on this issue. 18. The issue assumed serious dimensions. 19. We must question your judgment in this matter. 20. The minister showed a lack of political judgment. 21. Unfortunately, parts of the original manuscript have been lost. 22. It was thought the manuscript had been lost forever. 23. He sent the manuscript out for duplication. 24. I read a portion of the manuscript. 25. He has written a memoir of his mother. 26. The origins of human language remain a matter of considerable debate. 27. The tradition has its origins in the Middle Ages. 28. Astronomy is a science of duplicate origin. 29. It takes a long time to break down prejudices. 30. Such prejudices strike right at the heart of any notions of a civilized society. 31. The book is based mainly on primary sources rather than secondary sources. 32. The recording fails to capture the true color of the original music. 33. The book is about his life and scholarship. 34. These results are a testimony to the coach's skill and hard work. 35. It is testimony to her courage and persistence that she worked for so long in the face of such adversity.

### **3. Guess what?**

1. The feeling of being certain that something exists or is true. 2. Individual units of information. 3. Any document that is written by hand — or, once practical typewriters became available, typewritten — as opposed to being mechanically printed or reproduced in some indirect or automated way. 4. It is a collection of memories that an individual writes about moments or events, both public or private, that took place in the subject's/person's life. 5. It is the beginning or cause of something. 6. It is (an example of) spoken or written statements that something is true, especially those given in a law court. 7. The quality or state of being different or diverse; the absence of uniformity or monotony. 8. It is the degree to which the result of a measurement, calculation, or specification can be depended on to be accurate.

#### **4. Read and translate the text.**

### **HISTORICAL METHODS**

The historical method comprises the techniques and guidelines by which historians use primary sources and other evidence to research and then to write history. Most historians follow a few basic steps in their work. First, they select for study an issue or person from some period of the past. Next, they try to read a variety of source materials-everything written by or about the subject. Then they interpret the information obtained from these sources. Finally, they write a narrative history or a biography. Historians use two main types of sources in their research, primary sources and secondary sources.

In the study of history as an academic discipline, a primary source (also called an original source) is an artifact, document, diary, manuscript, autobiography, recording, or any other source of information that was created at the time under study. It serves as an original source of information about the topic. Similar definitions can be used in library science, and other areas of scholarship, although different fields have somewhat different definitions. In journalism, a primary source can be a person with direct knowledge of a situation, or a document written by such a person. Primary sources are distinguished from secondary sources, which cite, comment on, or build upon primary sources. Generally, accounts written after the fact with the benefit (and possible distortions) of hindsight are secondary.

A secondary source may also be a primary source depending on how it is used. For example, a memoir would be considered a primary source in research concerning its author or about his or her friends characterized within it, but the same memoir would be a secondary source if it were used to examine the culture in which its author lived. "Primary" and "secondary" should be understood as relative terms, with sources categorized according to specific historical contexts and what is being studied. Primary sources consist of documents and other records produced during the period being studied. They include books, diaries, letters, and government records. Motion pictures and tape recordings may serve as primary sources for events of the 1900's. Secondary sources are materials prepared later by people who studied the primary sources.



Historians choose documents that reveal most accurately the facts they wish to know. Therefore, they prefer primary sources to secondary ones, and confidential reports to public ones. Historians who study recent events use a special type of source. They go to participants in those events and record their oral testimony. Such oral history supplements documentary history. Historians analyze the documents with which they work to determine the reliability of these sources. They compare documents with other sources and also check for such flaws as errors in the order of events or variations in writing style. In addition, historians must determine whether the author's account of events can be trusted.



Basic historical facts are data generally accepted by all historians because the evidence for them seems unquestionable. However, historians often disagree about the meaning and significance of such facts. These experts try to be as unbiased as possible, but their own beliefs and prejudices influence their interpretation. For example, a historian's social, economic, and religious views help determine what he or she accepts as 'normal' in other person. This judgment, in turn, determines what the historian accepts as reliable testimony or as a likely sequence of events. Such interpretation explains why historians who use the same data may disagree about events and their significance.

Some historians rely on information from other social sciences to form their interpretations. For example, the study of history that uses theories and insights from psychology is called psychohistory. It examines the "why" of history, especially the difference between stated intention and actual behavior. Psychobiography, childhood, group dynamics, mechanisms of psychic defense, dreams, and creativity are primary areas of research. It works to combine the insights of psychology, especially psychoanalysis, with the research methodology of the social sciences and humanities to understand the emotional origin of the behavior of individuals, groups and nations, past and present. Work in the field has been done in the areas of childhood, creativity, dreams, family dynamics, overcoming adversity, personality, political and presidential psychobiography. There are major psychohistorical studies of studies of anthropology, art, ethnology, history, politics and political science, and much else.

Some historians use statistical methods to interpret data from such sources as old censuses and account books. This approach is called cliometrics. Cliometrics is a method of analyzing history through the application of quantitative methods. Cliometrics uses economic theory and econometrics to gain insight into the past with modeling and statistics. The data used in the analysis includes large pools of macro level data regarding population and behavior trends such as census data.

Some of the best historians use the techniques of the novelist and dramatist to entertain as well as inform.

**5. Read the word - combinations and the sentences. Cover the left side and translate the right one into English.**

- |  |   |
|--|---|
| 1. a few basic steps   | кілька основних кроків  |
| 2. to interpret the information  | інтерпретувати інформацію   |
| 3. different definitions   | різні визначення  |
| 4. depending on  | залежно від   |
| 5. government records  | урядові записи  |
| 6. confidential reports  | конфіденційні звіти   |
| 7. Such interpretation explains why historians who use the same data may disagree about events and their significance. | Таке тлумачення пояснює, чому історики, які використовують ті самі дані, можуть не погоджуватися щодо подій та їх значущості. |

- |   |   |
|---|---|
| 8. Some historians use statistical methods to interpret data from such sources as old censuses and account books. | Деякі історики використовують статистичні методи для інтерпретації даних з таких джерел, як старі переписи та книги обліку. |
| 9. Some of the best historians use the techniques of the novelist and dramatist to entertain as well as inform.   | Деякі з кращих істориків використовують прийоми романіста і драматурга, щоб розважати, а також інформувати.                 |

### **6. Point out paragraph of the text telling about:**

1. The "why" of history.
2. An original source of information about the topic.
3. Primary sources vs secondary sources.
4. Beliefs and prejudices.
5. A few basic steps to follow.
6. Economic theory.
7. The best historians.

**and speak on them.**

### **7. Translate the sentences with new words into English and write them down.**

1. Взаємодоповнюючі переконання можуть утворювати системи вірувань, які можуть бути релігійними, філософськими чи ідеологічними. 2. Релігійні вірування, яких сьогодні на Землі багато, — це продукт суспільного розвитку. 3. Термін рукопис може застосовуватись до документа незалежно від того, написаний він від руки, відтворений на друкарській машинці чи має електронну форму. 4. В Інституті рукопису зібрано колекційні рукописи, що ілюструють розвиток матеріалу письма, усяких систем писемності та техніки кодексів усяких народів. 5. Фахівець з історії та археології володіє різноманітними науковими підходами до розв'язання глобальних проблем світогляду сучасної людини: антропогенезу, появи людського суспільства та його переходу до відтворюючого господарства тощо. 6. Викладання курсів і спецкурсів проводиться з урахуванням сучасних концепцій, методології та методів історичного

дослідження. 7. «Історичні записи» — історичний твір, утворений Сима Цянем на матеріалах, успадкованих від батька. 8. Став доступним запис лекції «Що таке історичні регіони і чи потрібні вони історикам» Дмитра Вортмана.

**10. Tasks for independent and individual work:**

Find more information about historical methods and be ready to present it to your groupmates.

## Lesson B

### GRAMMAR PRACTICE

#### 1. Read the following information. Remember it.

Past Simple (простий неозначений час) Стверджувальне речення утворюється за допомогою додавання до дієслів закінчення **-ed** або ж використання їхньої другої форми (таблиця неправильних дієслів): I **played** football yesterday. I **thought** about that. Заперечне речення утворюється за допомогою дієслова **did** (2 форма дієслова **do**) та додавання після нього частки **not**. I **did not play** with my dog yeasterday.

Для створення **питального речення** допоміжне дієслово **did** виносимо на початок **речення**. **Did you go** to the cinema five days ago?

Випадки, в яких **вживається** Past Simple:

1) дія, що закінчилась у минулому: I **didn't see** a play yesterday. Last year, I **traveled** to Japan;

2) серія завершених дій: I **finished** work, walked to the beach, and found a nice place to swim. He **arrived** from the airport at 8:00, checked into the hotel at 9:00, and met the others at 10:00;

3) звички в минулому: I **studied** French when I was a child. **Did you play** a musical instrument when you were a kid?

#### 2. Put the verb into the correct form.

1. I was very thirsty. I ... (drink) the water very quickly.
2. Paul and I ... (play) tennis yesterday. He's much better than me, so he ... (win) easily.
3. Don ... (fall) down the stairs this morning and ... (hurt) his leg.
4. Jimm ... (throw) the ball to Sue, who ... (catch) it.
5. Where ... (spend / she) her last holiday?

#### 3. Write the past form of the following verbs:

Infinitive	Past Simple
------------	-------------

to be	.....
to begin	.....
to break	.....
to eat	.....
to fight	.....
to hit	.....
to meet	.....
to shoot	.....
to swim	.....
to teach	.....
to think	.....
to understand	.....
to win	.....

#### 4. Translate into English:

1. Вона прийшла 10 хвилин тому. 2. Ми вчора зустрілись біля фонтану. 3. Ви повірили в це багато років тому. 4. Я бачила цей фільм у друзів. 5. Вчора ти забрав мою флешку. 6. Вона посварилась з ним минулого тижня. 7. Я не любив чай в дитинстві. 8. Ти не помічала його 2 роки тому. 9. Він не пояснив цей матеріал на минулому уроці. 10. Вона не пропустила вчора лекцію.

#### 5. Read the following information. Remember it.

Past Continuous (минулий тривалий час). Стверджувальне речення утворюється за допомогою допоміжного дієслова **was/were** (це дієслово **to be** у 2 формі) та дієслова у першій формі з додаванням до нього закінчення **-ing**. Допоміжне дієслово **was** використовується лише з 1 та 3 особами однини, в інших випадках використовується **were**: When you called I **was taking** shower. I **was watching** TV at 5 o'clock yesterday.

У **заперечному реченні** також використовується допоміжне дієслово **was/were**, але до них в кінці додається частка **not**: In the evening I **wasn't watching** TV.

Для створення **питального речення** у Past Continuous допоміжні дієслова was та were ставляться на початку речення: **Were you sitting** here at 8 o'clock in the morning?

Випадки, в яких **вживається** Past Continuous:

1) перервана дія в минулому: I **was listening** to my iPod, so I didn't hear the fire alarm;

2) дія в минулому, що має прив'язку до часу або до паралельної дії: Last night at 6 PM, I **was eating** dinner. I **was studying** while he was making dinner;

3) передача повторюваних дій та роздратування: She **was always coming** to class late. He **was constantly talking**. He annoyed everyone.

**6. Yesterday at 6 pm your family were doing different things. Write positive sentences in past simple.**

My mother / read / a novel –

My father / watch / a movie –

My elder sister / writing / in her diary –

My two brothers / listen / to the radio –

My little sister and I / not / watch / a movie –

We / talk / about school –

**7. Put questions to the following sentences. Use the words and phrases in brackets. Answer the questions.**

f.e. After the lesson Victor was explaining the new rule, (to you)

— Was Victor explaining the new rule to you?

— Yes, he was. He was explaining the new rule to me.

a) When I went into the yard, the boys were reading, (a book)

- b) When we were playing, Bob was shouting. (loudly)
- c) I met Victor in the street. He was running quickly, (where)
- d) The weather was fine, the sun was shining, (all day)
- e) Nick was watching his little sister in the garden. (why)
- f) His sister was helping him to pack his things when I came, (what things)
- g) They were cooking dinner at that time, (with whom)
- h) I was waiting for him at 3 o'clock yesterday. (where)
- i) He was looking for something when I came in. (what)
- j) They were laughing when I entered the classroom. (why)

### **8. Tasks for independent and individual work:**

Find some information about prepositions with an explanation on their meaning and use. Be ready to present it to your groupmates.

### **9. Test of grammar and vocabulary.**

1. Open the brackets using the past simple tense.

- a). My working day (to begin) at six o'clock.
- b). I (to get) up, (to switch) on the TV and (to brush) my teeth.
- c). It (to take) me about twenty minutes.
- d). I (to have) breakfast at seven o'clock.
- e). I (to leave) home at half past seven.
- f). I (to take) a bus to the institute.
- g). It usually (to take) me about fifteen minutes to get there.
- h). Classes (to begin) at eight.
- i). We usually (to have) four classes a day.
- j). I (to have) lunch at about 2 o'clock.

2. Choose Past Simple or Past Continuous.

- a) What ... (do) when I ... (call) you last night?
- b) I ... (sit) in a cafe when you ... (call).



- c) When you ... (arrive) at the party, who ... (be) there?
- d) Susie ... (watch) a film when she ... (hear) the noise.
- e) Yesterday I ... (go) to the library, next I ... (have) a swim, later I... (meet) Julie for coffee.
- f) We ... (play) tennis when John ... (hurt) his ankle.
- g) What ... (they/do) at 10pm last night - it was really noisy?
- h) He ... (take) a shower when the telephone ... (ring).
- i) He ... (be) in the shower when the telephone ... (ring).
- j) When I ... (walk) into the room, everyone ... (work).
- k) It ... (be) a day last September. The sun ... (shine) and the birds ... (sing) . I ... (walk) along the street when I ... (meet) an old friend.
- l) He ... (live) in Russia when the Revolution ... (start).
- m) When her train ... (get) to the station, we ... (wait) on the platform.
- n) He ... (be) so annoying! He ... (always leave) his things everywhere.
- o) On holiday we ... (visit) Rome, ... (see) the Vatican, and ... (spend) a few days at the beach.
- p) Why ... (stand) on a chair when I ... (come) into the room?
- q) They ... (lived) in Germany when they ... (be)young.
- r) At 7pm yesterday, we ... (listen) to music.
- s) When I ... (leave) the house, it ... (snow).
- t) He ... (work) in a bank when he ... (meet) his wife.

3. Use the past tenses (simple or continuous) instead of the present ones.

Translate the text.

The challenge is ringing in my ears. I'm struggling with life and I need to make a change. I have no one who believes in me. But I'm a fighter to the end. I'm tired of waiting to be who I am. That's not me. My future is bright. This is my world, my lecture room, my class, my life. And it's my turn to be successful.

4. Read the following questions and discuss them with your partner.

- a. What are the basic steps for historians to study some historical issue or person?
- b. Why are primary sources more preferable to historians than secondary ones?
- c. What primary sources can you name?
- d. How do historians determine the reliability of historical sources?
- e. What kind of historical sources do you deal with during your study at the faculty?

**Lesson C**  
**PRACTICE IN SPEAKING**  
**ACADEMIC SPEAKING**

**1. Read and translate the text.**

**MY WORKING DAY**

I am sure that every person prefers weekends to working days, but working days are inevitable in our life. I have my working days from Monday to Friday. I am a first-year student of the South Ukrainian National Pedagogical University. My parents live in Vinnitsa and I study in Odessa so I need some housing. There are two opportunities for me: I can live in a dormitory (a students hostel), or to rent a flat (an apartment). I decided to rent a flat. To make the rent smaller, I also decided to share my flat with another boy — Oleg Popov. He studies at the university too, and he is my best friend now.

Now, let me describe my usual working day. My classes begin at 8:30. So on week-days I have to get up at 7:15. I turn on the radio and do my morning exercises while Oleg takes a shower. I don't take a bath in the morning because I don't have enough time for it. I take a cool shower (that's when I completely wake up), shave, brush my teeth. After that I go back to our room, get dressed and brush my hair. Then we have breakfast. Oleg makes breakfast every Monday, Wednesday and Friday. I have to serve breakfast on Tuesdays, Thursdays and Saturdays. I love to listen to the latest news on the radio while I am eating and Oleg prefers light music.

We leave the house at ten minutes past eight and walk to the nearest bus-stop. We live rather far from the university and it usually takes us about a quarter of an hour to get there by bus. Sometimes when the weather is fine and we have enough time we walk to the university. It is very healthy to walk much.

The classes begin at 8:30 in the morning and they end at 2:00 p.m. We have lectures in different subjects. As a rule we have three or four classes a day. Sometimes it is very hard to wait till they end. At 11:50 we have lunch. That's my favourite time. That is the time to share the latest news and to gossip. My friends and I prefer not to go to the canteen and we often have lunch in a small cafe not too far from the university. At

12:30 we have to be back to our classes. During the working day we also have several short breaks that last for ten minutes. Occasionally I have to stay at the university till 4 or even 5 o'clock in the evening because I go to the university gym. Our gym has a lot of new exercise equipment, including running machines and cycling machines. It helps me to keep fit. As a rule I have no free time on week-days. So by the end of the week I get very tired.

We come home at about 7 o'clock in the evening. We eat supper together and share the latest news. After supper we wash dishes, drink coffee or tee. At home I often made use of the Internet to collect information for my test papers and compositions. I can't imagine my life without computer and internet. Computers give access to a lot of information. It is possible to find data and descriptions, chapters from necessary books... to make a long story short, everything you need. I believe that computers can materially do our work easier and make people more educated. When I am through with my study I rest a little. Sometimes my friends call for me and we go for a walk. At about eleven at night I go to bed.

**2. Find the Ukrainian equivalents in the right-hand column for the following:**

inevitable	винаймати квартиру
housing	буденні дні
dormitory, students hostel	одягатися
to rent a flat (an apartment)	підготуватися
week-days	житло
to get dressed	досить часу
to get ready	неминучий
enough time	студентський гуртожиток

**3. Use the words and word combinations given in Ex. 2 in the sentences of your own.**

**4. Complete the following description with for, during, by, until, at, in or on.**

Eleanor is a nurse who works the night shift. How does she manage? Well I finish work (1) ... 6.30 a.m. Then I go home, have a bath and try to be in bed (2) ... half past eight. (3) ... the same time as I'm getting ready for bed, Jeffrey, my husband, and our five-year-old daughter, Elaine, are getting up. Jeffrey takes her to nursery school. I usually sleep (4) ... about 3 o'clock (5) ... the afternoon. I have to be at the school (6) ... 3.30, to collect Elaine. We come home and I play with her, and try to get some housework done (7) .... the same time. When my husband comes home, we eat. If I'm lucky, I can relax (8) ... an hour before putting Elaine to bed. Then I do some housework that didn't get done (9) ... the day. I allow plenty of time to get to the hospital' because if I'm not there (10) ... time, another nurse will have to go on working (11) ... I arrive. I'm often very tired (12) ... the time I finish, but I don't really mind. There's a special atmosphere in the hospital (13) ... night. And the hours suit us, (14) ... the moment, anyway. I may want to work days when Elaine goes to a different school. Perhaps I'll be ready for a change (15) ... then.

**5. Complete the questions, then answer them:**

1. ... did the alarm clock ring? 2. ... did you go after classes yesterday? 3. ... did he do when he came home from work? 4. ... did it take you to get here? 5. ... did we go to the cinema last? 6. ... did you spend your weekend? 7. ... did you have your lunch today? 8. ... didn't she come on time? 9. ... met you at the station? 10. ... woke you up in the morning?

**6. Use the verbs in the Past Simple Tense:**

I (to get up) very late yesterday. I (to look) out of the window and (to see) that the weather (to be) bad. So I (to think) for some time and (to decide) that I (to have) time to myself. Suddenly the telephone (to ring). I (to come) up to the telephone and (to take) the receiver. My Friend Nick (to call). He (to say) that it (to be) his day off and (to invite) me to his place. I (to spend) the whole day, there. First we (to talk) about our

problems; then we (to watch) TV, there (to be) an interesting American film which we (to like), then we (to have) tea in the kitchen and (to talk) again. We (to listen) to some music and when I (to look) at the watch I (to see) that it (to be) 8 in the evening. I (to think) I must be off and (to say) goodbye to Nick. When I (to come) home my parents (to ask) me «You (to have) a good time?» «Yes,» I (to answer), «I certainly (to do).» But I (to be) sorry, I (not to write) a single page on that day.

### **6. Retell the text «My Working Day».**

### **7. Work with your partner. Ask and answer the questions.**

1. Who are you? Where do you study?
2. When did you enter the South Ukrainian National Pedagogical University?
3. What department do you study at?
4. When do you get up in the morning?
5. When do your classes begin?
6. When do you leave for the university?
7. Do you live far from the university?
8. How do you get to the university?
9. How much time does it take you to get to the university?
10. Do you attend all the classes?
11. How many classes do you have every day?
12. What type of classes do you have every day?
13. What do you do at lectures?
14. What do you do at practical classes?
15. What subjects do you study?
16. What is (are) your favorite subject(s)?
17. Why do you like it?
18. When are your classes usually over?
19. What do you do after the classes?
20. When do you answer your missed lessons?

21. When do you usually go home?
22. How many students are there in your group?
23. Is your group friendly?
24. When do you do your home task?
25. How much time does it take you to do your home task?
26. Do you have free time during your working days?
27. What do you do in your free time?
28. How do you usually spend your weekend?

### **8. Translate into English.**

1. Коли ви зазвичай встаєте вранці? – Рівно о 7. 2. По неділях я часто ходжу в кіно або в театр. 3. Увечері я читаю книги, дивлюся фільми або слухаю музику. 4. Ми вечеряємо, як правило, о 7 годині. 5. Коли я приходжу додому, я йду в ванну, відкриваю кран, мию руки і витираю їх рушником. 6. Вам треба провітрити спальню і підмести підлогу. 7. Як ви добираєтеся до університету? – Автобусом. Але іноді доводиться йти пішки. 8. Давай підемо в парк! – Із задоволенням. 9. Скільки часу в тебе йде на те, щоб дістатися на роботу? – Біля півгодини. 10. Що ти збираєшся робити? – Я збираюся писати доповідь. 11. Я зазвичай ходжу в університет пішки, так як він знаходиться недалеко від нашого будинку. 12. Ви часто буваєте в театрі? – Ні, рідко. 13. Що ви робите вечорами? – Зазвичай буваємо вдома. Раз чи два на тиждень ми ходимо на ковзанку, зустрічаємося з друзями і ходимо в кіно або в театр. 14. Щодня Том робить ранкову зарядку. 15. Після занять Марія зазвичай робить домашнє завдання. Іноді вона ходить в бібліотеку, де читає книги і переглядає газети і журнали. 16. Ви лягаєте спати рано чи пізно? – Мені доводиться засиджуватися пізно. 17. Ви завжди приходите вчасно на заняття? – Так. 18. Як ви проводите вільний час? – З друзями, іноді з рідними.

**UNIT FIVE**  
**Lesson A**  
**Key Words**

**1. Read and remember the following words and word-combinations:**

1. <b>academic discipline</b>	[akə'demɪk 'dɪsɪplɪn]	навчальна дисципліна
2. <b>analyses</b>	[ə'næləsi:z]	аналізи, вивчення, дослідження
3. <b>approach</b>	[ə'prəʊtʃ]	підхід
4. <b>celebration</b>	[selɪ'breɪʃ(ə)n]	святкування, прославлення
5. <b>chronological annals</b>	[krɒnə'lɒdʒɪk(ə)l 'an(ə)lz]	хронологічні літописи
6. <b>contemporaries</b>	[kən'tempərəɪz]	сучасники
7. <b>commemoration</b>	[kəmemə'reɪʃ(ə)n]	вшанування пам'яті
8. <b>corpus</b>	['kɔ:pəs]	збірник, кодекс
9. <b>epoch</b>	['i:pɒk]	епоха, століття, ера
10. <b>extension</b>	[ɪk'stɛnʃ(ə)n]	протяг, розширення, протяжність
11. <b>eyewitness</b>	['aɪwɪtnəs]	свідок, очевидець
12. <b>foundations</b>	[faʊn'deɪʃənz]	основи, принципи
13. <b>founder</b>	['faʊndə]	засновник, основоположник
14. <b>loyalties</b>	['lɔɪəltɪz]	родинні почуття; прихильність, вірність
15. <b>memory</b>	['mem(ə)ri]	пам'ять, спогад
16. <b>observer</b>	[əb'zɜ:və]	спостерігач, оглядач
17. <b>oral history</b>	['ɔ:rəl 'hɪst(ə)ri]	усна історія
18. <b>rationalizations</b>	[ræʃənəlaɪ'zeɪʃən]	раціоналістичні пояснення
19. <b>scholars</b>	['skɒləz]	вчені
20. <b>statesman</b>	['steɪtsmən]	державний діяч

**2. Translate into your native language.**

1. History is subject to government control when authorities are not keen on allowing an independent, critical academic discipline. 2. History is an academic discipline based on rigorous and systematic research of historical sources using confirmed methods and providing ascertainable results. 3. It is time to question this practice, which is not in accordance with history understood as an academic discipline. 4. The ultimate goal of statistics is to produce evidence-based analyses. 5. Evaluative activities include situation analyses, baseline surveys and applied research studies. 6. Some shortcomings were inherent in our approach. 7. Speed is the main advantage of



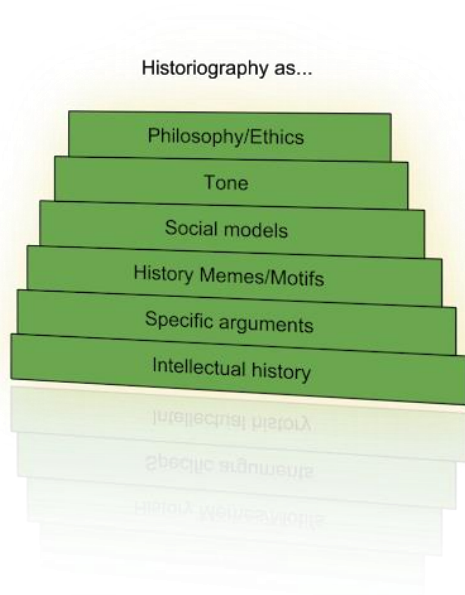
this approach. 8. We need to be consistent in our approach. 9. The celebration was noisy and frenetic. 10. The show is a celebration of new young talent. 11. By tradition, the celebration begins at midnight. 12. "Chronological annals of the war from its beginning to the present time" is her favorite book. 13. However, he definitely disagreed with his predecessors and contemporaries about its presumed circular shape. 14. Despite these frightening character traits, however, Edward's contemporaries considered him an able, even an ideal, king. 15. Despite all these problems, the second version impressed the contemporaries. 16. The participants refused to stop and were allowed to carry out the commemoration. 17. A special feature of the commemoration week for 2012 was the broadcast of several radio programmes on the slave trade. 18. It was therefore decided that the text of the address would be attached to the report on the commemoration of the twentieth anniversary. 19. This would further strengthen the corpus of international law in this area and contribute to the global efforts to eradicate the scourge of terrorism. 20. One of the key requirements for progress in identifying and managing areas in need of protection is a single corpus of scientific advice. 21. The king's death marked the end of an epoch. 22. The Civil War era was an epoch in 19th-century U.S. history. 23. Most applications provide extensions for the files they create. 24. Historians have never been able to reconcile the two eyewitness accounts of the battle. 25. According to eyewitness accounts, soldiers opened fire on the crowd. 26. Careful planning laid the foundations for the nation's economic miracle. 27. These problems threaten the very foundations of modern society. 28. The book explains the moral foundations on which her political career was built. 29. The town was named from the founder. 30. Slowly amassing the loyalties of Sparazza's top men, with the idea of toppling the throne. 31. That day will always live in my memory. 32. She has a terrible memory for names. 33. If only my memory does not fail me. 34. You have to be a good observer to see all the details. 35. I was invited to attend their conference as an observer. 36. He was one of the world's foremost scholars. 37. He's one of the most important scholars in his field. 38. Scholars have been debating the meaning of the text for years. 39. Scholars have determined that the book was written in the late 16th century. 40. Openness and candour are rare qualities in a statesman.

### 3. Guess what?

1. It is an instant in time chosen as the origin of a particular calendar era. 2. It is person who saw something happen, for example, a crime or an accident. 3. It is respected, skilled and experienced political leader or figure. 4. Specialists in a particular branch of study, especially the humanities. 5. It is the person who creates an organization or a company.

### 4. Read and translate the text.

#### Historiography



Historiography is the study of the methods of historians in developing history as an academic discipline, and by extension is any body of historical work on a particular subject. The historiography of a specific topic covers how historians have studied that topic using particular sources, techniques, and theoretical approaches. Scholars discuss historiography by topic—such as the historiography of the United Kingdom, that of WWII, the British Empire, early Islam, and China—and different

approaches and genres, such as political history and social history. Beginning in the nineteenth century, with the development of academic history, there developed a body of historiographic literature. The extent to which historians are influenced by their own groups and loyalties—such as to their nation state—remains a debated question.

In the ancient world, chronological annals were produced in civilizations such as ancient Egypt and Mesopotamia. However, the discipline of historiography was first established in the 5th century BC with the *Histories* of Herodotus, the founder of Greek historiography. The Roman statesman Cato the Elder produced the first history in Latin, the *Origines*, in the 2nd century BC. His near contemporaries Sima Tan and Sima Qian in the Han Empire of China established Chinese historiography with the compiling

of the Shiji (Records of the Grand Historian). During the Middle Ages, medieval historiography included the works of chronicles in medieval Europe, Islamic histories by Muslim historians, and the Korean and Japanese historical writings based on the existing Chinese model. During the 18th century Age of Enlightenment, historiography in the Western world was shaped and developed by figures such as Voltaire, David Hume, and Edward Gibbon, who among others set the foundations for the modern discipline.

Historiography has a number of related meanings. It can refer to the history of historical study, its methodology and practices. It can also refer to a specific body of historical writing (for example, “medieval historiography during the 1960s” means “medieval history written during the 1960s”). Historiography can also be taken to mean historical theory or the study of historical writing and memory. Historiography is a term with multiple meanings that has changed with time, place and observer. Broadly speaking, historiography is related to the study of the writing of history, examining factors such as how the style of historical writing, methods of interpretations, and tools of investigation have changed over time, but it can also refer to a body of historical work. Historiography is often broken down topically, such as ‘Historiography of Islam’ or ‘Historiography of China’. There are many approaches or genres of history, such as oral history and social history. Beginning in the 19th century with a rise of academic historians a corpus of literature related to historiography has come into existence, with classic works as E. H. Carr’s, “What is History” and Hayden White’s “Metahistory”. There are two basic issues involved in historiography -the study of the development of histories is as academic discipline over time, as well as its development in different cultures and epochs; -the study of the academic tools, methods and approaches that have been and are being used, including the historical method. The term “historiography” can also be used to refer to a specific body of historical writing that was written during a specific time concerning a specific issue.

The research interests of historians change over time, and there has been a shift away from traditional diplomatic, economic, and political history toward newer approaches, especially social and cultural studies. From 1975 to 1995 the proportion of professors of

history in American universities identifying with social history increased from 31 to 41 percent, while the proportion of political historians decreased from 40 to 30 percent. In 2007, of 5,723 faculty in the departments of history at British universities, 1,644 (29%) identified themselves with social history and 1,425 (25%) identified themselves with political history. Since the 1980s there has been a special interest in the memories and commemoration of past events--the histories as remembered and presented for popular celebration.

Modern historiography began with Ranke in the 19th century, who was very critical on the sources used in history. He was opposed to analyses and rationalizations. He wanted eyewitness accounts and wanted an emphasis on the point of view of the eyewitness. Hegel and Marx introduced a change of society in history. Former historians had focused on cyclical events of the rise and decline of rulers and nations. A new discipline emerged in the late 19th century that analyzed and compared these perspectives on a larger scale and that discipline was sociology. The French Annales School radically changed history during the 20th century. Fernand Braudel wanted history to become more scientific by demanding more mathematical evidence in history, in order to make the history discipline less subjective. Furthermore, he added a social-economic and geographic framework to answer historical questions. Other French historians, like Philippe Aries and Michael Foucault described history of daily life topics as death and sexuality. They wanted history to be written about all topics and that all questions should be asked.

**5. Read the word - combinations and the sentences. Cover the left side and translate the right one into English.**

1. particular subject	конкретний предмет
2. near contemporaries	близькі сучасники
3. Muslim historians	Мусульманські історики
4. Age of Enlightenment	Епоха Просвітництва
5. Western world	Західний світ
6. set the foundations	встановити основи
7. In the ancient world, chronological annals were	У стародавньому світі хронологічні літописи вироблялися в цивілізаціях,

- |   |   |
|---|---|
| <p>produced in civilizations such as ancient Egypt and Mesopotamia.</p> <p>8. However, the discipline of historiography was first established in the 5th century BC with the Histories of Herodotus, the founder of Greek historiography.</p> | <p>таких як Стародавній Єгипет та Месопотамія.</p> <p>Однак дисципліна історіографії вперше була встановлена в V столітті до нашої ери з Історіями Геродота, засновника грецької історіографії.</p> |
|---|---|

**6. Point out paragraph of the text telling about:**

1. A special interest in the memories.
2. Ancient Egypt and Mesopotamia.
3. Modern historiography.
4. A body of historiographic literature.
5. Two basic issues involved in historiography.

**and speak on them.**

**8. Translate the sentences with new words into English and write them down.**

1. Викладання історії має ґрунтуватися на розумінні історії як академічної дисципліни.
2. Навчальна дисципліна «Історія держави і права зарубіжних країн» має багато схожих рис з однойменною наукою, оскільки є концентрованим виразом змісту останньої.
3. Історичний метод ґрунтується на виявленні та аналізі суперечностей у розвитку об'єктів, законів і закономірностей розвитку техніки.
4. Студентів та старшокласників запросили взяти участь у Всеукраїнському конкурсі дослідницьких робіт «Новітня історія України: аналіз етапів становлення».
5. Ким був засновник компанії Apple: генієм чи мерзотником?
6. Державний діяч — термін, який використовується щодо осіб, які посідають найвищі державні посади — президенти держави, визначні дипломати, а також найбільш визначні та впливові політики.
7. Відмінність державного діяча від політика в тім, що політик орієнтується на наступні вибори, а державний діяч — на наступне покоління.
8. Вчені знайшли важливий артефакт на острові Сулавесі в Індонезії.
9. Вчені кажуть, що найгірший рік в історії людства – 536 рік

нашої ери. 10. Міжнародна група вчених зафіксувала найпотужніший в історії сигнал з космосу. 11. На одному з розділів виставки представлено літературу про вчених, які присвятили життя вивченню Всесвіту. 12. Усна історія — новий науковий напрям в історії, що інтенсивно розвивається з другої половини ХХ ст. 13. До методів усної історії найчастіше звертаються військові історики. 14. При спостереженнях спостерігач покладається на свої органи чуття і на наукові інструменти. 15. Епоха палеоліту також носить назву «рання кам'яна доба».

### **9. Tasks for independent and individual work:**

Find more information about historiography and be ready to present it to your groupmates.

## Lesson B GRAMMAR PRACTICE

### 1. Read the following information. Remember it.

Present Perfect (теперішній доконаний час). Стверджувальне речення утворюється за допомогою допоміжного слова **have** (1 та 2 особи) або **has** (3 особа однини) та додаванням закінчення **-ed** до дієслова. Якщо дієслово неправильне, то використовується 3 форма – Past Participle: He **has** just **finished** reading the book.

Для утворення запереченого речення в Present Perfect після допоміжного дієслова необхідно додати частку **not**: I **haven't seen** you for years!

Для утворення питального речення в Present Perfect допоміжне дієслово необхідно ставити наперед речення: **Have** you ever **met** him?

Випадки, в яких **вживається** Present Perfect:

1) дія, результат якої є в наявності в сьогоденні: I **have been** to France. Nobody **has ever climbed** that mountain;

2) замість Present Perfect Continuous(з дієсловами, що не використовуються у Present Continuous – to see, to hear, to know, to understand, to remember та ін.): Mary **has loved** chocolate since she was a little girl;

3) майбутня доконана дія в підрядних реченнях часу та умови: After I have read the book, I'll give it to you.

### 2. Write the Past Participle of the following verbs.

to begin –	to go –	to rise –	to teach –
to bring –	to hide –	to see –	to think –
to break –	to hold –	to shake –	to understand –
to catch –	to keep –	to shoot –	to wake –
to eat –	to lend –	to speak –	to win –
to fall –	to lose –	to strike –	to write –
to get –	to pay –	to take –	to give –

### 3. Make up the sentences using the Present Perfect Tense.

- a) He /just /to send/a letter/to his friend.
- b) We/already/to water/ the flowers/in the garden.
- c) I/never/to eat/oysters.
- d) They /to know/each other/for years.
- e) Sheila/to call/ me twice/today.
- f) The taxi/just/to arrive.
- g) You/just/to destroy/all my plans.
- h) Max/never/to ride/a motorbike.
- i) The Professor/to give/five lectures/this week.
- j) The seminar/ already/to start.
- k) We/to live/in this hotel/for three days/ already.
- l) The baby/just/to fall asleep.
- m) The Connors/to move/into a new house/already.
- n) I/to remind/Tom/about the meeting/three times/today.
- o) Andrew/to be/to Manchester/ three times/this year.

### 4. Translate into English.

1) Я щойно проглянув ці завдання з англійської мови. 2) Ви вже обговорили питання про його участь у олімпіаді? – Ще ні. 3) Я ще не обідав. Йдемо до їдальні. 4) Ви коли-небудь були в Лондоні? – Ні, але я багато читав про нього. 5) Я не зустрічався з нею відколи закінчив школу.

### 5. Read the following information. Remember it.

Past Perfect (минулий доконаний час). Стверджувальне речення утворюється за допомогою використання допоміжного дієслова **to have** у третій формі (**had**) та дієслова у третій формі, якщо воно неправильне або ж простим додаванням до нього закінчення **-ed**: I called Jim too late, he **had already left**.



**Заперечні речення** в Past Perfect утворюються за тією ж формулою, що й стверджувальні, окрім того, що після допоміжного дієслова потрібно ставити частку not: We were not able to get a hotel room because we **had not booked** in advance.

**Питальні речення** в Past Perfect утворюються за допомогою переміщення допоміжного дієслова на перше місце в реченні: **Had** you **washed** your hands before you took the food?

Випадки, в яких вживається Past Perfect:

1) завершена дія перед дією в минулому: I did not have any money because **I had lost** my wallet;

2) тривала дія в минулому перед подією: By the time Alex finished his studies, he **had been** in London for over eight years.

### **6. Use the verbs in brackets to complete the sentences.**

1. I lost the key that he (give) ... to me.
2. She told me that she (see) ... the film.
3. I went outside as I (hear) ... a noise.
4. She picked out the red dress, which she (not / wear) ...for ages.
5. Mike (not / swim) ... in the beach before that day.
6. His father was angry because he (not / help) ... him.
7. (you / have) ... dinner before you left the house?
8. (he / manage) ... to find a place to stay when he went to Paris?
9. Where (she / stay) ... before she moved to live with her boyfriend?
10. When Sarah arrived at the party, Paul (go) ... home.

### **7. Translate into English.**

- 1) Він ніколи раніше не був в Оксфорді.
- 2) Мій кузен купив квитки до того, як ми прийшли.
- 3) Я занадто втомився, тому що мій робочий день розпочався в шість.
- 4) Джек закінчив тест до того, як прозвенів дзвінок.

- 5) Місіс Смит вже приготувала вечерю, коли її чоловік прийшов додому з роботи.
- 6) Їй не сподобався фільм, тому що вона прочитала до цього книгу.
- 7) В нашій квартирі був безлад, тому що у мене напередодні був день народження.
- 8) Ми не пішли в ресторан, оскільки витратили усі гроші на одяг.
- 9) Мері не могла кататися на ковзанах після того, як зламала ногу.
- 10) Ларрі запізнився, оскільки застряг в дорожній пробці.
- 11) Студент був щасливий, оскільки склав усі іспити.

### 8. Tasks for independent and individual work.

Find some information about numerals (cardinal and ordinal) and the way of their reading. Be ready to present it to your groupmates.

### 9. Test of grammar and vocabulary.

1. Match the two parts of the sentences

- |                                      |   |
|--------------------------------------|---|
| His parents were angry because ...   | because we hadn't paid the bill.          |
| The roses died because ...           | the film had already started.             |
| When we arrived at the cinema ...    | he hadn't phoned them for several months. |
| Bob was late for the train ...       | because he had passed all his exams.      |
| The electricity was switched off ... | because he had forgotten his passport.    |
| The student was happy ...            | I hadn't watered them for several weeks.  |

2. Complete the sentences. Use the words in brackets.

- Do you know where Julia is? – Yes, I – her. (just/see)  
 What time is David leaving? – He – (already/leave)  
 What's in the newspaper today? – I don't know. I – (not/read/yet)  
 Are your friends here yet? – Yes, they – (just/arrive)  
 What does Tim think about your plan? – I – (not/tell/yet)

## 3. Choose the correct option.

She has /'s had a moped since she was 15.

We took /'ve taken a taxi to town that morning.

We played /'ve played volleyball last night.

I'm really hungry. I didn't eat / haven't eaten since last night.

They visited/ 've visited Colorado last summer.

## 4. Put the verbs in brackets in the Past Simple or in the Present Perfect.

- 1). I (have, just) \_\_\_\_\_ a nice pot of coffee. Would you like a cup?
- 2). I (see, not) \_\_\_\_\_ Steve this morning yet.
- 3). Carol and I are old friends. I (know) \_\_\_\_\_ her since I (be) \_\_\_\_\_ a freshman in high school.
- 4). Maria (have) \_\_\_\_\_ a lot of problems since she (come) \_\_\_\_\_ to this country.
- 5). I (go) \_\_\_\_\_ to Paris in 2003 and 2006.
- 6). A car came round the corner and I (jump) \_\_\_\_\_ out of the way.
- 7). Don't throw the paper away because I (not to read) \_\_\_\_\_ it yet.
- 8). Is Jim going to eat lunch with us today? — No. He (eat) \_\_\_\_\_ (already). He (eat) \_\_\_\_\_ lunch an hour ago.
- 9). Since we (start) \_\_\_\_\_ doing this exercise, we (complete) \_\_\_\_\_ some sentences.
- 10). I (be) \_\_\_\_\_ never to Italy.
- 11). Maria (get) \_\_\_\_\_ some bad news last week. She (be) \_\_\_\_\_ sad since she (get) \_\_\_\_\_ the bad news.
- 12). I (start) \_\_\_\_\_ school when I was five years old. I (be) \_\_\_\_\_ at school since I (be) \_\_\_\_\_ five years old.
- 13). I (change) \_\_\_\_\_ my job three times this year.
- 14). I (change) \_\_\_\_\_ my job three times last year.
- 15). The weather was hot and dry for many weeks. But two days ago it (rain) \_\_\_\_\_.
- 16). Tom (break) \_\_\_\_\_ his leg five days ago. He's in hospital. He (be) \_\_\_\_\_ in hospital since he (break) \_\_\_\_\_ his leg.
- 17). Are you going to finish your work before you go to bed? — I (finish) \_\_\_\_\_ it (already). I (finish) \_\_\_\_\_ my work two hours ago.
- 18). He (have, not) \_\_\_\_\_ any problems since he (come ) \_\_\_\_\_ here.
- 19). The baseball player (hit) \_\_\_\_\_ the ball out of the stadium yesterday. He (hit) \_\_\_\_\_ a lot of homeruns since he (join) \_\_\_\_\_ our team.
- 20). It's the first time I (be) \_\_\_\_\_ on a ship.

### 5. Translate into English.

Школи Англії пропонують дуже насичену програму навчання. З 8.30 до 17.30 (з перервою на обід) діти займаються уроками, спортом і позакласними заняттями в кружках. Потім – двогодинна перерва на вечерю та відпочинок. Приватні школи Англії пропонують для вивчення точні і природничі науки: математика, фізика, комп'ютери й програмування, хімія, анатомія і біологія людини; гуманітарні: англійська мова, англійська література, інші мови (французька, німецька, іспанська та ін.). Особливу увагу школи в Англії приділяють вивченню історії. Адже кожна подія чомусь вчить, і важливо ці уроки засвоювати. Цьому вони навчають своїх учнів і спонукають їх до критичного мислення та аргументації своєї думки.

### 6. Answer the questions. Write complete sentences.

What can historiography refer to?

What are the basic issues involved in historiography?

What can the term “historiography” also be used?

When did the Modern historiography begin?

Who radically changed the history during the 20"?

**Lesson C**  
**PRACTICE IN SPEAKING**  
**ACADEMIC SPEAKING**

**1. Read and translate the text.**

**HIGHER EDUCATION IN UKRAINE**

Higher education in Ukraine has a long and rich history. Its students, graduates and academics have long been known and appreciated worldwide. The pioneering research of scholars working in the country's higher education institutions and academies, such as Dmytro Mendelejev, Mykola Zhukovsky, and Yeugeny Paton, are part of the universal history of scientific progress.

The first higher education institutions emerged in Ukraine during the late 16th and early 17th centuries. The first Ukrainian higher education institution was the Ostrozka School, established in 1576, similar to Western European higher education institutions of the time. The oldest university was the Kyiv Mohyla Academy, established in 1632.

Higher education is generally recognized as preparing individuals to realize more fully their human potential, enrich their understanding of life and make them more productive to society. Future specialists in various fields of science, technology, economics and art get a fundamental general and specialized training, all students regardless of their specialty study foreign languages.

Apart from educational work and schooling Ukrainian higher schools carry out a great deal of scientific work in all branches of knowledge. They have either a students' research Society (Club) or a Technological Design Bureau which provide excellent facilities for young researches. Our country needs specialists in all fields of science and all branches of industry and agriculture. Institutes exist not only in big cities like Kyiv, Kharkiv, Lviv, but in many towns of Ukraine like Irpin.

Being a participant of the Bologna process, Ukraine joined common European education system, as well as European academic research community. A new set of requirements for obtaining the Bachelor's Degree has been adapted to meet European

standards. Another important objective was to revise syllabuses and qualification requirements.

Higher educational establishments of our country fall into three main types. The first type includes the universities and institutes where there are only full-time students, which receive state grants. Students who do not live at home get accommodation in the hostels. The second and third types of higher schools provide educational facilities for factory and office workers who combine work with studies. The second type of higher education in establishments includes evening faculties and evening higher schools for those who study in their spare time.

The third type covers extra-mural higher schools where students take correspondence courses. Every year extra-mural students receive from 30 to 40 days' leave to prepare for their exams. The diplomas by the evening faculties and extra-mural higher schools have the same value as the diplomas of all other institutes and universities.

The period of study at higher schools is from 4 to 6 years. According to the subjects studied there exist three groups of higher schools' universities, polytechnic and specialized institutes.

**2. Find the Ukrainian equivalents in the right-hand column for the following:**

to realize more fully their human potential	студенти стаціонару
to enrich their understanding of life	одержувати державні пільги
a great deal of scientific work	повніше реалізувати людський потенціал
to provide excellent facilities	вищий навчальний заклад
higher educational establishment	поєднувати роботу з навчанням
full-time students	забезпечувати відмінні умови
to receive state grants	отримувати відпустку

to combine work with studies	навчатися заочно
to take correspondence courses	великий обсяг наукової роботи
to receive a leave	збагатити їхнє розуміння життя

**3. Use the words and word combinations given in Ex. 2 in the sentences of your own.**

**4. Complete the following sentences.**

1). All students regardless of their speciality study ... . 2). Ukrainian higher schools carry out a great deal of ... . 3). Higher educational establishments of our country fall into ... . 4). Students who do not live at home get ... . 5). Extra - mural students receive from 30 to 40 days' ... . 6). The diplomas by the evening faculties and extra-mural higher schools have ... 7). According to the subjects studied there exist ... . 8). Another important ... was to revise syllabuses and qualification requirements.

**5. Choose the correct variant:**

It is hard to believe but Benjamin got \_\_\_ average marks in all his exams.

- 1). on high
- 2). over
- 3). above

Most of the students in my group are \_\_\_

- 1). bookworming
- 2). bookworm
- 3). bookworms

You should study hard during the term to \_\_\_ a credit for this philosophy course.

- 1). get
- 2). obtain
- 3). gain

These words are to be learnt \_\_\_ heart for the next lesson.

- 1). close to
- 2). by

3). towards

Deborah started working to learn about life in the school of \_\_\_ knocks.

1). tough

2). hard

3). severe

Have you ever thought about working your \_\_\_ through college?

1). path

2). road

3). way

## **6. Retell the text «Higher education in Ukraine».**

### **7. Work with your partner. Ask and answer the questions.**

When did the first higher education institutions in Ukraine emerge?

Does higher education help to develop your human potential and enrich your understanding of life? Why?

What training do the future specialists get?

What can you say about the role of foreign languages in gaining higher education?

What is the role of scientific work in training future specialists?

What specialists does our country need? Why?

Where do institutes and universities exist in our country?

How many types of higher educational establishments we have in our country?

What higher schools does the first type include?

Which is the second type?

What schools does the third type cover?

What do extra-mural students receive every year?

Is there any difference between the diplomas by the evening faculties, extra-mural schools and full-time schools?

How long does the period of studies at higher schools last?

What groups of higher schools exist?



## **8. Translate into English.**

**Система середньої освіти** в Україні включає початкову школу, середні і старші класи. Діти звичайно йдуть до школи у віці шести чи семи років. Після дев'ятого класу учні можуть вступати до різних технікумів. Ті, хто хочуть вступати до вищих навчальних закладів, повинні закінчити десятий і одинадцятий класи. Студенти також можуть вступати до вищих навчальних закладів після спеціалізованих коледжів чи ліцеїв. Система вищої освіти представлена університетами, політехнічними інститутами, спеціалізованими інститутами. В університетах курс навчання п'ять років, там зазвичай від шести до дванадцяти факультетів. Інститути готують фахівців для промисловості, сільського господарства й економіки. Більшості з них був недавно наданий статус академії чи університету. Студенти можуть також вступити до аспірантури, займатися науково-дослідною роботою. Останнім часом з'явилася велика кількість приватних навчальних закладів. У деяких інститутах є платні групи чи факультети. Там студенти можуть одержати освіту на такому ж високому рівні, як і в державних інститутах.

**UNIT SIX**  
**Lesson A**  
**Key Words**

**1. Read and remember the following words and word-combinations:**

1. <b>access</b>	['aksɛs]	доступ, підхід
2. <b>acquisition</b>	[,akwɪ'zɪʃ(ə)n]	придбання, комплектування, збір
3. <b>activities</b>	[æk'tɪvətɪz]	діяльність, дії
4. <b>a piece of art</b>	[ə pi:s ɒv ɑ:t]	витвір мистецтва, предмет мистецтва
5. <b>artwork</b>	['ɑ:twɜ:k]	витвір мистецтва
6. <b>brochures</b>	['brɒʃɜz]	брошури
7. <b>community service</b>	[kə'mju:nɪti 'sɜ:vɪs]	громадська робота, громадська служба
8. <b>curating</b>	['kjʊərɪtɪŋ]	курування
9. <b>curriculum</b>	[kə'ɪrɪkjʊləm]	курс навчання; розклад
10. <b>employment</b>	[ɪm'plɔɪm(ə)nt]	заняття, робота, служба
11. <b>exhibition</b>	[ɛksɪ'brɪʃ(ə)n]	виставка, показ, демонстрація
12. <b>expectation</b>	[ɛkspek'teɪʃ(ə)n]	очікування, надія, вірогідність
13. <b>management</b>	['mænɪdʒm(ə)nt]	управління, завідування; менеджмент
14. <b>media</b>	['mi:diə]	засоби масової інформації
15. <b>opportunities</b>	[,ɒpə'tju:nɪtɪz]	можливості
16. <b>preservation</b>	[prezə'veɪʃ(ə)n]	збереження, консервування
17. <b>purpose</b>	['pɜ:pəs]	мета, призначення, намір
18. <b>storage</b>	['stɔ:ɪdʒ]	зберігання, сховище
19. <b>study</b>	['stʌdi]	дослідження, вивчення
20. <b>up-to-date</b>	[,ʌp tə 'deɪt]	сучасний; новітній

**2. Translate into your native language.**

1. The old system should be brought up-to-date. 2. We release random data anyone can access. 3. Do you have access to the Internet? 4. He still had access to the Emperor whenever he desired. 5. She had privileged access to the files. 6. The Art Society is holding an exhibition of recent acquisitions. 7. School activities are being curtailed due to a lack of funds. 8. If in doubt, we can downscale our activities. 9. These activities coordinate well. 10. This desk will appreciate like a piece of art. 11. Don't worry, this car is a piece of art, going where it will be admired. 12. The museum recently recovered two stolen artworks. 13. A local painter was selling her artwork on

the street. 14. The publisher was responsible for all the artwork in the book. 15. Brochures are mailed out on request. 16. Looks like you're back doing community service. 17. Much of his career has been devoted to organizing and curating exhibitions all over the world. 18. Disappoint me again and you'll be curating finger-painting exhibitions for preschoolers. 19. The college has a liberal arts curriculum. 20. We need to provide more breadth in the college curriculum. 21. She hopes to find employment as a teacher. 22. The Law penalizes the employment of children. 23. Although it was not a bearing year, the exhibition was very fine. 24. Although it was not a bearing year, the exhibition was very fine. 25. The main aim of the exhibition is to showcase British design. 26. The museum is presenting an exhibition of paintings by Monet. 27. The exhibition features 175 works of art. 28. Gina has succeeded beyond our expectations. 29. They had great expectation for their daughter. 30. We're using new management techniques. 31. He has a lot of contacts in the media. 32. Storage space is a major concern for most museums all over the world, yet practical guidance to assess current space usage or future space needs. 33. More than 55 000 museums exist in the world, and typically 90% of their objects are in storage rooms.

### **3. Guess what?**

1. It is an object made by an artist of great skill, especially a painting, drawing, or statue. In the most general sense, it is an organised presentation and display of a selection of items. It is defined as believing that something is going to happen or believing that something should be a certain way. It is a set of principles relating to the functions of planning, organizing, directing and controlling, and the application of these principles in harnessing physical, financial, human and informational resources efficiently and effectively to achieve organizational goals. It is the main means of mass communication (broadcasting, publishing, and the Internet) regarded collectively. It is a set of activities aimed at prolonging the life of a record, book, or object while making as few changes as possible. It is defined as a place for storing items or such items. It means to be in charge of selecting, arranging, and presenting material (for an art exhibition or museum).

#### 4. Read and translate the text.

### MUSEOLOGY



Museology or museum studies is the study of museums. It explores the history of museums and their role in society, as well as the activities they engage in, including curating, preservation, public programming, and education. Museum study is the field that encompasses the ideas and issues involved in the museum profession—from

the practical, day-to-day skills needed to operate a museum to theories on the societal role of museums. Museology is the study of how to organize and manage museums and museum collections. More generally, museum studies is a term used to denote academic programs, generally graduate programs, is the management, administration, or theory of museums. The purpose of the Museum Studies is to introduce students to the history of museums, the various aspects of museum work, to acquaint them with the opportunities and problems faced by museums personnel, and to create career opportunities for students who might seek employment in the museum. Emphasis is placed on practicum experience involving such basic museum functions as exhibition, curatorial research, cataloguing, acquisition, community service, education and administration. The Museum Studies Program's core courses provide a solid foundation in the theories, history, techniques, and related institutions as well as specialized operations of such institutions. The program's curriculum provides an understanding of the nature of museums, historical agencies and related institutions as well as specialized training administered by the Studies Program and the departments of Anthropology, Ecology and Evolutionary Biology, Geology and History.

A variety of careers exist within the discipline of museum studies, including Museum director, curator, educator, docent, graphic designer, exhibit designer, archivist and conservation specialist. A graphic designer is a professional within the graphic design and graphic arts industry who assembles together images, typography or motion

graphics to create a piece of art. A graphic designer creates the graphics primarily for published, printed or electronic media, such as brochures and advertising.



Curator in Latin means guardian or overseer. A curator of a cultural heritage institution (e.g. archive, gallery, library, museum or garden) is a content specialist responsible for an institution's collections and their associated collections catalogs. The object of a curator's concern necessarily involves tangible objects of some sort, whether it is inter alia artwork,

historic items or scientific collections. A curator may have responsibility for the acquisition and care of objects. The curator will make decisions what objects to collect, oversee their care and documentation, conduct research based on the collection, and share that research with the public and scholarly community through exhibitions and publications. The curator's primary' function is as a subject specialist, with the expectation that he or she will conduct original research on objects and guide the organization in its collecting. A physical care of the collection may be overseen by museum collections managers or museum 33 conservators, and documentation and administrative matters such as insurance and loans are handed by a museum registrar.

An archivist is a professional who assesses, collects, organizes, preserves, maintains control over, and provides access to information determined to have longterm value. The information maintained by an archivist can be any form of media ( photographs, video and sound recordings, letters, documents, electronic records, etc.). As Richard Pearce-Moses wrote, "Archivist keeps records that have enduring value as reliable memories of the past, and he helps people find and understand the information he needs in those records". Archivist must also select records valuable enough to justify the costs of storage and preservation, plus the labour intensive expenses of arrangement, description, and reference service. The theory and scholarly work underpinning archives practices is called archival science. Archivist's duties include acquiring and appraising new

collections, arranging and describing records, providing reference service, and preserving materials.

Museum docents are educators, trained to further the public's understanding of the cultural and historical collections of the institution. In many cases, docents, in addition to their prescribed function as guiders also conduct research utilizing the institution's facilities. They are normally volunteers. Prospective docents generally undergo an intensive training process, at the expense of the educational institution, which teaches them good communicative and interpretive skills, as well as introduces them to the institution's collection and its historical significance. Docents are kept up-to-date with continuous training and seminars.

**5. Read the word - combinations and the sentences. Cover the left side and translate the right one into English.**

- |   |  |
|---|--|
| 1. the study of museums   | вивчення музеїв  |
| 2. their role in society  | їх роль у суспільстві  |
| 3. day-to-day skills  | повсякденні навички  |
| 4. problems faced by museums personnel  | проблеми, з якими стикаються співробітники музеїв  |
| 5. to create career opportunities   | створювати кар'єрні можливості   |
| 6. provide a solid foundation   | забезпечити міцну основу   |
| 7. graphic arts industry  | галузь графічного мистецтва  |
| 8. to create a piece of art   | створити витвір мистецтва  |
| 9. printed or electronic media  | друковані або електронні носії інформації  |
| 10. guardian or overseer  | опікун або наглядач  |
| 11. responsible for   | відповідальний за  |
| 12. conduct research  | проводити дослідження  |
| 13. insurance and loans   | страхування та позики  |
| 14. Archivist keeps records that have enduring value as reliable memories of the past, and he helps people find and understand the information he needs in those records. | Архівіст зберігає записи, які мають незмінну цінність як надійні спогади про минуле, і він допомагає людям знаходити та розуміти потрібну йому інформацію в цих записах. |
| 15. Museum docents are educators, trained to further the public's understanding of the cultural and historical collections of the institution.                            | Музейні доценти - це освітяни, навчені покращувати розуміння громадськістю культурних та історичних колекцій закладу.  |

**6. Point out paragraph of the text telling about:**

1. Archivist's duties.
2. A variety of careers.
3. Museum docents.
4. The purpose of the Museum Studies.
5. Guardian or overseer.

**and speak on them.**

**7. Translate the sentences with new words into English and write them down.**

1. В нашій бібліотеці є доступ до Інтернету. 2. Дана система дозволяє студентам отримати доступ до матеріалів занять в Інтернеті. 3. Музей продемонстрував свої останні придбання. 4. Центр надає широкий спектр культурних заходів. 5. Чи не могли б ви розповісти мені про діяльність клубу? 6. Я приніс предмет мистецтва, який їм буде цікавий. 7. Їх витвори мистецтва демонструються в даному музеї. 8. Стіни ресторану прикрашені оригінальними витворами мистецтва. 9. Вони роздавали безкоштовні брошури. 10. Він курирує нове шоу в Лондоні. 11. Даний навчальний план висуває великі вимоги до викладачів. 12. Свою першу роботу вона знайшла через агентство з працевлаштування. 13. Це був день відкриття виставки. 14. На виставці було кілька відомих картин. 15. Чи все готово для виставки? 16. Виставка отримала схвальні відгуки відвідувачів. 17. Освітлення даної події в засобах масової інформації було неоднозначним. 18. Представники ЗМІ мали спеціальні перепустки. 19. У молоді сьогодні багато можливостей. 20. Наша система освіти повинна забезпечити рівні можливості для всіх дітей. 21. Яка ціль вашого візиту? 22. Ми співпрацюємо для досягнення спільної мети. 23. Їх мета - побудувати справедливе суспільство і сильну економіку. 24. Пора забути про наші розбіжності і об'єднати зусилля для досягнення спільної мети. 25. Нам дійсно потрібно більше простору для зберігання. 26. Дослідження мало вузьку спрямованість.

**8. Tasks for independent and individual work:**

1. Write down essay on theme «The Museum of the future» (200 words).
2. Find additional information about museology and be ready to present it to your groupmates.



## Lesson B GRAMMAR PRACTICE

### 1. Read the following information. Remember it.

Future Simple (майбутній простий час) Стверджувальне речення утворюється за допомогою додавання допоміжних дієслів **shall / will** та першої форми дієслова: I **will** do this task.

Для утворення **заперечного речення** необхідно після shall / will ставити частку not: Tomorrow he **won't go** to the school.

**Питальне речення** утворюється в наступний спосіб: Shall / Will + іменник + дієслово: **Will you go** with us?

Випадки, в яких **вживається** Future Simple:

- 1) обіцянка щось зробити: I **will call** you when I arrive;
- 2) передбачення майбутніх подій: John Smith **will be** the next President;
- 3) миттєва реакція на щось: **Will you help** me move this heavy table?

### 2. Put the verb into the correct form.

- a) You (be) ... very happy.
- b) Jim (get) ... a lot of money if he sell his car.
- c) They (buy) ... a beautiful house very soon.
- d) Her friends (support) ... you.
- e) They (have) ... a meeting tomorrow.
- f) I (join) ... them soon.
- g) I (travel) ... around the world.
- h) John (do) ... this homework tomorrow.

### 3. Translate into English.

- a) Сподіваюся, вона нам допоможе. b) Вони перекладуть цей текст пізніше.
- c) Макс незабаром буде тут. d) Населення нашої країни збільшиться в 21-му столітті. e) Клімат потеплішає.

### 4. Read the following information. Remember it.

Future Continuous (майбутній тривалий час). Стверджувальні речення утворюються за допомогою допоміжних дієслів **shall /will** та **to be** (без інфінітива) і додаванням закінчення **-ing** до дієслова у першій формі: Don't disturb me in the evening, **I'll be preparing** for exam.

При утворенні **заперечних речень** після допоміжного дієслова **shall/will** додається частка **not**: At 6 I **won't be sleeping** yet.

Для утворення **питального речення** в Future Continuous **shall/will** ставляться на початку речення: **Will you be playing** the guitar at 6 o'clock in the evening?

Випадки, в яких **вживається** Future Continuous:

- 1) перервана дія в майбутньому: I **will be watching** TV when she arrives tonight;
- 2) дія в майбутньому відбувається в означений час: Tomorrow at 2 AM, they **won't be playing** in the club;
- 3) паралельні дії в майбутньому: While Ellen is reading, Tim **will be watching** television.

### 5. Use the verbs in brackets to complete the sentences.

- a) Tomorrow they (work) ... in the morning.
- b) Next week we (have) ... a party at 12 A.M.
- c) At midnight she (sleep) ... .
- d) This evening I (watch) ... a football match.
- e) (visit / you) ... a friend this afternoon?
- f) He (not/drive) ... her to work tomorrow morning.

### 6. Translate the sentences.

- 1) С'ю буде робити домашнє завдання завтра в 5:00.
- 2) Ми будемо загоряти з 9 до 12 години завтрашнього ранку.
- 3) Нік і Джек буде їхати в Берлін в цей час наступного понеділка.
- 4) У нас буде конференція з 3 до 5 годин завтра.

- 5) Мій двоюрідний брат буде тренуватися в тренажерному залі в 7:00 завтра ввечері.
- 6) Неллі і Діана будуть відпочивати на Гаваях в цей час на наступному тижні.
- 7) Ми будемо танцювати на вечірці весь вечір завтрашнього дня.
- 8) Катя буде в гостях у своєї бабусі і дідуся весь день в наступну суботу.
- 9) Вони будуть готуватися до весілля весь наступний тиждень.
- 10) Я буду подорожувати по Канаді протягом двох тижнів в наступному місяці.

### 7. Read the following information. Remember it.

Future Perfect (майбутній доконаний час). Для утворення стверджувального речення використовуємо допоміжні слова **shall have** або **will have** перед дієсловом, до якого має додаватися закінчення **-ed**. Якщо дієслово неправильне, то використовується його 3 форма (Past Participle): **I will have finished** my homework by 7 o'clock.

Для утворення заперечного речення в Future Perfect необхідно після допоміжних дієслів **shall/will** додати частку **not**: **I will not have finished** this test at 3 o'clock.

Для утворення питального речення в Future Perfect допоміжне дієслово **shall/will** необхідно поставити на перше місце в реченні: **Will you have read** all these books by the exam time?

Випадки, в яких **вживається** Future Perfect:

- 1) Закінчена дія перед будь-яким моментом в майбутньому: By the time he gets home, she **will have cleaned** the entire house;
- 2) продовжена дія в майбутньому перед будь-якою подією: **I will have been** in London for six months by the time I leave.

### 8. Open the brackets. Use Future Perfect.

- a) By 8 o'clock, he (finish) ... his work.
- b) Pupils (leave) ... the classroom by the end of the hour.
- c) She (go) ... home by next month.

- d) We (return) ... from the excursion by eight o'clock in the evening.
- e) (buy / they) ... the new flat by December?
- f) The sun (not / rise) ... by 5 o'clock in the morning.
- g) (you/finish) ... the cleaning by 3 o'clock?

### 9. Translate into English.

- 1) Майк відремонтує ваше авто до вечора вівторка.
- 2) Ми не завершимо цей проект до кінця цього місяця.
- 3) Мій юрист підготує всі необхідні документи до четверга.
- 4) Ви отримаєте наше повідомлення до кінця робочого дня.
- 5) Олена приготує вечерю до сьомої вечора? — Так, вона все приготує, а ми накриємо на стіл до сьомої вечора.
- 6) Хто замовить квитки на літак до понеділка? — Джон їх замовить.
- 7) До якого часу завтра водій привезе обладнання? — Він привезе обладнання завтра до шостої вечора,
- 8) Ваш секретар надрукує звіт до наступного понеділка? — Так.
- 9) Що шкідливіше алкоголь або сигарети? — Я гадаю, і алкоголь і сигарети шкодять здоров'ю.
- 10) Вона напише статтю до п'ятниці? — Ні, вона до п'ятниці ще не повернеться з відрядження.

### 10. Task for independent and individual work.

Find some information about Future in the Past Tenses (Simple, Continuous, Perfect) and their use. Be ready to present it to your groupmates.

### 11. Test of grammar and vocabulary.

1. Read and find the sentences with mistakes. Underline the mistakes and correct them.

- a) I'll try to study better next semester.
- b) Alex will phones us later.

- c) Max will help me to catch that cat.
- d) Hurry up! You will to be late.
- e) Rita wills to be here soon.
- f) I'll clean the blackboard!
- g) They will call on us next Friday.
- h) Granny will receive a lot of letters one of these days.
- i) Tonight I'll to go to bed early.
- j) Max will is afraid of that dog again.

2. Open the brackets to complete the sentences.

- 1) At this time tomorrow we ... (to watch) a new play in the theatre.
- 2) I ... (to have) lunch with our business partners from 3 to 5 o'clock tomorrow.
- 3) Mike ... (to interview) a famous showman at 6 o'clock next Thursday,
- 4) We ... (to discuss) this project at our morning meeting next Wednesday.
- 5) My lawyer ... (to wait) for us in his office at 11 o'clock tomorrow morning.
- 6) The workers ... (to repair) the road in the city centre for two days next week.
- 7) The students ... (to write) a test from 9 a.m. till 1 p.m, next Tuesday.
- 8) My friends ... (to play) cricket from 5 till 7 o'clock next evening.
- 9) I ... (to fly) to Cairo at this time next Sunday.
- 10) Alice ... (to walk) in the park with her daughter at 7 o'clock tomorrow evening.

**3. Put the verbs in brackets into the correct form.**

- 1) Janet ... (to make) the cake by 3 o'clock tomorrow.
- 2) ... Chris ... (to book) a table in the restaurant by next Sunday? — Yes, he ... .
- 3) Unfortunately, Sam ... (not to return) from his business trip by next Wednesday.
- 4) ... Cindy ... (to prepare) her speech by Monday? — Yes, she ... ,
- 5) ... the bookkeeper ... (to pay) all the bills by next Friday? — No, he ... .
- 6) I ... (to write) a shopping list for you by tomorrow morning.
- 7) ... you ... (to speak) to your parents by tomorrow? — Yes, I ... .
- 8) ... Tom ... (to pack) his rucksack by the time the bus arrives? — Yes, he ....

9) I'm afraid Molly ... (not to make) photocopies of all the documents by the end of the working day.

10) ... we ... (to reach) the camp by sunset? — I hope we ....

4. Replace the infinitives in brackets by the Future Indefinite or the Future Perfect.

- a) He (*to receive*) the telegram tomorrow.
- b) He (*to receive*) the telegram by tomorrow.
- c) I (*to do*) the exercises by seven o'clock.
- d) I (*to do*) the exercises in the afternoon.
- e) By this time you (*to take your examination*).
- f) You (*to take*) your examination next week.
- g) The teacher (*to correct*) our dictations in the evening.
- h) The teacher (*to correct*) our dictations by the next lesson.

**Lesson C**  
**PRACTICE IN SPEAKING**  
**ACADEMIC SPEAKING**

**1. Read and translate the text.**

**HIGHER EDUCATION IN GREAT BRITAIN**

When higher education of Great Britain is being spoken about the University education is generally meant. But in fact there is a considerable amount of past-school education, including part-time as well as full-time studies carried on in technical colleges teacher training colleges, art colleges, institutes of adult education and so on. Higher education, consisting of degree and equivalent courses, has experienced a dramatic expansion. The number of higher education students in Britain almost doubled between 1979 and 1993 to 1.5 million, so that today around 30 percent of young people enter full-time higher education.

The academic year in Britain's universities, Polytechnics, Colleges of education is divided into 3 terms, which usually run from the beginning of October to the middle of December, the middle of January to the end of March, from the middle of April to the end of June or the beginning of July. Good A-level results in at least 2 subjects are necessary to get a place at a university. However, good exam passes alone are not enough. Universities choose their students after interviews. For all British citizens a place at a university brings with it a grant from their local education authority.

There are some 90 universities, which enjoy academic freedom. Every University is autonomous and responsible to its governing body. The regulations differ from University to University. While there are similarities between them, they all differ from Oxford and Cambridge, where are a number of separate colleges, each with their own regulations and courses of studies. The new, so-called «red-brick» Universities are divided into various faculties: Faculty of Arts, Faculty of Science, Faculty of Social and Economic Studies, etc.

University degree courses are generally being taken for three, four or even five years. University teaching combines lectures practical classes and small group teaching

in either seminars or tutorials. The last is a traditional feature of the Universities of Oxford and Cambridge.

First degree courses are mainly full time and usually last three years, with longer courses in subjects such as medicine. Universities offer courses in a broad range of academic and vocational subjects, including traditional arts subjects, the humanities, and science and technology. The government encourages young people to choose degree courses in subjects, or combinations of subjects, that provide the knowledge and skills required by a technologically advanced economy.

Over 95 percent of students on first degree and comparable higher education courses receive government grants covering tuition and accommodation and other maintenance expenses. Parents also contribute, the amount depending on their income. In addition, students can take out loans to help pay their maintenance costs.

Some 80,000 overseas students study at British universities or further education colleges or train in nursing, law, banking or in industry.

**2. Find the Ukrainian equivalents in the right-hand column for the following:**

to take a course	покривати витрати на навчання
a broad range of academic and vocational subjects	педагогічні інститути
teacher training college	зазнати значного розширення
maintenance expenses	навчання з відривом від виробництва
to experience a dramatic expansion	вивчати курс
to be responsible to governing body	навчання без відриву від виробництва
to cover tuition	широкий вибір навчальних та професійних предметів
part-time studies	бути підпорядкованим керівному органу
full-time studies	витрати на утримання
to provide knowledge	мати свободу вибору під час навчання



to enjoy academic freedom

забезпечувати знання

**3. Use the words and word combinations given in Ex. 2 in the sentences of your own.**

**4. Fill in the blanks with prepositions or adverbs if necessary.**

1. There is a demand ... a better and more democratic system ... education ... Great Britain.
2. The students of all the groups are responsible ... their dean.
3. The regulations differ ... university ... university ... Great Britain.
4. Our institute is divided ... various departments.
5. Our university degree courses are taken ... four or five years ... Ukraine.
6. The students were speaking ... their forthcoming exams.
7. Women as well as men have equal rights ... education ... our country.

**5. Choose the words from the box to complete the sentences.**

Universities	Open	higher	Britain	education
Master of Arts	staff	degree	Bachelor of Arts	Doctor of Philosophy

- 1) There are over a million students in the British ... education.
- 2) The aim is that 1 in 3 young people goes into higher ....
- 3) All Britain's ... enjoy complete academic freedom.
- 4) They appoint their own ... and decide what and how to teach.
- 5) The rest of ...'s 47 universities were set up in the last 200 years.
- 6) First ... courses usually last 3 or 4 years.
- 7) The ... University relies on distance-learning.
- 8) The first degree of ... is awarded after 3-4 years study.
- 9) The second degree is ... or Master of Sciences.
- 10) The third degree is the ....

**6. Match the line in A with the line in B.**

<b>A</b>	<b>B</b>
1) Bed	Bachelor of Science
2) BA	He arranges course of studies
3) B.Sc.	Bachelor of Education
4) Ph.D.	A new student
5) freshman	Doctor of Philosophy
6) tutor	Bachelor of Arts
7) «bumping»	Academic dress
8) cap and gown	The races for eight-oared boats

**7. Scan for details and fill in the gaps with the following words:**

beautiful squares colleges university chapel famous second few

- 1) Oxford and Cambridge are the most ... British Universities.
- 2) There are ... for men and women.
- 3) College Examinations are ... but very important.
- 4) If the student does not pass any of them he is not given a ... chance.
- 5) The final examinations are conducted by the ... and not by the colleges.
- 6) The colleges of both universities are very ....
- 7) The most famous is the ... of King's College, Cambridge.
- 8) Most of the colleges are built in the form of ....

**8. Retell the text «Higher education in Great Britain».**

**9. Work with your partner. Ask and answer the questions.**

What is the system of higher education in Great Britain?

What does higher education consist of?

What can you say about the increase of higher education students' number?

How many Universities are there in Great Britain at present?

Who is every university responsible to?

For how many years are university degree courses taken?

What does university teaching combine?

Where is a traditional feature of Cambridge and Oxford?

How many years do first degree courses last?

What courses does University offer?

Who does the government encourage?

Why does the government encourage young people?

What do students on first degree receive?

What do parents contribute?

What can students take out to help pay their maintenance costs?

### **10. Translate into English.**

Професійна освіта Великобританії передбачає п'ять рівнів професійної компетенції: перший рівень — виконання простої одноманітної роботи; другий рівень — виконання роботи автономно і відповідально; третій рівень — виконання складних, комплексних і творчих видів діяльності з відповідальністю з широкого спектру діяльності в рамках професії (для деяких професій це найвищий рівень кваліфікації); четвертий рівень — виконання комплексних і спеціалізованих робіт, пов'язаних з вирішенням професійних проблем, плануванням, проектуванням і особистою відповідальністю за виконану роботу; п'ятий рівень — виконання робіт, які вимагають навичок менеджменту, особистої відповідальності та лідерських якостей (лише цей рівень є рівнем вищої професійної освіти).

**UNIT SEVEN**  
**Lesson A**  
**Key Words**

**1. Read and remember the following words and word-combinations:**

1. <b>army</b>	['ɑ:mi]	армія, військо
2. <b>authorities</b>	[ɔ:'θɒrətɪz]	влада, адміністрація
3. <b>commonwealth</b>	['kɒmənweɪlθ]	союз; федерація; співдружність
4. <b>election</b>	[ɪ'lekʃ(ə)n]	вибори, обрання
5. <b>expansion</b>	[ɪk'spænʃ(ə)n]	розширення, експансія, зростання, поширення
6. <b>foreign policy</b>	['fɔrɪn 'pɒləsi]	зовнішня політика
7. <b>Hetmanate</b>	['hetmənəɪt]	Гетьманщина
8. <b>influence</b>	['ɪnfluəns]	вплив
9. <b>invasion</b>	[ɪn'veɪz(ə)n]	вторгнення, навала
10. <b>king</b>	[kɪŋ]	король, монарх
11. <b>liberator</b>	['lɪbərəɪtə]	визволитель; спаситель
12. <b>military</b>	['mɪlɪt(ə)rɪ]	військовий
13. <b>peasantry</b>	['pezəntri]	селянство
14. <b>powerful</b>	['paʊəfʊl]	могутній, впливовий
15. <b>reign</b>	[reɪn]	царювати, панувати
16. <b>republic</b>	[rɪ'pʌblɪk]	республіка
17. <b>state</b>	[steɪt]	державний, держава
18. <b>unique</b>	[ju:'ni:k]	унікальний, єдиний в своєму роді
19. <b>uprisings</b>	['ʌpraɪzɪŋz]	повстання
20. <b>war</b>	[wɔ:]	війна; бойові дії

**2. Translate into your native language.**

1. He was too soft for the army. 2. The army sustained heavy losses. 3. The army was pushing north. 4. The army struck at dawn. 5. The authorities are obstructing a United Nations investigation. 6. As the crisis worsened, the authorities imposed a news blackout. 7. This legislation will give more power back to local authorities. 8. Decisions in commonwealth can be accepted only at the full consent of participants. 9. To the motley commonwealth thus formed he acted not merely as ruler, but also as physician, teacher and priest. 10. The election went against him. 11. Did you vote in the last election? 12. The date of the election was fixed. 13. How does the election process work? 14. Elections will be held on 14 February. 15. Expansion of the company has

continued apace. 16. The novel is an expansion of a short story he wrote about forty years ago. 17. Its foreign policy is good neighbourliness and promotion of rights and self-determination. 18. Health and foreign policy objectives are fundamentally and inextricably linked. 19. That is the guiding principle of our foreign policy. 20. Visiting the Hetmanate Museum you can learn more about Cossackhood times in Ukraine. 21. In the period of the Hetmanate (1918), he was a member of the Ukrainian National Union, in opposition to the government of Pavlo Skoropadsky. 22. They said the president was acting under the influence of the ambassador. 23. Who influenced her to do that? 24. I was deeply influenced by my parents. 25. The book had a positive influence on me. 26. The enemy launched an invasion. 27. As the invasion seemed likely the president called on his allies for help. 28. After the invasion, people were forbidden to fly their national flag. 29. The neighboring tribe staged an invasion. 30. They had to treat with the King. 31. The king was forced to abdicate. 32. The King is so merciful to them. 33. When one can act, one should act as a liberator. 34. The military has promised to yield power. 35. The United States is prepared to use military force to achieve its aims. 36. They also persuaded a large segment of the peasantry to flee with them. 37. He has powerful connections. 38. Powerful nations usually dominate over small weak countries. 39. She was a popular ruler throughout her reign. 40. The government quashes any attempt of an uprising.

### **3. Guess what?**

1. It is the land-based military branch, service branch or armed service of a nation or state. 2. It is a person or organization having political or administrative power and control. 3. It is the title given to a male monarch in a variety of contexts. 4. It means to exercise authority in the manner of a monarch. 4. It is a state in which supreme power is held by the people and their elected representatives, and which has an elected or nominated president rather than a monarch. 5. It is intense armed conflict between states, governments, societies, or paramilitary groups such as mercenaries, insurgents and militias.

#### 4. Read and translate the text.

### FROM THE HISTORY OF UKRAINE



The territory of modern Ukraine has been inhabited since 32,000 BC. During the Middle Ages, the area was a key centre of East Slavic culture, with the powerful state of Kievan Rus forming the basis of Ukrainian identity. Kievan Rus was founded in the city of Kyiv around 880 AD. During the 10th and 11th centuries, it

became the largest and most powerful state in Europe. Kyiv, the capital of modern Ukraine, became the most important city of the Rus’.

The Golden Age of Kievan Rus began with the reign of Vladimir the Great (980–1015), who turned Rus toward Byzantine Christianity. During the reign of his son, Yaroslav the Wise (1019–1054), Kievan Rus reached the zenith of its cultural development and military power. The 13th century Mongol invasion devastated Kievan Rus and its territory was contested, ruled and divided by a variety of powers, including Lithuania, Poland, the Ottoman Empire, Austria-Hungary, and Russia.

During the 17th and 18th centuries the Cossack republic emerged and prospered. In 1648, Bohdan Khmelnytsky and Petro Doroshenko led the largest of the Cossack uprisings against the Commonwealth and the Polish king John II Casimir. After Khmelnytsky made an entry into Kyiv in 1648, where he was hailed liberator of the people from Polish captivity, he founded the Cossack Hetmanate which existed until 1764.

The Constitution of Pylyp Orlyk or Pacts and Constitutions of Rights and Freedoms of the Zaporizhian Host was a 1710 constitutional document written by Hetman Pylyp Orlyk, a Cossack of Ukraine, then within the Polish–Lithuanian Commonwealth. The Constitution was unique for its historic period, and was one of the first state constitutions in Europe.

The Hetmanate was abolished in 1764; the Zaporizhska Sich abolished in 1775, as Russia centralised control over its lands. As part of the partitioning of Poland in 1772, 1793 and 1795, the Ukrainian lands west of the Dnieper were divided between Russia and Austria. From 1737 to 1834, expansion into the northern Black Sea littoral and the eastern Danube valley was a cornerstone of Russian foreign policy. Despite promises in the Treaty of Pereyaslav, the Ukrainian elite and the Cossacks never received the

freedoms and the autonomy they were expecting. At a later period, tsarists established a policy of Russification, suppressing the use of the Ukrainian language in print and in public.

Ukrainians entered World War I on the side of both the Central Powers, under Austria, and the Triple Entente, under Russia. 3.5 million Ukrainians fought with the Imperial Russian Army, while 250.000 fought for the Austro-Hungarian Army.

A Ukrainian national movement for self-determination reemerged, with heavy Communist and Socialist influence. Several Ukrainian states briefly emerged: the internationally recognized Ukrainian People's Republic (UNR, the predecessor of modern Ukraine), the Hetmanate, the Directorate and the pro-Bolshevik Ukrainian Soviet Socialist Republic successively established territories in the former Russian Empire; while the West Ukrainian People's Republic and the Hutsul Republic emerged briefly in the Ukrainian lands of former Austro-Hungarian territory. Unification Act was an agreement signed on January 22, 1919 by the Ukrainian People's Republic and the West Ukrainian People's Republic on the St. Sophia Square in Kyiv.

The Russian Civil War devastated the whole Russian Empire including Ukraine. It left over 1.5 million people dead and hundreds of thousands homeless in the former Russian Empire territory. During the 1920s, under the Ukrainisation policy Soviet leadership encouraged a national renaissance in the Ukrainian culture and language. Most of these policies were sharply reversed by the early 1930s after Joseph Stalin became the de-facto communist party leader. The peasantry suffered from the programme of collectivisation of agriculture which began during the first five-year plan and was enforced by regular troops and secret police. Those who resisted were arrested and deported and agricultural productivity greatly declined, millions starved to death in a famine known as the Holodomor or the "Great Famine". Ukrainian Parliament and the governments of other countries have acknowledged it as the genocide of Ukrainian people by soviet authorities.

On 22 June, 1941, German Nazi armies invaded the Soviet Union, initiating nearly four years of total war. The vast majority of the fighting in World War II took place on the Eastern Front. The total losses inflicted upon the Ukrainian population during the war are estimated at between 5 and 8 million. Of the estimated 8.7 million Soviet troops who fell in battle against the Nazis, 1.4 million were ethnic Ukrainians. Victory Day is celebrated as one of ten Ukrainian national holidays. The republic was heavily damaged by the war, and it required significant efforts to recover.

On 26 April 1986, a reactor in the Chernobyl Nuclear Power Plant exploded, resulting in the Chernobyl disaster, the worst nuclear reactor accident in history. After the accident, the new city of Slavutych was built outside the exclusion zone to house and support the employees of the plant, which was decommissioned in 2000.

On 24 August 1991 the Ukrainian parliament adopted the Act of Independence. A referendum and the first presidential elections took place on 1 December 1991. More than 90% of the electorate expressed their support for the Act of Independence, and they elected the chairman of the parliament, Leonid Kravchuk as the first President of

Ukraine. Ukraine was initially viewed as having favourable economic conditions in comparison to the other regions of the Soviet Union. However, the country experienced deeper economic slowdown, which stabilized only by the end of the 1990s. A new currency, the hryvnia, was introduced in 1996. After 2000, the country enjoyed steady real economic growth averaging about seven percent annually. A new Constitution of Ukraine was adopted under second President Leonid Kuchma in 1996. Ukraine also pursued full nuclear disarmament, giving up the third largest nuclear weapons stockpile in the world and dismantling or removing all strategic bombers on its territory in exchange for various assurances.

In 2004, Viktor Yanukovich, then Prime Minister, was declared the winner of the presidential elections, which had been largely rigged, as the Supreme Court of Ukraine later ruled. The results caused a public outcry in support of the opposition candidate, Viktor Yushchenko, who challenged the outcome, what has turned into peaceful Orange Revolution. During the months of the revolution, candidate Yushchenko suddenly became gravely ill, and was soon found by multiple independent physician groups, to have been poisoned by TCDD dioxin. All of this eventually resulted in bringing Viktor Yushchenko and Yulia Tymoshenko to power, while casting Viktor Yanukovich in opposition.

Viktor Yanukovich was elected President in 2010 with 48% of votes. In November 2013, the Euromaidan protests started after the president Viktor Yanukovich began moving away from an association agreement with the European Union and instead chose to establish closer ties with the Russian Federation. Ukrainians took to the streets to show their support for closer ties with Europe. Over time, Euromaidan came to describe a wave of demonstrations and civil unrest in Ukraine, including calls for the resignation of President Yanukovich and his government. Violence escalated after 16 January 2014 when the government accepted new Anti-Protest Laws. Violent anti-government demonstrators occupied buildings in the centre of Kyiv, including the Justice Ministry building, and riots left 98 dead with approximately fifteen thousand injured and 100 considered missing from 18 to 20 February. On 21 February, President Yanukovich signed a compromise deal with opposition leaders that promised constitutional changes. But some days later President Yanukovich left the country in hurry. In May, 2014 Petro Poroshenko, running on a pro-European Union platform, won with over fifty percent of the vote, therefore not requiring a run-off election.

**5. Read the word - combinations and the sentences. Cover the left side and translate the right one into English.**

- |                          |                            |
|--------------------------|----------------------------|
| 1. East Slavic culture   | Східнослов'янська культура |
| 2. powerful state        | потужна держава            |
| 3. reached the zenith    | досягла zenіту             |
| 4. from Polish captivity | з польського полону        |
| 5. Black Sea littoral    | Причорноморське узбережжя  |



6. on the side of	на стороні
7. the predecessor of modern Ukraine	попередник сучасної України
8. party leader	лідер партії
9. the worst nuclear reactor accident	найгірша аварія ядерного реактора
10. the chairman of the parliament	голова парламенту
11. A new currency, the hryvnia, was introduced in 1996.	У 1996 році була введена нова валюта - гривня.
12. In 2004, Viktor Yanukovich, then Prime Minister, was declared the winner of the presidential elections, which had been largely rigged, as the Supreme Court of Ukraine later ruled.	У 2004 році Віктор Янукович, тодішній прем'єр-міністр, був визнаний переможцем президентських виборів, які були значною мірою сфальсифіковані, як згодом постановив Верховний Суд України.
13. On 21 February, President Yanukovich signed a compromise deal with opposition leaders that promised constitutional changes.	21 лютого президент Янукович підписав компромісну угоду з лідерами опозиції, яка обіцяла конституційні зміни.
14. But some days later President Yanukovich left the country in hurry.	Але через кілька днів президент Янукович поспіхом покинув країну.

### 6. Point out paragraph of the text telling about:

1. World War I.
2. The Golden Age of Kievan Rus.
3. The Cossack republic.
4. The first state constitutions in Europe.
5. A pro-European Union platform.
6. The most important city of the Rus.
7. The Chernobyl disaster.
8. The Holodomor.
9. World War II.
10. Ukrainian People's Republic.

- 11. The Act of Independence.
- 12. Orange Revolution.
- 13. A policy of Russification.

**and speak on them.**

**7. Translate the sentences with new words into English and write them down.**

1. Обидва моїх сина служать в армії. 2. Армія взяла в облогу замок. 3. Він пішов в армію в дев'ятнадцять років. 4. Ми звернулися по допомогу до влади. 5. Влада планує перекрити кордон. 6. Влада є захисником суспільної моралі. 7. Цей законопроект надасть більше повноважень місцевим органам влади. 8. Це був приклад недалекоглядності влади. 9. Зрештою влада оприлюднила ці факти. 10. Об'єднання людей і народів можливо лише при дотриманні принципів добровільності та рівноправності всіх учасників співдружності. 11. Скільки кандидатів беруть участь у виборах? 12. Результати виборів залежать від одного голосу. 13. Він не готовий програти на виборах. 14. Швидке розширення міст може призвести до соціальних і економічних проблем. 15. Розширення державної освіти принесло нові і більш широкі можливості для дітей з робітничих родин. 16. Питання розвитку як і раніше займають центральне місце в зовнішній політиці України. 17. Ця зміна в зовнішній політиці США є як бажаною, так і необхідною. 18. В країну почав проникати вплив іноземних держав. 19. Його вплив на сучасне мистецтво незаперечно. 20. Він претендував на те, щоб повернути свій колишній вплив. 21. Світова спільнота висловлює занепокоєння з приводу вторгнення. 22. Дане вторгнення послужило каталізатором до об'єднання країни. 23. Він присягнув королю на вірність. 24. Його справу розглядає військовий, а не цивільний суд. 25. Країна стає все більш і більш могутньою.

**8. Answer the quiz questions.**

*During the 10th and 11th centuries, Ukraine was the centre of powerful and prestigious state in Europe. What was it called at the time?*

- a) Volhynia    b) Muscovy    c) Kievan Rus    d) Poland

*Which two countries was Ukraine ruled by during 1300-1600?*

- a) Germany and France  
 b) Romania and Turkey  
 c) Russia and Hungary  
 d) Poland and Lithuania

*What was established during the mid of seventeenth century by Dnieper Cossacks?*

- a) Kievan Rus    b) Ukraine    c) Zaporozhian Sich    d) Rukraine

*Who led the largest of Cossack uprising against Commonwealth and the Polish king in 1648?*

- a) Bohdan Khmelnytsky    b) Boghdan Chernivetski    c) Oleg Stupka    d) Taras Bulba

*Which country oppressed Ukrainians in Galicia who sympathized with Russia during WWI?*

- a) Austria    b) Romania    c) Russia    d) Austria-Hungary

*In 1930s, who organized Holodomor, a famine, the collecting of the agricultural products, in which millions Ukrainians starved to death in, and those who resisted got arrested?*

- a) Hitler    b) None of these    c) Gorbachev    d) Stalin

*Who did some elements of the Ukrainian nationalist underground fight against during World War II?*

- a) France    b) Nazi    c) Both Nazi and Soviet Army    d) Soviet Army

*Where did a nuclear reactor explode on 26th April 1986 sending out in the air more radioactivity than Hiroshima and Nagasaki combined?*

- a) Chernobyl Nuclear Power Plant  
 b) Nuclear Power Plant in Lviv  
 c) Kiev Nuclear Power Plant  
 d) Chernivtsi

*When did the Ukrainian Parliament proclaim Ukraine's Independence from the USSR?*

- a) August 24, 1991  
 b) November 23, 1990

c) December 12, 1991

d) May 1, 1992

*When was the new Constitution of Ukraine adopted?*

a) 1996 b) 1992 c) 1991 d) 1994

**9. Make up as many questions as you can according to the model. Use the words given below.**

*Model: What* are you going to do now?

**Who** - to do this work, to enter this college, to go to the library

**What** - to do today, to translate, to tell them

**What period of history** (subject, book, documents, course, film) - to study, to read, to use, to see, to take

**Where** - to study history, to specialize, to work, to live

**When** - to be through with your report, to help us, to ask her about it

**How** — to do it, to help them, to get there

**How long** - to stay here, to study this subject, to work at the library

**10. Tasks for independent and individual work:**

1. Write down essay on theme «The country of my dream» (200 words).
2. Find additional information about Ukraine's history and be ready to present it to your groupmates.

## Lesson B GRAMMAR PRACTICE

### 1. Read the following information. Remember it.

#### **Passive Voice** (пасивний стан).

Для утворення пасивного стану у часі **Present Simple** необхідно перед дієсловом з закінченням **-ed** або у 3 формі (якщо воно неправильне) поставити допоміжне дієслово **am, is** або **are**: The house **is built**.

Для утворення пасивного стану у часі **Past Simple** необхідно перед дієсловом в минулому часі поставити допоміжне дієслово **was** або **were**: The car **was repaired** by Sam.

Для утворення пасивного стану у часі **Future Simple** необхідно перед дієсловом з закінченням **-ed** або у 3 формі поставити конструкцію **will be** або **shall be**: The house **will be built**.

Для утворення пасивного стану **Present Continuous** необхідно після допоміжного дієслова **am / is / are** додати допоміжне дієслово **being**, а до основного дієслова додати закінчення **-ed** або ж використати 3 форму: Right now, the letter **is being written** by Sarah.

Для утворення пасивного стану у часі **Past Continuous** необхідно перед дієсловом в минулому часі поставити допоміжні дієслова **was / were** та **being**, а дієслово вживати не з закінченням **-ing**, а з закінченням **-ed** або ж у 3 формі: The customer **was being helped** by the salesman when the thief came into the store.

Пасивний стан в **Future Continuous** утворюється додаванням допоміжного дієслова **being** після **be** та зміни закінчення дієслова: замість закінчення **-ing** додається закінчення **-ed** або використовується 3 форма: At 8:00 PM tonight, the dishes **will be being washed** by John.

Пасивний стан у **Present Perfect** створюється шляхом додавання допоміжного слова **been** після **has / have** та дієсловом у 3 формі або з закінченням **-ed**: That castle **has been visited** by many tourists.

**Past Perfect Passive** утворюється додаванням допоміжного слова **been**, що ставиться після **had** та дієсловом з закінченням **-ed** або у 3 формі: Many cars **had been repaired** by George before he received his mechanic's license.

Для утворення **Future Perfect Passive** необхідно додати вставити допоміжне дієслово **been**. Воно має розміщуватися після конструкції **will/shall have** та дієсловом з закінченням **-ed** або у 3 формі: The project **will have been completed** before the deadline.

## 2. Complete the sentences using one of these verbs in the correct form:

cause    damage    hold    include    invite    make    overtake    show    translate  
write

1. Many accidents ... by dangerous driving.
2. Cheese ... from milk.
3. The roof of the building ... in a storm a few days ago.
4. There is no need to leave a tip. Service ... in the bill.
5. You ... to the wedding. Why didn't you go?
6. A cinema is a place where films ....
7. In the United States, election for President ... every four years.
8. Originally the book ... in Spanish and a few years ago it ... into English.
9. We were driving along quite fast but we ... by lots of other cars.

## 3. Rewrite these sentences. Use the passive.

- a) Somebody cleans the room every day. – ...
- b) They cancelled all flights because of fog. – ...
- c) People don't use this road very often. – ...
- d) Somebody accused me of stealing money. – ...
- e) How do people learn languages? – ...
- f) People advised us not to go out alone. – ...

**4. Choose the correct grammar form to translate a predicate.**

1. Курсовий проект був зроблений минулої середи.
  - a) was being done
  - b) has been done
  - c) was done
2. Зараз тут будується новий супермаркет.
  - a) is being built
  - b) is building
  - c) is built
3. На цьому тижні викладач пояснив новий матеріал.
  - a) had been explained
  - b) was explained
  - c) has been explained
4. Нова будівля інституту була вже побудована, коли я поступила на юридичний факультет.
  - a) was built
  - b) has been built
  - c) had been built
5. Студентів екзамнують два рази на рік.
  - a) are being examined
  - b) is examined
  - c) are examined
6. «Ви були неуважні, коли пояснювалося це правило», – сказав викладач.
  - a) was explained
  - b) had been explained
  - c) was being explained
7. Квіти вже политі.
  - a) are watered
  - b) have been watered
  - c) were watered

8. Такі столи роблять з дорогого дерева.

- a) are being made
- b) have been made
- c) are made

9. Цей фільм ніколи не показували по телевізору.

- a) has never been shown
- b) was never shown
- c) 'had never been shown

10. Мою квартиру відремонтують до суботи.

- a) will be repaired
- b) will have been repaired
- c) is being repaired

11. Списки все ще друкуються.

- a) are typed
- b) are being typed
- c) have been typed

12. Їх ще не запросили.

- a) were not invited
- b) had not been invited
- c) have not been invited

13. Вам повідомлять про це завтра.

- a) will be informed
- b) will have been informed
- c) are informed

14. Коли я увійшов, обговорення було перервано.

- a) had been interrupted
- b) was interrupted
- c) has been interrupted

15. Земля була покрита снігом.

- a) was being covered



- b) was covered
- c) had been covered

### 5. Translate into English.

a) Такі вправи зазвичай виконуються нами в класі. b) Нам розповіли багато цікавих історій. c) На мене чекають мої друзі. d) Мені сказали про це тільки вчора. e) Всі сміються з неї через її бажання завжди перебільшувати свої можливості. f) Роман пишеться ним уже три місяці.

### 6. Task for independent and individual work.

Find some information about Passive Voice of Perfect Continuous Tenses and their use. Be ready to present it to your groupmates.

### 7. Test of grammar and vocabulary.

1. Fill in the gaps.

- a) A new book \_\_\_\_\_ by that company next year.  
– will publish – will be published – is publishing
- b) When the manager arrived, the problem \_\_\_\_\_  
– had already been solved – had already solved – had solved
- c) In more than 200 years the USA Constitution \_\_\_\_\_ 26 times.  
– is amended – is being amended – has been amended
- d) They \_\_\_\_\_ this clock now.  
– repair – are repairing – are being repaired
- e) It's a big company. It \_\_\_\_\_ two hundred people.  
– is employed – employs – employing
- f) Our plan \_\_\_\_\_ by the members of the committee.  
– considers – is being considered – is considered
- g) This is a large hall. Many parties \_\_\_\_\_ here.  
– are held – are being held – has been held
- h) I don't think we must \_\_\_\_\_ everything tomorrow.

– finish – have finished – be finished

i) America's first college, Harvard, \_\_\_\_\_ in Massachusetts in 1636.

– is being founded – had been founded – was founded

j) The university of Michigan is one of the best universities in the United States and it \_\_\_\_\_ in Ann Arbor.

– located – location – is located

k) The secretary \_\_\_\_\_ to her new boss yesterday.

– introduced – was introduced – is introduced

l) A prize \_\_\_\_\_ to whoever solves this equation.

– will be giving – will be given – gives

m) Tom \_\_\_\_\_ his key.

– has lost – has been lost – was lost

n) A cinema is a place where films \_\_\_\_\_

– show – are shown – have been shown

o) A new supermarket \_\_\_\_\_ next year.

– will be built – will built – is building

## 2. Translate into Ukrainian.

a) I am invited.

b) Letters are written by us.

c) The problem is being discussed now.

d) The rule is being explained by the teacher.

e) The bike is being repaired.

f) The work has been finished.

g) Some wine has been spilt on the tablecloth.

h) The door has been closed.

i) The mail was delivered by Tom.

j) The window was broken last night.

k) The work was finished in silence.

l) A new school was being built in our town when I arrived.

- m) The letter had been written by me before you came.
- n) She showed me the article which had been translated by her brother.

3. Make up sentences in Present, Past, Future Indefinite Passive.

- a) This vegetable soup (to cook) two hours ago.
- b) What exercises (to show) by instructors tomorrow?
- c) These nutrition facts (to mention) in his last report.
- d) The advertisement of this fitness club (to place) in the newspaper next week.
- e) This nutritionist's lectures (to listen) to by thousands of people every year.
- f) I am afraid our salad (to spoil) by plenty of salt.
- g) When the vegetables (to buy) last?
- h) The article about vegetarians (to translate) by my friend next lesson.
- i) We (to show) a new film about the benefits of the sea food yesterday.
- j) The instruction on the diet (to give) to everybody every time at the end of the class.

4. Describe your first day at the university (college).

The words you may need: exciting, to gather, Assembly Hall, the Rector, the Dean, to address the freshmen, to congratulate us on the beginning of the academic year, to wish success, to make an inside tour, to have a look, at, in the evening, a grand party.

5. Say what exams and credit-tests you are going to take this term (year).

The words you may need: at the end of each term, to take credit-tests and examinations, archaeology, ancient history, history of Ukraine, Latin, to read (sit) for the exams, to pass, successfully, to get good and excellent marks.

6. Say when, where and how you do your English lessons.

The words you may need: as regards English, to work at the language very hard, to want to know the language, the reading-room, to do English lessons, to read and translate the text, to learn the new words, to study grammar, to learn dialogues by heart, to do various exercises, every evening.

**Lesson C**  
**PRACTICE IN SPEAKING**  
**ACADEMIC SPEAKING**

**1. Read and translate the text.**

**MEDICINES AND HEALTH**

«Medicines are not meant to live on», an English proverb says. There is no denying the fact, we can only add that good health is better than the best medicine. And if your health is good, you are always in a good mood. Taking medicine is an unpleasant thing of course, and if we want to avoid it, we should go in for sport and keep ourselves fit.

Physical exercises to my mind are necessary. Physically inactive people catch cold more often than those who do plenty of exercises. Physical exercises are good pastime. There is no doubt, if a person doesn't take exercises, he can easily catch an illness. That is true that good health is better than the best medicine. If you do early exercises you feel refreshed you have a good posture and that makes you feel good, so pay attention to the way you stand, walk, sit. Here are some rules of good health:

- take long walks in the open air as often as you can;
- keep your body clean;
- keep your teeth clean;
- wear clean clothes;
- sleep with your window open;
- when you are reading or writing let the light come from your left shoulder;
- have plenty of fruits and vegetables all the year round: «An apple a day keeps the doctor away».

Certainly the progress of science is a wonderful thing, and I want to speak about the achievements of medical science. A hundred years ago there was no medicine for diphtheria, measles, scarlet fever, whooping-cough and other infectious diseases. A lot of people suffered from pain and nobody could help them. But nowadays the situation has changed and our medicine has succeeded in treating patients for contagious diseases. You can always go and see a doctor, and you are sure he will examine you and give an

advice. And if you have to have an operation he will send you to a hospital where they have all the necessary equipment.

The profession of a doctor is one of the most noble, respected and needed in the world, as we turn to a doctor for advice at the hardest moments of our life, when we fall ill or suffer from pain or some disorder in our body and soul. We complain of low medical treatment, poor equipment of hospitals, difficulties in getting this or that medicine and so on. What a pity we start to value our health only when it is necessary to take medicine. Of all things people probably have diseases most. There is nothing more unpleasant than being taking ill. If you are running a temperature, have a splitting headache feel dizzy or cough you go and see a doctor or send for him at once. She or he will come and feel your pulse, take your temperature, listen to your heart, tested your lungs, measure your blood pressure, etc. Certainly, he or she will prescribe some medicine which you can get made up at chemists (drug-store). At chemist's shop you can get different kinds of medicines: pulls, tablets, ointments and many other things.

If your eyes need attention, you go to the oculist, who will examine them, test your sight to see whether you are suffering from short-sight or long-sight, and will write out a prescription, which you take to an optician, who will then make the necessary glasses for you.

**2. Find the Ukrainian equivalents in the right-hand column for the following:**

to be in a good mood	щупати пульс
taking medicine	лікування пацієнтів
feel refreshed	цінувати наше здоров'я
treating patients	міряти кров'яний тиск
necessary equipment	бути в гарному настрої
to value our health	страждати від
to take medicine	міряти температуру
to feel pulse	призначати ліки
to take temperature	вживати ліки

to measure blood pressure

необхідне устаткування

to prescribe some medicine

прийняття ліків

to suffer from

почувати себе освіженим

**3. Use the words and word combinations given in Ex. 2 in the sentences of your own.**

**4. Read the story, put and answer the questions to it with your groupmates.**

Describing symptoms.

Today I feel very sick. I think I have a cold. I have a headache and a sore throat. I have an earache and I'm coughing. I feel terrible. I can't go to work. I have an appointment with the doctor today at 2:00. I hope I feel better tomorrow.

**5. Fill in the blanks with the following words:**

Fever      Symptoms      Appointment      Cough

A: Good morning. I would like to make an \_\_\_\_\_.

B: Sure. What is your name?

A: My name is Jack.

B: Why do you want to see the doctor? What are your \_\_\_\_\_?

A: I feel warm and my body hurts. I think I have a \_\_\_\_\_. I have also had a \_\_\_\_\_ for the past two weeks.

B: Ok. You have an appointment next Monday at 10:00 am. Please be here 15 minutes before your appointment. You will need to fill out some forms.

A: Thank you. Good bye.

**6. The object of this task is to match up the symptom with the treatment.**

SYMPTOM	TREATMENT
fever	Gargle with salt water, suck on throat lozenges.
stuffy nose	Use expectorant

runny nose	Take aspirin
cough	Chicken soup and lots of liquids
cold	Take a decongestant
hoarseness	Don't drink caffeine, tea or alcohol. Take an antacid.
sore throat	Take an antihistamines

nosebleed	Sip clear liquids or ginger ale
nausea	Rest your voice, drink water
heartburn	Take aspirin
headache	Squeeze the bridge of the nose with your thumb and finger for about five minutes. Sit with your head back, but don't lie down.

**7. Retell the text «Medicines and health».**

**8. Work with your partner. Ask and answer the questions.**

Are you a member of a health spa or gym?

Do you always eat healthy food?

Do you catch a cold more than once a year?

Do you ever read magazines or news articles about health? If yes, what subject(s) do you find the most interesting?

Do you exercise?

What kind of exercise do you do?

Do you go for regular medical check-ups?

Do you take medicine when you are sick?

Do you take vitamins or mineral supplements?

Do you think you are overweight?

Do you usually get enough sleep?

How would you recommend treating a cold?

What are some things people can do to keep healthy?

What are some ways you know that you can personally keep yourself healthy?

What do you think about getting old?

What foods do you think are healthy? What foods do you think are unhealthy?

Who do you think is responsible for the care of your health--you yourself, your parents, or your doctor and medical people?

Who is the healthiest person in your family? Who is the least healthy?

What is the health service like in your country?

How can the health service be improved?

What do you think of wellness institutions and their programs?

How do you deal with stress?

### **9. Translate into English.**

Система охорони здоров'я нашої країни включає різні медичні установи. Медичне обслуговування буває двох видів. Деякі державні установи надають своїм працівникам медичне страхування. Воно гарантує людям безкоштовну медичну допомогу. Деякі медичні установи стягують плату за лікування. Вона може бути досить високою, але наше медичне обслуговування нині використовує сучасне устаткування і медикаменти, і забезпечує кваліфіковану медичну допомогу усім людям.



## UNIT EIGHT

### Lesson A Key Words

#### 1. Read and remember the following words and word-combinations:

1. <b>amazing</b>	[ə'meɪzɪŋ]	дивовижний, вражаючий
2. <b>architecture</b>	['ɑ:kɪtektʃə]	архітектура, архітектурний стиль
3. <b>castle</b>	['kɑ:s(ə)l]	замок, палац
4. <b>cathedral</b>	[kə'thi:dr(ə)l]	собор, кафедральний собор
5. <b>cemetery</b>	['semɪtri]	кладовище
6. <b>church</b>	[tʃə:tʃ]	церква, храм
7. <b>fresco</b>	['frɛskəʊ]	фреска, фресковий живопис
8. <b>genius</b>	['dʒi:niəs]	геній, геніальність, обдарованість
9. <b>heritage</b>	['herɪtɪdʒ]	спадщина
10. <b>historical attractions</b>	[hɪ'stɔrɪk(ə)l ə'trækʃ(ə)ns]	історичні пам'ятки
11. <b>historical personalities</b>	[hɪ'stɔrɪk(ə)l pɜ:sə'nælɪtɪz]	історичні особистості
12. <b>historical treasures</b>	[hɪ'stɔrɪk(ə)l 'treɪzəz]	історичні скарби
13. <b>historical value</b>	[hɪ'stɔrɪk(ə)l 'vælju:]	історична цінність
14. <b>legend</b>	['ledʒ(ə)nd]	легенда; переказ
15. <b>monastic complex</b>	[mə'nastɪk 'kɒmpleks]	монастирський комплекс
16. <b>monk</b>	[mɒŋk]	монах
17. <b>monument</b>	['mɒnjʊm(ə)nt]	пам'ятник
18. <b>mosaics</b>	[məʊ'zeɪɪks]	мозаїки
19. <b>must-see</b>	[ʌn'i:vən bɑ:z]	обов'язковий до перегляду/відвідування
20. <b>recognition</b>	[rɛkəg'nɪʃ(ə)n]	визнання, розпізнавання

#### 2. Translate into your native language.

1. She has an amazing facility for languages. 2. She does an amazing amount of work. 3. She has an amazing appetite for knowledge. 4. The architecture of this town is very ineffective. 5. The house became an icon of 1860's residential architecture. 6. He used English medieval architecture as his model. 7. We've chosen three examples of contemporary architecture for closer study. 8. The castle now lies in ruins. 9. Visitors usually ask about the history of the castle. 10. Part of the castle was destroyed by fire. 11. The cathedral is in a poor state of preservation. 12. It took more than a century to complete the cathedral. 13. Their ancestors are buried in the local cemetery. 14. The

church was built of brick. 15. The church was dark and quiet. 16. This fresco is situated in the inner yard of his Home museum. 17. I think it was a fresco of Hercules... dating back to Roman times. 18. His genius flowered at the university. 19. Amy boasted that her son was a genius. 20. How did you do that? You're an absolute genius. 21. This area has been designated by UNESCO as World Heritage Site. 22. Children must be taught to conserve our national heritage. 23. The Territory is enjoying growing popularity as a prime tourist destination with outstanding white beaches, beautiful coral reefs and a variety of historical attractions. 24. The hotel is also close to the nearby tennis courts and all the main cultural and historical attractions. 25. Among the items displayed are weapons, personal belongings and memorabilia from historical personalities, historical paintings by Ukrainian and foreign artists, manuscripts, as well as a large collection of traditional costumes from the various regions of Ukraine. 26. The Golan is an area rich in antiquities and historical treasures from various epochs and, indeed, one of the richest. 27. Vital collections with historical value are stored in the Library. 28. Here you can find his personal belongings, a lot of photographs and documents which are today of significant historical value. 29. Buildings of historical value are declared or deemed to be monuments for protection and preservation. 30. He has become a legend in the annals of military history.

### **3. Guess what?**

1. It is the act of realizing and accepting that something is true or important. 2. It is a type of structure that was explicitly created to commemorate a person or event, due to its artistic, historical, political, technical or architectural importance. 3. It is a genre of folklore that consists of a narrative featuring human actions perceived or believed both by teller and listeners to have taken place within human history. 4. It is the full range of our inherited traditions, monuments, objects, and culture. 5. It is a type of fortified structure built during the Middle Ages predominantly by the nobility or royalty and by military orders. 6. It is a person who practices religious asceticism by monastic living.

#### 4. Read and translate the text.

### HISTORICAL PLACES OF UKRAINE

Ukraine is a country with a long and interesting history. Ancient monuments, old cathedrals, castles and monuments are connected with its unique culture, famous people, events and, of course, legends.



If you visit western Ukraine, you can enjoy the Carpathians with their legends, feudal lords' castles and cathedrals, with their unique culture. Almost every region, city or town has

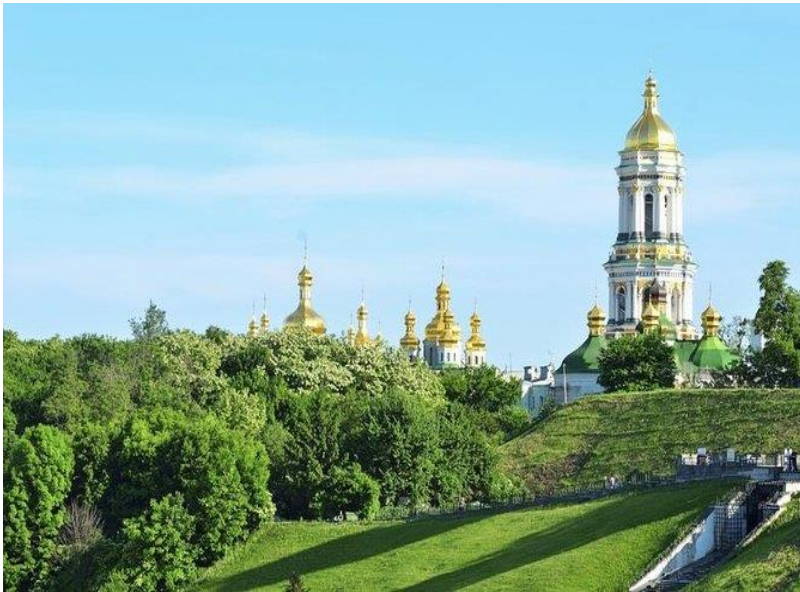
something to attract tourists with. Among historical attractions of Transcarpathia, the architecture of the Hutsuls, one of the indigenous peoples of the Carpathians, occupies a special place with its unique and beautiful wooden churches. Church of the Ascension (Strukivska) in the urban village of Yasinya located in the east of the Zakarpattia region is one of these old and amazing churches. This church is the main attraction of the former center of Hutsul'shchyna – the historical and ethnographic land of the Hutsuls. Built in 1824, this church, together with other wooden churches of the Carpathians, is included in the UNESCO World Heritage List. Near the church there is an old cemetery and a belfry built in 1813.

Among historical attractions of Odesa, Odessa Philharmonic takes a special place. The building occupies the site of the former Odessa new Stock Exchange. Philharmonic Hall, a historic monument in Odessa, was opened in 1899. Designed by famous Odessa architect of Italian origin Mario Bernardazzi, the hall is a fine example of turn of the century architectural character of Odessa and of the Venetian Gothic style. Also if you walk along Odesa boulevards, where Pushkin walked a long time ago, you can touch the trees, which Pushkin touched.

Dikanka, Sorochintsy in the Poltava region are famous Gogol places. You can see the house, where the national genius Taras Shevchenko was born. You can also see his books, drawings and manuscripts in Shevchenko museum, which is located in the village not far from Kanev. Famous Ukrainian Cossacks' culture is preserved on the island of Khortitsa, in Zaporozhye.

If you want to feel and breathe the history of more than 1500 years, you can visit one of the oldest cities in Eastern Europe, the heart of Ukraine — Kiev. St. Sophia's Cathedral and Kievo Pecherskaya Lavra are well-known to the whole Slavonic world. St. Sophia's Cathedral was built in 1073 by Yaroslav the Wise and was meant to turn it into the cultural centre of his Eastern Slavic state. Saint Sophia Cathedral stands as the oldest cathedral in Kiev and one of the most amazing historical sites in Ukraine. Due to its rich history and stunning architecture, St. Sophia Cathedral gained recognition on the World Heritage List. It also became one of the Seven Wonders of Ukraine in 2007. This splendid 13-domed cathedral is a must-see. Plus, once you enter the Cathedral complex, you will also witness an impressive world of amazing structures such as a bell tower, the House of Metropolitan and many other buildings along with a museum and various historical treasures. The cathedral has stunning mosaics and frescos that were created back in the 11th century by Byzantine masters. The walls, pillars and vaults have been decorated beautifully with amazing frescos. Along with some religious paintings, there are various secular ones as well. For example, there are some interesting frescos that represent Yaroslav Mudry family members. There is a large mosaic, around 6-meter high, in the cathedral that represents Virgin Mary. The paintings in the belfry date back to the 11th century. They depict games and other entertainments, sponsored by Emperor Constantine, such as race, musicians, dancers, clowns, and so on. There are many images and notes on the walls that are of great historical value. As many as 300 graffiti unfold many political events and historical personalities that existed many centuries ago. The Monastery of the Caves in Kiev, also known as Kiev Pechersk Lavra, is an expansive monastic complex in the Ukrainian capital which now also operated as a major museum. The Lavra is more than 1000 years old. The monastery includes a number of sights the most famous of which are the underground catacombs, which

contain the mummified remains of medieval monks, and a striking selection of gold-domed churches. The UNESCO-listed site was first used for monastic practice in the 11th century by the ancient state of Kievan Rus and has been occupied ever since, with



new structures being constructed throughout the centuries. As well as periods of expansion, the Monastery of the Caves has also seen harsher times – it was ravaged by the Mongols, sustained damage through the centuries and even suffered during World War Two. It was also a major centre of religious

and cultural life.

There are a lot of places to see in Ukraine and to be proud of. And Ukrainians are glad to live in such a country, with all those beautiful monuments.

**5. Read the word - combinations and the sentences. Cover the left side and translate the right one into English.**

- |  |  |
|--|--|
| 1. unique culture  | унікальна культура   |
| 2. feudal lords' castles   | замки феодалів   |
| 3. indigenous peoples  | корінні народи   |
| 4. wooden churches   | дерев'яні церкви   |
| 5. World Heritage List   | Список всесвітньої спадщини  |
| 6. old cemetery and a belfry   | старе кладовище та дзвіниця  |
| 7. Italian origin  | Італійського походження  |
| 8. fine example  | прекрасний приклад   |
| 9. drawings and manuscripts  | малюнки та рукописи  |
| 10. Eastern Europe   | Східна Європа  |
| 11. Due to its rich history and stunning architecture, St. Sophia Cathedral gained recognition on the World Heritage List. | Завдяки своїй багатій історії та приголомшливій архітектурі, Софійський собор здобув визнання у Списку всесвітньої спадщини. |
| 12. The cathedral has stunning   | У соборі є приголомшливі мозаїки та  |

- |  |  |
|--|--|
| <p>mosaics and frescos that were created back in the 11th century by Byzantine masters.</p> <p>13. The monastery includes a number of sights the most famous of which are the underground catacombs, which contain the mummified remains of medieval monks, and a striking selection of gold-domed churches.</p> | <p>фрески, які були створені ще в 11 столітті візантійськими майстрами.</p> <p>Монастир включає ряд визначних пам'яток, найвідомішими з яких є підземні катакомби, де містяться муміфіковані останки середньовічних ченців, та вражаючий підбір церков із куполом, що вкритий золотом.</p> |
|--|--|

**8. Point out paragraph of the text telling about:**

1. Church of the Ascension.
2. St. Sophia's Cathedral and Kievo Pecherskaya Lavra.
3. Philharmonic Hall.
4. Ukrainian Cossacks' culture.
5. A country with a long and interesting history.
6. Places to be proud of.

**and speak on them.**

**9. Translate the sentences with new words into English and write them down.**

1. Найбільш вражаюче в природі - її нескінченна різноманітність.
2. Їх виступ був просто вражаючим.
3. Її здатність засвоювати інформацію просто вражаюча.
4. Він вивчав архітектуру в університеті.
5. Ця церква - чудовий зразок архітектури бароко.
6. Ця церква є хорошим зразком готичної архітектури.
7. Будинок англійця - його замок.
8. Прямо на березі моря стояв величний замок.
9. Чи потрібно платити за огляд замку?
10. Ми дослідили кожен куточок старого замку.
11. Вона провела нас до собору по гучних вулицях.
12. Коли будете там, відвідаєте кафедральний собор - він того вартий.
13. Це найстаріша церква в місті.
14. Церква знаходиться в кінці кварталу.
15. Він не справляє на мене враження генія.
16. Ряд країн, що розвиваються досягли успіхів у розвитку туризму, використовуючи існуючі природні переваги, а також культурні та історичні

пам'ятки для розвитку індустрії відпочинку. 17. Національний музей відкриває двері до культурних та історичних скарбів міста, і виставка цих скарбів показує століття багатой історії країни. 18. Ми запрошуємо всіх українців, у яких є предмети історичної цінності, взяти участь в поповненні експозиції.

### **8. Tasks for independent and individual work:**

Make a story (200 words) about:

- the best historical places in your native town;
- your favorite historical places in Ukraine and abroad.

## Lesson B GRAMMAR PRACTICE

### 1. Read the following information. Remember it.

**Sequence of tenses** (Узгодження часів). Якщо дієслово в головному реченні стоїть в одному з минулих часів, то і дієслово підрядного речення повинно стояти в одному з минулих часів. В таких випадках **правило узгодження часів** має три основні варіанти:

1. Якщо дія в підрядному реченні відбувається одночасно з дією в головному реченні, то потрібно використовувати Past Simple або Past Continuous: She told him, «I **am going** to the cinema». – She told him that she **was going** to the cinema;

2. Якщо дія в підрядному реченні передує дії в головному реченні, то дієслово в підрядному використовується в Past Perfect або Past Perfect Continuous: I was told, «Boss **was looking** for you». – I was told that boss **had been looking** for me;

3. Якщо дія в підрядному реченні йде після дії в головному, то потрібно використовувати один з часів групи Future in the Past: They said: «We **will call** you tomorrow». – They said that they **would call** us tomorrow.

Слід пам'ятати, що після слова when завжди вживається Present Simple замість майбутнього часу, якщо мова йде про майбутнє: I will call you when I **get** home.

Також існують **виключення з правил**:

1. Час в підрядному реченні може не змінюватися, якщо в ньому зазначено точний час: He said us: «I **was watching** a documentary film about significant changes in history of Odesa that took place in May, 2». – He said us that he **was watching** the a documentary film about significant changes in history of Odesa that took place in May, 2;

2. Або якщо мова йде про загальновідомий факт: The teacher told the children that water boils at 100 degrees centigrade.



**2. Rewrite the sentences in the past tense. Pay attention to the sequence of tenses.**

1. My uncle says he has just come back from the USA.
2. He says he has spent a fortnight in the USA.
3. He says it did him a lot of good.
4. He says he feels better now.
5. He says his wife and he spent most of their time on the beach.
6. He says they did a lot of sightseeing.
7. He says he has a good camera.
8. He says he took many photographs while travelling in the USA.
9. He says he will come to see us next Sunday.
10. He says he will bring and show us the photographs he took during his stay in the USA.

**3. Open the brackets, paying attention to the sequence of tenses and translate the sentences into Ukrainian.**

1. I knew they (to wait) for me at the metro station and I decided to hurry.
2. I didn't know that you already (to wind) up the clock.
3. I was afraid that the little girl (not to be) able to unlock the front door and (to go) upstairs to help her.
4. He says that he (to know) the laws of the country.
5. Sarie understood why Lanny (not to come) the previous evening.
6. She asked me whether I (to remember) the legend about a faithful lion.
7. He understood that the soldiers (to arrest) him.
8. He could not understand why people (not to want) to take water from that well.
9. I suppose they (to send) a dog after the burglar immediately.
10. He said he (to leave) tomorrow morning.
11. She says she already (to find) the book.
12. He stopped and listened: the clock (to strike) five.
13. She said she (can) not tell me the right time, her watch (to be) wrong.

14. I asked my neighbour if he ever (to travel) by air before.
15. The policeman asked George where he (to run) so early.
16. The delegates were told that the guide just (to go) out and (to be) back in ten minutes.

#### **4. Change from direct into indirect speech.**

1. The pupils said, «We study English».
2. The girl said, «I learned French at school».
3. The man said, «I am an engineer».
4. My aunt said, «I'll be at home at seven o'clock».
5. Mary said, «I was there with my parents».
6. The boy said, «I have done my homework».
7. His father said, «I don't speak Spanish».
8. The doctor said, «I'll come again in the morning».
9. The woman said, «I did not see Helen there».
10. The children said, «We had lunch at school».
11. The woman said, «I have three children».
12. Ann said, «I didn't buy anything at that shop».
13. The boy said, «I am not hungry at all».
14. The teacher said, «Nick does not know the rule».
15. My friend said, «I didn't recognize him».
16. The boy said, «My name is Paul».
17. The girl said, «I am doing my homework».
18. He said, «I was there in 1945».
19. She said, «I saw him at 5 o'clock».
20. The teacher said, «London is the capital of England».

#### **5. Task for independent and individual work.**

Find more information about Direct and Indirect Speech. Be ready to present it to your groupmates.

## 6. Test of grammar and vocabulary.

1. Choose the right form of the verb from the brackets. Mind the rule of sequence of tenses.

- a) I said, «I... you, and... probably persuade you to come» (know/ knows/ knew; can/ could/ will be able to).
- b) Miss Grier asked her several times what... (happens/ happen/ is happening/ has happened/ had happened).
- c) I asked her what her name ... and she said, «Roberta» (am/ is/ are/ was/ were).
- d) She said, she... happy on the farm (am not/ isn't/ aren't/ wasn't/ weren't).
- e) My wife dragged me here. She said, It ... good for the kids to get these lectures and shows (is/ are/ was/ were).
- f) He asked her if she... to be in London for long (is going/ was going/ were going).
- g) Mr. Warburton expected that his subordinate .....the first opportunity to apologise for his rudeness (take/ takes/ will take/ would take).
- h) At last the boy came back and asked him if he ... for dinner (dresses/ will dress/ would dress).
- i) I didn't know you ... here (is/ was/ are/ were).
- j) He inspected his programe. It informed him that there.....one interval; before it there..... folk songs by the well-known singer Jenny Page (is/ will be/ would be; is/ was/ will be/ would be).
- k) On Saturday morning, Simon decided that he.....some gardening (do/ does/ did/ will do/ would do).
- l) She started asking if she... see me that evening (can/ could/ will be able to).

2. Change the sentences into reported speech.

- a) The teacher said to me: «Hand this note to your parents, please».
- b) Oleg said to his sister: «Put the letter into an envelope and give it to Kate».
- c) «Please help me with this work, Henry» said Robert.
- d) «Please bring me some fish soup», he said to the waitress.

- e) «Don't worry over such a small thing» she said to me.
- f) «Please don't mention it to anybody», Mary said to her friend.
- g) «Promise to come and see me» said Jane to Alice.
- h) He said to us: «Come here tomorrow».
- i) I said to Mike: «Send me a telegram as soon as you arrive».
- j) Father said to me: «Don't stay there long».
- k) Peter said to them: «Don't leave the room until I come back».
- l) «Take my luggage to Room 145», he said to the porter.
- m) He said to me: «Ring me up tomorrow».
- n) «Bring me a cup of black coffee», she said to the waiter.
- o) «Don't be late for dinner», said mother to us.
- p) Jane said to us: «Please tell me all you know about it».
- q) She said to Nick: «Please don't say anything about it to your sister».

3. Change the questions into reported speech. Begin your sentences with the words given in brackets.

- a) Have they sold the picture? (I did not know...)
- b) Do they know anything about it? (I wondered...)
- c) Has Jack given you his telephone number? (She asked me...)
- d) Is he coming back today? (I was not sure,..)
- e) Have you found the book? (She asked me...)
- f) Are there any more books here? (The man asked...)
- g) Did she go shopping yesterday (I wanted to know – ..)
- h) Has she bought the dictionary? (He I did not ask her...)
- i) Does she know the name of the man? (I doubted..– )
- j) Did Boris see the man this morning? (I asked...)

4. Arrange the following in pairs of antonyms:

- a) military, right, to raise an army, powerful, necessary, complete, to suffer defeat, a plebeian, to leave a city, sorrowful, short, to observe the law, official news;

b) rumours, to break the law, long, joyful, to enter a city, a patrician, to win a victory, incomplete, unnecessary, powerless, to disband an army, wrong, civilian.

5. Choose the word corresponding to the definition from those listed below:

a member of the lower classes in ancient Rome;

a person of noble birth, aristocrat;

a person engaged in political activity;

a building used for the worship of a God;

the surrounding of a place (a fortress, a town) by an army;

a body (in ancient Rome) having an important part in the government of the state, the highest state organ;

a division in the ancient Roman army consisting of several thousand foot-soldiers and several hundred horsemen;

a person who is owned by another;

groups of people exercising state power;

a state governed by people elected for a definite period

(a temple, a slave, a political figure, siege, a plebeian, the Senate, a patrician, ruling classes, a legion, a republic)

**Lesson C**  
**PRACTICE IN SPEAKING**  
**ACADEMIC SPEAKING**

**1. Read and translate the text.**

**TRAVELLING**

Modern life is impossible without travelling. True, we often get tired of the same surroundings and daily routine. Hence some relaxation is essential to restore our mental and physical resources. That is why the best place of relaxation, in my opinion, is the one where you have never been before. And it is by means of travelling that you get to that place. To understand how true it is you've got to go to a railway station, a sea or a river port or an airport. There you are most likely to see hundreds of people hurrying to board a train, a ship or a plane. To be on the safe side and to spare yourself the trouble of standing long hours in the line, you'd better book tickets in advance. All you have to do is to ring up the airport or the railway station booking office and they will send your ticket to your place. And, of course, before getting off you have to make your preparations. You should settle all your business and visit your friends and relatives.

On the eve of your departure comes you call a taxi and go to the airport or the railway station. For some time you stay in the waiting-room. If you are hungry you take some refreshments. In some time the loud speaker announces that the train or the plane is in and the passengers are invited to take their seats. If you travel by train you find your carriage, enter the corridor and find your berth. It may be a lower berth, which is more convenient or an upper one. You put your suitcase into a special box under the lower seat. Then you arrange your smaller packages on the racks. In some minutes the train starts off. Travelling by train is slower than by plane, but it has its advantages. You can see the country you are travelling through and enjoy the beautiful nature. It may be an express train or a passenger one. There is no doubt it's much more convenient to travel by an express train, because it does not stop at small stations and it takes you less time to get to your destination.

But if you are in a hurry and want to save your time you'd better travel by plane, because it is the fastest way of travelling. After the procedure of registration you

board the plane at last. You sit down in comfortable armchair and in a few minutes you are already above the clouds. The land can be seen below between the clouds and it looks like a geographical map. After the plane gained its regular height the stewardess brings in some mineral water. You can sit and read a book or a magazine, look through the window to watch the passing clouds change their color from white to black.

Some people prefer to travel by ship when possible. A sea voyage is very enjoyable, indeed. But to my mind the best way of travelling is by car. The advantages of this way of spending your holiday are that you don't have to buy a ticket, you can stop wherever you wish, where there is something interesting to see. And for this reason travelling by car is popular for pleasure trips while people usually take a train or a plane when they are travelling on business.

When you get tired of relaxation, you become home-sick and feel like returning home. You realize that «East or West – home is best», as the saying goes.

**2. Find the Ukrainian equivalents in the right-hand column for the following:**

surrounding	місце (для лежання)
to be essential	стояти в черзі
to board a train (ship, etc.)	готуватися, робити приготування
to be on the safe side	околиці, середовище
to spare oneself the trouble of	хотіти повернутися додому
to stand in the line	сісти на потяг (корабель і так далі)
in advance	позбавити себе від клопоту
berth	бути необхідним
to make one's preparations	про всяк випадок
to settle one's business	завчасно
destination	утрясати справи
to feel like returning home	місце призначення; мета (подорожі)

**3. Use the words and word combinations given in Ex. 2 in the sentences of your own.**

**4. Make a dialogue. Use the given questions.**

What's the best way to get to town?

Where can I buy a ticket?

What time is the next train?

Which platform does the train leave from?

When does the next bus leave?

Why is the bus late?

**5. Do the following tasks:**

a) There are many different reasons why we might make a journey, visit a destination or travel to other countries. Individually, think about journeys that you, your friends or family have made in the last year. Record in the table below:

- where the journey was to
- the person or people travelling
- their reasons for each journey.

Where was the visit to?	Who was travelling?	What was the reason for the journey?
E.g. Manchester	E.g. Me and my coach	E.g. To take part in a competition

b) In pairs or small groups, think about different reasons why people travel, and write down a reason for each letter of the alphabet.

**6. Retell the text «Travelling».**

**7. Work with your partner. Ask and answer the questions.**

Do you often travel?



How often do you have a holiday abroad?

Do you prefer holiday abroad or in your country? Why?

When was the last time you were on holiday? Can you say something about it?

Do you prefer summer or winter holiday? Why?

What kind of activities do you enjoy doing when you are on holiday?

How do you prefer to travel, by car, plane, train, coach etc.? Why?

What is the holiday of your dreams?

What is your holiday nightmare?

What is the most beautiful place you have ever visited? Most exotic?

What kind of bad things (accidents, emergencies) can happen on holiday? Has anything like that ever happened to you?

What are the advantages and disadvantages of travelling in peak season / out of season?

What kind of things do you usually take with you when you go on holiday? Why?

Do you usually take anything to entertain yourself with? (TV, games, books, magazines etc.)

What kind of things do you usually buy / bring back home with you? (souvenirs etc.)

When you were abroad on holiday, what kind of lifestyle did you see there? How different was it from your lifestyle?

What were your first impressions of the countries you have visited?

How do you communicate with foreign people when you are abroad? Do you usually try to learn their language? Do you ever have problems with making yourself understood?

What plans do you have for your next holiday?

Do you usually need visa to visit a foreign country? How/where can you get it?

When you travel, do you usually feel homesick?

Is there anything you hate about tourists visiting your country?

What impact does tourism have on a country / region / city?

What rules do you think tourists should keep, when they are visiting a foreign country?

**UNIT NINE**  
**Lesson A**  
**Key Words**

**1. Read and remember the following words and word-combinations:**

1. <b>adoption</b>	[ə'dɒpʃ(ə)n]	прийняття
2. <b>battle</b>	['bat(ə)l]	битва, бій, боротьба
3. <b>confrontation</b>	[,kɒnfrʌn'teɪʃn]	зіткнення, конфронтація, протистороноство
4. <b>conquest</b>	['kɒŋkwɛst]	завоювання, підкорення
5. <b>English Channel</b>	['ɪŋɡlɪʃ'tʃʌn(ə)l]	Ла-Манш
6. <b>expedition</b>	[ɛkspɪ'dɪʃ(ə)n]	експедиція, похід
7. <b>immigration</b>	[ɪmɪ'ɡreɪʃn]	імміграція
8. <b>invaders</b>	[ɪn'veɪdəz]	загарбники
9. <b>island</b>	['aɪlənd]	острів, острівець
10. <b>kingdom</b>	['kɪŋdəm]	царство, королівство
11. <b>majority</b>	[mə'dʒɔrɪtɪ]	більшість
12. <b>peace</b>	[pi:s]	мир, спокій
13. <b>peninsula</b>	[pi'nɪnsjələ]	півострів
14. <b>policy</b>	['pɒləsi]	політика, лінія поведінки
15. <b>prehistoric times</b>	[pri:hi'stɔrɪk'taɪmz]	доісторичні часи
16. <b>rich</b>	[rɪtʃ]	багатий
17. <b>ruler</b>	['ru:lə]	правитель
18. <b>society</b>	[sə'saɪtɪ]	суспільство, громадськість
19. <b>tribute</b>	['trɪbjʊ:t]	дань, підношення
20. <b>unification</b>	[,ju:nɪfɪ'keɪʃ(ə)n]	об'єднання, уніфікація

**2. Translate into your native language.**

1. The adoption of laws at both the national and international levels was undoubtedly important. 2. However, its adoption underlines that such criticism has substantial precedent. 3. His delegation was pleased by the progress its adoption represented. 4. He was killed in a fierce battle. 5. He deserted in the midst of the battle. 6. The hostess averted a confrontation with a diplomatic change of subject. 7. He vanquished nation after nation in his relentless conquest of Europe. 8. Claudius was the first to invade Britain with distinct...intentions of conquest. 9. When I was 19, I attempted to become the first woman ever to swim the English Channel. 10. We know he made at least 12 failed attempts to cross the English Channel by hiding in a truck. 11.

He was delegated to organize and lead the expedition. 12. The expedition was equipped with proper clothing, food, and other necessities. 13. The European Union is considering whether to provide financial support for the expedition. 14. I want to get more acquainted with immigration laws. 15. The President wants stricter controls on immigration. 16. They vowed to fight the invaders of their homeland. 17. The city's defenses were not strong enough to keep out the invaders. 18. The island's population irrupted. 19. The island possesses great charm. 20. They circled the island seven times. 21. After Queen Mary I died, her half sister Elizabeth ruled the kingdom. 22. Every kingdom ultimately depends on moral influence and not on physical force. 23. We had no choice but to accept the majority decision. 24. The great majority of collisions happen through bad lookout. 25. The vast majority of books on the subject are complete rubbish. 26. The dove is a symbol of peace. 27. After many years of war, people on both sides were longing for peace. 28. The peace talks look promising. 29. They built their house on a narrow peninsula. 30. The Arab peninsula was partitioned by the British.

### **3. Guess what?**

1. It is the process by which two or more countries join together and become one country. 2. It is wealth, often in kind, that a party gives to another as a sign of respect or, as was often the case in historical contexts, of submission or allegiance. 3. It is a group of individuals involved in persistent social interaction, or a large social group sharing the same spatial or social territory, typically subject to the same political authority and dominant cultural expectations. 4. It is the person who rules the country. 5. It is a set of ideas or a plan of what to do in particular situations that has been agreed to officially by a group of people, a business organization, a government, or a political party. 6. It is a concept of societal friendship and harmony in the absence of hostility and violence. 7. It is a politically organized community or major territorial unit having a monarchical form of government headed by a king or queen. 8. It is the international movement of people to a destination country of which they are not natives or where they do not possess citizenship in order to settle or reside there, especially

as permanent residents or naturalized citizens, or to take up employment as a migrant worker or temporarily as a foreign worker.

#### 4. Read and translate the text.

##### FROM THE HISTORY OF GREAT BRITAIN



The United Kingdom of Great Britain and Northern Ireland is a country of great history rich in important events and entertaining legends connected with them. It's not enough to write several volumes to tell the full history of the country. That's why we'll try to answer the question where the British come from and who they are.

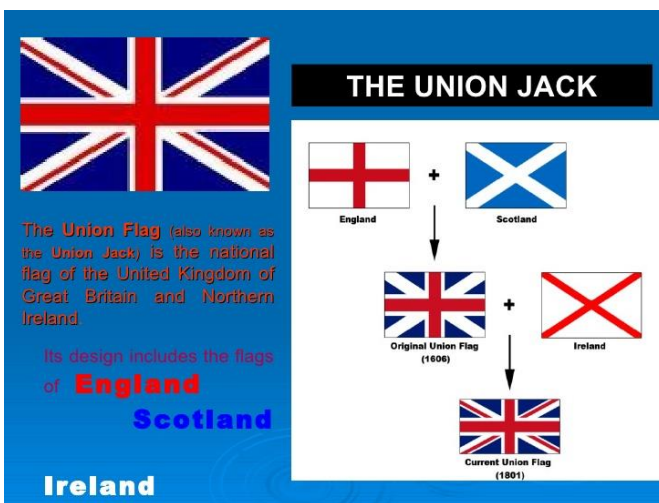
They say, that in prehistoric times Britain was joined to Europe. So the first people came there over dry land. The present English Channel which separates Britain from Europe appeared at the end of the Ice Age. In the New Stone Age the hunters crossed the sea to the west of the Channel and settled along the Western shores in search of food. The first inhabitants of the island came from the Iberian peninsula, where Spain is located, somewhere after 3000 BC. After 2000 BC the people from the east of Europe entered the country. The two peoples intermixed. They left us Stonehenge and Avebury as impressive monuments of their time.

After 800 BC the Celts arrived from Central Europe and opened up a new important page of the British history. The name «Britain» comes from the name of a Celtic tribe known as the Britons. Their influence was greatest in Wales, Scotland and Ireland, as they were driven to these parts by the invaders who followed them. That's why these parts of Britain are very different from England in language, customs and traditions.

In 55 BC Julius Caesar, the Roman ruler, invaded Britain. However, his first expedition was not successful, because his force was small, and the Celts fought well. In the following year 54 BC he invaded the country with a larger army and this time the

expedition was successful: the Celts were defeated. But Caesar didn't stay in Britain. He left the country with slaves and riches and made the Celts pay a regular tribute to Rome.

Some 90 years later, in 43 AD, the country was conquered by the Romans and the occupation continued to the beginning of the 5th century (410 AD). Roman influence was greatest in the south and south-east, while in the north and west the country remained untouched. The Romans built many towns, connected them by good roads. The largest of the towns was called Londinium. Roman culture and civilization had a positive influence on the development of the country. When the Romans left, Britain remained independent for some time.



However quite soon it was attacked by Germanic tribes: the Jutes, the Saxons and the Angles. And by the end of the 5th century the greater part of the country was occupied. People began to call the new land of the Angles and Saxons England. Wales, Cornwall, the northern part of Britain and Ireland remained unconquered

and preserved Celtic culture.

The Saxon kingdoms fought one against the other. In 829 the greater part of the country was united under the name England.

The northern part was the home of the Picts and Scots. After the conquest of the Picts by the Scots in the 9th Century this territory was called Scotland. And in the 11th century a united Scottish kingdom was formed.

An important event which contributed to the unification of the country was the adoption of Christianity in England in 664.

In the 9th century the Danes attacked England. It was Alfred who defeated the Danes making them sign a peace agreement.

The last of the invaders to come to Britain were the Normans from France. In 1066 Duke William of Normandy defeated the English at the battle of Hastings and established his rule as king of England known as William the Conqueror. The French

language became the official language of the ruling class for the next three centuries. This explains the great number of French words in English. The power of the state grew and little by little England began to spread its power. First on Wales, then on Scotland and later on Ireland. Wales was brought under the English parliament in 1536 and 1542 by Henry VIII.

In 1603 the son of Mary Queen of Scots James Stuart became James I of England. The union of England, Wales and Scotland became known as Great Britain. However the final unification of Scotland and England took place in 1707 when both sides agreed to form a single parliament in London for Great Britain although Scotland continued to keep its own system of law, education and have an independent church.

Ireland was England's first colony, but even now there are problems there connected with religion. The Irish people can be divided into two religious groups: Catholics and Protestants. The fighting between these groups is connected with the colonial past. In the 16th century Henry VIII of England quarreled with Rome and declared himself head of the Anglican Church, which was a Protestant church. He tried to force Irish Catholics to become Anglican. This policy was continued by his daughter Elizabeth I. The «Irish question» remained in the centre of British politics till 1921. After a long and bitter struggle the southern part of Ireland became a Free State. The northern part of Ireland where the Protestants were in majority remained part of the UK. After all the years of confrontation the people of Northern Ireland understand that only through peace talks and respect for the rights of both Catholics and Protestants can peace be achieved.

Recently, there have been many waves of immigration into Britain. Now Britain is a multinational society, which benefits from the influence of different people and cultures.

**5. Read the word-combinations and the sentences. Cover the left side and translate the right one into English.**

- |                             |                         |
|-----------------------------|-------------------------|
| 1. rich in important events | багата на важливі події |
| 2. entertaining legends     | розважальні легенди     |

3. several volumes	кілька томів
4. in search of food	у пошуках їжі
5. impressive monuments	вражаючі пам'ятники
6. in language, customs and traditions	в мові, звичаях та традиціях
7. pay a regular tribute	платити регулярну данину
8. development of the country	розвиток країни
9. adoption of Christianity	прийняття християнства
10. contributed to the unification	сприяла об'єднанню
11. a peace agreement	мирна угода
12. the ruling class	правлячий клас
13. little by little	мало-помалу
14. Ireland was England's first colony, but even now there are problems there connected with religion.	Ірландія була першою колонією Англії, але навіть зараз там існують проблеми, пов'язані з релігією.
15. The «Irish question» remained in the centre of British politics till 1921.	«Ірландське питання» залишалося в центрі британської політики до 1921 року.
16. After all the years of confrontation the people of Northern Ireland understand that only through peace talks and respect for the rights of both Catholics and Protestants can peace be achieved.	Після всіх років протистояння жителі Північної Ірландії розуміють, що лише мирними переговорами та повагою до прав як католиків, так і протестантів можна досягти миру.

### 6. Point out paragraph of the text telling about:

1. The last of the invaders.
2. The first inhabitants of the island.
3. A multinational society.
4. Julius Caesar.
5. Germanic tribes.
6. A country of great history.
7. The union of England, Wales and Scotland.
8. Catholics and Protestants.
9. The Britons.

**and speak on them.**

**7. Translate the sentences with new words into English and write them down.**

1. Вони озброїли людей для битви. 2. Цей дводенний конфлікт став одним з найзнаменитіших битв в історії. 3. Він пережив велике випробування битвою. 4. Ми прагнемо за будь-яку ціну уникнути військового зіткнення. 5. Уряд був не готовий до конфронтації з профспілками. 6. Завданням експедиції є нанесення на карту незвіданої території. 7. Він ніколи не хвалився своєю участю в експедиції на Еверест. 8. Експедиція була скасована через несприятливі погодні умови. 9. Ці заходи були прийняті з метою зупинити потік нелегальної імміграції. 10. Загарбники майже повністю винищили корінних жителів. 11. Вони об'єдналися, щоб чинити опір загарбникам. 12. Вони переправляють на острів продовольство. 13. Більшість виборців виступає проти цього закону. 14. Переважна більшість членів було проти цієї ідеї. 15. Дана політика залишилася від попереднього керівництва. 16. Він занадто любить Ірландію, щоб погодитися з такою політикою. 17. Ця політика залишає без підтримки найбільш вразливих членів суспільства. 18. Колекція музею включає артефакти, пов'язані з доісторичним часом. 19. Він, мабуть, дуже багатий. 20. У неї багатий словниковий запас. 21. Він виявився суворим правителем. 22. Колишній правитель був змушений поступитися владою новому уряду. 23. Карла Великого поважали як справедливого правителя. 24. Лист заявляє про вільне суспільство. 25. Бідність шкодить всьому суспільству в цілому. 26. Основним осередком давнього суспільства був рід. 27. Насправді, суспільство - це свого роду угода. 28. Правитель платив данину щорічно. 29. Після відновлення української держави внаслідок національно-визвольної війни українського народу під проводом Б. Хмельницького та за часів Гетьманщини данину у формі податків сплачували селяни та міщани. 30. Ця книга - щедра данина поваги великому поетові. 31. Незважаючи на об'єднання, обидві частини нової держави зберегли свою судову систему.

**8. Arrange the following in pairs of antonyms:**

a fall, to disappear, to be wrong, unimportant, poor, to lose a battle, ugly, to found, a rise, to appear, to be right, important, wealthy, to win a battle, beautiful, to abolish

**9. Tasks for independent and individual work:**



1. Find additional information about Britain's history and be ready to present it to your groupmates.
2. Prepare a report about the most famous British historians, use some additional information from books, newspapers and the Internet.

## Lesson B GRAMMAR PRACTICE

### 1. Read the following information. Remember it.

**The Infinitive.** Інфінітив має 6 форм. Чотири для активного стану: простий інфінітив в активному стані, тривалий інфінітив, доконаний (перфектний) інфінітив, тривало-доконаний інфінітив в активному стані та два для пасивного: простий інфінітив в пасивному стані, доконаний інфінітив в пасивному стані.

Форма інфінітива	Активний стан	Пасивний стан
Simple	to write	to be written
Continuous	to be writing	-
Perfect	to have written	to have been written
Perfect Continuous	to have been writing	-

1) Простий інфінітив в активному стані використовується, коли дія, яку він висловлює, або відбувається одночасно з дією, що виражена дієсловом-присудком в особовій формі, або не прикріплена до часу здійснення дії: I like **to go** to Europe.

Також інфінітив використовується після таких слів, як: to desire, to expect, to hesitate, to intend, to mean, to try, to want, to manage та інших, включаючи модальні дієслова (в такому випадку частка **to** не використовується). Та після прикметників, що виражають ставлення, заохочення до чогось, захоплення від чогось та ін.: It was very kind of you **to accompany** me on a journey to Great Britain.

2) Тривалий інфінітив в активному стані підкреслює тривалість дії, що відбувається одночасно з дієсловом-присудком, що виражений в особистій формі або прикметником до якого належить інфінітив. Також тривалий інфінітив може використовуватися після модальних дієслів: Mike is busy now. He seems **to be working** on his project.

3) Доконаний інфінітив в активному стані вживається для позначення дії, що передує дії, яка виражена дієсловом-присудком: He was sorry not **to have prepared** dinner. Доконаний інфінітив використовується у випадках, коли дія буде закінчена до певного часу в майбутньому: He **hopes to have graduated** from university until he turns 22 years old. Також він використовується після модальних дієслів: He **might have been** here. Після дієслів **to expect, to intend, to hope, to mean** доконаний інфінітив використовується для позначення дії, яка, всупереч наміру, очікуванню, надії, не здійснилася: She **hoped to have met** him in the cinema.

4) Тривало-доконаний інфінітив в активному стані вказує на те, що дія, виражена інфінітивом, розпочалася раніше дії, що виражена дієсловом-присудком, і продовжує -ться до цих пір: His brother seems **to have been playing** football since morning.

5) Простий інфінітив в пасивному стані використовується за таких же умов, що й активний, лише змінюється форма дієслова: She likes **to be given** presents.

6) Доконаний інфінітив в пасивному стані також не відрізняється від активного стану, лише змінюючи форму дієслова: He might **have been driven** by someone to the hotel.

## 2. Put the verb into the infinitive.

Verb	Infinitive
1. met	...
2. waking	...
3. shone	...
4. ran	...
5. wrote	...
6. lit	...
7. tore	...
8. blew	...
9. wore	...

10. crept

...

**3. Complete each sentence with a suitable verb.**

f.e. Don't forget *to post* the letter I gave you.

1. There was a lot of traffic but we managed ... to the airport in time.
2. Jill has decided not ... a car.
3. We've got a new computer in our office. I haven't learnt ... it yet.
4. I wonder where Sue is. She promised not ... late.
5. We were all too afraid to speak. Nobody dared ... anything.

**4. Translate into Ukrainian.**

1. I would like to come to the party with you.
2. I am learning to speak Spanish.
3. She helped me to carry my suitcases.
4. He decided to study biology.
5. He asked to come with us.
6. I promise to help you tomorrow.
7. She agreed to bring the pudding to the dinner.
8. We hope to visit Amsterdam next month.
9. They plan to start college in the autumn.
10. I don't want to leave yet.

**5. Translate into Ukrainian. Use the appropriate form of the infinitive.**

1. Я радий, що розповів вам цю історію.
2. Я радий, що мені розповіли цю історію.
3. Я хочу познайомити вас з цієї артисткою.
4. Я хочу, щоб мене познайомили з цієї артисткою.
5. Я радий, що зустрів її на станції.
6. Я радий, що мене зустріли на станції.
7. Ми дуже щасливі, що запросили його на вечір.

8. Ми дуже щасливі, що нас запросили на вечір.
9. Він буде щасливий відвідати цю знамениту картинну галерею.
10. Він був щасливий, що відвідав цю знамениту картинну галерею.
11. Діти люблять, коли їм розповідають казки.
12. Я не припускав зупинятися на цій станції.
13. Я не очікував, що мене зупинять.
14. Я шкодую, що заподіяв вам стільки занепокоєння.
15. Він не виносить, коли йому брешуть.
16. Я згадав, що вже зустрічав це слово в якійсь книзі.
17. Мені дуже шкода, що я пропустив цю цікаву лекцію.
18. Вона щаслива, що чула концерт відомого італійського диригента.
19. Вона рада, що була присутня на лекції.
20. Він дуже задоволений, що закінчив свою книгу.
21. Наші спортсмени пишаються тим, що виграли кубок.
22. Я тільки хочу, щоб мені дозволили допомогти вам.
23. Я був вдячний, що мені дали кімнату з великим вікном.
24. Він був щасливий, що повернувся додому.
25. Він був щасливий, що знову вдома.

## 6. Tasks for independent and individual work.

### *Find more information about:*

- *the verbs after which the infinitive is used;*
- *the use of infinitive with and without to*

*and be ready to present it to your groupmates.*

## 7. Test of grammar and vocabulary.

1. Make a new sentence using the verb in brackets.

f.e. He has lost weight. (seem) – He seems to have lost weight.

- a) Tom is worried about something. (appear) – ...
- b) You know a lot of people. (seem) – ...

- c) My English is getting better. (seem) – ...
- d) That car has broken down. (appear) – ...
- e) David forgets things. (tend) – ...
- f) They have solved the problem. (claim) – ...

2. Complete each sentence using what/how/whether + one of these verbs:

do                      go                      ride                      say                      use

f.e. Do you know *how to get* to John's house?

- a) Can you show me ... this washing machine?
- b) Would you know ... if there was a fire in the building?
- c) You'll never forget ... a bicycle once you have learned.
- d) I was really astonished. I didn't know ....
- e) I've been invited to the party but I don't know ... or not.

3. Open the brackets, *using the appropriate form of the infinitive*.

- a) They seemed (to quarrel): I could hear angry voices from behind the door.
- b) They are supposed (to work) at the problem for the last two months.
- c) The only sound (to hear) was the snoring of grandfather in the bedroom.
- d) Her ring was believed (to lose) until she happened (to find) it during the general cleaning. It turned out (to drop) between the sofa and the wall.
- e) They seemed (to wait) for ages.
- f) I hate (to bother) you, but the students are still waiting (to give) books for their work.
- g) He seized every opportunity (to appear) in public: he was so anxious (to talk) about.
- h) Is there anything else (to tell) her? I believe she deserves (to know) the state of her sick brother.
- i) He began writing books not because he wanted (to earn) a living. He wanted (to read) and not (to forget).
- j) I consider myself lucky (to be) to that famous exhibition and (to see) so many wonderful paintings.
- k) He seems (to know) French very well: he is said (to spend) his youth in Paris.

- l) The enemy army was reported (to overthrow) the defence lines and (to advance) towards the suburbs of the city.
- m) The woman pretended (to read) and (not to hear) the bell.
- n) You seem (to look) for trouble.
- o) It seemed (to snow) heavily since early morning: the ground was covered with a deep layer of snow.

#### 4. Supply answers. Work in pairs.

You are having an English class, aren't you?

What are you doing in class?

What is the teacher doing?

Who is asking you questions?

Are you answering your teacher's questions in English?

Are you sitting or standing?

Where are you sitting?

Is the teacher speaking Ukrainian or English?

The teacher is writing on the blackboard, isn't he (she)?

Are you looking at the blackboard?

What are you looking at?

Is the teacher explaining new rules?

Are you listening to the teacher attentively?

Who(m) are you listening to?

Is the student sitting next to you following the teacher's explanation or is he (she) talking to the neighbour on your right?

Who(m) is he talking to?

What were you doing at this time yesterday?

Were you watching television or were you doing your homework when your friend gave you a telephone call?

You were having a lecture at 12 o'clock yesterday, weren't you?

Was the lecturer speaking very fast or very slowly?

Where were you going to when your friend met you?

Who(m) were you talking to when your friend came up to you?

What were you talking about?

Your friend was speaking English at that moment, wasn't he?

What language was he speaking?

Who was speaking when the Dean entered the classroom?



**Lesson C**  
**PRACTICE IN SPEAKING**  
**ACADEMIC SPEAKING**

**1. Read and translate the text.**

**TELEPHONE CONVERSATION**

Having telephone in a second language can be very stressful. If you don't know what to say, it is very common to feel nervous in any conversation. This is true even when speaking in your tongue. One of the main reasons people get nervous is because they aren't and know they might make mistakes during the conversation.

For some reason, phone calls in English are much more difficult than talking to people face to face. Maybe it's because you can't read the person's expressions or get cues about their meaning from their gestures. Or maybe it's because you're already nervous before the call starts. Preparing in advance for a phone call in English is one of the best ways to overcome these difficulties. Make a list of some vocabulary and phrases you will need to get the information you want. Finally, don't worry about asking people to repeat themselves or to speak more slowly when you're on the phone in English.

To improve on the phone learn what to say. The first thing you should do to improve your telephone communication ability is to start out small by learning simple vocabulary and phrases. Start by knowing different greetings. It is so easy when learning English to try to do too much too soon and then get frustrated with not being able to speak as you had imagined. You have to start small, gradually developing skills and slowly working up to difficult.

Relax and enjoy yourself as well. Everyone knows learning a language can be frustrating! Don't worry if you make mistakes. Native speakers of English understand that you won't say everything the exact same way that they would. You shouldn't feel that you can't make any mistakes, no one expects you to be perfect.

When Americans answer the telephone, they say, «Hello». Not so in other countries. Germans methodically answer with their last names. Russians say, «I'm listening». The curious French say, «Hello, who's on the line?», Italians greet callers with «Ready», the English answer with their phone number, and the Chinese say, «Hey,

hey, who are you?» A telephone call from a friend is a joy, unless you are in the middle of a meal, having a bath or on the point of going out to an engagement for which you are already late. But even when you have time, a telephone conversation cannot be savored and rerun several times as a letter can. You cannot put a blue ribbon around a sentimental telephone call and keep it for years.

Asking questions during a phone conversation isn't something you do randomly. Or something that's not important. Asking the right questions and in the right order can make a lasting impression. It's also an essential part of being a great conversationalist.

**2. Find the Ukrainian equivalents in the right-hand column for the following:**

very stressful	обличчям до обличчя
to feel nervous	засмутитися
to make mistakes	підвищувати впевненість
face to face	робити навмання, випадково
to improve	нервувати
to get frustrated	справити незабутнє враження
to do randomly	істотна/значна частина
to make a lasting impression	дуже напружений
essential part	робити помилки, помилятися

**3. Use the words and word combinations given in Ex. 2 in the sentences of your own.**

**4. Make possible telephone dialogues for each of the following situations:**

- You need to cancel a trip to the cinema because your grandmother is coming for dinner.
- Arrange with a good friend to go shopping on Saturday at the shopping centre.
- You phone your best friend the morning of his/her birthday.

- Phone your parents to ask them if you can be late for dinner to stay for an extra drama class after school.
- Tell your friend that you’re going to be late meeting them because of a train strike.
- Phone your friend to find out where they are. You’ve been waiting for them in a café for twenty minutes.

**5. Fill in the blanks.**

Reasons people use phones	Reasons you use your mobile phone	Conversation or text message
To let their people know where they are		
To flirt with someone		
As a clock		
To play games		
Just to say hello		
To arrange to meet friends		
To find out about the cinema or football results		

**6. Retell the text «Telephone conversation».**

**7. Think about possible answers.**

- Green Products. Can I help you?
- .....
- Hold on. I'll see if he is in. I'm sorry, he is on another line right now. Would you like to hold?
- .....
- What? I can't hear you!
- .....

– I can't hear you. This is a bad line. Would you mind dialing the number again?

– .....

**8. Work with your partner. Ask and answer the questions.**

What do you think when you hear a mobile phone ring – in class? / On the train? / In the street?

How has texting changed the way you communicate with your friends?

If you don't have a mobile phone do you think you communicate better with your friends and family?

Texting is said to be more of a teenage pastime rather than an adult one. Why do you think this is?

Some English teachers are worried that texting will make young people poor at spelling and grammar. Do you agree? Why / Why not?

If you don't like using your mobile phone for texting why not?

Some teenagers find they can't live without their mobile phone. Do you think this is excessive or can you understand why?

What are the advantages of texting over making a telephone call?

**UNIT TEN**  
**Lesson A**  
**Key Words**

**1. Read and remember the following words and word-combinations:**

1. <b>battlement</b>	[ 'bat(ə)lm(ə)nt]	парапетна стінка з бійницями, зубчаста стіна
2. <b>birthplace</b>	[ 'bɜ:θpleɪs]	місце народження, батьківщина
3. <b>burial site</b>	[ 'berɪəl saɪt]	поховання, місце поховання
4. <b>civil war</b>	[ 'sɪv(ə)l wɔ:]	громадянська війна
5. <b>craftsman</b>	[ 'kra:f(t)smən]	ремісник, вправний майстер
6. <b>crown</b>	[kraʊn]	корона
7. <b>fort</b>	[fɔ:t]	форт, фортеця
8. <b>imprisonment</b>	[ɪm'prɪz(ə)n(ə)nt]	тюремне ув'язнення; позбавлення волі
9. <b>landmark</b>	[ 'lan(d)mɑ:k]	будівля, споруда історичного значення; архітектурний пам'ятник
10. <b>location</b>	[lə(ʊ)'keɪʃ(ə)n]	місце розташування, місцезнаходження
11. <b>majesty</b>	[ 'mɑ:dʒɪstɪ]	величність (титул), велич
12. <b>military base</b>	[ 'mɪlɪt(ə)rɪ beɪs]	військова база, військова частина
13. <b>order</b>	[ 'ɔ:də]	орден, група духовних осіб
14. <b>priest</b>	[pri:st]	священик, священнослужитель
15. <b>queen</b>	[kwɪ:n]	королева
16. <b>residence</b>	[ 'rezɪd(ə)ns]	резиденція, місце проживання
17. <b>restoration</b>	[restə'reɪʃ(ə)n]	відновлення, реставрація
18. <b>roots</b>	[ru:ts]	прабатько, предок, засновник роду
19. <b>royal palace</b>	[ 'rɔɪəl 'pælɪs]	королівський палац
20. <b>segments</b>	[seg'ments]	сегменти, відрізки, верстви

**2. Translate into your native language.**

1. The Queen made Marlborough a duke. 2. She held herself like a queen. 3. The queen ruled for 25 years. 4. The king and queen had fled. 5. His Majesty's levee began at a quarter past two. 6. The Prime Minister is here to see you, Your Majesty. 7. A

person can have several residences. 8. The Queen is in residence at the Palace this week. 9. He was charged with spying on British military bases. 10. Several military bases are scheduled to be decommissioned. 11. The American Civil War was between the North and the South. 12. A period of political turbulence followed the civil war. 13. Years of civil war have drained the country's resources. 14. The bitter civil war set brother against brother. 15. We've received credible information about the group's location. 16. Fog made location of the harbor difficult. 17. The reports are indexed by subject and location. 18. He went into exile to escape political imprisonment. 19. Many writers, threatened with imprisonment, have defected to the West. 20. Challenges to fight are punishable by fine and imprisonment. 21. Broad battlements crested the bulwark. 22. It is built like a fortified castle on the edge of a deep canyon, with massive slanted mud walls and battlements with vertical red ochre and white vertical stripes which make them look much taller than they really are. 23. While the entrance side of the building is done in a classical Palladian style with columns supporting a triangular pediment, the opposite side is Georgian Gothic with pointed windows, battlements and finials. 24. A person's ability to speak the language associated with their ethnicity was related to birthplace. 25. Center medieval European trade and finance, the city is often considered the birthplace of the Italian Renaissance. 26. The symbolic birth cabin is enshrined within a Neo-Classical Memorial Building on the traditional site of the birthplace of Abraham Lincoln. 27. As a writer he has developed into a true craftsman. 28. Craftsman tools have always had a rich heritage of performance and trust. 29. Participation by community volunteers promotes the sustainable inclusion of all segments of society, especially marginalized groups.

### **3. Guess what?**

1. It is the place where a person was born. 2. It is a worker skilled in a particular craft. 3. It is the punishment of being put into prison. 4. It is a building or place that is easily recognized, especially one that you can use to judge where you are. 5. It is a woman who rules a country because she has been born into a royal family, or a woman who is married to a king.

#### 4. Read and translate the text.

### HISTORICAL PLACES OF GREAT BRITAIN



Britain is rich in its historic places which link the present with the past. From Stonehenge, and Hadrian's wall to grand castles and ancient buildings, Britain has a lot of history waiting to be explored. Get started with some of the famous landmarks – perfect for some adventure

inspiration. One could say that the English are a nation obsessed with their history. Turn on the British television and what do you see? Celebrities on historical quests to trace their family roots, historical documentaries about individuals or battles, and period dramas set in and around some of Britain's famous historical landmarks. The English admire them when they're on the box, but how often do they actually get out there and see the amazing historical landmarks that are right on their doorstep? Here's a rundown of some of their favourites.

Stonehenge is a prehistoric monument, presumably built by Druids, members of an order of priests in ancient Britain. When writing about historical landmarks in the UK, it would seem almost churlish to start anywhere but Stonehenge. Regardless of how you know of it - be it The Beatles performing in "*Help!*"; with a clearly visible Stonehenge in the background, the infamous rock classic "Stonehenge" in mockumentary "*This is Spinal Tap*", or more recently several episodes of "*Doctor Who*", the point is *we all know of it*. With good reason, too, as Stonehenge is widely considered as one of the wonders of the world. The prehistoric monument, believed to be a burial site, has been transformed into a wonderful visitor experience and one that can be strongly recommended. It's thought to have been built from 3000 BC to 2000 BC, making it by far the oldest of the landmarks on this list. There's far more to enjoy throughout the Avebury World Heritage Site than simply stone circles. The Stonehenge monument is surrounded by the largest collection of Neolithic and Bronze Age monuments in England, including the Cursus, Cursus Barrows, King Barrows and the

Avenue. West Kennet Avenue provides visitors with a delightful walk while Waden Hill offers stunning views over Silbury Hill.



Looking over the wonderful Scottish capital is the magnificent Edinburgh Castle. Once home to Queen Margaret (later St Margaret, who also died here in 1093) and Mary Queen of Scots, who gave birth to James VI inside the Royal Palace in 1566, the castle's importance as part of Scotland's heritage became apparent in the 19th century when restoration projects began. It's certainly easy to find your way to the castle - it dominates the city's skyline - and you're able to book your tickets online so you can skip the queues when you arrive. From The Great Hall to The Royal Palace, St Margaret's Chapel to the oldest crown jewels in the British Isles, there's much to explore in this landmark that any chance to visit should be welcomed with open arms.

Roman Baths may be one of the most popular tourist attractions in South West England, but it's still worth reiterating the Roman Baths for anyone who hasn't been. The Celts built the first shrine here, but it was the Romans who over several centuries gradually built the bathing complex we know today. Although visitors cannot enter the hot springs, which are heated by geothermal energy before rising through faults in the limestone, there's plenty to see and do here to get your historical feet wet. There's the bronze goddess at the temple of Sulis Minerva, the sacred area of the Temple courtyard, and the Spring overflow which truly shows off the Roman's ingenuity.

Taking the Long Walk up to Windsor Castle never fails to excite the historian in everyone. It's The Queen's favourite weekend getaway home, and one of her majesty's official residences, but away from the Castle it will take you at least two days to see everything Windsor has to offer. Originally built in the 11th century, following the Norman invasion led by William the Conqueror, the Castle has been home to monarchs since Henry I. To this day more than 500 people live and work here. Henry III built a stunning royal palace within the Castle, which Edward III made even more luxurious during a renovation which became the most expensive building project of the entire



Middle Ages. Having also been used as both a military base during the English Civil War, as well as the location for Charles I's imprisonment, simply walking around the imposing towers and battlements is a real thrill. Of course, heading inside to the State



Apartments and St George's Chapel is rather special, too.

As the birthplace of the Industrial Revolution, the Ironbridge Gorge was home to some of the most significant technological breakthroughs in our history. The idea for the Iron Bridge - the world's first -

was conceived in 1775 in a bid to improve communication from either side of Shropshire's River Severn. Here, Abraham Darby - one of the founding fathers of the Industrial Revolution - was the first person to smelt iron without using charcoal, a dwindling source of fuel, opting to use coke instead. Vast amounts of high-quality iron were able to be produced, far more than ever before. The Iron Bridge is now one of the best known industrial monuments in the UK. There are ten fantastic museums around the Gorge, as well as old furnaces, factories, workshops and canals that have survived. Craftsmen and costumed demonstrators onsite will truly give you a taste of what it was like at the beginning of industry.

At 73 miles, you'd be forgiven for not exploring all of Hadrian's Wall (especially as it doesn't remain in its entirety). However, even small segments can give visitors a taste of Roman life, as well as the chance to experience some of the most beautiful and dramatic countryside in the country, from Wallsend through Carlisle to Bowness-on-Solway. It's hard to imagine what life was really like in AD 122, when Emperor Hadrian ordered the wall to mark out the Roman Empire, but exploring the site will help you picture it. It was made a UNESCO World Heritage Site back in 1987, and there's plenty to see along the Wall, too, including Birdoswald Roman Fort, Corbridge Roman Town and both Housesteads and Chesters Roman Forts. This is just a small

selection of some of Britain's incredible historical landmarks, but hopefully you've inspired to get out and explore them.

**5. Read the word - combinations and the sentences. Cover the left side and translate the right one into English.**

1. link the present with the past	зв'язувати сьогодення з минулим
2. grand castles	грандіозні замки
3. waiting to be explored	чекають, щоб їх дослідили
4. famous landmarks	відомі пам'ятки
5. obsessed with their history	одержима своєю історією
6. provides visitors with	забезпечує відвідувачів
7. stunning views	приголомшливі краєвиди
8. the wonderful Scottish capital	чудова шотландська столиця
9. became apparent	стало очевидним
10. to book your tickets online	щоб забронювати квитки онлайн
11. Henry III built a stunning royal palace within the Castle, which Edward III made even more luxurious during a renovation which became the most expensive building project of the entire Middle Ages.	Генріх III збудував на території замку приголомшливий королівський палац, який Едвард III зробив ще розкішнішим під час ремонту, який став найдорожчим будівельним проектом усього середньовіччя.
12. The Iron Bridge is now one of the best known industrial monuments in the UK.	Залізний міст зараз є однією з найвідоміших пам'яток промисловості у Великобританії.

**6. Point out paragraph of the text telling about:**

1. Windsor Castle.
2. Hadrian's Wall.
3. Edinburgh Castle.
4. Roman Baths.
5. A nation obsessed with their history.
6. The Iron Bridge.
7. The Stonehenge monument.

**and speak on them.**

### 7. Translate the sentences with new words into English and write them down.

1. Всі верстви населення погоджуються. 1. Королева позувала для свого портрета.
2. Вона вклонилася королеві. 3. Ще дитиною принцеса володіла певної величністю, яка в подальшому послужить їй хорошу службу. 4. Рим був його основним місцем проживання. 5. Ви повинні представити документальні докази свого місця проживання. 6. Кілька військових баз знаходяться під загрозою закриття. 7. Епоха громадянської війни була періодом історії США, що мали місце в дев'ятнадцятому столітті. 8. Він воював у громадянській війні в Іспанії на боці республіканців. 9. Вони розуміли, що громадянська війна може закінчитися тільки встановленням тиранії. 10. Країна пережила громадянську війну і економічний крах. 11. Зверніть увагу на відповідність кожного номера розташування на карті. 12. Канада може багато чого запропонувати в плані місцезнаходження і клімату. 13. Це приблизне місцезнаходження стародавнього міста. 14. Він звернувся з проханням про заміну його смертного вироку на довічне ув'язнення. 15. Він пригрозив посадити своїх політичних опонентів до в'язниці. 16. Я на власні очі бачив, як вона стояла на замковій стіні під час грози. 17. Близький Схід, батьківщина трьох виявлених релігій і колыска цивілізації, завжди був моделлю етнічного та культурного співіснування. 18. Вони зіткнулися з туземним племенем, члени якого були досвідченими хліборобами, а також умілими ремісниками. 19. Більшість членів партії були ремісники, дрібні торговці, фермери і клерки.

### 8. Choose the right word according to the definition:

a group of soldiers whose duty is to watch against danger and protect somebody; a thing used in fighting or for defence; the territory (country) ruled by a prince; a person who serves upon another person; a person whose duty is to decide a quarrel, dispute, contest, etc.; the home and fortress of a knight; a metal covering used to protect the body in fighting; a boy in training for knighthood; an office where quarrels or disputes are settled; a person who has done better than all others in games and sports; one who fights in defence of another .

(champion, court, guard, page, weapon, armour, judge, principality, castle, servant)

**9. Tasks for independent and individual work:**

Find additional information about historical places of Great Britain and be ready to present it to your groupmates.

## Lesson B GRAMMAR PRACTICE

### 1. Read the following information. Remember it.

**The Gerund (Герундій).** Неособова форма англійського дієслова з суфіксом **-ing**, що поєднує в собі риси іменника і дієслова й несе в собі відтінок значення деякого процесу.

Форма герундія	Дієслово в активному стані	Дієслово в пасивному стані
Indefinite Gerund	V+ing	being + V3
Perfect Gerund	having +V3 (третя форма дієслова)	having been + V3

#### **Indefinite Gerund Active** використовується:

- тоді, коли потрібно позначити дію, що відбувається у той же самий момент як і дія, що виражена присудком. Мова може йти про минуле, теперішнє чи майбутнє: I like **having** a lot of interesting places I can visit;
- також ця форма використовується для вираження дії, що відбудеться в майбутньому по відношенню до дії, вираженої присудком у реченні. В таких випадках герундій часто вживається після дієслів **to insist, to suggest, to intend**: Mike **suggested** going to the theatre;
- у випадках, коли потрібно виразити дію, що сталася раніше: I remember **sending** invitation to her;
- для позначення дії, що не має прив'язки до часу: **Eating** healthy food is good for your health;
- після слів **to want, to need, to require, to deserve**: She wants reading books more.

#### **Indefinite Gerund Passive** використовується:

- коли він виражає дію, що вчиняється над особою чи предметом іншою стороною: She avoids **being watched** in streets.

**Perfect Gerund Active** використовується рідко. Перфектна форма герундія означає дію, що сталася раніше ніж дія, що виражена присудком у реченні: I thank him for **having sent** me a letter in time.

**Perfect Gerund Passive** використовується ще рідше, ніж активна форма перфектного герундія: I remember **having been shown** the price of the car.

## 2. Translate into English.

1. I understand perfectly your wishing to start the work at once.
2. Everybody will discuss the event, there is no preventing it.
3. At last he broke the silence by inviting everybody to walk into the dining room.
4. On being told the news, she turned pale.
5. The place is worth visiting.
6. Watching football matches may be exciting enough, but of course it is more exciting playing football.
7. She stopped coming to see us, and I wondered what had happened to her.
8. Can you remember having seen the man before?
9. She was terrified of having to speak to anybody, and even more, of being spoken to.
10. He was on the point of leaving the club, as the porter stopped him.
11. After being corrected by the teacher, the students' papers were returned to them.
12. I wondered at my mother's having allowed the journey.
13. Do you mind my asking you a difficult question?
14. Would you mind coming again in a day or two?
15. I cannot put off doing this translation.

## 3. Open the brackets.

1. He was very glad of (to help) in his difficulty.
2. On (to allow) to leave the room, the children immediately ran out into the yard and began (to play).
3. The results of the experiment must be checked and rechecked before (to publish).
4. David was tired of (to scold) all the time.

5. The watch requires (to repair).
6. The problem is not worth (to discuss).
7. Jane Eyre remembered (to lock) up in the red room for (to contradict) Mrs. Reed.
8. Why do you avoid (to speak) to me?
9. She tried to avoid (to speak) to.
10. The doctor insisted on (to send) the sick man to hospital.
11. The child insisted on (to send) home at once.
12. Do you mind him (to examine) by a heart specialist?
13. He showed no sign of (to recognize) me.
14. She showed no sign of (to surprise).
15. He had a strange habit of (to interfere) in other people's business.

#### **4. Translate into English.**

1. Він думав про те, щоб поступити в університет.
2. Він звинувачує мене в тому, що я йому не допомагаю.
3. Я не можу не відчувати сорому.
4. Вона не заперечує те, що живе в поганих умовах.
5. Продовжуйте розмовляти.
6. Я наполягаю на тому, щоб сказати йому правду.
7. Вони боялися спізнитися на поїзд.
8. Я не схвалюю те, що ти граєш у комп'ютерні ігри.
9. Ми залишили думку про поїздку за місто.
10. Вона кинула танці.
11. Мама заперечує проти того, що я приводжу в будинок друзів.
12. Ви не заперечуєте, якщо я подзвоню вам?
13. Я не можу не любитися цією чудовою картиною.
14. Я схвалюю вашу наполегливу роботу.
15. Вона заперечувала, що допомогла їм.
16. Перестань дратувати кішку.
17. Я боюся застудитися.

18. Він звинувачує тебе в тому, що ти не пишеш йому листи.  
 19. Ви не заперечуєте, якщо я ляжу спати?  
 20. Продовжуйте тренуватися.

### 5. Read the following information. Remember it.

Participle (Дієприкметник). Неособова форма дієслова, що має властивості дієслова, прислівника та прикметника.

Форма	Активний стан	Пасивний стан
Participle I (Present Participle Simple)	дієслово + закінчення – ing <i>asking</i> – <i>питаючи</i> <i>doing</i> – <i>роблячи</i>	being + 3 форма дієслова <i>being asked</i> – <i>бути</i> <i>запитаним</i> <i>being fool</i> – <i>бути</i> <i>обдуреним</i>
Participle I (Present Participle Perfect)	having + 3 форма дієслова <i>having asked</i> – <i>запитавши</i>	having been + 3 форма дієслова <i>having been asked</i> – <i>бути запитаним (вже)</i>
Participle II	—————	допоміжне дієслово + 3 форма дієслова <i>was written</i> – <i>був</i> <i>написаний</i>

**Participle I.** Дієприкметник теперішнього часу у формі **Present Participle Simple** використовується у двох випадках:

1. Коли потрібно показати одночасність дії, що виражена дієприкметником з дією, що виражена дієсловом-присудком у минулому, теперішньому або майбутньому часі: **Asking** them what time it was he looked nervous.



2. Коли потрібно виразити дію, що відноситься до теперішнього часу, незалежно від того, в якому часі знаходиться дієслово-присудок: The man **waiting** for you outside called you yeasteday.

Дієприкметник теперішнього часу у своїй доконаній формі **Present Participle Perfect** використовується у випадках, коли потрібно висловити дію, що передувала дії, яка виражена дієсловом-присудком: **Having worked** he is returning home.

**Participle II.** У реченні дієприкметник минулого часу може виконувати такі функції:

1. **Іменної частини складеного присудка** після дієслів: **to be, to feel, to look, to get, to become** та ін: My car **is broken**.

2. **Означення.** При цьому дієприкметник може розташовуватися як перед іменником, так і після нього: Fred looked at the table **filled** with food. Fred looked at the **filled** by someone table with food.

3. **Обставину часу або обставину причини.** В таких випадках дієприкметник відповідає на питання **коли?** або **чому?** за **якої причини?:** When **gone** to his friend nobody opened door.

4. **Складного додатка з іменником в загальному відмінку або займенником в об'єктному:** He heard his name **mentioned**. Дієслово **to have** у зв'язці з дієприкметником минулого часу у ролі складного додатка означає, що дія відбувається не самим підметом (тобто тим, хто говорить), а кимось іншим: **I had** my car **repaired**.

## 6. Choose the correct participle.

1. My nephew was (amusing/amused) by the clown.
2. It's so (frustrating/frustrated)! No matter how much I study I can't seem to remember this vocabulary.
3. This book is so (boring/bored)!
4. I'm feeling (depressed/depressing), so I'm going to go home, eat some chocolate, and go to bed early with a good book.

5. I thought her new idea was absolutely (fascinated/fascinating).
6. This maths problem is so (confusing/confused). Can you help me?
7. He's very (interesting/interested) in history.
8. The journey was (exhausting/exhausted)! Twelve hours by bus.
9. My exam results were great! It's really (surprising/surprised) but good, of course
10. He was (frightening/frightened) when he saw the spider.
11. I was really (embarrassing/embarrassed) when I fell over in the street.
12. That film was so (depressing/depressed)! There was no happy ending for any of the characters.
13. I'm sorry, I can't come tonight. I'm completely (exhausting/exhausted).
14. We are going in a helicopter? How (exciting/excited)!
15. Don't show my baby photos to people, Mum! It's so (embarrassing/embarrassed)!
16. It's okay, it's only me. Don't be (alarming/alarmed).
17. My sister is so (exciting/excited) because she is going on holiday tomorrow.
18. I hate long flights, I'm always really (boring/bored).
19. She looked very (confusing/confused) when I told her we had to change the plan.
20. John was (fascinated/fascinating) by Mandarin when he first started learning languages. He decided to study more and now he can speak it fluently.

**7. Translate the sentences into English, using the correct form of Participle.**

1. Будьте обережні, коли переходите вулицю.
2. Я дивилася на дитину, яка посміхалася.
3. Коли спитали про її думку, вона почервоніла.
4. Кінотеатр, який будується тут, буде одним з найбільших у нашому місті.
5. Я роблю зачіску в перукарні кожну п'ятницю.
6. Вона пошила собі нове пальто.
7. Оскільки дув сильний вітер, погода була погана.
8. Так як в кімнаті було зовсім темно, я спочатку не зміг побачити промовця.
9. Вона витягнула давно забутий лист з його схованки.
10. Сказавши це, я чекаю на наслідки.

11. Написавши свою доповідь, він надіслав її поштою.
12. Того дня ми залишились вдома, дивлячись фільм по телебаченню.
13. Посміхаючись, вона показала мені лист.
14. Вона завжди була добре одягнена.
15. Хто-небудь бачив, як він брав книги?
16. Вам відремонтують телевізор до понеділка.
17. Якщо погода дозволить, ми поїдемо завтра за місто.
18. Чоловік, який розмовляє зі студентами, – наш викладач.
19. Зробивши домашнє завдання, він пішов на прогулянку.
20. Молодий чоловік, який стояв біля вікна, пильно подивився на мене.

### **8. Task for independent and individual work.**

Find more information about modal verbs and their equivalents. Be ready to present it to your groupmates.

### **9. Test of grammar and vocabulary.**

1. Choose the right form of the Gerund.

- a. J. Galsworthy was no longer young when he started \_\_\_\_\_ .
  - being written
  - writing
  - having written
- b. I remember \_\_\_\_\_ aloud, and the laugh being carried by the wind away from me.
  - laughing
  - being laughed
  - having been laughed
- c. His mother felt better for \_\_\_\_\_ the letter from her son.
  - receiving
  - being received
  - having received
- d. His \_\_\_\_\_ to London was quite unexpected to us.

- sending
- being sent
- having sent

e. Goether, however, thought that Irving made a mistake in \_\_\_\_\_ American themes in favour of European ones.

- neglecting
- having neglected
- having been neglected

f. The author may tell a story in an objective way, without \_\_\_\_\_ into the minds of the characters.

- being gone
- having gone
- going

g. They were sure of the bridge \_\_\_\_\_ during the stormy night.

- destroying
- having destroyed
- having been destroyed

h. All the essays in this volume are worth \_\_\_\_\_ .

- reprinting
- being reprinted
- having reprinted

i. Excuse my \_\_\_\_\_ you.

- being interrupted
- having interrupted
- having been interrupted

j. Language is capable of \_\_\_\_\_ practically any kind of information.

- being transmitted
- transmitting
- having transmitted

2. Open the brackets using Infinitive or Gerund.

- a. I can't imagine Peter \_\_\_\_\_ (go) by bike.
- b. He agreed \_\_\_\_\_ (buy) a new car.
- c. The question is easy \_\_\_\_\_ (answer).
- d. The man asked me how \_\_\_\_\_ (get) to the airport.
- e. I look forward to \_\_\_\_\_ (see) you at the weekend.
- f. Are you thinking of \_\_\_\_\_ (visit) London?
- g. We decided \_\_\_\_\_ (run) through the forest.
- h. The teacher expected Sarah (study)hard.
- i. She doesn't mind \_\_\_\_\_ (work) the night shift.
- j. I learned \_\_\_\_\_ (ride) the bike at the age of 5.
- k. We decided \_\_\_\_\_ (buy) a new car.
- l. They've got some work \_\_\_\_\_ (do).
- m. Peter gave up \_\_\_\_\_ (smoke).
- n. He'd like \_\_\_\_\_ (fly) an aeroplane.
- o. I enjoy \_\_\_\_\_ (write) picture postcards.
- p. Do you know what \_\_\_\_\_ (do)if there's a fire in the shop?
- q. Avoid \_\_\_\_\_ (make) silly mistakes.
- r. My parents wanted me \_\_\_\_\_ (be) home at 11 o'clock.
- s. I dream about \_\_\_\_\_ (build) a big house.
- t. I'm hoping \_\_\_\_\_ (see) Lisa.

3. Translate the following sentences into English using various forms of the Participle.

- a. Не знаючи французької мови, вона не могла розуміти нас.
- b. Проведений аналіз дозволяє зробити висновки про оповідання Дж. Лондона.
- c. Під час написання твору англійською мовою я користувався українсько-англійським словником.
- d. Будучи зайнятою, вона не могла поговорити зі мною.

- e. Фіксуючи події і зображаючи героїв, письменник розвивав критичний напрямок в українській літературі.
- f. Написавши листа, я взяв книгу і почав читати її.
- g. Після того як музика була виконана на багатьох концертах, вона стала популярною.
- h. Питання, обговорюване студентами, дуже важливе.
- i. В. Шекспір, використовуючи стилі, перетворював їх у своїй творчості, як тільки міг це робити він один.
- j. Як зазначалося у звіті, ця робота вже виконана.

4. Arrange the following in pairs of antonyms:

willingness, little, wise, patriotic, big, finish, refuse, to win a battle, birth, descend, near, wide, front, the last, equal, the first, rear, narrow, unequal, far, unwillingness, ascend, unwise, death, unpatriotic, much, to lose a battle, agree, start, small

5. Choose a suitable noun to go with these verbs and use the combinations in sentences of your own.

to celebrate an invasion, the discussion, cities, a seat, a to start revolt, spears, bows and arrows, a territory, to occupy a holiday, a campaign, a competition, a festo be armed with tival, one's birthday.

6. Choose the word corresponding to the definition from those listed below:

a body of persons who rule a country; to put to death according to the law; a feudal serf; a big revolt; one from whom vassals held land and to whom they rendered service; a large area of land with a house; that which is usually done; a person who has the right to receive something of another person when the latter dies; a man wearing armour; a military rank; a nobleman of the highest rank, a nobleman of the lowest rank; lands or territory under the rule of a king or a government (baron, duke, knight, heir, custom, estate, lord of the manor, rebellion, villein, domain, execute, government)

7. Compose short dialogues. Use the models.

Model 1: - Is Val still working as a teacher of History?

- Yes, she is.

- How long has she been teaching History?

- For about ten years.

Model 2: - You are learning English now, aren't you?

- Yes, I am. I began to learn it at the University.

- What language had you been learning before you entered the University?

- German.

Model 3: - What are the students doing?

- They are doing a test translation.

- Since when have they been doing it?

- They started writing it at 9.

7. Have a talk with your classmate, using these questions:

- You are studying at the college, aren't you?

- How long have you been studying?

- For how many years had you been studying at school before entering the college?

- Are you learning Spanish?

- What language are you learning?

- Since when have you been learning English?

- How long had you been learning English at school?

- Have you finished reading the book which your scientific guide recommended? You are still reading it, aren't you? How long have you been reading it?

- People say you are a good tennis-player. Is that so? Since when have you been playing tennis? Did you take part in the last contest? How long had you been training before the contest was held?

- Have you written your course-paper or are you still writing it? Have you been writing it for a long time? Since when have you been working at your course-paper?

- Is your friend in the army now? Has he been serving since you left school? Have you been a serviceman yourself? How long had you been serving in the army when you entered this faculty?

- Who is your best friend? How long have you known him? He is abroad now, isn't he? Since when has he been living abroad?

- Are you waiting for the teacher? Have you been waiting for him long? Have you been doing anything during this time? What have you been doing?
- Who is being examined now? Is he still answering the examiner's questions? How long has he been answering the questions? Had he been preparing long before he started answering?
- Are the students of group five training in the gym? How long have they been training?



**Lesson C**  
**PRACTICE IN SPEAKING**  
**ACADEMIC SPEAKING**

**1. Read and translate the text.**

**APPLYING FOR A JOB**

The first step towards nabbing the job you want is knowing how to navigate the application process. With a little research, some finely tuned writing, and proactive communication, you can be well on your way to getting that call for an interview. Decide what kind of job you want. In order to streamline the job application process, examine what your needs and desires are for employment.

Even if the job you want doesn't require the submission of a traditional resume, having an up-to-date resume is highly recommended. Resumes not only outline your education and work history, but they can also point to specific projects you've worked on or awards you've won. Information to include on your resume should entail: your current contact information, your educational background, your work history for the past few years. The unofficial rule is one resume page per ten years of experience (be aware that large gaps in employment, or multiple jobs within a short amount of time, will be something you may be asked about in an interview; be sure to include dates of employment, the company name, your title, and a brief description of your activities), your relevant skills (this is your opportunity to list all the skills you have acquired through the years).

Contact the employer to ask about the application process. You will likely have your call routed to the hiring or human resources manager. If they have openings, they may ask you to either come in to fill out an application or that you send them your resume and cover letter by mail or e-mail. Be sure to note this contact's name, and address all future communication to this person, by name.

Get a second (or third) opinion. Ask friends or family members to review your resume and cover letter for typos. They may be able to point out things that are missing, or items that could be rephrased.

If possible, get advice from someone working in the field you are applying for. Speaking to recruiters or hiring managers may be beneficial as well, as they are familiar with the qualities and qualifications employers are looking for.

It is recommended that you secure at least three references. At least two of these references should be people whom you have worked with and who can speak to your job performance.

Be sure you have your references' updated contact information, including mailing and email addresses, phone number, current title, and current company.

Bring a packet containing all your materials to the prospective employer's workplace. It is recommended that you ask ahead of time for the best time to deliver your materials. When you arrive, ask to speak to the hiring manager and try to hand your materials to them personally. This allows the hiring manager to put a face to the name. It is recommended that you dress professionally and present yourself well.

When you do call or email the hiring manager, try to make the tone of your communication friendly. Avoid demanding comments like, «I haven't been contacted yet» Instead, ask questions such as «Have any decisions been made yet?» or «Can you tell me a little more about the hiring time frame?» Asking if you might contact them again in one week if no word has been given is a polite way to be proactive.

**2. Find the Ukrainian equivalents in the right-hand column for the following:**

to nab the job	специфічні проекти
examine your needs	бути діючими
require the submission	виконання роботи
specific projects	заповняти анкету
relevant skills	«упіймати» роботу
have openings	наймаючі керівники
to fill out an application	проінспекуйте ваші потреби
hiring managers	мати вакансії

job performance

доречні навички/уміння

to be proactive

вимагати подачі

**3. Use the words and word combinations given in Ex. 2 in the sentences of your own.**

**4. Write your personal curriculum vitae, or CV.**

CV

should

include:

- your full name, address, and contact details
- a personal profile emphasising your strengths, versatility and value to the future employer a list of your skills, achievements and key responsibilities
- your career history starting with the most recent
- your education and what qualifications were gained
- any professional qualifications you have
- relevant hobbies, interests or other skills
- details of referees (if requested).

**5. You have a job interview. Write your possible answers.**

Interviewer: Good afternoon.

You: ...

Interviewer: Please sit down. Did you find our offices all right?

You: ...

Interviewer: Right. Well, I can see from your CV that you like meeting people and enjoy being sociable.

You: ...

Interviewer: Well, that's exactly the kind of person we need. Why do you think you will be good at this job, though? You won't be meeting people in person, but only over the phone.

You: ...

Interviewer: Okay. As you know we need someone for at least three hours, three evenings a week. Will you be able to cope with this and your schoolwork as well?

You: ...

Interviewer: What do you know about our company? Have you got any questions for me?

You: ...

Interviewer: So tell me what are your three main strengths?

You: ...

Interviewer: Right, then. Shall we give you a trial period of say ... two weeks? If you'd like to come with me I'll introduce you to my floor manager who will show you the ropes.

You: ...

## **6. Retell the text «Applying for a job».**

### **7. Work with your partner. Ask and answer the questions.**

What is your most important thing for choosing the right career?

What is your greatest achievement in life?

What is the job of your dream? Why do you think you are suitable for it?

Are you planning to continue your studies?

Give an example of when you have worked on a team project. What was the outcome and what was your role in the team?

How do you cope with work pressure?

Are you willing to work nights / weekends / holidays?

At what point in life did you choose this profession?

Can you describe a time when your work was criticized and how did you handle it?

Do you consider yourself successful? How would you define success?

Do you have any language abilities that might assist you in performing this job?

Do you need additional training?

How do you propose to compensate for your lack of experience?

How would you describe your work style?

Do you work better in a team or alone?

If you could work for any company, where would you work?

Where do you see yourself in five years?

**HISTORICAL VOCABULARY****A**

Abdicate - відректися від престолу

Abolish - скасувати

Absolute - абсолютний

Accuracy - точність

Achievement- досягнення

A. D. (Anno Domini) (лат.) нашої ери

Aesthetic- естетичний

Affinity- спорідненість, схожість

Age – століття

Alliance - союз

Ancient - древній, стародавній

Anthropology - антропологія

Antiquarianism- антикваріат

Antiquity - античність

Appearance- виникнення, поява

Appreciation - розуміння, відмінність

Archaeology - археологія

Archivist - архіваріус

Artillery - артилерія

Attitude - ставлення, відношення

Autocracy - самодержавство

**B**

Baron - барон

B. C. (Before Christ) - до нашої ери

Behead - обезголовити

Besiege - осаджувати

Bishop - єпископ

Bow - лук

Bronze Age - бронзовий вік

Burn (at the stake) - спалювати (на багатті)

## **C**

Cemetery - цвинтар, кладовище

Chronology - хронологія (подій)

Circumstances - обставини

Clergy - духовенство

Cognitive - пізнавальний

Community - спільнота, група (людей)

Conquest – захоплення

Conscious - свідомий

Consciousness - свідомість, сумління, розуміння

Conscription - військова повинність

Consequence - наслідки, відповідальність, важливість, значення

Consumption - вживання, використання, туберкульоз, згасання від хвороби

Contemporary (history)—новітній

Controversial - суперечливий

Crusade - хрестовий похід

Crusader – хрестоносець

Cuneiform - клинописний

Cyclical - циклічний

## **D**

Decay - занепад

Descent - походження, зниження, падіння

Description - опис

Duration - тривалість

## **E**

Earl - граф

Earthquake - землетрус

Ecclesiastical - духовний, церковний

Eclipse - затемнення сонця

Encompass - охопити (увагою)

Ethnography - етнографія

Evaluation - оцінка, визначення

Evidence - очевидність, докази, свідчення

Excavation - розкопки

Execution - страта

Exile- вигнання

Existence - існування

## **F**

Family commune - родова громада

Farming - землеробство

Fortress - фортеця

## **G**

Generation - покоління

Glory - слава

Goal - ціль, мета

Growth - зростання, збільшення

Gunpowder - порох

## **H**

Heir - спадкоємець

Heritage - спадщина

Holistic - священний

Human - людський

Humanity - людство

Hunting - полювання

## **I**

Indigenous - місцевий, природний, вроджений

Inevitable - неминучий

Inquiry - питання, запит, дослідження



Insurance - гарантування

Insurgency - бунт

Interaction взаємодія

Invasion - вторгнення

Investigation - розслідування, дослідження

## **J**

Judgment - судження

Justice - справедливість, юстиція

## **K**

King - король

Kingdom - королівство

Knight - лицар

Knighthood - лицарство

Knowledge - знання

## **L**

Labor - праця

Landlord - поміщик

Landowner - землевласник

Legacy - законність

Legend - легенда

Legion - легіон

## **M**

Majority - більшість

Medieval - середньовічний

Mercenary - найманий, найманець

Miracle - чудо

Monk - монах

Mundane - мирський, світський

Myth - міф

Mythology - міфологія

**N**

Narrative - розповідний

Nomad - кочівник

Notable - шляхетний

**O**

Opportunity - можливість

Overthrow - повалити; повалення

**P**

Papacy - Папство

Participant - учасник

Permanent - постійний, довготривалий

Pertain - належати (до чогось)

Plague - чума

Predecessor - предок

Prehistoric - передісторичний

Preventive - превентивний, застережливий

Primary sources - першоджерела

Primitive - первісний

Primitive community - первісне суспільство

Property - власність

Psychology - психологія

Purpose - мета

**Q**

Qualitative - якісний

Quantitative - кількісний

**R**

Recovery - відновлення

Reed - солома

Reign - правління

Reliable - надійний

Remains - залишки

Research - дослідження

Restrictions - обмеження

Rule - правити, керувати

Ruler - правитель

## S

Scholar - вчений

Siege - облога

Significance - значення

Society - суспільство

Source - джерело

Sturdy - сильний, твердий, відважний

Superstitions - забобони

Survival - виживання

## T

Tax - податок

Temple - храм

Throne - трон

Trade - торгівля; торгувати

Transition - перехід

Tribe - плем'я

Tribute - данина

## U

Unification - об'єднання

Uprising - повстання

## V

Vassal - васал

Vessel - судно

## W

Wage - вести (війну, боротьбу)

War - війна

Warrior - воїн, боєць

Wealth - багатство

**Y**

Yoke - гніт, ярмо

## РЕКОМЕНДОВАНА НАВЧАЛЬНО-МЕТОДИЧНА ЛІТЕРАТУРА

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