

**Міністерство освіти і науки України
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імені Олександра Довженка**

Укладачі:

Наталія Ткаченко, Ольга Мілютіна,
Іванна Заремська, Наталія Кочубей,
Марина Кушнерьова

Read, Learn and Speak

Навчальний посібник
для здобувачів вищої освіти



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Рецензенти:

Жулавська Ольга - канд. філ. наук, доц., доц. кафедри германської філології Сумського державного університету;

Пінчук Ірина - д-р пед. наук, професор, професор кафедри педагогіки і психології початкової освіти Глухівського НПУ ім. О. Довженка.

Укладачі: **Ткаченко Н.М.**, професор кафедри іноземних мов та методики викладання Глухівського національного педагогічного університету імені Олександра Довженка;

Мілютіна О.К., доцент кафедри іноземних мов та методики викладання Глухівського національного педагогічного університету імені Олександра Довженка;

Заремська І.М., ст. викладач кафедри іноземних мов та методики викладання Глухівського національного педагогічного університету імені Олександра Довженка;

Кочубей Н.П., ст. викладач кафедри іноземних мов та методики викладання Глухівського національного педагогічного університету імені Олександра Довженка;

Кушнерьова М.О., ст. викладач кафедри іноземних мов та методики викладання Глухівського національного педагогічного університету імені Олександра Довженка;

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Навчальний посібник із розвитку навичок усного мовлення та читання призначений для здобувачів вищої освіти немовних спеціальностей Глухівського національного педагогічного університету імені Олександра Довженка.

Посібник містить матеріали для побудови усного монологічного висловлювання з теми, передбаченої програмою з англійської мови для здобувачів освіти немовних спеціальностей, та тексти для читання під час занять з англійської мови, що відповідають лексичній темі заняття. Видання містить матеріали і для закріплення граматичних структур, які необхідні для формування відповідних навичок не лише усного мовлення, а й письмової грамотності. Для роботи в аудиторії на допомогу викладачу пропонуються цікаві завдання і вправи. Видання стане корисним інструментом для викладачів і студентів, сприяючи покращенню рівня володіння англійською мовою та підготовці до професійної діяльності в міжнародному освітньому середовищі.

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Content Module 1. PERSONAL SPHERE

Unit One FAMILY RELATIONSHIPS

I. Read and translate the text. Use the following example to create the text about your family and yourself

My Family and Myself

Before I start talking about my family let me introduce myself. I am Sveta Petrenko. I am 17. I have left school this year. I was born in Kyiv, so I have been living in Kyiv since my childhood.

And now I am going to tell you about my family. We are a family of five. We think we are a large and friendly family. So we are happy to be living together and are getting on all right.

To begin with, I am going to talk about my father. His name is Sergiy Petrovych. He is 45. He works as a surgeon at a hospital. He is neither old, nor young. He is a good-looking man, handsome, rather thin with dark brown hair just beginning to go grey. He is a very sociable person. What I don't like about my dad is that he is always busy. Very often he works overtime. He is a bread-maker in our family. He is fond of going to the country on week-ends, because he enjoys working in the garden.

My mother's name is Galyna Mykolayivna. She is three years younger than my father. She works as a teacher at a nursery school. My mother is rather slim and pretty, she is always elegant and smart. In short, she is a pleasant-looking woman of about 40. She always has a lot of work to do both at school and about the house. She is fond of her work and spends a lot of time there. But she has to cook for the whole family at home. Shopping and cooking is nearly half a day's work for her. But my granny and I are in a habit of helping her about the house.

Borys is my elder brother. He is six years senior to me. So he is 23 already. He has graduated from the University and he is an economist by profession now. Boris is married. His wife is a journalist. They are three in the family. They have got a child, my nephew. It is a lovely little boy of two with golden hair and dark brown eyes and a spirit that is always bright and happy, full of joy and gaiety.

And finally a few words about my granny. To tell you the truth, she is my best friend. She always listens to my endless stories about my friends and my university life. She is retired on pension now but in her youth and her older age she worked as a teacher at school. I must admit, she is a very understanding person.

Put it into a few words, we are a united and friendly family.

Reading Texts

II. Read and translate the text, do tasks after it.

MEET THE FAMILY

Donald Hewitt. Donald is a very rich man now though he was born into a poor family. Nobody knows how he got into big money but now he's got a computer factory in Cambridge and big accounts in Swiss banks. He is quiet, self-confident and doesn't like to talk much. He's been married to Rosemary for thirty years. They've got three children, two sons and a daughter. Donald has a house in Cambridge and a villa in Spain. He is fond of golf and spends all his free time on golf courses with his business friends. Donald is a very strong-willed person and his only weak spot is his love to his grandchildren.

Rosemary Hewitt. Rosemary is Donald's second wife. His first wife died at childbirth 36 years ago. So Rosemary is the stepmother for Charles, Donald's eldest son. Rosemary is a writer of romantic novels, and she is very rich too, because practically all her books become bestsellers as soon as they are published. Most of her time Rosemary lives in Cambridge with her husband and their three dogs, but she also has a house in London where she stays when she discusses her books with her editor. Donald and Rosemary spend summers in their villa in Spain, far from rainy England. When she is not writing, Rosemary enjoys taking care of the beautiful flowers that grow in her gardens.

Charles and Amanda Hewitt. Charles is Donald's favourite son. For a long time Charles was an only child in the family and he was spoilt by his grandparents (both Donald's and his late wife's) and his nurse who took care of Charles till Donald married Rosemary. Charles grew up to be selfish, arrogant and extremely ambitious. He became a good businessman but not a nice person. He is married to Amanda who used to be a famous model. Amanda is very beautiful; she won the Beauty Contest «Miss Europe 1993». Charles was one of the sponsors of the contest. He met Amanda there and married her a month later. It isn't a love match. Charles needs a beautiful wife and hostess, Amanda needs a husband who can buy her the things she likes. They have two children Lucy, who is seven, and David, who has just turned six. Neither Charles nor Amanda are affectionate parents. Charles collects cars and spends much more time with them than with his wife and children. Amanda is in love with her face and body and her hobby is shopping and visiting beautician salons and health clubs. She hardly ever thinks about her husband and children.

Andrea and Joseph Williams. Andrea is Donald and Rosemary's daughter. She is her mother's favourite child. In her childhood Andrea was fond of animals. She used to bring home stray dogs and cats, birds with broken wings, collected bugs and butterflies. Her favourite subject at school was biology and after graduating from her college Andrea became a scientist. Her special field is microbiology and she works in her laboratory for long hours. She is married to Joseph who loves his wife more than anything else in the world. Donald and

Rosemary's son-in-law is a children's doctor. Andrea and Joseph don't have children of their own yet, so they like to spend time with their niece and nephew. They often take them out into the country where Andrea teaches the kids to love and respect nature and Joseph teaches them to fish and to make a camp fire.

Robin Hewitt. Robin is Andrea's brother. He is 25 and he is a rock singer, though not famous. His parents are not happy about the lifestyle Robin has chosen. Robin didn't like his school and got involved in a company of teenagers who took drugs and stole from shops. Though Robin had never known what lack of pocket money was, he liked what his friends called «adventures» and ended up in a police station after his friends and he tried to rob a local bank. He didn't go to prison because he was not 14 at that time but he never learnt to work hard and his parents are very much upset that he doesn't want to study and get a good profession.

«Skeleton in the cupboard». Donald has a dark secret. In his youth he did something dishonest about which he is sure nobody knows. Two days ago he got a letter in which somebody reminded him about the debt that can be paid only by the life of one of his grandchildren.

1. Decide which of the statements are true and which are false. Mark + the true statements - the false ones.

1. Donald Hewitt inherited a big sum of money from his parents.
2. Donald's grandchildren are «the apple of his eye».
3. Rosemary has two stepchildren.
4. She is a very successful novelist.
5. Rosemary's only hobby is her work.
6. Charles's mother died and there was nobody to take care of him, when he was growing up.
7. Amanda married Charles for his money.
8. Lucy and David are neglected by their parents.
9. Andrea and Joseph enjoy outdoor activities with their niece and nephew.
10. Robin stole from shops because his parents limited him in his pocket money.
11. «Skeleton in the cupboard» means some tragedy, crime or disgrace that happened in the family.
12. Donald got a threat that put his grandchildren's life in danger.

2. Fill in the gaps in the following sentences choosing the right words from the box given below.

niece	sister-in-law	daughter	nephew
son	grandparents	half-brother	parents
nurse	son-in-law	brother-in-law	husband
wife	half-sister	stepmother	stepbrother

1. Lucy is Andrea and Joseph's little _____.
2. Donald and Rosemary's _____ is an affectionate husband.
3. Charles's _____ Robin wasn't fond of school in his childhood.
4. Andrea's _____ David is very enthusiastic about fishing.
5. Charles doesn't show much respect to his _____ Rosemary.
6. Being spoiled by his _____ and _____, Charles grew up to be a very selfish man.
7. Robin is secretly in love with his _____, Amanda.

3. Put each of the following words in its correct place in the passage below.

Widow, stepchildren, fiancé, brother, widower, name, younger, close, spinster, get married, cousins, bachelor, stepmother, distant.

My ... is Tom Smiles. I'm the eldest of all the children. My second ... is Jack. The youngest is Michael. My ... sister is two years younger than me. Some time ago she got engaged. Her ... is Mr. Brown. They are going to ... next month. I have many relatives. My grandparents are dead. But I have a number of ... and relatives: two uncles, four aunts and about a dozen cousins. One of my ... has lost her husband. She is a An uncle of mine has been a ... for many years, but he married recently. His wife is very kind to his ... and treats them as a real mother would do. They love and respect their My second aunt has remained unmarried and therefore she is what the English call a ... or a single lady. An uncle of mine has also remained single. He is an old

III. Read and translate the text, do Vocabulary exercises and other tasks after it.

FAMILY

There are many different views on family life. Some people could not do without the support and love of their families. Others say it is the source of most of our problems and anxieties. Whatever the truth is, the family is definitely a powerful symbol. Turn on the television or open a magazine and you will see advertisements featuring happy, balanced families.

The family is the most basic and ancient of all institutions, and it remains the fundamental social unit in every society. Sociologists divide families into two general types: the nuclear family and the extended family, which may include three or more generations living together.

There are people who say that the family unit in Britain is in crisis and that the traditional family life is in the past. This is of great concern to those who think a healthy society is dependent upon a stable family life.

A «typical» British family used to consist of a mother, a father and two children, but in recent years there have been many changes in family life. Some of these have been caused by new laws and others are the result of changes in society.

For example, since the law made it easier to get a divorce, the number of divorces has increased. In fact, one marriage in three now ends in divorce. This means that there are a lot of one-parent families.

Society is now more tolerant than it used to be of unmarried people, unmarried couples and single parents.

You might think that marriage and the family are not so popular as they once were. However, the majority of divorced people marry again, and they sometimes take responsibility for a second family.

Members of a family – grandparents, aunts, uncles, cousins – keep in touch, but they see less of each other than they used to. This is because people often move away from their home town to work, and so their family becomes scattered.

In general, each generation is keen to become independent of parents in establishing its own family unit, and this fact can lead to social as well as geographical differences within the larger family group.

Relationships within the family are different now. Parents treat their children more as equals than they used to, and children have more freedom to make their own decisions. The father is more involved with bringing up children, often because the mother goes out to work. Increased leisure facilities and more money mean that there are greater opportunities outside the home. Although the family holiday is still an important part of family life (usually taken in August, and often abroad) many children have holidays away from their parents.

Who looks after the older generation? The government gives financial help in the form of a pension but in the future it will be more and more difficult for the nation economy to support the increasing number of elderly. At present time, more than half of all old people are looked after at home. Many others live in Old People's Homes, which may be private or state owned.

But still, the English are a nation of stay-at-homes. «There is no place like home», they say. And when the man is not working he is at home in the company of his wife and children and busies himself with the affairs of the home. «The Englishman's home is his castle», is a saying known all over the world. And it is true.

And what is the American family like? Most American families consist of a mother, a father and three or four children living at home. There may be relatives – grandparents, aunts, uncles, cousins, and in-laws in the same community, but American families usually maintain separate households. This familial structure is known as the «nuclear family». It is unusual for members of the family other than the husband, wife and children to live together. Occasionally an aging grandparent may live with the family, but this arrangement is usually not considered desirable. Although the nuclear family unit is economically independent of the rest of the family, members of the whole family maintain close kinship ties.

In the American family the husband and wife usually share important decision making. When the children are old enough, they participate as well. Foreign observers are frequently amazed by the permissiveness of American

parents. The father seldom expects his children to obey him without question, and children are often allowed to do what they wish without strict parental control. Americans believe strongly that the individual person should have the freedom to decide the course of his or her life. Independence is highly valued in the United States. Children are expected to make choices – appropriate to their age and maturity level – in many areas of their lives. Parents encourage their children to make choices from an early age: how to decorate their bedroom, how to spend money which they have earned, or what camp they would like to attend. By the time children reach secondary schools, they are expected to be able to choose among a variety of courses and activities: American or world literature? Spanish or Japanese? College preparatory or vocational courses? Football or the school band? Of course, parents and school advisors help with these decisions, but great emphasis is put on individual choice. By adulthood, Americans want and expect to choose where they will live, where they will work, and with whom they will socialize and marry. Young people are expected to break from their families by the time they have reached their late teens or early twenties. Indeed, not to do so is often regarded as a failure, kind of weak dependence.

This pattern of independence often results in serious problems for the aging parents of a nuclear family. The job-retirement age is usually 65. The children have left home, married and set up their own households. Elderly couples feel useless and lonely with neither an occupation nor a close family group. Many communities and church groups sponsor social centers for «senior citizens». At these centers older men and women can make friends and participate in a variety of planned activities.

So, what exactly is a family? Our ideas on the subject may tend to be ethnocentric, for they are often based on the middle-class «ideal» family, one that consists of a husband, a wife, and their dependent children. This particular family pattern, however, is far from typical. A more accurate conception of the family must take account of the many different family forms that have existed or still exist both in America and in other countries.

We may say, then, that the family is a relatively permanent group of people related by ancestry, marriage, or adoption, who live together, form an economic unit, and take care of the young.

Vocabulary Exercises

1. Give the English equivalents to the following using the words and word-combinations from the text:

Існує багато точок зору на...., деякі не можуть обійтись без підтримки, джерело більшості проблем та хвилювань, щоб там не було, показувати щасливі, гармонійні сім'ї по ТБ, типова англійська родина складалася з..., неповні сім'ї, нести відповідальність за другу родину, підтримувати стосунки, фінансова допомога у вигляді пенсії, родичі по лінії дружини/чоловіка, родичі/рідня, вести окреме/самостійне домашнє господарство, матеріально не залежати від родичів, підтримувати тісні стосунки з

родичами, приймати важливі рішення разом, брати участь у..., дивуватися вседозволеності, беззаперечно підкорятися кому-небудь, строгий батьківський контроль, американці глибоко переконані, мати свободу вибору, високо цінуватися, робити вибір, відповідно до свого віку та ступеня зрілості, заохочувати дітей у прийнятті рішень, з раннього віку, меблювати/декорувати кімнату, заробляти гроші, різноманіття навчальних предметів, підготовчі/профорієнтаційні курси, спілкуватися/ зустрічатися/ тусуватися, вважатися невдачею/розглядати як..., пенсійний вік, завести власну сім'ю, брати до уваги, турбуватися про когось.

2.Paraphrase the following using the word-combinations from the text:

different (adj), view (n), source (n), anxiety (n), feature (n), include (v), a nuclear family, an extended family, single parents, a scattered family, bring up (phr. v.), look after (phr. v.), in-laws (informal), community (n), share (v), participate in (v), to be amazed, permissiveness (n), obey (v), encourage (v), vocational (adj), socialize (v), sponsor (v)

3. Give the opposite of:

love (n), happy (adj), dependent (adj), divorce (v), difference (n), difficult (adj), close (adj), frequently (adj), obey (v), allow (v), break from one's family, be a failure, useless (adj), permanent (adj).

4.Answer the questions:

1. Are there many different views on family life? What are they?
2. The family is definitely a powerful symbol, isn't it?
3. What types do sociologists divide families into?
4. What do you know about the traditional family life in Britain?
5. Describe a «typical» British family.
6. Have there been many changes in British family life in recent years?

What are the causes?

7. Marriage and the family are not so popular now, are they?
8. Why do members of a family – grandparents, aunts, uncles, cousins – see less of each other than they used to?
9. Is each generation keen to become independent of parents in establishing its own family unit? Where does it lead to?
10. Relationships within the family are different now, aren't they? Prove it.
11. Who looks after the older generation?
12. Are the English a nation of stay-at-homes?
13. And what is the American family like?
14. Do American families usually maintain separate households?
15. Is the nuclear family unit economically independent of the rest of the family?
16. Who usually shares important decision making in the American family?
17. Foreign observers are frequently amazed by the permissiveness of

American parents, aren't they?

18. Is independence highly valued in the United States?
19. At what age are young people expected to break from their families?
20. When do American aging people retire?
21. Why do elderly couples feel useless and lonely?
22. Who sponsors social centres for «senior citizens»?
23. What is a family? Must we take account of the many different family forms that have existed or still exist both in America and in other countries?

5. Learn some useful phrases to say if the statements are true or false?

Use the phrases in the list.

True

I fully agree with you!
I'm of the same opinion.
That's all right!
That's it! Just it! Exactly so!
I'm all for it!
Undoubtedly.
Beyond all doubts.
Looks like that.
I think so. I expect so.

False

I disagree with you!
I differ from you.
Far from it.
Just the reverse.
Just the other way round!
Nothing of the kind.
I object to it.
It makes no sense.
By no means.

1. There are many different views on family life.
2. The family unit in Britain is in crisis and the traditional family life is in the past.
3. A «typical» British family used to consist of a mother, a father and three children.
4. There have been no changes in British family life recently.
5. Marriage and the family are not so popular as they once were.
6. Members of a family – grandparents, aunts, uncles, cousins – don't keep in touch with each other.
7. Each generation is keen to become independent of parents in establishing its own family unit.
8. Relationships within the British family are different now.
9. More than half of all old people are looked after at home.
10. Many others live in Old People's Homes, which are private.
11. The English are a nation of stay-at-homes.
12. Most American families consist of a mother, a father and two children.
13. It is usual for members of the family other than the husband, wife and children to live together.
14. The nuclear family is economically dependent of the rest of the family.
15. In the American family the husband and wife usually share important decision making, the children do not participate in it.

16. Foreign observers are frequently amazed by the permissiveness of American parents.

17. Americans believe strongly that parents should decide the course of their children's life.

18. Young people are expected to break from their families by the time they have reached thirty.

19. The job-retirement age in the USA is 60.

20. Elderly couples feel useless and lonely with neither an occupation nor a close family group.

21. An «ideal» family is one that consists of a husband, a wife, and their dependent children.

6. Translate the sentences into English using the vocabulary of the text.

Do it in writing.

1. Деякі люди не можуть обходитись без підтримки та любові своїх близьких. Інші говорять, що сім'я є джерелом більшості проблем та хвилювань.

2. Родина, яка складається з батька, матері та дітей, називається «nuclear family».

3. Сім'я, яка включає 2-3 покоління, що живуть разом, називається «extended family».

4. У Великобританії легко отримати розлучення. Це приводить до того, що з'являється велика кількість неповних сімей.

5. Члени родини – бабусі, дідусі, тітки, дідьки тощо – підтримують стосунки, але зустрічаються рідше, ніж раніше. Це відбувається через те, що родичі часто від'їжджають з рідного міста у пошуках роботи. Така родина називається «scattered family».

6. Стосунки у родині змінилися, батьки надають своїм дітям більше свободи у прийнятті рішень. Мама у більшій мірі занята вихованням дітей, так як батько працює.

7. Американські сім'ї зазвичай ведуть окреме домогосподарство. Спільне проживання з бабусями та дідусями є небажаним.

8. В американській родині чоловік та дружина приймають важливі рішення. Дорослі діти також беруть участь в цьому.

9. Іноземці часто дивуються всездозволеності, яку надають американські батьки. Наприклад, батько рідко очікує від свого сина беззаперечного підкорення, та дітям часто дозволяється робити те, що вони бажають. Строгий контроль з боку батьків відсутній.

10. Американці йдуть на пенсію у 65 років. До цього часу діти покинули дім, одружилися та завели своє домогосподарство. Похилі батьки відчують себе самотніми та нікому не потрібними.

11. Що таке родина? Для більш точного визначення родини ми повинні брати до уваги різні види сімей, які існували чи все ще існують і в Америці і в інших країнах.

IV. Read and translate the following text. Draw the family tree after reading and speak about each member of the family.

AN ENGLISH FAMILY

We shall speak about an English family. It is a very big family. In fact there are really three families.

Alice and Arthur Heath are grandparents. They've got one son - Harold. They live with Harold and his wife. Arthur Heath is 70 years old. He had his birthday last week.

Fred Beaumont is a widower. He spends a lot of time with his grandchildren.

Bertha Beaumont died in 1990.

The Beaumonts had two daughters - Jean and Betty. Jean married Harold Heath.

They've got three children - one girl and two boys.

Harold Heath's father used to work on the railways, but Harold works for a car manufacturer.

Betty's husband is John King.

The Kings have four children. The names of the children are Shirley, Johnny, Christine and baby Sandra.

Elizabeth Heath is 16, and she is still at school. She is studying for her exams. Her favourite subject is Spanish.

David and Paul Heath are Arthur Heath's grandsons.

David spends a lot of time with his grandfather. They love trains, and old Mr. Heath is always telling David about the railways in the old days.

Robert King is Betty King's nephew. His father George is John King's brother. Robert has a wife Owen and a little daughter Tracey who is going to be two years old next month.

Robert King's sister married Alan Marshall last year. They went to their wedding in an old bus.

Brian King loves cars. Brian is still at school. He doesn't like school much. He wants to leave school and work in a garage. Brian is fifteen, and so he's going to leave school next year. He loved his sister's wedding. He rode in an old bus and learnt about its engine.

V. Read and translate the following text, answer the questions after it

WHAT DOES THE FAMILY MEAN?

Every word in a dictionary has one or more meanings but the word family is one of the most meaningful. Below are only a few meanings of it attached to my experiences that prove them.

The family means learning. We learn the basics of culture, heritage and our ways of lives within the family. Two, three or sometimes four generations, all living under one roof, working, eating and feeling together. Youngsters imitate

their elders. Family members are their role models. Children of a doctor parent want to become a doctor. We comb our hair the way our parents comb... How tragicomic is the situation of a father who continuously advises his child what not to do but failing to set example his child says, «Dad, I will not do what you do, yes?»

The family means behaving sensibly. When the family members behave carelessly, it is felt even in the capillary of the society, resulting in an unhealthy society... During my university years, I used to teach science to some secondary school students at my leisure. Out of my experience, whenever I come across a child having problems, be it psychological or otherwise, later I realized when I visited their families that it stems from the family itself. I've never seen a child perfectly normal but has a problematic family or the vice versa. Just like the child of our next door neighbour. He was quite shy and antisocial. Whenever I saw him, instead of smiling and socializing childishly, he used to stay afar frowning. I knew the reason. Often we were listening the screams of his parents quarrelling.

The family means love. The more you receive love, the stronger your heart becomes. Thus, you can love more people or people more. It's not a vicious but a precious circle... One of my relatives once visited an orphanage. When she entered the house, small children jumped to her arms. She took one of them in her arms and spent some time there. When she attempted to release the child, she couldn't. Because, the child was hugging her tightly. Parents! Fill the heart of your children with hugs and kisses for there is no substitute for love. We can warm our shivering hands anywhere but our hearts can only be warmed at the hearth of a family.

The family means our fundamentals laid down deep inside us. Later in our lives we built everything on this basis. Surely, strong fundamentals will let an individual construct a world on it. Simple sentences and phrases learnt as principles shape our mind and determine the way we act later on... I still remember and apply two principles once told by my tailor father, «If you're satisfied with what you have done, everybody will be...» and «The one who cannot undo what he has done can't be a master.»

The family means sharing. We have relations with our neighbours because we live in the same building. We have ties with our classmates for we attend the same school. We feel related with the other supporters of the team we support, or with the people who eat at the same restaurant, even with those who wear the same brand of shoes or drive the same brand of car... The sharing acts in a family are countless. We share the same house. We eat together at the same table for years. We feel happy or sad together. We play with our siblings and receive gifts from our aunts and uncles. Mom takes us to school and dad collects after school. Our grandparents help us in doing homework. Then it is our spouses and children that we share a whole life with.

The lions or the ants, the birds or the fish, they all live in families. One flower doesn't mean spring. One tree doesn't mean a forest. United we are strong, divided we are the poorest.

Answer the following questions:

1. How many meanings does the word «family» have?
2. What do we learn in the family?
3. Why can the family be called a fundamental of a healthy society?
4. Explain the expression: «The more you receive love, the stronger your heart becomes».
5. What fundamentals does the family give us for our future life?
6. In what way does the family teach us to share?
7. How do you understand: «One flower doesn't mean spring. One tree doesn't mean a forest»?

Unit Two

FRIENDSHIP, RELATIONSHIPS WITH PEERS, IN THE TEAM

I. Read and translate the text. Be ready to discuss the main ideas about friendship. Suggest some more statements about friendship.

MY FRIEND

It's nice to have a lot of friends. You can enjoy things together. A good friend is a friend in need, who is always willing to do something useful for you, who can give a good advice, who can keep secrets.

My friends usually obey their parents and teachers. They never complain of anything, they are worried about each other's health. We have a lot of interesting conversations in our group. We discuss different problems. Sometimes discussions are very exciting. In the evening I often talk with my friends over the telephone. When some of my group-mates are ill they have a good reason to ring up their friend and learn what their homework is. We also exchange opinions on different matters. Boys and girls get along well. They don't quarrel. We have a lot in common. A lot of my group-mates enjoy out-of-group activities and traveling. Traveling helps us to become friendlier. Besides we are all full of impressions and excitements.

Now I'd like to describe my close friend. Frankly speaking, I have a lot of friends who are my former schoolmates and boys and girls from my neighborhood. But my bosom friend is Ann. She is a pleasant-looking girl of about 18. Ann is not very tall, but she has a strong attractive body, she is pleasantly plump. She is always very elegant; she wears the clothes of latest fashion. Her features are very delicate and her charm is irresistible. Ann has white curly hair and dark-blue eyes. Her eyelashes are so long and thick, and they seem dark for this reason. Ann's face is oval and she has a turned-up nose. To cut the long story short — she is a pretty girl. But in my opinion, inner beauty is more important than physical one. Ann is a well-bread, jolly and kind-hearted person. She is very tactful, shy and sensitive, emotionally stable and witty. She is a girl of active and cheerful disposition. Ann is a pleasant person to deal with, she never loses her temper. But to my mind, her main feature is that she is a girl of character. Her words are entirely in character with her actions. Ann is an intelligent, bright and quick-witted girl, she has a big soul and a strong will. One of her best features is her readiness to help.. She always manages to be amusing and cheerful, energetic and enthusiastic. I must admit, Ann is an easy-going girl, and when sometimes it comes to quarreling, she tries to make it up at once.

In a word — my friend has a noble look and bright spirit, she seems a good sort of girl and her character corresponds to her appearance.

I think, a person can prove to be a personality by his deeds, not by his words. A proverb says: «Actions speak louder than words.» It's not good to promise much by saying nice words. Let other people speak about your job, your deeds.

Reading Texts

II. Read the following text and match the headlines given in the box to the appropriate paragraph.

HOW TO BE A BETTER FRIEND

- a) *Be realistic*
- b) *Set some standards*
- c) *Be yourself*
- d) *Enjoy it*
- e) *Don't demand too much*
- f) *Be a good listener*

1. Instead of giving endless advice learn to listen more. Listening is an underestimated skill, and it is easy to forget when you are worrying about other people's problems. How many times do we say, «Oh yea that happened to me and...» before we give the other person a chance to explain what happened to them. Sometimes a friend may just want to talk something over with someone else to sort things out in their own mind—so listen hard to what they are saying, and try to offer advice only when you think they are asking for it.

2. We often feel we have been let down by a friend at some point in our life. Perhaps they let out a secret we trusted them to keep under wraps, or suddenly sided with the opposition during an argument. Nobody is perfect, so try to have realistic expectations. Friendships don't develop overnight; they deepen over time as you begin to trust one another. Don't place unrealistic demands on your friendship.

3. Everyone wants to be liked, but trying too hard to be popular shows. So stop worrying whether people like you or not, just get on with the business of being you. There can be a great temptation to make people like us by changing our personality to suit others. However, this can make you extremely unhappy in the long run. Of course, not everyone is going to think you are great, but the chances are the ones who don't like the way you are, aren't going to make particularly good friends anyway.

4. Friendships are based on trust, and if that's betrayed, the whole relationship breaks down. If you want people to be trustworthy and honest with you then you are going to have to offer the same standards in return.

5. Many friendships break down simply because one person demands too much of the other. Asking a friend for support and advice is one thing, but expecting them to organize your life for you, or get you out of every sticky situation you find yourself in, is another. Asking a friend to lie for you all the time, or talking about things they don't want to discuss only does damage in the long run.

6. What more can we possibly say? Friendships are to be enjoyed — so make the most of them!

III. Read the texts thoroughly and do tasks after them.

MY FATHER

Amy Mitford: I don't really know my father. He isn't easy to get on with. He's quite self-centered, and a little bit vain, I think, and in some ways quite unapproachable. The public must think he's very easy-going, but at home he keeps himself to himself.

He can't have been at home much when I was a child, because I don't remember much about him. He's always been slightly out of touch with family life. His work always came first, and he was always off somewhere acting or rehearsing. He loves being asked for his autograph; he loves to be recognized. He has won several awards, and he's very proud of that. He was given the Member of the British Empire, and we had to go to Buckingham Palace to get the medal. It was incredibly boring-there were hundreds of other people getting the same thing, and you had to sit there for hours. He shows off his awards to whoever comes to the house.

I went to public school, and because of my total lack of interest and non-attendance I was asked to leave. I didn't want to go there in the first place. I was taken away from all my friends. He must have been very pleased to get me into the school, but in the end it was a complete waste of money. I let him down quite badly, I suppose. I tried several jobs but I couldn't settle down in them. They just weren't challenging enough. Then I realized that what I really wanted to do was live in the country and look after animals, so that's what I now do.

As a family, we're not that close, either emotionally or geographically. We don't see much of each other these days. My father and I are totally different, like chalk and cheese. My interests have always been in the country, but he's into books, music and above all, opera, which I hate. If they do come to see us, they're in completely the wrong clothes for the country - mink coats, nice little leather shoes, not exactly ideal for long walks across the fields.

He was totally opposed to me getting married. He was hoping we would break up. Gerald's too humble, I suppose. He must have wanted me to marry someone famous, but I didn't and that's all there is to it. We don't want children, but my father keeps on and on, talking about wanting grandchildren. You can't make someone have children just because you want grandchildren.

I never watch him on television. I'm not that interested and anyway he usually forgets to tell me when he's on.

1. Decide which of the statements are true and which are false. Mark + the true statements - the false ones.

1. Amy doesn't really know her father.
2. He is very easy-going at home.
3. Amy's father loves to be recognized.
4. The visit to Buckingham Palace was amazing for Amy.
5. Amy was asked to leave the public school.
6. She couldn't settle down in several jobs because they weren't interesting

enough.

7. As a family, father and daughter are very close, though they are slightly different.
8. Finally, Amy realized that she wanted to live in the country.
9. Her father was hoping that she and Gerald would break up.
10. Amy watches her father on TV, though he doesn't always tell her when he is on.

MY DAUGHTER

James Mitford: My wife and I only had the one child. It might have been nice to have a son, but we didn't plan a family. We just had Amy. I see her as my best friend. I think she'd always come to see me first if she had a problem. We have the same sense of humour, and share interests. I don't mind animals, but she's completely obsessed with them, and she has always had dogs, cats, horses, and goldfish in her life.

We were closest when she was about four, which I think is a lovely age for a child. They know the parents best, and don't have the outside contacts. She must have grown up suddenly when she went to school, because I remember her growing away from her family slightly. Any father who has a teenage daughter comes across an extraordinary collection of people, and there seemed to be an endless stream of strange young men coming through our house. By the time I'd learned their names they'd gone away and I had to start learning a new lot. I remember I told her off once in front of her friends and she didn't talk to me for days afterwards.

I wanted more than anything else for her to be happy in what she was doing, and I was prepared to pull strings to help her on her way. She went to a good school, but that didn't work out. She must have upset somebody. When she left she decided she wanted to become an actress so I got her into drama school. It wasn't to her liking so she joined a theatre group and began doing bits and pieces in films. She was doing well, but then gave it up. She probably found it boring. Then she took up social work, and finally went to work for a designer and he became her husband. And that's really the story of her life. She must be happy with him - they're always together.

We have the same tastes in books and music, but it takes me awhile to get used to new pop songs. I used to take her to see the opera, which is my big passion, but I don't think she likes it very much. She doesn't come with me anymore.

I don't think she's a big television watcher. She knows when I'm on, and she might watch, but I don't know. It's not the kind of thing she tells me.

We're very grateful for Amy. She's a good daughter as daughters go. We're looking forward to being grandparents. I'm sure she'll have a great son.

2. Decide which of the statements are true and which are false. Mark + the true statements - the false ones.

1. James Mitford and his wife had one child.
2. Amy is his best friend.

3. James is completely obsessed with animals and his daughter doesn't mind them.
4. In James' opinion they were closest when she was five.
5. His daughter grew up suddenly.
6. James didn't meet his teenage daughter's collection of strange young people visiting their house.
7. He was prepared to pull strings to help his daughter on her way.
8. Father and daughter have the same tastes in books and music, but she doesn't like opera very much.
9. Amy is not a big television watcher.
10. Her parents are looking forward to being grandparents.

Unit Three EVERYDAY AFFAIRS

I. Read and translate the text. Use the following example to create your own text about your everyday affairs

My Daily Routine

I want to describe my daily actions which I do, more or less regularly, on weekdays. All days except weekends look very much the same.

On weekdays my working day begins early in the morning. As a matter of fact, I am not an early-riser, that's why I hate getting up early, but I got used to it, I usually get up at about 7 o'clock. Then I do my morning exercises and go to the bathroom to wash my face and hands with soap and brush my teeth with toothpaste. I don't take a shower in the morning I generally do it late in the evening before going to bed. At a quarter past seven I am ready to have my breakfast. As a rule, I have a quick light breakfast which consists of a cup of coffee or tea, a boiled egg or an omelet and a cheese or a sausage sandwich. After breakfast I put on my coat take my bag and leave for university. As my university is not far from my house, it takes me 10 minutes to get there. I never take a bus on my way to the university, I usually walk there.

Three or four pairs a day is the ordinary timetable. I seldom have lunch in the canteen, because I usually have packed one in my bag (an apple and a sandwich).

The classes at the university are over at about two o'clock. Sometimes I stay at the university later to prepare some practical classes at the library.

When I come home my mother always has dinner ready just in time. Then I change my clothes and have a rest. While resting, I listen to music or look through the newspapers or magazines. Then I start doing my homework. It takes me about five hours to cope with my homework properly. I normally finish doing my homework at 10 o'clock in the evening. So I haven't much time for television and friends, because I have to work hard at all the subjects. But sometimes I manage to see an interesting film.

I do well in most subjects without any effort. Besides, I manage to help my mother about the house and do our shopping. And I must admit that I have good friends at the university and sometimes we prepare our homework together.

After supper I usually relax for some time and then go on with my homework.

As a rule, I go to bed at about 11 o'clock or even later.

Reading Text
IN ANOTHER PERSON'S SHOES

II. Read the text and fill in the chart below the text. Use it to speak about the changes in Victoria's and her father's routines when they changed places for a day.

To raise money for charity (to build an extension to the children's hospital), David Evans, a well-known British writer, decided to change places with his daughter Victoria. He went to school and sat through a full day of lessons. At first he was nervous as he is 44 and it's a long time since he was at school. But the teachers and students made him very welcome. That day Victoria's father had 9 different classes. On geography lesson David even got an excellent mark for his knowledge of the map of Australia. He did worse in science and mathematics as he didn't remember much from his school days. His answer in English literature was brilliant, but he failed in physical training class as he is out of practice. Mr. Evans said, «School is very different now, but ten times better. The children have more freedom and they are more independent. It was lucky my daughter wears trousers at school, so when we changed places I didn't have to wear a skirt.»

While her father was at school, Victoria, aged 17, stayed at home and did her father's jobs in the house. Victoria's mother is an archeologist and she is in Egypt now, so the father has to do much about the house. In the morning Victoria did the rooms and typed on the computer one chapter of her father's latest book. In the afternoon she worked in the garden. At four o'clock her father came home and told her about his day at school. Victoria had to make the dinner but, fortunately, she didn't have to do the washing up. Mr. Evans did it. After dinner he had to do his homework while Victoria read the paper and watched TV. She said, «I think I prefer my own normal day but just for once it was good to have a change!»

Time of the day	Victoria	Victoria's father
morning	1. did the rooms	1 . went to school
afternoon	2.	2.
evening		

Unit Four LEISURE, RECREATION

I. Read and translate the text. Use the following example to create your own text about your spare (free) time

My Day Off

On weekdays I usually go to the University, but on my days off I prefer to rest. I think it is important for us to rest after hard work. That's why our weekends are more attractive than weekdays. At our leisure time we go in for sports, read the books, and go to the library, cinema, theatre, park, museum, or exhibition. Sometimes we go to the zoo or the circus and enjoy ourselves watching animals. As a rule, we try to spend most of the time outdoors. Some people prefer to go to the country to see their relatives and friends. In winter we like to go to the winter forest to ski and skate. After having such a pleasant rest in the open air, you are always happy to return home and have a rest sitting near the TV-set and watching an interesting TV programme. In summer and spring picnics are popular with students. They are fond of picnics chiefly because they have an excellent opportunity to admire the beauty of nature, to run on the grass and to play interesting games, to have a bite without observing table manners. But the most exciting event is making a fire. They are fond of collecting wood in the forest and sitting round the fire. And again, they like to return home after a picnic. And now they think that «there is no place like home» as the saying goes.

Many people like to go to the cinema and theatre on weekends and holidays and enjoy seeing an interesting film or performance.

As for me, my days off are normally like this. I hate getting up early and on weekends I can afford to wake up later than usual. As a rule, I get up at 8 o'clock. Then I do my morning exercises, wash my face and hands and brush my teeth. After having breakfast I relax a little: listen to a lovely music and try to forget about all my problems. Then I can visit my friends and have a chat with them about our life. Sometimes my friends and I go to the museum or an exhibition. As a rule, my activities on weekends depend on my plans, but in any case I manage to do a lot of things and to have a rest. I always try to do my best to have a really good time. But unfortunately time flies quickly on weekends, and the next Monday morning comes, and I am looking forward to my next day off.

Reading Texts

II. Read the text below and define which personality types the people in them belong to.

TASTES DIFFER

an outdoor type

a sociable type (people's person)

a workaholic

a home lover

a culture-vulture

a loner

John: I wake up at half past five and study company reports in bed. I go to work at half past seven. I never leave the office before nine o'clock at night. I don't go out in the week because I'm too tired. I'm a manager and I read management books in my free time. I usually work at home at the weekend.

Dave: I usually get up at 7.30 on Saturdays and run in the park before breakfast. I'm always back home by 8.30. My brother Steve is still asleep at the time; he never gets up before ten. He usually has coffee and toast for breakfast. I never drink coffee so I have orange juice and cereal. My brother calls me a health freak. Most Saturdays I go shopping with my parents. My brother hates shopping, he doesn't like crowds. He is always at home on Saturday. He sometimes plays the guitar in his room or listens to his CDs.

Daisy: My husband is a very rich man so I don't have to work. I think that the best way to spend your time is to travel and see all the «musts» in different countries. The next three years of my life are already planned. I'm going to Sri Lanka and Nepal, China and Mongolia. As you see I'm not interested in dear old Europe any longer. I've been all around it several times. It has nothing new for me. I'm looking forward to new impressions and experiences. Besides all my friends have already visited most of these places of interest and all the time boast of being there and seeing this and that. It's a shame that I don't have as many souvenirs from all those places as they do. And now, if you excuse me, I must hurry. It's the presentation of Tony Foticelli's exhibition tonight. I don't know anything about him but everybody who is somebody will be there.

III. Read the text and find statements in the text you possibly agree or disagree with and give your reasons. Discuss the text.

DISCOS? TV? OR BOOKS?

How do young people spend their spare time? What leisure activities do they prefer? These and other questions were asked in a sociological survey. The results of the opinion poll conducted among young people living in big cities and in the country add up to the following hierarchy of pastimes (with minor variations from place to place): music in combination with such forms of group activities as discos, concerts, and cafe-cum-club come first, followed by the theatre and reading. Then come films, museums, amateur arts and engineering; and finally, TV and classical music.

There are several reasons for this. Most young people admit they do not know how to plan their leisure. To use sociological terminology, their leisure qualifications are inadequate.

According to the poll, the actual priorities are as follows: TV comes first, followed by reading, films, listening to records, radio, going out to dances and discos; then come concerts, museums, amateur arts, and finally theatre.

«Today's young people could be called the tele-reading generation», says sociologist Yelena Vasilyeva. In contrast to previous generations, they draw from

various «channels» of culture, which complement each other. What we are witnessing is an integration process involving TV-viewing, reading, and other sources of information. Within the general framework of young people's lifestyle (including study, earning money, and leisure) reading leads the way as a cultural activity, leaving both television and music behind.

Young people's recent growing cultural standards make themselves felt primarily in the choice of cultural values. Of course they like to be entertained (by watching TV shows, reading detective stories, etc.). But they certainly know how to find their way amid the great variety of cultural values, and they know how to tell genuine art from imitation.

A few more words about music, which plays a very important part in young people's lives. Rock is certainly more popular than classical music. Pop groups who play original music and meaningful texts have an especially large following.

Boys and girls are getting increasingly interested in the leisure activities which encourage self-expression and personality growth.

IV. Read the text below. For questions (1–10) choose the correct answer (A, B, C or D). Write down your answers.

Harry Potter Film Takes \$168m to Break Ticket Records

The (1)_____ Harry Potter movie shattered box office records in the US and Canada, taking \$168m over its opening weekend.

Harry Potter and the Deathly Hallows: Part 2 made \$92.1m on its opening day. The (2)_____ opening weekend record was held by Batman film *The Dark Knight*, which took \$10m.

The Potter film is the eighth movie in the hugely (3)_____ franchise. Fans around the world (4)_____ for hours to be among the first to see the film, which was based on the second part of JK Rowling's seventh and final book in the series.

Most cinemas were showing the film in 3D, which slightly increased the ticket (5)_____. The (6)_____ Potter film series has so far earned more than £4bn worldwide, not including the final film's (7)_____ so far. Internationally, the film had taken \$157.5m by the first Friday. «A billion dollars was (8)_____ going to happen,» said Dan Fellman, head of domestic distribution at Warner Bros. It has been 16 years the first movie in the series, *Harry Potter and the Philosopher's Stone*, was (9)_____. It made stars of its young (10)_____, Daniel Radcliffe, Emma Watson and Rupert Grint.

1.	A past	B definite	C final	D finished
2.	A preceded	B previous	C complete	D eventual
3.	A popular	B modern	C contemporary	D affordable
4.	A hoped	B imagined	C held	D queued
5.	A interest	B need	C price	D importance
6.	A proper	B all	C absolute	D entire

7.	A sums	B takings	C incomes	D benefits
8.	A extremely	B definitely	C strictly	D strongly
9.	A released	B done	C prepared	D delivered
10.	A cast	B party	C crew	D band

V. Read the text below. For questions (11–20) choose the correct answer (A, B, C or D). Write your answers on the separate answer sheet.

Don't Be a Couch Potato: There Are Plenty of Things to Do

Summer. The one word on every student's (11)_____ before finals even start. But now that it is here, what are you going to do? Many face the tough decision of finding a fun activity to do, especially in a state as hot as Arizona. If you're staying in Arizona during the summer, don't worry because there are (12)_____ for you to do.

The beautiful scenery of Arizona makes the state an excellent one for outdoor fun. Lake Havasu is also an outstanding spot that accommodates you with swimming, jet-skiing, and even fishing. There are also a few theme parks here that are great fun and (13)_____ your adrenaline up. But if you're not an outdoor person and you'd rather stay nice and cool inside, there are plenty of activities for you too (and no, playing on the computer all day is not one). Arizona offers a (14)_____ of malls all over the place. Malls are a great way to stay cool while getting some minimal exercise as well. So if you're sitting at home with nothing to do, grab some friends and try at least one of these activities, you'll be sure to (15)_____ it.

For those of you who plan on leaving the state, but don't know exactly where to go, I have a piece of advice. California is one of the biggest vacation spots, but that's because it gives you so many choices of what to do. Disneyland is the main (16)_____ you should visit if you're visiting California and if you can't then go catch some waves at Mission Bay beach. Colorado is another great vacationing spot. It gives you the opportunity to (17)_____ hiking, take in a breath of fresh air and various other activities.

Let's move over to the East Coast now. New York is full of never-ending activities. The city that never sleeps keeps you (18)_____ twenty-four hours. Shopping, dancing, extraordinary hotels and great food, you won't be bored a minute.

You've got a million ideas running through your head, I'm sure. Do your research on where you want to go, and make sure it happens so your summer vacation is one to remember. Don't be a couch potato and do nothing all day: call your friends and get going! Or start talking to your parents about your (19)_____ gained knowledge and call the airlines, or get your car ready for a road-trip to your vacation destination! No (20)_____ what you decide to do this summer, keep in mind that lazy isn't the way to go.

11	A view	B thought	C mind	D idea
12	A hints	B things	C matters	D offers
13	A remain	B stay	C keep	D wait
14	A sum	B variety	C composition	D row
15	A enjoy	B fascinate	C amuse	D delight
16	A entertainment	B facility	C sightseeing	D attraction
17	A have	B set	C leave	D go
18	A booked	B employed	C hired	D occupied
19	A newly	B lately	C freely	D simply
20	A matter	B difference	C reason	D cause

Unit Five DWELLING

I. Read and translate the text. Describe your own house or flat. You can use the following text as a sample

My Apartment

We have a nice flat in a new block of flats. Our flat is on the second floor of a five-storeyed building. It has all modern conveniences: central heating, running hot and cold water, electricity, gas.

We have a three-roomed flat which consists of a living-room, a bedroom, a study (which is also my room), a kitchen, a bath-room and a toilet. Our flat has two balconies.

The living-room is the largest and most comfortable one in the flat. In the middle of the room we have a square dinner-table with six chairs round it. To the left of the dinner-table there is a wall-unit which has several sections: a sideboard, a wardrobe and some shelves. At the opposite wall there is a piano and a piano stool. To the right there is a low table with color TV-set on it. Opposite the TV-set there are two cozy armchairs. A divan-bed and a standard lamp are in the left-hand corner. In front of the armchairs there is a small round table for newspapers and magazines. There is a thick carpet on the floor. Two pictures hang on the wall above the divan-bed. In the evening we usually draw the curtains across the windows, and a red lampshade gives a warm color to the room.

The bedroom is smaller than the living-room and not so light as there is only one window in it. In this room there are two beds, two dressing-tables and a wardrobe. In the corner of the bedroom there is a small colour TV-set. On the dressing table there is an alarm-clock and a small lamp with green lamp-shade.

Our study is the smallest room in the flat, but in spite of it, it is very comfortable. There isn't much furniture in it, but there are a lot of shelves full of books. It has a writing table, an armchair and a bookcase too. A small round table with a cassette-recorder is standing in the right-hand corner of the study. There is a small sofa near the wall opposite the bookcase. This room was my father's study, but as I grew older, it has become my room. And in my opinion it is the best room in our flat. My friends used to come to my place to have a chat or to play chess in the evening, and they say my room is very comfortable. I share their opinion.

Vocabulary Exercises

1. What are these parts of the house used for? Match each part of the house with what we usually do there.

- | | |
|----------------|---|
| 1) kitchen | a) a place to wash |
| 2) dining-room | b) a place to sleep |
| 3) bedroom | c) a place to leave your street clothes |
| 4) garage | d) a place to relax and talk |
| 5) garden | e) a place to cook |
| 6) bathroom | f) a place to grow flowers |

- | | |
|--------------------|--|
| 7) living room | g) a place to keep a car |
| 8) hall/entry hall | h) a place to keep garden tools |
| 9) shed | i) a place to keep household equipment |
| 10) closet | j) a place to eat |

2. Chose the best variant to fill the gaps in these sentences:

- Some buildings have a basement room where things are stored and it is called _____.
a) an attic b) a cellar c) a garret d) a pantry
- Some rooms don't have curtains on the windows, they have _____ instead.
a) blinds b) panes c) frames d) glazing
- He keeps all his tools and do-it-yourself equipment in a _____ in the back garden.
a) stable b) hothouse c) shed d) hut
- We haven't got a garage, so we leave our car outside the house in the _____.
a) Path b) driveway c) parking d) porch
- In your own garden you can sunbathe on the _____ in the summer.
a) Field b) pasture c) lawn d) flowerbed

3. Which part of the house is different from the other three in each group and why?

- Floor, wall, stairs, ceiling;
- Bathroom, garage, kitchen, bedroom;
- Downstairs, upstairs, basement, roof;
- Window, wall, garden, door;
- Fence, path, hedge, wall.

Reading Texts

APARTMENT HOUSE

(Abridged from Encyclopedia Britannica, copyright 1994-1999)

II. Read the text about apartment houses and get ready to speak on the following items:

- the origin of the apartment house;
- reasons for its popularity;
- apartment house in Roman Republic;
- a typical New York apartment;
- the 20-th century apartment house;
- recent changes in housing construction.

Apartment house, also called apartment block, or block of flats, building containing more than one dwelling unit, most of which are designed for domestic use, but sometimes including shops and other nonresidential features.

Apartment buildings have existed for centuries. In the great cities of the Roman Empire, because of urban congestion, the individual house, or domus, had given way in early imperial times to the communal dwelling, except for the residences of the very wealthy. Four stories were common, and six-, seven-, or eight-story buildings were occasionally constructed. Another type of apartment existed in Europe in the Middle Ages, consisting of a great house or mansion, part of which was subdivided into smaller sets of rooms in order to house the servants and other retainers of an important person. In contrast to these “apartments,” which were simply personal suites within great houses, the apartment house as it is known today first appeared in Paris and other large European cities in the 18th century, when tall blocks of flats for middle-class tenants began appearing. In the typical Parisian apartment building, the size of the apartments (and the financial means of the tenants) decreased with each successive story in a four- or five-story building.

By the mid-19th century, large numbers of inexpensive apartment houses were under construction to house swelling numbers of industrial labourers in cities and towns across Europe and in the United States. These buildings were often incredibly shabby, poorly designed, unsanitary, and cramped. The typical New York City apartment, or tenement, a type first constructed in the 1830s, consisted of apartments popularly known as railroad flats because the narrow rooms were arranged end-to-end in a row like boxcars. Indeed, few low-cost apartment buildings erected in Europe or America before 1918 were designed for either comfort or style. In many European cities, however, particularly in Paris and Vienna, the second half of the 19th century witnessed great progress in the design of apartments for the upper-middle class and the rich.

The modern large apartment building emerged in the early 20th century with the incorporation of elevators, central heating, and other conveniences that could be shared in common by a building’s tenants. Apartments for the well-to-do began to offer other amenities such as leisure facilities, delivery and laundry services, and communal dining rooms and gardens. The multistory apartment house continued to grow in importance as crowding and rising land values in cities made one-family homes less and less practicable in parts of many cities. Much government-subsidized, or public, housing has taken the form of apartment buildings, particularly for the urban elderly and working classes or those living in poverty. Apartment-block towers also were erected in large numbers in the Soviet Union and other countries where housing construction was the responsibility of the state.

Since World War II the demand for apartment housing has continued to grow as a result of continued urbanization. The mid- or high-rise apartment complex has become a fixture of the skylines of most of the world’s cities, and the two- or three-story “walk-up” apartment also remains popular in somewhat less built-up urban areas.

Vocabulary Exercises

- 1. Find words in the text with similar meanings to these words and phrases:**

Relating to a town or city (urban), a set of rooms belonging to someone (a personal suite), a person who pays rent for a flat or a house (a tenant), in the process of building (under construction), rapidly increasing in number or size (swelling), crowded (cramped), installment (incorporation), easy to carry out (practicable), huge blocks of flats (apartment-block towers), a permanent feature (fixture).

2. Speak on the apartment house in which you or your friends live:

Say in what part of the town it is located; when it was built and in what style; if it has been well maintained; if it has any amenities.

III. Read the text and fill in the missing words.

MR. HUDSON'S HOUSE

Mr. Hudson is selling his house. At the moment he is showing it to Mr. and Mrs. Wills.

«Here we are. As you can see it's really quite a big spacious _____ (1), with two storeys. Upstairs there are three _____ (2) where you and your children can sleep, and one _____ (3) which has both a bath and a shower. Downstairs we have a large _____ (4) where all our family liked to get together in the evenings to watch TV and talk. Next to it is a _____ (5) where we used to have our evening meals when all the family sat down to table. Breakfast we usually had in the _____ (6) as it was a very quick meal.

Before we go in, let's have a look at the house from the outside. I think you'll agree that the front _____ (7) is very nice with all its flower beds and a lawn. The green hedge around it makes it a little more private. You've got a car, haven't you? So the _____ (8) next to the house will be very useful.

Now follow me up the path to the front door. Here we are inside. In this little _____ (9) you can hang your coats and hats. On your right is the living room and this _____ (10) on the left leads into the dining room. It is connected with the _____ (11), so you can cook there and serve the meals in the dining room. From the kitchen _____ (12) you have a pleasant view on the back _____ (13) which as you see has a strong wooden fence around it.

The house is in an excellent _____ (14). You'll have no problems with the floors, walls, ceilings, the roof, central heating, hot and cold running _____ (15) or electricity. So, any questions? Ah, yes, the price. Three bedrooms, a garage and a garden. Well, what do you think? «

Vocabulary Exercises

1. What do you use to clean the house? Match the given household objects with the actions given below.

a soap powder	a washing machine	a broom	a dishcloth	a mop polish
a vacuum cleaner	a scrubbing brush	a duster	a dishwasher	an iron

- 1) I usually use _____ and _____ to wash clothes.
- 2) You may use _____ to sweep the floor.
- 3) It is necessary to use _____ to make your clothes smooth.
- 4) When I wash up I use _____.
- 5) When the kitchen floor is really very dirty I have to use _____.
- 6) It is better to clean the carpet with _____ than to beat it outdoors.
- 7) Efficient housewives use special _____ to make the furniture shiny.
- 8) I usually use _____ to wash the floor in the bedroom.
- 9) All modern houses have _____ to make washing up easier.

Content Module 2. PUBLIC SPHERE

Unit Six THE ENVIRONMENT

I. Read and translate the text. Comment on the distinctive feature of the British people - talking about the weather

Seasons and Weather

Every season is good in its own way. The weather depends on the season and the climate of the country, and the latter depends on the geographical position of the country.

The weather, as you know, changes with the changing of the seasons. Let's take an autumn, for example. In autumn the sky is often cloudy; the sun hides behind the clouds and then appears again. Its rays have already lost their strength, and the sun is not so bright as it was in summer. The air can be moist. Days get shorter and nights longer. In late autumn the frost covers the ground at night. As autumn is a rainy season, the weather is mostly dull. And of course, we don't like rain of any kind even if it just drizzles. But there is a spell of sunny weather in late September, which we call Indian summer, when the sky is cloudless and there is a carpet of multicolored leaves on the ground. But in any case nature fades away and nothing can be done about it. I must confess, I don't like autumn, but a lot of people try to look at the reverse side of the medal. As they say, it is the time of harvesting tasty fruit and vegetables, the time of the beautiful golden leaves, the time when nature is very attractive.

In winter the sun shines rarely. Its rays are pale. It sets early and rises late. The air is frosty; large snowflakes slowly fall to the ground; the streets are slippery with a thick sheet of ice, they are frozen. The icicles glitter in the sun: the temperature falls, and snow may fall thick. Going outdoors in such a weather is not pleasant, but children enjoy throwing snowballs and making a snowman. Their cheeks are burning.

By the end of winter the snow begins to melt. Thaw sets in. The sun grows warmer, and soon there won't be any ice but plenty of water.

Nature awakens from its long winter sleep. The trees begin to bud and soon tiny green leaves will appear. Thin new blades of grass come up, the fruit trees begin to blossom. «April showers bring May flowers», as the saying goes. Trees, bushes and fields look magic covered with green carpet. The farmers till the soil and sow the seed. Nature looks full of promise!

After spring comes summer. As it was said in the poem, «Oh, summer fine! I'd love you but for the heat the mosquitoes and flies» ! In fact sometimes the heat is oppressive. But people usually like summer because they have their holidays and enjoy resting after their hard work.

In my opinion every season is beautiful and attractive. And as one of the famous poets said, «I see no reason to speak in prize of any season».

Reading Text

II. Read and translate the text. Do you agree with its main idea?

WORRYING ABOUT THE WEATHER

There's an old English saying which goes:

Whether the weather is cold
Or whether the weather is hot
We'll weather the weather
Whatever the weather
Whether we like it or not.

Roughly translated, that means that whatever the weather is like, good or bad, we'll accept it. But, as everyone knows, that's not quite true. It's a well-known fact that the English spend more time complaining about the weather than anything else.

Why are we so worried about our weather? The answer is that we cannot accept the fact that, unlike the rest of Europe, we have a terrible climate. It may be colder in Scandinavia, but at least they have the excitement of snow. We hardly ever have snow, just rain, sleet and fog. But when we say to each other, «Isn't it dreadful weather today? It's pouring with rain», we sound surprised, as though it is very unexpected, when, in fact, it has been raining every day, for two weeks.

Surprisingly, few people take much notice of the weather reports in the newspapers, on radio and television. For a start, no one really understands what they mean when the forecasters use words like «depression» and «anti-cyclone». And anyway, we never believe what they say will happen. Also, we like to be surprised.

As soon as we wake in the morning, we go to the window and open the curtains to «see what the weather is doing» as if we expect at least a hurricane, or a snowstorm. As for the weather-forecaster, his job is simple. Whenever there is a major sporting event like Ascot, Wimbledon or an important cricket match, he knows that it is sure to rain!

No conversation ever starts in England without a comment on the weather. It is almost a formality, like shaking hands. «How do you do? Nice day today», or «How do you do? A bit parky, isn't it»? Parky means cold, and it is only used when talking about the weather. Other typical comments on the weather are, «What's the weather like down your way? « or «What time the rain get to your part of the world?»

Then there are people who pretend they know exactly what the weather will do next. That sort of person is always convinced that it will get worse. While sunbathing in 80 degrees of heat, they will say, «There's a nasty nip in the air. We'll have frost tomorrow morning».

The only time that we do want cold weather is at Christmas, when everyone is dreaming of a white Christmas. But sadly, it hasn't snowed in many places in Britain on Christmas Day since 1963. These days, it always seems to snow in April

instead of December, and then not very much. Snowmen are becoming almost extinct.

As we refuse to accept that it rains most of the time, we always dress in the wrong clothes. The only people who are always prepared for rain are businessmen who carry umbrellas, even during the hottest months.

Because it rains so much in this country, everyone cheers up when it is sunny. Girls have only one idea — to get brown before the good weather comes to an end. But even when the weather is marvelous, we can't help complaining after a while. For the first week everyone is happy. Then gradually the complaints start. «Too hot», «unbearable», people say. We actually want it to rain again! We deserve all the bad weather we get!

1. Answer the questions on the text.

1. What does the old English saying given at the beginning of the text mean?
2. What do Englishmen mostly complain of?
3. Do they often have snow in winter?
4. Why is bad weather never unexpected in England?
5. Why do few people take much notice of the weather reports in England?
6. Is the job of the weather-forecaster simple or complicated? Why?
7. What typical comments on the weather do you know in English?
8. What kind of weather are Englishmen dreaming about at Christmas?
9. Does it often snow in Britain on Christmas?
10. Why do Englishmen often dress in the wrong clothes?
11. Who are the only people in England who are always prepared for rain?
12. What do girls try to do when it is sunny?

Vocabulary Exercises

2. Find in the text the English equivalents for the following words and phrases:

Скаржитися (на щось), помічати, ураган, хвилювання, пожимати один одному руки, зникаючий синоптик, неочікуваний, нестерпний, йти до завершення, мріяти про щось.

3. Fill in the gaps in the following text.

In many parts of the world there are four seasons every year — spring, summer, autumn and winter. Summer, of course, is the time of _____ (1) weather and winter of cold weather. And autumn and spring are in-between seasons. Many parts of the _____ (2) have these 4 seasons. Lands near the equator, however, have pretty much the same temperature all the _____ (3) round. Those lands that do have 4 seasons do not all have them at the same time. When lands north of the equator are having winter, lands south of the _____ (4) are having summer. The change of seasons is caused by the earth's travelling around the _____ (5).

4. Think and say what kinds of weather are good or bad for doing these things.

- | | |
|----------------------------------|------------------------------------|
| Planting flowers in the garden. | Being ill with a high temperature. |
| Having a garden party. | Skiing in the mountains. |
| Doing sightseeing in a big city. | Fishing in the river. |
| Camping out in a tent. | Weeding potatoes. |
| Revising for an exam. | Driving long distances. |

5. Read the following sentences and put their numbers in the corresponding column.

SPRING	SUMMER	AUTUMN	WINTER

ALL IS GOOD IN ITS SEASON

1. It is a good time for sledding and tobogganing, making snowmen and playing snowballs.
2. People enjoy picking mushrooms and berries in the woods and forests.
3. Gradually it gets colder and colder and rains more often.
4. It is the time for nature to awake from its sleep.
5. The rivers and lakes are frozen over and you can see a lot of fishermen on the ice.
6. The days become shorter and the nights become longer.
7. The nightingales start to sing their beautiful melodies.
8. It's a wonderful time when the air is transparent and the trees stand red, brown, golden and yellow against the beautiful cloudless sky.
9. After several chilly weeks people look forward to the wonderful warm days of Indian Summer.
10. There are occasional storms with thunder and lightning but people usually welcome them as they bring a relief from the heat.
11. It is so pleasant to see snowdrops in the woods and to enjoy the fresh breath of the new season.
12. The sun sets very early and rises very late, it's still dark in the morning when you get up.
13. In this season people particularly dislike the sleet and slush under the feet and the dull grey sky.
14. Most nations usually celebrate the shortest night in the year with special rituals.
15. The trees start blossoming and everything around looks festive in white and pink garments.
16. Strawberries are the first fresh fruit that you eat in this season.
17. The roads are icy and it is the most dangerous time for drivers.
18. Most birds fly away to warm countries.

19. New green grass covers the ground and all parks and gardens look pretty spotted with the yellow dandelions.
20. The dry winds usually bring droughts which are bad for crops.

Unit Seven UKRAINE IN THE WORLD COMMUNITY

I. Read and translate the text

Ukraine

*(Text was taken and adapted from the encyclopedia «Britannica»
<https://www.britannica.com/place/Ukraine/Finance>)*

Ukraine, country located in eastern Europe, the second largest on the continent. The capital is Kyiv, located on the Dnieper River in north-central Ukraine.

A fully independent Ukraine emerged only late in the 20th century, after long periods of successive domination by Poland-Lithuania, Russia, and the Union of Soviet Socialist Republics (U.S.S.R.). Ukraine had experienced a brief period of independence in 1918–20, but portions of western Ukraine were ruled by Poland, Romania, and Czechoslovakia in the period between the two World Wars, and Ukraine thereafter became part of the Soviet Union as the Ukrainian Soviet Socialist Republic (S.S.R.). When the Soviet Union began to unravel in 1990–91, the legislature of the Ukrainian S.S.R. declared sovereignty (July 16, 1990) and then outright independence (August 24, 1991), a move that was confirmed by popular approval in a plebiscite (December 1, 1991). With the dissolution of the U.S.S.R. in December 1991, Ukraine gained full independence. The country changed its official name to Ukraine, and it helped to found the Commonwealth of Independent States (CIS), an association of countries that were formerly republics of the Soviet Union.

Land

Ukraine is bordered by Belarus to the north, Russia to the east, the Sea of Azov and the Black Sea to the south, Moldova and Romania to the southwest, and Hungary, Slovakia, and Poland to the west.

Relief

Ukraine occupies the southwestern portion of the East European Plain. The country consists almost entirely of level plains at an average elevation of 574 feet (175 metres) above sea level. Mountainous areas such as the Ukrainian Carpathians and Crimean Mountains occur only on the country's borders and account for barely 5 percent of its area. The Ukrainian landscape nevertheless has some diversity: its plains are broken by highlands – running in a continuous belt from northwest to southeast – as well as by lowlands.

The rolling plain of the Dnieper Upland, which lies between the middle reaches of the Dnieper (Dnipro) and Southern Buh (Pivdennyy Buh, or the Boh) rivers in west-central Ukraine, is the largest highland area; it is dissected by many river valleys, ravines, and gorges, some more than 1,000 feet (300 metres) deep. On the west the Dnieper Upland is abutted by the rugged Volyn-Podilsk Upland, which rises to 1,545 feet (471 metres) at its highest point, Mount Kamula. West of the Volyn-Podilsk Upland, in extreme western Ukraine, the parallel ranges of the Carpathian Mountains—one of the most picturesque areas in the country—extend

for more than 150 miles (240 km). The mountains range in height from about 2,000 feet (600 metres) to about 6,500 feet (2,000 metres), rising to 6,762 feet (2,061 metres) at Mount Hoverla, the highest point in the country. The northeastern and southeastern portions of Ukraine are occupied by low uplands rarely reaching an elevation of 1,000 feet (300 metres).

Among the country's lowlands are the Pripet Marshes (Polissya), which lie in the northern part of Ukraine and are crossed by numerous river valleys. In east-central Ukraine is the Dnieper Lowland, which is flat in the west and gently rolling in the east. To the south, another lowland extends along the shores of the Black Sea and the Sea of Azov; its level surface, broken only by low rises and shallow depressions, slopes gradually toward the Black Sea. The shores of the Black Sea and the Sea of Azov are characterized by narrow, sandy spits of land that jut out into the water; one of these, the Arabat Spit, is about 70 miles (113 km) long but averages less than 5 miles (8 km) in width.

The southern lowland continues in the Crimean Peninsula as the North Crimean Lowland. The peninsula - a large protrusion into the Black Sea - is connected to the mainland by the Perekop Isthmus. The Crimean Mountains form the southern coast of the peninsula. Mount Roman-Kosh, at 5,069 feet (1,545 metres), is the mountains' highest point.

Drainage

Almost all the major rivers in Ukraine flow northwest to southeast through the plains to empty into the Black Sea and the Sea of Azov. The Dnieper River, with its hydroelectric dams, huge reservoirs, and many tributaries, dominates the entire central part of Ukraine. Of the total course of the Dnieper, 609 miles (980 km) are in Ukraine, making it by far the longest river in the country, of which it drains more than half. Like the Dnieper, the Southern Buh, with its major tributary, the Inhul, flows into the Black Sea. To the west and southwest, partly draining Ukrainian territory, the Dniester (Dnistro) also flows into the Black Sea; among its numerous tributaries, the largest in Ukraine are the Stry and the Zbruch. The middle course of the Donets River, a tributary of the Don, flows through southeastern Ukraine and is an important source of water for the Donets Basin (Donbas). The Danube River flows along the southwestern frontier of Ukraine. Marshland, covering almost 3 percent of Ukraine, is found primarily in the northern river valleys and in the lower reaches of the Dnieper, Danube, and other rivers.

The rivers are most important as a water supply, and for this purpose a series of canals has been built, such as the Donets-Donets Basin, the Dnieper-Kryvyi Rih, and the North Crimea. Several of the larger rivers are navigable, including the Dnieper, Danube, Dniester, Pripet (Pryp'yat), Donets, and Southern Buh (in its lower course). Dams and hydroelectric plants are situated on all the larger rivers.

Ukraine has a few natural lakes, all of them small and most of them scattered over the river floodplains. One of the largest is Lake Svityaz, 11 square

miles (28 square km) in area, in the northwest. Small saltwater lakes occur in the Black Sea Lowland and in Crimea. Larger saline lakes occur along the coast. Known as limans, these bodies of water form at the mouths of rivers or ephemeral streams and are blocked off by sandbars from the sea. Some artificial lakes have been formed, the largest of which are reservoirs at hydroelectric dams—e.g., the reservoir on the Dnieper upstream from Kremenchuk. The Kakhovka, Dnieper, Dniprodzerzhynsk, Kaniv, and Kyiv reservoirs make up the rest of the Dnieper cascade. Smaller reservoirs are located on the Dniester and Southern Buh rivers and on tributaries of the Donets River. Small reservoirs for water supply also are found near Kryvyi Rih, Kharkiv, and other industrial cities. Three large artesian basins—the Volyn-Podilsk, the Dnieper, and the Black Sea—are exceptionally important for municipal needs and agriculture as well.

Soils of Ukraine

From northwest to southeast the soils of Ukraine may be divided into three major aggregations: a zone of sandy podzolized soils; a central belt consisting of the black, extremely fertile Ukrainian chernozems; and a zone of chestnut and salinized soils.

The podzolized soils occupy about one-fifth of the country's area, mostly in the north and northwest. These soils were formed by the extension of postglacial forests into regions of grassy steppe; most such soils may be farmed, although they require the addition of nutrients to obtain good harvests.

The chernozems of central Ukraine, among the most fertile soils in the world, occupy about two-thirds of the country's area. These soils may be divided into three broad groups: in the north a belt of the so-called deep chernozems, about 5 feet (1.5 metres) thick and rich in humus; south and east of the former, a zone of prairie, or ordinary, chernozems, which are equally rich in humus but only about 3 feet (1 metre) thick; and the southernmost belt, which is even thinner and has still less humus. Interspersed in various uplands and along the northern and western perimeters of the deep chernozems are mixtures of gray forest soils and podzolized black-earth soils, which together occupy much of Ukraine's remaining area. All these soils are very fertile when sufficient water is available. However, their intensive cultivation, especially on steep slopes, has led to widespread soil erosion and gullying.

The smallest proportion of the soil cover consists of the chestnut soils of the southern and eastern regions. They become increasingly salinized to the south as they approach the Black Sea.

Climate

Ukraine lies in a temperate climatic zone influenced by moderately warm, humid air from the Atlantic Ocean. Winters in the west are considerably milder than those in the east. In summer, on the other hand, the east often experiences higher temperatures than the west. Average annual temperatures range from about 42–45 °F (5.5–7 °C) in the north to about 52–55 °F (11–13 °C) in the south. The average temperature in January, the coldest month, is about 26 °F (–3 °C) in the

southwest and about 18 °F (−8 °C) in the northeast. The average in July, the hottest month, is about 73 °F (23 °C) in the southeast and about 64 °F (18 °C) in the northwest.

In contrast to the rest of Ukraine, the southern shore of Crimea has a warm, gentle, Mediterranean-type climate. Winters are mild and rainy, with little snow, and the average January temperature is 39 °F (4 °C). Summers are dry and hot, with an average July temperature of 75 °F (24 °C).

Plant and animal life

Though much of Ukraine's original plant cover has been cleared for cultivation, three main zones of natural vegetation are still distinguishable. From north to south, they are the Polissya (woodland and marsh), the forest-steppe, and the steppe.

The Polissya zone lies in the northwest and north. More than one-third of its area—about 44,000 square miles (114,000 square km)—is arable land. Nearly one-quarter of it is covered with mixed woodland, including oak, elm, birch, hornbeam, ash, maple, pine, linden, alder, poplar, willow, and beech. About 5 percent is peat bog, a substantial portion is marshland, and the river valleys are floodplains. The Polissya contains the southernmost portions of the Pripet Marshes, and Ukraine has undertaken major efforts to drain these swamplands and reclaim the land for agriculture.

The forest-steppe, which covers an area of about 78,000 square miles (202,000 square km), extends south from the Polissya. About two-thirds of this agricultural region is arable land; forests take up only about one-eighth of the area.

Farther south, near the Black Sea, Sea of Azov, and Crimean Mountains, the forest-steppe joins the steppe zone, which is about 89,000 square miles (231,000 square km) in area. Many of the flat, treeless plains in this region are under cultivation, although low annual precipitation and hot summers make supplemental irrigation necessary. Remnants of the natural vegetation of the steppe, including its characteristic fescue and feather grasses, are protected in nature reserves.

Other natural regions are found near the borders of the country. Most of the country's rich forestlands are in the Carpathian region of western Ukraine. The lower mountain slopes are covered with mixed forests and the intermediate slopes with pine forests; these give way to Alpine meadows at higher altitudes. Along the southern coast of the Crimean Peninsula, a narrow strip of land, only about 6 miles (10 km) wide, constitutes a unique natural region where both deciduous and evergreen grasses and shrubs grow.

The animal life of Ukraine is diverse, with about 350 species of birds, more than 100 species of mammals, and more than 200 species of fish. The most common predators are wolves, foxes, wildcats, and martens, while hoofed animals include roe deer, wild pigs, and sometimes elk and mouflons (a species of wild sheep). The wide variety of rodents includes gophers, hamsters, jerboas, and field mice. The major bird species are black and hazel grouse, owls, gulls, and

partridges, as well as many migrating birds, such as wild geese, ducks, and storks. Among the fish are pike, carp, bream, perch, sturgeons, and sterlets. Introduced and well-acclimatized wildlife includes muskrats, raccoons, beavers, nutrias, and silver foxes.

Numerous nature and game reserves reflect Ukraine's commitment to the conservation of its biological heritage. The country's first nature reserve, Askaniya-Nova, began as a private wildlife refuge in 1875; today it protects a portion of virgin steppe. Some 40 different mammals, including the onager and Przewalski's horse, have been introduced there as part of a successful program of breeding endangered species; ostriches also have been successfully introduced. The separate sections of the Ukrainian Steppe Reserve also preserve various types of steppe. The Black Sea Nature Reserve shelters many species of waterfowl and is the only Ukrainian breeding ground of the Mediterranean gull (*Larus melanocephalus*). Also located on the Black Sea, the Danube Water Meadows Reserve protects the Danube River's tidewater biota. Other reserves in Ukraine preserve segments of the forest-steppe woodland, the marshes and forests of the Polissya, and the mountains and rocky coast of Crimea.

Resources and power

Ukraine has extremely rich and complementary mineral resources in high concentrations and close proximity to each other. Rich iron ore reserves located in the vicinity of Kryvyi Rih, Kremenchuk, Bilozerka, Mariupol, and Kerch form the basis of Ukraine's large iron-and-steel industry. One of the richest areas of manganese-bearing ores in the world is located near Nikopol. Bituminous and anthracite coal used for coke are mined in the Donets Basin. Energy for thermal power stations is obtained using the large reserves of brown coal found in the Dnieper River basin (north of Kryvyi Rih) and the bituminous coal deposits of the Lviv-Volyn basin. The coal mines of Ukraine are among the deepest in Europe. Many of them are considered dangerous because their depth contributes to increased levels of methane; methane-related explosions have killed numerous Ukrainian miners.

Ukraine also has important deposits of titanium ore, bauxite, nepheline (a source of soda), alunite (a source of potash), and mercury (cinnabar, or mercuric sulfide) ores. A large deposit of ozokerite (a natural paraffin wax) occurs near the city of Boryslav. Subcarpathia possesses potassium salt deposits, and both Subcarpathia and the Donets Basin have large deposits of rock salt. Some phosphorites as well as natural sulfur are found in Ukraine.

The three major areas producing natural gas and petroleum in Ukraine are the Subcarpathian region, exploited since the late 19th–early 20th century, and the Dnieper-Donets and Crimean regions.

Ukraine is heavily dependent on fossil fuels and nuclear power for its energy needs. Hydroelectricity accounts for less than 10 percent of the country's electricity production, and the contribution of other renewable sources is negligible. Although coal production is substantial, Ukraine relies on imported oil

and natural gas to satisfy its energy requirements. Thermal power stations are found in all parts of the country, though the largest are in the Donets Basin and along the Dnieper. A third electric energy-producing area is in the vicinity of the Lviv-Volyn coal basin, and in the Transcarpathian region there is a group of several power stations. Nuclear power stations are located near the cities of Khmelnytsky, Rivne, and Zaporizhzhya, as well as along the Southern Buh River. The severe nuclear accident at one of the Chernobyl reactors in 1986 triggered a powerful environmental movement in Ukraine and spurred the drive toward political independence from the Soviet Union. The last working reactor at Chernobyl was closed in 2000.

Manufacturing

Manufacturing is an extremely important sector of the Ukrainian economy, in terms of productivity and revenue earned. Products manufactured in the country include ferrous metals, transportation equipment and other types of heavy machinery, a variety of chemicals, food products, and other goods.

Ukraine has a major ferrous metals industry and ranks among the top steel producers in the world. Cast iron, rolled steel, and steel pipe are produced mainly in the Donets Basin, which is the industrial heartland of the country.

The country's heavy industries produce trucks, other automobiles, railway locomotives and freight cars, seagoing vessels, hydroelectric and thermal steam and gas turbines, and electric generators. In addition, residential and industrial construction demands hoisting and transportation equipment and other machinery for the building trades.

The Ukrainian chemical-equipment industry, accounting for one-third of former Soviet production, is mainly concentrated in Kyiv, Sumy, Fastiv, and Korosten. The chemical industry includes coking and the manufacture of coke products, as well as the manufacture of mineral fertilizers, sulfuric acid, synthetic fibres, caustic soda, petrochemicals, photographic chemicals, and pesticides.

One of the most important products of the Ukrainian food-processing industry is sugar (from sugar beets). The production of vegetable oil, mainly from sunflower seeds, is significant as well. Other processed foods include meat, grain, fruit, and dairy products; local fish-processing industries are found in the coastal cities, such as Odessa.

Some of the principal products of light industry are textiles (both knitted and woven), ready-to-wear garments, and shoes. In addition, such consumer goods as television sets, refrigerators, and washing machines are produced. Machine-tool and instrument-manufacturing industries also have been developed.

Finance of Ukraine

The National Bank of Ukraine serves as the country's central bank. It works to ensure the stability of the national currency, the hryvnya, which was introduced in 1996. A number of commercial banks provide financial services to companies and individuals, and securities are traded at Ukrainian stock exchanges. Legislation passed since independence encourages foreign investment, but complex business

regulations and corruption problems have kept the level of investment relatively low.

Vocabulary Exercises

1. Find the Ukrainian equivalents:

- | | |
|-------------------|-----------------------------|
| 1) urban | a) низовини, низини |
| 2) boundary | b) споживчі товари |
| 3) lowlands | c) озера |
| 4) consumer goods | d) високогір'я |
| 5) uplands | e) ґрунти |
| 6) steppes | f) сільський |
| 7) plains | g) щільність населення |
| 8) highlands | h) гирло річки |
| 9) lakes | i) кордон |
| 10) rural | j) міський |
| 11) tributary | k) поклади корисних копалин |
| 12) soils | l) степи |
| 13) deposits | m) рівнини |
| 14) mouth | n) притока |
| 15) density | o) височини |

2. Decide which of the statements are true and which are false. Mark + the true statements - the false ones.

1. Ukraine is situated in the south-east of Europe.
2. Ukraine borders on 8 countries.
3. The territory of Ukraine is smaller than that of France but larger than Great Britain's.
4. Mountains make up the major part of the territory of Ukraine.
5. The meadows in the Crimean Mountains are called «polonynas».
6. The main rivers of Ukraine are important trade routes.
7. Ukraine is an agricultural country so industry is not developed here.

3. Answer the following questions:

1. Where is Ukraine situated?
2. What is the territory of Ukraine?
3. What countries does Ukraine border on?
4. What seas is Ukraine washed by?
5. What are the major mountains in the territory of Ukraine?
6. What are the main rivers?
7. What mineral resources is Ukraine rich in?
8. What does Ukraine produce?

4. Complete the following sentences:

1. The territory of Ukraine is _____.

2. Ukraine borders on _____ countries.
3. The population of Ukraine is _____.
4. The main rivers of Ukraine are _____.
5. The major part of Ukraine's territory is _____.
6. Mountains make up _____ of Ukraine's territory.
7. The highest point of the Carpathian Mountains is _____ and Roman Kosh is the highest point of the _____.
8. Ukraine's main minerals are _____.
9. Ukraine's industry includes _____.
10. Ukraine produces _____.

5. Rank the following kind of geographical relief of the earth surface according to their height over the sea level:

plain
 mountain
 highland
 valley
 hills
 uplands
 lowlands

6. Form adjectives from the following words and translate them:

Geography, mountain, develop, industry, agriculture, nature, nation, power, culture, independence, economy.

Reading Texts

(This text was taken and adapted from the UKRAINE UA site <https://ukraine.ua/explore/origins-history-of-ukraine/>)

I. Read and translate the text. Write out the essential information about the historical development of Ukraine. / Make the detailed outline (plan) of this text and be ready to retell it.

Origins and history of Ukraine

The lands that make up Ukraine's modern territory are home to thousands of mysteries and the stories of hundreds of peoples, states and cultures. In the history of Ukraine, heroic and dramatic plots have taken place here over the centuries – the formation and destruction of civilizations, the intermingling and confrontations of nations, wars, revolutions, cultural decline and revival.

Historians have long been drawn to choosing metaphors to describe this region. It has been called 'the gates of Europe' as many people, cultures, tastes and religions have entered Europe through Ukrainian lands. It has also been regarded as 'the cradle of many peoples and cultures' because Ukrainians, Poles, Jews, Tatars, Belarusians, Roma, Bulgarians, Greeks, Armenians, Germans and Romanians lived and worked alongside one another for centuries.

We learn from Herodotus that the Scythians, the ancient nomadic people, lived here a few centuries before Christ. They traded with Greeks and fought with Persians. Compatriots of the Greek father of history loved Ukraine's Black Sea coast as well. When the brilliance of the ancient civilization dimmed, the Slavs entered the historic arena. Archaeological research shows that their ancestral homeland was the Ukrainian land.

Under the influence of Christianity, the Slavic ancestors of the Ukrainians began to search for their place in Medieval Europe. A powerful medieval state called Rus' land or just Rus' was born and it developed into Ukrainian lands, meeting its golden age at the turn of the 11th century. According to scientists, about 100,000 people lived in its main city called Kyiv (the modern capital of Ukraine), which exceeded the total then population of London and Paris. Later, in the 13th century, the princes of Rus' were the first in Europe to meet the Mongol invasion, which undermined the state-building potential of the local nobility.

Ukrainian lands fell under the rule of neighbouring states – Lithuania and Poland. It merged into one of the largest and most powerful monarchies in Europe, the Commonwealth. This state existed from the 16th to the end of the 18th century, gathering the territories of modern Poland, Ukraine, Belarus, Lithuania, Latvia and western Russia.

At the same time, the Ukrainian phenomenon of free chivalry reached its apogee, and Cossacks ('free men', from Turkic languages) appeared in the European arena. For a while, they even managed to create their own state called Hetmanate (Zaporizhzhia Host). Cossack detachments took part in almost all the great wars in the region, either as an independent military force or as mercenaries. They had their own unique customs, self-government and an original military tradition.

Meanwhile, Crimean Tatars developed on their native soil in their own state — the Crimean Khanate. History both united Crimean Tatars with Cossacks in one coalition and brought them into collision in bloody fights. The Crimean state ceased to exist at about the same time as the Polish-Lithuanian Commonwealth was divided, and the Hetmanate finally lost its autonomy. Imperial Russia contributed to all of these tragic events.

From the end of the 18th to the beginning of the 20th century, Ukrainian lands were part of two empires — Austrian (later Austro-Hungarian) and Russian. At that time, Ukrainians took part in the Napoleonic Wars, fought for political and civil rights, built powerful corporations and railways, opened gymnasiums and hospitals, contributed to science and technology as well as developed language and culture along the same lines as other European nations that did not have their own states and were parts of empires.

The 20th century began in a stormy way for Ukraine — millions of people were thrown into the chaos of World War I.

Witnessing the downfall of the age-old empires, Ukraine made an attempt to build its own nation-state in 1917-1921. Together with the Poles, Ukrainians

managed to protect Europe from communism and defeat the Russian Bolshevik troops near Warsaw.

Poland resisted, while Ukraine was reconquered by its neighbours. Until 1991, Ukrainians lived under the power of the totalitarian regime as a constituent part of the communist USSR. It was a difficult time with terrible tragedies and challenges — forced collectivization, genocide-Holodomor, The Great Terror, Holocaust, deportations, GULAG, punitive psychiatry, Soviet military interventions, the Chernobyl disaster, among other events, that took the lives of millions of Ukrainians who represented many different nationalities.

Despite difficult conditions, Ukrainians founded and rebuilt cities and villages, created space missiles and nuclear power plants, developed medical technologies and invented new methods of welding. Some of the computers developed in Ukraine were among the very first ones the world has ever seen, not to mention the significant contribution to world culture and art (avant-garde, constructivism, futurism, experimental cinema and music).

Ukraine was at the heart of World War II not once but twice — first in the time of Hitler's offensive and occupation, and then during the bloody expulsion of the Nazis. A total of 8 million Ukrainians died between 1939 and 1945, most of them were civilians. 1.5 million Jews from Ukraine became the victims of the Holocaust. The historical truth about all victims of World War II was censored for a long time in the Soviet Union and started to get restored in the late 1980s, shortly before the collapse of the USSR. 3 million soldiers lost their lives in the battles against the Nazis and in captivity, many went missing, died in hospitals during the war and in the first postwar years. Ukrainians fought against Hitler and his allies in the armies of Poland and the USSR, Canada and France, the United States and Czechoslovakia, in theaters of war in Europe, Africa and Asia, in the Pacific and Atlantic oceans.

After the war and up until its independence, many Ukrainian independence fighters, human rights defenders and dissidents contributed efforts to overthrow the totalitarian communist regime, which eventually succeeded.

In 1991, Ukraine declared independence in order to build a free, democratic and sovereign state within internationally recognized borders.

Since then, any attempts to restore authoritarianism have faced strong people's resistance. The Orange Revolution (2004-2005) and the Revolution of Dignity (2013-2014) have proven that freedom is the ultimate choice and expression of the Ukrainian people.

In 2019, European and Euro-Atlantic integration was incorporated into Ukraine's Constitution as a vision of national development.

Since 1991, more than 40 million people of different nationalities and religions had enjoyed peace in Ukraine until 2014 when Russia illegally occupied **Crimea** and sent its troops over the border in Ukraine's Donbas region.

Today, Russia carries out aggression and hybrid warfare against Ukraine and the Ukrainian people, which has already resulted in over 14,000 people killed

and more than 33,500 wounded, continuously building up its military capacities and drawing armed forces to the Ukrainian border.

On February 21, 2022, Russia made a decision to recognise the ‘independence’ of the quasi-entities it had created in the temporarily occupied territories of Ukraine — the so-called ‘Luhansk People’s Republic’ and ‘Donetsk People’s Republic.’

While Russia violates the sovereignty and territorial integrity of Ukraine, Ukraine continues to protect its independence, as well as freedom and democracy in Europe.

Add some key dates in Ukraine's history:

1918 - Ukraine declares independence after Russian Revolution.

1921 - Soviet rule established as Russian Red Army conquers two-thirds of Ukraine.

1932 - At least seven million peasants perish in man-made famine during Stalin's collectivisation campaign.

1941-44 - Ukraine suffers terrible wartime devastation during Nazi occupation.

1945 - Allied victory in Second World War leads to conclusive Soviet annexation of west Ukrainian lands.

1986 - A reactor at the Chernobyl nuclear power station explodes, sending a radioactive plume across Europe.

1991 - As the Soviet Union heads towards dissolution, Ukraine declares independence.

2004 - Orange Revolution mass protests force pro-European change of government.

2014 February - Maidan Revolution ousts pro-Kremlin government over stalled European Union association deal. Russia subsequently seizes Crimean peninsula and launches insurgency to occupy parts of eastern Ukraine.

2022 February - Russia launches full-scale invasion of Ukraine., President Zelensky rallies resistance to the invasion. Russia initially takes large areas of eastern Ukraine as part of its attempt to overthrow the government.

2022 Feb-April - Battle for Kyiv: Russia forces attempt to take Kyiv as part of their initial attack. Ukrainian forces counter-attack in March, driving the Russians back.

2022 August-November - Ukraine launches a major counter-offensive in the south-east, recapturing the city of Kherson in November and pushing Russian forces back across the Dnipro river.

2023 June - Kakhovka dam on the Dnipro river in southern Ukraine is destroyed, leading to widespread flooding and disruption. The dam was under Russian control at the time.

II. Read and translate the text. Have you ever been to Kyiv? Describe your first impression of this city.

KYIV — THE CAPITAL OF UKRAINE

Kyiv is the capital of Ukraine. It is one of the oldest cities in Europe. Its history goes back to the 5-th century. There is a legend about foundation of Kyiv. Once there were three brothers: Kyi, Shchek and Khoriv, and they had a young sister Lybid'. They founded a city on the hills and called it Kyiv after the eldest brother.

The city was founded by Slavic people, possibly as early as the A.D. 400's. Ancient Kyiv was a large commercial centre of the East Slavs. Its position on the important waterway helped its trade. The East Slav tribes united in a single powerful state, Ancient Rus. A great role in the history of Kyiv was played by Prince Volodymyr, who united Slav peoples. So Kyiv was made the capital of Ancient Rus and it lasted for nearly three centuries. Under the rule of Yaroslav the Wise Kyivan Rus with Kyiv as its capital reached the height of its power.

Kyiv is the largest ancient centre of national Ukrainian culture. It numbers more than 20 museums, 1300 libraries, 41 theatres, 121 parks. Kyiv is growing, and it is being built, it also becomes younger and more beautiful.

But it is not only its old age and long history that make Kyiv stand out among other cities. It is a unique and extremely harmonious combination of historic values and ways of life that attracts crowds of people from all over the world to Kyiv.

Among the places of historic interest is St. Sophia's Cathedral, Kyiv-Pechersky Monastery, St. Volodymyr Cathedral, Church of St. Andrew, Golden Gates, Vydubensky Monastery, Askold's Grave and many other ancient monuments which attract attention of visitors.

The cultural life of our capital is rich and varied. There are a lot of fine museums in it: the Historical Museum, the Museum of Ukrainian Art, the Taras Shevchenko Museum, the Museum of Western and Oriental Art, the Lesya Ukrainka Memorial Museum and others. Many research institutes and higher educational establishments are there. Kyiv is also famous for its theatres such as the Ivan Franko Ukrainian Drama Theatre, the Opera House, the Puppet Theatre and others. The famous Kyiv Shevchenko Opera and Ballet Theatre has one of the best opera and ballet companies in the country.

Nowadays Kyiv is a large political, industrial and scientific centre. Its population equals 3 million people. It is situated on the banks of the Dnieper river, the longest river of Ukraine. The picturesque banks and hills, plentiful flower-beds with different flowers, wonderful beaches of the Dnieper river, Khreshchatyk, one of the widest and most beautiful streets in our country — all this adds up to the beauty of the Ukrainian capital. One half of Kyiv's territory is occupied by gardens and parks, and in spring and summer time the trees and bushes are full of greenery, and the city looks like one huge park.

If only once you have been to Kyiv, you are sure to feel like coming back there again and again.

Reading Texts

III. Read the texts about the most famous historical places in our capital city. Do post-reading activities

HISTORICAL SIGHTS

In the 10th century Prince Volodymyr the Great expanded the city, and his son Yaroslav the Wise ordered many beautiful churches to be built, including the famous St. Sofia's Cathedral (1037), a wonderful architectural monument which miraculously survived all the invasions and fires and still charms the citizens and the guests of the city with its unique beauty. The Cathedral was erected at the exact place of the victorious battle over the Pechenegs so that other generations would remember the deeds of their forefathers. It was not only a place of worship, it was also a place of learning and preserving the wisdom of the past, because it is there that the first school and library in Kyivan Rus was founded. At the same time the first monks settled in the caves on the steep left banks of the Dnipro, giving the beginning to another place of worship and amazing architectural beauty — Kyivo-Pecherska Lavra. It was an outstanding cultural centre of Kyivan Rus where many famous people lived and worked: the Chronicle writers Nestor, Nikon and Joan, the painters Alimpiy and Grigoriy, the doctors Agapyt and Damian. Several times the Lavra was burnt to ashes by numerous invaders but each time it was restored, and now we can admire the wonderful churches and cathedrals of this architectural gem.

Another famous place in Kyiv is the Golden Gates which were one of the entrances to the city in ancient times and were usually opened to welcome very important guests. Now it has been turned into an interesting museum where you can wander around and imagine yourself in medieval Kyiv.

Opposite St. Sofia's Cathedral there is an impressive monument to Bohdan Khmelnytsky, the 17th century outstanding Ukrainian statesman and military leader who played an important part in Ukrainian history. If you walk up Shevchenko Boulevard you will be amazed by the beauty of Volodymyr Cathedral, whose icons and frescoes were painted by the famous artists Victor Vasnetsov, Mykola Nesterov and Mykhaylo Vrubel. In Andreivskiy Spusk your attention will be attracted by Rasstrelli's masterpiece — Andreyvska Church, and Mykhaylo Bulgakov's readers will find his museum just round the corner from the church.

WHERE TO GO AND WHAT TO SEE IN KYIV

Khreshchatyk, the beautiful many-faced, brightly-lit main street of Kyiv, hasn't always been like this. Originally it was Khreschata Dolyna covered with forests and ravines. At the beginning of the 19th century the first wooden houses were built there, later stone buildings were erected. Practically all of them were ruined during the Great Patriotic War but later were restored by the Kyivites. The street leads to Independence Square, the main square of Kyiv which now together with Khreshchatyk, is the favourite place for entertainment for the citizens and guests of the city.

Museum lovers will find hundreds of beautiful exhibits in the Museum of Ukrainian Fine Arts whose 21 galleries contain valuable collections of Ukrainian icons, pictures and sculptures from the 14th to the 20th century, including some works by Taras Shevchenko. His other paintings, manuscripts and personal belongings can be found in the Taras Shevchenko State Museum in Shevchenko Boulevard and in the museum in Kaniv, his burial place.

Theatre-goers will never be bored in Kyiv as there are theatres to all tastes: the Taras Shevchenko National Opera and Ballet House with wonderful singers and dancers, the Ivan Franko Ukrainian Drama Theatre, the Lesya Ukrainka Russian Drama Theatre, the Tchaikovsky Conservatory, the Kyiv Philharmonic Society, the Musical Drama Theatre and many others, all with wonderful highly-professional performers.

Kyiv has always been a very important scientific, educational and cultural centre. Among the best known higher educational establishments there are Shevchenko Kyiv National University, Kyiv Polytechnic University, International Independent University «Kyiv-Mohyla Academy», Kyiv State Conservatory and many others. Kyiv is the home of the Ukrainian Academy of Sciences and hundreds of research institutes. It is also a huge industrial centre but the air in the capital does not seem to be very polluted due to the nearness of the river and plenty of greenery.

Wherever you go in Kyiv, you will see a beautiful old building or a monument, a green park or an amazingly decorated church — it is so full of places of interest that it's difficult to name even half of them.

The present and the past live side by side in Kyiv, and both lovers of history and people who are interested in the contemporary life of the capital, will find something to their taste in the busy streets of Kyiv.

Vocabulary Exercises

1. Give synonyms to the following words:

Old, strong, city, to call, large, beautiful, to continue, tomb, nation, numerous, modern, many, to reconstruct, well-known.

2. Find English equivalent to the following word combinations :

Вершина слави, стародавня пам'ятка, комерційний центр, об'єднатися у могутню державу, тривати 3 століття, вищий навчальний заклад, Ярослав Мудрий, ляльковий театр, величезний парк, музей західного і східного мистецтв, цінна колекція, древній собор, чудова церква, місто на пагорбах, унікальне поєднання історії і сучасності, Древня Русь, виглядати, зайнята садками, відомий своїми театрами, історичний музей.

3. Find the most suitable variant to complete the sentences:

1. Kyiv is an city.
 - a) ancient
 - b) young
 - c) old

2. Kyiv stands on the river ...
 - a) Desna
 - b) Dniester
 - c) Dnieper
3. Kyiv was named after
 - a) its invader
 - b) its founder
 - c) architect
4. Kyiv is years old.
 - a) more than 1000
 - b) more than 2000
 - c) 5000
5. Kyiv become the capital
 - a) in the 8th century
 - b) under Volodymyr the Great
 - c) with the establishment of Kyivan Rus.
6. was erected at the place of the battle over the Pechenegs.
 - a) Bohdan Khmelnitsky monument
 - b) Kyivo-Pecherska Lavra
 - c) St. Sofia's Cathedral
7. The first monks gave the beginning to ...
 - a) St. Sofia's Cathedral
 - b) Andreyvska Church
 - c) Kyivo-Pecherska Lavra
8. The golden gates were in ancient times.
 - a) the only entrance to the city
 - b) an interesting museum
 - c) one of the entrances to the city.
9. Khreshchatyk is the mainin Kyiv.
 - a) square
 - b) park
 - c) street
10. Kyiv is an industrial centre but the air here doesn't seem to be polluted due to...
 - a) forests
 - b) people
 - c) the river and greenery

4.Match the sight with its description:

<ol style="list-style-type: none"> 1) It was built in the eleventh century. The monks lived in caves under it. Famous monk Nestor wrote chronicle «The story of Begone Days» while living there. It incorporates a number of old buildings, churches and museums. 2) It was built in 1748 by the architect Rastrelli. From its terraces the famous Ukrainian writer Gogol used to look down at the lower town of Podil. 3) It was built in 1882 in a new-Byzantic style by the architect Baretti. It is a traditionally Slavic six-column, three-apse church crowned by seven cupolas. The height to the top of the cross on the main cupola is 48.9 m. The murals of the church interior were made by famous artists Victor Vasnetsov, Mykola Nesterov. 4) It was built in 1037 by Prince Yaroslav the Wise to commemorate the victory over the Pechenegs. It glorifies the wisdom of Christianity. 5) A Ukrainian Orthodox monastery was founded in 1051 by monks Antony and Feodosy. In the 11th century it became the centre for the expansion and consolidation of Christianity in Kyivan Rus. The chroniclers Nykon, Sylvester, the artists Alimpiy, Hrihoriy, and the doctor Ahapit worked in the monastery. 6) It is a part of a nature and architectural preserve on the right bank of the Dnipro river. According to the chronicle, the Kyivan Princes Askold and Dir died here. In 1810 a brick church-rotunda designed by the architect A.Melensky was built here. 7) The first library and school were situated here. It was a centre for writing of manuscripts. Today it is a museum. 8) 4) They were built in 1037 during the reight of Yaroslav the Wise. They were used as a watchtower, a main entrance into Kyiv. now it is a museum. 	<p style="text-align: center;">St. Volodymyr Cathedral</p> <p style="text-align: center;">St. Sophia Cathedral</p> <p style="text-align: center;">St. Andrew's Church</p> <p style="text-align: center;">Askold's Grave</p> <p style="text-align: center;">Golden Gates</p> <p style="text-align: center;">Kyivo- Pecherska Lavra</p>
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Unit Eight

HISTORIC PLACES OF UKRAINE

1. Read and translate the text about the town, where our university is situated.

HLUKHIV

I live in Hlukhiv. It is an ancient town founded in 992. It is a district town known since 1152 as a town of the Chernigiv Principality. The name comes from «hlukhyi» lonely, remote. It is the hometown of Ukrainian painters Anton Losenko, Konstantyn Lomykin and Mykola Murashko; composers M.Berezovskiy and D.Bortnianskiy. In 1738 the first in Ukraine school of singers was opened in Hlukhiv.

Hlukhiv has its long and glory history. During its history the town knew many famous and tragical times. As a fortress on the southern boundary of the Kyiv Rus Hlukhiv defended the state from Polovtsy and was ruined by different enemies. It burnt in fires. It was conquered by Mongolo-Tatars and Poland. But each time Hlukhiv revived.

The XVIII-th century when the town became the capital of the left bank Ukraine may be called «The golden age» for Hlukhiv. Magnificent palaces beautiful churches, the unique singers school, a well-known theatre were built in Hlukhiv. Many famous people visited the town: Tsar Peter I, T.G.Shevchenko, M.V.Gogol and others.

Now Hlukhiv is not a large industrial city. It is a typical Ukrainian small town. The population of Hlukhiv is about 40 thousand people. It is situated on the banks of the river Esman. Hlukhiv is very picturesque with its cozy, calm and clean streets, in summer Hlukhiv is buried in verdure.

In Hlukhiv there are some plants and factories. There are also some secondary schools, a medical school, a technical college, a pedagogical college, a vocational school, a sports school and an art school. There is a palace of culture, a hospital, museums, a stadium, a bus and a railway stations in Hlukhiv.

Hlukhiv is known for its Institute of Bast Crops which is very active in the field of hemp cultivation in Ukraine and for the Hlukhiv State Pedagogical University. We celebrated 130-th anniversary of our University in 2004. Many famous people studied here. Among them are S. Sergejev-Tsensky, O.Dovzhenko, S.Vasylchenko, M.Palashchenko and others.

Hlukhiv is rich in historical monuments such as St. Mykola Church founded in the 16-th century (now it is being reconstructed); St. Anastasia Church; Spaska Church and others.

Hlukhivites are cordial, friendly and hard-working people who are proud of their town.

Vocabulary Exercises

1. Give synonyms to the following words:

Branch, comfortable, title, artist, well-known, wonderful, quiet, charming, growing, distant, pleasant, fatherland, castle.

2. Give antonyms to the following words:

To ruin, tragical, glorious, dirty, town, hard-working

3. Answer the following questions:

1. When was Hlukhiv founded?
2. Where does the name «Hlukhiv» come from?
3. Why was Hlukhiv a fortress in ancient times?
4. When was Hlukhiv made a capital of left-bank Ukraine?
5. Why can the 18-th century be called «the golden age» for Hlukhiv?
6. What kind of town is Hlukhiv nowadays?
7. What is Hlukhiv famous for?
8. How old is the Pedagogical University?
9. Whom is Hlukhiv a fatherland for?
10. What historical monuments attract tourists to Hlukhiv?

Reading text

II. Read the text on Hlukhiv's history. Do after-reading exercises.

THE TOWN OF HLUKHIV.

A SHORT HISTORICAL REFERENCE.

Hlukhiv is a town of more than ten centuries. It was founded on the hills by our ancestors many centuries ago as a fortress for the defence against any enemies. The history of Hlukhiv is unusual. It has many riddles and mysteries. The history and legends flowed here together. They were created by well known and unknown chroniclers, architects, warriors and poets.

One of the most ancient Ukrainian towns Hlukhiv was first mentioned in Ipathy's chronicle in 1152. Indirect historical sources also mention the town in 992. However, the town of Hlukhiv appeared much earlier as a Slavic settlement. Archaeological discoveries of the last years provide evidence of that, particularly discoveries from the Early-Zarubynetska (I century BC – I century AD) and Kolochynska (VI-VII centuries) cultures.

The town became a center of Hlukhiv's specific principality just before the invasion of the Mongolian Tatars on Rus. From the Chernihiv branch of the Rurykoviches the Hlukhivan Princes descended. Since 1247, successors of Chernihivan Prince Mykhaylo Vsevolodovych ruled here. Their ruling continued a little more than 100 years, until the beginning of the Roman Symenovich Novosilsky's rule. Great parcels of land between Hlukhiv and Novosil, and also the upper reaches of the Oka river, with towns Mtsensk, Belyov, Novosil, Vorotynsk, Odoyev belonged to Hlukhiv Princes, who were at the same time the princes of Novosil.

In the second part of the XIV century Lithuania joined the Chernihiv-Siversk land, in which Hlukhiv was. There is an argument that it could have happened in 1320 at the time of the conquest of Kyiv and the left bank of the Dniro by the Great Lithuanian Prince Gedimin. In the summer of 1352 the plague

came from Western Europe and spread over great regions of Rus, including Hlukhiv. This year the Hlukhiv Prince moved to Novosil and since then he was called Roman Symeonovych Novosilsky.

Due to the Krevska union in 1385, which unified the Great Lithuanian principality with the Polish Kingdom, the territory of Hlukhiv belonged to the new Polish-Lithuanian Power. However, the town fell under Russian Power in 1503 after the victory of the Russian troops over Lithuania during the war of 1500-1503. In 1618, according to the Deulinsk armistice, which was signed after the following war between the Polish Lithuanian Commonwealth and Russia, Hlukhiv became a part of Rich Pospolyta (Polish-Lithuanian Commonwealth). It became a frontier town on Moscovy lands and also trading town. Foreseeing future struggles between Poland and Russia, Hlukhiv was strengthened and intensively expanded by Polish Power. These were especially promoted by the Polyanovsky Peace, which consolidated a geopolitical advantage in favor of the Polish-Lithuanian Commonwealth, which signed it with Russia in 1634. Poland gave to Hlukhiv the Magdeburg charter.

1. Give synonyms to the following words and word combinations:

Chronicle, troop settlement, armistice discovery, commonwealth, successor, frontier, to join, to foresee, conquest, to strengthen, to unify, to promote,

2. Decide which of the statements are true and which are false. Mark + the true statements - the false ones.

1. One of the most ancient Ukrainian towns, Hlukhiv was first mentioned in the chronicle «The Tale Of Timely Years» in 1152.

2. The town became a center Hlukhiv's specific principality just before the invasion of the Mongolian Tatars on Rus.

3. The Rurykoviches' ruling continued a little more than 100 years.

4. In the second part of the 15 century Germany joined the Chemihiv-Siversk land, in which Hlukhiv was.

5. In the summer of 1352 the plague came from Western Europe and spread over great regions of Rus, including Hlukhiv.

6. Due to the Lublinska union in 1385 which unified the Great Lithuanian principality with the Polish Kingdom, the territory of Hlukhiv belonged to the new Polish-Lithuanian Power.

7. However, the town fell under Russian Power in 1503 after the victory of the Russian troops over Lithuania during the war of 1500-1503.

8. In 1618, according to the Deulinsk armistice, which was signed after the following war between the Polish-Lithuanian Commonwealth and Turkish, Hlukhiv became a part of Rich Pospolyta (Polish-Lithuanian Commonwealth).

9. Foreseeing future struggles between Poland and Russia, Hlukhiv was strengthened and intensively expanded by Polish Power.

10. Poland gave to Hlukhiv the Magdeburg charter.

3. Answer the following questions:

1. When did Hlukhiv appear as a Slavic settlement?
2. What belonged to Hlukhiv Princes?
3. What had happened at the time of Kyiv and Left Bank of the Dnipro by Prince Gedimin ?
4. Why was Hlukhiv Prince called Roman Symeonovich Novosilsky ?
5. What caused becoming Hlukhiv a part of Rich Pospolyta ?
6. What kind of town did Hlukhiv become after 1618 ?
7. What changes have happened in Hlukhiv before giving it the Magdeburg charter ?

4. Make up sentences using the words below:

1. is often called a town Hlukhiv centuries.
2. against Hlukhiv founded was for the defense any enemies as a fortress.
3. the many history of riddles and Hlukhiv mysteries has.
4. legend The and flowed here history together.
5. chroniclers, history architects, and poets of Hlukhiv created and warriors legends.

5. Find in the text English equivalents to the following word combinations:

Непрямі історичні джерела, забезпечувати докази, удільне князівство, великі ділянки землі, верхів'я, під час завоювання, підпадати під владу, згідно з перемир'ям, передбачати майбутнє.

Unit Nine

OUTSTANDING PEOPLE OF UKRAINE

I. Discover the information about outstanding people of Ukraine. Do appropriate tasks to each of the texts

Lesia Ukrainka

Larisa Kosach (pen-name Lesia Ukrainka) was born in Novgorod-Volynsky on February 25, 1871 which is now in Zhytomir Region. Her father was a lawyer and her mother was a Ukrainian writer (pen-name Olena Pchilka). Her sister was married to Mykhailo Dragomanov, a scholar, public figure and political émigré, who was to play a great role in Lesia's life.

When Lesia was nine, her parents moved to the town of Lutsk and settled at an estate near Kovel. Because of weak health and the absence of school with instruction in the Ukrainian language, Lesia received education at home. She had a remarkable aptitude for the humanities.

Lesia's close ties with distinguished public and cultural figures of her time played a positive role in her formation as a poet. Apart from Dragomanov and Franko, the Kosaches' friends included the composer M. Lysenko, the poet, playwright and one of the founders of the Ukrainian professional theatre M. Starytsky, the bibliographer M. Komarov, and the poet V. Samiilenko. Such a milieu made Lesia try her hand at writing poetry early. At the age of nine she wrote her first verses, and at 13 her first poem was published in the Lviv magazine «Zoria». From then on her poetry appeared regularly in the Ukrainian publications.

Unfortunately, the outset of her literary career coincided with the first symptoms of what was then an incurable disease — tuberculosis of the bones. Her poor health made her travel from one warm country to another — Vienna, Crimea, Italy, Georgia, Egypt.

In 1893 her book of verse, «On Wings of Songs», was published. It was favorably received both by the readers and critics. Then followed her books of verse «Thoughts and Dreams», «Responses», which earned her, alongside I. Franko, a leading place in Ukrainian literature at the turn of this century. Just then she turned to playwrighting. Her first works of drama were based on subjects from the Bible. Among her best plays are «The Forest Song» and «The Stone Host».

Beginning with 1894 Lesia lived in Kiev. Here she started learning foreign languages. Later on she read and spoke English as well as Ukrainian. With a full command of German, French, Italian and English she could write not only prose, but also poetry in all these languages.

L. Ukrainka died on August 1, 1913 in Georgia, and was buried in Kiev. Her works reveal the dominant feature of her talent — exceptional public sensitivity and the ability to grasp and express in vivid images the idea the idea and tendencies of her time.

Reading Texts

VASYL STUS

Fill in the blanks with one suitable word:

Vasyl Stus was born not far from Kyiv but spent his childhood and youth in the Donbas Region. In this area of _____ (1), people speak mainly Russian, and it was a wonder that the young man could preserve his _____ (2) tongue. After graduating from the local Teacher Training College he worked as a teacher of Ukrainian _____ (3) and literature. In 1963 he decided to continue his education and moved to Kyiv, where he started to _____ (4) literary theory. There he published his first collections of _____ (5) «The Circuit» («Kruhovert»), «The Winter Trees», and the «Merry Cemetery». Both in his poetry and in his public speeches Vasyl protested _____ (6) the repressions of the Ukrainian intelligentsia. Though it was a _____ (7) of the so-called «political thaw» of 1961—1965, he was expelled _____ (8) his graduate programme. In 1972 Vasyl was arrested, charged with anti-Soviet propaganda, and _____ (9) to 5 years in prison and 3 years of exile. There Vasyl continued _____ (10) and his prison poetry «A Candle in the Mirror» and «Palimpsests» are considered the heights of his creative ____ (11). In his poems Vasyl wrote about life and _____ (12), fate and destiny, individual choice and responsibility. In 1979 Vasyl Stus _____ (13) to Kyiv only to be imprisoned again for ____ (14) 10 years and 5 years of exile. But his undermined health could not ____ (15) the absence of freedom and he died in a camp for political _____ (16) in the Urals when he was only 49 years old. Like with many other outstanding writers the ____ (17) of this talented Ukrainian poet will outlive their creator.

OLEKSANDR POTEBNYA

Oleksandr Potebnya studied law, history and philology at Kharkiv State University. In the early 1860s, he was an active _____ (1) of the Ukrainophile Kharkiv Hromada, took part in folklore ____ (2) to Poltava and Okhtyrka regions to collect ancient folk songs and rituals, wrote a Ukrainian primer for Sunday ____ (3). He was a Professor of Kharkiv Historical Philological Society and also a corresponding member of the Russian Imperial _____ (4) of Sciences.

As a linguist Oleksandr Potebnya had four areas of _____ (5): the philosophy of the language, the historical phonetics of the east Slavic _____ (6); etymology and Slavic historical syntax. His _____ (7) works on the philosophy of language are «Thought and Language», «From Notes of Russian Grammar» and «Language and Nationality».

Oleksandr Potebnya _____ (8) language as an individual's and nation's means of world perceiving and thinking. That is why he protested _____ (9) denationalization in general and the Russification of Ukraine in particular.

Potebnya analysed the history of language as the ____ (10) of its dialects, and was one of the first linguists to use a concept of a phonetic law. He wrote numerous works on accentology, esthetics and poetics. In 1945 his name was given to the Institute of Linguistics.

Unit Ten

LIFE IN THE COUNTRY WHOSE LANGUAGE IS BEING STUDIED

I. Acquire the general information about the country whose language you are currently studying. Put as many questions as you can with the help of which your groupmate will be able to retell the text

GREAT BRITAIN

Great Britain or the United Kingdom of Great Britain and Northern Ireland is situated on the British Isles. They lie to the west of the European continent. The total area of Great Britain is 244,035 sq. km. It consists of England, Wales, Scotland, Ireland and over five hundred small islands. It is washed by the Atlantic Ocean on the north-west and is separated from Europe by the North Sea and the English Channel and from Ireland by the Irish Sea and the North Channel.

The Mountains (the Highlands, the Uplands, the Pennines) are not very high in Great Britain but they are an important feature of the geography of the country. Their position largely decides the direction, length and character of the rivers; they affect the climate too. The main rivers in Great Britain are the Thames, the Severn, and the Clyde. There are many rivers on its territory but they are unimportant.

The climate of Great Britain is rather mild with frequent rains and fogs. There is no striking discrepancy between seasons. Winters are not severe here and summers are not warm.

The population of Great Britain is over 58 million. The principal part of the United Kingdom is England and that is why the name «England» is often used to denote the whole country. London is its capital.

The United Kingdom is a parliamentary monarchy. At the head of it is the King or, as at present, the Queen. But her power is limited by Parliament. The ruling of the country is carried out by the government (the Cabinet) headed by the Prime Minister. The latter is usually the leader of the party that has a majority in the House of Commons. There are three main political parties in Great Britain; Conservative, Labour and Liberal.

England is a highly developed industrial country. There are many big industrial cities here, such as Birmingham, Manchester, Liverpool, Cardiff, Sheffield and many others. One of the leading industries is the textile industry (Liverpool, Manchester). Coal, iron and steel and various machines are produced in Great Britain too. Shipbuilding, clothing, electronics, motor industries are also highly developed.

Great Britain imports cotton, wool, oil and non-ferrous metals. Its exports consist of fabrics, yarn, textile, machinery, electrical equipment and chemicals.

Coal is the main source for the development of British industry.

The climate of the whole country is not quite favourable for agriculture. That is why farming is declining in England. As a result it has to import main foodstuffs from other countries.

Great Britain is a country of high culture. There are many universities,

colleges and scientific institutes here. Such English scientists of the past as Newton, Faraday, Darwin, Rutherford and others greatly contributed to world science. English writers Shakespeare, Byron, Dickens, B. Shaw and many others enriched world literature.

Reading Texts

**II. Read the text. Add some more information to your “bank of knowledge”.
Do tasks after the text.**

GEOGRAPHICAL POSITION OF GREAT BRITAIN

Great Britain (official name - the United Kingdom of Great Britain and Northern Ireland) occupies the territory of the British Isles. They are separated by the Irish Sea. The larger island, called Great Britain, includes 3 countries: England, Scotland and Wales. Their capitals are London, Edinburgh and Cardiff, respectively. The smaller island, called Ireland, includes Northern Ireland as a part of the UK and the independent Irish Republic. The capitals are Belfast and Dublin. In addition to these two islands, the British Isles include over five hundred small islands.

The UK is one of the world’s smallest countries (France and Spain are twice as large) with an area of 244,100 square kilometers. It is situated on the northwest coast of Europe between the Atlantic ocean in the north and northwest, and the North Sea in the East and is separated from the European continent by the English Channel (or La Manche) and the Strait of Dover (or Pas de Calais). Northern Ireland is separated from Great Britain by the North Channel. The St. George’s Channel separates Great Britain from Ireland.

Geographically, the island of Great Britain is subdivided into two main regions - Lowland Britain (in the south and east) and Highland Britain (in the north and west. Lowland Britain occupies southern and eastern England. Highland Britain consists of Scotland, most of Wales, the Pennines, and the Lake District. England is separated from Scotland by the Cheviot Hills, running from east to west. The Pennines Chain extends southward from the Cheviot Hills into the Midlands, a plain region with low hills and valleys. Forty kilometers south of the modern border between Scotland and England is Hadrian’s Wall. It was built by the Roman Emperor, Hadrian, nearly two thousand years ago. England is mostly a lowland country. There are upland regions in the north and the south west, but the rest of England is almost flat. Northern England, Midlands and South England are different from each other. There are many lakes in Great Britain. Lake District in Northern England with its lakes, mountains and valleys is a favorite holiday resort. It lies on the northwest side of the Pennine system. The Lake District is a beautiful part of Britain. Many writers and poets have lived there. The most famous was the poet William Wordsworth (1770-1850), the founder of the «Lake School» of poets. Lake Windermere is England’s largest lake. On either side of the Pennines the plains of Yorkshire and Lancashire stretch to the sea. In South England between Highlands lie Lowlands.

The mountains in Great Britain are not very high; the highest is Ben Nevis, 1,343 m, in Scotland.

There are no very long rivers in Great Britain. The longest river in Great Britain is the Severn, flowing along the border between England and Wales. Its tributaries include the Avon, made famous by Shakespeare; the Thames, the deepest one, which flows eastward to the port of London through rich agricultural districts into the North Sea. It's the busiest and the most important river in England. The swiftest river is the Spey. Other rivers are the Tay, the Clyde, the Tyne, the Tweed, the Trent, and the Wye. The rivers seldom freeze in winter.

Climate

Due to the moderating influence of the sea and the Gulf Stream, Great Britain has an insular climate rather humid, cool, temperate and mild, without striking differences between seasons. This humid and mild climate is good for plants. The trees and flowers begin to blossom early in spring.

The southwest winds carry the warmth and moisture into Britain.

The British climate has 3 main features: it is mild, humid and changeable. It is never too hot or too cold.

The weather is so changeable that the English often say that they have no climate but only weather.

Rainfall is more or less even throughout the year. The driest period is from March to June and the wettest months are from October to January. The average range of temperature (from winter to summer) is from 15-23 degrees above zero. Winter temperatures below 10 degrees are rare. Winters are extremely mild. There may be snow but it melts quickly. January and February are usually the coldest months, July and August the warmest. Still the wind may bring winter cold in spring or summer days. Sometimes it brings the whirlwinds or hurricanes. Droughts are rare.

1. Answer the following questions:

1. Where is the UK situated?
2. What two islands does the UK consist of?
3. What seas, oceans, straits and channels is the UK surrounded by?
4. What is the busiest river in the UK?
5. The Severn is the longest river in Great Britain, isn't it?
6. Where is the Lake District situated?
7. What two main regions is Great Britain subdivided into?
8. What is the highest mountain in Great Britain?
9. What is the most characteristic feature of the weather in Britain?
10. Is the UK one of the most densely populated countries in the world?
What is the density of the population in the UK?
11. What big sea ports are there in the UK?

2. Agree or disagree with the following statements:

1. Great Britain has a very favourable geographical location.
2. The UK consists of 3 countries.

3. The UK is separated from the continent by the Irish Sea.
4. England has the highest mountains in the world.
5. The climate of the UK has rather striking differences between seasons.

3. Fill in the gaps with the words and word combinations from the text:

1. The UK is the world's ... countries.
2. Highland Britain consists of ...
3. The Pennine Chain ... from the Cheviot Hills into the ..., a ... region with low ... and
4. On either side of the ... the plains of ... and ... stretch to the sea.
5. Its ... include the Avon, made famous by Shakespeare; the Thames, the ... one, which flows ... to the port of London, ... rich ... district into the North Sea.
6. This ... and ... climate is good for plants.
7. ... is more or less ... throughout the year.

4. Give English equivalents of the following words and word combinations:

Займати територію, складатися з..., бути вдвічі меншим, бути відділеним від..., на 40 км південніше від..., найзагруженіша й найважливіша річка, м'який (помірний) вплив, різка відмінність, чітка розбіжність, мінлива погода, середній рівень температури, гірський район, межувати з...

5. Complete the following sentences:

1. Great Britain occupies the territory of ...
2. In addition to these two islands, Great Britain includes...
3. The larger island, called...
4. In the northwest and west the country is surrounded by...
5. Ireland is separated from Great Britain by...
6. Geographically, the island of Great Britain is subdivided into...
7. England is separated from Scotland by...
8. Droughts ...

“Cultural Corner”

LEGENDS OF IRELAND

The legend about the red right hand, which we can see on the Irish coat of arms, is said to have come in the following way.

The Vikings from Scandinavia on their way to Ireland, Greenland and Vinland in the 8-10 centuries stopped over in Ireland to fill their boats with food and water. Once on returning home two Viking chiefs decided that one of them would become the king of Ireland. As Vikings did not fight among themselves, it was decided that the one who would first touch Irish soil would become King. They set off in their big boats, the race between the two big boats was very even and each crew did everything to win the race. When they were quite close to the shore Heremon O'Neil, that was the name of the Viking chief that became king, cut off his right hand and threw it on the land, it is due to this that the red right hand had been a part of the coat of arms of Ireland ever since.

Numerous legends are connected with the St. Patrick's name that was known for his wonderful power. Perhaps the best known legend is that he cleared Ireland of snakes. The story goes that one old snake — the king of snakes — resisted him, so he made a box and invited the snake to enter it. The snake refused saying it was too small; but St. Patrick insisted it was quite large enough to be comfortable. At last the snake got into the box to prove that it was too small, at that moment St. Patrick shut the box and threw it into the sea. The other snakes jumped into the water after their king and drowned.

One fact remains: there are no snakes in Ireland and probably, there never were, but the legend lives in the folklore of the Irish.

I. Answer the following questions:

1. Why did the Vikings from Scandinavia stop on their way to Ireland, Greenland and Vinland?
2. What did two Viking chiefs decide *on* returning home?
3. What was decided?
4. What race took place?
5. What did Heremon O'Neil do when he was quite close to the shore? Why?
6. What is the legend about St. Patrick?
7. Are there any snakes in Ireland?
8. Do you believe that the fact shown in the text really took place? What makes you think so?

II. Discover some interesting facts about the capital city of the United Kingdom of Great Britain and Northern Ireland from the following texts. Be ready to «organise an excursion either the modern London or ancient one»

LONDON

London is the capital of Great Britain. Today London is a political, economic and commercial centre. It is one of the largest cities in the world and the largest city in Europe. Its population is about 8 million.

London is situated on both banks of the Thames. There are 14 bridges across the Thames.

London is divided into several parts: the City, Westminster, the West End and the East End.

The heart of London is the City. It is an ancient part and financial and business centre. Numerous banks, offices and firms are situated there, including the Bank of England, the Stock Exchange and the Old Bailey. Few people live here, but over a million people come to the City to work. There are some famous ancient buildings within the City. Perhaps the most striking, of them is St Paul's Cathedral, the greatest of English churches. It was built in the 17th century by Sir Christopher Wren. The Tower of London was founded by Julius Caesar and in 1066 rebuilt by William the Conqueror. It was used as a fortress, a royal palace and a prison. Now it is a museum.

Westminster is the historic and governmental part of London. Nearly all

English kings and queens have been crowned in Westminster Abbey. Many outstanding statesmen, scientists, writers, poets and painters are buried here: Newton, Darwin, Chaucer, Dickens, Kipling, etc. Across the road from Westminster Abbey is Westminster Palace, or the Houses of Parliament, the seat of the British Parliament. The Clock Tower of the Houses of Parliament is famous for its big hour bell, known as «Big Ben». Buckingham Palace is the official residence of the Queen.

The West End is the richest and most beautiful part of London. It is the symbol of wealth and luxury. The best hotels, shops, restaurants, clubs, and theatres are situated there.

Trafalgar Square is the geographical centre of London. It was named in memory of Admiral Nelson's victory in the battle of Trafalgar in 1805. The tall Nelson's Column stands in the middle of the square.

On the north side of Trafalgar Square is the National Portrait Gallery. Not far away is the British Museum — the biggest museum in London. It contains a priceless collection of ancient manuscripts, coins, sculptures, etc, and is famous for its library.

The East End is the poorest district of London. It is the district of docks, factories, poor little houses and narrow streets. Housing conditions in this part of London are not very good. Lots of houses have no modern conveniences. The East End is densely populated by working class families.

Reading Text

LONDON

London is the capital of Great Britain, its political, economic and commercial centre. It is one of the largest cities in the world and the largest city in Europe. Its population is about 8 million. Today the metropolis of Greater London covers some 1,580 sq. km and the suburbs of London continue even beyond this area.

Traditionally the historical centre of London is divided into several parts: the City, Westminster, the West End and the East End. They are very different from each other and seem to belong to different epochs.

The heart of London is the City, its financial and business center with the bank of England, the Stock Exchange, numerous banks, offices and firms. About 6 000 people live here, but about half a million people come to the City to work. There are some famous sights in the City including: the Monument commemorating the Great Fire of London, St. Paul's Cathedral, the greatest of English churches, designed by Christopher Wren in the 17th century; the Mansion House, an official residence of the Lord Mayor and of course the Tower of London. The City is also the oldest part of London because its history is closely connected with the Tower of London which was built by William the Conqueror in 1066 to protect and control the city. In the past it was a fortress, a palace and a state prison. Now it is a popular museum visited by about two million people a

year. The Tower consists of many buildings, but the most important is the White Tower, which is the oldest. Its walls are thirty meters high. The White Tower houses the famous collection of Crown jewels. During World War II the area in the City, called Barbican, was heavily damaged by air-raids. After the reconstruction (1971-1982) the Barbican has become the site of an ambitious post-war architecture which comprises commercial, residential and cultural zones. The Barbican Centre includes a large Concert hall, two theatres, three cinemas, a number of restaurants, conference rooms, and an art gallery.

Westminster is a part of London that has long been connected with royalty and government. Buckingham Palace is the British monarch's main residence in London. It was built in 1703 for the Duke of Buckingham, and was bought by King George III in 1762. It has been the royal residence since then. The Changing of the Guard at Buckingham Palace is one of London's most important tourist attractions.

The Houses of Parliament is the seat of the British Parliament. This architectural complex has two miles of corridors and more than 1000 rooms and contains the universal symbol of London, Big Ben.

Close to the Houses of Parliament stands Westminster Abbey. In Westminster Abbey most British monarchs since William the Conqueror have been crowned and here you may see the ancient Coronation Chair. Many outstanding statesmen, scientists, writers, poets and painters are buried here: Newton, Darwin, Chaucer, Dickens, Tennyson, Kipling and others.

The West End is the richest and most beautiful part of London. It is the symbol of wealth and luxury. The largest department stores, cinemas and hotels are situated here. There are about 40 theaters, several concert halls, many museums and the best galleries. It is in the West End where the University of London is centered with Bloomsbury as London's student quarter.

Trafalgar Square is the geographical center of London. It was named in memory of Admiral Nelson's victory in the battle of Trafalgar in 1805. The tall Nelson's Column stands in the middle of the square. On the north side of Trafalgar Square is the National Gallery and the national Portrait Gallery. Not far away is the British Museum – the biggest museum in London which contains a priceless collection of ancient manuscripts, coins, sculptures and is famous for its library. The main street running south of Trafalgar Square is Whitehall. There used to be a palace here once – Whitehall Palace, where from the 16th to the 17th century the British monarchs lived. The Palace doesn't exist now, and today's Whitehall is a street of government offices. That's why the name «Whitehall» is often applied to the British Government.

Another famous square in the West End is Piccadilly Circus. It is a round square from which the best-known streets of the West End radiate – Piccadilly, Regent Street, Hay market and Shaftesbury Avenue. In the middle of the square there is the statue of Eros designed as naked, winged archer. For many Londoners and visitors Eros is the Greek God of Love. It is in fact not Eros at all. It was

originally erected in 1893 as a memorial in honour of the Earl of Shaftesbury, a well-known philanthropist.

London can be proud of its many green parks and open spaces, where the English countryside comes to the centre of the city. Some of the famous parks are in the West End such as Kensington Gardens with the Albert Hall, where the famous Promenade Concerts are held. Regent's Park, is perhaps London's most elegant park, with its attractive gardens and lakes and the Zoo where about 6000 animals live.

The East End grew with the spread of industries to the east of the city and the growth of the Port of London. The East End of London is very important to the country's commerce. Here, today there are kilometers and kilometers of docks, and the great industrial areas that depend upon shipping. It is also known as the centre of the clothing industry, the East End markets are famous throughout the world. Here you can visit the Maritime Museum – a museum for ships and the sea in Greenwich. Another attraction of the East End is the London Dungeons' the world's most chilling famous museum of horror located in Tooley Street.

1. Answer the following questions:

1. What is the area of Greater London?
2. What are the famous sights of the City?
3. What is the origin of the name of the main royal residence in London?
4. What statues are in the middles of two London most famous squares: Trafalgar Square and Piccadilly Circus?
5. Why is the British government called Whitehall?

2. Agree or disagree with the following statements:

1. Whitehall is one of the halls in Buckingham Palace.
2. London is a very green city with many parks, squares and gardens.
3. Many outstanding Britains such as Newton, Darwin, Chaucer, Tennyson, Kipling and others were buried in the basement of St. Paul's Cathedral.

3. Match words in the left column with the definitions on the right:

<ol style="list-style-type: none"> 1. metropolis 2. mayor 3. archer 4. philanthropist 	<ol style="list-style-type: none"> a) person who shoots with a bow and arrows b) person who helps others especially those who are poor or in trouble c) head of a local authority of a city d) something which gives enjoyment and pleasure, especially something expensive
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4. Comment on the statements:

1. London is the seat of the British royalty and government.
2. London has many attractions for visitors from all over the world.
3. London is a city with great character.
4. London is one of the most beautiful cities in the world.
5. «If you are tired of London you are tired of life» (Samuel Jonson).

Unit Eleven

OUTSTANDING PEOPLE OF GREAT BRITAIN

I. Read and translate the texts about prominent people of Great Britain. Make a «portrait» of one of them. Find information and report on it about some others geniuses

Britain produced statesmen, thinkers, explorers, musicians, writers, scientists and other people who are well known around the world.

NEWTON – PROMINENT ENGLISH SCIENTIST (1643 - 1727)

Newton, one of the greatest scientists of all time, was born in the year in which Galileo died at the little village near Lincolnshire. His father was a farmer. His mother was a housewife and very clever woman. Newton's school days were not remarkable. At school he was a strange boy, interested in constructing mechanical devices of his own design, curious about the world around him, but showing no signs of unusual brightness. He seemed to be rather slow in his studies in his age.

In the late 1650s he was taken out of school to help on his mother's farm, where he was clearly the world's worst farmer. His uncle detecting the scholar in the young man said that he had to be sent to Cambridge. In 1660 this was done and in 1665 Newton graduated. The plague hit London and he retired to his mother's farm to remain out of danger. He had already worked out the binomial theorem in mathematics.

At his mother's farm something greater happened. He watched an apple fall to the ground and began to wonder if the same force that pulled the apple down also held the Moon in its grip. The story of the apple has often been thought a myth, but according to Newton's own words, it is true. This event led him to a great scientific discovery.

Newton theorized that the rate of fall was proportional to the strength of the gravitational force and that this force fell off according to the square of the distance from the centre of the Earth. (This is the famous «inverse square» law). He made his calculations which appeared to be wrong and did not prove his observation. He was dreadfully disappointed and put the problem of gravitation aside for fifteen years.

In this same period 1665—1666 Newton conducted startling optical experiments. Newton's prism experiments made him famous. In 1669 his mathematics teacher resigned in his favour and Newton at twenty-seven found himself a professor of mathematics at Cambridge. He was elected to the Royal Society in 1672. His famous «Principia Mathematica» was published in 1687. It is the greatest scientific work ever written.

Newton was respected in his lifetime as no scientist before him. When he died he was buried in Westminster Abbey along with England's heroes. The great French literary figure Voltaire, who was visiting England at that time, commented

with admiration that England honoured a mathematician as other nations honoured a king. The Latin inscription on his tomb ends with the sentence, «Mortals! Rejoice at so great an ornament to the human race!»

WILLIAM SHAKESPEARE

William Shakespeare was born at Stratford-on-Avon in April, 1564. William was baptized on April 26. April 23 is St. George's Day and England's National Day. It is also the date of Shakespeare's death. Many people believe that he was born and died on the same date. But the date of his birthday is unknown. He was the third of 8 children of John Shakespeare and his wife, Mary Arden. She married John when she was about 17, in 1557.

His family was gentle on both sides. William's father had lands received from Henry VII. He was a glover and the local policeman. Will's mother was a daughter of a gentleman of honourable family. 11 years William attended a free grammar school. But the days of study ended when he married at 18 Anna Hathaway, 26. Before 21 he was father of 3 children, daughter Susanna, and a twin son and daughter, Hamnet and Judith /1585/.

It made him seek a fortune in London. He went to the great city in 1586. While he was in London he fell in love with a «dark lady» whom he wrote about in his sonnets. He became known in London theatrical life. William went back home to his family only when the theatre season ended. For 25 years he lived so.

In 1593 appeared his first poem «Venus and Adonis» In 1594 he was able to purchase a share in the acting company Men. From 1594 to 1608 Shakespeare was fully involved in the London theatre life. He wrote two plays a year for the Men. In 1595 he wrote his first tragedy «Romeo and Juliet».

In 1596, a great sorrow fell upon the poet: his only son Hamnet died at 11. In 1597, Shakespeare purchased New Place, one of the two largest houses in Stratford. He helped his parents. In 1599, Shakespeare and 6 associates became owners of the outdoor theatre Globe. King James I supported the theatre; the company became King's Men. The actors entertained the king at the court.

From 1599 to 1608 was a period of extraordinary literary activity for Shakespeare. During these years he wrote the comedies and tragedies that made him famous: «Much Ado About Nothing», «Hamlet», «King Lear», «Othello».

Family events must have called him back to Stratford. In 1607, his daughter Susanna, 24, got married; in 1608 Shakespeare's mother died.

In 1609, Thomas Thorpe published «Shakespeare's Sonnets». The volume contained 154 sonnets written in his youth. In 1612 A Funeral Elegy was printed in honour of William Peter.

On February 19, 1616, Shakespeare's daughter Judith, 30, got married. Six weeks later, Shakespeare revised his will. Within a month, on April 26, he died at 52. He was buried inside the Stratford church, and a monument was erected to his memory. In 125 years, in 1741, another monument was erected in the Westminster Abbey.

His wife Anna Hathaway survived her husband 8 years. His favourite daughter Susanna gave birth to only child, Elizabeth, who was married twice but childless in 1670. She was Shakespeare's last direct descendant. Judith had three sons all of whom died in childhood.

Various ages have found various things in Shakespeare. The Romantics admitted his freedom. The 19th century admired his delicate psychological insight of his characterization. All ages have admired his command of language. He is presented by modern critics as deeply concerned with the moral basis of life. «Nature», «right», «order», «truth», the key concepts, created and tested in the conflicts which form the plays.

Reading text JONATHAN SWIFT

«The Drapier's Letters» - «Письма суконщика»

«A Modest Proposal» - «Скромное предложение»

«A Tale of Tub» - «Сказка о бочке»

Swift, Jonathan (1667-1745), an English author, wrote *Gulliver's Travels* (1726), a masterpiece of comic literature. Swift is called a great *satirist* because of his ability to ridicule customs, ideas, and actions he considered silly or harmful. His satire is often bitter, but it is also delightfully concerned about the welfare of the Irish and the behavior of the English toward Ireland. Swift was a Protestant churchman who became a hero in Roman Catholic Ireland.

His life. Swift was born in Dublin on Nov. 30, 1667. His parents were of English birth. Swift graduated from Trinity College in Dublin, and moved to England in 1688 or 1689.

He was secretary to the distinguished statesman Sir William Temple from 1689 until 1699, with some interruptions. In 1695, Swift became a minister in the Anglican Church of Ireland.

While working for Temple, Swift met a young girl named Esther Johnson, whom he called Stella. He and Stella became lifelong friends, and Swift wrote long letters to her during his busiest days. The letters were published after Swift's death as the *Journal to Stella*.

Temple died in 1699, and in 1700 Swift became pastor of a small parish in Laracor, Ireland. He visited England often between 1701 and 1710, conducting church business and winning influential friends at the highest levels of government. His skill as a writer became widely known.

In 1710, Swift became a powerful supporter of the new Tory Government of Great Britain. Through his many articles and pamphlets that were written in defense of Tory policies, Swift became one of the most effective behind-the-scenes spokespersons of any British administration.

Queen Anne recognized Swift's work in 1713 when she made him *dean* (head clergyman) of St. Patrick's Cathedral in Dublin. Swift would have preferred a church position in England. The queen died in 1714, and George I became king.

The Wig Party won control of the government that year. These changes ended the political power of Swift and his friends in England.

Swift spent the rest of his life - more than 30 years – as a dean of St. Patrick's. In many ways, these years were disappointing. Swift was disheartened because his political efforts had amounted to so little. He also missed his friends in England, especially the poets Alexander Pope and John Gay. However, he served in Ireland energetically by taking up the cause of the Irish against abuses he saw in British rule. It was as dean that Swift wrote *Gulliver's Travels* and the satiric pamphlet that increased his fame, *The Drapier's Letters* and *A Modest Proposal*. Swift's health declined in his last years and finally his mind failed. He died on Oct.19, 1745. He left his money to start a hospital for mentally ill.

Gulliver's Travels is often described as a book that children read with delight, but which adults find serious and disturbing. However, even young readers usually recognize that Swift's «make-believe» world sometimes resembles their own world. Adults recognize that, in spite of the book's serious themes, it is highly comic.

Gulliver's Travels describes four voyages that Lemuel Gulliver, who was trained as a ship's doctor, makes to strange lands. Gulliver first visits the *Lilliputians* (tiny people whose bodies and surroundings are only 1/12 the size of normal people and things. The Lilliputians treat Gulliver well at first. Gulliver helps them, but after a time they turn against him and he is happy to escape their land. The story's events resemble those of Swift's own political life.

Gulliver's second voyage takes him to the country of *Brobdingnag* where the people are 12 times larger than Gulliver and greatly amused by his puny size.

Gulliver's third voyage takes him to several strange kingdoms. The conduct of the odd people of these countries represents the kinds of foolishness Swift saw in his world. For example, in the academy of Lagado, scholars spend all their time on useless projects such as extracting sunbeams from cucumbers. Here Swift was satirizing impractical scientists and philosophers.

In his last voyage, Gulliver discovers a land ruled by wise and gentle horses. Savage, stupid animals called Yahoos also live there. The Yahoos look like human beings. The Houyhnhnms distrust Gulliver because they believe he is a Yahoo. Gulliver wishes to stay in the agreeable company of the Houyhnhnms, but they force him to leave. After Gulliver returns to England, he converses at first only with the horses in his stable.

Some people believe Swift was a *misanthrope* (hater of humanity), and that the ugliness and stupidity in his book reflect his view of the world. Other people argue that Swift was a devoted and courageous Christian who could not have denied the existence of goodness and hope. Still others claim that in *Gulliver's Travels*, Swift is really urging us to avoid the extremes of the boringly perfect Houyhnhnms and the wild Yahoos, and to lead moderate sensible lives.

Scholars are still trying to discover all the ways in which real people, institutions, and events are represented in *Gulliver's Travels*. But readers need not

be scholars to find pleasure in the book and to find themselves set to thinking about its distinctive picture of human life.

Swift's other works. *A Modest Proposal* (1729) is probably Swift's second best-known work. In this essay, Swift pretends to urge that Irish babies be killed, sold, and eaten. They would be as well off, says Swift bitterly, as those Irish who grow up in poverty under British rule. Swift hoped this outrageous suggestion would shock the Irish people into taking sensible steps to improve their condition. He had in mind such steps as the earlier refusal of the Irish to allow the British to arrange for Irish copper coins. The Irish rejected these coins because it was widely believed that the coins would be debased. Swift's series of *Drapier's Letters* (1724) actually forced a change in British policy on this matter.

A Tale of a Tub (1704), on the surface, is a story of three brothers arguing over their father's last will. But it is actually a clever attack on certain religious beliefs and on humanity's false pride in its knowledge.

In *The Battle of the Books* (1704), a lighter work, Swift imagines old and new books in a library waging war on each other. This work reflected a real quarrel between scholars who boasted of being modern and scholars who believed the wisdom of the ancient thinkers could not be bettered.

Swift could be very playful. He loved riddles, jokes, and hoaxes. One of his best literary pranks was the *Bickerstaff Papers* (1708-1709). In this work, he invented an astrologer named Isaac Bickerstaff to ridicule John Partridge, a popular astrologer and almanac writer of the time. Swift satirized Partridge by publishing his own improbable predictions, including a prediction of Partridge's own death. Swift then published a notice that Partridge had died, which many people believed.

Swift wrote a great deal of poetry and light verse. Much of his poetry is humorous, and it is often sharply satirical as well. But many of his poems, both comic and serious, show his deep affection for his friends.

Swift's personality. Whether Swift hated humanity or whether he mocked people to reform them is still disputed. But there are some things Swift clearly either hated or valued. He hated those who attacked religion, particularly when they pretended to be religious themselves. He also hated the tyranny of one nation over another. Above all, he hated false pride - the tendency of people to exaggerate their accomplishments and overlook their weaknesses. Swift valued liberty, common sense, honesty, and humility. His writings - whether bitter, shocking, or humorous - ask the reader to share these values.

1. Find in the text the English for:

Шедевр, висміювати, знатний, священик, впливовий, майстерність, зловживання, погіршуватись, хвилюючий, крихітний, здійснити втечу, поведінка, незвичайний, стверджувати, сприяти, набридливо, благородумний, жорстокий, вихвалитися, мудрість, перебільшувати, скромність.

2. Choose the right word from the texts:

- 1) Swift was deeply _____ about the welfare and behavior of the people of his time.
A worried B concerned C disturbed
- 2) Swift graduated _____ Trinity College in Dublin.
A from B into C out of
- 3) In 1700 Swift became _____ of a small parish in Laracor.
A clergyman B priest C pastor
- 4) Queen Anne _____ Swift's political work in 1713.
A recognized B noticed C marked
- 5) The Whig Party won _____ of the government that year.
A power B control C elections
- 6) Gulliver's Travels is often described as a book that _____ read with delight
A adults B students C children
- 7) The conduct of the _____ people of these countries represents the kinds of foolishness Swift saw in his world.
A unusual B ordinary C odd
- 8) In his voyage, Gulliver discovers a land ruled by wise and gentle horses.
A last B first C second
- 9) He hated the tyranny of one nation _____ another.
A under B over C above

3. Fill in the missing words from the text:

1. Swift, Jonathan, an English author, wrote Gulliver's Travels, a _____ of comic literature.
2. His parents were of English _____.
3. While working for Temple, Swift met a young girl _____ Esther Johnson, whom he _____ Stella.
4. He _____ his money to start a hospital for the mentally ill.
5. Readers need not be _____ to find pleasure in the book.
6. Swift could be very _____.
7. Swift wrote a great _____ of poetry and light verse.
8. Swift _____ liberty, common sense, honesty and humanity.
9. His writings ask the reader _____ these values.

4. Choose the right word - adjective or adverb.

1. It was a really _____ holiday.
The journey was really _____.
(delightful, delightfully)
2. The weather this summer has been very _____.
The audience was _____ small.
(disappointing, disappointly)
3. The experience caused him much _____ suffering.

I was _____ composing the letter I would write later.
(mental, mentally)

4. The project's costs remain _____ high.
The news was extremely _____ .
(disturbing, disturbingly)
5. The landscape was bare except for the _____ cactus.
She looked at him very _____ .
(odd, oddly)
6. My friend is a man with _____ views.
He enjoyed the work and was _____ good at it.
(moderate, moderately)

5. Answer the following questions:

- 1) What was Swift concerned about?
- 2) When was J.Swift born?
- 3) What did Swift graduate from?
- 4) What was his first job?
- 5) When did he meet Stella?
- 6) What did Swift become after Temple's death?
- 7) What were his attitudes to the new Tory Government?
- 8) Who made Swift dean of St.Patrick's?
- 9) What happened after the queen's death?
- 10) Why was Swift disheartened?
- 11) What did Swift do with his money?
- 12) What did Swift hate?
- 13) What did he value

Content Module 3. EDUCATION

Unit Twelve STUDENTS' LIFE

MY UNIVERSITY

I am a student of the Oleksandr Dovzhenko Hlukhiv National Pedagogical University. It is situated in the centre of the town of Hlukhiv, Sumy region. My university is one of the oldest Teachers' Training Educational Establishments in Ukraine. It was founded on the 25th of October, 1874.

My university is not very large. The university occupies seven buildings with a great number of lecture halls, studies, laboratories, workshops. It has a rich library, four reading-halls, a canteen, an assembly-hall, administration office, dean's offices, a museum, two gyms, sports-grounds.

There are 5 faculties and institutes in my university: the Faculty of Preschool Education, the Faculty of Labor Training and Professional Education, the Faculty of Natural Sciences and Physical-Mathematical Education, Educational and Scientific Institute of Psychology and Pedagogy, Educational and Scientific Institute of Philology and History. Specialists on different subjects are trained at our University. Among them are the teachers of English, Music, Art, Physics, Mathematics, Labor training, the Ukrainian language and literature, Foreign literature, Computer Science etc.

The University trains qualified teachers for primary schools, secondary schools, boarding schools, lyceums, gymnasiums, colleges and kindergartens. The curriculum consists of special subjects and general educational subjects. Professional training includes Psychology, History of Education, Pedagogics, Valeology and other subjects. All the students study Foreign languages, History of Ukraine, Philosophy. Future teachers attend lectures, seminars, practical and laboratory classes. Practice in schools, kindergartens, workshops and summer camps is compulsory for all students.

The students pay much attention to scientific work. They take part in conferences for students of different specialties which are held in our country and abroad. Some of them are interested in amateur artistic activities and sport. Many clubs are organized at our University where students have an opportunity to spend their free time and realize themselves.

After four years of hard study students receive the so-called Bachelor degree and can finish their study. To become a specialist one must study one year longer. Not long ago Magistracy was organized at our university where gifted students can get further education and become a Master of Humanities.

As for me I am proud to be a student of our University.

Reading Texts

II. Read the text about child prodigy who has made a breakthrough in the history of education.

HOW RUTH MADE HISTORY AT OXFORD

Child prodigy Ruth Lawrence made history when she came a clear first out of the 530 candidates, who sat the entrance exam for St. Hugh's College, Oxford. The all-women's college is likely to offer her a scholarship. Ruth sat three three-hour papers in Mathematics. «I was happy with the first two» she said afterwards, «but I wasn't sure about the third».

Ruth has never been to school. Her father, Harry Lawrence, a computer consultant, gave up his job when Ruth was five to educate her at home. Her mother, Sylvia, who also deals with computers, goes out to work.

Harry Lawrence explained that, besides Mathematics, Ruth also enjoyed English, History, Geography, Nature study and other subjects. She began to read at four and started academic subjects at five. «We did not start off with the thought that she would not go to school» he said, «but we enjoyed teaching her so much and we seemed to be good job of it, so we just carried on».

Because she does not go to school, Ruth has not mixed much with other children. «She enjoys serious conversation with adults», her father said, «and I don't think she will feel out of place at Oxford». He does not think she works harder than other children her age, but concentrates on what she enjoys, principally mathematics. «She watches television a little but not as a habit» he explained. «But she plays the piano and has quite a wide range of interests».

If she does well at St. Hugh's, Ruth expects to take a further degree and then hopes to become a research professor in Mathematics - an ambition she may achieve while still in her teens. The Lawrence family plans to move to Oxford when Ruth takes up her place in October. Before then, she plans to take school final exams to satisfy the college requirements. Her father hopes she will not have to pass a foreign language as it is far from her main interest.

Miss Rachel Trickett, the principal of St. Hugh's, says that they are all very excited about Ruth. Ruth's future university teacher, Dr. Glenys Luke, admits that taking such a young student is a great responsibility, but says she expects to enjoy it. «I shall change a course a little to suit her. Ruth shouldn't have to suffer the same tensions and disappointments that older students face. I hope I shall make it fun for her» she said.

When the Lawrence family heard about Ruth's achievement, they all jumped up and down. When Ruth becomes a student, Harry Lawrence looks forward to concentrating his efforts on the younger sister Rebecca, seven. «She is doing very well» he said, «but it's too early to tell whether she's a mathematician.»

1. Circle the correct letter A, B, or C.

1. Ruth is considered to be a prodigy child because...
 - a) she was the best candidate to sit the entrance exams for Oxford

University.

- b) she has never been to school.
 - c) she has a wide range of interests.
2. The university teachers are very...
- a) angry with her father.
 - b) disappointed that Ruth is leaving for Oxford.
 - c) pleased that Ruth is coming to Oxford.
3. Her father has been her teacher, while her mother...
- a) lives abroad.
 - b) goes out to work.
 - c) has always been against it.
4. Ruth wants to be...
- a) a teacher of Mathematics at school.
 - b) a research professor.
 - c) a computer consultant.
5. Ruth made history by coming first, but she herself...
- a) wasn't happy with all the examination papers.
 - b) was sure she would fail.
 - c) didn't want to go to Oxford.
6. Her family are very excited and wonder...
- a) if Ruth will be able to graduate from college.
 - b) if she has made the right choice.
 - c) if the younger sister will be as talented.
7. Ruth doesn't spend much time with other children because...
- a) she watched television day and night.
 - b) she does not go to school.
 - c) her parents don't allow her to.
8. Besides mathematics Ruth also enjoys...
- a) riding a bicycle.
 - b) a foreign language.
 - c) English, History, Geography.
9. Ruth's hobby is...
- a) playing the piano.
 - b) dancing.
 - c) playing the guitar.
10. Ruth's family plans...
- a) to go to the USA.
 - b) to move to Oxford.
 - c) to move to London.

III. Read the text, look up the new words, if necessary, and learn them

UNIVERSITY LIFE

Universities in Britain differ from those in many countries. Until the nineteenth century, England had only two universities - Oxford and Cambridge. Both Universities are residential: students must belong to one of the colleges. The colleges at Oxford and Cambridge have no division by subjects; students of a wide variety of subjects belong to and live some of the time in one college, going out from these to different faculties or laboratories for their academic work. In addition, each student goes weekly to a tutor to show and discuss definite work.

The modern Universities such as the Universities of London, Manchester, Leeds, Birmingham, etc. are not residential. The colleges of the University of London, for instance, are teaching institutions, providing instruction chiefly by means of lectures, attended mainly by day students. Other institutions such as colleges of technology and agricultural ones provide education of University standard, too.

Some students can study art subjects such as history, languages, economics or law; the others can study pure or applied sciences such as medicine, dentistry, technology or agriculture.

This is how a student spends his day. His working hours are from 9 to 1. At 9 o'clock he will see the tutor or go to the library, or to the lecture. From 2 to 5 he is engaged in sports and all kinds of exercises. From 5 to 7 he usually either works in the library or in the laboratory. At 7 o'clock the undergraduates and tutors gather in the hall and have dinner. After dinner the students have club activities, debating societies etc. By 10 o'clock the student must be in the college, as most of the students live in the colleges. At about 10 o'clock the student sits down to work again and works about 2 hours. At 12 o'clock p.m. he goes to bed.

A person studying for a degree at a British University is called undergraduate: one who has taken a degree is called a graduate. B.A. or B.Sc. stands for Bachelor of Arts, or of Science, the first degree. M.A. or M.Sc. - denotes Master of Arts or of Science. One can become a B.A. after three years of hard study, and M.A. at the end of five years. D.P. stands for Doctor of Philosophy, the highest degree. The abbreviations of English degree must be written after the family name, e.g. Henry Sweet, B.A.

Tuition costs a lot of money. The students have to pay for taking examinations, for attending lectures, for borrowing books from the library, for hostel accommodation, etc.

There are three terms from eight to ten weeks in the British University year.

1. Answer the following questions.

1. How do we call a person who takes examinations in order to enter a University?
2. How do we call a student who combines work and study?
3. How do we call a student who does not combine work and study?
4. How many terms are there in the British University year?

5. How many Universities were there in England by the nineteenth century?
6. What kind of universities are Oxford, and Cambridge?
7. What is a college at Cambridge and Oxford?
8. What is a college at the University of London?
9. Whom do they call a graduate?
10. Whom do they call an undergraduate?
11. What do B.A. or B.Sc. stand for?
12. What do M.A. or M. Sc. denote?

IV. Read the text, look up the new words, if necessary, and learn them:

Oxford University

The University of Oxford is the oldest university in the English-speaking world and the world's second oldest surviving university. While its exact founding date is unknown, there is evidence that teaching took place as far back as 1096.

Located in and around Oxford's medieval city center, the university comprises 44 colleges and halls, and over 100 libraries, making it the largest library system in the UK.

Students number around 22,000 in total, just over half of whom are undergraduates while over 40 per cent are international, representing 140 countries between them.

Called the 'city of dreaming spires' by Victorian poet, Matthew Arnold, Oxford has the youngest population of any city in England and Wales: nearly a quarter of its residents are university students, which gives Oxford a noticeable buzz.

Oxford has an alumni network of over 250,000 individuals, including more than 120 Olympic medalists, 26 Nobel Prize winners, seven poets laureate, and over 30 modern world leaders (Bill Clinton, Aung San Suu Kyi, Indira Gandhi and 26 UK Prime Ministers, among them).

The university is associated with 11 winners of the Nobel Prize in Chemistry, five in physics and 16 in medicine. Notable Oxford thinkers and scientists include Tim Berners-Lee, Stephen Hawking and Richard Dawkins. The actors Hugh Grant and Rosamund Pike also went to Oxford, as did the writers Oscar Wilde, Graham Greene, Vikram Seth and Philip Pullman.

Oxford's first international student, named Emo of Friesland, was enrolled in 1190, while the modern day university prides itself on having an „international character“ with connections to almost every country in the world and 40 % of its faculty drawn from overseas.

As a modern, research-driven university, Oxford has numerous strengths but cites particular prowess in the sciences, having recently ranked number one in the world for medicine (if its Medical Sciences division was a university in its own right, it would be the fourth largest in the UK) and among the top ten universities

globally for life sciences, physical sciences, social sciences, and the arts and humanities (*from The World University Rankings website*).

2. Read the above text and answer the questions:

1. Is Oxford the oldest university in the world?
2. When was it founded?
3. How many libraries does the university have?
4. Does the population of Oxford consist of elderly people?
5. How many nationalities do Oxford students represent?
6. What famous people studied there?
7. Are there any celebrities among the Oxford alumni?
8. What does an “international character” mean?
9. Is medical education given at Oxford?
10. What is the percentage of foreign students at Oxford?

Unit Thirteen

THE SYSTEM OF EDUCATION IN UKRAINE

I. Read and translate the text. Outline the main features of the education system in Ukraine. Take into account also information from additional texts (Texts for reading)

Education in Ukraine

Citizens of Ukraine have the right to education, which is guaranteed by the Constitution and ensured by the broad development of compulsory secondary, vocational, specialized secondary and higher education. In Ukraine there is a nine years compulsory education, but to enter a university one has to study two years more.

First children go to kindergartens. However everybody knows that at present very few boys and girls go to kindergartens. It is connected with the present economic situation in the country and low incomes of the majority of the population.

Since recently children begin to go to school at the age of 6 and study at primary school for four years. Here they learn to write and read get some basic knowledge of nature and history; they also have drawing, singing and physical training lessons. Then pupils transfer to secondary school. It is known that secondary education is free of charge and it is financed by the state. Not so long ago primary and secondary schools together are eleven years of study. Since 2001 after a new school reform had been launched school education was extended up to 12 years of studying, a twelve-point system replaced a five-point one; pupils began to be estimated by the level of their achievements (low, satisfactory, good, and high). After finishing school the school-leavers get Certificate of Secondary Education. After finishing secondary school, lyceum or gymnasium one can go on to higher education. To become a student applicants must take entrance exams, which are in July and August.

Higher educational institutions are headed by Rectors. Prorectors are in charge of academic and scientific work. The faculties are headed by the Deans. Since very recently higher educational establishments in Ukraine began to provide the graduates with bachelor's and master's degrees, magistracy was organized in most universities of Ukraine. Besides after five years of studies the graduates receive their diplomas and if someone feels that he has a special talent to some sciences he may take a postgraduate course.

Besides Institutes and Universities school-leavers (either after the ninth or the eleventh form) may go to vocational schools, technical schools or colleges. Vocational schools train future workers for plants and factories. Technical schools give wider knowledge and skills in different subjects and train specialists (technicians, secretaries, librarians, etc.) for different kinds of enterprises.

Both for pupils and for students the school (academic) year begins on the first of September. This day is called the Day of Knowledge.

Both pupils and students have two terms during the year, but pupils have holidays four times a year while students - twice a year. In winter and in summer students take their exams before having holidays.

I should admit that citizens of Ukraine show a great concern for education for themselves and their children as it gives a person the prospect for professional advance.

Reading Texts

PRESCHOOL EDUCATION

Usually, children aged 3-6 are studying in kindergartens. In some cases – children under 7. Pre-school education for children from the age of 5 is mandatory in Ukraine. A child can receive it both in educational institutions and at home.

Preschool education is provided in accordance with the State Standard «Basic Component of Preschool Education». This document defines the results of a child’s preschool education – key competencies. According to the Standard, the content of education consists of mandatory (invariant) and additional (variable) components.

Mandatory components:

- child’s personality
- child in the sensory and cognitive space
- child in a natural environment
- child’s play
- child in society
- child’s speech
- child in the world of art

Additional components:

- child’s personality/sports games
- child in the sensory and cognitive space/computer literacy
- child’s speech/fundamentals of Literacy
- child’s speech/foreign language
- child in society/social and financial literacy
- child in the world of art/choreography.

It is important that the child’s parents are actively involved in the development of competencies, and attending kindergarten does not release parents from their duties. To help parents and teachers in Ukraine, there is a preschool children’s development platform NUMO, which contains useful tips and advice on the development of important skills.

More on key components of a pre-school education:

GENERAL SECONDARY EDUCATION

School education is compulsory. Previously, it lasted 11 years, but with the start of the New Ukrainian School reform in 2018, school education will last 12 years.

School education is divided into 3 levels of education:

- primary education (grades 1-4)
- basic secondary education (grades 5-9)
- specialized secondary education (grades 10-11 (12))

The **content of school education** shall be approved by the government in state standards separate for each level of school education. They define the competencies that should be formed at certain levels of school education, as well as the requirements for mandatory learning outcomes. To implement the requirements of state standards, each educational institution has an educational program and curricula – the schools can develop them independently or use those recommended by the Ministry of Education and Science of Ukraine.

The content of school education has 2 components:

- invariant (mandatory);
- variable (subjects/courses to choose from).

The subjects taught can be separated or integrated into certain courses – this is decided by educational institutions within the framework of academic autonomy.

School **evaluation** differs at different levels: in grades 1-4 a formative assessment is carried out, and in grades 5-11 a 12-point assessment system is used.

Based on the results of each level of education, students pass the state final examination in particular, after receiving a specialized secondary education, the state final examination takes place in the form of external independent assessment. On that basis, students are awarded certificates of a particular level of education.

The **forms of school education**: institutional and individual, for example, full-time, evening, extramural, remote, external, homeschooling, pedagogical patronage. Students/parents have the right to choose one of them and even combine several forms.

Since the outbreak of the COVID-19, teachers began to use distance learning tools. All-Ukrainian Online School was launched to provide students with access to education.

Even outside of Ukraine, with the help of All-Ukrainian Online School children can continue their studies remotely at their school or independently, for example, due to loss of contact with the school due to military operations or temporary occupation. MOES offers an all-Ukrainian lesson schedule to be used for self-education.

The instructions for using All-Ukrainian Online School are available [here](#).

In 2018, Ukraine participated for the first time in the international study on the quality of education – PISA. To learn more about the results of the Ukrainian education system [here](#).

Children with special educational needs can receive special education (in institutions or classes for children with separate nosologies) or inclusive education. In addition to training, students with special educational needs are provided with psychological, pedagogical and correctional development services, which can be provided directly by a special school or an inclusive resource center (in the case of inclusive education). There are 5 levels of support that can be provided to children

with special educational needs – first of all, depending on their needs, and not on the diagnosis.

PROFESSIONAL EDUCATION

A vocational profession in Ukraine can be obtained in institutions of professional (vocational education and training) education (VET).

A student can enter such institutions after the 9th grade (basic general secondary education) or after the 11th grade (general secondary education). If a student entered after the 9th grade, then within 3-4 years he/she will master the complete general secondary education program and the educational program according to the standards of vocational professions. There is an opportunity to consistently get 2-3 professions. For those who already have a compulsory school education, training in one profession can last up to 1 year.

In VET institutions, you can get pre-professional training, retraining, as well as advanced training.

Forms of education:

- Institutional: intramural (full-time, evening), extramural, remote, network+
- Individual: external, homeschooling, pedagogical patronage, in the workplace (co-operative education), dual

Dual education is a form of education in which theoretical material is mastered in an institution, and practical training takes place in the workplace. This approach is significantly different from «practical training» and allows for better training of students. Such education is implemented by more than 200 institutions for more than 12 thousand applicants.

Based on the results of training, applicants are assigned an educational and qualification level «skilled worker».

PROFESSIONAL PRE-HIGHER EDUCATION

Professional pre-higher education is a separate component of education in Ukraine. It provides qualifications allowing for the performance of production tasks of increased complexity or limited management functions.

You can get such an education after the 9th grade, after a full course of school education, or in adulthood.

It should be noted that professional pre-higher education in art, sports or military field in Ukraine is called specialized professional pre-higher education.

Based on the educational outcome (the scope of the educational and professional program varies depending on the previously obtained level of education), an applicant is awarded a professional associate's degree.

HIGHER EDUCATION

Citizens of Ukraine can receive higher education free of charge – on a competitive basis. Budget place quotas for certain categories of persons (orphans, children deprived of parental care, persons from temporarily occupied territories,

etc.) are also determined annually. Thus, vulnerable categories have access to higher education at the expense of state or local budgets.

Since 2005, Ukraine has been a member of the Bologna Process.

Training of higher education specialists is carried out according to the relevant educational (vocational training, scientific training or creative training) programs at various levels of higher education regulated by the National Qualifications Framework:

EDUCATION IN UKRAINE

By Julia Bukina

It is twelve years now since Ukraine became an independent country. It is obvious that a majority of Ukrainian pupils will study in our country. Of course, representatives of the rich stratum can **afford** to pay for their children's education abroad. The situation changed with the **transition** to a market economy. Nowadays, commercial institutions are founded in every city of our country. **Entrants** to such institutions know that either entering to such Institutions or the process of studying there will not be difficult. Therefore, oftentimes it happens that pupils with the lowest school marks enter prestigious institutions and get the diplomas of specialists.

I have been working as a teacher in a commercial institution for almost nine years. Honestly speaking, I would say that none of the students has been **dismissed** for poor progress in learning. Those who were dismissed have delayed payments for their studies.

When I **ponder** over my student years I remember that we highly respected our teacher, worried before passing every exam. Now students of Ukrainian commercial institutes and universities can pass their exams many times until the teacher finally **yields** to give the person a good mark. Oftentimes, students do not attend lectures and seminars for months and feel free to be rude to the teachers. There is one argument they learned better than any subject. «I pay money for my studies», - says a student of such university and everything becomes clear. I would never like to deal with graduates of such institutes in the future. I would never like to consult with such lawyers, live in the house built by such construction worker and (God forbid) undergo medical treatment from such a doctor. In spite of all the **drawbacks** of the planned economy, the government managed to coordinate demand and supply of specialists. The number of specialists was strictly limited in accordance with the needs of the state. Nowadays, turning over the pages of **directories** and reference books one can see that the supply of specialists many times **exceeds** their demand. Almost all state and commercial universities offer a standard set of the most prestigious professions. They include lawyers, economists, managers, etc. In five years these very universities will graduate new specialists that will join the ranks of unemployed Ukrainians.

In Ukraine there are a number of universities with good reputations, history and traditions. Unfortunately, the state **allocates scanty amounts** to cover the

major expenses of these institutions. Decayed buildings, outdated equipment, low teachers' salaries are the main features of Ukrainian state institutions. Therefore, state universities are forced to introduce a new educational system based on entrants' payments to a university's budget. Gradually, the Ukrainian government cuts faculties financed by the state. State faculties exist only to maintain the state status of Ukrainian institutions. Every year it becomes more and more difficult to enter such faculties. Entrants compete to get free education though **bribes** to the teachers. It is well known that deficit **begets bribery**. Therefore, children from poor families have little chances to get good education.

It is common knowledge that foreign institutions require payments for education. However, let me observe that people of all civilized countries can afford to master in any field of knowledge, students earn money for their education themselves and teachers are strictly punished for taking bribes of all kinds.

In Ukraine the most intelligent and smart pupils have to distribute goods at the market instead of studying in a prestigious institution. When I watch the first but **timid** steps of my little daughter, I realize that I should begin to collect money for her education now.

Comment on the text you've just read. Suggest any way out from the situation.

Unit Fourteen

THE SYSTEM OF EDUCATION IN GREAT BRITAIN

I. Read the following texts. Make a scheme of British educational system. Be ready to comment on its features according to your scheme

The System of Education in Great Britain

The Education system in Great Britain is a divided one. It is class divided and selective. The first division is between those who pay and those who do not pay; the second, between those selected for an intellectual training and those not so selected.

There are 5 stages of education: nursery, primary, secondary, higher and further education. The years of compulsory schooling are from five to fifteen. There are state and private schools in Great Britain. The state schools provide the education free of charge but private schools are not free. The parents have to pay fees and these fees are very high at private schools. 80% of pupils are at state schools.

Pre-school Education is provided in nursery schools and nursery classes for children from the age of 2 to 5 years /under-fives/.

Primary schools consist of the infant schools and the junior schools. At infant school children aged 5-7 in the form of games learn the 3 R's: Reading, Writing and Arithmetic. It is learning through experience. Children sit at the tables that are grouped into 6 or 8 places. Much of the time is devoted to playing, drawing, painting and music. At 7 teachers measure children's progress in each subject.

The **junior** school is for children aged 7 to 11. Most junior schools carry out a policy of streaming: A - for the cleverest, B - for the next in ability, and C - satisfactory. A typical classroom is divided into «areas» for different activities. The children can work alone or in-groups under the guidance of the teacher. Pupils must know their multiplication tables, do basic algebra, and square and cubed roots.

At the age of 11 pupils pass the Eleven-Plus Examination / now - an assessment test/ of three papers: English, Arithmetic and Intelligence Test. About 25 % of children win places at the grammar school, which opens the way to the University. The other 75% will go to a secondary modern school. They prepare pupils for non-professional occupation.

State Secondary schools for children aged 11-16 fall into: secondary modern, grammar and comprehensive. **Grammar Schools** give the General Certificate of Secondary Education /GCSE/ of two levels O /Ordinary/ and A /Advanced/. The GCSE-O marks the end of school career and a start of some white-collar profession. A small number of pupils remain at school until they are 18 to pass to sit for the GCSE-A, which is required by most universities.

Secondary **Modern Schools** concentrate on practical work. Boys are instructed in metal and woodwork, girls - in domestic science and cooking. The

children leave this school at 15 with a certificate or Written Evidence of their studies.

Comprehensive Schools provide secondary education for all children of the district irrespective of their intelligence. Over 90% of the state secondary school population in England and Wales go to comprehensive schools. The comprehensive system aims to develop the gifts of all children to the full. These schools are usually very large. At 14 children have to take an assessment test. At 16 they take exams for the GCSE /English, French and Maths or the GNVQ - General National Vocational Qualifications /design, business and tourism/. At 18 pupils can take «A»-level examinations or «AS» /half of the content of A-level/.

Independent Schools provide education of the grammar school type and are completely independent of local authorities. They receive a grant-in-aid from the Ministry of Education. They include the preparatory schools /»prep«/ and public schools /for boys and girls over 13/.

About 7% of pupils go to independent schools. Parents pay fees. Most of the schools are for boys. They live in separate houses. A house has about 50 boys under the care of housemaster and his wife. Much attention is paid to sport. «Fagging» is a public school custom in which the preps act as servants of the older boys. Eaton and Harrow are the most famous of the public schools for boys and Cheltenham Ladies' College for girls. Nearly all the men holding leading position in Great Britain were educated at public schools.

In 1993, the government introduced a new type of secondary school called the City Technology College. They are in cities and concentrate on teaching science and technology.

There are also a small number of specialist independent schools - including theatre, ballet, and choir schools. There are over 1200 special schools in England for children who have learning disabilities or behavioural problems.

Reading Texts

EDUCATION IN GREAT BRITAIN

Education in Great Britain and Wales is regulated by the 1944 Education Act, the Department of Education and Skills being the central authority established by law. Scotland and Northern Ireland have educational systems of their own basically similar to that of England and Wales, but differing considerably in detail. Education in the country has been undergoing a series of major reforms since 1988, including the introduction of various forms of school curriculum; the testing and assessment of pupils' progress and the provision of more information about school performance to parents. Education is the top priority of the Government. Policy is focused on raising standards in schools, ensuring learning targets are achieved, tackling social exclusion, broadening access to further and higher education and enhancing the status and quality of the teaching profession.

The system of public education in England and Wales is organized in three stages of Primary, Secondary and Further Education. The first 2 are compulsory for

all children. Further education is voluntary. So children study at school from 5 to 16–18 years old. Then they can go to work, to further education or to university. All children and young people between the ages of 5 and 16 in England, Scotland and Wales, and 4 and 16 in Northern Ireland, must, by law, receive full-time education. Over 9.9 million children attend 33,685 state and private schools in Britain. About 93 % receive free education financed from public funds, the rest attend fee-paying independent schools. Boys and girls are taught together in most schools. In England and Wales non-selective comprehensive education caters for children of all abilities (mixed-ability comprehensive schools). Nearly all pupils in Scotland attend non-selective schools. Secondary schools are largely selective in Northern Ireland, where a small number of integrated schools have been established at primary and secondary levels with the aim of providing education for Roman Catholic and Protestant children studying together.

Most state school education in England, Scotland and Wales is provided by local government. In England and Wales a new structure of foundation, community and voluntary schools is being set up. The community category includes schools formerly owned by Local Education Authorities, while the foundation category includes many grant-maintained schools, which were outside local authority control. The voluntary category will include schools with a particular religious ethos.

Parents have a statutory right to express a preference for a school. National tables are published on the performance of all schools throughout Britain. All state schools have to give parents a written annual report on their child's achievements. Parents are represented on school governing bodies, which appoint staff and manage school budgets. Each school is regularly inspected by independent inspectors, working to agreed national standards.

Broadly based national curricula ensure that pupils study a balanced range of subjects. The National Curriculum in England and Wales consists of statutory subjects for 5- to 16-year-olds. Similar arrangements exist in Northern Ireland; in Scotland, content and management of the curriculum are not prescribed by statute. All state schools must provide religious education and all state secondary schools are required to provide sex education, although parents have the right to withdraw their children from these classes. All English primary schools are required to have a literacy and numeracy study hour each day.

The main school examination, the General Certificate of Secondary Education (GCSE), is taken in England, Wales and Northern Ireland at around age 16. A broadly similar exam system exists in Scotland.

All qualifications offered to pupils in state schools in England and Wales must be approved by the Government. Associated syllabuses and assessment must comply with national guidelines.

One of the government objectives is to help young people develop economically relevant skills. It recognizes that school-business links can raise attainment levels and help pupils to see the relevance of what they learn at school. It supports

Education Business partnerships and aims to bring closer links between schools and industry so that young people develop skills to help them succeed in the labour market. All young people in full-time education are entitled to careers information and guidance. In England and Wales pupils can take up work experience placements at any time in their last two years of compulsory schooling. In Scotland the Education for Work programme also develops business-education links.

Students who choose to continue their studies after 16 – about two-thirds – work for academic (i.e. study for examinations which lead to higher education) or vocational qualifications which are the main standard for entry to higher education or professional training. These include the General National Vocational Qualification (GNVQ), mainly taken between the ages of 16 and 18, which is designed to provide a broad-based preparation for a range of occupations and higher education; the academic General Certificate of Education Advanced (A) level examination taken at the age of 18 or 19, and the Advanced Supplementary (AS) examination.

FURTHER EDUCATION AND TRAINING

About 2.5 million students are enrolled in further education, much of which is work-related. Further education is for persons over compulsory school age, and consists of full-time and part-time education. It comprises all forms of public education except secondary (between ages of 11 and 15), i.e. grammar, modern and comprehensive schools as well as independent / private schools, university education and teacher training. The main sub-divisions of vocational education are technical, commercial, art, agricultural and horticultural. Academic work and professional training differ from college to college. Some colleges provide «sandwich» courses or short full-time block release courses. There may be several patterns for sandwich courses: 6 months in college and 6 months in industry / office; alternatives are 4/8 and 6/10. Many students between 15 and 18 attend mainly part-time courses, either by day release or block release from employment, or evening courses. Part-time training also includes correspondence courses and distance learning as well as refresher courses.

Courses are run by some 500 institutions of further education, many of which also offer higher education courses.

A wide range of national vocational qualifications, designed mainly for people in work, are based on national standards that define the competence, knowledge and understanding that employers need.

HIGHER EDUCATION

Higher education, consisting of degree and equivalent courses, has experienced a dramatic expansion. Today one in three young people enters higher education compared with one in six in 1989. Higher education is provided at universities, «the new universities» (former polytechnics which became known as «new universities» in the early nineties) and other establishments of higher and further education.

There are some 170 universities and higher education institutions, which enjoy academic freedom. First degree courses are mainly full time and usually last three years (four in Scotland), with longer courses in subjects such as medicine. Universities offer courses in a wide range of subjects. The oldest and best known universities are in Oxford, Cambridge, London, Liverpool, Durham, Edinburgh, Bristol, Cardiff, Birmingham. A university consists of a number of faculties: divinity / theology, economics, engineering, agriculture, commerce and education. After three years of study, a student may proceed to a Bachelor's degree and later to the degree of Master and Doctor. The Bachelor's Degree (Bachelor of Commerce, Science or Music) is given to students who pass exams at the end of three to four years of study. Bachelors' degrees are at two levels, Honours and Pass. In some cases the Honours Degree is awarded for intensive study and examination in one, two or perhaps three related subjects, while the Pass (or General) degree may be somewhat broader. In some cases the Honours degree is given to the students who are more successful in their examination.

The first post-graduate degree is that of Master, conferred for a thesis based on at least one year's full-time work. Everywhere the degree of Doctor of Philosophy is awarded for a thesis which is an original contribution to knowledge. The British universities have their own way of life and traditions which are carefully preserved. For example, sometimes you can see students at Oxbridge wearing a cap and gown – it's a custom from the time when students were clergymen.

Academic life in universities is exciting and very busy. Students attend lectures given by professors and lecturers, have seminars and work on their own in universities' libraries and laboratories.

Higher education is largely financed by public funds although students who have begun their studies since September 1998 are expected to make a contribution of up to J 1, 000 towards their tuition fees. This contribution is means-tested, so that tuition is free for students from lower income families.

The maintenance grant has been replaced by a maintenance loan. The loan is partly means-tested, so that only students from lower income families are entitled to the full loan.

1. Complete the sentences using information from the text. You may need to change the form of the words where necessary

1. As a result of education _____ since 1988, various forms of school curriculum and _____ of pupils' progress have been _____.
2. The government declares that its _____ is education including standards in schools and _____ of the teaching profession.
3. Primary and secondary educations are _____ while further education is.
4. About 7 % attend _____ independent schools, the rest receive financed from public funds.

5. In England and Wales they have _____ schools, i.e. non-selective comprehensive schools which cater for children of all abilities.

6. Of late in Northern Ireland they _____ a small number of _____ at primary and secondary levels.

7. Being formerly outside _____, the foundation category includes schools, while the voluntary category will include schools with a _____.

8. In state schools parents have the right to be given _____ as well as to be represented _____, which _____.

9. Pupils studying _____ is ensured by broadly based national curricula which in England and Wales consists of _____.

10. In state schools parents have the right _____ their children from religious and sex education classes.

11. The government assumes that young people must _____ skills through _____ links which will help pupils to see _____.

12. In England and Wales pupils can _____ at any time in their last two years _____.

13. To be prepared for _____ higher education or professional training students _____ (i.e. study for examinations which lead to higher education) or _____.

14. About 2.5 million students _____ in further education, which is mainly _____, and consists of _____ and _____ education.

15. Higher education, consisting of _____ courses _____ at universities and on _____ at polytechnics and other establishments of higher and further education.

16. After three years of study, a student may _____ to a Bachelor's degree and later to the degree of Master which is _____ based on at least one year's full-time work and that of Doctor of Philosophy which _____ for a thesis which must be _____.

2. Answer the following questions

1. Is there a unified system of education in the United Kingdom?
2. What are recent reforms focused on?
3. What is the Government policy aimed at?
4. What stages does the system of public education in England and Wales include?
5. Which of them are compulsory and which are voluntary?
6. What age groups does compulsory schooling embrace?
7. Do the majority of British students receive free or fee-paying education?
8. In which parts of the country is education more selective?
9. What new categories of schools are being set up in Great Britain?
10. Define further education. Which education is included into further education and which is not?
11. What do you think about the rights that British parents (whose children

- study at state schools) have?
12. What role does the National Curriculum play?
 13. Why does the government support Education–Business partnerships?
 14. What can pupils in England and Wales take up in their last two years of compulsory schooling?
 15. Give a definition to vocational education.
 16. What sub-divisions does vocational education fall into?
 17. What kind of education is most popular among students between 15 and 18 years old?
 18. Where can one get higher education in the UK?
 19. What parts of the country are the best known British universities located?
 20. What faculties (departments) does a typical British university consist of?
 21. When and for what is Bachelor’s degree given?
 22. What levels can Bachelor’s degree be? Explain the difference between these.
 23. Who can earn Doctor’s degree?
 24. Is the «tutorial» system characteristic of all British universities?
 25. Are all students expected to make a contribution towards their tuition fees?
 26. What does «means-tested contribution» mean?

UNIVERSITIES GO TO THE MARKET

The country has always had a tradition of high quality higher education for relatively few students, selected from the top of academic pile. Over the last few years, however, the government has made a concerted effort to widen the sector so that a larger proportion of the population gains qualifications.

Universities and colleges are now financed according to the number of students they attract. The results have exceeded expectations so dramatically that expansion has now had to be capped. Student numbers have doubled over the past decade to nearly 1,6 million. A target, set in 1989, of one in three young people entering higher education by the year 2000 was in sight within three years.

Panic has now set in at the realization that more students means more money to pay for them – cash which just is not available. Last November, the government announced a budget cut in higher education amounting to a 9.4 percent reduction in capital spending.

Universities began to seek extra income from industry, commerce and from renting out their premises to summer schools. But vice-presidents still warn that the famed quality of British universities is under threat.

Lecturers are having to take larger classes and the ratio of academics to students is falling in line with practices more common on the Continent. Students, meanwhile, fear their degrees being devalued. While once they offered entry into an elite, assured of employment, now they are no guarantee of avoiding the dole

queue. To make matters worse, some years ago it was suggested students start paying a proportion of university fees – earlier paid by the state – and student grants slowly evolved into loans payable once they start earning.

1. Find the equivalents from the text to the following word combinations:

Знаєс змін, традиція надання освіти високої якості, відбирали з верхівки шкільної піраміди, якість університетів знаходиться під загрозою, дипломи знецінюються, нема гарантій уникнути черги на біржі праці, частково оплачують навчання, стипендії та гранти перетворюються на позики, співвідношення кількості викладачів до кількості студентів.

2. Answer the questions:

1. How is the British educational system doing? Are the scores and knowledge of current students declining compared with those of ten or twenty years ago?
2. What is done by the government to address problems with the educational system and to improve it?
3. Are students adequately trained to deal with the world of work?
4. What groups in society have access to education, for example, to higher education?
5. Are traditional classroom practices being changed?
6. What new trends are there in education in other countries?

**POSTGRADUATE COURSE
TYPES OF UNIVERSITY DEGREES**

In England, Wales and Northern Ireland the most usual titles for a first degree are Bachelor of Arts (BA) or Bachelor of Science (BSc) and those for a second degree – Master of Arts (MA), Master of Science (MSc) and Doctor of Philosophy (PhD). After a course of studies lasting from three to four years which must be pursued at one and the same university the undergraduate student sits for a final examination which, if he passes it, entitles him to a first degree. The present three-year degree course in Britain is one of the shortest in the world (it's 4 in Scotland and many subjects take more than 3 years in England too, eg. modern languages).

The present first-degree system varies both in length and nomenclature. First-degree courses in Arts and Science are of two main kinds: those which allow the student to spread his/her studies over a wider field but less intensively and degrees in which the student specializes in a specific field and studies it in depth. Universities use different names to describe the degrees to which these two types of course lead. The degree obtained at the end of a specialised course in a single subject is usually called a degree with honours, although in some universities it may be called a Special degree.

After taking a first degree those graduates who are interested in research work follow postgraduate or advanced studies. Postgraduate studies lead to higher degrees most of which are Master's or Doctor's degrees. Postgraduate students are granted the Master's degree by thesis or examination after a minimum of one or two years of advanced studies. The Doctorate (Doctoral /Doctor's degree) generally requires outstanding proficiency in some specialized branch of research. It is regarded as the highest degree.

MASTER'S DEGREE

All universities in the United Kingdom provide courses beyond first degree level leading to postgraduate awards. They lead to a degree at master's or doctoral level, or to diploma or certificate.

Applications for postgraduate courses are welcome from students with a first degree in an appropriate subject. The type and quality of Master's courses available vary considerably. The title of the Master's degree is usually determined by the subject studied.

MA – Master of Arts

MSc – Master of Science

MEng – Master of Engineering

MTech – Master of Technology

MBA – Master of Business Administration

There are no grades of master's degrees although some universities may award a distinction for outstanding performance.

ACADEMIC YEAR

Traditionally, the UK academic year runs from September or October to June, divided into 3 terms of eight to ten weeks, with four weeks' vacation at Christmas and Easter and three months' vacation in the summer. Postgraduate students, however are frequently expected to work through vacations – indeed, the bulk of the project for a taught master's course will take place in the summer vacation.

LECTURES AND SEMINARS

For taught courses, lectures and seminars provide the basis of study at various classes between 9 a.m. and 5 p.m. Although lecture audiences can be very large – (perhaps over a hundred students) – there is usually an opportunity to ask questions. Seminars and tutorials provide more opportunity for discussion in smaller groups. The size of a seminar group may vary considerably. Some universities retain a tradition of one-to-one work, while others rarely have groups smaller than 20.

COURSEWORK AND EXAMS

Students are sometimes asked to write essays which are then discussed in the group – this is a good opportunity to develop your skills in presentation and discussion. This work is supported by reading and individual study. Thus, the graduate takes 6 months to become expert in a subject before sitting examinations. His work is evaluated by continuous assessment or through several written examinations, or a mixture of the two. Coursework assessment may merely monitor your progress or may form an important part of the final test, as in the case of a taught master's project where students are required to produce a substantial dissertation. Written examinations usually form an important part of the assessment of taught courses.

The 'taught part' of the course is then followed by four to six month's private research or project work on a special topic, that has to be written up as an extended essay, short thesis or dissertation.

The candidate (that is, the person, applying for the degree) submits his thesis to an examining board, appointed by the board of studies (a committee of professors and lecturers, of which there is one for each subject). The examining board usually consists of 2 or 3 specialists in the candidate's field. They read the thesis and then summon the candidate to an oral examination, sometimes called a viva (from Latin *viva voce*). At the oral viva the candidate is questioned on his/her thesis and sometimes on related topics. After the oral examination the examiners come to a joint decision and either accept or reject the thesis.

The place of the traditional MA, awarded on acceptance of a thesis, has been taken over in some universities by a new Master's degree (the Master of Philosophy, or the MPhil), obtained by research. The MPhil may be in science, engineering, medicine, art or social studies. MPhil is a qualification in its own right; if a student proves he/she has the ability and motivation to do research, it can lead to a doctorate.

The UK office of Science and Technology is currently piloting a new research master's degree, an MRes (Master of Research). This is designed to prepare students for a doctorate. It may eventually become the normal starting point for a PhD but it is not mandatory.

DOCTORATES

The doctoral degree, or doctorate, is awarded for in-depth original research in a specific field that makes a real contribution to knowledge. Students carry out independent research (under supervision of a professor), and write up their results and conclusions as a thesis. Postgraduate research can be in almost any subject. All universities award the degree of Doctor of Philosophy for both arts and science

doctorates. In some universities, the title awarded is DPhil, though in most cases it is PhD.

A doctorate usually takes three years to complete, but can take much longer. Most doctorates include some coursework, but the doctorate is usually awarded entirely on the thesis. A PhD is not an easy option. To succeed you need ability, commitment, motivation and self-discipline.

Research degrees demand considerable individual motivation and organization. As the emphasis of a research degree differs from a taught course, so the methods of study differ. Research students attend only those classes that are particularly relevant to their research. For the most part they work individually under the personal guidance of a supervisor (though some scientists on big projects may work in teams).

The doctoral thesis is the writing-up of at least three years of intense research, and is book-like in length. Indeed, many theses are later adapted for publication. In addition to submitting their thesis, PhD candidates are examined on their research in an oral examination, which is known as a viva.

1. Suggest the Ukrainian for the following word-combinations:

A course of studies, to sit for a final examination, specialized courses, single-subject degrees, general degrees to qualify for postgraduate study, to be interested in research work, to lead to a higher degree, advanced studies, schools of studies, the award of certificates or diplomas.

2. Complete the sentences below with information from the text

1. The requirements for an MA or PhD degree usually include the preparation of _____ .
2. An examiner who is invited from another university in order to be present at the final examination and to ensure objectivity is called _____ .
3. The post held by a professor is called _____ .
4. A college or university providing accommodation for its members is called _____ .
5. A student who has already obtained a first degree and is studying for a higher degree is called _____ .
6. The examination held at the end of a three- or four-year university or college degree is called _____ .
7. A degree higher than the Master's degree is called _____ .
8. The most famous doctorate in the UK is _____ .
9. A researcher in higher education is usually called _____ .

UNIVERSITY DAYS

II. Read and translate the text. Create your own piece of writing about unusual methods in teaching (based on your own experience)

I liked physics and chemistry when I was at the university, but I wasn't very good at economics. There was another student named Jim Green who was even worse. He was one of the star players on the football team, but he couldn't continue to play if he didn't pass all of his examinations. That was very difficult, for though Jim used his big body very well on the football field, he couldn't make any goals in the classroom.

All his professors were very kind to Jim and helped him. The kindest of all was our economics professor, a quiet little man named Bassum. He used to ask Green the simplest questions, but they didn't seem easy to Jim. One day, when we were discussing transportation, Professor Bassum called on Green. «Name one means of transportation», the professor said, but Green looked helpless. «Something that takes us from one place to another», the professor explained. Green opened his mouth, but nothing came out of it. «Perhaps, Mr. Green», the professor continued, «you can name the means of transportation that we usually use when we go on long journeys across land». It was very, very quiet in the room, but suddenly the professor made a strange sound: «Choo-choo-...» and his face became red. He looked at the class hopefully. All of us agreed with Professor Bassum that Jimmie Green must not fall behind because the Chicago game, one of the most important of the season, was not far away.

«Toot, toooooot, too-tooooooooot», came from a student in the back of the room. We all looked hopefully at Jimmie Green.

«Ding dong, ding dong», came from another part of the room. The professor finished the performance: «Chuffa-chuffa, chuffa-chuffa». But all these sounds did not help to give Jimmie any ideas. So the professor made another effort:

«How did you come to the university this year, Mr. Green?» he asked.

«My father sent me,» said the football-player.

«On what? On what?» asked the professor.

«He gave me money», the champion answered slowly.

«No, no,» said Bassum. «Name a means of transportation. What did you ride on?»

«Train», said Jimmie.

«Quite right! Very good, Mr Green», said the professor, «Now, another student. Mr Quincy, please tell us...»

(by James Thurber)

III Read the text. Put 10 questions to the text. Make up a summary of the story.

LIFE LONG LEARNING

It's often said that we learn things at the wrong time. University students frequently do the minimum amount of work because they're crazy for a good social life instead. Children often scream before their piano practice because it's so boring, have

to be given gold stars and medals to be persuaded to swim, or have to be bribed to take exams. But when you're older? Ah, now that's a different story.

Over the years, I've done my share of adult learning. At 30 I went to a college and did courses in History and English. It was an amazing experience. For starters, I was paying, so there was no reason to be late - I was the one frowning and drumming my fingers if the tutor was delayed, not the other way round. Indeed, if I could persuade him to linger for extra five minutes, it was a bonus, not a nuisance. I wasn't frightened to ask questions and homework was a pleasure not a pain. When I passed, I had passed for me and me alone, not my parents or my teachers. The satisfaction I got was entirely personal.

Some people fear going back to school because they worry that their brains have got rusty.

But the joy is that, although some parts have rusted up, your brain has learnt all kinds of other things since you were young. It's learnt to think independently and flexibly and is much better at relating one thing to another. What you lose in the rust department, you gain in the maturity department.

In some ways, age is a positive plus. For instance, when you're older, you get less frustrated. Experience has told you that, if you're calm and simply do something carefully again and again, eventually you'll get the hang of it. The confidence you have in other areas - from being able to drive a car, perhaps - means that if you can't, say, build a chair instantly, you don't, like a child, want to destroy your first pathetic attempts. Maturity tells you that you will, with application, eventually get there.

Learning late doesn't mean having to go back to school. Recently, I learnt how to swim. I thought I could swim before, but I could always get across the pool quicker by walking than swimming. Wearing my glasses to see the other side didn't help, because I never put my face in the water. True, I thought I looked silly wearing goggles with lenses over my eyes and a nose clip, and picking up coloured rings from the bottom of the pool to conquer fear of water, but the sense of achievement when I finally managed to swim speedily from one side of the pool to the other was huge. I only wished my family had been there to congratulate me, as I felt I deserved.

Then there was the skating. Inspired by seeing ice-dancers on TV, I staggered on to the ice quite recently and, unlike the younger students, was tense with terror in case I fell over. I was the worst in the class, but I did eventually get a piece of paper that said I had now achieved the art of skating forwards. And, although I'll never do ice-dancing, I feel pretty courageous for braving the ice.

Finally, there was the piano. I hated piano lessons at school, but I was good at music. And coming back to it, with a teacher who could explain why certain exercises were useful and musical concepts that, at the age of ten, I could never grasp, was magical. Initially I did feel a bit strange, thumping out a piece that I'd played for my school exams, with just as little comprehension of what the composer intended as I'd had all those years before. But soon, complex emotions that I never knew existed poured from my fingers, and suddenly I could understand why practice makes perfect.

1. Circle the correct letter A, B, C, or D.

1. The writer uses piano practice as an example of something that...
A people should not be forced to do.
B children often refuse to do unless they are rewarded.
C older people may be more willing to do than children.
D children do not gain much benefit from.
2. What surprised the writer when she did her first adult leaning course?
A she was able to learn more quickly than she had expected.
B she found learning more enjoyable than she had expected.
C she got on better with her tutor than she had expected.
D she had a more relaxed attitude to it than she had expected.
3. The writer says that when you learn later in life, you ...
A find that you can remember a lot of things you learnt when you were younger.
B should expect to take longer to learn than when you were younger.
C do not find it more difficult to learn than when you were younger.
D are not able to concentrate as well as when you were younger.
4. What gives adult learners an advantage, according to the writer?
A they are able to organize themselves better than younger people.
B they are less worried about succeeding than younger people.
C they pay more attention to detail than younger people.
D they have more patience than younger people.
5. The writer says that when she took swimming lessons....
A she did so mainly to impress her family.
B she had to overcome feeling foolish.
C she made surprisingly quick progress.
D she was confident that she would succeed.
6. When the writer took up skating, she was ...
A proud of the little progress that she did make.
B embarrassed by the way the other treated her.
C sorry that she had decided to try doing it.
D determined not to remain the worst in the class.
7. What pleased the writer when she took piano lessons?
A she could remember a piece she learned at school.
B she could see the point of what she was doing.
C she succeeded in impressing her music teacher.
D she discovered that she had some musical ability.
8. What is the writer's main purpose in the article?
A to emphasize the pleasures of adult learning.
B to point out how easy adult learning can be.
C to explain her reasons for doing adult learning.
D to describe the teaching methods used in adult learning.

IV. Read the texts below. Match choices (A – H) to (1–6). There are three choices you do not need to use. Write your answers on the separate answer sheet.

SOME RULES FOR LEARNING AT ANY AGE

- A** Don't get discouraged
- B** Don't multitask
- C** Keep regular hours for learning
- D** Don't be afraid to ask for help
- E** Don't delay doing your work
- F** Be ready to practice a lot
- G** Choose hard things to learn
- H** Try various learning methods

___ 1 No matter how good you think you are at doing several tasks at the same time, you aren't. Enough studies have shown that if you're doing more than one thing at a time, especially when it comes to learning, your speed and attention drops off. It's better to spend 20 uninterrupted minutes a day on the topic you've decided to master than an hour of distracted learning.

___ 2 If you're picking up a new language, learning or relearning to play an instrument, or starting to paint, you probably already realise that you will have to put in the time. There is just no way around it; those who are the best at a given subject are those who work on it most. You may have heard of the 10,000 hours theory from Malcolm Gladwell's book "Outliers" — that it takes that much time to become expert at anything.

___ 3 If it's difficult to do something (even maddening at times), you're more likely to really remember it. Learning what's easy is like writing in sand, here today and gone tomorrow. When you're stuck on a difficult passage that doesn't seem to make sense, or when you keep making mistakes solving a problem — this is when the most valuable learning is happening.

___ 4 Most people think that learning in their preferred way is better. Some like to read things, auditory learners like to hear information aloud, while visual learners like images, graphs and live-action descriptions. But just because it's easier to learn in a certain style doesn't mean it's really better. You learn better when you don't limit instruction or experience to the style you're used to.

___ 5 Failures occur in any business, learning attempt or project. Every successful person has gone through this part of the process, sometimes multiple times. When you don't feel like you're getting anywhere, you often feel depressed. Many people give up at this stage. You must keep going to achieve your goals. Just keep going and you're sure to succeed.

Unit Fifteen

WORK AND PROFESSION

I. Read the text. Have you ever thought about your future profession in details? What kind of teacher will you be? What relationship with colleagues will you build?

TEACHING PROFESSION

To choose a profession is not an easy thing. It means that one should finally decide what trade or profession one should choose as the main line of one's lifetime, a trade or profession that is really close to one's heart and interests. There are many interesting and useful professions in our country. One can become a doctor or a teacher, an engineer or an economist, a pilot or an artist. As for me I made up my mind to become a teacher. Now more than ever before I am sure my decision is correct. I love children and think it's so good to help them to learn what they didn't know before. And besides, bringing up good children is a very important task.

Teaching is a very difficult job of great responsibility and most specific character. A good teacher is not only a communicator of knowledge but a model of competence. He forms attitudes to his subject and attitudes to learning. A teacher takes an active part in shaping of a child's character, fostering honesty, kindness, loyalty, cooperation and respect for ideals.

A good teacher must control his temper without shutting his eyes to faults requiring correction. His instruction must be free from affection, his industry great, his demands on class continuous, but not extravagant. He must be ready to answer questions and to put them unasked to those who sit silent. Teaching is difficult because it is an art, and no art is ever easy.

To my mind four years of study at the university will give me a great deal of information necessary for a teacher. My love to children will be combined with the knowledge I shall receive. It would not be quite enough for me to succeed in my work. I think that a good teacher must keep on learning all his life. But I am not afraid of all these difficulties.

Reading Texts

A SCHOOL TEACHER

In truth, Tatyana Nikiforova was not aware of all the difficulties involved in working with children when having finished the tenth form; she decided to enter a Teacher Training Institute.

The four years of study gave her a great deal of information necessary for the primary school teacher. When she received her teacher's diploma she thought things would be easy. Her love of children combined with the knowledge she had received would be quite enough for her to succeed in her work.

A little dark-haired boy of even in form «A» couldn't answer the simplest question. She understood that he was extremely shy and this was developing into a trait of his character.

How to give him the necessary confidence? Every lesson is 45 minutes and there are 40 pupils to a class: quiet, boisterous, lazy, industrious, all equally demanding attention.

Today children usually can read a little when they start school. But this boy did not even know all the letter of the alphabet and was afraid the other children would make fun of him. This was the cause of his shyness. It took a lot of tact, skill and knowledge to instill confidence in him.

The work was difficult at the beginning, and it is still difficult. Teaching is always difficult because it is an art, and no art is ever easy.

1. Answer the following questions:

1. What is Tatyana Hikiforova?
2. What institute did she graduate from?
3. She became a primary school teacher, didn't she?
4. How many pupils were there in her first form?
5. Were all the pupils quiet and industrious?
6. Teaching is always difficult isn't it?
7. Why is it difficult?

2. Correct the wrong statements using the phrase-openings «I am afraid..., you are mistaken..., on the contrary...».

1. Tatyana Nikiforova knew a lot about the difficulties involved in working with children when she entered the Teacher Training Institute.
2. When she received her teacher's diploma she thought that her work would be difficult.
3. She began to work in the fifth form.
4. All the pupils in form «A» were quiet and industrious.
5. The little boy who sat by the window could read well and answer all her questions.
6. Teaching is always easy.
7. Tatyana Nikiforova says that with time her work will become a matter of routine.
8. Today children usually can't read when they start school.

TEACHERS AND ACTORS

To be a good teacher, you need some of the gifts of the good actor; you must be able to hold the attention and interest of your audience; you must be a clear, speaker, with a good, strong, pleasing voice which is fully under your control; and you must be able to act what you are teaching, in order to make its

meaning clear. Watch a good teacher, and you will see that he does not sit motionless before his class; he stands the whole time he is teaching, he walks about, using his arms, hands and fingers to help him in his explanations, and his face to express feelings. Listen to him, and you will hear the loudness, the quality and the musical note of his voice always changing according to what he is talking about.

The fact that a good teacher has some of the qualities of a good actor does not mean that he will indeed be able to act well on the stage; for there are important differences between the teacher's work and the actor's. The actor has to speak words which he has learned by heart; he has to repeat exactly the same words each time he plays a certain part; even his movements and the ways in which he uses his voice are usually fixed before. What he has to do is to make all these carefully learnt words and actions seem natural on the stage.

A good teacher works in quite a different way. His audience takes an active part in his play: they ask and answer questions. The teacher, therefore, has to understand the «needs of his audience, which is his class. He cannot learn his part by heart, but must invent it as he goes along.

There are many teachers who are fine actors in class, but are unable to take part in a stage-play...

1. Imagine that you are headmaster of school. You have come to a teachers training college to meet a group of undergraduates, wishing to find out as much as possible about their future work. What recommendations would you give them?

2. You are a participant of an international conference, which considers different problems of teaching. You are to make a report on the work of teachers. You should be also ready to answer all kinds of questions.

TEACHER-PUPIL RELATIONS

(from «Control and Discipline in Schools»)

II. Read the text to yourself and state its main theme. Say what kind of investigations were carried out and what qualities of the teacher are valued by the pupils most of all.

1. Developing relations between teachers and pupils means respecting children as persons and not simply «getting on» with them; the first encounters with classes must be handled with clear objectives in mind, taking into account educational and organizational criteria plus a sensitivity to the pupils' expectations of the teacher's role. We know pupils expect teachers to keep order, but what other qualities do they value?

2. Almost 900 ten — fifteen-year-olds were asked to rank six statements concerning three dimensions of the good teacher— the teaching itself, keeping order, and the teacher's personality. The responses showed that it was teaching ability (explaining work and encouraging pupils to work hard) which all pupils valued most, while least weight was given to the teacher's personal qualities (e. g.

patience and cheerfulness). However, the teachers who were asked to rank the statements placed personal qualities highest. The mismatch of expectations could account for some control problems in classroom.

3. When the children were asked to rank six items concerned with the manner of keeping order, all pupils tended to put «firmness» and «fairness» first and «letting you have your own way» last, suggesting that pupils value knowing where they are rather than permissiveness. This piece of research would seem to demonstrate that teachers are most likely to satisfy children's expectations if they emphasize helping pupils to learn and a classroom manner which is both firm and fair.

4. A number of interesting points emerge from the studies summarized in the table. First, there is remarkable agreement between pupils of all ages and ability levels.

5. Secondly, two issues crop up again and again. One concerns the pupils' insistence that a good teacher is one who can keep order in a firm but relaxed and nonpunitive way. The other relates to the teacher's ability to make the pupils feel that they are learning something worthwhile and efficiently.

6. Thirdly, children dislike both the «soft» teacher who cannot keep order (and even more so if he or she gets angry or upset) and the «hard» teacher who is overbearing and indiscriminate in his reprimanding and punishing. They like firmness, even strictness, but it must be seen to be just.

7. Further, pupils expect the order to be kept in such a way that they feel some freedom to express themselves in an atmosphere that is fairly relaxed and friendly with a teacher to whom pupils can talk easily, who treats their ideas seriously, and who is prepared to have a joke.

8. Finally, it is important to note the apparent contradictions in some pupil's expectations. They like to feel free yet also controlled; they like adults who come clean with their own views but they resent adults who pontificate. Yes, on reflection, these are not contradictions at all but demonstrate the fine distinctions which characterize a very delicate area in which the teacher has to tread.

9. Living up to the pupils' expectation is a tall order, but the prurient teacher is the one who tries to respond as best as he can.

1. Find in the text sentences in which different qualities of the teacher are mentioned. Which of them are disapproved of by the author?

2. Look up the text to find the author's opinion on the ways of

a) keeping order in class;

b) making the pupils study well.

3. Write out of the text the sentences which you would use if you were to prepare a report on the topic «What qualities must a good teacher possess?»

4. Give your own opinion on the relations between the teachers and their pupils using the material of the text.

5. Make a short summary of the text.

THE MOST FAMOUS TEACHERS OF UKRAINE AND THE WORLD

(This text was taken and adapted from <https://www.jit.academy/en/najvidomishi-vchyteli/>)

Vasyl Sukhomlynskyi

Vasyl Sukhomlynskyi is perhaps the most famous teacher (and, at the same time, a publicist, writer, and poet) in Ukraine.

Sukhomlynskyi was born on September 28, 1918, in the village of Vasylivka in the Kirovohrad (now Kropyvnytskyi) region. He studied at a local seven-year school, at a teacher's institute in Kremenchuk, and at the correspondence department of the Poltava Pedagogical Institute.

For 23 years, he worked as the director of the Pavlysh secondary school. In 1958, Sukhomlynsky was awarded the title of Honored Teacher.

Sukhomlynsky wrote 48 monographs, more than 600 articles, and 1,500 stories and fairy tales for children. His works have been published in 53 languages, with a total circulation of almost 15 million copies, including Great Britain, France, and Japan.

The most famous work of the humanist pedagogue is the book «I Give My Heart to Children». This book is about a happy childhood that an adult can provide for children. The book was translated into 30 languages and reprinted 54 times.

Khrystyna Alchevska

Ukrainian pedagogue and public education organizer Khrystyna Alchevska was born in the Chernihiv region on April 4, 1841.

She is the wife of the founder of the city of Alchevsk, the financier genius Oleksiy. Khrystyna challenged the anti-Ukrainian policy of the Russian Empire and taught women in the eastern regions writing, literature, and history of Ukraine.

In 1862, Alchevska founded the first free Sunday school for girls in Kharkiv, which had no analogs in our region then. One hundred volunteer teachers worked at the school. «Schoolgirls» studied jurisprudence, physics, chemistry, geography, the history of Ukraine, writing, and mathematics and attended theaters.

Then, in the village of Oleksiivka (now Luhansk region), the family of Alchevski opened a one-class zemstvo school, where they also taught in the Ukrainian language. By the way, Borys Hrinchenko taught there.

Alchevska was called «the rich woman who taught the east of Ukraine to write.»

The couple had six children, not deprived of talents. Son Mykola became the author of the first primer for adults in the Ukrainian language, and Ivan became an opera singer, the «king of tenors.» He performed 55 opera parts in 16 years – his repertoire included works by Petro Chaikovskyi, Mykola Lysenko, and Yaroslav Stepyvi.

But daughter Khrystia chose a literary path, becoming a writer, playwright, novelist, poet, and teacher. She held rallies, read books to young people in Ukrainian, had connections with the underground, and translated a lot from Russian and French.

Borys Hrinchenko

Ukrainian writer, teacher, lexicographer, literary critic, ethnographer, historian, publicist, and social and cultural activist Borys Hrinchenko was born on November 27, 1863, in the village of Vilkhovyi Yar in Kharkiv region.

Hrinchenko learned to read at 5, reread his parents' entire library, and began writing poems.

He studied at the Kharkiv Real School, and then self-education allowed him to pass the exams for the title of a public teacher at Kharkiv University.

Hrinchenko worked as a teacher in the villages of Kharkiv, Sumy, and Katerynoslav regions. He also wrote a lot; his works were regularly published in magazines and almanacs. He had many literary pseudonyms during his life: Vasyl Chaichenko, L. Yavorenko, P. Vartovyi, B. Vilkhovyi, Perekotypole, and Hrechanyk.

Hrinchenko became the author of ethnographic, linguistic, literary, and pedagogical works and historical essays. In addition, he is the author of the first dictionary of the Ukrainian language – the four-volume explanatory «Dictionary of the Ukrainian Language.»

He also edited several Ukrainian periodicals and inspired the spread of the Ukrainian language in schools and institutions. Thus, Hrinchenko compiled the first textbooks on the Ukrainian language and literature, particularly «Ridne Slovo» (Native Word) – a book for reading at school.

Anton Makarenko

Ukrainian pedagogue-innovator and social pedagogue Anton Makarenko was born on March 1, 1888, in Bilopilla, Sumy region.

Anton studied at an elementary school, then at the Kremenchuk City School, where he became a student of one-year pedagogical courses that trained elementary school teachers. Later, he entered the teacher's institute in Poltava, where he graduated with a gold medal.

Makarenko is considered a classic of world pedagogy of the 20th century.

He is the creator of a new method of educational work with the children's team. He was a writer and also organized and managed a colony for juvenile delinquents and homeless people near Poltava.

Makarenko is considered one of the most outstanding teachers in the world. His group education method and family education theory, which he developed in the 1920s in Ukraine, are still being studied by researchers worldwide.

Maria Montessori

Maria Tecla Artemisia Montessori (/ˌmɒntɪˈsɔːri/ *MON-tiss-OR-ee*, Italian: [maˈriːa montesˈsɔːri]; 31 August 1870 – 6 May 1952) was an Italian physician and educator best known for her philosophy of education (the Montessori method) and her writing on scientific pedagogy. At an early age, Montessori enrolled in classes at an all-boys technical school, with hopes of becoming an engineer. She soon had a change of heart and began medical school at the Sapienza University of Rome, becoming one of the first women to attend medical school in Italy; she graduated with honors in 1896. Her educational method is in use today in many public and private schools globally.

The main advance in Maria Montessori's method was the creation of an environment prepared for the **free development of the child**. She put it into practice with low-income students in Rome, as well as in hospitals with disabled children. The reason for her involvement with them was the idea of achieving an improvement in the capacities of the children thanks to the model of integral development

Janusz Korczak (Henryk Goldszmit)

Being a physician by profession, Janusz Korczak (Henryk Goldszmit, 1878 – 1942) was one of the outstanding figures of pedagogy, journalist, writer, and teacher. He loved children very much and wrote books for them.

Everybody knows about the sacrificial action made by the teacher who died together with children and for the sake of them. This action done by the Polish pedagogue is considered to be the highest demonstration of love and support for children during the difficult moments of their short lives.

He worked very hard at children's camps, Orphanage, and Our House boarding school in Warsaw. Children from the streets, deprived and destitute, found shelter in these establishments. Being a children's doctor, Janusz Korczak became a talented pedagogue, tactful teacher, and children's friend.

He considered a child to be a person of full value. He stated that the main task of education is free and harmonious development of child's abilities and good features encouraging child for self-knowledge, self-esteem, and self-improvement.

These ideas were described in Janusz Korczak's belles-lettres books, publicistic papers, pedagogical books and various articles published in periodicals. He wrote more than 20 pedagogical books, and the most well-known is *Jak kochać dziecko* (How to love a child). The pedagogue stated that «A child is a person first of all, and an attentive teacher should study him, respect and trust him».

The Polish pedagogue's thoughts influenced the development of educational ideas all over the world. The Korczak international movement started many years

ago, and now it covers all continents of the world. The societies of the Polish humanist's disciples function in almost every country.

Janusz Korczak's ideas influenced the national pedagogues. N. K. Krupska paid great attention to them and recommended other pedagogues to read Janusz Korczak's books. A. S. Makarenko also was familiar with his pedagogical oeuvre. V. O. Sukhomlynskyi was greatly impressed by the Polish pedagogue's figure and his works; he considered Korczak to be «a national hero of the Polish people» and «a man of extraordinary moral beauty», and his works to be «a precept for the whole life».

John Dewey

John Dewey (1859-1952) was an American philosopher and educator who was a cofounder of the philosophical movement known as pragmatism, a pioneer in functional psychology, an innovative theorist of democracy, and a leader of the progressive movement in education in the United States.

Dewey graduated with a bachelor's degree from the University of Vermont in 1879. After receiving a doctorate in philosophy from Johns Hopkins University in 1884, he began teaching philosophy and psychology at the University of Michigan. There his interests gradually shifted from the philosophy of Georg Wilhelm Friedrich Hegel to the new experimental psychology being advanced in the United States by G. Stanley Hall and the pragmatist philosopher and psychologist William James. Further study of child psychology prompted Dewey to develop a philosophy of education that would meet the needs of a changing democratic society. In 1894 he joined the faculty of philosophy at the University of Chicago, where he further developed his progressive pedagogy in the university's Laboratory Schools. In 1904 Dewey left Chicago for Columbia University in New York City, where he spent the majority of his career and wrote his most famous philosophical work, *Experience and Nature* (1925). His subsequent writing, which included articles in popular periodicals, treated topics in aesthetics, politics, and religion. The common theme underlying Dewey's philosophy was his belief that a democratic society of informed and engaged inquirers was the best means of promoting human interests.

John Amos Comenius

John Amos Comenius (1592-1670) a Czech pedagogue-humanist, philosopher, initiator of the new progressive pedagogical system, public figure, statesman, author of the project on the reform of the Swedish education system and methodology of Latin language teaching, organiser of schools, theoretician of the united school education, classroom form of teaching, didactic principles ('golden rule of didactics' is a well-known principle of visualisation), new teaching methods, and author of *Great Didactic*, *The School of Infancy*, *General Consultation on the Improvement of Human Affairs*, and textbooks on physics, astronomy, and languages, etc.

UKRAINIAN IS AMONG TOP 10 OF BEST TEACHERS IN THE WORLD FOR THE FIRST TIME

(Ukrainska pravda — Wednesday, 25 October 2023)

A participant from Ukraine has been included in the top 10 list of the best teachers in the world for the first time in the Global Teacher Prize awards, the most prestigious prize for educators.

Arthur Proidakov, a teacher of the Ukrainian language and literature and winner of Global Teacher Prize Ukraine 2021, has won this time as well, as reported by the Global Teacher Prize web page.

Arthur Proidakov wants to show the world through his achievement that Ukrainian teachers and education professionals continue to perform their duties properly even in wartime.

«It is very hard to believe and realise this. 10 people on planet Earth. 10 educators. And I, a Ukrainian teacher, in this top10. It inspires and motivates me,» Proidakov said.

The teacher is from the town of Kadiivka in Luhansk Oblast which is temporarily occupied at the moment.

He resided there until November 2014, after which he worked in Sumy Oblast in a state school in the town of Romny, and then in the MIDGARD school in Kyiv.

After 24 February 2022 Arthur Proidakov organised Ukrainian language courses for internally displaced persons, and held classes within the framework of the All-Ukrainian timetable.

He is also the author of lessons in the All-Ukrainian School online and holds the position of executive director in the MriyDiy educational foundation.

«We have been developing the Global Teacher Prize movement in Ukraine for seven years, and during this time our teachers got on the top 50 list multiple times. But to be in the top 10 finalists is star level, the educational avant-garde.

These are the people [teachers who made it into the top 10 list – ed.] with whom world leaders will talk, without whom no single educational event can do, the people who positively influence education and inspire hundreds of thousands of teachers throughout the planet,» said Zoia Lytvyn, founder of the Global Teacher Prize Ukraine.

The name of the world's best teacher 2023 will be announced on 8 November in Paris at UNESCO headquarters.

The winner of the prize will receive US\$1 million.

The Global Teacher Prize award is sometimes called «the Nobel Prize for teachers». It was founded by Indian billionaire and son of a schoolteacher Sunny Varkey.

The Global Teacher Prize Ukraine, an annual national award for teachers-agents of changes in the educational sector, was founded in 2017 with the goal of stressing the importance of teachers in Ukraine.

This year two Ukrainian teachers, Arthur Proidakov and Liudmyla Tabolina, have been included on the top 50 list of the best teachers in the world.

1. Find the Ukrainian equivalents in the right-hand column for the words in the bold type:

- | | |
|---|-----------------------------|
| 1. Education in Ukraine is compulsory . | 1. визначні |
| 2. All the citizens of our country have the right to study. | 2. громадяни |
| 3. The education and upbringing of the Ukrainian youth is the main task of our state. | 3. визнання |
| 4. The teachers have made a great contribution to the scientific and engineering progress of the country. | 4. обов'язкове |
| 5. Many profound scientists devoted their lives to the development of education and upbringing of the young people in our country. | 5. виховання |
| 6. He worked in the field of this science through all his life . | 6. вклад |
| 7. His books are widely known and have received world-wide recognition . | 7. протягом всього життя. |
| 8. He tried to bring up citizens; the land of Ukraine would be proud of . | 8. пишлася
9. виховувати |

2. Insert a suitable word or an expression from the right-hand column.

- | | |
|---|-----------------|
| 1. Our teachers work much and give all their time to ... of the children. | 1. devoted |
| 2. They always ... new forms and methods of education. | 2. contribution |
| 3. The famous Ukrainian educator and scientist Sukhomlinsky ... many years of his life ... to the task of making educational ideas concrete and living. | 3. upbringing |
| 4. Their books and articles have got... not only in our country but throughout the world as well. | 4. recognition |
| 5. Great educator A. Makarenko made a great ... to pedagogics. | 5. search |

3. Find in the text synonyms to the following words:

famous, to assist, to end, to go on, deep, right, progress, to get, to begin, broad, artist, to want, to look for.

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

narrow, unknown, highest grade, to shut, to finish, to love, worse, joy, failure.

5. Find in the text English equivalents for:

широко відоме, здобув прихильність, з ранку до вечора, зводити кінці з кінцями, протягом шкільних років, шукати нові форми і методи виховання, знаходити (відкривати), виховувати, початкова освіта, далекоглядний теоретик, присвятити себе літературній діяльності, формування характеру, вніс великий вклад, здобути всесвітнє визнання.

Unit Sixteen

FOREIGN LANGUAGES IN HUMAN LIFE

I. Read and translate the text. What is its main idea? Do you agree with the saying «A new language — a new world»?

The English Language in Modern Life

There is a proverb «A new language — a new world». Learning a foreign language is not an easy thing. It is a long and slow process that takes a lot of time and efforts. Nowadays it is especially important to know foreign languages. Some people learn languages because they need them for their work, others travel abroad, for the third - studying languages is a hobby. Everyone, who knows foreign languages can speak to people from other countries, read foreign authors in the original, which makes one's outlook wider. A foreign language helps us in getting information about the achievements of modern science and technology. It is not surprising that many intellectuals and well-educated people know several foreign languages and they are called polyglots.

Nowadays a lot of people study foreign languages in every possible way. Foreign-language study groups are organized at industrial enterprises, at the offices of big firms, at the educational establishments, at research institutes.

As for me I study English. Nowadays English has become the world's most important language in politics, science, trade and cultural relations. Over 300 million people speak it as a mother tongue. The native speakers of English live in Great Britain, the United States of America, Australia and New Zealand. English is one of the official languages in the Irish Republic, Canada, and the South Africa Republic. English is one of the official languages of the United Nations Organization and other political organizations. Half of the world's scientific literature is written in English. It is the language of business, commerce and computer technology. English is the language of international communication. English is truly a world language. I think English is also worth studying because our businessmen, tourists, experts often go abroad. In my opinion every visitor should be able to find his own way about in an English-speaking community without interpreters.

Taking into account the economic development in our country, hundreds of joint ventures have appeared in every city and town of our country recently. And a lot of good specialists and interpreters are required for this reason. Besides, a lot of foreign delegations keep coming to our country and most likely they don't know our language perfectly, and the thing is they want to settle their problems in our country and visit the places of interest. So, there is no doubt, foreign languages are worth studying.

Reading Texts

HOW MANY PEOPLE SPEAK ENGLISH AND WHY?

It is only in the course of the last hundred years that English has become a number one world language. In the year of 1600, in Shakespeare's time, English was spoken only by 6 million people and was a «provincial» language (as was Russian), while French was the leading foreign language of that century. Three centuries later 260 million people spoke English and now probably one billion people speak English. It has become one of the world's most important languages in politics, science, trade and cultural relations. In number of speakers English nowadays is second only to Chinese. It is the official language of the United Kingdom of Great Britain and Northern Ireland, of the United States of America, Australia and New Zealand. It is used as one of the official languages in Canada and South Africa and in the Irish Republic. It is also spoken as a second language by many people in India, Pakistan, numerous countries in Africa, where there are many different languages and people use English as an «official» or «second» language for government, business and education. Throughout the world many people use English as an international language: some use it for social purposes, others for business or study. In 1992 51% of European schoolchildren studied English as their first foreign language and now this number is much higher.

1. Decide which of the statements are true and which are false. Mark + the true statements - the false ones.

1. English was the leading world language in the 17th century.
2. At the beginning of the 20th century about 300 million people spoke English.
3. More people in the world speak Chinese than English.
4. English is among official languages of Canada and South Africa.
5. English is often used as a second language by representatives of different nations within one country.
6. English may be called the language of business and commerce.

WHY LEARN FOREIGN LANGUAGES?

There are many reasons why we begin the study of a foreign language. One of the main reasons is to be able to communicate orally or in writing with others who use this language. We may be planning to travel in one or more countries where the language is spoken; if we know the language of a foreign country, we can talk to its people and understand what they are saying to us. If we are working in any branch of science, we naturally wish to read scientific books and magazines in other languages.

A more general aim is to make our intellectual and cultural horizons wider through contact with people of another culture.

Which is the best way to learn a language? We should remember that we all learned our own language well when we were small children. If we could learn a second language in the same way (but we can't because we aren't small children any more and English cannot be heard all around us), it would not seem so difficult. Think of what a small child does. It listens to what people say, and it tries to imitate what it hears. When it wants something, it has to ask for it. It is using the language, talking in it and thinking in it all the time. If we could use a second language all the time, we would learn it easily.

It is important to remember also, that we learn our own language by hearing people speak it, not by seeing what they write. We imitate what we hear. At school you learn to hear and speak, to read and write; and the best way to learn new words is through the ear. Later on you'll be able to read, spell and write them.

1. Answer the following questions:

1. What foreign languages are studied at your educational establishment?
What is your mother tongue?
2. In what way can a foreign language be useful?
3. What is the difference between learning a foreign language and learning your own language?
4. For foreign languages the classes are divided into groups. Why?
5. What is the most important thing in language learning?
6. What is the difference between learning a living language and a dead language?
7. How much of a foreign language can you learn by television (radio)?
8. How much has your cultural horizon changed since you've begun learning English?
9. Would you like to become a language teacher? What foreign languages would you like to teach?

II. Read and translate the text into Ukrainian

LANGUAGE IN THE LIFE OF MAN AND HUMAN SOCIETY

Human language is, perhaps, the most astonishing creation of man. It helps us to think, to express our thoughts and to understand each other. We make use of it in practically everything we do.

Language is a means of communication in human society. People can use other means of communication, such as red lights or flags, but these signs are interpreted into human language. So language is the normal form and the main means of communication in human society.

We cannot say anything definite about the origin of language. But we realize now that language is a product of human society and it can exist only in human society.

Man («homo sapiens») is the only living being with the power of speech. The appearance of language on our planet is as recent as the appearance of man himself. Labour and language are distinctive and exclusive marks of human beings. Without them the growth and progress of human society is unthinkable. Human speech differs greatly from the signal-like actions of animals, even of those, which use the voice. Dogs, for instance, make only two or three kinds of noise — say barking, growling and whining. In human speech different sound combinations have different meanings.

Primitive people had a few hundred words at the most. Today highly cultured nations have more than seven hundred thousand words in their dictionaries. This means that now people can communicate by words much better than they did it in the remote past. The rapid growth of the vocabulary of modern languages is due to the development of science and technology.

But spoken languages were easy to forget; so people invented writing to record them. Writing is a way of recording language by means of visible marks. The first form of writing was picture writing. Symbols representing the sounds of a language appeared much later. The art of writing made it possible to fix thoughts and to store knowledge, and to pass them on from one generation to another.

Mankind speaks many languages. A group of people who use the same system of speech signals is a speech community. Speech communities differ greatly in size. An American Indian tribe of only a few hundred persons speaks language of its own. On the other hand, there are some speech communities that are very large.

English has several hundred million native speakers. For them English is their mother tongue. Millions of people with some other native language learn English for business, professional or political purposes. For them English is not their mother tongue but a foreign language. Ukrainian, Russian, French, German, Chinese and some other languages also have vast numbers of speakers.

There are people who know three, four, five or six languages. They are polyglots. They study languages because knowledge of languages is their speciality or hobby.

For a modern engineer and research worker it is absolutely necessary to have practical command of foreign languages. A scientist who can read the literature of his field in several languages has a much better grasp of the subject.

Learning foreign languages enriches the native language, makes it clearer, more flexible and expressive.

1. Give English equivalents of the following Ukrainian words and word-combinations:

Людство, людська мова, людське суспільство, засіб спілкування, за допомогою, єдиний, дар мови, поява, немислимий, людина, спілкуватися словами, далеке минуле, швидкий ріст, розмовна мова, жива істота, мовна спільність, з іншого боку, рідна мова, практично володіти іноземною мовою, більш гнучкий і виразний.

2. Answer the following questions on the text:

1. Why is human language the most astonishing creation of man? 2. Are there other living beings with the power of speech? 3. What is the essential difference between human language and other types of languages? 4. Do we know the time and place of language appearance? 5. What can you tell about the growth of language in human society? 6. What is writing? 7. Do we know the exact number of languages mankind speaks? 8. What are the most widespread languages of the world? 9. What do you know about English (Ukrainian, Russian)? 10. How do you call people who speak many languages? 12. Do you know outstanding people who had a good command of many languages?

Content Module 4. ACADEMIC READING

Unit Seventeen READING PEDAGOGICAL TEXTS

What is pedagogy?

Pedagogy is often confused with curriculum. The latter defines what is being taught, while pedagogy actually refers to the method in how we teach—the theory and practice of educating. Pedagogy is the relationship between learning techniques and culture, and is determined based on an educator’s beliefs about how learning should, and does, take place. Pedagogy requires meaningful classroom interactions and respect between educators and learners. The goal is to help students build on prior learning and develop skills and attitudes and for educators to devise and present curriculum in a way that is relevant to students, aligning with their needs and cultures.

Shaped by the teacher’s own experiences, pedagogy must take into consideration the context in which learning takes place, and with whom. It isn’t about the materials used, but the process, and the strategy adopted to lead to the achievement of meaningful cognitive learning.

In a literal sense, the word pedagogy stems from the Greek word that effectively means «the art of teaching children.» More specifically, *paidagogos* means leader in Greek, and pedagogue refers to teacher. Paidagogos was a slave tasked with taking boys to school and back, teaching them manners and tutoring them.

Pedagogy vs. Andragogy

Pedagogy is the teaching of children or dependent personalities. This means that it is up to the instructor to determine how, what and when course concepts are learned. Andragogy is the facilitation of learning for adults, who are self-directed learners. Adults are primarily driven by intrinsic motivation and can solve complex problems relying on past experiences. This must be taken into account in order to best support them in retaining new ideas, learning new ways of problem-solving, and strengthening independent thinking.

Pedagogy importance

Having a well thought-out pedagogy can improve the quality of your teaching and the way students learn, helping them gain a deeper grasp of fundamental material. Being mindful of the way you teach can help you better understand how help students achieve deeper learning. And it can, in turn, impact student perception, resulting in cooperative learning environments. The proper approach helps students move beyond simple forms of thinking as defined in the Bloom’s taxonomy pyramid, like basic memorization and comprehension, to complex learning processes like analysis, evaluation, and creation. Students can leverage their preferred learning styles with a teaching process that supports them, and the way they like to learn.

Pedagogical strategies

Social pedagogy

Social pedagogy suggests that education is critical to a student's social development and wellbeing, and thus must be understood broadly as a way to support a person's growth throughout his/her entire life. Thus, social and educational questions must be considered as one, since students are, by nature, social beings. But they require education in order to communicate effectively as such.

The way social pedagogy is approached can vary in different countries, and based on different social and cultural traditions. In Germany, for example, educators typically view social pedagogy in the same vein as social work. In Norway, the emphasis is on working with children and young people.

Critical pedagogy

To engage in critical pedagogy is to break down and deconstruct typical world views about topics and learning. It often involves more critical theories, and even radical philosophies. The goal is to continuously challenge students to question their own thoughts and ideas, beliefs, and practices, to think critically and gain a deeper understanding. Forget the dominant beliefs and paradigms – try and figure out things on your own, and in your own way.

The best known popular example of a critical pedagogical method is in the movie *Dead Poets' Society*, where an English teacher challenges the typical methods of teaching, opting for unorthodox methods to inspire his students to live more freely and 'seize the day.'

Educators can adopt critical pedagogies by asking students to look for deep meaning and root causes of everything from religion to war and politics; or to explore and analyze relationships and issues of power within their own families. They might also look for underlying messages or biases in popular culture and mass media.

Culturally responsive pedagogy

In a culturally diverse society, three functional dimensions—institutional, personal, and instructional – are used together to recognize and respond to cultural differences among various students, and celebrate different approaches and methods of learning. To adopt such a style, an educator must be willing to accept to different needs of a multicultural classroom, and create an equally comfortable and enriching learning environment for all students.

This pedagogical method often relies on a student centered approach to teaching, whereby educators identify different cultural strengths of students, and nurture those to ensure that students have a positive sense of self, and can achieve their goals.

To apply culturally responsive pedagogy requires teachers to adapt their practices to accommodate the different cultural needs of students. It can also mean that an institution has to reform its school policies and procedures to encourage more community involvement.

Socratic pedagogy

Following a more philosophical approach, Socratic pedagogy involves a process whereby students can develop their social and intellectual skills in order to live more actively as part of a democratic society. Students are encouraged to challenge traditional assumptions about knowledge, look for alternatives, and create knowledge through their own thoughts and experiences, as well as via meaningful dialogue with others. Thus, curriculum will often involve collaborative and inquiry-based teaching and thinking as students test established ideas against others to open their minds and gain a deeper understanding of concepts.

Collaborative pedagogy

Collaborative pedagogy rejects the notion that students can think, learn and write effectively in isolation. Collaborative pedagogy is a learner-centered strategy that strives to maximize critical thinking, learning and writing skills through peer-to-peer interaction and interpersonal engagement.

Reflective pedagogy

Reflective pedagogy encourages the instructor to reflect upon lessons, projects and assessments, with the goal of improving them for future use. Students are also encouraged to reflect on their performance on assessments and look for areas where they can improve.

Integrative learning

Integrative learning is the process of making connections between concepts and experiences so that information and skills can be applied to novel and complex issues or challenges.

Problem-based learning

In problem-based learning, students acquire knowledge by devising a solution to a real-world problem. As they do, they acquire knowledge, as well as communication and collaboration skills.

Inquiry-based learning

Inquiry-based learning encourages students to ask questions and complete research while learning various concepts. The pedagogy focuses on helping learners acquire the skills necessary to develop their own ideas, as well as question themselves and group members in a constructive way. The four steps of inquiry-based learning are:

- Developing problem statements that require students to pitch their question using a constructed response, further inquiry and citation.
- Researching the topic using time in class where the instructor can guide students in their learning
- Presenting what they've learned to their peers or to a small group
- Asking students to reflect on what worked about the process and what didn't. Students focus on how they learned in addition to what they learned, to activate metacognition skills (or thinking about thinking).

Creating your own pedagogy

To create your own pedagogy, start by devising a personal philosophy of

teaching statement that can help students manage expectations about your teaching methods and approach to curriculum. Support students in finding the best ways to understand the subject matter, and the language used within it by building on their culturally-based ways of talking. And encourage purposeful conversation between student and teacher, as well as among fellow students and peers.

Be mindful of interacting with students in a way that respects their preferences for speaking and communication. That might include monitoring for cues like wait time between talking in a conversation, eye contact, spotlighting, and more. Use real-world experiences to demonstrate abstract concepts, and link them back to everyday experiences to which students can relate. And design activities that involve students and their communities, and that will be meaningful to them.

Pedagogy can facilitate students not only in gaining deeper learning of subject matter, but also in applying that learning experience to their own homes and communities, and to their own personal experiences and situations. Teachers can work together with students to come up with the best way for subject matter to be studied.

Once you've created own pedagogical process for higher education, develop course material and activities that are challenging for students, and that will assist them in cognitive development, ensuring that they advance their understanding of concepts to higher levels.

With a clear understanding of your pedagogy, students can follow your instruction and feedback clearly, know what they need to do and how to do it, and respond in kind. And it can encourage a healthy dialogue between educator and students, as well as among students themselves as everyone shares ideas, questions, and knowledge to explore concepts and deeper their knowledge.

1. Read the text and write out the key-words (10-12).

2. Answer questions to the text:

- 1) What is the difference between pedagogy and curriculum?
- 2) What does the term pedagogy mean?
- 3) What is the difference between pedagogy and androgogy?
- 4) Why is pedagogy important?
- 5) What are different pedagogical strategies?
- 6) What is social pedagogy?
- 7) What is critical pedagogy?
- 8) What is culturally responsive pedagogy?
- 9) What is Socratic pedagogy?
- 10) What is collaborative pedagogy?
- 11) What is reflective pedagogy?
- 12) What is integrative pedagogy?
- 13) What is problem-based learning?
- 14) What is inquiry-based learning?
- 15) How can you create your own pedagogy?
- 16) How can pedagogy support your curriculum?

3. Render the text into Ukrainian (up to 350 words).

Unit Eighteen

READING SPECIAL TEXTS

PROS AND CONS OF USING COMPUTERS IN CLASSROOMS

Computers are used to perform various tasks in the classroom and they tend to simplify the way students learn. Students use computers to learn how to write because they have word processing applications which enable students to take notes or write articles for academic purposes in the classroom. A word processing application comes with auto correct functions which can help a student improve their vocabulary.

But on the other hand, computers have reduced the creativity of students because students have become over dependent on them. For example, a simple mathematics equation cannot be solved without the aid of a calculator, also some students who bring their computers to class, tend to misuse them, by using them for non-academic purposes during class hours. Most of them spend most of their time watching funny videos on the internet, chatting with friends on social networks and play non-educational games during class time. This has resulted in poor performance in the class and failure of final year exams.

Below is a detailed list of pros and cons of using a computer in the classroom.

PROS OF USING COMPUTERS IN CLASSROOMS

- **Encourages peer to peer learning:** Teachers can insist students create virtual study groups using computers to share or ask academic information. With the many social applications available, it is very easy to connect students using computers. Naturally, some students who are too shy to connect with others in the real world, may find it less challenging to connect virtually. Thus teachers can spot such students and encourage them to create a peer to peer computer discussion platform which students can use while in the classroom or outside the classroom. There're some tools like Piazza which help teachers achieve this goal in their classroom. Students learn easier when they get examples and illustrations from their fellow students. So as a teacher it is very important to mix clever students with moderate students or slow learners. You can keep the group small, between 4 – 6 students per group.

- **Improve students writing skills:** Many students have issues with proper grammar and using a computer in the class will partly help in correcting that issue. Though this will not make them the best writers, but it will help them write grammatically correct sentences easily and learn faster. Teachers will still have to take the extra step to guide their students on how to write well composed sentences, because a computer can only do the basics, i.e; spell checks which can be corrected by auto-corrects. But a computer can not teach a student when to punctuate or start a new paragraph. Verbs and nouns are used in a different

manner and a computer will not know that, past tense and present tense are completely different, but computers can not know that. All this is supposed to be taught to a student by their teachers and the student can use their computers just to aid in the speed of typing notes and research work.

- **Visual illustrations on computers make learning easier:** If the classroom is computerized and every student has their own monitor on their desks, the teacher can illustrate lessons in a visual format, this will aid those who are visually inclined. Since computers have graphics software, students can also draw illustrations which can help them during peer to peer interactions. Students can also use the internet to learn through videos or use puzzles and academic games to solve specific challenges while in the classroom.

- **They personalize learning:** This can be achieved when each student has their own computer in the classroom. The teacher can easily receive and reply to students' comments while in class. Teachers can assign work to their students directly on their computers using electronic mail or classroom online platforms. Students will find it easy to ask questions using computers as opposed to when they have to raise their hand in a big classroom.

They reduce on the amount of text books students carry to school: It is true students can store most of their notes and text books on their computer devices. Now days many online book stores like Amazon.com , sell soft copies of most academic books, these books are in the form of PDF or EPub, so a student can easily download them and save them on their computers. A soft copy of a text book is always cheaper than a hard copy, because soft copies require no shipping. However, the only obstacle is that a few publishers have not created soft copies for distribution of their books which I think is obviously decreasing as the virtual craze continues.

CONS OF USING COMPUTERS IN CLASSROOMS

Creates distractions in the classroom: The use of computers in the classroom can create distractions, especially when students use them for personal reasons while the teaching is teaching. The only way teachers can control this bad behavior, is by setting rules on when and what to use computers for while in the classroom, failure to comply with the terms, students will stand a great risk of losing their computers.

Poor writing skills: Just like I mentioned in the topics above, the computer can not accurately teach students how to write a correct essay or sentence. Computers do not teach punctuation, paragraphs, and verbs or nouns. A computer can auto correct a wrong word and it can also do some essential basics in writing, but the best job must be done with the paper and pen. Teachers can easily read through students notes and correct them. Also proper penmanship cannot be achieved virtually, students must practice writing in order to develop neat and legible handwriting

Expensive: Computers are expensive, so not every school or student will be able to afford a computer of their own in the classroom. In most schools,

students will have to share one computer per a group 5-8 people. Unless when governments change their policies towards education and use tax payers money to buy equipment needed in the classroom. It is mainly private schools that provide these facilities to each student.

WHY SHOULD BRITISH SCHOOL CHILDREN LEARN TO WORK WITH WOOD?

(This text was taken from <http://surl.li/mlbwrc>)

These are exciting times. The last few years have seen a surge of interest in woodworking in early years education. Some settings are starting from scratch, while for others it's a case of dusting down the workbench and digging out the tools after many years of neglect.

This is a welcome shift as the benefits of woodwork for children's learning and development are astounding across all areas of the curriculum. Teachers who provide woodwork regularly observe exceptional levels of sustained engagement and intense concentration. Woodwork engages hands, minds and hearts. Children become engrossed and develop persistence and perseverance for challenging tasks – especially tasks with complex problem solving; it is not unusual for them to spend all morning at the woodwork bench.

The growing popularity of woodwork is not surprising given the levels of children's enjoyment and the fact that it provides such a profound learning experience. The renewed interest is perhaps a reaction to our increasingly digital world, where children currently in nursery schools learn to «swipe» before learning to walk. Children are surrounded by complex technology but this has limited their experience of basic technology, with fewer opportunities to watch and learn and to understand processes. In past years there was a marked decline of woodwork in primary and secondary schools with less than half of pupils ever using tools in their entire education. Thankfully «making» is back in fashion, with a renewed interest in craft and upcycling – maybe in reaction to our overly homogenised world. Woodwork gives children the experience of building and repairing, countering our current and prevalent culture of consuming and disposing. The rise of forest school movement has also contributed: working with tools in a woodland environment is strongly advocated.

Perhaps the biggest factor in moving towards woodwork has been the shifting attitudes around risk aversion and over-zealous health and safety measures. Following from Lord Young's review of Health and Safety 2010: Common Sense Common safety, and subsequent guidance from the Health and Safety Executive (2012), the DoE (2013) and recently from Ofsted (2017), schools have felt encouraged to take a more balanced attitude towards risk, with many settings feeling more confident about embracing woodwork once again. This is a significant shift in our culture, and though still in its infancy, should be wholeheartedly celebrated.

There is something really special about woodwork. It is so different from other activities. The smell and feel of wood, using real tools, working with a natural material, the sounds of hammering and sawing, hands and minds working together to express their imagination and to solve problems, the use of strength and coordination: all work together to captivate young children's interest.

We observe children working with their hands, tinkering, constructing models, and working on projects, but in fact the real transformation is inside the child – personal development is at the heart of woodwork.

Woodwork is a powerful activity for building self-esteem and confidence. Children feel empowered and valued by being trusted and given responsibility to work with real tools. They accomplish tasks that they initially perceive to be difficult and show satisfaction in their mastery of new skills, taking immense pride in their creations. This sense of empowerment and achievement provides a visible boost to their self-esteem and confidence. Children have a natural desire to construct and build. They learn how things work and discover that they can shape the world around them by creating things. This supports a can-do attitude and imbues children with a strong sense of agency, giving them a proactive disposition towards the world.

When we analyse a woodworking session it is awe-inspiring to see just how much learning is involved. Woodworking encompasses all areas of learning and development and invites connections between different aspects of learning. It supports current thinking on how children learn best, embracing all the characteristics of effective learning, and endows confident, creative learners with a passion for life-long learning. Woodwork really can be central to the curriculum. It incorporates mathematical thinking, scientific investigation, technological knowledge, physical development and coordination, communication and language, personal and social development, and a deepening understanding of the world.

Woodwork provides another media through which children can express themselves. It is unrivalled in terms of providing children with problem solving opportunities and challenge. Children are drawn in as they explore possibilities, rise to challenges and find solutions. There is no other activity that fosters creativity and critical thinking as effectively as woodworking, both in terms of imagination and problem-solving, as children make decisions, find solutions, learn through trial and error, and reflect on their work. Some children particularly flourish when working with wood: three-dimensionally and with their hands. It is hard to predict who will respond particularly positively as the skills are so different from those usually used in the early years. The experience of woodwork can be the key that unlocks some children's learning.

The confidence to work with tools provides a skill set for life. Many children will need practical skills for their future work and woodwork in the early years could well be children's only experience of working with tools. Fortunately working with tools leaves a deep memory – so even if early childhood education is their only experience of working with wood it will leave a long-lasting impression.

Many adults recount that experiencing woodwork as a child is one of the memories from early childhood that still stands out.

With woodwork children can develop their learning at their own pace and work through their own challenges. Once they have mastered basic skills, they move into open-ended exploration - tinkering, exploring possibilities and then they start making unique creations. Some teachers and parents are surprised that we introduce woodwork to children as young as three, but it must be emphasised that it is a low risk activity when introduced and monitored correctly. Woodwork is one of the most popular activities and incorporates so much learning.

LET'S LEARN ABOUT LIGHT

By **Bethany Brookshire**

The light we see is only one form of this electromagnetic radiation

Visible light comes in many wavelengths that appear white when combined. When separated by a prism, those different wavelengths line up according to the length of the waves, from red (longest) to violet (shortest).

In fiction, some superheroes have special vision. In **WandaVision**, for instance, Monica Rambeau can see energy pulsing from objects all around her. And

Superman has X-ray vision and can see through objects. These are definitely super talents, but it's not that different from what normal humans can do. That's because we can see also see a type of energy: visible light.

Light's more formal name is electromagnetic radiation. This type of energy travels as waves, at a constant speed of 300,000,000 meters (186,000 miles) per second in a vacuum. Light can come in many different forms, all determined by its wavelength. This is the distance between the peak of one wave and the peak of another.

The light we can see is called visible light (because we can, er, see it). Longer wavelengths appear as red. Shorter wavelengths look violet. The wavelengths in between fill in all the colors of the rainbow.

But visible light is only a small part of the electromagnetic spectrum. Longer wavelengths just past red are known as infrared light. We can't see infrared, but we can feel it as heat. Beyond that are microwaves and radio waves. Wavelengths a bit shorter than violet are known as ultraviolet light. Most people can't see ultraviolet, but animals such as frogs and salamanders can. Even shorter than ultraviolet light is the X-ray radiation used to image inside the body. And still shorter are gamma rays.

This radiation includes visible light, radio signals — even medical X-rays

Light is a form of energy created by the movement of electrons. Different wavelengths appear as different colors, although most wavelengths are not visible to the human eye.

By Jennifer Look

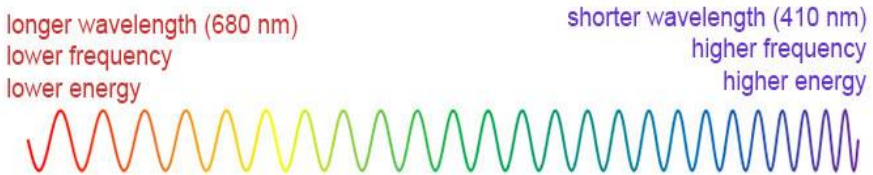
Light is a form of energy that travels as waves. Their length — or wavelength — determines many of light’s properties. For instance, wavelength accounts for light’s color and how it will interact with matter. The range of wavelengths, from super short to very, very long, is known as the light spectrum. Whatever its wavelength, light will radiate out infinitely unless or until it is stopped. As such, light is known as radiation.

Light’s formal name is electromagnetic radiation. All light shares three properties. It can travel through a vacuum. It always moves at a constant speed, known as the speed of light, which is 300,000,000 meters (186,000 miles) per second in a vacuum. And the wavelength defines the type or color of light.

Just to make things interesting, light also can behave as photons, or particles. When looked at this way, quantities of light can be counted, like beads on a string.

Humans have evolved to sense a small part of the light spectrum. We know these wavelengths as «visible» light. Our eyes contain cells known as rods and cones. Pigments in those cells can interact with certain wavelengths (or photons) of light. When this happens, they create signals that travel to the brain. The brain interprets the signals from different wavelengths (or photons) as different colors.

The longest visible wavelengths are around 700 nanometers and appear red. The range of visible light ends around 400 nanometers. Those wavelengths appear violet. The whole rainbow of colors falls in between.

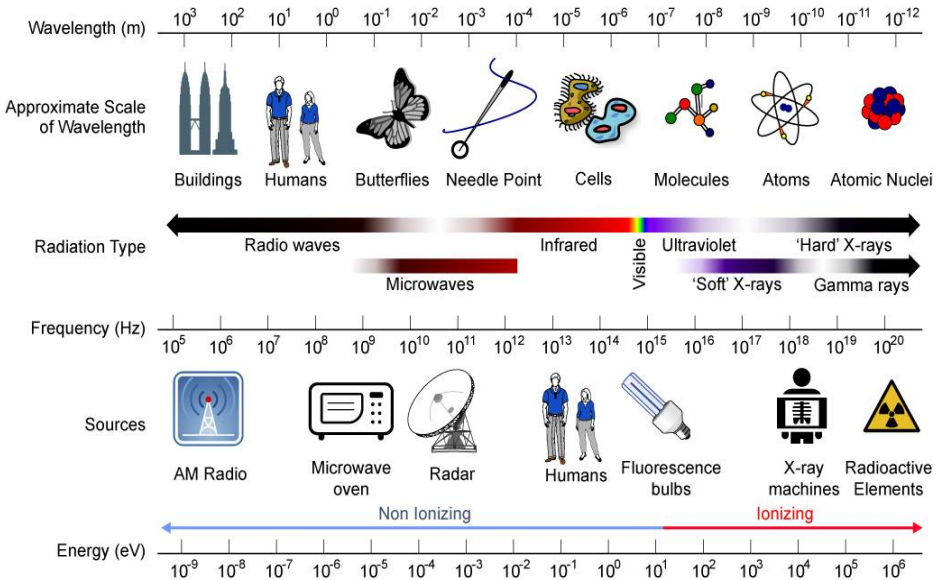


Light is an electromagnetic wave. White light contains waves of many different visible colors. Each color of light has a characteristic wavelength and energy.

Most of the light spectrum, however, falls outside that range. Bees, dogs and even a few people can see ultraviolet (UV) light. These are wavelengths a bit shorter than violet ones. Even those of us without UV vision can still respond to UV light, however. Our skin will redden or even burn when it encounters too much.

Many things emit heat in the form of infrared light. As that name suggests, infrared wavelengths are somewhat longer than red's. Mosquitoes and pythons can see in this range. Night-vision goggles work by detecting infrared light.

Light also comes in many other types. Light with really short, high-energy waves can be gamma rays and X-rays (used in medicine). Long, low-energy waves of light fall in the radio and microwave part of the spectrum.



Electromagnetic radiation includes waves that are bigger than the largest buildings and waves that are smaller than the tiniest particles known. Visible light makes up only a tiny slice of this range.

Desiré Whitmore is a physics educator at the Exploratorium in San Francisco, Calif. Teaching people about light as radiation can be difficult, she says. «People are afraid of the word ‘radiation.’ But all it means is that something is moving outward.»

The sun emits lots of radiation in wavelengths that span from X-rays to infrared. Sunlight provides almost all of the energy required for life on Earth. Small, cool objects release much less radiation. But every object emits some. That includes people. We give off small amounts of infrared light generally referred to as heat.

Whitmore points to her cell phone as a common source of many types of light. Smartphones use visible wavelengths to light up the screen display. Your phone talks to other phones via radio waves. And the camera has the ability to detect infrared light that human eyes cannot see. With the right app, the phone

transforms this infrared light into visible light that we can see on the phone's screen.

«This is fun to try out with your cell phone's front-facing camera,» Whitmore says. Use a remote control for a television or other device. Its light is infrared, she notes, «so we cannot see it. But when you point the controller at your phone's camera and press a button, «you can see a bright pink light appear on the screen!»»

«All these different types of radiation help improve our lives»? Whitmore says. They «have been shown to be safe when used in reasonable amounts»? she notes — but can be «dangerous when you use too much of it».

What is Linguistics?

1) Each human language is a complex of knowledge and abilities enabling speakers of the language to communicate with each other, to express ideas, hypotheses, emotions, desires, and all the other things that need expressing. Linguistics is the study of these knowledge systems in all their aspects: how is such a knowledge system structured, how is it acquired, how is it used in the production and comprehension of messages, how does it change over time? Linguists consequently are concerned with a number of particular questions about the nature of language. What properties do all human languages have in common? How do languages differ, and to what extent are the differences systematic, i.e. can we find patterns in the differences? How do children acquire such complete knowledge of a language in such a short time? What are the ways in which languages can change over time, and are there limitations to how languages change? What is the nature of the cognitive processes that come into play when we produce and understand language?

The part of linguistics that is concerned with the structure of language is divided into a number of subfields:

- **Phonetics** - the study of speech sounds in their physical aspects
- **Phonology** - the study of speech sounds in their cognitive aspects
- **Morphology** - the study of the formation of words
- **Syntax** - the study of the formation of sentences
- **Semantics** - the study of meaning
- **Pragmatics** - the study of language use

Aside from language structure, other perspectives on language are represented in specialized or interdisciplinary branches:

- **Historical Linguistics**
- **Sociolinguistics**
- **Psycholinguistics**
- **Ethnolinguistics (or Anthropological Linguistics)**
- **Dialectology**
- **Computational Linguistics**

- **Psycholinguistics and neurolinguistics**

Because language is such a central feature of being a human, Linguistics has intellectual connections and overlaps with many other disciplines in the humanities, the social sciences, and the natural sciences. Some of the closest connections are with Philosophy, Literature, Language Pedagogy, Psychology, Sociology, Physics (acoustics), Biology (anatomy, neuroscience), Computer Science, Computer Engineering, Health Sciences (Aphasia, Speech Therapy).

The main purpose of the study of Linguistics in an academic environment is the advancement of knowledge. However, because of the centrality of language in human interaction and behavior, the knowledge gained through the study of linguistics has many practical consequences and uses. Graduates of undergraduate and graduate programs in Linguistics apply their training in many diverse areas, including language pedagogy, speech pathology, speech synthesis, natural language interfaces, search engines, machine translation, forensics, naming, and of course all forms of writing, editing, and publishing. Perhaps the most widely appreciated application was contributed by UCSC Linguistics alumnus Marc Okrand, who invented the Klingon language for Star Trek.

2) If you are considering becoming a linguistics major, you probably know something about the field of linguistics already. However, you may find it hard to answer people who ask you, «What exactly is linguistics, and what does a linguist do?» They might assume that it means you speak a lot of languages. And they may be right: you may, in fact, be a polyglot! But while many linguists do speak multiple languages—or at least know a fair bit about multiple languages—the study of linguistics means much more than this.

Linguistics is the scientific study of language, and many topics are studied under this umbrella. At the heart of linguistics is the search for the unconscious knowledge that humans have about language and how it is that children acquire it, an understanding of the structure of language in general and of particular languages, knowledge about how languages vary, and how language influences the way in which we interact with each other and think about the world.

What exactly do we mean by this? When you were born, you were not able to communicate with the adults around you by using language. But by the time you were five or six, you were able to produce sentences, make jokes, ask questions, and so on. In short, you had become a fluent native speaker. During those first few years of your life, you accumulated a wide range of knowledge about at least one language, probably with very little conscious effort. If you studied a foreign language later on, it's likely that you discovered that it was not nearly as easy.

Speakers of all languages know a lot about their languages, usually without knowing that they know it. For example, as a speaker of English, you possess knowledge about English word order. Perhaps without even knowing it, you understand that Sarah admires the teacher is grammatical, while Admires Sarah teacher the is not, and also that The teacher admires Sarah means something

entirely different. You know that when you ask a yes-no question, you may reverse the order of words at the beginning of the sentence and that the pitch of your voice goes up at the end of the sentence (for example, in *Are you going?*). However, if you speak French, you might add *est-ce que* at the beginning, and if you know American Sign Language, you probably raise your eyebrows during the question. In addition, you understand that asking a wh-question (who, what, where, etc.) calls for a somewhat different strategy (compare the rising intonation in the question above to the falling intonation in *Where are you going?*). You also possess knowledge about the sounds of your language—for example, which consonants can go together in a word. You know that *slint* could be an English word, while *sbint* could not be. And you most likely know something about the role of language in your interactions with others. You know that certain words are “taboo” or controversial, that certain contexts might require more formal or less formal language, and that certain expressions or ways of speaking draw upon shared knowledge between speakers. Linguists investigate how people acquire their knowledge about language, how this knowledge interacts with other cognitive processes, how it varies across speakers and geographic regions, and how to model this knowledge computationally. They study how to represent the structure of the various aspects of language (such as sounds or meaning), how to account for different linguistic patterns theoretically, and how the different components of language interact with each other. Many linguists do fieldwork, collecting empirical evidence to help them gain insight into a specific language or languages in general. They work with speakers of different languages to discover patterns and/or to document the language, search databases (or corpora) of spoken and written language, and run carefully-designed experiments with children and adults in schools, in the field, and in university labs. Yes, linguistics is a science!

By now you can see that while linguists may be better informed if they know multiple languages, the work of a linguist actually involves learning about Language, rather than learning different languages.

Linguistics is a major that gives you insight into one of the most intriguing aspects of human knowledge and behavior. Majoring in linguistics means that you will learn about many aspects of human language, including sounds (phonetics, phonology), words (morphology), sentences (syntax), and meaning (semantics). It can involve looking at how languages change over time (historical linguistics); how language varies from situation to situation, group to group, and place to place (sociolinguistics, dialectology); how people use language in context (pragmatics, discourse analysis); how to model aspects of language (computational linguistics); how people acquire or learn language (language acquisition); and how people process language (psycholinguistics, experimental linguistics). Linguistics programs may be organized around different aspects of the field. For example, in addition to or instead of the above areas, a program might choose to focus on a particular language or group of languages; how language relates to historical, social, and cultural issues (anthropological linguistics); how language is taught in a

classroom setting, or how students learn language (applied linguistics); or the connections between linguistics and cognitive science.

Students who major in linguistics acquire valuable intellectual skills, such as analytical reasoning, critical thinking, argumentation, and clarity of expression. This means making insightful observations, formulating clear, testable hypotheses, generating predictions, making arguments and drawing conclusions, and communicating findings to a wider community. Linguistics majors are therefore well equipped for a variety of graduate-level and professional programs and careers

«The Father of History»

Part I

Herodotus (485 - 425 B.C.), Greek historian, called the «Father of History», was born at Halicarnassus in Asia Minor. Herodotus was thus born a Persian subject and as such he continued until he was 30 or 35 years of age.

The family of Herodotus belonged to the upper rank of the citizens. It is clear from the extant work of Herodotus that he has devoted himself to the literary life. It is probable that from an early age he was interested in travels both in Greece and in the foreign countries. He traversed Asia Minor and European Greece, he visited all the most important islands of the Archipelago - Rhodes, Cyprus, Delos, Crete, Aegina. He undertook the long and dangerous journey from Sardis to the Persian capital, Susa, visited Babylon, and the western shores of the Black sea - as far as the estuary of the Dnieper; he travelled in Scythia and in Thrace, explored the antiquities of Tyre, coasted along the shores of Palestine, and made a long stay in Egypt. At all the more interesting sites he examined, he enquired, he made measurements, he accumulated materials. Having in his mind the scheme of his great work, he gave much time to the elaboration of all its parts, and took care to obtain by personal observation a full knowledge of the various countries.

Part II

The great work of Herodotus has been called «a universal history», «a history of wars between the Greeks and the barbarians», and «a history of the struggle between Greece and Persia». But these titles are too comprehensive. Herodotus, who omits wholly the histories of Phoenicia, Carthage and Etruria - three of the most important among the States existing in his day - cannot have intended to compose a «universal history», the very idea of which belongs to a later age.

He speaks in places as if his object was to record the wars between the Greeks and the barbarians; but as he omits the Trojan War, the wars connected with the Ionian colonization of Asia Minor and others, it is evident that he does not really aim at embracing in his narrative all the wars between Greeks and barbarians with which he was acquainted. Nor does it ever seem to have been his object to give an account of the entire struggle between Greece and Persia.

His intention was to write of a particular war - the great Persian war of invasion. In tracing the growth of Persia from a petty subject kingdom to a vast

dominant empire, he has occasion to set out the histories of Lydia, Media, Assyria, Babylon, Egypt, Scythia, Trace; and to describe the countries and the people inhabiting them, their natural productions, climate, geographical position, monuments, etc.; while in noting the contemporary changes in Greece, he is led to tell of the various migrations of the Greek race, their colonies, commerce, progress in the arts, revolutions, internal struggles, wars with one another, legislation, religious tenets and the like.

ADDITIONAL READING

OUT OF WORK

Read and translate the text.

In the United States a lot of people are out of work. Tracy Kowalski is 19. She dropped out of high school two years ago and got a job as a check-out clerk in a supermarket. She was fired four months ago and hasn't been able to find another job yet.

«My old man just doesn't understand. He started working in the steel mill here in town when he was 16. Things are different now, but he thinks I should start bringing home some money. I'm on unemployment, but it isn't very much and I'm just fed up with standing in line to sign for it every other week. I hate having to ask folks for money. My mom gives me a couple of dollars now and then, but she can't stand having me around the house all day. I've almost given up looking for job. I look at the paper every day, but I'm really tired of going through the want ads. There are at least fifty people for every job. I was interested in becoming a receptionist for a dentist or a doctor because I like meeting people, but now I'd take any job that came along. People ask me why I don't move to California or maybe Houston, but I really don't want to leave my family and my friends. Anyway, I'd be scared of living all alone in a strange place».

Tracy went to the state employment office to fill out one more questionnaire.

1. Decide which of the statements are true and which are false. Mark + the true statements - the false ones.

- 1) Her mother gives her enough dollars now and then.
- 2) Tracy hates having to ask her folks for money.
- 3) Tracy wasn't fired four months ago.
- 4) She wants to live alone in a strange place.
- 5) Tracy finished school four years ago.
- 6) Her father started working in the steel mill when he was 16.
- 7) Her father just doesn't understand Tracy.
- 8) Tracy was interested in becoming a receptionist for a doctor.
- 9) She wants to move to California as soon as possible.
- 10) Now she would take any job that came along.

LIVING IN THE CITY AND IN THE COUNTRY

Fill in the gaps in the following text with a suitable word. Mind that more than one variant is possible.

Living in the city has both advantages and _____ (1). On the plus side it is often easier to _____ (2) work, and there is usually a choice of public _____ (3), so you don't need to own a car. Also there are a lot of interesting things to do

and _____ (4) to see. For example, you can eat in a good _____ (5), visit museums and go to the theatre or to concerts. When you want to relax you can go to a _____ (6) and just sit on a bench and read a book. The city life is full of bustle and variety and you don't need to _____ (7) bored.

However, for every plus there is a _____ (8). For one thing, unless your job is well paid, you won't be able to afford many of the things **because living in the city is often more _____ (9) than in the country. It is practically difficult to find a good and cheap accommodation.** Besides, public transport is often dirty and _____ (10), especially in the rush hour. But in spite of all crowds, many people feel _____ (11) in big cities.

For the last two hundred years there has been a tendency for people to _____ (12) from rural to urban areas, mainly in search of work. After one or two factories have been _____ (13) in or near the town an industrial area begins to grow. Soon a residential _____ (14) where the factory workers can live appears nearby. The _____ (15) of these workers need schools, hospitals and shops, so more people come to live in the area to provide these services, and so the city grows. In every major city there is a business district where the big _____ (16) have their offices. They are usually in the city _____ (17), in huge office blocks. The people who work there often commute to work from the _____ (18) or «bedroom» districts every day. Some suburbs are very pleasant with a lot of nice houses and big gardens. Others look more like slums.

But what is the future of big cities? Will they _____ (19) to get bigger and bigger? Perhaps not. Even now some major cities have become smaller in the last ten years and it is quite possible there will be tendency for people to move from big cities back to the _____ (20).

THE INDIAN SUMMER

Read and translate the text.

The summer is over and the autumn is repeatedly reminding about itself with rains and cold. But suddenly warmth is returning for some days. The weather is calm and clear though there is no heat and trees are dressed in colored leaves. The people call this time of the year – «the Indian summer».

The other peoples also have their own names for this season: it is called «the Gipsy summer» in Bulgaria and Serbia, «the aftersummer» (Nazomer) in Holland, «the summer of Saint Martin» in Italy, «the summer of Saint Denny» in France, «the remainder of the summer» in Turkey, «the summer of grandmothers» in Germany, «the Indian summer» in North America, because coloring of trees looks like American Indians' colored clothes. The Indian summer lasted from the 14th -21st of September in Russia when it was seen the constellation of Pleiades.

One of the meanings of the «the Indian summer» word-combination sounds like this – «the season when old women can still warm themselves in the autumn sun». The harvest time finishes at the end of summer and at the beginning of

autumn and there is not much work to do in the fields. Women can rest more and so this season is called «the grandmother's summer».

The another version says that such word-combinations as «the grandmother's summer», «the grandmother's days», «the grandmother's cold weather» were related to belief in old times that women could return seasons and have effect on the weather.

There exists a legend that once, a very long time ago, at this time of the year severe cold took place and the harvest was not reaped completely. So women gathered and started to ask God to return warmth. Suddenly it really became warmer and the harvest was reaped. Since then the week after the festival of the Protection of the Virgin has been called «the grandmother's summer» («the Indian summer»).

It was a custom among the different peoples to obey to women in these «grandmother's days», so assumption appeared that this name is the remainder of the matriarchy. For example, there existed «a women's» day in some towns of Germany in the 18th century, when men had to fulfill all the wishes and orders of women. In Brussels only on one day of the year – the 19th of January - women were considered to be the plenipotentiary mistresses of the house, and men had to obey them at that time.

There is a feature of the calendar «Indian summer», which is easy to notice - spider's web flying in the air. In accordance with the legend from the Boykov region, it connects the sky and the land. The spider's web is spun by a laterigrade spider, which travels down wind in this way. This spider's web meant the beginning of the women's winter works for Ukrainian peasants – spinning, sewing, embroidering and weaving. On the festival of Semen (the 14th of September) a splinter was kindled for the first time – piny splinters were put on the iron grate, to which a bag was tied (smoke rose to an attic through it). Women worked using this light. In order not to doze during their work in winter evenings, they made «sitting up the evenings» – a holiday refreshments and «married off a smoke duct»: a splinter was kindled, because they would be together for half a year, up to Annunciation (the 7th of April).

The craftsmen of Kiev and Kharkov also celebrated the beginning of light: on the night of the 1st to the 2nd of September, they celebrated «the wedding of the candle». As early as the end of the XIXth century the tree with a doll on its top was placed and decorated with candles in Kiev, in Podol. The masters of craft shops – clouters, tailors, leather masters, coopers and bakers were amusing themselves near it for the whole night. Such autumn festivals of lights took place at all the Kiev's market places.

«The Indian summer» is rich in people's omens and customs. But there is a custom which can be followed even nowadays: it was a custom to make up with each other and to settle all the conflicts. Then peace of mind was heating for all the winter.

THE NATIONAL EMBLEMS OF UKRAINE

Read and translate the text into Ukrainian.

The national emblems include **the coat of arms**, the flag, and **the seal**.

The Coat of Arms. The contemporary national coat of arms of Ukraine is **azure, a trident is or**. It is the most ancient and dignified of all the Ukrainian **insignia**. The classic form of the Ukrainian trident is found on the coins of Volodymyr the Great /979-1015/. The archeological finds of trident in Ukraine go back to the first century A.D. The number of **specimens** of the trident stands now at 200. It was a mark of authority and a symbol of the ethnic groups, which composed the Ukrainian nation.

In the XII century, the image of Saint Michael the Archangel **superseded** the trident as the highest **national device**.

On March 22, 1918 the trident was adopted as the national device of the Ukrainian National Republic. It was adopted in the form of a Great and a Small Coat of Arms.

The National Flag. Ancient Ukrainian rulers had different **banners and standards**. Red was the most frequent colour. Blue and white were also used but yellow was rare. The most frequent **bearings** were stars, crosses and dynastic devices. In the 19th century, the necessity arose for a visible symbol of the **self-determination** of the Ukrainian nation. In 1848 the Supreme Ruthenian Rada in Lviv **revived** the coat of arms of the former kingdom - Azure, the Lion **Rampant - Or**. Two flags were used at that time. One represented the golden crowned lion on the light blue flag. The horizontally striped flag, yellow above blue, became the national flag in Halytsia and all over Ukraine.

On March 22, 1918 the composition of national colours was **decreed** by a law of the Independent Ukrainian National Republic. On November 13, 1918, the light blue over yellow flag was established for the Western Ukrainian National Republic. On March 15, 1939, the light blue over yellow flag was established for the Carpatho-Ukrainian Republic. The flag became a symbol of the all-Ukrainian unity. Both the yellow above light blue flag and the light blue above yellow were **hoisted** until 1949.

The Ukrainian Anthem. The Ukrainian Anthem, «Ukraine Has Not Yet **Perished**», is of quite recent origin. In Western Ukraine after 1848 there were two songs which enjoyed popularity at national celebrations and patriotic demonstrations. The song «**Grant**, O Lord, in Good Time» was composed by Julian Dobrylovsky /1760-1825/. The verse «We Bring You Peace, Brothers» was written by Ivan Hushalevych /1825-1903/. In 1848 the verse was recognized by the Supreme Ruthenian Council in Lviv as the national anthem of the Halycian Ukrainians. The Carpatho-Ukrainians, on occasion of popular celebrations, sang the song by Oleksandr Dukhovych /1803-65/ «**I Was, Am and Will Be a Rusyn**» /Ruthenian/. In the central and eastern Ukrainian lands the «**Testament**» of Taras Shevchenko was used for many years as a national anthem at manifestations and demonstrations.

In 1863 the Lviv journal *Meta* /Goal/ published the poem of Pavlo Chubynskyi /1839-84 «Ukraine Has Not Yet Perished». In the same year it was set to music by the Halycian composer Mykhailo Verbytskyi /1815-70/. This song with its catchy melody and patriotic text became popular among the Ukrainians. In 1917 it was officially adopted as the anthem of the Ukrainian State.

The Constitution of Ukraine adopted by the Supreme Rada on June 28, 1996 defines the State symbols of Ukraine and the State Hymn of Ukraine in Article 20.

1. Answer the questions:

1. What are the National emblems of Ukraine?
2. What was the trident?
3. What was the most frequent colour of Ukrainian banners?
4. When was the light blue above yellow flag adopted?
5. When was the anthem of the Ukrainian State officially adopted?

2. Use the words from the box to complete the sentences.

flag	or	anthem	trident	national
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1. _____ is gold or yellow tincture.
2. _____ was the symbol of authority.
3. The song with the patriotic text was officially adopted as the _____ of the Ukrainian State.
4. The _____ became a symbol of all-Ukrainian unity.
5. The composition of the _____ colours was decreed by law.

3. Decide which of the statements are true and which are false. Mark + the true statements - the false ones.

1. Yellow was the most frequent colour of the Ukrainian banners
2. Ancient Ukrainian rulers had different banners.
3. The Ukrainian Cossacks had crimson banners.
4. The trident was superseded in the eleventh century.
5. Pavlo Chubynskyi wrote «Ukraine Has Not Yet Perished» in 1863.

LAND, RIVERS AND FORESTS

Read and translate the text into Ukrainian.

Ukraine consists mainly of a flat, fertile plain. About a third of the land is suitable for growing crops. Ukraine may be divided into six main land regions: the Dnieper-Pripyat Lowland, the Northern Ukrainian Lowland, the Central Plateau, the Eastern Carpathian Mountains, the Coastal Plain, and the Crimean Mountains.

The Dnieper-Pripyat Lowland lies in Northern Ukraine. Forests once blanketed all of the lowland but now cover only about a fourth of its area. Farmers use the most of land as pasture. The Pripyat River drains the western lowland, which has many marshes and forests of pine and oak. The Northern Ukrainian Upland consists of a low plateau. Farmers in the region grow wheat and sugar

beets here and raise livestock. Large deposits of natural gas lie to the south of Kharkiv.

The Central Plateau extends from to western Ukraine. Rich, black soils called chernozem and sufficient rain make the region Ukraine's most productive farmland. The Donets Basin /the Donbas/ lies in the eastern part of the plateau. The Donbas is Ukraine's leading industrial region and includes the cities of Donetsk, Horlivka and Luhansk. This area has large deposits of coal. The Eastern Carpathian Mountains rise in Western Ukraine. Major economic activities in the region are farming in the river valleys, raising livestock, and logging. The mountains have deposits of oil and natural gas.

The Coastal Plain extends along the coasts of the Black Sea and the Sea of Azov. The Coastline has cliffs and many shallow lagoons. The region suffers from droughts. The farmers use the water of the Dnieper to irrigate crops.

The Crimean Mountains rise in the Southern part of the Crimean Peninsula. The mountains climb gradually from the north but slope steeply to the Black Sea in the south.

Ukraine has many rivers and more than 3000 lakes. Ukraine's longest river is the Dnieper (Dnipro in Ukrainian). It flows from the north to the Black Sea and measures 2,285 km. It ranks as Europe's third longest waterway. Ships travel along most of the Dnieper's length. Ukraine's second longest river is the Dniester (Dnister in Ukrainian). It measures 1,360 km and flows from the Carpathian Mountains to the Black Sea. Other important waterways include the Southern Buh, Desna, Pripyat and Siversky Donets Rivers.

30% of Ukraine's territory is occupied by the area of natural vegetation. 14% is forested, 8% is swampland and 3% is haylands. Most forests and timber reserves are in the Carpathians and Polissia. Ukraine has mostly coniferous (pine, fir) and deciduous trees (oak, beech and birch). Plantations of oak and beech are increasing. The wealth of the forest includes also berries, mushrooms and medicinal herbs. Characteristic of Polissia are the alder, willow, pine, oak, birch, aspen, maple and linden. The Forest-Steppe zone contains the oak, elm, hornbeam, black poplar, willow, ash and pine.

In the Carpathians the vegetation is located in zones according to altitude: mixed forests, fir trees, grasses and low scrub. In spring the alpine plateaux are abloom with saffron, primrose, mercury, snowdrop and edelweiss.

The Crimean Mountains vegetation is very diverse. Oak and juniper are very widespread. In April snowdrops, crocuses, steppe sedge come into bloom here. In May there are carpets of bright-red peonies and blue cornflowers. The parks of the Southern Coast contain cypresses, palms, magnolias, platans, and laurels. The Nikitsky Botanical Gardens contain plants from all over the world. Ukraine boasts of its National Parks. The Carpathian National Park is the largest in Ukraine. The second largest park is the Shatsk-National Park. The plant life as well as the wildlife is rich and varied – relic firs, medical herbs and even black storks

can be found. Tourists are welcomed at recreation places in the forest glades and on horse-riding routes.

1. Fill in the gaps with the words from the table:

Donbas	fertile	wheat	gas	crops
lagoons	alder	chernozem	plateau	juniper

1. The Northern Ukrainian Upland consists of a low _____.
2. ___ Rich, black soils are called _____.
3. ___ The Coastline has many shallow _____.
4. ___ Characteristic of Polissia are the _____ willow, pine and linden.
5. ___ In the Crimean Mountains oak and _____ are very widespread.
6. ___ Ukraine consists mainly of a flat, _____ plain.
7. ___ About a third of the land is suitable for growing _____.
8. ___ Farmers in the region grow _____ and sugar beets here.
9. ___ Large deposits of natural _____ lie to the south of Kharkiv.
10. The _____ lies in the eastern part of the plateau.

2. Put nouns from the table instead of the pronouns in the sentence:

droughts	forests	snowdrops	juniper	cornflowers
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1. *They* once blanketed all of the lowland.
2. The Coastal Plain suffers from *them*.
3. *It* is very spread in Crimea.
4. *They* come into bloom in April.
5. In May there are carpets of *them* in the Crimean Mountains.

3. Answer the questions:

1. What are the main land regions of Ukraine?
2. Are there deposits of natural gas in Ukraine?
3. What is the Donbas? Why is it important to Ukraine?
4. What natural deposits are there in the Carpathians?
5. Where in Ukraine can you see the plants from all over the world?
6. What are the National Parks of Ukraine?

THE ANIMAL WORLD OF UKRAINE

Read and translate the text into Ukrainian.

The animal world of Ukraine is diverse, with hundreds of species of mammals and birds. Predators include wolf, fox, badger, and marten. Hoofed animals include roe, deer, wild pig, and elk. There is beaver, jerboa, marmot, hamster, and field mouse. Characteristic of the birds are the sparrow, titmouse, grouse, owl and partridge. Certain fur animals (nutria, mink, silver-black fox, musk-rat) introduced into Ukraine have acclimatized well. In the rivers, lakes and reservoirs there are perch, bream, pike-perch, pike and carp.

The animals of Polissia include the wolf, wild pig, elk, lynx, marten beaver, polecat, raccoon and bear. Birds here include black, hazel and wood goose. The

animals of the Forest-Steppe zone include squirrels, forest martens, foxes, hares and roes.

The animal life of the Carpathians is unique. Here we find deer, brown bears, wild cats and pigs, ermines and black squirrels. Bird-life includes stone thrushes, golden eagles and black woodpeckers.

Distribution of animals in Crimea is uneven. The animal world of the Crimean Mountains is distinct from the other zones. Birds and animals have survived here which are rare in other places. Such birds include the carrion eagle, black griffons, and owls. Reptiles include the gecko and others. We can also find noble deer, roe, wild pigeon, small weasel, white-tailed eagle, mountain linnets, and blue stone thrushes. There are many animals from southern countries: the stone marten, badges, and fox. There are also many lizards and some snakes. Fauna of the mountain Crimea is richer than that of the steppe part of the Peninsula. Indigenous inhabitants of the Crimea's forests are roe and deer. Other hoofed animals are wild boar and European moufflon. Whereas wild boar has explored all the territory of the mountain Crimea, moufflons are rare - they can't stand snowy winters.

The common mammals of the steppe Crimea are the rodents. The harvest mouse, gopher, hamster are active day and night, feeding on a diet of seeds. Their enemies are polecat, marten and fox. In 1961 wild rabbit was brought to Tarkhankut peninsula. Lately wild boars have passed from the mountains to the steppe area.

Rich and varied is the world of birds in Crimea, especially waterfowl. Their habitats are Sivash and the Karkinita Bay. Grey heron, quack, crane, pelican, curlew, sea-gull make their nests in reed thickets. In the steppe one can meet bustard, lark, quail. But their number is reduced due to intensive ploughing and usage of agricultural chemistry. Of the birds of pray owl, eagle-owl, eagle are known. They feed on rodents. The forest is inhabited by common starling, bull finch, gold finch, finch, turtle dove, woodpecker, jay and very seldom there are eagle and vulture.

Insectivores are represented by 16 species of bats and three species of shrew; rodents - by squirrel, gray and black rat, forest mouse and vole-mouse.

Of predators there have been preserved some kinds of badger, marten and fox. About 60 years ago the last wolf was killed in Crimea. The Southern Coast is distinguished by a great number of reptiles and invertebrates. Among them are Crimean gecko, viper, Esculapean snake, and grass snake.

The animal life is very fragile. To conserve its diversity is now one of the most important tasks for the people. Most of us would agree that we have a moral duty to protect the animals that share the habitat with us.

1.Fill in the gaps with the words from the table:

fur animals	mammals	Predators	pike	Hoofed
-------------	---------	-----------	------	--------

1. The animal world of Ukraine is diverse, with hundreds of species of _____ and birds.
2. _____ include wolf, fox, badger, and marten.
3. _____ animals include roe, deer, wild pig, and elk.
4. Certain _____ (nutria, mink, silver-black fox, musk-rat) have acclimatized well.
5. In the rivers, lakes and reservoirs there are perch, bream, pike-perch, _____ and carp.

2. Put nouns from the table instead of the pronouns in the sentence:

birds of pray	Crimean forests	animals	the animal life	wild rabbit
---------------	-----------------	---------	-----------------	-------------

1. Distribution of *them* in Crimea is uneven.
2. *It* was brought in Tarkhankut peninsula in 1961.
3. *They* feed on rodents.
4. *They* are not abundant with birds.
5. *It* is very fragile.

3. Answer the questions:

1. How many living organisms are there in the world?
2. What is the distribution of animals in Crimea?
3. What can you say about the animal world of the steppe zone of Crimea?
4. What is the Southern Coast distinguished by in terms of animal life?
5. Is the animal world to be protected by the people?

ST. SOPHIA'S CATHEDRAL

Read and translate the text into Ukrainian.

Saint Sophia's is a national treasure of Ukraine. St. Sophia's Cathedral is the Kyiv's oldest surviving church. Today it is a museum. The **exhibits** of the museum include models of ancient Kyivan Rus' towns. Saint Sophia's **is the highlight** of many visitors' stay in Kyiv. The majestic **13-domed** church was named after the Constantinople's Saint Sophia's Cathedral built in 537 and **consecrated** to the **Divine Wisdom** - Sophia. / It is in Istanbul now. It was rebuilt in 1453 and minarets were added/. St. Sophia's Cathedral was built in 1037 during the reign of Yaroslav the Wise to commemorate the victory over the Pechenegs and to glorify Christianity. Legend has it that this was the site where the troops of Rus led by Yaroslav the Wise defeated the **hordes** of Pechenegs.

The Cathedral is 37 meters long, 35 meters wide and 29 meters high. In 1707 the Cathedral was rebuilt in the style of Ukrainian baroque /sky-blue and white colours/. Its appearance has changed many times as a result of reconstruction.

The church became a holy place of **worship** for ancient Kyivites. It was a major cultural and political center of Kyivan Rus. Saint Sophia's and adjoining Yaroslav's palace were often used to receive foreign ambassadors. The princes were **enthroned** and triumphal meetings held in honour of victorious military leaders.

The first library and school were situated in the Cathedral. It was the center for the writing of manuscripts. Sophia's has rich frescoes and mosaics, many of them are still intact /260 sq.m. /. The mosaic of the Goddess Oranta is 5,45 meters high. The fresco painting represents the group portrait of Yaroslav's family. The family portrait was made of 12 figures. On the southern wall there were four younger daughters of the Prince, with Anna, the future Queen of France. The four sons were depicted on the northern wall. Prince Yaroslav, himself, the Grand Princess Irene, their elder daughter Elisabeth –the future queen of Norway, and elder son Volodymyr, were painted on the Western Wall. In the Cathedral there was a burial vault of Grand Princes Yaroslav the Wise, Volodymyr Monomakh and others. The marble sarcophagus of Yaroslav the Wise, which is covered with fine ornamentation, is of unique value.

Behind the Cathedral stands the four storeyed, azure and white, stone Bell Tower. It is 16 metres high. The tower was built in 1752. The Ukrainian Baroque fourth storey and **gilded** cupola of the Tower were added in 1852.

On the left there is 18th century **Refectory**. It was built in typical baroque style in 1730. It is an example of Ukrainian civil architecture of the 18th century. It is now a museum and houses archeological and architectural displays. In 1969 a memorial **stele** to the library of Sophia's was erected.

St. Sophia's museum includes the branches of the Cyril Church, the Andrew Church, the Golden Gate and the Sudak fortress in Crimea.

The Cyrillic church was built in 1146 /one cupola cathedral/. In 18th century 4 cupolas were added. In 19th century the interior was reconstructed by M.Vrubel /1856-1910/, who created also four icons in 1855.

The Andrew Church is a monument of Ukrainian architecture of the 18th century. It was built in 1754 in the style of baroque. It was designed by V.V. Rastrelli. The church is 60 m high, 32 m long and 23 m wide. It has an elegant outline and proportions. Since 1968 it is a branch of the Sophia's Museum.

The Golden Gate was the main gate of the Kyivan Rus. They were built in 1037 during the reign of Yaroslav the Wise. The remains of the Golden Gates can be seen on the corner of Volodymyrska and Pidvalna streets. The gate was a complicated construction of a stone wall with an entrance arch. On top of the wall was the small Annunciation Church. The cupola of the church is believed to be gold-plated. It also served as a watchtower. The Golden Gate was heavily fortified. When Mongol-Tatars hordes stormed into Kyiv they could not break through the main entrance. In the course of time the Golden Gate lost its defensive role and was used as the main entrance into Kyiv on important occasions. In 1648 Bohdan Khmelnytskyi, the founder of the Ukrainian Cossack State, made his triumphant entry through the Golden Gate into the capital after routing the Polish troops.

In 18th century the remains of the Golden Gate were buried under the layers of earth and gradually forgotten. They were discovered in 1832 by the Kyiv archeologist K.

Lokhvytskyi. Today the Golden Gate is one of the oldest historical monuments of Kyiv and Kyivan State.

1. Fill in the gaps with the words from the table:

Wise	Pechenegs	Cathedral	Golden Gate	baroque
Kyivan Rus	mosaic	architecture	sarcophagus	burial vault

1. The Saint Sophia's _____ was built in Constantinople in 537.
2. The Saint Sophia's Cathedral was built in Kyiv in 1037 during the reign of Yaroslav the _____.
3. The Cathedral was built on the site where the _____ were defeated.
4. The cathedral was rebuilt in the style of Ukrainian _____.
5. B. Khmelnytsky made his entry into the capital through the _____ in 1648.
6. The Andrew Church is a monument of Ukrainian _____ of the 18th century.
7. The Golden Gate was the main gate of the _____.
8. The _____ of the Goddess Oranta is 5.45 meters high.
9. In the Cathedral there was a _____ of Yaroslav the Wise and Volodymyr Monomakh.
10. The marble _____ of Yaroslav the Wise is of unique value.

2. True or False?

1. St. Sophia's in Kyiv was built in 500 years after the Saint Sophia in Constantinople.
2. The Cathedral is thirty-seven meters high.
3. Yaroslav the Wise entered Kyiv through the Golden Gate.
4. The frescoes represent the family portrait of Volodymyr Monomakh.
5. The first Ukrainian school was situated in the St. Sophia's cathedral.

3. Answer the questions:

1. When was first St. Sophia's Cathedral built?
2. What does «Sophia» mean in Greek?
3. What do you know about the frescoes of the interior of St. Sophia's?
4. Who made his triumphant entry into Kyiv through the Golden Gate in 1648?
5. What are the branches of the Sophia's Museum?

AT HOME

Read and translate the text into Ukrainian.

The bus I catch doesn't go up the hill and when I get off at the corner I catch the smell of fish and chips and I cross the road and call at the shop and buy a fish and four penny-worth chips. I eat them out of the paper as I'm going up the hill. I

really like fish and chips and there's no better way of eating them than in the open air. They last me till I get to the gate.

It's half past ten and the Old Lady and the Old Man are sitting with the table lamp on watching television when I go in.

«Do you want some supper?» the Old Lady asks me.

«I had some fish and chips on my way.»

«You'll want a drink of something, I suppose?»

«It's all right, I'll make some cocoa.»

I go into the kitchen and make the cocoa and bring it back into the living room and sit down on the sofa and light a cigarette. I'm thinking about Ingrid as I watch the picture that's on TV. I'm wondering what happened that she didn't come to meet me.

«Where've you been?» the Old Lady says in a minute.

«Pictures.»

«By yourself?»

«With Willy Lomas.»

«Willy Lomas? I don't think I know him, do I?»

«I used to go to school with him.»

«I don't know why you pay good money to go to the pictures when you can see them at home for nothing» says the Old Man.

«You can't show colour and cinemascope on TV.»

«Cinemascope?»

«Wide screen..... bigger.»

«But they're pictures, just the same, aren't they?»

I say nothing to this. The picture's finished and there's a toothpaste ad on and I get up and throw my cig-end in the fire.

«Going up?» the Old Lady says.

«Yes, I'm ready for it. Had a busy day today.»

I say good night and go upstairs. There's a light in Jim's room. I go into our bathroom and wash my face and clean my teeth as quickly as I can. As I'm coming out Jim calls me.

«What is it?»

«A letter for you.»

I take it and look at it. I look at my name on the envelope and begin to get excited.

«Where did you get this?»

«I found it behind the front door. Somebody pushed it in while we were watching television. There's no stamp on it.»

There's no address on it, either; just my name.

I shut the door behind me before I open the letter. «Dear Vic,» it says. «My cousin decided to catch a later train and I went with her to the station to see her off. The train was late and it was after half past seven when I got back. I went to where

we'd arranged to meet but of course you'd gone. I'm going to be at the same place tomorrow (Sunday). I hope you can come.

Love, Ingrid»
(*After Stan Barstow*)

UKRAINIAN SCIENCE

Read the text for obtaining information.

The first centers of science in Old Rus were monasteries. Kyiv Mohyla Academy was one of such centers in the 17th century. In the 19th century the Universities of Kyiv, Kharkiv, Odesa and Lviv became research centers of Ukraine.

Much credit in the development of Ukrainian science is due to mathematician M. Ostrogradskyi /1801-1862/, linguist Osyp Bodiansky /1808-1877/, historian V. Antonovych /1834-1908/. O. Potebnia was an outstanding linguist, folklorist and literary scholar.

The creation of the Ukrainian Academy of Science in 1918 was an event of great importance. Among its founding members were noted naturalist V. Vernadsky and historian M. Hrushevsky. Associated with the Academy are the names of outstanding scientists O. Potebnia, O. Bohomolets, M.Kholodnyi, B. Paton. At present, the National Academy of Science **comprises** 170 research centers. The National Academy of Ukraine **ranks** with Europe's leading scientific centers. Since 1962 its President has been Boris Paton, a noted scientist and organizer. A great deal has been done in the leading sciences over the past several years. **World priority** have first laser data storage, achievements in machine building, rocket and computer technology. The National Academy of Ukraine maintains international contacts with academies in many countries.

Academician Vernadsky /1863-/is the author of the fundamental studies on Earth, the chemical composition of atmosphere, the role of radioactive elements in the planet's evolution. His scientific findings are universally recognized. He is one of the founders of geochemistry and biogeochemistry.

Oleksandr Bohomolets /1881-1946/ was a founder of a large school of pathophysiologists. He developed the hypothesis that the course of a **disease and recovery** depends on the resistance of organism. He demonstrated that **connective tissue** has a protective function in organism. He discovered a stimulant of connective tissue, which gained him worldwide fame. O. Bohomolets' wrote many works in biology, physiology, and pathology. He was president of the Academy of Science of Ukraine in 1930-46.

Yevhen Oskarowych Paton /1953/ was a prominent Ukrainian scientist in the field of bridge-building and **welding**. He wrote many works in the field of welding and founded the Ukrainian school of welding. In 1945-52 he was vice-president of the Academy of Science of Ukraine. One of the longest bridges across the Dnieper was named after academician Y. Paton.

Borys Yevhenovych Paton is a prominent Ukrainian scientist in the field of metallurgy and metal engineering, the author of numerous research discoveries. Based on his findings special electric metallurgy was created. The fundamentals of welding in outer space were developed. In 1962 Academician B. Paton became president of the Academy of Science of Ukraine.

In the field of the physical sciences Ukrainian scientists contributed much into development of world science. Many of them are known to the public at large but greater part remains unknown.

Ivan Poliui wrote in Ukraine the first textbook on Geometry and the book about stars and planets. He was a brilliant polyglot, he knew 15 languages and worked in Vienna in the field of electrical engineering, mathematics, astronomy, and philosophy. He was the first to discover **invisible rays** some decades earlier than Wilhelm Roentgen. He was the first to study the so-called «cold light».

Ihor Sikorsky designed the first multi-engine planes. In 1919 he emigrated to the USA. In 1939 he designed the first helicopter.

Ostap Stasiv graduated from Berlin University where he attended lectures of Max Plank and Albert Einstein. He founded the Institute of Crystal Physics in Berlin.

Olexandr Smakula worked in Germany and USA and made dozens of inventions. His **quantity mathematical correlation** is known in physics as Smakula's formula.

Heorhii Sharpak. Since 1954 he has been working in Geneva where he discovered a new type of **nuclear particles detector**. He was awarded with the Nobel Prize in physics.

Heorhii Gamov used quantum mechanics and explained alpha **decay**. He developed the cosmological theory of «Primary explosion». He is a member of the National Academy of Sciences /USA/.

Borys Hrabovskyi was one of the founders of the modern television. Together with his assistant I.Biliansky he designed the first in the world TV set. in July 1928, the image of his assistant appeared on the screen of the TV-set.

Hryhorii Kysunko was a designer of the first in the world **anti-missile** system, which was much better than American systems.

Leonid Vereshchahyn. The first synthetic diamonds were obtained under his leadership.

Anatolii Olexandrov created the first in the world atomic-powered vessel.

Anton Komar put into operation the first in the country betatron.

Petro Kapitsa made a great contribution into development of physics working in England and Russia. He was awarded with the Nobel Prize. The whole world knows Petro Kapitsa as a noted scientist in the field of nuclear physics.

Mykhailo Avenarius. The history of physics knows the Avenarius law.

Mykola Pylchykov /1857-1908/ made geological survey of the Kursk magnetic anomaly and studied radioactivity.

Heorhy Latyshev /1907-1973/ built the greatest in Europe electrostatic accelerator.

Kyrylo Synelnykov /1901-1966/ was born in Pavlograd.. His device for preserving plasma was later named after Synelnykov.

Olexandr Halkin organized in 1965 the Donetsk Institute of Physics and Technologies.

Olexandr Usykov was born in 1904 in Sumy area. He developed powerful impulse generators for radiolocation devices.

Ukrainian physics has a high prestige in the world. **Mykola Kuvshynsky**, professor of Kyiv University, has been included into the list of «500 most influential leaders». We must do all we can to support the fundamental science in Ukraine, to prevent it from decay.

1. Fill in the gaps with the words from the table:

physics	academy	linguistics	monasteries	welding
academician	designed	cold light	inventions	nuclear

1. The first centers of science in Kyivan Rus were _____.
2. The Ukrainian _____ of Science was created in 1918.
3. Volodymyr Vernadsky became first Ukrainian _____ .
4. The Institute of _____ was named after O. Potebnia.
5. The fundamentals of _____ in outer space were developed by B. Paton.
6. Ivan Puliuy was the first to study so called _____.
7. O. Smakula made dozens of _____ .
8. The scientist was awarded with the Nobel Prize in _____.
9. Borys Hrabovsky _____ the first in the world TV set.
10. P. Kapitsa is known for his works in the field of _____ physics.

2. Decide which of the statements are true and which are false. Mark + the true statement, - the false ones.

1. The first centers of science in Kyivan Rus were universities.
2. Volodymyr Vernadsky was the first Ukrainian Academician.
3. Yevhen Paton got interested in welding.
4. Electric metallurgy was created in Ukraine.
5. Ivan Puliuy was first to discover the invisible rays.
6. The first synthetic diamond was obtained under the leadership of A.Alexandrov.
7. Petro Kapitsa as a noted scientist in the field of nuclear physics.
8. Academician Komar took part in creation of electronic accelerators.

3. Answer the questions::

1. What Ukrainian scientists do you know?
2. Who was the first president of the Ukrainian Academy of Science?

3. Did O. Potebnia protest against denationalization?
4. What kind of metallurgy was created by B. Paton?

ENGLISH PANORAMA

Read and translate the text

The charm of Britain lies in the variety of scenery. The variety of scenery in Britain is a reflection of the complex geological history of the islands. Geologically, Britain is a museum model. There are fundamental distinctions between Lowland Britain and Highland Britain.

In Lowland Britain the land is more kindly, gently rolling rarely reaching a thousand feet above sea-level. Ploughed lands and grass fields, farms and villages form an intricate but continuous pattern.

Highland Britain includes the whole of Scotland. The northern part of Scotland is formed by the Highlands. The southern Uplands are continued into the Pennines which form the backbone of England.

The countryside is generally acknowledged to be of a very special loveliness. It is blessed with a thousand rivers and streams. Mild suns and soft rains continually refresh its verdure. Nature was in a beneficent mood when it created this island.

But the charm of the English rural scene lies in more than these characteristics. It lies in the intimacy, in the sense of order and design. The landscape has, indeed, a composed quality. Trees and hedges give it a rhythmic pattern. Village and hamlet, cottage and hall display a deep accord between man and Nature. It is the landscape of a high civilization.

The contrast of this countryside with the towns is startling. Some parts of older towns show something of the sense of order, which the countryside displays. But they are very few. It might be expected that it would be the town that should reflect man's civilization. It is not so in England. The towns have neither form nor order, let alone beauty. In comparison with the civilized countryside they seem to represent the landscape of barbarism.

The Cowper's /1731-1800/ explanation «God made the country and man made the town» - is not sufficient. The country which man received from God was gigantic, wild and terrible. The «time-made» England is in the countryside and «man-made» England is in the manufacturing towns. This is perhaps a more accurate definition. The Englishmen have never really been a nation of town-dwellers, but are countrymen at heart. The countrymen who are the makers of towns.

The English countryside is one of the most designed landscapes in the world. It is naturally the most humanized, the most charming of landscapes. No other landscape has the friendliness of the English landscape, none its quality of security.

And this miracle has been achieved by the simplest of means. Having been divided into small fields, hedged with natural solid visible boundaries, the English landscape has become a comfortable and friendly place.

But if the English countryside is indeed man-made, that merely makes the contrast between it and the towns the more surprising.

Between the fair boundaries of the counties of Hereford and Worcester rise the sloping pastures of the Malvern Hills. This admirable region is a compendium of the general physiognomy of England. Reaching the summits of the Hills, you find half England unrolled at your feet.

The English sky is a fit antithesis to the complex English earth. They possess in America the infinite beauty of the blue: England possesses the splendour of combined and animated clouds.

ECONOMY AND INDUSTRY IN GREAT BRITAIN

Britain's economy is based primarily on private enterprise, which accounts for 75% of output and nearly 70% of employment. Just over 2% of the British workforce is engaged in agriculture, a lower proportion than in any other leading industrial country. Services contribute a growing proportion of production — 65%, while manufacturing accounts for 21%. By successfully exploiting oil and natural gas from the North Sea, Britain has become self-sufficient in energy and expects to remain so for some years. Exports, mainly to other EC countries, are equivalent to over half of domestic oil production.

International trade plays a vital role in Britain's economy. Exports of goods and services make up around 25% of national output. From 1981 to 1989 the economy experienced eight years of growth, but in 1990 with the recession in Britain and other major industrialized nations, growth slowed to about 1%. The rate of inflation went down in the early 1980s, went up in 1988, and dropped down again in 1992. The unemployment rate in the country is about 10% of the workforce. Growth of manufacturing productivity in Britain is generally faster than in all other leading industrialized countries.

The Government economic strategy is centred on keeping the rate of inflation down, within a range of 1 to 4%. As part of this strategy, public spending and borrowing is tightly controlled. At the same time government policy tries to improve the working of markets and promote enterprise and efficiency. A substantial amount of activity has been transferred from the public to the private sector through privatization and contracting out. Since 1979, 46 major businesses have been privatized, including British Gas, British Telecom and British Steel. The Government tries to take measures to reduce personal and corporate income tax rates. Industrial relations have been put on a more secure legal footing, and training opportunities have been expanded. Small businesses employ more than a third of private sector workforce and are responsible for one-sixth of total turnover. The Government provides assistance and guidance to help with problems affecting small companies. Britain is considered an attractive location for inward investment

because of its membership of the EC. Though markets in Britain operate as freely as possible, Government regulates monopolies, merges and anti-competitive practices.

Industrial sector

In some sectors of the economy, a small number of large companies are responsible for a sizable percentage of total production, especially in vehicle, aerospace and transport equipment industries.

There are approximately 250 British industrial companies, each has an annual turnover of more than 500 mln pounds. British Petroleum (BP) is the 11th largest industrial grouping in the world, and the second largest in Europe. Five British firms are among the leading 25 European Community companies. The largest manufacturing concerns are BAT Industries (tobacco, food products, etc.), Imperial Chemical Industries, Grand Metropolitan (food, drink, etc.), British Aerospace, Unilever (chemicals), Ford, General Electric Company, British Steel, and some others.

Britain is the world's ninth largest oil producer and the fifth largest gas producer. Developing North Sea oil and gas has created a huge support industry offering equipment and services to oil and gas companies at home and abroad. The two leading UK oil companies are BP and Shell.

Producing 80% of Britain's crude steel, British Steel is the fourth biggest steel company in the Western world. Just under half of the total output is exported. The major areas of steel production and processing are in Wales, northern and eastern England, and the British Midlands.

Britain's chemical industry is the third largest in Western Europe, and it exports nearly 50% of production, making it Britain's single largest export earner. The most rapid growth in recent years has been in pharmaceutical, pesticides and cosmetics.

Britain also has highly developed mechanical engineering and metal goods industries, electrical, electronic and instrument engineering industries, shipbuilding and marine engineering industries, textile, clothing and footwear industries, manufacturing, construction, service and tourism industries.

British agriculture is famous for its efficiency and productivity. It employs about 2.1% of the workforce, and Britain is self-sufficient in 58% of all types of food and animal feed. Britain is a major exporter of agricultural produce, machinery and agrochemicals. Today Britain imports about 42% of its food. Two-thirds of agricultural land is owner-occupied. The fishing industry provides 59% of British fish supplies and employs nearly 17,000 full-time fishermen.

1. Decide which of the statements are true and which are false. Mark + the true statements - the false ones.

1. There are fewer farmers in Britain than in other industrially developed countries.
2. In Britain more people are engaged in manufacturing than in service.
3. Britain not only satisfies her own need in energy but can also export it to

other countries.

4. The major concern of the British government is to control the inflation rate.
5. The British government does not encourage privatization in major businesses.
6. Foreign investors regard Britain an attractive location for their money.
7. Britain is one of the major steel exporters in the world.
8. Britain is self-sufficient in food products and does not have to import much.
9. All the farmland in Britain is privatized.

THE UNION BETWEEN ENGLAND AND SCOTLAND

Read and translate the text.

Mary II and William III had no surviving children, and William was succeeded by Queen Anne, Mary's younger sister. The major event of Queen Anne's reign was the formation of the Kingdom of Great Britain.

Early in the 18th century England and Scotland were ruled by the same monarch, but they remained two separate kingdoms. In 1707 the Kingdom of Great Britain was formed by the Act of Union between England and Scotland. London, the biggest city in Britain, with a population of about half a million, became the capital of the entire island.

Great Britain from then on had a single Parliament and a single system of national administration and taxation. Even units of weights and measures were unified.

The Union between England and Scotland skillfully engineered in 1707, the most radical innovations in British political life, was a union of parliaments: forty-five Scottish members were added to the 513 members of the English House of Commons and sixteen Scottish peers to the House of Lords. After 1689 the case for a union was very strong indeed. England had adopted the Hanoverian succession; the country had been involved in war with France and was fearful that there might be a Jacobite invasion through Scotland. By the union the English avoided the danger of a separate Scottish foreign policy. The Act of Union was intended to strengthen the country weakened with the War of the Spanish Succession.

The Scots obtained access to the English colonies. Scotland had long been dissatisfied with English indifference to her economic aspirations. Due to the Union of 1707 Scotland ceased to be «the wilderness to the English garden». From a country poor in national resources and rich in native talent trained in one of the best educational systems of the time, the Scots invaded the English colonies and England itself. They became customs officers in Jamaica, doctors in London, and district magistrates in British India.

The basic principles of the Union were the protestant succession to a united monarchy, the establishment of a single state with one parliament and one executive, a common economic and fiscal system. While the Scots parted with

their parliament and separate executive they kept their separate legal system, separate church, and separate educational system.

Since then the British has been proud of their government which combined monarchical (the hereditary ruler), aristocratic (the hereditary House of Lords), and democratic (the elected House of Commons) elements. The reign of Queen Anne had been marked by parliamentary elections that took place every three years.

Queen Anne had no surviving children. She was succeeded by her nearest Protestant relative, the elector of Hanover, who came from Germany in 1714 and was accepted as King George I of Great Britain. A new era of British history began.

1. Form verbs and adjectives from the following nouns if it is possible:

Survival, form, fear, invasion, danger, economy, education, establishment.

2. Form Comparatives and Superlatives from the following adjectives:

Young, early, big, strong, long, poor, rich, common, radical, fearful.

3. Transform Active constructions into Passive ones.

1. The same monarch ruled both England and Scotland.
2. The Act of Union between England and Scotland formed the Kingdom of Great Britain.
3. The Queen unified even units of weights and measures.
4. It involved England in the war with France.
5. England had long dissatisfied Scotland with its indifference to Scottish economic aspirations.
6. Queen Anne had marked her reign by parliamentary elections.
7. The English accepted him as King George I of Great Britain.

4. Each sentence in this exercise has a factual mistake. Find and correct it.

1. William III was succeeded by Queen Anne, Mary's elder sister.
2. Early in the 18th century England and Scotland were ruled by different monarchs, and they remained two separate kingdoms.
3. In 1707 the Kingdom of Great Britain was formed by the act of Settlement between England and Scotland.
4. After 1869 the case for a union was very strong indeed.
5. The reign of Queen Anne had been marked by parliamentary elections that took place every 5 years.

FROM THE HISTORY OF LONDON

Like all large cities, London has a lot of different parts and river joins them together.

The oldest part of London is the City of London. There was already a town here when the Romans came. The Romans built a new city with a bridge and a city wall. It became an important part with many industries. Today the City is an international financial centre, full of offices and banks. Over two million people work in the City during the day, but only a few thousand live there.

London hasn't always been the capital of England. The first capital was Winchester. But London has always been the richest city. The kings of England often needed money. So they moved their capital close to London. But they didn't want to live in London itself. It was dirty, smelly and dangerous. So they made their capital at Westminster. At first the two cities of London and Westminster were separate and there were fields between them. But slowly they grew together into one city. Until the twentieth century most people and goods travelled between the different parts of London along the Thames. It was quicker and safer to travel along the river than along the roads. The kings built their city of Westminster to the west of the City, because the prevailing wind in Britain is from the west. This wind blew all the smells from the port and the factories in London towards the east. As the city grew, the rich people lived in the West End and the poor people lived in the East End. This is changing now, because the docks and a lot of the industries in the East End have closed. Now Dockland is becoming a new financial centre and a fashionable place to live.

1. Decide which of the statements are true and which are false. Mark + the true statement, - the false ones.

- 1) The oldest part of London is Westminster.
- 2) Today the City is an international financial centre.
- 3) London has always been the capital of England.
- 4) At first the two cities of London and Westminster were separate.
- 5) The rich people lived in the West End and the poor people lived in the East End.
- 6) Now Dockland is becoming a fashionable place to live.

2. Answer the questions:

- 1) What is the oldest part of London?
- 2) Why did the kings of England move close to London?
- 3) Why didn't they build their palace inside the City of London?
- 4) Why did they build their capital in the West End?
- 5) Why has the East End changed recently?
- 6) What do you know about the history of the capital of your country?

3. Add the sentences:

- 1) The oldest part of London is _____ .
- 2) The Romans built _____ .
- 3) Today the City is _____ .
- 4) The first capital of England was _____ .
- 5) The kings of England made their capital at _____ .
- 6) Until the twentieth century most people travelled along _____ .
- 7) The rich people lived in the _____ .
- 8) The poor people lived in the _____ .
- 9) Now Dockland is a _____ .

LONDON CEREMONIES

Read the text for obtaining information:

British people are proud of ceremonies of the national capital - London. Many of them are world famous and attract numerous tourists from all over the world. They include daily ceremonies and annuals. Changing of the Guard at Buckingham Palace at 11.30 a. m., Ceremony of the Keys at 10 p. m. in the Tower, Mounting the Guard at the Horse Guards square are most popular daily ceremonies. Of those which are held annually are: the glorious pageantry of Trooping the Color, which marks the official birthday of the Queen (the second Saturday in June); Firing the Royal Salute to mark anniversaries of the Queen's Accession on February 6 and her birthday on April 21; opening of the Courts marking the start of the Legal Year in October; and Lord Mayor's Show on the second Saturday in November, when the newly elected Lord Mayor is driven in the beautiful gilded coach pulled by six white horses to take the Royal Court of Justice where he takes his oath of office and becomes second in importance in the City only to the Sovereign (Queen).

Changing the Guard

The spectacular ceremony of Changing the Guard at Buckingham Palace attracts numerous spectators from the country and tourists from different parts of the world. The Guard is changed at 11.30 a.m. daily. It is formed from one of the regiments of Foot Guards. A band leads the new guard from Wellington or Chelsea barracks to the palace forecourt and after the ceremony it leads the old guard back to their barracks.

The history of the Foot Guards goes back to 1656, when Charles II of England, during his exile in Holland, recruited a small body-guard, which was merged in the regiment of guards enrolled at the Restoration in 1660. On St. Valentine's Day, 1661, on Tower Hill, what had been the Lord General's Regiment of Foot Guards, formed by Oliver Cromwell in 1650, took its arms as an «extraordinary guard» for the Sovereign. Having marched from Coldstream, near Berwick - upon -Tweed, it acquired the title of the Coldstream Guards. Its motto of *nulli secundus* sufficiently denoted its denial of precedence to the first Guards. The latter acquired their title of Grenadier Guards and their bearskin headdress - later adopted by the rest of the Guards brigade - by virtue of their defeat of Napoleon's grenadier guards at Waterloo.

In 1661 the Scots Fusilier Guards became known for the first time as the Scots Guards. In 1707 they were put on the same footing as the other two Guards regiments.

In 1900 Queen Victoria, pleased with the fighting quality of the Irish regiments in the South African War, commanded the formation of the Irish Guards. In 1915 the representation nature of the brigade was rounded off by the formation of the Welsh Guards.

The Brigade of Guards serves as a personal bodyguard to the Sovereign. When the Queen is in residence at Buckingham Palace, there is a guard of four

sentries. Only two are on duty when she is away from London. When the Queen is in residence at Windsor Castle, another Changing the Guard ceremony takes place in the Quadrangle there at 10 a. m. daily.

Trooping the colour

Trooping the colour is one of the most magnificent military ceremonies in Britain and perhaps in the world. It is held annually on the reigning monarch's «official» birthday, which is the second Saturday in June.

Queen Elizabeth II is Colonel - in - Chief of the Household Division of five regiments of foot Guards and two regiments of Mounted Guards. The Trooping marks the official birthday of the Queen and each year the color (flag) of one of the five regiments of Foot Guards is displayed to the music of massed bands.

The ceremony stemmed from the need of soldiers to recognize the colours of their regiment in battle. The Parade is complex and precise and all seven regiments of the Household division take part, but only one colour is trooped each year. Wearing the uniform of one of these regiments the Queen leaves Buckingham Palace and rides down the Mall to the Horse Guards Parade accompanied by the sovereign's Mounted Escort from the two Household Cavalry Units - the Life Guards wearing scarlet tunics with white plumes in their helmets and the Blues and Royals in blue tunics with red Plumes.

Precisely as the clock on the Horse Guards Building strikes 11, the Queen takes the Royal Salute. After inspecting her troops, the sovereign watches a display of marching to the tune of massed bands before the solemn moment when the Colour is trooped by being carried along the motionless ranks of guardsmen lined up to await the Queen. The Color is then «trooped» or displayed before her.

Afterwards, she returns to the Palace at the head of the Guards deputed to mount the Palace Guard. Royal Family appear on the balcony of Buckingham Palace to acknowledge the flypast of the Royal Air Forces at 1 p. m. Only one Colour is «trooped» annually, that of each regiment in strict rotation. Originally it was called «lodging» the Colour: each regiment's own Colour being laid up, to music known as a «Troop».

The five regiments of Foot Guards can be identified by the plumes in their caps or bearskins, and by the spacing of the buttons on their tunics. The Grenadier Guards have white plumes and evenly spaced buttons: the Coldstreams, red plumes and buttons in pairs: the Scots Guards, no plumes and buttons in threes: the Irish Guards, blue plumes and buttons in fours: the Welsh Guards, white - and - green plumes and buttons in fives. The Guards have been carrying out their duty of guarding the sovereign since 1660 (the time of the restoration of Monarchy).

Mounting the Guard

Mounted Guard takes part in another colorful ceremony which is held at 11 a. m. on weekdays and 10 a. m. on Sundays at the Horse Guards, a square facing Whitehall. The entrance to the Horse Guards is guarded by two mounted troopers who are at their posts daily from 10 a. m. to 4 p. m. The guard is formed by units of

the Household Cavalry (Mounted Guard) - the Life Guards and the Royals (the Blues and Royals). When the Queen is in London, an officer, a corporal of horse, 16 troopers and a trumpeter on a grey horse take part in the ceremony. The Royals can be identified by the red plumes on their helmets and by their blue uniforms. The Life Guards wear white plumes and red tunics.

The Ceremony of the Keys

Every night at 9.53 p. m. the Chief Warder of the Yeomen Warders (Beefeaters) of the Tower of London lights a candle lantern and then makes his way towards the Bloody Tower. In the Archway his Escort awaits his arrival. The Chief Warder, carrying the keys, then moves off with his Escort to the West Gate, which he locks, while the Escort «present arms». Then the Middle and Byward are locked.

The party then returns to the Bloody Tower Archway, and there they are halted by the challenge of the sentry. «Halt!» he commands. «Who goes there?» The Chief Warder answers, «The keys». The sentry demands, «Whose keys?» «Queen Elizabeth's keys», replies the Chief Warder. «Advance, Queen Elizabeth's keys; all's well», commands the sentry.

Having received permission to proceed through the Archway, the party then form up facing the Main guard of the Tower. The order is given by the officer - in - charge to «Present Arms». The Chief Warder doffs his Tudor-style bonnet and cries, «God preserve Queen Elizabeth». «Amen», answer the Guard and Escort.

At 10 p. m. the bugler sounds the «Last Post» (signal to return). The Chief Warder proceeds to the Queen's House, where the keys are given into the custody of the Resident Governor and Major.

The Ceremony of the Keys dates back 700 years and has taken place every night during that period, even during the blitz of London in the last war. On one particular night, April 16, 1941, bomb blast disrupted the ceremony, knocking out members of the Escort and Yeomen Warders. Despite this, the duty was completed.

Only a limited number of visitors are admitted to the ceremony each night.

Application to see it must be made at least forty - eight hours in advance at the Constable's office in the Tower. Visitors with the permission are admitted at 9.40 p.m. and leave at 10 p.m.

The Lord Mayor's show

The splendid civic event known as the Lord Mayor's show is watched by many thousands of people, who throng the streets of the City of London to see this interesting procession and admire its glittering pageantry. The ceremony is the gesture of pride in the City's history and strength as a world commercial centre. The ceremony seems still more bright and colorful because it is always held on the second Saturday in November when the city is often wrapped in mist or rain.

Its origin dates back more than six hundred years, when it began as a waterborne procession with ornate barges sailing down the river Thames. Dressed in his fur - trimmed scarlet gown, a «Cap Dignity», and wearing the great 5 feet

long gold chain of office the newly elected Lord Mayor first watches a cavalcade of decorated floats pass by his stand at his official residence, the Mansion House. Then he steps into his gilded State Coach and takes up his position of honour at the rear of the procession. Accompanied by the Pikemen in their half -armour the Lord Mayor is driven in his gilded coach from Guildhall, past St. Paul's Cathedral, down Fleet Street to the Royal Court of Justice, where he takes his oath of office before the Lord Chief Justice. The tradition of taking oath («declaration») originated in 1230 during the reign of Henry III and the final declaration was made before the Barons of the Exchequer.

The Lord Mayor's coach, weighing 4 tons and pulled by six horses was built in 1757 and was painted by the famous Florentine painter Giovanni Cipriani. A body guard of Pikemen and Musketeers march beside the coach. Many people in the procession wear traditional historic costumes. Each year a theme relating to London life or history is chosen and floats decorated with tableaux on this theme precede the Lord Mayor's coach. The Lord Mayor who is also the City's Chief Magistrate, is selected by the liverymen of the City Companies (guilds). One of the most distinguished of London's Lord Mayors was Dick Whittington (1423) who held office four times. After the oath has been taken, the entire procession returns via Victoria Embankment to the original point of departure.

On the following Monday evening the Lord Mayor gives a splendid Inaugural banquet at Guildhall. This has two traditions - a first course of turtle soup and speech from the Prime minister.

This glittering occasion is attended by many of the most prominent people in the country and is usually televised. The Prime Minister delivers a major political speech and the toast of the hosts on behalf of the guests is proposed by the Archbishop of Canterbury.

Half the cost of the Show and Banquet is paid by the Mayor and the other half is met by the two Sheriffs. One can imagine how high the costs are but a Lord Mayor regards such financial sacrifices as worthwhile because of the prestige, since in his year of office he is second in importance in the City only to the Sovereign. The official residence of the Lord Mayor in Mansion House, which was designed in Palladian style in the 18th century, has been altered since. The Guildhall, dating from the 15th century is the place where the Lord Mayor, Alderman and the City fathers conduct the City's affairs. Important banquets and ceremonial occasions are held there. The City has not only its own Mayor, but also its own government and its own police force. Even the sovereign (Queen) has to stop at the City's frontiers until the Lord Mayor allows admittance.

Remembrance Day (Poppy Day)

Remembrance Day is observed throughout Britain in commemoration of the million or more British soldiers and airmen who lost their lives during the two World Wars. On that day, the second Sunday in November, special services are held in the churches and wreaths are laid at war memorials throughout the country and at London's Cenotaph, where a great number of people gather to observe the

two - minute silence and to perform the annual Remembrance Day ceremony. The silence begins at the first stroke of Big Ben 11 o'clock, and is broken only by the crash of distant artillery and perhaps by the murmur of a passing jet. Members of the Royal Family or their representatives and political leaders come forward to lay wreaths at the foot of the Cenotaph. Then comes the march past the memorial of ex-servicemen and women, followed by an endless line of ordinary citizens who have come here with their personal wreaths and their sad memories.

On that day artificial poppies, a symbol of mourning, are traditionally sold in the streets everywhere, and people wear them in their buttonholes. The money collected in this way is later used to help the men who had been crippled during the war and their dependants. In the past the day was known as Armistice Day and was marked on the 11 of November, as that was the day when armistice (agreement to stop military actions) sought by German from Allies, came into force in 1918. Armistice Day was kept since 1919 - 1938. Two minutes silence was observed throughout the British Commonwealth starting at 11 a. m. the ceremony lapsed during the Second World War, but was resumed in 1945. The following year it was decided to observe a Remembrance Day for both World Wars. It was to be held annually on Remembrance Sunday (the second Sunday in November). The most magnificent ceremony is held at the Cenotaph in London, a memorial to those who died during the two world wars. On Remembrance Day the ceremony is attended by the Queen and royal family, statesmen and politicians, representatives of the armed forces and Commonwealth.

Summarize the most significant information on London Ceremonies.

SCIENCE IN GREAT BRITAIN

CHARLES DARWIN

Charles Robert Darwin /1809-82/ is famous English naturalist. He was born on February 12, 1809. Charles' father was a well-known physician. As a boy, Charles was fond of collecting. He liked to make «all the gases» in the tool shed and was nicknamed Gas by his family. His father did not like this «waste of time» because his son's school reports were not too good.

At 16 Charles was sent to Edinburgh University to become a doctor. He had no interest in medicine but he was interested in the natural history. His father sent him to Cambridge to make a parson of him. At Cambridge Charles liked most of all entomology and botany. In 1831 Charles took his degree but refused to become a parson.

As official Naturalist on the survey vessel H.M.S. «Beagle» he sailed round the world in 1831-36. This started his work of observation and correlation that led to his theory of evolution by natural selection. / A. Wallace /1823-1913/, British naturalist reached similar conclusions independently. The theories were published simultaneously in 1858. /

In 1859, Darwin finished his book «The Origin of Species by Means of Natural Selection». It caused a sensation. Darwin was violently attacked. Some

copies of the book were burned. In 1871 he published *The Descent of Man* where he explained that mankind and anthropoid apes had the common ancestry.

There was much argument about the book but Darwin's poor health prevented his taking part in the discussion.

Darwin died in 1882 and was buried in Westminster Abbey near Newton's grave.

FRANCIS BACON

Francis Bacon /1561-1626/, Baron Verulam, Viscount St Albans is English statesman, philosopher and essayist. In natural philosophy he completed the break from the medieval scholastic method, laid down for the first time classification of the natural sciences.

Francis Bacon founded a new inductive method of reasoning and prepared the way for modern experimental science. His incomplete «Instauratio magna» is a project for the entire reorganization of human knowledge.

«The Essays» /1597/ is his chief literary work. After a distinguished parliamentary career under Elizabeth I, he won promotion under James I, and became Lord Chancellor in 1618. He lost this office and retired in disgrace when the House of Lords found him guilty of accepting bribes in 1621.

ROBERT OWEN

Robert Owen /1771-1858/ is British social reformer and socialist. He was born at Newtown in Wales, on May 14, 1771. Robert's father, an ironmonger, was poor. Robert went to school till he was 9 and then began to work. He went to London where he was apprenticed to a draper. He read five hours a day. In Manchester he borrowed 100 pounds and started his own business. A successful cotton manufacturer, he acquired mills in Scotland in 1799. He ran them on model lines, limiting working hours, providing good housing and education. He insisted that children must never be beaten in his schools. He established one of the first cooperative stores.

In «New View of Society» /1813/ he expounded the view that character is formed by social environment, and he advocated the cooperative system. In 1817 he put forward a plan of organizing labour communes. He campaigned for social legislation and was partly responsible for the Factory Act of 1819. In 1824 a London Cooperative Society was formed. His plans for setting up a communal colony in America in 1828 had failed. In 1830 Owen made another attempt to set up a labour commune in England, but it also failed. He formed the Grand National Consolidated Trades Union in 1843.

Then his activities became a sect. He was visited by Alexander Herzen in 1858. «I expect great things from your country,» Owen told Herzen. A few days before his death he tried to make a speech before the National Association but his strength gave way before he began to speak. He was carried out on a stretcher. Robert Owen died on November 17, 1858.

HENRY BESSEMER

Henry Bessemer /1813-98/ is the man who improved the quality of steel. He inherited his love of inventing from his father. He became an inventor. It occurred to Bessemer that, by forcing a current of air through the molten iron in a closed bath the oxygen in the air might drive out the impurities in the iron. The experiment was successful. Bessemer could turn molten pig iron into high grade steel in 15 minutes.

Bessemer became one of the great inventors of the 19th century. The USA named two towns after him. Henry Bessemer retired in 1879 but he still led a very busy life and made some inventions.

MICHAEL FARADAY

Michael Faraday /1791-1867/ is the Father of the electric motor. He was born in a small village in a poor family of a blacksmith. As a boy Michael did not have much schooling. When he was 13 he went to work in a bookbinder's shop. He lived among books. Once he ran across an article on electricity. It struck his imagination. Faraday wanted to make experiments and devote his life to science.

He made a new kind of steel and a new kind of glass. He studied flying. Faraday was wondering whether a magnet could give an electric current. At 40 he got a bright idea: he would move the magnet near wire. And then he got an electric current in the wire! This was a great moment in history of electricity but Faraday didn't stop. He got a current when he moved the wire instead of the magnet.

He made a machine of electromagnetic induction. The machine gave Faraday a current of electricity. It was the beginning of the electrical age, which has changed the face of the earth.

GEORGE STEPHENSON

George Stephenson /1781-1848/ is the Father of the Railways. He was son of a poor English worker. George grew up illiterate. When George was 8 he began to work. His job was to put coal under the boilers. He learnt everything he could by watching. George began to dream of becoming an engineer. When he was 17 he decided to learn to write and read. After 12-hour shift he went a long distance to a teacher to be taught the alphabet.

During the First Industrial Revolution Stephenson designed a locomotive. He laid metal rails for his engine to run on. On July 25, 1814, his locomotive hauled 8 loaded wagons /30 tons/ at a speed 4m/h.

The new railway was opened on September 27, 1825. Stephenson made an engine Rocket which could run 10m/h. On September 15, 1830, the railway between Liverpool and Manchester was opened.

His son Robert was a perfect partner and an outstanding inventor. Robert supervised the building of the Rocket. A monument to father and son was erected in Westminster Abbey.

WILLIAM HARVEY

William Harvey /1578-1657/ is English physician who discovered the circulation of the blood. He was a son of a rich merchant. In 1588, when he was 10, he was sent to King's School in Canterbury. He decided to become a doctor and

was sent to Cambridge. He took his BA at Cambridge and went to the Padua University in Italy. It was in Padua that he got his first clue about the circulation of the blood. His anatomy teacher discovered that the veins contained valves. The discovery showed Harvey that there was no passing of the blood to and fro as it was believed.

In 1602, at 24, he left Padua with his degree of Doctor of medicine and returned to England. He set up in London and became a well-known doctor. In 1628 his work about heart and blood in Latin was published in Germany. The book aroused much criticism. Some of his patients thought he was mad and left him. But time passed and medical men saw that Harvey was right. Harvey was made court physician.

In 1658 William Harvey died. He was buried in Hampstead Church in Essex. The church has a special tower built in honour William Harvey's memory.

EDWARD JENNER

Edward Jenner /1749-1823/ is English physician who discovered that inoculation with cowpox vaccine creates immunity to smallpox. Smallpox was a terrible illness. In the 15th century Europe was like a great smallpox hospital in which 1,5 million people died every year.

In 17th century an epidemic of smallpox broke out in Siberia. Half of population died. People were helpless to fight smallpox. Smallpox has almost disappeared thanks to the work of Edward Jenner.

Edward Jenner was born in 1749 in Berkeley. His mother and father died when he was young. Edward liked birds and animals and he decided to become a doctor. He studied medicine under Doctor Hunter in London. Then he came home and settled as a doctor.

A young countrywoman told him that she could not catch smallpox because she had already had cow-pox. On May 14, 1796, Jenner took some of the matter from one of the pock-marks on the woman's hand, cut the skin on the arm of an 8-year old boy James Phipps, and put the matter into the cut. Then he gave him smallpox. The smallpox had no effect on the boy at all. He never caught smallpox! It was a great victory.

Jenner called his work vaccination /from Latin vacca - a cow/. Jenner's discovery was attacked by many doctors. War was declared against Jenner. At last doctors in London started to vaccinate people. It saved 45,000 people a year. Honours and gifts came to Jenner. He built a house for James Phipps and planted roses in the garden. In Germany, May 14 was declared a national holiday.

Jenner received many invitations from London but he refused to go here and worked in Berkley He died in 1823 at 74. As Jenner wished, he was buried in Berkley. In 35 years a monument showing Edward Jenner vaccinating a child was unveiled in London.

JAMES COOK

James Cook /1728-79/ is British naval captain, navigator and explorer. He was born on October 27, 1728, in a farmer's family. The house they lived in there is now in Australia. It was brought from England as a memorial.

James went to school until he was 12. He was sent to work in a fishing village. He wanted to go to sea. He was given a job on a ship which carried coal from Newcastle to London. When the Seven Years War broke James served in the Royal Navy. He was made captain of the ship and went to take part in the siege of Quebec and to chart the River Saint Lawrence and the coastline of Newfoundland. Cook has become famous as a mapmaker and navigator.

In 1768 Captain Cook led an expedition to the south Pacific. He explored New Zealand and proclaimed it British territory. On the 20th of April he reached Australia. Cook called it New South Wales. On June 10 his ship Endeavour ran onto a coral reef. The ship was repaired as quickly as possible. During the repairs, the men saw for the first time kangaroo. Then the Endeavour sailed back to England.

He sailed once more on July 13, 1772 with two ships. On January 17, 1773, after 6 months at sea the Antarctic Circle was crossed for the first time in history. He returned to England on July 30, 1775 and received a great welcome.

On July 11, 1776, he sailed once again, first to New Zealand, then to Tahiti. In 1778 he visited the Bering Strait in search of the Northwest Passage. On finding his way blocked by ice, he became convinced that there was no passage. Winter forced him to return south. Cook decided to sail to Hawaii. The people of the islands were friendly. After refitting his ships Cook found a boat missing. Cook began to look for it and wanted to arrest the native king. A fight began in which Cook was killed. The survivors gave him an honourable burial at sea.

ALEXANDER MACKENZIE

Sir Alexander Mackenzie /1764-1820/ is a Scottish explorer and trader in North America. He was born on the island of Lewis, in the Scottish Hebrides. When he was 10 his mother died. His father decided to take his family to America.

When the War of Independence broke out Alexander with his aunt was sent to Canada. They settled in Montreal. He was offered a job in a trading firm. He was sent to trade with the Indians. He hoped to become the first man to cross the Rocky Mountains.

On June 3, 1789 Alexander Mackenzie began his great journey. He took with him a group of Indian guides. He followed the river, which now bears his name 2,500 miles long to its mouth in 1789. He spent several months in London visiting scientific museums and buying books and instruments. When he was ready for his new expedition he returned to Canada. He started his new expedition on May 9, 1793. The journey was difficult from beginning to end. He crossed the Rocky Mountains to reach the Pacific on July 22, 1793. Thus Alexander Mackenzie completed one of the greatest feats of North American exploration.

JOHN FRANKLIN

Sir John Franklin /1786-1847/ is the British explorer of the North-West passage. He was born on April 16, 1786. At 10 he was sent to a private school. His father sent him to Lisbon aboard a merchantman. John enjoyed every minute of the cruise. At 14, in October 1800 he joined the ship of his uncle. The expedition to Australia played an important part in Franklin's life. At 19, after his return from Australia, Franklin took part in the famous battle of Trafalgar.

In 1819, Franklin, in command of ship, sailed to Arctic. In 1819-22 and 1825-7 he explored the coastline of Northern Canada. At 60 he led an expedition in search of the North-West Passage. His two ships were the first steamships in the Arctic. They spent the winter of 1846 on Beechey Island. John Franklin is recognized as the first discoverer of the North-West Passage. Sir John Franklin perished on June 11, 1847. Later a monument was erected to his memory in Westminster Abbey. The full story of the expedition will never be known.

JAMES WATT (1736 —1819)

All the paragraphs in this story are jumbled up. Rearrange them into the correct order and read about the famous British scientist:

- A. James Watt also made some other inventions. One of them is a copying machine which was the predecessor of the typewriter. His other invention is a rotative engine that could run machines and became the basis of industry.
- B. At eighteen James decided to become a professional instrument-maker and moved to his uncle's place in Glasgow. Then he continued his studies in London and returned to Glasgow as a skilled instrument-maker.
- C. He liked mathematics and was fond of designing and making things. When he at last was able to attend school, he became one of the best pupils in mathematics and languages.
- D. James Watt retired at the age of 64, but he never stopped working in his workshop inventing new things. When he died in 1819, a monument to his memory was erected in Westminster Abbey.
- E. One day James Watt was asked to repair a small working model of an atmospheric-steam engine that was used for demonstration at the university lectures. He not only did that but also improved the model and made one of his greatest discoveries — a steam engine.
- F. His passion for engineering was born when the boy read Isaac Newton's «Elements of Natural Philosophy». His first engineering creation was a small electric machine with which he gave his friends shocks that made them jump.
- G. James Watt was born in 1736 in Scotland in the family of a shipbuilder. The boy was not strong and suffered from terrible headaches, so he couldn't go to school and his parents taught him at home. The boy had a very good memory and a natural love of work.
- H. When Glasgow University needed a qualified specialist to install new instruments in a new observatory, James Watt was invited and did that job brilliantly.

FROM THE HISTORY OF EDUCATION THE EGYPTIAN SCRIBES

In Ancient Egypt officials who could read and write were required for all posts in the highly centralized administration, and the first necessity of any man who wished to follow a professional career was that he should be properly educated in one of the schools attached to a palace or temple where books were copied and formal instruction given.

In the reign of Rameses II, instruction began at the age of four and was completed twelve years later. In learning the classical utterance of the Middle Kingdom, which was used for some monumental and literary purposes down to Graeco-Roman days, the pupil of a later day had to wrestle with a language which was already dead and which he understood very imperfectly, as his copies of the classics clearly reveal. It is often only in such garbled forms that Egyptian literature has come down to us.

The pupil began by learning by heart the different hieroglyphs and from that he progressed to words. From this stage he went on to copy extracts from the classics, sometimes translating them into his native language. Papyrus was too expensive for beginners to spoil and potsherds and flakes of limestone (ostraka) had to serve instead. The instruction in reading and writing comprised other subjects as well.

Learning without tears may have been the ideal in some respects, although the Egyptians also had a belief in the efficacy of corporal punishment. It is not surprising that under such treatment the schoolboy should have thought of running away to become a soldier or charioteer or farmer.

When the scribe had graduated from school he had his foot on the first rung of a career in the higher ranks of the army, the treasury, or the palace.

1. Answer the questions.

1. What periods is the History of Ancient Egypt divided into?
2. Why was it important to be a scribe in Ancient Egypt?
3. What role did scribes play in the development of Egyptian culture?
4. Was it an easy matter for pupils to be instructed in Ancient Egypt?
5. When did Rameses II reign? What was he famous for?
6. Was Ancient Egypt a mighty state in Ancient East?

Prove your answer.

EARLY GREEK EDUCATION

Read the text, translate it and say what the main method of instruction was in Ancient Greece.

The method of instruction that early men used was through imitation. Children began to imitate their elders first in play. In fact, children of all periods have done this. Toys and games were miniatures of adult activities. As children grew older, they imitated their elders more closely by participating directly in the hunt, in agriculture, in domestic duties and in religious ceremonies.

Even after the development of writing, the method of instruction continued to depend upon imitation and memorization.

The same method also pervaded early Greek education. During the Homeric age and for a long time afterward the youth were given noble examples of great men to imitate. There was no separation between word and deed. The young were constantly under the supervision of their elders. And if they obeyed, well and good; if not, they were punished.

EDUCATION OF ROMAN YOUTH

Read the text, translate it. Be ready to compare systems of education in ancient Greece and Ancient Rome. Do it in pairs.

The Romans were no innovators in educational methods. They copied their educational method from the Greek. Roman boys were given noble examples of manhood to imitate. But unlike the Greeks, they were under the supervision not of a pedagogue (as he often was a slave), but of their fathers. Thus a Roman youth was his father's frequent companion in forum, camp, and field. He learned the Roman virtues of fortitude, honesty and pity not only by imitating the heroes of legend and history but also by observing these virtues in his father and his father's companions. Rome's great schoolmaster Quintilian (42-118) mentioned that the way of learning by precept was long and difficult but by example short and easy.

Later the education of Roman youth became more literary in character. More time was spent on grammar and effective speech.

By the time the Greek or Roman youth had learned enough to begin the reading of some authors, another method of instruction was employed. First, selected passages were analyzed and discussed, then a literary critique of the passage as a whole was given. The selected passages were given for an exact reading with particular regard to pronunciation, punctuation, and rhetorical expression. Thus the youth were taught to express themselves artistically.

THE EARLY YEARS

VOCABULARY LIST

Verbs: anticipate, collaborate, devise, donate, emerge, foresee, intimidate, market, thrive.

Nouns: application, capacity, components, entrepreneur, expertise, gadget, innovation, investment, potential, technology, venture, wizard, pioneer, integrated circuit, microprocessor, circuit, peripherals.

Adjectives/Participles: cumbersome, genuine, inevitable, makeshift, massive, muted, skeptical, state-of-the-art, user-friendly. Adverbials: passionately, technologically, thereby, whereas.

TEXT

(1) Until the late 1970s, the computer was viewed as a massive machine that was useful to big business and big government but not to the general public. Computers were too cumbersome and expensive for private use, and most people

were intimidated by them. As technology advanced, this was changed by a distinctive group of engineers and entrepreneurs who rushed to improve the designs of then current technology and to find ways to make the computer attractive to more people. Although these innovators of computer technology were very different from each other, they had a common enthusiasm for technical innovation and the capacity to foresee the potential of computers. This was a very competitive and stressful time, and the only people who succeeded were the ones who were able to combine extraordinary engineering expertise with progressive business skills and an ability to foresee the needs of the future.

(2) Much of this activity was centered in the Silicon Valley in northern California where the first computer-related company had located in 1955. That company attracted thousands of related businesses, and the area became known as the technological capital of the world. Between 1981 and 1986, more than 1000 new technology-oriented businesses started there. At the busiest times, five or more, new companies started in a single week. The Silicon Valley attracted many risk-takers and gave them an opportunity to thrive in an atmosphere where creativity was expected and rewarded.

(3) Robert Noyce was a risk-taker who was successful both as an engineer and as an entrepreneur. The son of an Iowa minister, he was informal, genuine, and methodical. Even when he was running one of the most successful businesses in the Silicon Valley, he dressed informally and his office was an open cubicle that looked like everyone else's. A graduate of the Massachusetts Institute of Technology (MIT), he started working for one of the first computer-related businesses in 1955. While working with these pioneers of computer engineering, he learned many things about computers and business management.

(4) As an engineer, he co-invented the integrated circuit, which was the basis for later computer design. This integrated circuit was less than an eighth of an inch square but had the same power as a transistor unit that was over 15 inches square or a vacuum tube Unit that was 6.5 feet square. As a businessman, Noyce co-founded Intel, one of the most successful companies in the Silicon Valley and the first company to introduce the microprocessor. The microprocessor chip became the heart of the computer, making it possible for a large computer system that once filled an entire room to be contained on a small chip that could be held in one's hand. The directors of Intel could not have anticipated the effects that the microprocessor would have on the world. It made possible the invention of the personal computer and eventually led to the birth of thousands of new businesses. Noyce's contributions to the development of the integrated circuit and the microprocessor earned him both wealth and fame before his death in 1990. In fact, many people consider his role to be one of the most significant in the Silicon Valley story.

(5) The two men who first introduced the personal computer (PC) to the marketplace had backgrounds unlike Robert Noyce's. They had neither prestigious university education nor experience in big business. Twenty-year-old Steven Jobs

and twenty-four-year-old Stephen Wozniak were college' drop-outs who had collaborated on their first project as computer hobbyists in a local computer club. Built in the garage of Jobs's parents, this first personal computer utilized the technology of Noyce's integrated circuit. It was typewriter-sized, as powerful as a much larger computer, and inexpensive to build. To Wozniak the new machine was a gadget to share with other members of their computer club. To Jobs, however, it was a product with great marketing potential for homes and small businesses. To raise the \$1300 needed to fill their first orders Jobs sold his Volkswagen bus and Wozniak sold his scientific calculator. Wozniak built and delivered the first order of 100 computers in ten days. Lacking funds, he was forced to use the least expensive materials, the fewest chips, and the most creative arrangement of components. Jobs and Wozniak soon had more orders than they could fill with their makeshift production line.

(6) Jobs and Wozniak brought different abilities to their venture: Wozniak was the technological wizard, and Jobs was the entrepreneur. Wozniak designed the first model, and Jobs devised its applications and attracted interest from investors and buyers. Wozniak once admitted that without Jobs he would never have considered selling the computer or known how to do it. «Steve didn't do one circuit, design or piece of code. He's not really been into computers, and to this day he has never gone through a computer manual. But it never crossed my mind to sell computers. It was Steve who said, 'Let's hold them up and sell a few.

(7) From the very beginning, Apple Computer had been sensitive to the needs of a general public that is intimidated by high technology. Jobs insisted that the computers be light, trim, and made in muted colors. He also insisted that the language used with the computers be «user-friendly» and that the operation be simple enough for the average person to learn in a few minutes. These features helped convince a skeptical public that the computer was practical for the home and small business. Jobs also introduced the idea of donating Apple Computers to thousands of California schools, thereby indirectly introducing his product into the homes of millions of students. Their second model, the Apple II, was the state-of-the-art PC in home and small business computers from 1977 to 1982. By 1983 the total company sales were almost \$600 million, and it controlled 23 percent of the worldwide market in personal computers.

(8) As the computer industry began to reach into homes and small businesses around the world, the need for many new products for the personal computer began to emerge. Martin Alpert, the founder of Tecmar, Inc., was one of the first people to foresee this need. When IBM released its first personal computer in 1981, Alpert bought the first two models. He took them apart and worked twenty-four hours a day to find out how other products could be attached to them. After two weeks, he emerged with the first computer peripherals for the IBM PC, and he later became one of the most successful creators of personal computer peripherals. For example, he designed memory extenders that enabled the computer to store more information, and insert able boards that allowed people to

use different keyboards while sharing the same printer. After 1981, Tecmar produced an average of one new product per week.

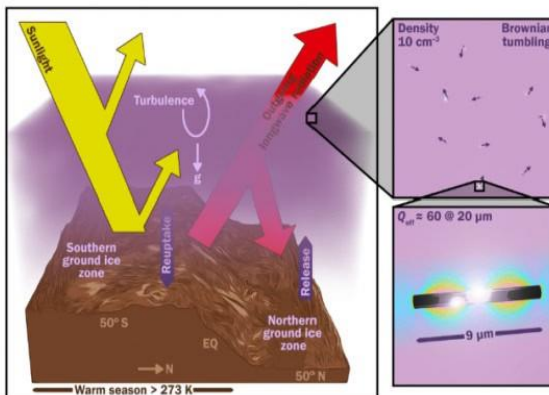
(9) Alpert had neither the technical training of Noyce nor the computer clubs of Jobs and Wozniak to encourage his interest in computer engineering. His parents were German refugees who worked in a factory and a bakery to pay for his college education. They insisted that he study medicine even though his interest was in electronics. Throughout medical school he studied electronics passionately but privately. He became a doctor, but practiced only part time while pursuing his preferred interest in electronics. His first electronics products were medical instruments that he built in his living room. His wife recognized the potential of his projects before he did, and enrolled in a graduate program in business management so she could run his electronics business successfully. Their annual sales reached \$1 million, and they had 15 engineers working in their living room before they moved to a larger building in 1981. It wasn't until 1983 that Alpert stopped practicing medicine and gave his full attention to Tecmar. By 1984 Tecmar was valued at \$150 million.

(10) Computer technology has opened a variety of opportunities for people who are creative risk-takers. Those who have been successful have been alert technologically, creatively, and financially. They have known when to use the help of other people and when to work alone. Whereas some have been immediately successful, others have gone unrewarded for their creative and financial investments; some failure is inevitable in an environment as competitive as the Silicon Valley. Rarely in history have so many people been so motivated to create. Many of them have been rewarded greatly with fame and fortune, and the world has benefited from this frenzy of innovation.

TO MAKE MARS WARMER, JUST ADD NANORODS

Isabelle Dumé

<https://physicsworld.com/a/to-make-mars-warmer-just-add-nanorods/>



Heat trap The proposed nanoparticle warming method. (Courtesy: Aaron M. Geller, Northwestern Center for Interdisciplinary Exploration and Research in Astrophysics)

If humans released enough engineered nanoparticles into the atmosphere of Mars, the planet could become more than 30 K warmer – enough to support some forms of microbial life. This finding is based on theoretical calculations by researchers in the US, and it suggests that «terraforming» Mars to support temperatures that allow for liquid water may not be as difficult as previously thought.

«Our finding represents a significant leap forward in our ability to modify the Martian environment,» says team member Edwin Kite, a planetary scientist at the University of Chicago.

Today, Mars is far too cold for life as we know it to thrive there. But it may not have always been this way. Indeed, streams may have flowed on the red planet as recently as 600 000 years ago. The idea of returning Mars to this former, warmer state – terraforming – has long kindled imaginations, and scientists have proposed several ways of doing it.

One possibility would be to increase the levels of artificial greenhouse gases, such as chlorofluorocarbons, in Mars' currently thin atmosphere. However, this would require volatilizing roughly 100 000 megatons of fluorine, an element that is scarce on the red planet's surface. This means that essentially all the fluorine required would need to be transported to Mars from somewhere else – something that is not really feasible.

An alternative would be to use materials already present on Mars' surface, such as those in aerosolized dust. Natural Martian dust is mainly made of iron-rich minerals distributed in particles roughly 1.5 microns in radius, which are easily lofted to altitudes of 60 km and more. In its current form, this dust actually lowers daytime surface temperatures by attenuating infrared solar radiation. A modified form of dust might, however, experience different interactions. Could this modified dust make the planet warmer?

Nanoparticles designed to trap escaping heat and scatter sunlight

In a proof-of-concept study, Kite and colleagues at the University of Chicago, the University of Central Florida and Northwestern University analysed the atmospheric effects of nanoparticles shaped like short rods about nine microns long, which is about the same size as commercially available glitter. These particles have an aspect ratio of around 60:1, and Kite says they could be made from readily-available Martian materials such as iron or aluminium.

Calculations using finite-difference time domains showed that such nanorods, which are randomly oriented due to Brownian motion, would strongly scatter and absorb upwelling thermal infrared radiation in certain spectral windows. The nanorods would also scatter sunlight down towards the surface, adding to the warming, and would settle out of the atmosphere and onto the Martian surface more than 10 times more slowly than natural dust. This implies that, once airborne, the nanorods would be lofted to high altitudes and remain in the atmosphere for long periods.

More efficient than previous Martian warming proposals

These factors give the nanorod idea several advantages over comparable schemes, Kite says. «Our approach is over 5000 times more efficient than previous global warming proposals (on a per-unit-mass-in-the-atmosphere basis) because it uses much less mass of material to achieve significant warming,» he tells *Physics World*. «Previous schemes required importing large amounts of gases from Earth or mining rare Martian resources, [but] we find that nanoparticles can achieve similar warming with a much smaller total mass.»

However, Kite stresses that the comparison only applies to approaches that aim to warm Mars' atmosphere on a global scale. Other approaches, including one developed by researchers at Harvard University and NASA's Jet Propulsion Laboratory (JPL) that uses silica aerogels, would be better suited for warming the atmosphere locally, he says, adding that a recent workshop on Mars terraforming provides additional context.

While the team's research is theoretical, Kite believes it opens new avenues for exploring planetary climate modification. It could inform future Mars exploration or even long-term plans for making Mars more habitable for microbes and plants. Extensive further research would be required, however, before any practical efforts in this direction could see the light of day. In particular, more work is needed to assess the very long-term sustainability of a warmed Mars. «Atmospheric escape to space would take at least 300 million years to deplete the atmosphere at the present-day rate,» he observes. «And nanoparticle warming, by itself, is not sufficient to make the planet's surface habitable again either.»

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Електронне видання

Укладачі:

Ткаченко Наталія Миколаївна
Мілотіна Ольга Костянтинівна
Заремська Іванна Мечиславівна
Кочубей Наталія Павлівна
Кушнерьова Марина Олександрівна

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41400, м. Глухів, Сумська обл., вул. Києво-Московська, 24,
тел/факс (05444) 2-33-06.

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