

НАЦІОНАЛЬНА ЮРИДИЧНА АКАДЕМІЯ УКРАЇНИ
імені ЯРОСЛАВА МУДРОГО

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АНГЛІЙСЬКА МОВА

**Посібник для студентів юридичних
спеціальностей**

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У посібнику представлено базу граматику, яка опрацюється на основі загальнонавчаної та спеціальної правничої лексики у тренувальних і мовленнєвих вправах різного рівня. Наведено фонетичні матеріали та приклади словотворення. Комунікативний аспект забезпечується ситуативними завданнями та рольовими іграми, які подано наприкінці кожного уроку посібника.

Для вивчення англійської мови студентами 1-го курсу юридичних спеціальностей на початковому етапі навчання.

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ПЕРЕДМОВА

Посібник призначений для студентів 1-го курсу юридичних вищих навчальних закладів і факультетів, а також розрахований на широку аудиторію фахівців, що починають вивчати англійську мову, пов'язану з правничою спеціальністю.

Авторка посібника ставила за мету надати студентам можливість скорегувати базовий лексико-граматичний середньої школи та підготувати їх до самостійного читання і розуміння юридичного тексту з мінімальним використанням словника, сформувані у студентів навички та вміння самостійного читання оригінальної літератури за фахом, вміння швидко отримувати необхідну інформацію у межах вивченої тематики, вести бесіду, використовувати як загальнонавчавану, так і спеціальну правничу термінологію, підготувати студентів до анотування та реферування текстів юридичного профілю на подальшому етапі вивчення англійської мови.

Посібник створено відповідно до вимог навчальних програм з іноземної мови в юридичних вищих навчальних закладах і побудовано за принципом інтенсивності навчання, яка досягається через надання різноманітних текстів та завдань різного обсягу та ступеня складності у межах одного тематичного розділу (Unit). Лексика впроваджується тематично, закріплюється в різних видах вправ і застосовується в дискусіях та рольових іграх, що підвищують емоційний тонус навчального процесу.

Посібник складається з 14 уроків (IV Units), ідентичних за структурою. Вправи, що передують тексту, призначені для закріплення граматичного матеріалу уроку, а також знайомлять з правилами словотворення та розвивають у студентів навички антиципації і мовної здогадки. Післятекстові вправи (тренувальні і мовленнєві) служать для закріплення лексико-граматичного матеріалу уроку та розвитку навичок усного мовлення і читання.

В кожному уроці є рубрика «It's interesting to know» та ситуативні завдання для рольових ігор, спрямованих на розвиток мовленнєвих навичок студентів.

Наприкінці уроків наводяться прислів'я та приказки, тематично пов'язані з уроком.

Авторка буде вдячна за критичні відгуки і побажання.

Англійський алфавіт

Друковані букви	Писані букви	Назви букв	Друковані букви	Писані букви	Назви букв
A a	A a	[ei]	N n	N n	[en]
B b	B b	[bi:]	O o	O o	[ou]
C c	C c	[si:]	P p	P p	[pi:]
D d	D d	[di:]	Q q	Q q	[kju:]
E e	E e	[i:]	R r	R r	[a:]
F f	F f	[ef]	S s	S s	[es]
G g	G g	[dʒi:]	T t	T t	[ti:]
H h	H h	[eit]	U u	U u	[ju:]
I i	I i	[ai]	V v	V v	[vi:]
J j	J j	[dʒei]	W w	W w	[dʷblʷju:]
K k	K k	[kei]	X x	X x	[eks]
L l	L l	[el]	Y y	Y y	[wai]
M m	M m	[em]	Z z	Z z	[zed]

Unit I

Meeting and introducing people Formulas of politeness

Lesson 1

Text: Let me introduce myself

Dialogues: Greetings. Words of Parting.

Introducing people

Grammar: Структура англійського речення. Іменник (рід, число, способи передачі відмінкових відношень: присвійний відмінок). Артиклі. Займенники (вказівні, особові, присвійні та зворотні). Прийменники місця, напрямку і часу. Дієслово *to be*. Наказовий спосіб. Числівники (кількісні та порядкові). Дати.

Exercises

I. Read and comment on the rules of reading:

name, student, large, first, far, practical, state, single, security, national, law, academy, wise, theory, department, subject, such, human, structure, friend.

II. Form the plural:

Example: student — students, academy — academies, day — days.

language...	country...	class...
person...	holiday...	economy...
security...	friend...	department...
state...	man...	leaf...
family...	law...	child...
subject...	lecture...	student...

III. Put in *a* or *an*:

Example: a case; an example

- | | |
|-------------------|---------------------------|
| 1. ... old book | 5. ... question |
| 2. ... window | 6. ... important question |
| 3. ... academy | 7. ... hour |
| 4. ... university | 8. ... accident |

IV. a) Explain the formation of the possessive form of the nouns:

Example: our professor's advice=the advice of our professor
the teacher's lesson; the mother's name; the friend's house; the
people's activity; the student's life; the prosecutor's department; the
brother's wife.

b) Use the possessive form:

the work of the men; the friend of my brother; the voice of the
child; the home of the girls; the smiles of the children; the songs of the
student; the lectures of the professors.

V. Make up sentences from the following words, pay attention to the structure of the English sentence:

1	2	3	4
Тіамент	Присуюок	Додаток	Обставина

1. On Theory of law, today, have, we, a lecture. 2. The National Law Academy of Ukraine, am, a first-year student, I, of. 3. Study, many different subjects, we. 4. Large, my group, is. 5. Good friends, are, we. 6. In hostel, not far, live, many students, from the Academy.

VI. a) Use *this* or *these*:

Example: *this* academy; *these* departments

- | | |
|----------------|------------------|
| 1 ... name | 4 ... family |
| 2 ... students | 5 ... subjects |
| 3 ... things | 6 ... activities |

b) Use *that* or *those*:

Example: *that* lawyer; *those* judges

- | | |
|-------------------|----------------|
| 1 ... men | 4 ... theories |
| 2 ... language | 5 ... state |
| 3 ... departments | 6 ... lady |

VII. a) Put in *am*, *is*, or *are*:

1. My name ... Oleg.
2. I ... single.
3. We ... students of the Prosecutor's department.
4. I ... a first-year student.

5. She ... a first-year student too.
6. They ... good friends.
7. You ... my teachers.

b) Make up negative and interrogative sentences according to the model:

Model: 1. My name is Oleg. — My name is not (= isn't) Oleg.
Is your name Oleg?

VIII. Replace the words in italics by personal pronouns:

1. John, *give the book to Henry*. 2. Tell *the students* the answer. 3. *My sister* and I have got a room of our own. 4. *Alec* and *Mary* are lawyers by profession. 5. Jane, buy a magazine for *Tom*. 6. Kate, read this story to *Mary* and *me*, please. 7. *His wife* is not in Kharkiv now. 8. Peter, bring *dictionaries* for your partners. 9. Send *the letter* to your parents.

IX. Fill in the gaps with the prepositions *on*, *in*, *at*, *to*, *under*, *into*, *from*, *over*:

1. I attend lectures on History of Ukraine ... Mondays. 2. The students have examinations ... June. 3. My mother gets up ... 6. 30. 4. ... 2000 we lived in Poltava. 5. See you ... the weekend. 6. He was born ... 13 of October 1986 ...5 o'clock ... the morning. 7. I go ... my parents every day. 8. We meet him ... the street. 9. They are ... the lecture halls. 10. The students are ... the English lesson. 11. The books are ... the shelf. 12. The dog is ... the bench. 13. He comes home... his lectures late. 14. Put the book ... your bag. 15. There are ... 22 students ... my group.

X. a) Read the following cardinal numerals:

7, 17, 25, 2, 12, 34, 41, 57, 86, 70, 95, 100, 586, 101, 1000, 2002, 4289, 6005, 1204, 782, 378, 9044.

b) Read the following ordinal numerals:

1, 2, 3, 13, 5, 11, 20, 12, 4, 15, 50, 6, 16, 60, 7, 17, 70, 80, 90, 90, 100, 103, 1000, 2002.

Vocabulary

to introduce smb (to someone)	знайомити
family name	прізвище
first-year student	студент-першокурсник

Yaroslav the Wise
National Law Academy of
Ukraine
law
department
favourite
subject
state
lecture
seminar
practical classes
hostel
to be (was, were; been)
--married
--single
--fond of
different
far
large
foreign
activity
judicial body
security

Національна юридична
академія України імені
Ярослава Мудрого
закон, право
факультет, відділення
улюблений
предмет, дисципліна
держава
лекція
семинар
практичні заняття
гуртожиток
бути, існувати
бути одруженим
бути неодруженим
подобатися
різний
далекий
великий
іноземний
діяльність
судовий орган
безпека

Text

Let me introduce myself

Let me introduce myself. My name is Andrew. My family name is Kovalenko. I am 17. I am from Ukraine. I am not married, I am single. I'm a first-year student of Yaroslav the Wise National Law Academy of Ukraine. My friend Oleg and I are students of Prosecutor's department. Theory of the State and Law is our favourite subject. Besides it we study many different subjects such as History of Ukraine, History of Foreign states, Structure of judicial bodies, Economics, foreign languages and others. We have lectures, seminars, and practical classes.

My group is large. We are 25. We are good friends. Many students live in a hostel not far from the Academy. I live there too. I am fond of modern music and volley-ball.

Questions

1. What is the boy's name?
2. How old is Andrew?
3. Is he a student?
4. What department is he a student of?
5. What is Andrew's favourite subject?
6. What other subjects does he study?
7. Is his group small?
8. How many students are there?
9. Are they good friends?
10. Where does Andrew live?
11. Is he fond of modern music?

XI. Fill in the gaps with articles if necessary:

1. They have... class in... German in... room 215.
2. All... students of... group are present today.
3. We are all... students of... group number eight.
4. I'm... student. I'm... first- year student at... National Law Academy of... Ukraine.
5. Are they... first- year students too?
6. She is not... teacher, she is... lawyer.
7. This young man is... talented prosecutor.
8. This is... easy text.
9. What... subjects do you study in... first- year?
10. Oleg, open... book at... page 15 and read... first passage of... text.

XII. Write the plural:

language ...	knife ...
watch ...	woman ...
flower ...	address ...
man ...	tooth ...
country ...	leaf ...
child ...	holiday ...

XIII. Put in *am, is or are*:

1. I... not tired.
2. This case... very difficult.
3. The weather... very nice today.
4. Look! There... Oleg.

5. These subjects.. very interesting.
6. My brother and I... good tennis players.
7. Ann... at home but her children... at the academy.
8. I... a student. My sister... an investigator.
9. Mr. Kovalenko's son... 17 years old.
10. These examinations... not difficult.

XIV. Write positive or negative sentences. Use *am / am not, is / isn't, are / aren't*:

1. The National Law Academy / in Kharkiv.
2. I / a student / of the University.
3. My brother / a policeman.
4. I / single.
5. We / fond of mathematics.
6. My friend Oleg / 30 years old.
7. You / teacher.

XV. a) Give orders for your partners to perform them:

Open the text- book and read text 1. Translate it. Close the text-book and answer my questions. Memorize these new words. Make up sentences with them. Thank you.

b) Express your negative attitude to the actions. Use the word- combinations from the sentences above.

Pattern: Don't open the text- book!

XVI. a) Make sentences using the following table:

Sherlock Holmes		a		outstanding		detective
Conan Doyle				famous		detective story
Agatha Christie		is		well — known		writer
Poirot				English		author of spy novels
Megre		an		French		lawyer
Jan Flemming				Russian		
Anatoly Conie						

b) Write down questions to the sentences above.

XVII. Insert the missing possessives pronouns:

1. Tell me, isn't that ... girl-friend over there? Oh, no, she isn't ... friend, she is

2. Don't take this book. It is not ... book, it is
3. Have you got a pencil? Kate has got no pencil to write with. Give her
4. Tell him not to forget ... ticket.
5. Take ... English magazines and give me....
6. Isn't that ... composition? Yes, it is
7. Don't come, ... sister is ill.
8. ... answers are good.

XVIII. Transform the following statements according to the given pattern.

Pattern: He is *my friend*. — He is *a friend of mine*.

1. This is my text-book.
2. Let me introduce my parents to you.
3. Kate is his distant relative.
4. Their great friend is an investigator.
5. Our son is a first-year student at the National Law Academy.
6. It is my habit to get up early.
7. It is his favourite expression.
8. Is Helen your niece?
9. He is our colleague.
10. It is her idea.

XIX. Fill in the gaps with self-forms.

1. Let him introduce
2. Helen! Do this exercise ... and let Peter and Bob do it ... too.
3. Let's translate these articles, they are not difficult at all.
4. Don't go out today. It's very cold. Let Kate buy a present for her friend....
5. Mother, let me take the book to the library
6. Go there
7. They know it
8. Let me speak with the child
9. Let her do her homework

XX. Put in *at, to, by, in, from, or*:

My name's Ken Tandey and I live ... Manchester. I'm a student ... Manchester College of Arts. I live ... a hostel some miles ... the centre of town. I usually go ... college ... bus, but sometimes I go ... car. It

takes about half an hour. ... the weekend I usually stay ... my room and work. I like talking ... the other students and we sometimes go ... a disco, but I usually stay at home and study.

XXI. Read the following:

a) ordinal numerals:

1, 5, 2, 4, 11, 40, 6, 16, 60, 90, 75, 80, 59, 1000, 2000;

b) cardinal numerals:

3, 8, 10, 2, 17, 21, 34, 45, 63, 76, 100, 232, 2002.

XXII. a) Do you know that ...?

Дату можна записати різними способами.

Наприклад: 8 th September, 2002	September 8 th , 2002
8 September 2002	September 8 2002
8.9.2002	8/9/2002

Зверніть увагу на те, як вимовляються дати:

March 1 st вимовляється:	March the first або: the first of March
April 16 вимовляється:	April the sixteenth або: the sixteenth of April

У хронологічних датах слово *hundred* часто випадає:

1996 вимовляється: Nineteen — ninety — six

У хронологічних датах третього тисячоліття можливі різні варіанти:

2002 вимовляється: two — thousand and two

2015 вимовляється: Twenty — fifteen.

Від 2001 до 2009 вимовляється two — thousand ..., щоб запобігти непорозумінню.

b) Read the following dates:

5. I — 1946; 8. III — 1950; 22. IX — 1976; 11. XX — 1981; 23. VIII — 1959;
24. VI — 1965; 13. X — 1986; 7. I — 2002.

XXIII. a) Try to memorize:

Greetings and Words of Parting — Привітання і прощання

Good morning!	Доброго ранку!
Good afternoon!	Добрий день!
Good evening!	Добрий вечір!
Hello (Br.), hi (Am.)!	Привіт!

Goodbye, bye!

Take care!

See you later!

See you tomorrow!

Good night!

Nice meeting you.

До побачення!

Будьте здорові!

Побачимось пізніше!

До завтра!

На добраніч!

Приємно (було) побачитися.

b) Read and translate:

Dialogues

1

A — Good morning! How are you?

B — Fine, thanks. And how are you?

A — I am OK too, thank you.

2

A — Let me introduce Mr. Grey to you.

B — How do you do, Mr. Grey? Glad to meet you.

G — How do you do, Mr. Baker. Pleased to know you.

3

A — Hi, John! How are you getting on?

J — Morning, Alex! I'm very well, thank you and what about you?

A — Life is going its usual way. And how is Helen?

J — She is all right. Sorry, but I must go. See you later.

A — Goodbye!

c) Use greetings and words of parting in your dialogues.

XXIV. It's interesting to know...

1. Greetings

Greeting people in a foreign language is not so simple as it may seem. To express greetings, say "Hello!" to a friend, "How do you do" when introduced (it is very formal), "Good morning!", "Good afternoon!", and "Good evening" on coming to see or leaving people.

Do not say "Good day!" This expression is quite common in Ukrainian, Russian, French or German, but not so common in English, it is used only sometimes by country people instead of "Goodbye." To answer greetings use: "Hello!", "Good morning!", "Good afternoon!", "Good evening!"

When taking leave, just say: "Goodbye!", "Good morning!", "Good afternoon!", "Good evening!". Among friends common part-

ing words are “Bye — bye”, “So long”, “Cheerio”. “Good night” is the same as the Ukrainian “На добраніч!”. It is not a greeting.

Say “Good morning” from 12 o'clock midnight (p. m.) till 12 o'clock midday (a. m.); a. m. is a short form for the Latin words “ante meridiem”, meaning “before noon”. The hours from midnight till midday are a. m..

The hours from midday till midnight are p. m.; p. m. is a short form for the Latin words “post meridiem”, meaning “after noon”. Say “Good afternoon” from 12 o'clock a. m. till 6 o'clock p. m.. Say “Good evening” from 6 o'clock p. m..

2. Introducing people

There are many various rules of introduction. It's necessary to know them. Remember the following rules of introduction:

- 1) introduce man to woman;
- 2) introduce young people to older ones;
- 3) introduce old friend to newcomers;
- 4) introduce a young girl to a married woman.

The most simple form of introduction is the pronouncing of the two names:

Man to Man

“Mr. Walters, Mr. Jordan”

“Mr. Walters, would you meet Mr. Jordan”

Man to Woman

“ Miss Blake, Mr. Jordan”

“Miss Blake, this is Jack Jordan”

“Miss Blake, would you meet my assistant Jack Jordan”.

Use such responses to introduction: “How do you do”, it's greeting and not a question. Use “I am glad to meet you”, “Happy to meet you” or just “Hello” as a response to an introduction. It is very good to add the name of the person introduced: “I am very happy to meet you, Mr. White” or “(I am) glad to see you Mr. Blake”.

Always stand when introduced, ladies may remain seated.

XXV. Role — play the following situations:

I. You are a teacher of English. Introduce British tourists (a man, a woman, a young girl) attending the lesson to your students.

2. The students of your group introduce themselves to British students arriving to the National Law Academy.

3. You are a teacher of English, tell your students about the rules of introducing people in English, ask students to illustrate your rules with examples.

4. You are a guide, introduce people to one another.

Memorize this proverb:

A friend in need is a friend indeed. — Друзі пізнаються у біді.

Lesson 2

Text: Meet my family and my friends

Dialogues: Gratitude. Apologies. Requests. Refusal.

Grammar: Типи дієслів (сміслові, допоміжні та дієслова-зв'язки). Дієслова *to have, to do*. Present, Past, Future Simple в активному стані. Типи питань. Безособові речення типу “*It is September*”

Exercises

I. Read and comment on the rules of reading:

meet, parents, my, more, besides, girl, lawyer, wife, hair, dark, life, uncle, teacher, like, work, much, friend, time, view, glad, true, jurist.

II. Use the Possessive form:

Example: The new office of lawyers. — The lawyers' new office.

1. The father of James. 2. The books of his grandchildren. 3. The name of her sister-in-law. 4. The surname of Helen and Peter. 5. The parents of John. 6. The brother of this boy. 7. The children of these women. 8. The profession of these men. 9. The birthday of my step-father. 10. The interval of two weeks.

III. a) Match the following English words with their Ukrainian equivalents:

a granddaughter

a grandson

a nephew ['nevju:], ['nefju:]

a niece [ni:s]

a step-mother

a step-father

свекор, тесть

невістка, зовиця

онука

свекруха, теща

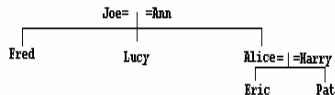
шурин, зять, дивер

невістка

a father-in-law	далекий родич
a mother-in-law	онук
a brother-in-law	зять
a sister-in-law	племінник
a daughter-in-law	мачуха
a son-in-law	племінниця
a distant relative	вітчим

b) Read and translate this text. Pay attention to the genealogical (family) tree:

Joe's wife's name is Ann. Joe and Ann have three children: two daughters and a son. Their daughter's names are Alice and Lucy, and their son's name is Fred. Fred and Lucy are not married. Alice's husband's name is Harry. Harry and Alice have got two children: a boy and a girl. Their daughter's name is Pat and their son's name is Eric.



c) Speak about your family and make up your genealogical tree.

IV. Put in *have (has)* or *do (does)*:

1. I ... a family. 2. Andrew ... a friend. 3. They ... interesting work. 4. Ann ... it with pleasure. 5. They ... many sons. 6. He ... a dog. 7. My mother ... a lot of useful things.

V. What have Ann and Jim got? What have you got? Look at the information and write sentences about Ann, Jim and yourself.

	Ann(he)	Jim(he)	You?
brothers/sisters	no	yes	?
black hair	no	no	?
an English dictionary	yes	no	?
an exercise book	no	yes	?
a lot of friends	no	yes	?
relatives	yes	yes	?
a car	no	no	?

Pattern: 1. Ann has got two brothers (*or* she hasn't got sisters), etc.

VI. Write questions:

- (you/ a family?) Have you got a family?
- (you/ a passport?) _____
- (your father/ a car?) _____
- (Oleg/ many friends?) _____
- (Mr. and Mrs. Kovalenko/ any children?) _____
- (how much money/ you?) _____
- (what classes/ Andrew?) _____

VII. Insert *do or does*:

1. ... you like English grammar? 2. ... your friend like it? 3. ... they come in time? 4. ... she find good excuses when she is late? 5. ... he begin with the very first stages of law administration? 6. ... they do all their best to study well? 7. ... you descend from a lawyer's family? 8. ... Oleg speak English?

VIII. Ask questions to the italicized words:

Pattern: I have got *a key*. — *What* have I got?

1. *He* likes his job. 2. They live *near the city centre*. 3. She enjoys *her holiday*. 4. *You are married*. 5. We like to *buy new books*. 6. She often goes to *Kyiv*. 7. The students *work hard at English classes*.

IX. Answer these tail-questions:

Pattern: Helen's daughter is just out of school, isn't she?

- No, she isn't. She is still a schoolgirl.

1. His father isn't a pensioner, is he? 2. They have got twins, haven't they? 3. You are not yet 21, are you? 4. Kate and Jane are of the same age, aren't they? 5. Their grandmother is still full of life and energy, isn't she? 6. You have got an older sister, haven't you? 7. Andrew's parents are not old at all, are they? 8. Your mother is six years your father's junior, isn't she? 9. You are four in the family, aren't you? 10. He is a lawyer by profession, isn't he?

X. Put the verbs in brackets into *Present Simple*:

1. My uncle usually ... newspapers in the evening (to read). 2. As a rule, I ... my parents on week-end (to visit). 3. Our family usually ... out of town on Sundays (to go). 4. How old ... your father (to be)?

5. She ... late for the lectures (to be). 6. We ... compositions (to write).
7. They ... at the Academy (to meet).

XI. Read the verbs in Past Simple; give their infinitive:

studied, carried, entered, graduated, received, appointed, published, married, worked, played, presented, reversed, proposed, fitted, resulted, described, discovered, invited, elected, explained, depicted, arranged.

XII. a) Memorize the following irregular verbs:

<i>Infinitive</i>	<i>Past Simple</i>	<i>Participle II</i>
to be	was, were	been
to begin	began	begun
to bring	brought	brought
to buy	bought	bought
to come	came	come
to do	did	done
to drink	drank	drunk
to eat	ate	eaten
to get	got	got
to give	gave	given
to go	went	gone
to have	had	had
to learn	learnt(learned)	learnt(learned)
to read	read[red]	read[red]
to see	saw	seen
to speak	spoke	spoken
to write	wrote	written

b) Write the verbs in Past Simple:

look, go, get, read, live, have, do, play, come, work, be, help, spend, give.

XIII. a) Make up sentences using this table:

I	read this article	yesterday
He	finished school	last week
She	entered the Academy	last year
We	studied Latin	in June
You	went to the seaside	in 2001
They	made a report	three days ago

b) You are a detective. Interview a suspect (підозрюваний): ask where he was yesterday; what he did in the morning (in the afternoon, in the evening); if he went out; if he had witnesses (свідки), etc.

XIV. Make up sentences according to the pattern.

Pattern: I'll visit my friend on Sunday.

I	shall	visit my friend	tomorrow
He	shan't	study Spanish	next week
She	will	watch TV	on Sunday
We	won't	have a festive dinner	next year
You		write a letter	in the morning
They		sing a song	

XV. a) Write sentences with I think ... using the Future Simple.

- (Diana / pass the exam) I think Diana will pass the exam. _____
 - (Jack / win the game) _____
 - (Olga / like her present) _____
 - (the weather / be nice tomorrow) _____
- b) Now write two sentences with I don't think...**
- (they / get married) I don't think ... _____
 - (I / be at home this evening) _____

Vocabulary

to meet (met; met)	1) зустрічати (-ся); збиратися; 2) знайомитися
region	область
parents	батьки
brother	брат
sister	сестра
relatives	родичі
aunt	тітка
uncle	дядько
cousin	двоюрідний брат; двоюрідна сестра
besides	крім того
thus	так, таким чином
to have (had; had)	мати
to have got	мати
elder	старіший, старший
younger	молодший
senior	старший

junior	молодший
to follow	1) наслідувати; переслідувати; 3) займатися
to follow in one's footsteps	наслідувати будь-кого
lawyer	юрист; адвокат
legal adviser	юрисконсульт
civil law	цивільне право
private firm	приватна фірма
field	галузь
lovely	вродливий, гарний
hair	волосся
dark	темний
eyes	очі
pensioner	пенсіонер
to help	допомагати
to spend (spent; spent)	витрачати
a lot of	багато
common	загальний; спільний
view	погляд; думка
to be glad	бути задоволеним
true	вірний; справжній; правдивий; дійсний

Text

Meet my family and my friends

My family lives in the village of Danylivka, Kharkiv region. My parents have two more kids besides me. Thus I have got an elder brother Artem and a younger sister Olga. My sister is a schoolgirl. She is 14. My brother is seven years my senior. So he is 24 years old. Artem is a lawyer by profession. I'll follow in my brother's footsteps. He works as a legal adviser in one of the private firms. Artem is married. His wife is a lawyer in the field of civil law. They have a daughter. She is a lovely little kid with golden hair and dark blue eyes.

My parents are not old at all. Daddy is 45 and Mum is three years his junior. My father is a doctor and my mother is a teacher. They like their work very much.

My grandparents are already pensioners, but they are still full of life and energy. I have many relatives — aunts, uncles, cousins.

I have many friends. But Oleg is my best friend who helps me with my studies. I spend a lot of time with him. We have common interests and views. I am glad to have a true friend.

Questions

1. Where does Andrew's family live?
2. How many children do his parents have?
3. Has Andrew got any brothers or sisters?
4. How old is his sister? his brother?
5. Will Andrew follow in his father's or his brother's footsteps?
6. What does Artem do?
7. Where does he work?
8. Is Artem married?
9. What is his wife?
10. Has Artem got a daughter or son?
11. How old are Andrew's parents?
12. Do they work?
13. Has Andrew got any other relatives?
14. Who is Andrew's best friend?
15. Do you have a true friend? Speak about him (her).

XVI. Give definitions of the following words:

Pattern: niece — My brother's (sister's) daughter is my niece.

Parents, grandparents, grandmother, grandfather, mother-in-law, father-in-law, brother-in-law, sister-in-law, nephew, cousin, step-mother, step-father, step-sister, step-brother, aunt, uncle.

XVII. a) Fill in the blanks with the appropriate form of the verbs *to be* or *to have*:

A letter from England

Dear Ann,

Thank you for your kind letter. I ... very pleased ... a letter from you, and to know that you and your husband ... well.

Today I ... free and ... time to write letters to my friends and relatives. My brother's children, three nice boys, ... at school now and it ... quiet in the house.

The news from home ... that I ... now a "grand-aunt", as my niece ... a baby now, a little daughter. Her name ... Elizabeth, Liz for short.

She ... a little darling and they ... all very charmed with her. We ... glad ... a baby in the family. My niece's husband ... not in London. He ... a nice house not far from Edinburgh and my sister's family ... there with him. I ... some little presents for my "grand-niece".

How... your children? Where... your son now ?... he still abroad ?
He... married, ... he ? ... you any grandchildren ?

Please, write to me as often as possible. I ... always glad to hear from you.
Remember me to your people at home.
Love from Jane.

b) Write a letter to your relatives (friends) about your student's life.

XXIII. Answer the alternative questions:

1. Is your father a worker or an employee?
2. Is your mother older or younger than your father?
3. Are you a professor or a student?
4. Do you study at the University or at the Academy?
5. Is your friend a good or a bad student ?
6. Is this student in class or at home?
7. Do you prefer to study English or French?

XIX. Give short affirmative or negative answers to the following questions:

1. Is she a fourth-year student?
2. Does he have many classes a day?
3. Do you read many English books?
4. Need I say anything to that?
5. Does she know any student of the group?
6. Do they walk to the Academy?
7. Do you make many mistakes in your dictation?
8. Does he live in city?

XX. Make the following sentences negative:

Example: His father works at the British Embassy. — His father *doesn't work* at the British Embassy.

1. You know the answer.
2. Andrew is a second-year student.
3. He descends from an engineer's family.
4. His mother is a lawyer.
5. I take a liking to my parents' profession.

6. They are much interested in mathematics.
7. Your decision was a surprise for your relatives.
8. She works very hard.

XXI. a) Ask your partners to answer these questions:

1. How many are you in the family?
2. What are your parents?
3. How many brothers and sisters have you?
4. What is your sister's (brother's) name?
5. What is your sister's (brother's) occupation?
6. Your aunt is a lawyer by profession, isn't she?
7. What is your friend's full name?
8. How old are you?
9. How old is your friend?
10. Is he (she) your senior or junior?
11. How many years is he (she) your senior (junior)?
12. You have a large family, haven't you?
13. You are not married, are you?
14. Is your grandfather a pensioner?
15. How many cousins have you?
16. Are you fond of all of them?
17. Are you twins with your sister (brother)?

b) Ask questions about your relatives and their professions, use different types of questions (general, special, alternative and disjunctive).

XXII. Put the verbs in brackets into Present, Past, Future Simple:

1. My parents ... full of energy (to be). 2. Oleg ... from the town of Poltava (to come). 3. We ... successfully our entrance examinations (to pass). 4. The students ... to pass well their first examination session (to try). 5. Our relatives ... me last month (to visit). 6. We ... good lawyers as we ... hard (to become, to work). 7. His brother ... from the National Law Academy last year (to graduate). 8. We usually ... TV in the evening (to watch). 9. They ... next Sunday with their friends (to spend). 10. She ... her place early yesterday (not to leave).

XXIII. a) Ask the questions to have the following answers:

Pattern: It is September. — *What month is it?*

1. It is the twelfth of September.
2. It is Friday.

3. It was in 2001.
4. It's five o'clock by my watch.

b) Answer the following questions:**Pattern:** What's the first month of the year? — *It's January.*

1. What's the second season of the year?
2. What's the third day of the week?
3. What's the last day of the week?
4. What's the fourth month of the year?
5. What's the time?

XXIV. Read and act out the following dialogue:

- I say, Halina, come over one evening and have supper with us if you're not too busy. I'll introduce you to my family.

- Is your family large?

- Yes, our family is quite a big one. There are 6 of us. I have a mother, a father, two brothers and a granny.

- Do your brothers look like you?

- Yes, we're all very much alike. We're all dark-haired and black-eyed. Nick, my elder brother, is very tall, like our father.

- Are they married?

- The younger one is still single and lives with my parents. And my elder brother Nick is married and he has 2 children. My nephew is 5 and my niece is 3.

- Does your sister-in-law work?

- No, she's a housewife at present. She looks after the house and the children.

- What does your brother do?

- He works as a lawyer.

XXV. a) Remember these formulas of politeness:**Gratitude — Подяка**

Thank you (so) very much. — Велике спасибі.

Many thanks. — Велике спасибі.

I'm grateful/obliged/ to you for... — Я вам вдячний за

You are very kind. — Це дуже люб'язно з вашого боку.

Thank you for your hospitality. — Дякую за гостинність.

Apologies — Пробачення

Excuse me, — Вибачте, що я...

- I'm late — спізнився(-лась)

- I kept you waiting — змусив вас чекати

- for breaking into your conversation — втручаюсь у вашу розмову

I didn't mean to offend you. — Я не хотів(-ла) вас образити.

That was my fault. — Це моя провина.

Requests - Прохання

May I		- come in ?	— Дозвольте		— увійти?
		- sit here ?			— тут сісти ?

Could you help me, please? — Чи не могли б ви мені допомогти?

May I ask a favour of you ? — Чи можна вас попросити про послугу?

Refusal. Denial — Відмова. Заперечення

No, thank you. — Ні, дякую.

No, I cannot. I am sorry. — Ні, на жаль, я не можу.

Nothing of the kind! — Нічого подібного!

On the contrary! — Навпаки!

I don't want to ... — Я відмовляюсь...

Excuse me, but I have things to do. — Вибачте, але в мене справи.

b) Read and translate the dialogue with the expressions above:

K. — Here we are at home at last. Please, come in, dear friends. Take your seats here. Make yourselves comfortable.

L. — Thank you for your hospitality.

K. — Do you like your tea strong, Shirley? What about you, Lucy? Milk or cream with y o your tea?

Sh. — No, thank you. I'd like my strong tea without cream.

K. — That's OK. Help yourselves, dear friends.

L. — The pie is wonderful! Fantastic! I have ever eaten nothing of the kind.

K. — Have another slice, please. More tea, Shirley? Sugar? One, two lumps?

Sh. — No, thank you. We are grateful to you for this invitation. And where is your fam f family?

K. — My husband is at his lawyer's office and my daughter is at the Academy, she is a first-year student of the National Law Academy.

L. — Does your daughter resemble you?

K. — No, she doesn't. On the contrary! She is the very image of her father. This is a photo of my family.

Sh. -Your husband is a handsome man and your daughter is a pretty girl. So, you have a good family.

L. — Excuse us, but we have things to do. Thank you for the warm reception.

K. — Don't mention it. I'd be glad to see you again.

XXVI. Read and role-play:

Teacher: Good afternoon!

Students: Good afternoon!

T: Let's begin our lesson. I hope you are ready for it. Dear friends, today let's practise making up orders and requests in English. The verb "let" is used while addressing the first and third persons, for example, "Let us read this text", "Let him speak louder".

Olga: As far as I remember, this expression is used in making introduction, for example, "Let me introduce myself"?

T: You are quite right, Olga. This expression is used in self-introduction and introduction of other people as well, for instance, "Let me introduce my friend to you."

Use also in this case the formula: "Would you meet my friend, please."

O: What are the formulas used as thanks?

T: To thank somebody, say: "Thank you!", "Thank you very much!", "Thanks!", "Thanks a lot!". The answer is: "You are welcome", "Don't mention it", "Not at all", but never "Please". Do not use "please" as an answer to "thank you".

To express apology, use: "Pardon", "Sorry", "I beg your pardon", "I am sorry", "I am so sorry", "Excuse me". To answer apology, use: "That's all right", "It's all right".

Use "please" only in polite requests: "May I have a glass of water, please?"

"May I take a cigarette, please?"

The answer is: "Here you are!", "Certainly", "Of course", "You are welcome", "Help yourself" but never "please". "Please" is used only in the phrases: "By all means, please, do" or "Please, take one".

XXVII. Look at this table and say what you are like (what your friend is like).

Start with "I am rather.." or "My friend is..".

<i>General appearance:</i> fair, dark, pretty, good — looking, handsome, plain, ugly		
<i>Height:</i>	tall, medium-height, short	
<i>Size:</i>	big, small, fat, thin, slim	
<i>Hair colour:</i>	blonde, fair, dark, red, grey, brown	
<i>Hair style:</i>	short, long, straight, wavy, curly	
<i>Eyes:</i>	blue, brown, grey, green	
<i>Other features:</i>	beard, moustache, glasses.	
<i>Health:</i>	healthy	unhealthy
	all right	unwell
<i>Manners:</i>	polite	rude
	pleasant	unpleasant
<i>At work:</i>	hard working	lazy
<i>In life:</i>	lucky	unlucky

XXVIII. Role-play the following situations:

1. You have a photo of your family. Describe each member of it: name, age, appearance, occupation, your attitude, etc.

2. You are a sociologist, fill in the card after you interview some passers-by. Ask each of them how old he is? (his wife? his children?) Make notes in the card, indicate the differences between the ages (younger or elder).

3. Make the genealogical tree of your family. Your fiancé (fiancée) is eager to know about your family. Talk to him (her) about your family using the tree.

Memorize these proverbs and sayings:

Like father, like son. — Яблуко від яблуні далеко не падає.

Little children, little sorrow; big children, big sorrow. — Мали діти — малий клопіт; великі діти — великий клопіт.

East or West, home is best. — В гостях — добре, а вдома — краще.
An Englishman's home is his castle. — Дім англійця — його фортеця.
Old friends and old wine are best. — Старий друг краще нових двох.
A man is known by the company he keeps. — Скажи мені, хто твій друг, і я скажу, хто ти.

Lesson 3

Text: Biography of a student

Dialogues: Agreement. Disagreement. Regrets

Grammar: Неозначені займенники та їх похідні. Зворот *there+be*. Поняття про безособову форму дієслова. Дієприкметник. Participle I у функції означення. Present, Past, Future Continuous в активному стані.

Exercises

I. Answer the questions:

1. What's the date today?
2. What day is it today?
3. What days are your English classes?
4. When were you born? (your parents? your relatives? your friends?)

II. Consult a dictionary and write down the transcription of the following words. Practise their pronunciation:

legal profession, judge, prosecutor, notary, law-maker, jurisprudence, disclosing of crime, competition, despair, law administration, duty, luck, successfully, entrance examinations, first of all, resolution, knowledge, thorough, courage, science, scientist, pattern, adherence, honesty, conscientious, fascinating, pursuit, need, must, descend, mother tongue, belong.

III. Put in *there is / there isn't / is there? // there are / there aren't / are there?*

Pattern: Dunford is a very modern town. *There aren't* many old buildings.

1. Look! ... a photograph of my brother in the newspaper!
2. Excuse me, ... a restaurant near here?
3. ... five persons in my family: my parents, my two sisters and me.
4. How many students... in your group?
5. Where can we sit? ... any chairs.
6. ... a bus from the city centre to the academy?
7. ... any letters for me today?
8. ... seven days in a week.

IV. a) Memorize the Indefinite pronouns and their derivatives:

Стверджувальне речення	<i>some</i> деякий, декілька	<i>somebody</i> хтось, хто-небудь	<i>someone</i> хтось, хто-небудь	<i>something</i> щось, що-небудь
Питальне або заперечне речення	<i>any</i>	<i>anybody</i>	<i>anyone</i>	<i>anything</i>
Заперечне речення	<i>no</i>	<i>nobody</i> ніхто	<i>no one</i> ніхто	<i>nothing</i> ніщо

b) Insert the Indefinite pronouns or their derivatives. Use all possible forms:

1. I see... at the window. 2. Is there... new? 3. There is... in the next room who wants to speak to you. 4. ... knows about it. 5. Will you give me ... to eat, I am hungry. 6. If ... calls while I am out, ask him to wait. 7. If there is ... else you want, please let me know. 8. Let me know if ... happens. 9. I know ... about your town. Tell me ... about it. 10. I can see.... It is too dark here. 11. ... of them speak English well. 12. Is there ... in your group who lives in the hostel? 13. ...can answer this question. It is too difficult. 14. The room is empty. ... is in. 15. Do ... can help him?

V. Write sentences with *there are....* Choose the right number: 7, 9, 11, 26, 30, 50.

Pattern: There are *seven* days in a week.

1. (days / a week)
2. (states / the USA)
3. (players / a football team)
4. (planets / the solar system)
5. (letters / the English alphabet)
6. (days / September).

VI. a) Form Participle I and translate:

Pattern: to go — going; to take — taking.

to answer, to study, to sit, to believe, to develop, to choose, to close, to enter, to explain, to deliver, to talk, to gain, to join, to belong, to pass, to help, to descend, to try, to begin, to do, to fulfil.

b) Translate the Participles I. Give the corresponding Infinitives: coming, deciding, beginning, fulfilling, having, despairing, belonging, descending, fascinating, disclosing, taking.

VII. Point out Participle I in the following proverbs, determine its function.

Give the Ukrainian equivalents of these proverbs.

1. No living man all things can.
2. The tongue ever turns to the aching tooth.
3. Let sleeping dogs lie.
4. Coming events cast their shadows before (them).
5. Rats desert a sinking ship.
6. A man without a smiling face must not open a shop.
7. Nothing is impossible to a willing heart.

VIII. a) What's happening at the moment? Write true sentences.

Pattern: (it / rain) — It is raining.

1. (I / read / an English newspaper) — ...
2. (You / go / home) — ...
3. (He / sit / on a chair) — ...
4. (She / not write / a letter) — ...
5. (We / learn / English) — ...
6. (The professor / deliver / a lecture) — ...
7. (They / write / their term papers) — ...
8. (We / listen / to our teacher) — ...

b) Ask the questions:

Pattern: (what / you / do?) — What are you doing?

1. (what / your partner / read?) — ...
2. (you / not watch / TV?) — ...
3. (she / write / a test-paper?) — ...
4. (why / you / not answer / the teacher's question?) — ...
5. (we / study / today?) — ...
6. (it / rain?) — ...
7. (that clock / work?) — ...
8. (the students / make up / questions?) — ...

IX. a) Comment on the use of Past Continuous; ask general and special questions about these sentences:

1. My granny was sewing in the drawing-room when I returned home. 2. The students were working in the language laboratory all

evening yesterday. 3. We were preparing for the examination from five till six. 4. At eight o'clock yesterday he was watching a TV-programme. 5. My brother was swimming and diving in the Black Sea all summer. 6. I was waiting for a friend of mine at 5 o'clock sharp.

b) Make the following sentences complete using Past Continuous in the second part of each sentence.

1. While I was speaking to the dean my friend... 2. When I called on him he... 3. When my daughter came into the kitchen I... 4. What was Oleg doing while Andrew...? 5. While I was writing on the blackboard Olga... 6. When I rang him up in the evening he....

X. a) Put the verbs in brackets into Future Continuous.

1. My cousin (to stay) at my place for a few days.
2. We (to approach) Kyiv tomorrow morning.
3. Our children (to sleep) when we return home.
4. What (to do) you at 7 o'clock?

b) Transform the following into politer questions about future intentions by using Future Continuous.

Pattern: 1. When *are you going to have* your next lesson? — When *will you be having* your next lesson?

2. *Is he going to meet* us at the station? — *Will he be meeting* us at the station?

1. Are you going to stay here long? 2. When are you coming again? 3. When are you going to post your letters? 4. When are you going back to the University? 5. Are you going to visit him tomorrow?

XI. Read and translate these sentences. Explain the use of tense-forms.

1. I'll try to do the translation if you give me a dictionary. 2. She will be glad if you accept her invitation. 3. When my wife is ready, we'll join you. 4. It'll be difficult to find the way to the station when it gets dark. 5. You will forget the words if you don't review them regularly. 6. They will understand you if you do not speak fast. 7. It will be impossible for us to get into the hall when the lecture begins. It'll be full of people. 8. It'll take you less time if you go by car.

Vocabulary

to belong

1) належати;

2) бути родом з...

mother tongue

рідна мова

to descend from	походити з...
judge	суддя
to be proud of	пишатися
legal profession	професія юриста
prosecutor	прокурор, повірений
Prosecutor's Training Institute	Інститут з підготовки кадрів для органів прокуратури
notary	нотаріус
scientist	вчений
science	наука
law-maker	законодавець
take (took, taken)	брати
take a liking to...	відчувати симпатію до...
pattern	зразок, приклад
adherence	1) вірність; 2) суворе дотримання (принципів)
honesty	чесність
industrious	працьовитий, працелюбний
energetic	енергійний
outgoing	чуйний
respectable	гідний, заслуговуючий поваги
reliable	надійний
to be interested in	цікавитися
jurisprudence	юриспруденція; правознавство
disclosing of crime	розкриття злочину
fascinating pursuit	захоплююче заняття (справа)
need	1. <i>v</i> вимагати; мати потребу; 2. <i>n</i> потреба
must	бути зобов'язаним
thorough knowledge	глибокі знання
various	різноманітний
branch	галузь; гілка
courage	хоробрість, сміливість
resolution	рішучість, твердість характеру
riskiness	ризикованість
first of all	передусім, насамперед
to decide	вирішувати

to try	1) намагатися; 2) випробувати; 3) судити
to enter <i>smith</i> situated	вступати до... розташований
to begin (began; begun)	починати
to do (did; done)	робити
to do one's best	робити все можливе
to be carried away	бути захопленим
to fulfil a duty	виконувати обов'язок
to come (came; come)	приходити
to have luck	пошастити, поталанити
to pass successfully	скласти успішно
entrance examinations	вступні іспити

Text

Biography of a student

Oleg Shevchenko is a first-year student at the Prosecutors' Training Institute of the National Law Academy of Ukraine. He is nineteen years old and comes from the town of Poltava. All his relatives live there. His mother tongue is Ukrainian.

Oleg descends from a lawyer's family. His mother is a judge and his father works as an investigator at the Prosecutor's Office. All Oleg's distant relatives are in a legal profession. They are legal practitioners: judges, investigators, prosecutors, legal advisers, notaries, criminal experts.

Oleg always took a liking to his parent's profession. He is proud of his parents. They are industrious, energetic, outgoing, honest, reliable and respectable people.

While Oleg was studying at school he was much interested in history, jurisprudence, literature and foreign languages. Sports and detective stories are his hobby.

Oleg wanted to become a lawyer as his parents. So, after finishing a secondary school he tried to enter the National Law Academy of Ukraine situated in Kharkiv.

Unfortunately, Oleg failed in his entrance examinations and returned home. He began working at the Prosecutor's Office in Poltava.

Oleg understood that he had made a true choice. The legal career became his dream and Oleg worked hard to realize it.

In a year he had luck at last. Oleg passed his entrance exams successfully and became a student at Yaroslav the Wise National Law Academy of Ukraine.

Oleg is doing his best to study well. During five years of study he will be learning a lot of interesting and useful subjects to become a good specialist.

Questions:

1. Which year student is Oleg Shevchenko?
2. How old is he?
3. Where does Oleg study?
4. Where does he come from?
5. What is Oleg's mother tongue?
6. What family does Oleg descend from?
7. What is his mother? his father? his relatives?
8. What features of character do his parents have?
9. What subjects was Oleg interested in at school?
10. Why didn't he become a student of the National Law Academy?
11. What did Oleg do after his failure (невдача)?
12. Did Oleg pass successfully his entrance exams?

XII. Match the following word combinations:

entrance	office
mother	maker
lawyer's	the National Law Academy
prosecutor's	secretary
legal	constitutional duties
criminal	crimes
law-	tongue
disclosing of	successfully
to enter	profession
technical	family
to fulfil	expert
to pass	examinations

XIII. Complete the following sentences, using the information from the text:

1. Oleg Shevchenko is a ... student at 2. He comes from....
3. All his relatives 4. Oleg ... from a lawyer's family. 5. His mother

is... and his father works as 6. Some of Oleg's distant relatives are.... 7. He always... to his parent's profession. 8. Oleg's parents are the best pattern of.... 9. At school Oleg was much interested in.... 10. Oleg wanted to become 11. After finishing secondary school he... 12. Unfortunately, Oleg 13. Oleg began working at.... 14. He worked hard to.... 15. In a year Oleg passed ... and became....

XIV. Memorize these expressions:

a) Agreement — *Погодження*

Good. Fine. — Добре.
Of course. — Звичайно.
Certainly. — Звичайно.
I have no objection. — Не заперечую.
You are right. — Ви маєте рацію.
It's really so. — Це дійсно так.
That suits me. — Мені це влаштовує.

b) Disagreement — *Непогодження*

I don't agree with you. — Я не згоден з вами.
Nothing of the kind! — Нічого подібного!
On the contrary! — Навпаки!
You are mistaken. — Ви помиляєтесь.
You are wrong. — Ви помиляєтесь.

c) Regrets — *Жаль. Співчужання.*

I am sorry. — Шкода.
I am sorry about that. — Я дуже шкодую за цим.
Too bad. — Шкода.
I am very much distressed. — Мені дуже прикро.
I am very sad to hear that. — Я глибоко засмучений.
I very much regret what happened. — Я дуже шкодую про те, що трапилось.

XV. a) Express your agreement with the following statements using *certainly*, *it is really so*, *you are right*. Say the same about yourself, as in the example:

Example: Oleg has a small family. — Oh, certainly, he has a small family, I have a small family too.

1. Oleg Shevchenko has a lot of relatives on mother's and father's side. 2. Some of his aunts and uncles live in Poltava. 3. His mother works as a judge at the Prosecutor's Office. 4. All Oleg's distant rela-

tives are in a legal profession. 5. They are legal practitioners. 6. Sports and detective stories are his hobby. 7. He is very much interested in foreign languages.

b) Object to the following. Use the phrases: *Oh, no, it's not so, Nothing of the kind, I'm afraid you are wrong as in the example:*

Example: Andrew goes to school. — Oh, no, he doesn't go to school. (I'm afraid...)

1. Oleg works as an investigator. 2. He speaks English very well. 3. His brother wants to be a judge. 4. The friends are working at the library. 5. His parents live in a small village. 6. Oleg often visits his parents. 7. They usually pass successfully their examinations.

XVI. Complete the dialogues with the expressions of

a) Regrets (I am sorry, I'm very sad ..., too bad, etc.)

A — I say, Olga, where were you yesterday? I was ringing you up from 7 till 9 p. m.

O — ...

A — Were you working all the evening at the Institute's library?

O — No, I wasn't. The Institute's library was closed yesterday. ... that it doesn't work on Sundays. Andrew, what did you want to ask me?

A — I wanted to invite you to the concert.

O — That's very kind of you. Thank you very much.

b) Agreement (OK, It suits me, it'll be all right, yes quite).

— Hello. Is that Mr. Kovalenko? Shevchenko is speaking.

— Hello. How are you?

— Fine. Thanks. Pretty busy. How are you?

— OK. Can't complain.

— Glad to hear it. There is something I'd like to talk over with you.

How about having a chat early next week?

— When and where do we make it?

— Let's make it Monday morning at my office.

— Just a moment. ... Let me consult my diary... Yes, I guess... What time do you suggest?

— Let's make it 10 a. m. Will that suit you?

—

— Fine. I'll be looking forward to seeing you.

— See you on Monday. Goodbye.

— Goodbye.

XVII. Form questions according to the pattern and give answers (affirmative or negative).

Pattern: Is there anybody in the classroom? —

— Yes, there is somebody in the classroom.

— No, there isn't anybody in the classroom. (There is nobody in the classroom). at the blackboard?

Is there	anybody	in the room?
Do you see	anyone	in the library?
Do you know	anything	in the street?
		in the Prosecutor's department?
		in the classroom?
		on the table?
		in your bag?
		on the floor?
		on the ceiling?
		on the wall?
		in the bookcase?
		about the Law Academy?

XVIII. Complete the sentences with *some, any, no, something, anything, somebody (someone), anybody (anyone), nobody (no one), nothing, somewhere*.

1. Have you got... brothers or sisters? 2. I can pay. I've got... money. 3. Can you speak... foreign languages? 4. Do you know... about politics? 5. There isn't... in the box. 6. I can do this job alone. I don't need... to help me. 7. Would you like... to drink? 8. My brother is married but he's got... children. 9. He's always alone. He's got... friends. 10. Jack has a bad memory. He can't remember... 11. George has gone away... knows where he is. 12. Olga lives ... near Kyiv. 13. "What's wrong?" — "I've got ... in my eye." 14. "Do you know... in Kharkiv?" — "Yes, I've got a few friends there." 15. I want... to read. I'm going to buy a magazine.

XIX. Ask questions to which the given sentences are the answers:

1. My friend goes to his parents every week. Who...? 2. His sister always helps him with his exercises. Who...? Whose...? 3. I study at the National Law Academy. Where...? 4. There are 25 students in our group. How many...? 5. We are writing an English test-paper. What...? 6. The teacher is explaining new rules to the students. What rules...?

Who... to? 7. She was working hard all the evening yesterday. How...? 8. The students of the National Law Academy study English, German, French and Latin languages. Who...? What languages...? 9. We'll be working from 5 till 8 p. m. at the library. Who...? Where...? When...?

XX. Add question-tags to these sentences:

1. His brother has not got a car. 2. His sister has English lessons twice a week. 3. There are all modern conveniences in our hostel. 4. You must pay attention to your spelling. 5. He is a conscientious and respectable man. 6. Sports and detective stories are my hobby. 7. They are doing all their best to pass successfully all their exams.

XXI. Role-play this dialogue:

P. B. — Your name is George Scott, isn't it?
G. S. — Yes, it is really so. I am a notary. I live and work in New York. And what's your name?
P. B. — My name is Peter Brook. I am a legal adviser. I live and work in San Francisco.
G. S. — You are married, aren't you?
P. B. — Oh, yes. I am married and I've got two daughters.
G. S. — What a coincidence! I've got two daughters too: Helen and Mary. What are your daughters' names?
P. B. — They are Susan and Jane. Susan is ten years old and Jane is eight. They both go to a private school. Do your daughters go to school?
G. S. — Not yet! Helen is five years old and Mary is three.
P. B. — They are at home, aren't they?
G. S. — Certainly. My wife Joan doesn't work now. She runs the house and looks after the children.
P. B. — Is your wife in a legal profession too?
G. S. — You are mistaken, she is a designer. She adores her trade and dreams of going to her office again.
P. B. — It's only natural. Nowadays very few women are satisfied with being housewives. My wife whose name is Nancy is a teacher. She works at a college.
G. S. — Do you have any brothers or sisters?
P. B. — Unfortunately not. I am the only child in the family. I've got a cousin who lives in Chicago. We are on friendly terms.
G. S. — I have got a sister. She is much younger than I am. She lives with our parents in Los Angeles.

P. B. — Los Angeles is a beautiful city. My aunt lives there and I visit her from time to time.

G. S. — It's a long time since I went to Los Angeles.

P. B. — Too bad! (Шкода!)

XXII. a) Express surprise or disbelief using the word *really*:

Example: He is speaking English. — Is he *really* speaking English?
 1. This professor is teaching English. 2. He is writing English words. 3. The students are reading an English text. 4. We are looking at the teacher. 5. The teacher is speaking English. 6. The professor is delivering his lecture. 7. My friend is working at the library. 8. I am studying very hard. 9. The students are singing in the choir. 10. She is writing his term paper.

b) Object to the statements given below as in the example:

Example: We are studying French. — We are not studying French.
 1. The students are listening to their teacher. 2. I am sitting at my desk now. 3. They are writing English words. 4. She is reading an English text now. 5. I am teaching English. 6. My friend is speaking English. 7. He is writing his graduation thesis now. 8. The students are preparing for the meeting.

XXIII. Use the verbs in brackets in Present, Past, Future Continuous; explain the use of tense-forms.

1. I (to listen) to my favourite music when my friend came in and asked me to help him with the translation. 2. Don't you know what Peter (to do) at 7 o'clock tomorrow? 3. When I called on her, Mary (to lay) the table. 4. When I entered the assembly-hall the dean (to explain) the difference in the curriculum for full-time and part-time students. 5. What you (to do) now? 6. While some students (to record) the texts on tape the others (to answer) their homework. 7. While you are writing this exercise we (to prepare) our home-reading. 8. They (to wait) for you at 7 o'clock today. 9. I (to listen) to the radio programmes in English all day yesterday. 10. (To work) you hard at your English during the past academic year?

XXIV. Answer the following questions in the negative using *nobody*, *no one* (*none*), *nothing*, *nowhere*, *neither*.

Patterns: Where are you going? — Nowhere.
 Which of these two books is yours? — Neither.
 1. Where are you going to leave the book? 2. Who are you talking to? 3. How much do these flowers cost? 4. What are you doing? 5. Whom

are you waiting for? 6. Whom do they want to see? 7. Which of these two newspapers do you want to read? 8. What are you thinking about? 9. Where do you want to go? 10. How many glasses of tea do you drink in the morning? 11. What do you see here? 12. Which of these two girls is your sister? 13. Where does she work? 14. Who helps her about the house?

XXV. Translate into English:

1. Я — студент першого курсу. 2. Я навчаюся на прокурорському факультеті Національної юридичної академії України імені Ярослава Мудрого. 3. Мені 17 років. 4. Дозвольте познайомити Вас з моїм другом. Його звуть Олег. 5. Він старший за мене на 3 роки. 6. Олег родом з Полтави. 7. Моя рідна мова — українська, але я спілкуюсь з товаришами і російською мовою. 8. Олег походить із сім'ї юристів. 9. Його мати — суддя, а батько працює слідчим. 10. Мені подобається професія юриста. 11. Справжній юрист повинен бути зразком чесності, доброзичливості, вірності принципам, поважати людей і бути сумлінним у виконанні своїх правових обов'язків.

XXVI. a) Look at this form of the identity card, fill it in.

Identity card

First name (Christian name) _____
 Surname _____
 Maiden name _____
 Date of birth _____
 Nationality _____
 Marital status (single/married) _____
 Permanent address _____
 Temporary address _____
 Occupation _____
 Employer's name and address _____

_____ /_/_ Signed /
 Date

b) You are going to stay with an English-speaking family. Complete the letter below with a brief description of yourself.

(Your address)
 (Today's date)

Dear Mr. and Mrs Castle,
 Thank you very much for offering to meet me at the station.

I am... (describe your appearance) and ... (give any other details). I shall be wearing... (describe your clothes).

Looking forward to seeing you,

Yours sincerely,
 ... (Your name).

XXVII. Role-play the situations:

1. You are the head of the department. The new employee (службовець) is going to work at your department. Ask questions on his biography and introduce him to your partners.

2. You are at a foreign enterprise (підприємство), the head of the enterprise is interested in your personality. Tell him about yourself, answer his questions.

3. You met a foreigner, you want to know about his occupation, hobby, etc. Ask questions.

4. You are telling your mother about a boy (a girl) whom you are going to marry.

5. You are a policeman. You are interrogating an eyewitness (очевидець). Start like this:

P. — Hello, Hampshire police. Can I help you?

E. — Yes, I'm staying in a hotel in Portsmouth and I think I can see the man who

Interpol are looking for.

P. — Can you describe him?

etc.

Information:

Eyewitness

You are staying at the Seaview Hotel, a small hotel in Portsmouth. You can see the hotel car park from your window. You can see a man looking inside a car. He looks like the Belgian man, Mr Bellingcourt. Telephone the police and say why you are phoning, what the man looks like, what he is wearing and what he is doing. Say what you think he is going to do.

Policeman

You are in the police station when someone telephones you. Find out why the person is phoning. Ask questions to complete the information on your form.

Use these cues:

- Describe him?
- What / wearing?
- Where?
- What / doing?
- Your name and address?

Hampshire	Police	Form 546 (A)
Description		
sex: _____	height: _____	size/build: _____
age: _____	hair: _____	eyes: _____
other features: _____		
clothes: _____		
Place: _____		
Circumstances: _____		

Caller's name: _____		
Caller's address: _____		

Memorize these proverbs and sayings:

- There's no place like home. — Вдома й стіни допомагають.
 Habit is a second nature. — Звичка — друга натура.
 Nothing succeeds like success. — Одна вдача йде і другу веде.

Unit II _____

We learn English

Lesson 4

Text: English is the language of communication
Dialogue: We study foreign languages
Grammar: Ступені порівняння прикметників та прислівників. Present, Past, Future Simple в пасивному стані. Participle II у функції означення.
Word– building: Конверсія, зміна наголосу, чергування звуків, складання слів або їх основ

Word–building:

- a) Конверсія**
 place *n* (місце) — to place *v* (розміщати)
 change *n* (зміна) — to change *v* (змінювати(-ся))
 result *n* (результат) — to result *v* (випливати, закінчувати(-ся))
- light *n* (світло) → light *a* (світлий)
 ↘ to light *v* (освітлювати(-ся))
- own *a* (свій, власний) — to own *v* (володіти, мати)
- b) Зміна наголосу**

Іменники і прикметники	Дієслова
conduct — поведінка	to con'duct — вести, супроводити
'increase — збільшення	to in'crease — збільшувати(-ся)
'compound — суміш, складовий	to com'pound — складати
'detail — подробиця, деталь	to de'tail — докладно розповідати

c) Чергування звуків

Іменники	Дієслова
excuse [iks'kju:s] - вибачення	to excuse [iks'kju:z] — вибачати
use [ju:s] - вживання	to use [ju:z] — вживати
advice [əd'vaiz] — порада	to advise [əd'vaiz] — радити
life [laif] — життя	to live [liv] — жити

d) Складання слів або їх основ

- lifetime — тривалість життя
 world-known — всесвітньо відомий
 law-maker — законодавець
 blackboard — класна дошка

Exercises

I. a) Explain how the following words are formed and translate them:

newspaper, railway, football, life-work, ice-cream, bedroom, schoolboy, reading-room, father-in-law, son-in-law, commander-in-chief, first-class, dark-blue, nothing, somebody, everyone, homework.

b) Form verbs from the following words, explain the way of their word-building and translate them:

judge, arrest, dispute, suspect, convict, assault, export, insult, clean, free, dirty, proof, choice, loss, empty, belief, song, food, order, work, list.

c) Give your examples of the ways of word-building.

II. Consult a dictionary and write down the transcription of the following words. Practise their pronunciation:

language of communication, world, living language, "dead" language, China, Chinese, Japan, Spanish, Dutch, foreign, official, easier, crowd out, borrow, understand, therefore, pair, mean—meant, traveller, church, common talk, scholar, people, derivative, manufacture, instead, change, bound, apart, different, bring—brought, especially, surprising, country, pronounce.

III. a) Write the comparative:

Pattern: old—older difficult—more difficult
big—bigger
heavy—heavier

- | | |
|--------------|-------------|
| 1. strong | 7. large |
| 2. happy | 8. far |
| 3. careful | 9. serious |
| 4. important | 10. crowded |
| 5. easy | 11. pretty |
| 6. bad | 12. clever |

b) Write the opposite:

Pattern: younger—older

1. colder	4. nearer
2. cheaper	5. easier
3. better	

IV. Complete the sentences. Use a comparative:

- You're not very tall. Your brother is
- Olga doesn't work very hard. I work

- My chair isn't very comfortable. Yours is
- Oleg's idea wasn't very good. My idea is
- It isn't very warm today. It was
- Britain isn't very big. France is
- This knife isn't very sharp. Have you got a ...?
- Today people aren't very polite. In the past they were

V. Write sentences with a superlative:

Sydney Brazil Everest Jupiter	large long	country planet city state	in	the USA the solar system Africa South America the world Australia
Alaska the Nile	high	river mountain		

Pattern: Sydney is the largest city in Australia.

- Everest
- Alaska ..., etc.

VI. Complete the sentences. Use a superlative:

Pattern: This building is very old. —It's the oldest building in the town.

- It is a very happy day. It's ... of my life.
- It is a very good film. It's ... I've ever seen.
- She is a very popular singer. She is ... in our country.
- It is a very bad mistake. It is ... I've ever made.
- It is a very pretty village. It's ... I've ever seen.
- It is a very cold day. It's ... of the year.
- He is a very interesting person. He's ... I've ever met.

VII. a) Form the Past Participle of the following verbs:

to form, to publish, to slip, to understand, to live; to make, to borrow, to mean, to bring, to take, to come, to change, to call, to find, to think, to leave, to become, to complete.

b) Write the infinitive of the following Past Participles:

located, seen, spent, dead, meant, slipped, made, taken, chosen, said, kept, connected, studied, found, thought, brought, left, been, decided, had, written, given, known, read, taught, met, told.

VIII. Translate the sentences, determine the function of Past Participles:

- The obtained data were interesting.
- The article translated was published.
- The lecture delivered interested everybody.
- The work

performed in time was very useful. 5. The new English words made from Latin or Greek are scientific ones. 6. Almost all the early printed books were in Latin. 7. Foreign languages studied at school are very important for our future profession.

IX. a) Put the verbs into the Present Simple Passive.

Remember the formation:

am	} + Past Participle
is	
are	

1. Students (to admit) to the Academy on the basis of their results at the entrance examinations. 2. Future lawyers, judges, investigators and procurators (to train) there. 3. Foreign language (to teach) at all faculties of the Academy. 4. English (to speak) as a mother tongue in Great Britain, the United States of America, Canada, Australia and New Zealand. 5. Can you tell me how this word (to pronounce)? 6. The classroom (to clean) every day. 7. I (to teach) the Theory of State and Law.

b) Ask your friend if the information given by your teacher is true:

Example: Only English is spoken in class.

—Victor, is only English spoken in class?

—Yes, it is. Only English is spoken in class.

1. Books are published in Ukraine in different languages. 2. A lot of English books are translated into Ukrainian every year. 3. A lot of specialists in different fields of jurisprudence are trained at the National Law Academy. 4. All the Academy classrooms are well equipped. 5. At lectures on different subjects the closed—circuit television system is applied.

X. Put the following sentences in the Past Simple Passive.

Remember the formation:

was	} Past + Participle
were	

Example: They asked me my name and address.

— I *was asked* my name and address.

1. Traders and travellers brought many new words into English. 2. The English pronounce some words differently. 3. He didn't tell me the whole truth. 4. Someone told us a very funny story yesterday. 5 The people gave him a hearty welcome. 6. They offered my brother a very

good job. 7. The secretary didn't tell me the exact time of my appointment (призначення). 8. People wished the newly married couple a long and happy life. 9. The examiners didn't give us enough time to answer all the questions. 10. They asked him his age.

XI. Write these sentences into the Future Simple Passive.

Remember the formation:

shall be	} Past + Participle
will be	

Example: You will finish the work tomorrow. —

— The work *will be finished* by you tomorrow.

1. I'll take him for a walk. 2 The judge will give him a fair trial. 3. A guide will show the tourists most of the sights of Kyiv. 4. She will forget your telephone number. 5. We'll book tickets tomorrow. 6. They'll meet her at the corner of the street. 7. We'll discuss these problems at our meetings. 8. I'll ring my friend up. 9. He'll study Criminal Law next year. 10. They'll build a new cultural centre near the Academy.

XII. Learn the following proverbs. Mind the use of the Passive Voice.

1. Rome was not built in a day. 2. Lost time is never found again. 3. A fault confessed is half regressed. 4. What is done cannot be undone. 5. A tree is known by its fruit.

Vocabulary

communication	спілкування
living language	жива мова
"dead" language	"мертва мова"
Japan	Японія
Spanish	іспанський
Dutch	голландський
Chinese	китайський
The UN (the United Nations)	ООН (Організація Об'єднаних Націй)
official	офіційний
to make (made, made) it easier	полегшити
to understand (understood, understood)	розуміти
to borrow	запозичити

the Danes	датчани
to slip	проникати
to crowd out	витісняти
therefore	тому, отже
pair	пара
to mean (meant, meant)	означати
to bring (brought, brought)	1) приносити, приводити; 2) тягти за собою
trader	торговець
traveller	мандрівник
list	список
middle	середина
the Middle Ages	Середні Віки
church	церква
common talk	<i>тут</i> : розмовна мова
scholar	вчений
common people	прості люди
derivative	похідний
to manufacture	створювати, виробляти
instead of	замість
change	зміна
to change	змінювати (-ся)
bound	змушений
apart	окремо, нарізно
apart from	не кажучи вже про, крім; не враховуючи
differently	по-різному

Text

English is the language of communication

English is the living language which is spoken practically all over the world. It is spoken as the mother tongue in Great Britain, the United States of America, Canada, Australia and New Zealand. A lot of people speak English in China, Japan, India, African and many other countries. English is one of the 6 official and working languages of the UN. It is studied as a foreign language in our secondary and higher schools.

What is the English language? Knowing England's history makes it much easier to understand how the English language came to be as

it is. Many English words were borrowed from the language of the Angles and Saxons, the Danes. Hundreds of French words had slipped into English. French words that came into English didn't crowd out Anglo-Saxon words that meant the same things. Therefore, there are many pairs of words with the same meaning. The list below gives a few of them.

Anglo-Saxon	French	
deed	act	вчинок, справа
pretty	beautiful	красивий, вродливий
shape	form	форма
stream	river	річка, потік

Many new words were brought into English by traders and travellers. These words came from all parts of the world. The list below tells from what languages they came:

umbrella (парасолька)	— Italian
skates (ковзани)	— Dutch
tea (чай)	— Chinese
cigar (сигара)	— Spanish
tulip (тюльпан)	— Turkish
potato (картопля)	— Spanish

Some words came into English directly from the old Latin. In the Middle Ages Latin was the language of the church and of the Universities. Almost all the early printed books were in Latin. Latin words slipped into the common talk of the scholars and from there into the talk of the common people.

Some English words of today are derivatives. One way of manufacturing new English words is to put together two or more older English words: "railway", "football", "newspaper" and so on.

A great many new English words — especially new scientific words — were made from Latin or Greek words instead of English ones. "Telephone", for instance, was made from the Greek words for "far away" and "talk".

Some people think that the language spoken in the United States should be called American instead of English. So many changes have been made in it, that they say it is no longer English. Of course, it is not surprising that American English is different from the English of England. In both countries the language was bound to change, and the countries are 3. 000 miles apart. Thus the English

say “tube” for “subway”, “flat” for “apartment”, “in the street” for “on the street” and so on. The English pronounce some words differently, too. But even though there are many differences between British English and American English, there are far more ways in which they are alike.

Questions

1. What kinds of languages do you know?
2. Where is English spoken as a mother tongue?
3. Is English an official and working language of the UN?
4. What are the main sources manufacturing English words?
5. What are the differences between British and American English?

Give some examples.

6. What foreign words were brought into English?
7. How many years did you study English?
8. What languages are taught in our schools?
9. What have you to do to master English?
10. Do you try to speak English at classes?
11. What books by British and American writers have you read?

Have you read them in the original?

12. What English newspapers and magazines do you know and which of them do you read?

XIII. a) Explain in English the meaning of these word-combinations:

living language, “dead” language, mother tongue, official and working language, language of communication, to be borrowed from the language, common talk, derivatives, to be apart, differently.

b) Give synonyms for:

to speak, to study, to slip, to borrow, to mean, trader, common people, scholar, for instance, to call, subway, flat, alike.

c) Give antonyms for:

living language, artificial language, easy, to bring, to manufacture, apart, different, mother tongue.

XIV. Explain the following statements from the text.

1. English is the living language.
2. English is one of the 6 official and working languages of the UN.

3. Many English words were borrowed from the language of the Angles and Saxons, the Danes.

4. French words slipped into English.

5. In the Middle Ages Latin was the language of the church and of the Universities.

6. Some English words of today are derivatives.

7. Some people think that the language spoken in the United States should be called American instead of English.

XV. Find in the text „English is the language of communication“:

- a) a comparative of the adjectives;
- b) Past Participles (determine their functions);
- c) Passive voice of verbs (indicate the tense of these verbs).

XVI. a) Do you know that ...?

Principal languages of the world and the total number of speakers of different languages are:

Languages	Millions
Arabic [ˈæɹ əbɪk]	171
Chinese	1,000
English	415
French	112
German	118
Greek	11
Hindi [ˈhɪnˈdiː]	287
Italian	63
Japanese	121
Polish	40
Portuguese [ˈpɔːtʃuˈɡiːz]	161
Russian	282
Spanish	285
Ukrainian	42
Vietnamese	50

b) Make up some sentences with the degrees of comparison of adjectives and adverbs using the information above.

c) Make up sentences using the table below.

Pattern: 1. People who live in Ukraine are called Ukrainians.
2. Ukrainian is spoken as a mother tongue in Ukraine.

Nationality words

No	Country	Language (adjective)	Person	Nation
1	Austria	Austrian	an Austrian	the Austrians
2	Belgium	Belgian	a Belgian	the Belgians
3	Brazil	Brazilian	a Brazilian	the Brazilians
4	Bulgaria	Bulgarian	a Bulgarian	the Bulgarians
5	China <i>also:</i>	Chinese, Japanese, Lebanese, Vietnamese, Congolese	a Chinese	the Chinese
6	Denmark	Danish	a Dane	the Danes
7	England	English	an Englishman/ woman	the English
8	Finland	Finnish	a Finn	the Finns
9	France	French	a Frenchman/ woman	the French
10	Germany	German	a German	the Germans
11	Greece	Greek	a Greek	the Greeks
12	Italy	Italian	an Italian	the Italians
13	Ireland	Irish	Irishman/ woman	the Irishmen
14	Mexico	Mexican	a Mexican	the Mexicans
15	the Netherlands (Holland)	Dutch	a Dutchman/ woman	the Dutch
16	Norway	Norwegian	a Norwegian	the Norwegians
17	Poland	Polish	a Pole	the Poles
18	Portugal	Portuguese	a Portuguese	the Portuguese
19	Scotland	Scottish	a Scot/ a Scotsman/ woman	the Scots/ Scotsmen
20	Spain	Spanish	a Spaniard	the Spanish
21	Sweden	Swedish	a Swede	the Swedes
22	Switzerland	Swiss	a Swiss	the Swiss
23	Turkey	Turkish	a Turk	the Turks
24	Ukraine	Ukrainian	a Ukrainian	the Ukrainians
25	the USA	American	an American	the Americans

XVII. Read, translate and act out the following dialogue:

N.: Andrew, you speak good English.

A.: Oh, no. My English is rather poor. But I would like to improve my spoken English.

N.: And how long have you been learning it?

A.: Well, normally we study foreign languages at secondary schools starting from the 4-th form there are specialized English language schools where the language is taught thoroughly from the first form.

N.: What foreign languages are usually taught in your schools?

A.: As a matter of fact, English, German, French and Spanish. But the majority of pupils master English. Nick, and what languages are taught in schools of Great Britain?

N.: Well, we learn French and German as foreign languages. Russian is taught in a few schools. And how many classes a week have you got?

A.: We have got an academic hour a week now. It's too small for languages, but I try to work at English on my own.

N.: And what are you doing on your own?

A.: I have got a teach-yourself book and some tapes. So now and then I listen to tapes, learn texts and dialogues by heart. I like to read English books in the original.

N.: And what kind of books do you prefer to read?

A.: I prefer to read fiction, science fiction, plays, adventure and historical books.

XVIII. a) Read what two visitors think of life in Britain.

First impressions

a) Diana Weston from Brooklyn, New York

My first impression of Britain is that people are much more formal. For example, in the States we use first names almost immediately but here I have to be more careful. And British people are generally more polite. A New Yorker says: "Give me the check, will you!" when he finishes a meal but here in Britain they say: "Excuse me. Do you think you could give me the bill?" I don't find a lot of difference in prices. They're about the same as in the States, I guess. It's the same with accommodation. I think it's a bit cheaper in London than in New York but there's not a lot of difference. One thing is certain, though, London is not as violent as New York. I also prefer the subway here. It's cleaner and quieter, although the service isn't as efficient. On the whole, though, London is more polluted than New York because everyone there has to use lead-free petrol but in Britain it's not compulsory.

When it comes to work and business, my impression is that the British are much less hardworking than Americans. Sometimes I think the British don't know what a day's work means.

b) Mr. Yama from Osaka

The price here are about the same as in Japan, except for accommodation. In Japan the cost of accommodation is very high, much higher than in Britain. You also get more for your money here. For example, the houses, the flats and the gardens are much bigger. There is more open space here, too. In London there are lots of parks and the city isn't as polluted as Tokyo. However, I think society here is more violent. You read every day in the newspapers about some violence on the streets. As for the people, I think the British are less formal, not only in the way they behave, but also in the way they dress. People wear much more casual clothes here than in Japan.

When it comes to business, the Japanese work longer hours than the British, often twelve hours a day. But the amusing thing for us is that the British change jobs much more frequently than we do. In Japan you usually stay in the same company for your whole working life.

b) Complete the chart to compare the two impressions. In what areas do the two people have the same/ different views?

<i>Britain</i>	<i>an American view</i>	<i>a Japanese view</i>
The people:	more formal
Clothes:
Prices:
Accommodation:
Violence:
Pollution:
Business attitudes:

c) Compare your country with life in Britain.

d) In pairs, use the notes and the ratings to give Lisa's opinion of Australia in comparison with Britain.

You: What are the people like in Australia?

Lisa: I think they're much friendlier (than in Britain).

Australia

The people/ ++ friendly

The pace of life/ + slow

The choice of food/ — wide

The standard of living/ + high

The climate/ ++ good

The cultural life/ -- varied

Television programmes/ -- interesting

Ratings

+ -er/ more
 ++ much -er/ much more
 - not as ... as/less
 -- much less

XIX. Answer the following questions:

- When were you asked by your teacher last?
- What problems were discussed at the last meeting?
- Is your classroom aired during the break?
- Are you often invited to the theatre?
- Will you be given a dictionary to write the test?
- Is the latest film much spoken about?
- Was the latest art exhibition attended by many people?
- Were you given the opportunity to carry out the investigation?
- Are Kyiv art treasures admired by the tourists?
- When was Kyiv founded?
- When was the book returned to the library by you?
- Is English taught at educational establishments in Ukraine?
- Will new grammar be discussed today at the lesson?
- Will these exercises be done in the classroom?
- A large number of questions is asked and answered at your lessons, isn't it?
- Are all the exercises checked up in class?
- Your next dictation will be written much better, won't it?
- Text 10 wasn't be translated, was it?

XX. a) Read the text paying attention to the passive forms.

Dog detectives

Sniffer dogs are used by police and customs officers all over the world to detect drugs and explosives. Dogs have a far better sense of smell than people because the smell receptors at the top of a dog's nose are 100 times longer than in humans.

Training for a sniffer dog lasts 12 weeks. They are trained in two stages. First, the trainer teaches the dog to recognize a particular drug or explosive. He hides a sample of the drug or explosive inside a rolled-up newspaper or a rag, which is called a training aid. He places it where the dog can see it and tells the dog to bring the aid back. When it does so, he gives the dog a reward — usually a friendly fight with the trainer or a bone.

The dog soon learns to recognize the substance by its smell. The type of training aid is changed regularly but the smell always remains the same. In the second stage, the aid is hidden where the dog cannot see it. Smells such as perfumes, which some smugglers use to hide the smell of the drugs, are also used so that the dog becomes familiar with them.

Sniffer dogs are trained to detect 12 different types of explosives and four different types of drugs.

b) How many passive forms can you find in the text? What are they?

c) Rewrite the second paragraph of the text using the passive.

They are trained in two stages. First, the dog is taught to

XXI. Rewrite the sentences below in the correct order, using the passive voice. Link the sentences with the time markers:

First ... and ...

Next

Then ...

After that ...

Finally ...

A. They cover the surfaces with fine powder to find fingerprints.

B. The police search the scene of the crime in great detail.

C. They compare them to fingerprints of suspects and known criminals.

D. They place sticky tape over the fingerprints to lift them.

E. They collect clues.

F. They photograph the prints back in the laboratory.

Example: First the scene of the crime is searched in great detail and

XXII. Role-play the situations:

I. a) Many lawyers all over the world speak English. And what about you? Why do you want to learn English? Answer the questions below. Then find out your partner's answers.

Why are you learning English?		
Are you learning English because:	YOU	PARTNER
1. you'll be able to get a better job?		
2. it is useful when you travel?		
3. you want to go to an English-speaking country?		
4. it will give you a chance to meet new people?		
5. you want to enjoy English literature?		
6. you want to get a legal information from English editions?		
7. you want to understand the words of pop songs?		
8. you have to learn it at school?		
9. you have an English-speaking boyfriend/ girlfriend?		

Example: A: Are you learning English because you'll be able to get a better job?

B: Yes, I am/Yes, partly. / No, not really, etc.

b) Collect the number of Yes answers for each question in the questionnaire from the whole group. Then write a paragraph saying why people in your group are learning English.

Example: All/ Most of us are learning English because Some of us want to ...and a few of us ..., etc.

2. You have invited a foreign guest to stay with you. Discuss some of the differences your guest might notice in your country.

Paragraph 1

Accommodation and cost

Paragraph 2

Food and/ or meal times

Paragraph 3

Transport and traffic

3. Talk about how people are punished in your country for different crimes, using the words in the box.

Example: A: What happens if you are caught driving over the speed limit?

B: You're fined. / You're banned from driving for a year.

Fine, ban from driving (for ... years), send to prison (for ... years)
--

What happens in your country if you are caught:

- driving over the speed limit?
- drinking and driving?
- stealing?
- smuggling drugs?

XXIII. It's interesting to know ...

The total number of languages in the world is from 2. 500 to 5. 000. The most widespread languages are Chinese, English, Spanish, Russian and many others. These languages are alive, i. e. they are in use. In addition to these, there are "dead" languages, which are no more means of communication. These are, for example, Latin, old Slavonic and some others. All these languages are called natural, because there is a number of artificial or universal or world languages. The world-known non-specialized language is Esperanto. There are also programming languages which are used in computers. These are specialized languages.

Memorize these sayings and questions:

So many languages you know, so many times you are a man. —

Скільки мов ти знаєш, стільки разів ти людина.

Language is fossil poetry. — Мова — це скам'яніла поезія. (R. W. Emerson)

Language is the dress of thought. — Мова — одяг для думки. (S. Johnson)

Lesson 5

Text: On learning English

Dialogue: At the English lesson

Models: Classroom activities

Grammar: Модальні дієслова та їх еквіваленти

Word-building: Основні суфікси іменників, дієслів, прикметників та прислівників

World-building:

Додавання суфіксів до кореня слова

a) Основні суфікси іменників:

-er	to work → worker
-or	to direct → director

-ion	to discuss → discussion
-ation	to inform → information
-sion	to transmit → transmission
-ment	to improve → improvement
-ance	to assist → assistance
-ence	to differ → difference
-ing	to begin → beginning
-ness	happy → happiness
-ity	active → activity
-age	to marry → marriage
-ship	member → membership

b) Основні суфікси дієслів:

-ate	active → to activate
-ify	specific → to specify
-ize	character → to characterize
-en	deep → to deepen

c) Основні суфікси прикметників:

-able	comfort → comfortable
-ible	to convert → convertible
-ic(al)	history → historic(al) ideology → ideological
-al	form → formal
-ant	import → important
-ent	to differ → different
-ful	peace → peaceful
-less	home → homeless
-ish	red → reddish
-ive	effect → effective
-ous	danger → dangerous
-y	wind → windy

d) Суфікс прислівників:

-ly	useful → usefully
	wide → widely
	different → differently

Exercises**I. Use corresponding suffixes and form:****a) nouns:**

to play; to command; to improve; to pronounce; to solve; to achieve; to agree; to recommend; to learn; legal; to teach; to read; special; to pass; important; to collect; to develop; to please; to introduce; to govern; kind; to settle; to interrogate; to discuss; to organize; to inspect; dark; to assist; friend.

b) verbs:

simple; sympathy; threat; decoration; fast; satisfaction; advertisement; legal; accommodation; solid; formulation; broad; popular; facile.

c) adjectives:

to change; centre; to differ; beauty; brown; to act; hope; courage; rain; to compare; fruit; fame; sun; Pole; care; intellect; to eat; use; to restrict; thirst; danger; post; doubt; glory; to insist; culture; person; base.

d) adverbs:

extreme; different; especial; regular; scientific; day; part; rapid; special; week; bad; thorough; great; perfect.

II. Write down some new words from the text "On learning English", explain their building and translate them.**III. Practise the pronunciation of the following words and word-combinations:**

knowledge; learning; foreign languages; not without reason; agree; though; law subjects; basic; especially; country; a great deal; literature; field; moreover; special course; truth; extremely; perfectly; opportunity; improve; brushing up; enough; pronunciation; enrich; analyze; to solve puzzles; to listen to; enable; speciality; to master; regularly; case; to achieve success; good luck.

IV. a) Memorize the following expressions of classroom activities:

Let's call the roll. — Зробимо переключку.

Answer from your seat. — Відповідайте з місця.

Sit down, please. — Сідайте, будь ласка.

Will you fetch some chalk? — Принесіть крейду!

Will you prepare everything necessary for the lesson in good time? —

Приготуйте завчасно все необхідне для уроку.

Why so late? — Чому так пізно?

What's the matter? — Що трапилось?

You should have come in time. — Ви повинні були прийти вчасно.

Be quick! — Поспішайте!

Please, may I come in (go out)? — Дозвольте увійти (вийти)?

What's your excuse? — Яка причина?

Mark the date on the blackboard. — Напишіть дату на дошці.

What was the homework for today? — Яке було домашнє завдання на сьогодні?

We'll start today by practising reading drills. — Сьогодні ми почнемо з фонетичної зарядки.

We'll start today by individual questioning. — Сьогодні ми почнемо з індивідуального опитування.

Let's refresh the new vocabulary. — Повторимо нові слова.

Ready? Let's start! — Готові? Починаємо!

Listen to me first. — Спочатку послухайте мене.

Repeat all together after me. — Повторіть хором за мною.

Will you come to the front of the room? — Йдіть, будь ласка, до дошки.

Read your sentence aloud. — Прочитайте речення вголос.

Don't answer at random. — Не відповідайте навмання.

Think first. — Спочатку подумайте.

Help him with the answer. — Допоможіть йому правильно відповісти.

Try and guess. — Спробуйте здогадатись.

Find the answer in the text. — Знайдіть відповідь у тексті.

What page is it on? — На якій сторінці?

Turn the page over. — Перегорніть сторінку.

Give some examples on the use of... — Наведіть кілька прикладів вживання...

Make up sentences (questions). — Складіть речення (запитання).

So much for you. That's enough. — Досить.

That's right. — Правильно.

Quite right. — Цілком правильно.

That's quite correct. — Дуже добре.

You must review that thoroughly, it's quite essential, you know. — Повторіть це ретельно. Це дуже важливо.

Write down your homework. — Запишіть домашнє завдання.

Write out the new vocabulary of the text. — Випишіть нові слова з тексту.

Learn the dialogue by heart. — Вивчіть діалог напам'ять.

Our time is up, the lesson is over. — Час сплинув, урок закінчено.

Stand up and you may relax. — Встаньте. А тепер можете відпочити.

b) Give orders for your partners to perform them.

1. N, stand up, please. Go to the blackboard, take the chalk and write the word "read". Translate the word "read" into Ukrainian. Cross out the letter "a". Read the word again. Wipe it off the blackboard. Make up a sentence with the word "English". Thank you. Go to your seat now.

2. N, look at the blackboard, please. Read that sentence, please. Come to the front of the room, open your book on page... and read Text 1. That's good. Ask your partner questions about new information from the text. Compose some sentences expressing polite requests. Let's make up a dialogue using the text. Good for you. Thank you very much. Go to your place, please.

c) Express your negative attitude to the actions. Use the word-combinations below.

Pattern:

Don't write the word on the blackboard.

A list of word-combinations for practice:

to answer in the negative; to make up a dialogue using the information from the text; to ask your partner some questions; to answer at random; to help him with the answer; to turn the page over; to repeat all together after me; to read your sentence aloud; to find the answer in the text.

V. a) Read and act out the following dialogue:

At the English lesson

Teacher: — Good morning! Is everybody present today?

Helen: — No, Kuzmenko is absent.

T: — Why is he absent? What is the matter with him? Is he ill?

H: — Yes, he's very ill.

T: — I'm sorry. Now open your books on page 30. Let's read Lesson 3.

Helen, read the first passage aloud, but, please, mind your intonation.

H: — "This is a class in English at the National Law Academy. The subject today is English. All the students of group 5 are sitting at their desks."

T: — Thank you, that'll do. Now, Andrew, go on reading. But remember you must read distinctly.

A: — "The teacher is not sitting. She is standing at her table. Her papers are lying on the table, but she is not reading. She is explaining a new grammar rule. The students are listening to her with great attention."

Oleg: — Excuse me, may I ask you a question?

T: — Yes. What is it?

O: — What's the Ukrainian for "attention"?

T: — Who can answer this question?

H: — I can. The Ukrainian the "attention" is "ybara."

T: — That's right. Thank you, Helen. Oleg, go to the blackboard and write the word "attention". Now, step aside. Look at the blackboard, please. Is it correct?

A: — No, it's wrong. The letter "o" is missing in the word.

T: — Spell this word, Andrew.

A: — A-tt-e-n-t-i-o-n.

T: — Thank you. Now write the transcription of the word and mark the stress, please. Thank you. Clean the blackboard and go to your seat. Now, let's check on the translation. Don't translate word for word. Mind your Ukrainian.

b) Fill in the missing parts of the dialogues using the phrases from the exercise 4.

1

T: What date is it today?

St₁: ...

T: ...

St₁: Petrenko is absent today.

T: ...

St₁: He is ill.

T: What was the homework for today?

St₁: ...

T: We'll start today by...

St₁: What page is it on?

T: ...

St₁: ...

2

St: I'm very sorry. May I come in?

T: ...

St: My watch is wrong. It is slow.

T: Students must not be late for classes. They must...

St:

VI. Complete these sentences with modal verbs *can, must, should, may, need*.

1. I'm sorry, but we ... come to your party next Saturday.
2. ... I sit here? — Yes, of course.
3. It's a fantastic film. You ... see it.
4. You look tired. You ... go to bed.
5. You are speaking very quietly. I ... not hear you.
6. It's a good book. You ... read it.
7. I'm free today and I ... go to the cinema this evening.
8. I have a big problem. You ... help me.
9. She got the job because she ... speak five languages.
10. The game tomorrow is very important for us. We ... win.

VII. a) Answer the following questions:

1. Must the student work during the term?
2. Can he enter the academy?
3. Can he become a good lawyer?
4. May she take this book?
5. Must they attend this lecture?

b) Put questions to the following sentences:

1. We can read and translate English texts.
2. They must visit grandma. She is not well.
3. He may come home later tonight.
4. My friend can work as an investigator.
5. You may be present at the lecture.
6. They can pass their examinations well.
7. You must be here in time.
8. My sister can play chess.
9. We must get up early in the morning.

c) Change the following sentences into the negative form:

1. She must go. 2. I can do the work. 3. He may come in. 4. He can speak English well. 5. We must work at our term papers today. 6. You

can tell them about the plan of your studies. 7. She must speak to the dean about it.

VIII. a) Read and translate the following sentences:

1. Before and after classes you can see a lot of students in the reading room because they prepare their lessons there. 2. Can you name the days of the week? 3. You may do this work tomorrow. 4. I'm sorry, I can't help you now. 5. May I ask you a question? 6. Must I translate the text? — No, you needn't. 7. Students must be attentive in class. 8. You must not be late for classes. 9. She must hurry or she may be late for the lecture. 10. You may choose one of the books. 11. Which of you can answer this question? 12. The examination must take place today. 13. You needn't hurry, we have a lot of time. 14. You needn't go there if you have no time. 15. Students must not miss classes.

b) Give the Ukrainian equivalents of these proverbs and sayings:

1. What must be, must be. 2. Cloudy mornings may turn to clear evenings. 3. You cannot judge a tree by its bark. 4. Love cannot be forced. 5. Can the leopard change his spots?

IX. Translate the following sentences paying attention to the Gerund.

1. You are fond of reading English books, aren't you?
2. She dreams of her son's becoming a good lawyer.
3. I remember of your arriving in our country.
4. Her mastering English language during such a short period of time is really wonderful.
5. Excuse me for troubling you.
6. I'm sorry for not telling you everything.
7. Reading is my hobby.
8. He likes studying English.
9. After working at the library they returned home.

X. In pairs, ask and answer about the following things. Note your partner's answers.

Do you like:

- getting up early?
- wearing bright colours?
- going to cinema?
- going away for the weekend?

- cooking?
- cleaning?
- making plans?

Example:

A: Do you like getting up early?

B: No, I don't.

A: Nor do I / Oh, I do/. Oh, I don't mind it.

B: Do you like wearing bright colours?

A: Yes, I do.

B: So do I.

Vocabulary

to play	грати; відігравати
not without reason	недаремно
to agree	погоджуватися
though	хоча; однак; проте
enough	достатньо
to master	1) оволодівати; 2) керувати
basic	основний
a great deal of	багато
to deal (dealt, dealt)	1) мати справу; 2) розглядати
moreover	до того ж
command	володіння
to have a good command of language	вільно володіти мовою
to be pleased (with)	бути задоволеним
level	рівень
opportunity	нагода; сприятлива можливість
to improve	поліпшувати(-ся); удосконалювати(-ся)
skill	майстерність; уміння
to brush up pronunciation	поновлювати (знання)
to enrich	вимова
to solve	збагачувати
puzzle	розв'язувати
taping	головомка; загадка
documentary	магнітофонний запис
	<i>тут:</i> документальний матеріал

to enable	1) давати змогу (право); 2) полегшувати
regularly	регулярно
case	справа; випадок
to achieve	досягати
Good luck!	Щастя вам!

Text**On learning English**

Knowledge of foreign languages plays an important role in our life. Not without reason it is said: "So many languages you know, so many times you are a man." Do you agree with it?

As for me, I take a great interest in English, though law subjects are my favourite subjects. English helps me greatly to master basic law subjects, especially History of the State and Law of foreign countries. There is a great deal of literature in English which deals with the very field of law. Moreover, those law students, who have a good command of English, are recommended to take special courses in the USA, Great Britain or Canada.

To tell the truth, I am not extremely pleased with my level of English. I understand perfectly well that learning English at the Law Academy, especially legal English, is a good opportunity for me to improve my language skills, first of all those of spoken English which are in constant need of brushing up.

We have one English class a week. It's not enough. But our teacher does all her best to help us in our mastering English. She helps us a good deal to improve our pronunciation, to enrich our vocabulary, to be good at English grammar.

At the English lessons we work with newspaper articles, watch films, analyze stories, solve puzzles, listen to audio cassette tapings, read documentaries on British and American life and history, do vocabulary and grammar tests. Not long ago we began to master legal English which enables us to read foreign literature on speciality. If you want to master English, you must work at it regularly and in that case you can achieve success. Good luck!

Questions

1. Why does knowledge of foreign languages play an important role in our life?

2. Do you agree with the proverb about languages mentioned in the text?

3. Why must law students learn foreign languages?
4. Do you want to take special courses abroad? Where?
5. Are you pleased with your level of English?
6. Do you improve your English at English lessons?
7. How many English classes do you have a week? Is it enough for you?
8. Does your teacher help you in your mastering English?
9. What does your teacher do for it?
10. What do you do at English classes?
11. What must you do to master your English?

XI. Match the Ukrainian equivalents of the following word-combinations:

- | | |
|---------------------------------------|-----------------------------|
| 1. to have a good command of language | 1. мати нагоду |
| 2. to improve the pronunciation | 2. досягти успіху |
| 3. a favourite subject | 3. оволодіти мовою |
| 4. a great deal of | 4. історія держави та права |
| 5. to brush up | 5. відігравати важливу роль |
| 6. to have a good opportunity | 6. улюблений предмет |
| 7. to achieve success | 7. поліпшувати вимову |
| 8. to master the language | 8. багато |
| 9. History of the State and Law | 9. поновлювати (знання) |
| 10. to play an important role | 10. вільно володіти мовою |

XII. Complete the following sentences:

1. "So many languages you know, so...".
2. English helps me to
3. Law students, who have a good command of English, are recommended to
4. To tell the truth, I am ... with my level of English.
5. I understand well that learning English is
6. We have ... English class(es) a week.
7. Our teacher helps us to
8. At the English lessons we....

9. We began to master legal English which enables us to

10. If you want to master English, you must....

XIII. Read and translate the advices on how to learn a foreign language.

1. If you want to speak a language, you must hear it spoken, and it is very good if you have a teacher who speaks this language well and fluently. In case there is no teacher whom you can imitate, a record or a tape recording might be of great help.

2. You must always remember that each language is organized according to its own grammar. Study the rules and learn to use them. Do a lot of grammar exercises. You have to memorize words and build up your vocabulary.

3. Say words, phrases, sentences over and over again until they come automatically. You have to practise just as a pianist has to play the piano for hours. You must keep practising constantly. The more you learn, the easier it is for you to learn still more.

4. You must read journals and newspapers in the foreign language you are learning. You should even read children books or other easy-reading series books.

5. Learn the language by ear. Listen to records, to tapes.

6. Pronounce the sounds of the language you are learning, imitate as close as possible the intonations.

7. You must try to learn and memorize whole sentences and phrases.

8. You should learn systematically. These who don't work hard enough cannot expect to get good results.

9. Do speak up. Remember it is always better to say something than not to speak at all.

10. Don't worry to much about mistakes.

11. And finally, remember that learning a language is a never-ending process.

You can learn a foreign language at any age, but it is much easier when you start young. So the best time to start learning is *now*. Good luck!

XIV. Read and act out the following dialogue:

A first-year student comes to the language study for the first time.

Student: May I come in?

Laboratory assistant: Come in, please. What can I do for you?

St: You see, I am a first-year student and I don't know the requirements and regulations here.

Lab. ass: I'll try to help you. First of all you must go to the library and get the English textbook there.

St: How many texts shall I have to prepare this year?

Lab. ass: This textbook is for one year. In the first year you will have to study 24 lessons; 14 lessons in the first term and the others in the second.

St: How must I work at texts?

Lab. ass: You must be able to read and understand the texts well and answer the teacher's questions. Learn the words and expressions from the texts and do all the exercises. Remember that your main task is to learn to speak English.

St: And what about test-papers?

Lab. ass.: You are to come here and write your test-paper in class.

St: What am I to do to pass a test?

Lab. ass.: After reading the texts to the teacher and writing the test-paper, you'll have to come again to take a test. Be sure to speak English when answering.

St: Excuse me, but it's not the department of foreign languages, is it?

Lab. ass.: Oh, you are rather witty. But don't you want to learn to speak English?

St: I do, of course. But I'm afraid I shan't be able to answer everything in English.

Lab. ass.: But you will have to. Remember, where there is a will, there is a way.

XV. Translate the sentences into Ukrainian paying attention to the indefinite pronoun *one* with model verbs:

one can — можна

one may — треба

one must not — не можна, не треба

one needn't — не треба

1. One must know at least one foreign language.
2. If one wants to study, one can always find time for it.
3. One can easily do it.
4. One must work hard at a foreign language if one wants to master it.
5. One mustn't be late for classes.
6. What can one see out of the window of your classroom?

7. One may take English magazines from the library.

8. One needn't use a dictionary if the text is clear.

XVI. a) Fill in the blanks using *can, may, must, need* or their equivalents. Insert the particle *to* where necessary:

1. I ... go now. (It's late).

2. He ... cook dinner himself. I can't help him.

3. We ... come in time.

4. We ... do it easily.

5. ... you remember the street where she lives?

6. Shall I meet you at the academy after the evening classes? — No, you ... Andrew promised to see me home.

7. May I take your dictionary? — No, you ..., because I ... it.

8. Must I go through this text now? — No, you ..., you ... do it tomorrow.

9. When I first went to England I ... read English, but I ... speak it.

10. ... you ... come to my place tomorrow? — Yes, I ... come at 8 o'clock.

11. Last term she ... leave home at seven every morning.

12. You ... read this book. It's really excellent.

13. The buses were all full; I ... get a taxi.

b) Change these sentences into Past Simple and Future Simple:

1. Everybody can do this work.

2. One of our students can write poems of his own.

3. Can you play chess?

4. This girl cannot take part in the discussion.

5. My family must move to another city.

6. He must have his lawyer's practice in his fourth year.

7. We must learn foreign languages.

8. They must run to get to the academy in time.

9. Must he read all the books on the reading-list?

10. You may use a dictionary when you translate a new text.

XVII. Read the following short stories, analyse using of modal verbs and translate them:

1

A young lady walked up to a woman whom she took to be the superintendent (завідуюча) at the hospital.

- May I see Captain Williams, please? — she asked.
- May I ask who you are?
- Certainly. I'm his sister.
- Well, well. I'm glad to meet you. I'm his mother.

2

- Must I send the cuffs (манжети) you left on the table last night to the laundry (пральня)? They are so soiled (брудні).
- You mustn't. The entire history of England is on them.

3

Kate is a schoolgirl. She is in the first form and she can already spell some English words. She wants to teach her three-year-old sister how to spell.

- Spell *cat*, — she says to the little girl.
- I can't, — says Ann.
- Well, dear, — says the young teacher, — if you can't spell *cat*, spell *kitten*.

4

Professor: "You can't sleep in my class."
Student: "If you don't talk so loud, I can".

XVIII. Answer the following questions, using the Gerund:

1. What are you fond of?
2. What do you like better: reading or translating?
3. What are you busy doing now?
4. What do we use for learning English?
5. Is it possible to learn English without working hard?
6. Where do you intend spending your holidays?

XIX. Translate into English:

1. Іноземні мови набули великого значення у сучасному суспільстві.
2. Володіння іноземною мовою надає можливість читати іноземну літературу за фахом.
3. Недаремно кажуть: "Скільки мов ти знаєш, стільки разів ти людина".
4. Англійська мова допомагає мені у вивченні історії держави та права зарубіжних країн.
5. Є багато літератури англійською мовою, що пов'язана з галуззю права.

6. Заняття з англійської в Юридичній академії — це для мене нагода вдосконалити мовні навички та поновити знання.

7. Щоб оволодіти іноземною мовою, студенти повинні регулярно практикуватись, вивчати слова, словосполучення і навіть речення; виконувати вправи з граматики, читати літературу іноземною мовою, слухати фонозаписи і повторювати за диктором, а також спілкуватись іноземною мовою.

8. Тільки завдяки постійній і наполегливій праці можна досягти успіху у вивченні іноземної мови.

XX. Role-play the situations:

1. You are a teacher of English. Give your students some practical advices on how to learn a foreign language.

2. In pairs, discuss how you can improve your language skills, using the words in the box.

all free time; to devote; to read many books in the original; to listen to foreign texts and dialogues taped; to look through foreign newspapers; to consult different types of dictionaries; to enrich vocabulary; to watch foreign films; to solve puzzles; to master legal English.

Example: St.₁: — I'm not extremely pleased with my level of English. What must I do to improve my language skills?

St.₂: — All free time you must devote to ..., etc.

3. Discuss with your partners the quotation of S. Johnson: "I'm always sorry when any language is lost, because languages are the pedigree of nations."

4. You are a teacher of English. Ask a student to make some actions at the blackboard, using the models of classroom activities.

XXI. It's interesting to know..

✧ English is preeminently the most international of languages. It carries less implications of political or cultural specificity than any other living tongue. English is spoken as a native language by more than 300 million people. In about 25 countries English has been legally designated as an official language.

The extent to which English is studied at the school level is shown in the analyses of 112 countries, where English is not a native language.

English is a top requirement of those seeking jobs, and is often the language in which much of the business of good jobs is conducted. It is needed for the access to at least half of the world's scientific literature. It is thus intimately associated with technological and economic development and it is the principal language of international aid. The great manufacturing countries such as — Germany and Japan use English as principal advertising and sales medium; it is the language of automation and computer technology. It is also the major language of diplomacy, and is the most frequently used both in the debates of the United Nations and in the general conduct of the UN business.

✧ Americans read English literature without any difficulty at all, and British readers of the early 20th century have no problems either. But for the last 50 years the Americans have been inventing a whole bunch of new words and phrases, many of which have already reached the UK and the whole English-speaking world. In fact, the Americans have exported a large number of their words and phrases to Britain — through literature, the movies, TV, American soldiers during both World wars, and tourists.

It was once predicted that British and American English would draw so far apart that eventually they would become separate languages. The opposite has happened. The links between the two countries are so strong that linguistically, and probably culturally too; they are closer together than ever.

✧ How well can the Brits speak French? The British are not a nation of linguists, as the results of this survey show.

	age		
	15 — 34	35 — 54	55+
Can read a menu	38%	31%	22%
Can ask directions	40%	28%	21%
Can read a French newspaper	9%	10%	7%
Can have a simple conversation	32%	22%	15%
Can understand a TV or radio programme	8%	7%	6%
Can speak French fluently	3%	3%	2%
Can do none of these	50%	63%	78%

✧ How do you spell this word? How is this word pronounced? What does this word mean? To find answers to such questions people learn to look in a dictionary. And in many cases they consult a Webster's dictionary.

Noah Webster — a dictionary maker — was born in Connecticut while Connecticut was still a colony, before there was a United States of America. After Webster left college he taught school for a while and then practised law. He wrote many pamphlets. But he is famous for two books — a spelling book and his dictionary. The first part — the spelling book — was published in 1783. "Webster's spelling book" sold for over 100 years. More than 60,000,000 copies were printed.

It took Webster 20 years to write his dictionary. Part of this time he spent visiting scholars in England and France.

The first edition of the dictionary was published in 1828 and the second in 1840. The first edition contained 12,000 words and between 30,000 and 40,000 definitions that had never been in a dictionary before.

Webster's dictionary is still being printed by the millions. Of course, changes in it have been made since Webster's time. A "Webster's New International Dictionary" of today has more than 600,000 words.

✧ Some of the most popular dictionaries:

- Oxford Advanced Learner's Dictionary of Current English (A. S. Hornby) — тлумачний словник.

- New Webster's Dictionary of the English Language — тлумачний словник.

- Roget's Thesaurus — словник-тезаурус Роже (слова, згруповані за тематичною ознакою)

- Dictionary of Synonyms and Antonyms — словник синонімів та антонімів

- Dictionary of Proverbs and Sayings — словник прислів'їв та приказок

- Dictionary of Quotations — словник цитат, крилатих висловів

Memorize these proverbs and sayings:

A new language — a new world. — Нова мова — новий світ.

It is never too late to learn. — Вчитися ніколи не пізно.

Live and learn. — Вік живи — вік учись.

Unit III

Higher Education

Lesson 6

Text: Life and Education of Youth in Ukraine

Dialogues: Higher Education in Ukraine.
Studies at higher school.

Grammar: Займенники *many, much, few, little*.

Зворотні та підсилювальні займенники.

Конструкція *to be going to*

Активізація Simple та Continuous tense-forms
в активному стані.

Час за годинником

World building: Префіксація

World building:

Утворення нових слів за допомогою префіксів

Основні префікси:

un-	не -	important — <i>un</i> important
	без -	necessary — <i>un</i> necessary
	роз -	
in -	не -	accuracy — <i>in</i> accuracy
		possible — <i>im</i> possible
il -	без -	mortal — <i>im</i> mortal
		legal — <i>il</i> legal
		regular — <i>ir</i> regular
non -	не —, без —	conductive — <i>non</i> -conductive
dis -	не —, без -, роз -, та ін.	to close — <i>dis</i> close
		to cover — <i>dis</i> cover
mis —	має значення "невірно "	to understand — <i>mis</i> understand
pre -	до -	school education — <i>pre</i> -school education
post -	після -	war years — <i>post</i> war years
inter -	між, взаємно	national — <i>inter</i> national

re —	вказує на повторення дії	construction — <i>re</i> construction
over -	над -, надмірно, пере-	to estimate — <i>to over</i> — estimate
counter -	контр -, противо -,	to act — <i>to counter</i> act
under -	має значення "недостатньо"	to value — <i>to und</i> ervalue
co -	має значення "спільність дій, співробітництво "	operation — <i>co</i> operation
ex -	екс —, колишній	minister — <i>ex</i> -minister
sub -	під -	division — <i>sub</i> division
en -	часто має значення "робити"	rich — <i>to en</i> rich

Exercises

I. a) Translate the following words explaining the meaning of their prefixes:

re-education, to re-elect, unwritten, independent, extra-mural; preview, post-graduate, remove, international, cooperation, to envisage, to enrich, unequal, unknown, incapable, illegal, improbable, to dislike, to disappear, non-essential, to reopen, to misinform, to misinterpret, to overvalue, underproduction, prehistoric, post-revolutionary, anti-fascist, counterclaim, co-author, co-education, inter-session, ex-president, subcommittee, ultra-short, to enlarge.

b) Form new words using the prefixes and translate them:

expected, pleasant, comparable, direct, mobile, logical, to obey, to read, to lead, essential, to connect, to pay, war, capitalist, cyclone, action, offer, existence, conscious, imperialism, circle, happy, official, resolute, to approve, deputy, town.

II. Practise the pronunciation of the following words and word-combinations:

higher education, various, extra-mural, part-time, applicant, evening, compulsory, to attend, preliminary courses, training, to receive grant, social, allied, to follow, recreational complex, holidays, health, throughout, to range, to hike, to distribute, graduate, to entail, move, to provide, to carry out, to seek-sought, close ties, abroad, to envisage, joint research, applied, exchange, to arrange, to contribute, strengthening, mutual, enrichment.

III. a) Memorize the phrases with the word "time":

in time — вчасно
 from time to time — час від часу
 hard times — тяжкі часи
 next (last) time — наступного (минулого) разу
 three times — тричі
one: once — одного разу
 twice — двічі
 past — після (будь-якого числа)
 quarter — чверть (години)
 sharp — точно, рівно
 half — половина
 noon, midday — південь, полудень
 at noon — опівдні
 in the afternoon — після полудня
 midnight — північ
 at midnight — опівночі

What's the time? — Котра година?



It's six o'clock



It's a quarter past six



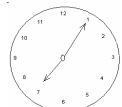
It's half past six



It's a quarter to seven



It's five (minutes) to seven



It's five (minutes) past seven

Examples:

- It's ten to seven by my watch.
- My watch is five minutes slow (відстає).
- My watch is five minutes fast (спішить).
- This watch keeps good time (йде точно).

Telling the time in English we usually say: "It's nine o'clock a. m." (дев'ята година ранку) or "It's nine o'clock p. m." (дев'ята година вечора).

a. m. (Latin) — ante meridiem — до полудня (від 24 до 12 години)

p. m. (Latin) — post meridiem — після полудня, пополудні (від 12 до 24 години)

b) Make up dialogues using the table below:

Pattern:

- What time is it now?
- It's a quarter to two.
- Is it? Isn't your watch too fast?
- No, it isn't. It is even slow a little bit.
- I'm afraid, I'm late for the English lesson.

8. 00; 13. 10; 14. 35; 17. 15; 20. 45; 21. 30; 12. 00; 24. 00

IV. Translate the following sentences consulting the table below:

many students (багато студентів)	much time (багато часу)
few friends, books (мало друзів, книжок)	little work, light (мало роботи, світла)

a lot of — many, much
 a little — небагато
 a few — кілька

- He has much work to do.
- How much time is it?
- We visit him many times a week.
- How many hours do you do your homework?
- There is little milk in the bottle.
- He reads a lot of books.
- She has a few friends.
- I have so little time for rest.

V. Fill in the blanks with *many* or *much*. Answer the questions using *few*, *little*.

- How ... brothers and sisters do you have?
- How ... languages do you know?
- How ... money do you have?
- How ... English do you speak?

5. How ... milk do you want?
6. How ... time a day do you watch TV?
7. How ... times a week do you have practical classes?

VI. a) Make up sentences with the given words using *to be going to do smth* according to the example.

Example: Foreign students — to visit our Academy. —
— Foreign students **are going** to visit our Academy.

1. I — to go to the library.
2. He — to read a book.
3. Ann — to write a letter.
4. We — to listen to the professor..
5. The teacher — to ask questions..
6. The students — to answer questions.
7. You — to learn English.
8. They — to speak English.
9. She — to visit her friend.
10. The students — to write their course papers.

b) Make up questions to which the words in italics are the answers:

1. *No*, they are not going to listen to the tape-recorder.
2. *Andrew* is going to talk to you over the telephone.
3. She is going to write *three* English exercises.
4. *He* is going to listen *to the teacher*.
5. *Yes*, I am going to learn English.

VII. Finish the sentences with *myself* / *yourself*, etc.

1. He enjoyed *himself*.
2. She enjoyed
3. I am not angry with you. I am angry with
4. They never think about other people. They only think about
5. Be careful! That plate is very hot. Don't burn
6. When people are alone, they often talk to
7. The police say that the woman shot ... with a gun.
8. Don't pay for me. I want to pay for
9. I'd like to know more about you. Tell me about ... (one person).
10. Goodbye! Have a good holiday and look after ...! (two people).
11. I saw it
12. She did it
13. They said so

VIII. Read the following table and say what Ukrainian young people *can* or *must* do at these ages:

<i>Young people and the law in the UK</i>	<i>Age</i>
They must go to school.	5
They can buy a pet without their parents being there.	12
They can get a part-time job.	13
They can leave home without permission of their parents.	16
They can get married if their parents agree.	16
They can leave school and work full time.	16
They can apply for a passport.	16
They can drive a car but not a lorry.	17
They can go to prison.	17
They can vote.	18
They can drink alcohol in public.	18

IX. Put the verbs in Simple or Continuous tense-forms; explain their use.

1. Excuse me, you (speak) English?
2. Helen (to have) a shower at the moment.
3. What time she (finish) work every day?
4. He's tired. He (want) to go home now.
5. Jane wasn't at home when I (go) to see her. She (work).
6. I (get) up early yesterday. I (wash), (dress), and then I (have) breakfast.
7. They were late but their friends (wait) for them when they (arrive).
8. I (not / go) away for my holidays next month because I haven't got enough money. (You / go) away?
9. The concert this evening (start) at 7. 30.
10. We (have) a party next Saturday. Would you like to come?
11. According to the weather forecast it (rain) tomorrow.
12. I can't meet you this evening. A friend of mine (come) to see me.
13. I'll wait here until you (come) back.
14. I'm going to bed when I (finish) my work.
15. They (play) volley-ball yesterday, but they (not/win).
16. "Excuse me, but you (sit) in my place". "Oh, I'm sorry".
17. How often you (read) a newspaper?
18. He (go) to the cinema last week, but he (not / enjoy) the film.
19. Where you (live) in 2000?
20. I (work) at the reading room of our library from 2 o'clock until 5 o'clock tomorrow.

	Vocabulary
education	освіта
higher education	вища освіта
to get (got, got)	отримувати, одержувати,
	досягати
evening department	вечірній факультет
extra-mural department	заочний факультет
correspondence department	заочний факультет
part-time student	студент вечірнього факультету
applicant	абітурієнт, претендент
to go in for an examination	екзаменуватися
academic year	навчальний рік
compulsory	обов'язковий, примусовий
oral	усний
to take an examination	складати іспит
to pass one's examination	скласти іспит
to attend	1) відвідувати; 2) приділяти увагу
preliminary courses	підготовчі курси
training courses	навчальні курси
to receive grants	отримувати стипендію
to receive a job	отримувати роботу
to depend on	залежати від
social work	громадська праця
allied	суміжний, споріднений
recreational complex	комплекс для відпочинку і розваг
holidays	канікули
vacations	канікули
health	здоров'я
throughout	всюди
to occupy	займати, захоплювати
to occupy oneself with <i>smth</i>	займатися
to range	1) простягатися; 2) коливатися
to travel	мандрувати, подорожувати
to hike	подорожувати пішки; займатися туризмом
to distribute	1) розподіляти; 2) поширювати
graduate	випускник вищого навчального закладу
to entail	викликати, спричиняти

move	1) рух, переміна місця; 2) переїзд
to provide	1) забезпечувати, постачати;
	2) передбачати
to carry out	виконувати, проводити
cooperation	співробітництво
to seek (sought, sought)	1) шукати; 2) намагатись
to establish	1) установлювати; 2) засновувати
close ties	тісні зв'язки
abroad	за кордоном
to envisage	передбачати
joint research	спільне дослідження
applied	прикладний
exchange	обмін
to arrange	влаштувати
to contribute	1) сприяти; 2) співробітничати;
	3) вносити
strengthening	змінення
mutual	спільний
enrichment	збагачення

Text

Life and Education of youth in Ukraine

Every year thousands of young men and women enter Universities and Institutes of Higher Education in Ukraine, where they can get their higher education in various subjects. Besides day-time departments there are evening and extra-mural (or correspondence) departments for part-time students who work during the day.

The applicants go in for entrance examinations in July before the new academic year begins. A written examination in the Ukrainian language is compulsory as well as an oral examination in the main subjects the students will take.

If the applicants want to have a good command of the subject in which they will take examinations, they attend preliminary courses.

Most students receive grants. The amount depends on the results of the previous set of examinations and the students' social work.

The first two years of study are generally the most difficult as the new students have a lot of seminars, lectures and practical classes.

Apart from the major subject and its allied subjects, the students follow courses in Philosophy and Economy.

Sport is also compulsory during the first years of study. Many higher and specialized secondary schools have new stadiums, gyms, swimming pools and games areas.

Most higher schools have their own student hostels and student living and recreational complexes.

Students have holidays twice a year, at the end of each set of examinations. Hundreds of thousands of students spend their winter and summer vacations at institute sports and health camps throughout the country. Students may occupy themselves with various activities ranging from chess to ice-skating in winter or travelling and hiking in summer.

All graduates receive jobs in their field. The jobs are distributed individually, by commissions, a year before graduation. If it entails moving to another city or village, young specialists are, as a rule, provided with housing for themselves and their family.

Ukraine carries out a great deal of international cooperation in higher education. The higher schools seek to establish close ties with the higher educational institutions abroad. The programmes of cooperation envisage a joint research in science and applied fields of science engineering. Also planned is the programme of know-how exchange, publication of joint scientific works, arranging of summer training courses for scientists, etc.

Through international contacts, the Ukrainian higher schools contribute a great deal to strengthening friendship and cooperation among different countries and to mutual cultural enrichment.

Questions

1. Where can young men and women of Ukraine get their higher education?
2. What kind of departments are there in the higher schools of Ukraine?
3. When do the applicants go in for entrance examinations?
4. What entrance examinations must the applicants take?
5. Why do the applicants attend preliminary courses?
6. What does the amount of student's grant depend on?
7. What subjects do students study at higher educational establishments?
8. Is sport compulsory during the study?
9. Where do students live while studying?
10. When do they have holidays?

11. How and where do students spend their holidays?
12. Do all graduates receive a job?
13. What rights do young specialists have?
14. What do you know about international cooperation of Ukraine in the field of higher education?
15. What do the programmes of cooperation envisage?
16. What role do the Ukrainian higher schools play in the international contacts?

X. a) Give the Ukrainian equivalents:

to get higher education, various subjects, extra-mural department, part-time student, correspondence department, applicant, to go in for entrance examinations, academic year, compulsory, to have a good command of the subject, preliminary courses, to receive a grant, the previous set of examinations, student hostel, recreational complex, to distribute, to entail moving, to establish close ties, know-how exchange, to arrange training courses, mutual cultural enrichment.

b) Give the English equivalents:

освіта в Україні, вечірній факультет, абітурієнт, письмовий (усний) іспит, обов'язковий, відвідувати підготовчі курси, залежати від результатів, вступні іспити, громадська праця, практичні заняття, суміжні предмети, спеціалізована середня школа, проводити канікули, по всій країні, діяльність, закінчення вишого навчального закладу, молодий спеціаліст, забезпечувати житлом, міжнародне співробітництво, встановлювати тісні зв'язки, передбачати спільні дослідження, прикладні галузі науки, сприяти зміцненню дружби і співробітництва.

XI. a) Give synonyms of the following words:

higher school, various subjects, correspondence department, entrance examinations, compulsory, preliminary courses, to receive a grant, social work, major, to follow courses, recreational complex, holidays, throughout the country, job, to provide, to seek, joint research, plan, close ties.

b) Give antonyms of the following words:

day-time department, final examinations, optional, to pass an examination, a great deal of, abroad, joint research, international contacts, to strengthen, hostility, enrichment.

XII. Complete the following sentences:

1. The youth of Ukraine can get the higher education at
2. Besides day-time departments there are
3. The applicants go in for entrance examinations in
4. If the applicants want to, they attend preliminary courses.
5. The amount of student's grant depends on
6. The first two years of study are ... for the new students as
7. Students study such subjects:
8. Most higher schools have
9. Students have holidays
10. They spend their vacations at
11. All graduates receive
12. The higher schools of Ukraine seek to ... with the higher educational institutions abroad.
13. The programmes of cooperation envisage
14. Through international contacts, the Ukrainian higher schools contribute to

XIII. a) Read and act out the following conversations:

1

- What do you know about post-secondary education?
- Post-secondary education is provided by 754 institutions of what is known as the 1st and 2nd Level of Accreditation, for example, technical schools and colleges training young specialists, and by 161 institutions of higher learning.
- What do you mean speaking about the institutions of higher learning?
- They are higher educational establishments including universities, academies, institutes and conservatoires.
- Are all pupils admitted to higher schools after successful finishing secondary schools?
- Institutions of higher learning hold entrance examinations to select the best applicants to be their students.
- How many students are there in Ukraine?
- Ukraine numbers a total of 1,5 million college-and-university students.
- What do you know about the system of training?
- A multilevel system of training is being introduced based on the junior specialist — B. A. — specialist — M. A. scheme.

- And what about the alternative system of higher education?
- It is gaining momentum made up of non-government institutions.

2

- What forms of education are there in Ukraine?
- We can acquire a higher education through the full-time, evening or correspondence courses.
- How long do young people study at higher schools?
- The higher school course lasts from 4 to 6 years.
- Full-time students making good progress are entitled to grants (stipends), aren't they?
- Yes, you are right. Students with excellent marks get grants that are higher than for others. Particularly gifted students are awarded special scholarships.
- Are students engaged in research?
- Yes, they are. Student's research work has become an inseparable part of the educational process and is compulsory.
- In what way are students engaged in research?
- About one half of the country's scientists work at higher educational establishments, and students conduct research under their guidance in student's scientific societies and design bureaus.

b) Fill in the missing parts using the terminology of educational institutions as well as your knowledge of the subject:

1

-
- Everyone who has a certificate of secondary school and who passed successfully entrance exams, may be admitted to a higher educational institution.
-
- There are three forms of educational institutions: Full-time, evening and extra-mural.
-
- After graduating from a University or an Academy students receive diplomas which qualify them to work in the field for which they have been trained.
-
- Yes, diplomas of all 3 types of higher education carry equal status.

2

-
- The higher school course lasts from 4 to 6 years.

-
- The academic year is divided into two terms: from the 1st of September to the 23rd of January and from the 7th of February to the 1st of July.
-
- The state provides students with monthly grants.
-
- Students from other cities and villages are provided with hostel accommodation at a very low cost, but they have to cater for their meals themselves.

3

- What determines further development of our higher school ?
-
- What is the main purpose of the higher school in Ukraine ?
-
- What is done to develop in students the ability to work independently and creatively ?
-
- Are students engaged in research ?
-
- What is the curriculum of a higher school ? Is there a uniform curriculum for the entire country at each level ?
-

XIV. Complete these sentences with *much, many, a lot of, little, a little, few or a few*. Sometimes there are two possibilities.

1. We have to hurry. We haven't got ...time.
2. She is a very quiet person. She doesn't say
3. The man was badly injured in the accident. He lost ... blood.
4. ... people do not like flying.
5. Don't disturb me. I've got ...work to do.
6. He's got so ... money, he doesn't know what to do with it.
7. "When did you see Helen?" — "... days ago".
8. He's very lazy. He does ...work.
9. They're not rich but they've got ... money — enough to live.
10. We did not take ... photographs when we were on holiday.
11. He always puts ... salt on his food.
12. I like reading. I've got ... books.
13. The TV service is not very good. There are ... good programmes.

14. I can't decide now. I need ... time to think about it.
15. It costs ...money to travel round the world.
16. How ... foreign languages can you speak ?
17. Nearly everybody has a job. There is ... unemployment.
18. We saw ... interesting things in the museum.
19. Oleg knows ... about politics.

XV. Fill in the gaps with the suitable reflexive pronouns:

1. Andrew cut ... while he was shaving this morning.
2. I'm trying to teach ... French but I'm not making much progress.
3. He spends most of time alone, so it's not surprising that he talks to....
4. The film ... wasn't very good but I liked the music.
5. I don't think Peter will get the job. Peter ... doesn't think he'll get it.
6. I'm not going to do it for you. You can do it
7. Let's paint the house It will be much cheaper.
8. Don't get angry. Control ... !
9. If you want more to eat, help
10. Don't worry about us. We can look after

XVI. Say what you are doing or what you are going to do by answering the following questions:

1. Are you listening to your teacher or are you going to listen to him?
2. Are you reading this text or are you going to read it ?
3. Are you writing an exercise or are you going to write it ?
4. Are you talking to your friend over the telephone or are you going to talk to him ?
5. Are you learning English or are you going to learn it ?
6. Are you speaking English or are you going to speak it ?
7. Are you writing a dictation or are you going to write it ?

XVII. a) Ask and answer about the times on the academy noticeboard.

Use the verbs below:

open, close, start, finish, leave, arrive.

Example: A: What time does the library open ?

B: It opens at nine a. m. (nine o'clock in the morning, etc.)

b) Write down about your daily routine. How often do you do things?

Activity	Always	Usually	Often	Sometimes	Never
Get up at 6. 30:					
Have a big breakfast:					
Leave home at 7. 15:					
Get home before 17. 00:					
Go out in the evenings:					
Go to bed before midnight:					

c) Complete the survey for three students

Journey to Academy	Student 1	Student 2	Student 3
Method:			
Distance:			
Time:			

Example: A: How do you usually get to the Law Academy ?

B: I go by ... / I walk.

A: How far is it ?

B: It's about ... kilometres, etc.

Compare the results of your surveys to find out how most people in your group get to the Law Academy.

XVIII. Complete the sentences and speak about your working day; use the word combinations from the box:

- I wake up at
- I get up and go to bathroom where I
- Then I
- At ... o'clock I leave for the Academy.
- I go to the Academy by ... or
- It takes me
- The classes begin at
- I have ... practical classes and ... lecture(s) a day.
- My favourite subject is
- My lessons are over at
- It is time for dinner and I go to

- It takes me ... because the canteen is just in
- After dinner I go to
- There I ... text-books, dictionaries, new magazines and fiction.
- In the reading room I get ready for
- Then I go to There are good sports facilities at the Academy.
- I go in for
- I return home at
- I have supper and begin to
- At ... o'clock I take a bath and go to bed.

to take a shower, to dry off, to brush teeth, to get dressed, to have breakfast, a sandwich, a cup of hot tea or coffee, an underground, to walk, a bus, a trolley-bus, a student's canteen, the same building, the Academy library, to borrow, seminars, colloquiums, sports complex, a volley-ball, swimming, a chess club, to train for the competition, to be tired, to prepare one's homework.

XIX. a) Read and translate the text about public libraries.

There is a public library in every town in Ukraine and local libraries in most villages. Anyone may join a library, that is become a member, and it costs nothing to borrow books. At the lending department you may take three books at a time and keep them for a fortnight. If, at the end of the fortnight, you have not finished reading a book, you may renew it for another fortnight. At the academy or university library students may take books for the whole academic year and return them after they pass exams. If the book you want is out you may ask the librarian to keep it for you when it is returned. The librarians know a lot about literature. They can give you advice about literature and recommend you what books to take.

Most public libraries also have a reading-room and a reference library. In the reading-room there are tables and desks where you can sit and read the daily papers and all the other important periodicals (the weeklies, monthlies and quarterlies). In the reference library there are encyclopaedias, dictionaries, atlases, and other books of reference on every possible subject. They are not for continuous reading. We consult (refer to) them on occasion.

b) Speak about the Academy library.

Where is it situated ? Is it large ? What kind of books are there ? How often do you work at the reading-room ? What do you do there ?

What kind of books do you like reading? Does the work at the library help you at your studies?

XX. Use the necessary tense-forms of the verbs in brackets, explain their formation:

The first term (to come — Present Continuous) to an end. Classes (to be over — Future Simple) in a few days. The examinations (to begin — Future Simple) on the 5th of January. During the autumn term from the first day to the last one I (to work — Past Continuous) hard. I (to attend — Past Simple) all the lectures and (not to miss — Past Simple) the seminars. I (to have — Past Simple) to spend a lot of time at the library at my term papers. Now I (to be ready — Present Simple) quite for the examinations and I (to hope — Present Simple) to pass them successfully. Last week I (to be allowed — Past Simple) to take one of my examinations in advance. Now I (to have — Present Simple) two more examinations. If I (to be allowed — Present Simple), I (to take — Future Simple) them in advance too because during the holidays I (to be going — Present Simple) to visit my parents and I (to want — Present Simple) to have more time to stay with them. They (to live — Present Simple) a long way from Kharkiv and it (to take — Future Simple) me several days to get to my native town.

When the examinations (to be over — Present Simple) we (to have — Future Simple) our winter holidays. They (to last — Future Continuous) from the 24th of January to the 10th of February. We (to make — Present Continuous) plans for the coming holidays. There (to be — Present Simple) many ways in which we (can — Present Simple) spend them. Some of us (to go — Future Simple) to country holiday homes, others (to stay — Future Simple) in town. During the holidays we (to go — Future Simple) to the cinemas and theatres. We (to go — Future Simple) in for sports. We (to spend — Future Simple) a lot of time in the open air. Those students who (not to live — Present Simple) at home (to be able — Future Simple) to go to see their parents. They soon (to leave — Future Simple) for their native towns and villages.

XXI. Translate into English:

1. Щороку тисячі юнаків та дівчат вступають до вузів України.
2. Крім денної форми навчання, існують вечірня та заочна.
3. У липні абітурієнти складають вступні іспити: з української мови — письмово, а з головних предметів за фахом — усно.

4. Щоб успішно скласти вступні іспити, абітурієнти відвідують підготовчі курси.

5. Студенти отримують стипендію.
6. Крім головних та суміжних з ними дисциплін, студенти вивчають філософію та економічну теорію.
7. Заняття спортом є обов'язковими під час навчання у вузі.
8. Більшість студентів мешкають у гуртожитку.
9. Студенти проводять багато часу у бібліотеці.
10. Там можна знайти будь-яку літературу за фахом.
11. Двічі на рік після екзаменаційної сесії у студентів канікули.
12. Випускники вузів отримують роботу за фахом.
13. Вузи України встановили тісні зв'язки з вищими навчальними закладами за кордоном.
14. Програма співробітництва передбачає спільні дослідження в галузі науки та техніки.

15. Також плануються обмін фахівцями, спільні наукові публікації та проведення навчальних курсів для науковців.

16. Завдяки міжнародним контактам вузи України сприяють зміцненню дружби та співробітництва між різними країнами і взаємному культурному збагаченню.

XXII. Role-play the following situations:

1. You are a foreign student. Take part in the discussion on higher education in Ukraine. Ask questions about availability of higher education, subjects studied at higher schools, payment for studies, library, hostel, stipends, etc., about problem in education and changes taking place in the system of education in Ukraine, etc.

2. You are present at the reception of foreign students at the Club of International Friendship. Ask foreign students about their education and student's life. Tell them about yours.

3. A meeting between foreign and Ukrainian students at the Club of International Friendship:

- introductions of students to one another (greetings, formulas of politeness, making acquaintance: name, nationality, language, country, age, profession, family);
- impressions of the visit to Ukraine;
- expressing wishes on further exchange of students' delegation between both countries.

4. You are in correspondence with your English friend. Write a letter in English to your friend about your studies and your student's life.

5. You are a reporter. Interview a student:

ask:

— if students have a hard working day;

— if they often work at the library, write their term papers (курсові роботи);

— if they take part in the social, cultural and sports' life of the Law Academy.

6. Write a letter in English to your friend about your student's working day. Write about your journey to the Law Academy, your daily routine, etc.

XXIII. It's interesting to know ...

Education is rooted in very old traditions reaching back to the pagan times ... In the 16th - 18th centuries, an increasing number of schools were set up by national religious — educational communities — “Brotherhoods”, for instance, in Lviv (1585), in Kyiv (1615), in Lutsk (1620). The Greek — Slavonic — Latin Collegium, Ukraine's first institution of higher learning, was founded in Ostroh in 1576.

At the turn of the 18th century the level of public literacy placed Ukraine ahead of a number of Western and Eastern European countries.

The first universities appeared in Kharkiv (1805), Kyiv (1834) and Odessa (1865). Later, “specialized institutes” were opened for training industrial, railroad engineers, agronomists, physicians and specialists in other fields.

Present-day independent Ukraine has inherited a rather developed system of education from the previous regime, which answers the standards of the developed countries.

General secondary education in Ukraine is used to be free but compulsory.

The programme of educational reforms is aimed at integrating the national schooling system into the world's educational medium, at satisfying the people's national-cultural needs and protecting their rights, irrespective of their ethnic origin.

The educational system includes over 23,000 so-called pre-school educational establishments.

The basic link in the chain of public education in Ukraine is the “general education (grade) school”, with 21,350 schools. Each has three stages:

primary, basic and senior. Nowadays there is a new type of schools in Ukraine: gymnasiums (121), lyceums (124) and private schools (over 50).

There are 1,176 vocational training schools providing almost 800 qualifications.

Post-secondary education is provided by 754 institutions of what is known as the 1st and 2nd Level of Accreditation, for example, technical schools and colleges training young specialists, and by 161 institutions of higher learning, such as universities, academies, conservatories, institutes. There are 14 classical and 45 technological and branch universities, 30 academies and 72 institutes.

Institutions of higher learning enroll some 12,000 foreign students, postgraduates and visiting graduates.

Among the well-known Universities in Ukraine are: T. Shevchenko National University of Kyiv, Kyiv Polytechnic University, International Independent University, Kyiv-Mohyla Academy, Kyiv State Conservatory, Kharkiv National University, Vinnytsia State Technological University, Simferopol University, I. Franko National University of Kyiv, Donetsk University, Odessa State Naval Academy, Odessa State Economic University and many others.

Memorize these proverbs and sayings:

Knowledge is power. — Знання — сила.

To know everything is to know nothing. — Знати все — значить нічого не знати.

Money spent on the brain is never spent in vain. — Гроші, витрачені на освіту, завжди окупуються.

Time is money. — Час — гроші.

Don't waste time, it flies. — Не гаїте часу, він летить.

Early to bed and early to rise makes a man healthy, wealthy and wise. — Хто рано лягає і рано встає, у того здоров'я, заможність і розум є.

Lesson 7

Text: Yaroslav the Wise National Law Academy of Ukraine

Dialogues: Arrival of British students. Week-end, holidays, spare time of Ukrainian students

Grammar: Present, Past, Future Perfect в активному стані

Word-building: Revision

Word-building:
Revision

I. Explain how the following words are formed and translate them:

n → n	n → adj
science — scientist	difference — different
law — lawyer	practice — practical
academy — academician	academy — academic
architect — architecture	space — spacious
crime — criminology	science — scientific
act — activity	law — lawful
form — formation	importance — important
adj → n	n → v
legal — legality	issue — to issue
active — activity	judge — to judge
national — nationality	work — to work
special — speciality	date — to date
local — locality	design — to design
difficult — difficulty	report — to report
real — reality	graduate — to graduate
passive — passivity	guard — to guard
v → n	
to establish — establishment	
to exist — existence	
to decide — decision	
to prefer — preference	
to admit — admission	
to qualify — qualification	
to build — building	
to differ — difference	
to comment — commentary	

II. Form derivatives according to the models:

v + tion → n	n + al → adj
<i>Model:</i> to found — foundation	<i>Model:</i> origine — original
to construct	culture
to operate	function
to graduate	operation
to design	education
to prepare	form

to transform
to determine
to form
to collect

v + er(or) → n

Model: to work — worker

to investigate
to report
to design
to found
to edit
to govern
to build
to construct
to operate

crime
practice
nation
office

adj + ly → adv

Model: main — mainly

attentive
active
special
high
general
official
different
thorough
accurate

III. Write down as many words as you can which have the same roots (making word — families) and translate them into Ukrainian:

Example: legal — юридичний, правовий, законний

illegal — незаконний
legalist — законник
legality — законність
to legalize — узаконювати
legally — законно

to train, academy, condition, education, building, to design, decision, law, to edit, investigation, science, activity, contribution, promotion, graduate, to govern.

Exercises

I. Practise the pronunciation of the following words and word-combinations:

to train specialists, to conduct, to be founded, academic staff, condition, legal body, court, Prosecutor's office, educational establishment, construction, war, military, to liberate, to renew, imposing building, premise, to design, to appear, recently, spacious, reference, to include, decision, human rights, existence, qualified, defence lawyer, issue, outstanding, famous, academician, chair, feature, admission, preference, experience, to distinguish, labour law, civil procedure, inquiry, to hurry, bilateral, post-graduate, renowned, law-governed state, on guard of, legality, order.

II. a) Answer the following questions:

1. What time are you going home? 2. What time are you going to read a newspaper (a magazine)? 3. What time are you going to talk to your friend over the telephone? 4. How many books are you going to read? 5. How many letters are you going to write? 6. Whom are you going to listen to? 7. What time are you going to do your homework? 8. What are you going to do after classes?

b) Ask all possible questions to the sentences:

1. I am going to arrive home at a quarter past seven. 2. He is going to read an English text. 3. The students are going to write a test-paper. 4. She is going to visit a friend of hers. 5. I am going to write a letter tonight. 6. You are going to do English exercises with your friend.

III. a) Role-play the dialogue:

A: What are you going to do this weekend?

B: I'm going out of town.

A: Oh, where are you going?

B: I'm going to visit Poltava.

A: For how long?

B: Just for two days.

b) Make up dialogues using the table:

A: What are you going to	do	tomorrow?
	see	next week?
	visit	next year?
	read	in future?
	write	

B: I'm going to

IV. Make up sentences in Present Perfect using the tables. Pay attention to the place of adverbs and adverbial modifiers in the sentences:**Model A:**

I	have	often	been to the Academy
He	has	seldom	visited this library
She	hasn't	never	met them
We	hasn't	already	seen this imposing building
You		just	read that article
They		not yet	studied Latin

Model B:

I	have		seen her	today
He		(not)	finished the work	this week
She	has		learned French	this month
We			read the law report	this year
You			been to London	lately
They			passed all exams	

V. Put the verbs in brackets into Present Perfect. Translate the sentences:

1. We (to have) just an interesting talk with our professor. 2. This old professor (to teach) students all her life. 3. His sister (to pass) already her finals, she (to become) a lawyer now. 4. My brother (not to attend) his classes this week, as he (to be) ill. 5. We are so glad that we (not to make) any mistakes in our test today. 6. I (not to translate) this text yet as I am very busy now. 7. I (to meet) never this man at our department.

VI. Answer the following questions:

1. Have you passed all your exams this term?
2. Has your friend come to ask you for help?
3. Have your parents visited you in the hostel?
4. Have your sister and brother studied at the same academy?
5. Have you seen this film?
6. Has your mother already come to Kharkiv?
7. Who has told you this news?
8. Who has already done the test?

VII. Make up sentences in Past Perfect using the table:

I			returned home	before they left
He			graduated from the Academy	when she arrived
She	had	(not)	gone to bed	by three o'clock
We			cooked the dinner	by that time
You			prepared the homework	before he came
They			learnt this news	by nine o'clock

VIII. Transform into Reported Speech:

Model: Paul said: "I met her in the Academy". —
— Paul said *he had met* her in the Academy.

1. The woman said: "I studied German at school."
2. The students said: "We have done the exercises."

3. The man said: "I lived in Sumy at that time".
4. My sister said: "I spent my holidays in the country".
5. My friend said: "I have never been to Kyiv".
6. His cousin said: "I have just learnt about it".
7. The teacher asked: "Have you read today's newspapers?"
8. Her fellow-student said: "We have had a meeting this week".
9. Our neighbour asked: "Have you ever borrowed books from this library?"

IX. Make up sentences in Future Perfect using the table:

I			arrived home	by 6 o'clock
You	shall have		read the book	by Monday
She		(not)	learnt the news	by his arriving
He	will have		written the report	by this conference
We			finished the scientific work	by the end of the year
They			translated the article	before they come

X. Put the verbs in brackets into Future Perfect. Explain the use of this tense-form.

1. You (to return) the book to the library by this time tomorrow.
2. By the end of the year I (to work) at the Prosecutor's office for 5 years.
3. I'll be back in two hours. I hope you (to finish) the translation by then.
4. He (to start) on his way back by the time you return.
5. They (to go) for a walk by the time I have finished the job.
6. I suppose by then they (to settle) all the problems.
7. "Don't be too late", he said. "He (not to go) when you come back".
8. When my thoughts are written down I (to finish) with them and I shall have time to think of other things.
9. By what time you (to finish) your work?

Vocabulary

to train	навчати
to train specialists	готувати кадри
to conduct	вести, проводити
among	серед
former	колишній
to be founded	бути заснованим
staff	штат службовців; персонал; кадри

academic staff	викладацький склад
proper	1) власний; 2) належний
conditio	умова
state body	державний орган
court	суд
to pay (paid)	платити, сплачувати
to pay attention	звертати увагу на
due to	завдяки
educational establishment	навчальний заклад
legal body	правовий орган
construction	будівництво
war	війна
Patriotic war	Вітчизняна війна
member	член
to take part in	брати участь в
military	військовий
to kill	вбивати, знищувати
to liberate	визволяти
to renew	відновлювати
imposing	поважний, імпазантний
imposing building	вражаюча будівля
premise	будівля (з прилеглими до неї прибудовами)
to design	здумувати, проєктувати
to appear	з'являтися
recently	недавно, нещодавно
to be accommodated	бути розташованим; розташовуватися
to house	містити (в собі), уміщати
space	<i>тут</i> : місце, площа
spacious	просторий
report	звіт, повідомлення, доклад
reference	довідка
to cover	містити (в собі), займати (територію), охоплювати, накривати, прикривати
to include	включати (до складу)
decision	рішення
human rights	права людини

existence
qualified
defence lawyer
to edit
issue
assistant professor
outstanding
famous (for)
both ... and
academician
chair
feature
admission
preference
to gain
to gain an experience
to distinguish oneself
to wash out

administrative law
labour law
international law
civil procedure
investigation
inquiry
tracing science
document processing
course (term) paper
to hurry
public activity
contribution
to devote
promotion
bilateral
agreement
curriculum, -a
syllabus, -i

post-graduate student

існування
кваліфікований
адвокат, захисник
редагувати, готувати до друку
видання
доцент
видатний
відомий
як..., так і
академік
кафедра
характерна особливість
прийняття, зарахування
перевага
одержувати
набувати досвід
відзначитися, визначитися
визнати непридатним,
відраховувати
адміністративне право
трудове право
міжнародне право
цивільний процес
розслідування, слідство
розслідування
слідознавство
оформлення документів
курсowa (семестрова) робота
поспішати
громадська діяльність
внесок
присвячувати
сприяння, заохочення
двосторонній, двобічний
угода, згода
навчальний план, розклад
програма (курсу); конспект;
розклад
аспірант

renowned
for the sake of
to take into consideration
achievement
law-governed state
on guard of
legality
order

відомий, знаменитий
заради
брати до уваги
досягнення
правова держава
на сторожі, на варті
законність
1) порядок; 2) наказ;
3) розпорядження

Text

Yaroslav the Wise National Law Academy of Ukraine

§1. History of the National Law Academy

Among the Ukrainian institutions of higher learning that train specialists for various fields of law and conduct scientific research work a special place belongs to Yaroslav the Wise National Law Academy of Ukraine.

It is the oldest specialized educational establishment of our country on training lawyers.

The Law Academy (former Kharkiv Law Institute) was founded in September 1920 and began its life as the joint humanitarian higher educational establishment. It was its largest subdivision. There was a numerous staff, special study programmes and proper conditions for research work. The specialists for state bodies, courts and Prosecutor's offices were trained there at that time. Great attention was also paid to training the personnel for the Institute.

In 1930 due to the specialization of educational establishment the Institute began to train administrative workers for Ukrainian organs and personnel for legal bodies and it became the Kharkiv Institute of Soviet Construction and Law.

In 1932 the Institute was renamed as the All-Ukrainian Communist Institute of the Soviet Construction and Law.

It became Kharkiv Law Institute on July 1, 1937. During the first two war years it didn't function. Many members of the staff and students took part in military operations during the war and some of them were killed. Since the Soviet Army had liberated Kharkiv in August 1943, the educational establishment renewed its educational activity.

The importance of the institute was growing from year to year and it was transformed into the Law Academy on March 20, 1991.

§2. The National Law Academy of Ukraine Nowadays

The imposing building of the main premises of the National Law Academy stands close to the city centre in 77, Pushkinskaya Street. The original building dates from 1889 and it is a fine example of architecture. It was designed and constructed by A. N. Beketov, a well-known Ukrainian architect.

The new modern building of the Prosecutors' Training Institute has appeared recently not far from the main building.

Generally the Academy is accommodated in several spacious attractive buildings which house the library, reading spaces with collections of law reports, periodicals and reference works.

The library of over 1 million volumes covers a wide range of Ukrainian and fo- reign legal materials including the reports and decisions of the European Commission on Human Rights.

During its existence the Academy gave our country over 60,000 qualified special-ists working in the field of law. Now a lot of our graduates work in different parts of our country and abroad as judges, prosecutors, investigators, defence lawyers and others.

The Academy is not only one of the largest but also one of the most innovative law schools in our country. Every year research workers of the Academy edit about 100 issues, publish hundreds of articles and commentaries on legal and social sciences.

The Academy has an academic staff of more than 500, including 70 professors, over 300 assistant professors and 8 academicians.

Many outstanding lawyers famous both in our country and abroad worked here long ago. They are: academicians N. Paliyenko, V. Gordon, V. Koretsky; associate members M. Maximenko, M. Grodinsky, A. Rivlin and others.

There are more than 30 chairs at the Academy and 14 departments (11 day-time departments, evening and 2 correspondence departments).

Every year about 2,500 young people enter the Academy. The main feature of the admission to the Academy is that the preference is given to young people who have already gained some experience of practical work. Although there are a lot of young people who come from secondary school, who have particularly distinguished themselves in their studies. But there are cases when the young people do not meet some standards during their studies. That's why they can be washed out till the end of the course of study.

During this period (it depends on the department, it is 5 years in the day-time department) the students study about 65 subjects including such special law subjects as Administrative Law, Labour Law, Civil Law, Civil Procedure, Criminal Law, Criminal Procedure, Criminology, International Law, etc.

In the structural subdivision of the Academy there is criminalistics laboratory with film-and photolabs; study rooms: of investigatory tactics, of methods of particular crimes investigation (inquiry), of tracing science, of document processing, a codification bureau, a small publishing centre and computer classes.

The students attend lectures, seminars, tutorials. After classes many students hurry to the canteen or to the café, some students prepare for the seminars in the reading-rooms. Each year the law students write and defend their course (term) papers.

Many students take part in public activities and go in for sports.

All the out-of-town students live in the hostels.

Today the National Law Academy enjoys national and international reputation for the contribution in scientific research. The Academy devotes much attention to the promotion of cooperation with institutions of higher learning in foreign countries on the basis of bilateral agreements. They exchange experience on teaching methods, on the work of the Academy departments, on research planning and textbook development. The agreements signed with some foreign institutions of higher education promote the exchange of curricula and syllabi, scientists and post-graduate students, scientific and teaching literature, as well as information on the activities of the higher schools involved.

Renowned jurists such as Tatsyi V. Y., Stashis V. V., Groshovyi Y. M., Danshyn I. M., Rogozhyn A. I., Strakhov M. M. work and make scientific researches at the

Academy, all of them work for the sake of the people, the Academy and the state.

Having taken into consideration the outstanding achievements in academic and educational activities, the Law Academy was granted with the status of "National" on March 30, 1995.

As the future of a law-governed state is determined by legal education, the Academy does its possible to give well-educated people and highly qualified specialists standing on guard of legality, law and order.

Questions**§1**

1. What place belongs to the National Law Academy of Ukraine among the Ukrainian institutions of higher learning?
2. When was the Kharkiv Law Institute founded?
3. What establishment did the Kharkiv Law Institute begin its life as?
4. Who was trained there at that time?
5. What happened with the Institute in 1930?
6. How was the Institute renamed in 1932?
7. When did it become the Kharkiv Law Institute?
8. What do you know about the destiny of the Institute and its teaching staff during the war?
9. Why and when was the Kharkiv Law Institute transformed into the Law Academy?

§2

1. How many buildings is the Academy accommodated in? Where are they situated?
2. What literature is there at the Academy library?
3. How many specialists did the Academy give during its existence?
4. Where do they work?
5. What do you know about the research work at the Law Academy?
6. What academic staff has the Academy got?
7. What outstanding lawyers worked here long ago?
8. How many departments (chairs) are there at the Academy?
9. What is the main feature of the admission to the Academy?
10. What subjects do the students study?
11. What conditions are there for training future specialists?
12. Why does the National Law Academy enjoy national and international reputation?
13. What do the agreements signed with some foreign institutions of higher education promote?
14. What renowned jurists work at the Academy nowadays?
15. When and why was the National Law Academy granted with the status of National?
16. What is the main task of the National Law Academy of Ukraine?

XI. Match the words with the corresponding definitions:

- | | |
|---------------------|--|
| 1. to train | 1. place where law-cases are held |
| 2. former | 2. making a strong impression because of size, character, appearance |
| 3. to found | 3. to make new, to restore |
| 4. staff | 4. book that is not read through but consulted for information |
| 5. legislative body | 5. to give teaching and practice |
| 6. court | 6. careful and thorough inquiry |
| 7. to renew | 7. of an earlier period |
| 8. imposing | 8. personnel |
| 9. reference book | 9. group of persons who make laws |
| 10. investigation | 10. to lay the base, to establish |

XII. Form the corresponding verbs:

specialization, different, admission, reference, issue, training, attractive, investigation, publication, administrative, assistance, guard, innovative, function, collective, legal, dependence, attendance, government, special, judgement.

XIII. a) Give synonyms for:

outstanding, department, educational institution, scholar, term, different, to train, to establish, to comprise, field, to be located, to construct, lessons, investigation, academic staff, organ, jurist, qualified, issue, preference, to distinguish, document, public activity, renowned, law-governed state.

b) Give antonyms for:

to graduate from the Academy, unknown, to miss lectures, secondary school, home students, former, legal, construction, war, to liberate, to appear, recently, spacious, to cover, to admit, national, legality, order.

XIV. Make word-combinations of the words in columns and translate them:

- | | |
|-----------------|--------------------|
| 1. higher | 1. some experience |
| 2. research | 2. office |
| 3. educational | 3. specialists |
| 4. academic | 4. activities |
| 5. prosecutor's | 5. lawyer |
| 6. to train | 6. work |

7. legal	7. body
8. public	8. professor
9. human	9. consideration
10. defence	10. establishment
11. assistant	11. department
12. associate	12. staff
13. correspondence	13. rights
14. to gain	14. procedure
15. criminal	15. education
16. to defend	16. member
17. to go in for	17. sports
18. bilateral	18. student
19. post-graduate	19. agreement
20. to take into	20. the course paper
21. law-governed	21. legality
22. on guard of	22. state

XV. Complete the following sentences:

1. Yaroslav the Wise National Law Academy of Ukraine belongs to
 2. The Academy is the oldest specialized educational establishment of our country in
 3. The former Kharkiv Law Institute was founded ... and began its life as
 4. The specialists for ... were trained there at that time.
 5. In 1930 the Institute began to train
 6. In 1932 the Institute was renamed as
 7. It became Kharkiv Law Institute
 8. During the war many members of the staff and students took part in
 9. The educational establishment renewed its educational activity in
 10. The Institute was transformed into ... on March 20, 1991.
 11. The imposing building of the Academy stands
 12. It was designed and constructed by
 13. The Academy is accommodated in
 14. The main library covers
 15. During its existence the Academy gave our country
 16. A lot of our graduates work in ..., as
 17. Every year research workers of the Academy edit ... and publish
 18. The Academy has an academic staff of
 19. Many outstanding lawyers such as ... worked here.
 20. There are more than ... chairs and ... departments at the Academy.
 21. Every year more than ... young people enter the Academy.
 22. The main feature of the admission to the Academy is
 23. During their studies the students are taught such subjects as
 24. Today the National Law Academy enjoys national and international reputation for
 25. The agreements signed with some foreign institutions of higher learning promote
 26. Renowned jurists such as ... work and make scien-

tific research at the Academy.
 27. The Law Academy was granted with the status of "National" due to
 28. Nowadays the National Law Academy of Ukraine does its possible to

XVI. a) Draw up an outline of the text in the form of questions. Let your partners answer them.

b) Retell the text: 1) according to the outline; 2) close to the text; 3) without details.

XVII. a) Put the verbs in brackets into Present Perfect. Translate the sentences.

1. This year the members of the Academy (to publish) many articles concerning problems in legal and social sciences.
 2. Many students (to distinguish) themselves in their studies.
 3. Some students (not to pass) the credit test in English yet.
 4. This event (to turn) a new page in the Academy's history.
 5. They (to visit) just the museum of Fine Arts.
 6. I (to do) already my work.
 7. We (to write) already our term papers.
 8. They (to come) back today.
 9. I (to get) just this letter.
 10. We (to be) never to England.
 11. I (not to see) my friend since holidays.
 12. I (not to finish) my work yet.
 13. He (not to watch) TV since Sunday.
 14. We (not to read) any books by this writer in the original.
 15. Sorry, I (to forget) to bring you the book.
 16. I (to be) very busy lately.
 17. We (to get) something interesting to tell you.
 18. He (to get) no news from her yet.

b) Develop this situation.

Mary is 65 years old. She has had an interesting life. Write sentences about the things she has done. Use the Present Perfect.

- (she/do)/many different jobs *She has done many different jobs.*
- (she/travel)/to many places _____
- (she/do)/a lot of interesting things _____
- (she/write)/more than 80 articles concerning law sciences _____
- (she/meet)/a lot of interesting people _____
- (she/be)/married five times _____

XVIII. Act out the following conversations:

I

- I say, Oleg. What are you going to do tonight?
- Nothing special. Why?
- You see, I'm going to visit my friends in the Academy flats. Let's go together.

- With pleasure. What time are we going?
- Say, eight p. m.
- Agreed.

2

- What are we going to do at weekend?
- You know, my friend's birthday will be on Sunday and we are invited to him.
- Oh, it would be nice. I'd love to see how you celebrate a birthday. How does it look like?
- It will be a sort of party. All our friends will come. We'll sit down at the table for a while, have soft drinks and delicious meals, listen to music or watch video.
- Right. And how about presents. Are you going to buy anything?
- Yes, that's what I'm going to do now. I'm going to buy something for him. We'll be able to do it together. Let's buy him an interesting book and a cassette or disc with pop music.
- O. K. Let's go then.

XIX. Put the verbs in brackets into Past Perfect. Translate the sentences, explain the use of this tense-form.

1. When the teacher came the student (to write) the text. 2. They (not to translate) the text when the teacher came. 3. We saw the film after we (to read) the book. 4. My brother went to Kyiv after he (to pass) his examinations. 5. We (to accept) their invitation before we learnt the news. 6. We were sure that Ann (to begin) learning English. 7. She (to write) the report by 6 o'clock. 8. The meeting (to be over) by 7. 30. 9. He said that he (to attend) the meeting that day. 10. I (to book) the ticket before I got the letter.

XX. Agree or disagree with the following statements:

Example: A student's life is very full one, both academically and culturally. — It's really so. Our student's life is very full one.

Use the expressions: *Exactly so, Certainly, It is really so, You are right, or Oh, No, it's not so, Nothing of the kind, I'm afraid you are wrong, I don't think so.*

1. We have student's clubs, which are extremely popular with our students. 2. Everybody knows that "Much work and no play never makes people gay". 3. Our students take part in the choir. 4. Our Academy

choir is famous in Kharkiv. 5. There are many sports societies among which you can find something to your liking. 6. In senior years if you are interested in research work you'll be able to join a scientific society. 7. Under the guidance of professors, teachers and postgraduates, students write their term papers and graduation thesis on the problems of their research work. 8. Scientific contests conducted at the Academy help broaden the student's outlook, develop their independent thinking, enrich their knowledge of law. 9. The student's life at our Academy is various, hard but very interesting. 10. We'll never forget our students' years.

XXI. Role — play the dialogue:

Arrival of British students

Teacher: I have a surprise for you.

Andrew: What kind of surprise is it?

T: That's a news, a good news.

Oleg: What news is it?

T: Come on guess. It's a news concerning your practice in speaking English.

A: We are going to have a club in English, aren't we?

T: This time, it isn't. The matter is that a group of British students is arriving in our Academy.

Kate: That's a capital news! Shall we meet with them?

T: Of course, you will. You will have a chance to practise your English.

A: What's the aim of their visit?

T: As far as I know, we are going to found a joint student scientific society.

Mary: It all means that we must be brilliant with our English. There is a good chance to practise making introductions.

T: That's right. Before introduction, I think, you'll say: "Welcome to Kharkiv! Welcome to our Academy, friends! Glad to meet you!" Then make introduction and ask about person's name, nationality, occupation, etc.

(in two days)

K: Hello, dear friends! I'm Kate, a third-year student and the President of English club at the Academy. I'm happy to welcome you at the Academy. Dear friends, what would you like to see during you stay at the Academy?

Cora: According to the programme there are many interesting visits to your chairs.

Shirley: As a future lawyer, I'd like to visit the chairs of special law subjects, to meet professors working there. Different aspects of law in your country are of a special interest for me.

Susanna: Some of us during our visit would rather live¹ not in the hotel but in the students' hostels to make closer contacts with the students.

Lucy: We are thankful for your hospitality but we would like to have more free time.

C: We'd like to attend some interesting lectures of your professors.

Sh: I'd like to say that from the minute we arrived in Kharkiv there was feeling of warmth and happiness that seized me. As to me, I'd like to see as much as it's possible during my stay here. I want my every hour here be packed² with visits to the theatres, museums, historic places, families, meetings, etc.

L: In my opinion, the better young people of the globe know each other the easier will be the way to peace, security between countries. To achieve this goal³ we must have more meetings, more discussions, free exchange of opinions, etc.

K: Thank you, dear friends, for expressing your wishes. We'll take into account⁴ all of them and you'll be able to fulfil them.

Notes to the dialogue:

1. Some of us would rather — Дехто з нас віддав би перевагу...
2. every hour be packed — кожна година була заповнена
3. to achieve the goal — досягати мети
4. we'll take into account — ми візьмемо до уваги

XXII. a) Use the verbs in brackets in Future Perfect. Translate the sentences:

1. By the end of the year we (to take) six exams and some tests.
2. He (not to take) the English exam by the end of the first year of study.
3. I think she (to prepare) her homework by the time you come home.
4. My friend's brother will be a graduate next year, he (to finish) his studies by spring.
5. She (to recover) by the end of winter holidays.
6. I (to dine) already by the time you call on me.

b) Make up sentences and use Future Perfect.

Example: Oleg and Ann are going to the cinema.

The film begins at 7. 30 and it is already 7. 20.

And it will take them 20 minutes to get there.

When they get there, (the film (already) start) the film **will have** already **started**.

1. Helen always goes to bed at 11 o'clock. Olga is going to visit her at 11. 30 this evening. When Olga arrives, (Helen (go) to bed). _____

2. Andrew is on holiday. He has very little money and he is spending too much too quickly. Before the end of his holiday, (he (spend) all his money). _____

3. Chuck came to Ukraine from the US nearly three years ago. Next Monday it will be exactly three years since he arrived. Next Monday (he (be) here) exactly three years). _____

XXIII. Combine two sentences with *when, if, before, after, until* using the corresponding tense-forms.

Pattern: When you graduate from our Academy, you will work as a lawyer.

1. He will do more. He will rest.
2. She will come here. She will help me.
3. They will pass examinations. They will enter the Academy.
4. He will come back home. He will retell this story.
5. I shall not answer his letter. I shall get a letter from him.
6. You will achieve your aim. You will work hard.
7. These students will work in various fields of law. They will graduate from the Law Academy.
8. You will have returned by 7 o'clock. You'll find him at home.
9. She'll have translated this text by the end of the lesson. She'll consult a dictionary.
10. We'll have had a good command of English by the third year. We'll read a lot of English books.

XXIV. a) Read and translate the text.

The way students spend their holidays

Many students after passing the exams leave for their holidays — either home or on tours round other cities. Such tours are arranged by the Trade Union organization of the Academy twice a year, during the vacations.

There are so many places to see, customs and traditions to familiarize with.

Most of students prefer to spend their vacations in some holiday camp in the South of the country. Vouchers are usually offered them by the students' Trade Union committees at low prices. They spend their time on the beach, swimming and sunbathing. In the evening they get together to dance and sing songs.

Sometimes students work and earn money during the summer vacation.

As for me, I enjoy spending my holidays in the Crimea. There is a very nice holiday camp there at the Black Sea. It's a very good camp with all

modern conveniences and comfort. It has its swimming pool and tennis courts. I'm fond of playing tennis and enjoy every minute of staying there. I usually make friends with a lot of interesting people there. And my friend Oleg hates the idea of spending a holiday with crowds of people. He says that he always wants to get away from crowds. He wants to have a holiday from work, from noise, that's why he prefers spending it in a quiet village.

Besides, he is fond of climbing. This winter he is planning to go to the Carpathians. There is a very nice village in the mountains. He hopes to have a good time there. He'll climb the mountains and he'll admire the charms of the picturesque Carpathians.

b) Answer the following questions:

1. What kind of holiday do you prefer? Why?
2. Are hikes popular with Ukrainian youth?
3. Is tourism popular in our country?
4. Why are some people fond of tourism? And what about you?
5. Do you like to go abroad?
6. What is the purpose of your going there?
7. What are your plans for the coming holidays?

XXV. a) Ask your partners to answer the following questions:

- where he (she) likes to spend his (her) week-end in summer;
- whether his parents have a cottage in the country;
- how often he spends his week-ends with his parents (grandparents);
- whether he has a lot of free time to rest on week-days;
- whether he agrees that we can get tired of the bustle (метушня) of the town;
- why town-dwellers (мешканці) admire so much the peace of the countryside;
- how most people travel down to the country: by coach (автобусом), by train or by car;
- what he likes to do when he goes to the country for the week-end;
- if there is a river or a lake near the place he often visits;
- if he can swim in the river (lake);
- if he is fond of swimming;
- whether he likes to go fishing or boating (кататися на човні);
- if he is fond of hiking (подорожувати пішки);
- whether he likes to go mushrooming (ходити по гриби) on an early summer morning;
- how he prefers to spend his week-end in winter (autumn or spring);

- why he doesn't approve of the people who prefer to stay in town for the week-end;

- whether he agrees that the week-end flashes (швидко проходить) past.

b) Make up a story about your week-end and tell it your partners.

XXVI. Act out the following conversations:

1

- Hello, Oleg
- Hello, Olga.
- I see you are a student. Where do you study?
- I study at the National Law Academy of Ukraine.
- You are looking so busy. Are you in your first year?
- Yes, I am. I'll have my first examination session soon.
- Are there many exams?
- Oh, yes. There are three exams and four credit tests.
- When are you going to take your first exam and in what subject?
- It will be Theory of the State and Law. I'll take it in a week.

I think I'll not fail in it as I like this subject and work hard.

- Is there any thing to help you in your studies?
- Yes, there is a good library. We can borrow from it any book which you are interested in. It's very useful to work there.
- So, Good luck!
- Thank you.

2

- Where are you planning to spend the coming holidays?
- We're going by car to Yalta. You know we are very keen on travelling by car. Why not join us?
- It's a brilliant idea! I hate going to a sanatorium or rest-home. I like to be on my own.
- It would be fun travelling together. We might stop for a night in a motel, and in the day –time we might fish, sunbathe, wander about the forest.
- I'm sure we'll enjoy our trip.

3

- Where are you going for your vacation?
- To a sanatorium. The doctors said I needed some treatment. What are your plans?

- I'm going to a rest-house on the Black Sea coast. There's nothing like swimming and boating for me.

- I quite agree with you. Last year I spent my holiday at a health-resort in the Crimea. It was provided with a sports ground, a boating station, a library, a billiard room and a dance floor. Various excursions, hikes, concerts and lectures were arranged for the holiday-makers.

- How much did you pay for accommodation?

- Half the price of it. My trade union paid the rest of it.

4

- What kind of holiday-making do you prefer?

- I prefer a quiet country place with a river and a forest to any other place.

- Isn't it dull and lonely?

- No, not for me, at least. I like fishing, though I'm a poor fisher. I'm fond of wandering in the forest picking up mushrooms and berries. I enjoy such places.

- It's quite different with me. I like to meet different people and make friends with them when on leave.

- Well, tastes differ.

5

- What do you do with your spare time?

- I'm a great theatre-goer. I go to the theatre as often as I can.

I don't much mind what play is on provided the production is good.

- And I'm very keen on sport. I spend a couple of evenings a week at the Central Stadium. I also enjoy sitting in cafes talking to my friends.

- I'm usually so tired when I come home that I just watch television — any kind of programme. At week-end I do a lot of reading.

- I collect jazz records and often invite friends to bring theirs for a jazz session.

XXVII. Fill in the missing parts using the words and phrases from the illustrative conversations. You're allowed to make any changes and additions.

1

- ...

- I prefer a quiet little village with a river and a forest.

- ...

- Oh no, not for me. I like fishing and wandering in the forest.

- ...

- Then you'd better go to a health-resort on the Black or Baltic Sea coast. There're always crowds of people there.

2

- What do you do with your spare time?

- ...

- As for me, I'm very keen on sport. I spend evening either at a stadium or in concerts or cinemas. Do you often go out in the evening?

- ...

- And what is your favourite pastime?

- ...

3

- Where are you planning to spend the holidays?

- ... Why not join us?

- ...

- It would be fun to travel together. What do you think of it?

- ...

XXVIII. Translate into English:

1. Національна юридична академія імені Ярослава Мудрого посідає почесне місце серед вищих навчальних закладів України. 2. Це найстаріший спеціалізований навчальний заклад нашої країни з підготовки юристів. 3. Колишній Харківський юридичний інститут було засновано у вересні 1920 року. 4. В той час інститут готував фахівців для державних органів, судів і прокуратури. 5. Значення інституту зросло із року в рік, і в березні 1991 року його було перетворено на Юридичну академію. 6. Вражаюча будівля академії, яку датовано 1889 роком, розташована поблизу до центру міста на вулиці Пушкінській, 77. 7. Нещодавно з'явився сучасний корпус Інституту з підготовки кадрів для органів прокуратури. 8. Національна юридична академія має велику бібліотеку, яка вміщує не тільки художню літературу, а й широкий спектр вітчизняних та зарубіжних правових матеріалів, звітів та рішень Європейської Комісії з прав людини. 9. За часи свого існування Академія підготувала для нашої країни понад 60 000 кваліфікованих спеціалістів, які працюють в галузі права. 10. Зараз багато наших випускників працюють судьями, прокурорами, слідчими, адвокатами не тільки в Україні,

а й за її межами. 11. Особлива увага в Академії приділяється науково-дослідницькій роботі. 12. Відомі юристи В. Я. Тацій, В. В. Сташис, Ю. М. Грошовий., І. М. Даньшин, А. І. Рогожин, М. М. Страхов, В. О. Коновалова та інші працюють в Академії. 13. Вчені академії сприяють співробітництву з провідними вищими юридичними навчальними закладами зарубіжних країн на засадах двосторонніх угод. 14. За видатні досягнення у навчальній і виховній діяльності Юридичній академії було надано статус „Національної”. 15. НЮАУ робить усе необхідне для того, щоб її випускники були освіченими і висококваліфікованими фахівцями, що стоять на варті законності та правопорядку.

XXIX. Role-play the following situations:

1. — You are the Dean of your department. Imagine that you are addressing the law freshers (first-year students) and are acquainting them with the National Law Academy and with your department.

- Play the role of a law fresher. Ask the Dean of your department about the studies at the Law Academy, about the issues you are interested in.

2. — You are the chairman of the student council at the hostel. Tell foreign students visiting your hostel about your student's life at the Academy.

3. — Reception of foreign students at the Ukrainian youth organizations. Foreign students share their impressions of their visit to the National Law Academy of Ukraine (chairs, sports facilities, etc.). They express their desire to develop contacts with students of the Law Academy.

4. — You are a reporter of a foreign paper. Interview the students of the Law Academy about their studies and their spare time. Ask: — if students take up research while still in early years at the Academy; — if students are engaged in research under the guidance of professors, teachers and postgraduates; — if students write their term papers and graduation thesis on the problems of their research work; — if students take part in cultural life of the Academy, etc.

5. — American students are received at the English Club of the Academy. They are discussing with their Ukrainian friends the programme of their four-day visit to Kharkiv.

6. — Discuss with your partners the opportunities for studying at the National Law Academy of Ukraine.

7. — Your friend is interested in your plans for the day off. He offers to go to the hostel and see your fellow-students. You accept this offer.

8. — Talk with your friend about your free time. How do you spend it? Invite him to spend together next Sunday. Discuss your plans for this Sunday.

9. — Two friends discuss their plans for their holidays. They like to spend them in a different way: one of them prefers to go hiking, the other wants to go to his cottage in the country.

10. — Week-end is the best time for one's hobbies. Discuss it with your friend.

11. — Discuss different ways of spending holidays and what holidays are popular with the Ukrainian youth. Why?

12. — Write a letter in English to your American friend telling him about your plans for your vacation.

XXX. It's interesting to know...

1

Ukrainian Universities

✧ A strong academic tradition has always been a distinguishing feature of Ukrainian science; it has enabled Ukrainian scientists to preserve scientific priorities in fundamental areas. The leading light in the formation of this tradition belongs to the first universities of Ukraine. The historical and social conditions necessary for the establishment of the first university in Ukraine came about much later than in Western Europe. The first university in Paris was founded in 1215, in Bologna in 1158, while Oxford and Cambridge came into being in 1209. Kyiv-Mohyla Academy, the oldest educational establishment in Ukraine, was not founded until 1632. Such a late foundation date, as compared to that of Western countries, does not mean that there was nobody in Ukraine with a higher education before that time. Placing high value on education was already a norm, and had been formalised under the reign of Yaroslav the Wise when in 1037 he established a large and rich library in St. Sofia Cathedral of Kyiv. This also included a school where children and young people were taught more than ten subjects, such as world history, theology, poetry, cosmogony, and foreign languages. However, it was not only children from the noble Russian families that received their education in Yaroslav's court, there were also the children of European monarchs: the Hungarian king's

sons Andriy and Levente, the Danish king's son Herman, the Polish king's son Bistrim, the Swedish king's son Inge, and the Scandinavians Ulaf and Herald.

In the early 15th century, fraternities (public organizations established to preserve the Orthodox Church) became commonplace in different cities, the so called "fraternal schools". Later these schools were united with the Lavra School of metropolitan Petro Mohyla: it was declared a higher educational establishment and was named Kyiv-Mohyla, in honour of its patron Petro Mohyla, the most educated man of that era.

Kyiv-Mohyla collegium was to become the first Ukrainian university that gave an all-round education. The number of students that studied about ten languages, geography, mathematics, poetry, philosophy, astronomy, dialectics, and rhetoric reached about two thousand. In 1701, the collegium received the title of "Academy". The Academy was in existence until 1817 and then later in 1992, it regained its status as a university.

Talented statesmen — I. Samoilovych, I. Mazepa, P. Orlyk were its graduates. The founder of the Russian Academy, Mykhailo Lomonosov, the first Ukrainian professor of medicine K. Shchipin, Honourary member of twelve foreign academies Danylo Tuptalo, a prominent portrait painter H. Levytskyi and architect Hryhorovych-Barskyi studied at the Academy at different times. And, of course, speaking about Kyiv-Mohyla Academy, one cannot help mentioning the name of Grygory Skovoroda, probably the most outstanding person in the history of Ukrainian philology and philology.

✧ In 1661, another university appeared in the Ukrainian city of Lviv. Its instruction in philosophy, law, philology, and theology was conducted in Polish, German, and Latin. The university was situated in a politically unstable region but, nevertheless, strong schools of both science and humanities were created. At different times, the school was host to mathematician S. Banach, philologist R. Ganshinets, and folklorist and musicologist F. Kolessa. Marie Sklodovska — Curie and Polish writer U. Krashevsky were honorary doctors of the University.

✧ The University of Kharkiv named after V. N. Karazin is the first University in Russian ruled Ukrainian territory. It was founded in 1805 by V. N. Karazin with the financial support of the local nobility, burghers, and the municipal council. The University enjoyed a broad autonomy: its highest governing body was the Professorial Council, which elected the rector and all professors. Count S. Pototskyi was

appointed curator of the University, and the first rector was the philologist I. Ryzhskiyi. During the first decade the faculty consisted mostly of foreign scholars, the majority of whom were Germans.

During the 19th century the University consisted of four faculties: physics-mathematics, history-philology, law and medicine.

Kharkiv University became an important cultural force in Ukraine. It introduced

Western ideas and trends and recognized the cultural significance of Ukrainian folklore.

Before 1917 the most notable professors of Kharkiv University were: philologists

I. Sreznevskiyi, N. and P. Lavrovskiyi, O. Potebnia and S. Kulbakin; historians D. Bahaliy and V. Buzeskul; economist V. Levytskyi; mathematicians A. Liapunov and

T. Osypovskiyi; physicists M. Pylchyykov and D. Rozhanskyi; chemists N. Beketov and O. Danylevskiyi; botanists V. Polladin and A. Krasnov; and geologists V. Borysiak and I. Levakovskiyi.

2

Spare time of Ukrainian youth

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, cafi and clubs come first, followed by the theatre and reading. Then come films, museums, amateur arts and engineering; and finally, TV and classical music.

The questionnaire, circulated among students and young workers, has shown that the arts are regarded second only to contacts with friends (or a girl/ boy friend). The study shows that 13 per cent of Kyiv's students did not go to the theatre once during the year; 33. 5 per cent had not seen an opera or ballet; 41. 4 per cent ignored concerts of classical music; and 33. 2 per cent did not go to museums and exhibitions.

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.

This is causing anxiety among some Ukrainian scholars; has the TV really superseded reading?

Today's young people could be called the tele-reading generation. 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.

Memorize these proverbs and sayings:

Practice makes perfect. — Повторення — мати навчання.

All in good time. — Все у свій час.

Last time is never found again. — Втраченого часу ніколи не повернеш.

Work done, have your fun. — Закінчив діло — гуляй сміло.

Lesson 8

Texts:	§1. Education in Britain §2. British Universities
Dialogues:	The Open University in London. At London University. Visiting Cambridge college.
Grammar:	Present, Past, Future Perfect Continuous

Exercises

I. Read the international words and guess their meaning. Mind the stress.

Constitution, system, national, act, stage, religious, instruction, student, Polytechnics, university, college, course, speciality, history, tradition, general, organization, method, intellectual, date, collective, elitarian, base, normal, medicine, public, ceremony, academic, exam, period, subject, start, mixer, result, interview, local, authority, interest, lecture, television, radio, telephone, formal, qualification, ordinary, division, humanitarian, candidate, basis.

II. Practise the pronunciation of the following words and word-combinations:

to provide, provision, to determine, prayer, to last, instruction, to choose, century, to denote, tutor, tutorial system, optional extras, Degree of Bachelor of Arts, to award, range, to cling-clung, concrete, level, at least, competition, fierce, citizen, to bring — brought, authority, tuition fees, living expenses, amount, concrete, enough, to earn some money, listening to the radio, to intend, to keep in touch, unable, science, engineering, graduate, the Master's Degree, the Doctor's Degree, research, feature.

III. a) Read and translate the text.

People aged over 16 may attend a Sixth Form College or Further Education College. Sixth Form Colleges offer mostly academic courses to those who want to get A-level certificate in order to enter university. Further Education Colleges also offer vocational training to those who want to get high level jobs in various professions (business, engineering, etc.)

About 20% of British school-leavers enter universities and different types of colleges which provide more work-orientated courses.

Candidates are accepted on the basis of their A-level results. The course of study lasts for 3 or 4 years. About 90% of students receive grants or loans covering tuition fees and maintenance (accommodation and food). There are now about one million students in higher education.

Students completing their course of studies get a Bachelor degree (Bachelor of Arts or Bachelor of Sciences). Graduates can apply to take further degree courses. There are two different types of post-graduate courses: the Master's Degree (Master of Arts or Master of Sciences) which take 1 or 2 years, and the highest degree, Doctor of Philosophy (PhD), which takes 2 or 3 years more.

b) Have you learnt anything new about further and higher education in Britain? What is it? If you know more about it, tell your partners, please.

IV. a) Develop the situation and make up sentences with the Present Perfect Continuous (*I have been doing*):

Example: Ann is out of breath (she/run) — *She has been running.*

- Oleg is very tired. (he/work/hard) —
- Andrew is hot and tired (he/play/tennis) —
- Your friend comes in. His hands are very dirty. (what/you/do?) —
- I can speak English. (I/learn English/since I was ten) —

b) Say how long something has been happening:

Example: It's raining now. It began raining two hours ago. —

— *It has been raining* for two hours.

1. Kate is studying. She began studying three hours ago. She for three hours.

2. I'm learning French. I started learning French in December. I since December.

3. Ann is looking for a job. She began looking six months ago. She for six months.

4. Andrew is working in London. He started working there on 7 October. He since 7 October.

5. Mary is watching television. She began watching it at 2 o'clock. She since 2 o'clock.

V. a) Use Past Perfect Continuous of the verbs in brackets. Pay attention to its formation. Explain the use of this tense-form.

had been + Participle I

1. They were very tired as they (to walk) since early morning.

2. I wondered what he (to do) since I saw him last January.

3. Andrew told Ann he (to wait) for her for half an hour.

4. She (to sit) for about an hour when the doctor came in.

5. At that moment the young man who (to write) in his notebook got up and ran out of the room.

6. The Nelsons (to live) in London for ten years before they left for New York.

7. How long you (to wait) when the bus finally came?

b) Develop the situation and make up sentences with the Past Perfect Continuous:

1. Peter was watching television. He was feeling very tired. (he /study/ hard all day). He

2. When I walked into the room, it was empty. But there was an open book on the table. (somebody /read/ this book/ in the room).

3. When I arrived, Ann was waiting for me. She was rather annoyed with me because I was late and she /to wait/ for a very long time/.

4. Yesterday morning I got up and looked out of the window. The sun was shining but the ground was very wet. It /to rain/.

VI. Put the verbs in brackets into Future Perfect Continuous. Pay attention to the formation of this tense-form.

shall } have been + Participle I
will }

1. By the 13th of September of the next year she (to work) at our Academy for five years.

2. When I return to the reading-room, my friends (to study) there for several hours.

3. I (to do) this experiment for 2 hours before he comes.

4. We shall begin to do our morning exercises at 7 o'clock. When you come, we (to do) them for an hour.

Vocabulary

provision	положення; постанова
to determine	визначати
act	акт; документ
to last	1) тривати; 2) вистачати
prayer	1) молитва; 2) прохання
instruction	навчання
to grow (grew; grown)	рости; збільшуватися
entry	1) вхід; 2) вступ
Polytechnics	політехнічний інститут
	(вуз, який готує фахівців з технічних, гуманітарних та ін. наук)
cost	вартість; ціна
to choose (chose; chosen)	вибирати; відбирати
way	засіб; спосіб
century	століття; сторіччя
to denote	вказувати; позначати
tutor	1) наставник; керівник групи студентів; 2) опікун
tutorial system	університетська система закріплення студентів за окремими консультантами
optional	факультативний
extra	додатковий; поза програмою,

Degree of Bachelor of Arts (=B. A.)	(нижча) вчена ступінь бакалавра мистецтв
to award	присуджувати;
to cling (clung; clung) to	нагороджувати залишатись вірним (відданим)
to consist of	складатися з
range	сфера; коло; діапазон
mixed	змішаний
to date back to	брати свій початок; сягати
concrete	1. бетон; 2. бетонний
at least	принаймні
fierce	лютий; жорстокий
citizen	громадянин
authority	1)влада; 2)повноваження
tuition fees	плата за навчання
expenses <i>pl</i>	витрати
amount	1)кількість; 2)загальна сума
income	доход; прибуток
to earn	заробляти
the Open University	Відкритий університет (університет для всіх, функціонує з 1971р.)
to intend	мати намір; мати на увазі
to keep (kept) in touch	підтримувати контакт (зв'язок)
to divide in	ділити, поділяти на
term (-s)	1) семестр; 2) термін;
to run (ran; run)	3) <i>pl</i> умови
Master's Degree	1) бігті; 2) тягтися;
	проходити,
	вчена ступінь магістра (яку надають особам, які успішно закінчили принаймні 1 рік навчання та дослідницької роботи після закінчення університету)
Doctor's Degree	вчена ступінь доктора

Texts

§1. Education in Britain

Great Britain does not have a written constitution, so there are no constitutional provisions for education. The system of education is determined by the National Education Acts.

The National Education Act of 1944 provided three stages of education: primary, secondary and further education. Compulsory schooling in England and Wales lasts 11 years, from the age of 5 to 16. British schools usually have prayers and religious instruction.

After the age of 16 a growing number of school students are staying on at school, some until 18 or 19, the age of entry into higher education in universities, Polytechnics or colleges.

British university courses are rather short. They last 3 years since the entering the University. The cost of education depends on the college or university and speciality which one chooses.

§2. British Universities

There are over 50 universities in Britain. The oldest and best-known universities are located in Oxford, Cambridge, London, Leeds, Manchester, Liverpool, Edinburgh, Southampton, Cardiff, Bristol, Birmingham.

British universities differ greatly from each other. They differ in date of foundation, size, history, tradition, general organization, methods of instruction, way of student's life.

The two intellectual eyes of Britain — Oxford and Cambridge universities — date back to the twelfth and thirteenth centuries. They are often called collectively Oxbridge to denote an elitarian education. Both universities are independent. The tutorial is the basic mode of instruction at Oxford and Cambridge, with lectures as optional extras.

The normal length of the degree course is three years, after which the students take the Degree of Bachelor of Arts (B. A.). Some courses, such as languages or medicine, may be one or two years longer. The students may work for other degrees as well. The degrees are awarded at public degree ceremonies. Oxford and Cambridge cling to their traditions, such as the use of Latin at degree ceremonies. Full academic dress is worn at examinations.

Oxford and Cambridge universities consist of a number of colleges. Each college is different, but in many ways they are alike. They have been teaching students for some period of study in a wide range of

subjects. Among the oldest colleges are University College (founded in 1249), All Souls (1438) and Christ Church (1525).

The Cambridge University started during the thirteenth century and has been growing for the years of its existence. Now there are more than twenty colleges. The University had been teaching only men for six centuries before the first women's college was opened. In the 1970's, most colleges opened their doors to both men and women. Almost all colleges are now mixed.

The Scottish universities of St. Andrews, Glasgow, Aberdeen and Edinburgh date back to the fifteenth and sixteenth centuries.

In the nineteenth and the early part of the twentieth centuries the so-called Redbrick universities were founded. These include London, Manchester, Leeds, Liverpool, Sheffield, and Birmingham. During the late sixties and the early seventies some 20 "new" universities were set up. Sometimes they are called "concrete and glass" universities. Among them are the universities of Sussex, York, East Anglia and some others.

Good "A" Level results in at least two subjects are necessary to get a place at a university. However, good exam passes alone are not enough. Universities choose their students after interviews, and competition for places at university is fierce.

For all British citizens a place at university brings with it a grant from their Local Education authority. The grants cover tuition fees and some of the living expenses. The amount depends on the parent's income. If the parents do not earn much money, their children will receive a full grant which will cover all their expenses.

There is an interesting form of studies which is called the Open University. It is intended for people who study in their own free time and who "attend" lectures by watching television and listening to the radio. They keep in touch by phone and letter with their tutors and attend summer schools. The Open University students have no formal qualifications and would be unable to enter ordinary universities.

The academic year in Britain's universities is divided into three terms, which usually run from the beginning of October to the middle of December, from the middle of January to the end of March, and from the middle of April to the end of June or the beginning of July.

With the Degree of Bachelor of Arts, Science, Engineering, Medicine, etc., a university graduate may continue to take the Master's Degree and then the Doctor's Degree. Research is an important feature of university work.

Questions

§1

1. Why are there no constitutional provisions for education in Great Britain?
2. What is the system of education in Britain determined by?
3. How many stages of education did the National Education Act of 1944 provide? What are they?
4. What higher educational establishments are there in Great Britain?
5. How long do British university courses last?
6. What does the cost of education depend on?

§2

1. How many universities are there in Britain?
2. Where are the oldest and best-known universities located?
3. What do British universities differ in?
4. How are Oxford and Cambridge universities often called? Why?
5. What is the basic mode of instruction at Oxford and Cambridge?
6. How are the degrees awarded to students?
7. What do Oxford and Cambridge universities consist of?
8. What are the oldest colleges?
9. When did the Cambridge University start?
10. What colleges were opened in the 1970's?
11. What Scottish universities do you know?
12. What universities were founded in the 19th and the early part of the 20th centuries?
13. How are the universities of the sixties and the seventies called?
14. What are the terms of admission to the University?
15. What is the Open University?
16. How many terms is the academic year in Britain's universities divided into?
17. What degrees may a university graduate continue to take?
18. What is an important feature of university work?

VII. Find the Ukrainian equivalents in the right column:

- | | |
|------------------------------|------------------------|
| 1. constitutional provisions | 1. наставницький |
| 2. cost of education | 2. подібний |
| 3. to choose a speciality | 3. прийнятні |
| 4. foundation | 4. важлива особливість |
| 5. to date back | 5. змішані коледжі |

6. tutorial	6. плата за навчання
7. public degree ceremony	7. конституційні положення
8. to cling to traditions	8. отримувати стипендію
9. alike	9. "Червоноцегляні" університети
10. for the years of one's existence	10. заснування
11. mixed colleges	11. вартість навчання
12. Redbrick universities	12. брати свій початок
13. at least	13. обирати фах
14. tuition fees	14. публічна церемонія вручення вчених ступенів
15. to receive a grant	15. залишатися вірним традиціям
16. important feature	16. за роки свого існування

VIII. Match the words with the corresponding definitions:

1. prayer	1. to give or to grant by official decision
2. optional	2. money used or needed for smth
3. act	3. university teacher who guides the studies of a number of students
4. to award	4. form of church worship
5. authority	5. which may be chosen or not as one wishes
6. tutor	6. law made by a legislative body
7. expenses	7. power or right to give orders and make others obey
8. income	8. person who has full rights in a state, either by birth or by gaining such rights
9. citizen	9. one of the periods into which the academic year is divided
10. term	10. money received during a given period (as salary, interest from investments, etc.)

IX. a) Give synonyms for:

education, to determine, a growing number, to last, optional, cost, bestknown, foundation, way, to date back to, to denote, basic, competition, alike, range, to set up, to interview, fierce, grant, tuition, to receive, amount, to intend, to divide, provision, free time.

b) Give antonyms for:

written, national, compulsory, usual, entry, short, to differ, independent, to take, wide, to start, to open, early, to include, necessary, to cover, free, to attend lectures, unable, end.

X. Find in the text the English for:

державні акти про освіту, подальша освіта, вища освіта, тривати протягом трьох років, вартість навчання, значно відрізняться один від одного, брати свій початок, університетська система закріплення студентів за окремими консультантами, вчена ступінь бакалавра мистецтв, за роки свого існування, навчати тільки чоловіків, коледжі змішаного типу, у першій половині століття, плата за навчання, заробляти гроші, покривати витрати, у свій вільний час, відвідувати лекції, підтримувати зв'язок по телефону, навчальний рік, поділятися на три семестри, випускник університету, дослідження, важлива особливість.

XI. Are the following statements true or false? Correct them if necessary.

- Great Britain has a written constitution, so there are constitutional provisions for education.
- The National Education Act of 1944 provided three stages of education: primary, secondary and further education.
- British university courses are rather short.
- The cost of education depends on the college or university and speciality which one chooses.
- The oldest and best-known universities are located in Oxford and Cambridge.
- British universities don't differ from each other.
- The tutorial is basic mode of instruction at Oxford and Cambridge.
- After three years' degree course the students take the Degree of Bachelor of Arts.
- Oxford and Cambridge universities consist of a number of colleges, which are alike.
- The Open University students have formal qualifications and would be able to enter ordinary universities.

XII. Retell the text "British Universities": a) according to the outline; b) close to the text; c) without details.

XIII. a) Role-play the dialogue:

The Open University in London

A: Mr. Brown, could you tell us anything about the Open University in London?

B: Certainly, if you wish. We have never believed that education and educational opportunities should stop at the school-leaving age, nor that further education should be confined to full-time students and universities.

A: It's natural. I suppose that the capacity of people to learn and their desire to learn continues at all ages.

B: Well, yes. It's therefore essential that provision should be made for people, for adults of all ages, to re-enter the educational system. To provide such an opportunity for those who have missed higher education, we have created the Open University. It doesn't require formal academic qualifications for entry.

A: With how many students?

B: Oh, with 25,000 students. Almost half the annual intake of all our other universities together.

A: How long has the Open University been functioning?

B: It has been functioning since 1971. It was founded by Labour Government for those people who, for some reason, had not had a chance to enter any of the other universities, especially those above normal student age.

A: What can you tell about the time of staying on and degrees at the university?

B: The time of staying on at the Open University is unlimited. Degrees are awarded on the basis of credit gained by success at each stage of the course. Six credits are necessary for a Bachelor of Arts degree and eight credits for a BA Honours degree. The standards of the degrees are the same as those of other universities.

A: By the way, is the Open University a residential establishment?

B: No, it is non-residential university. I'd like to add that in teaching the university uses a combination of television and radio broadcasts, correspondence courses and summer schools, together with a net-work of viewing and listening centres.

A: And where can students get special literature for their studies?

B: They have produced a whole library of short course-books, which anyone can buy at bookshops. Students write papers based on the courses and discuss them with tutors at meetings or by correspondence once a month.

b) What are the advantages and the disadvantages of such a form of education as the Open University?

XIV. a) Fill in the gaps with right prepositions (at, in, of, for, to, from, after, by until). Translate the text:

British University life

Universities ... Britain differ ... those ... many other countries.
... the 19th century, England had only two universities — Oxford and Cambridge.

Students study a wide variety ... subjects and live some of the time ... one college, going out ... there to different faculties or laboratories ... their academic work. Each student goes weekly ... a tutor to show and discuss definite work.

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

A person studying ... a degree ... a British University is called an undergraduate; one who has taken a degree is called a graduate. One can become a Bachelor ... Arts ... three years ... hard study, and Master ... Arts ... the end ... five years. D. P. stands ... Doctor ... Philosophy, the highest degree. The abbreviation ... English degree must be written ... the family name, e. g. Henry Sweet, B. A.

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

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

b) Are you good at answering the following questions? Prove it.

1. How do we call a person who takes examinations in order to enter a higher educational establishment?
2. How do we call a student who combines work and study?
3. How many terms are there in the British University year?
4. How many universities were there in England by the 19th century?
5. Whom do the British call a graduate?
6. Whom do they call an undergraduate?
7. What do B. A. or B. Sc. stand for?

8. What do M. A. or M. Sc. denote?
9. What does D. P. stand for?
10. Do most students at British Universities pay for tuition?

XV. a) Put the verbs into Present Perfect Continuous. Explain the use of this tense-form.

1. He (to look for) this exciting novel in many libraries.
2. She (to work) with tape-recorders at the language laboratory for hours.
3. I (to wait) for my sister since 4 o'clock.
4. They (to promise) to visit us for several weeks.
5. How long you (to learn) English?
6. How long Tom (to live) in High Street?
7. How long it (to rain)?

b) Transform the following sentences in Present Perfect Continuous. Add some words or phrases when necessary.

1. I am learning English grammar at present.
2. The teacher is teaching in this school now.
3. We are looking for Ann.
4. Andrew is working on his radio set.
5. It is raining hard.
6. They are living in London now.
7. My friend is writing a letter.

XVI. a) In pairs, ask and say how long you have been doing the things in the list below. Use *for* or *since* in your answers.

1. living in your present home;
2. studying in this academy (college);
3. learning English;
4. using this textbook;
5. doing this exercise.

b) Tell your partner about the following:

1. a sport or activity you've been doing a lot of recently;
2. a sport you haven't done for a long time;
3. a book you've been reading;
4. a country you've always wanted to visit.

XVII. Put the verbs in brackets into Past or Future Perfect Continuous:

1. I (to talk) over the phone for a whole hour when the porter knocked at the door.

2. He (to play) the piano for a whole hour when we came in.
3. When I come home, my friends (to wait) for me for an hour.
4. We (to walk) along a forest road for two hours when we saw a house.
5. I (to teach) for twenty years this summer.
6. They (to stay) at the hotel for a fortnight when they received our letter.
7. I was very tired as I (to translate) articles since early morning.
8. The teams (to play) for fifteen minutes before the first goal was scored.

XVIII. a) Take part in the conversation with British students at London University:

- Hello! I'm Nick. What's your name, please?
- Glad to meet you, Nick. My name is Ann.
- What are you, Ann?
- I'm a first-year student at the National Law Academy of Ukraine.
- What are you going to be, Ann?
- A lawyer. And what are you?
- I'm a second-year student at the Slavonic Department of London University.
- Do you study Russian or Ukrainian, Nick?
- Not yet. I have already been studying Bulgarian for two years. I'm going to study Russian next year... How do you enjoy your staying here, Ann?
- Very much. We went on a very interesting tour of London. A lot of places of interest. A vivid illustration of everything that I used to read.
- Have you visited University laboratories, lecture halls, clubs?
- No, we haven't. I hope we shall do it. By the way, I would like to know more about your student's life. Wouldn't you tell me about it?
- You mean how I spend my day-time don't you? It's very ordinary. My working hours are from 9 to 13. At 9 I go either to the tutor, or to the lectures. From 2 to 5 I am usually engaged in all kinds of exercises or sports. From 5 to 7 I work in the library or laboratory. At 7 o'clock the undergraduates and tutors gather in the hall and have dinner. After dinner I have, as a rule, club activities, debating societies, etc. Do you do the same at your colleges?
- Not exactly. It seems to me, we are engaged in lectures more time. By the way, how long does your lecture-lesson last?

- Fifty minutes. And yours?
- Ours lasts an hour and a half, two times forty-five and 5 minutes' break. We don't have our club activities and debating societies every day.
- What do you do after classes?
- It depends. Some students go to the library, others visit different laboratories, computing centre. I often go to the English Club where I like to spend my spare time.

b) Role-play the dialogue "Visiting Cambridge college". Discuss it, share your impressions with your partners.

John: Hello, dear friends! Welcome to my "apartments"! This way, please. This is my room. This is my kitchen and that is a small bathroom. As you see, the "apartments" are not very spacious.

Oleg: In my opinion, you have everything necessary for living. I like your "apartments".

J: Do students of your college have better living conditions?

O: I wouldn't say so. I share a room with my friend at our hostel.

J: This is not a hostel, this is a college.

Ann: By the way, are Oxford and Cambridge the only residential Universities in Great Britain?

J: Yes. 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.

Andrew: Is higher education provided only by Universities in Great Britain?

J: Other institutions such as colleges of technology and agricultural ones provide education of University standard too.

Olga: What do you do?

J: I do law. I'm going to be a lawyer.

Victor: Are you to pay for tuition at this splendid University?

J: Of course, I am. And tuition costs a lot of money.

O: We also have problems of higher education.

J: I've read that your government tries to improve it. That's why a special decree on education was issued in your country. Is it right?

O: Yes, it's right.

J: There are many students at our college that are interested in your country. Will you come to our debating-society in the afternoon to have a talk with them?

A: Of course, we'll come.

XIX. a) Act out the following conversations:

1

- What kind of holiday is popular with youth in Great Britain?
- A walking holiday is. It is much cheaper than any other kind of holiday.
- And who takes care of their rest?
- The Youth Hostel Association (Y. H. A.) does. There are hostels all over Great Britain, and thousands of young people use them.
- What do the hostels provide their customers with?
- They provide them with beds and cheap meals. But you can cook your meals yourself if you wish.
- When can young people stay at hostel?
- Any time they like! Many hostels are open all year. One may go there for holiday, Christmas and week-ends.

2

- They say, a caravan holiday is very popular in Great Britain, isn't it?
- It is, indeed.
- What's the idea behind it?
- Well, if you have a car you can hire a caravan for a few pounds a week. There's a caravan association that will inform you about places where you can stay.
- Travelling by car is rather popular in our country too. There are special camps for car-travellers where you can stay for a night or two and get all necessary things. You meet a lot of people there.
- And what do you think of a walking holiday?
- To my mind, this way of spending a holiday is good only when you are young and healthy and want to see much and don't care much for conveniences. Do you agree with me?
- Absolutely. As for me, I don't like it.

b) Fill in the missing parts. Use the words and phrases from the illustrative conversations above. You're allowed to make any changes and additions.

1

- What holiday is popular with the British youth?
- ...
- Who takes care of their rest?
- ...
- What do the hostels provide their customers with?
- ...
- When can young people stay at hostel?
- ...

2

- Hello, ...! You are the picture of health! Where were you during this winter holidays?

- ...

- Really? How did you like it?

- ...

- Did your trip last long?

- ...

- I think I'll follow suit* and spend my next year holidays in the same way.

*- I'll follow suit. —Я наслідую твій приклад.

XX. Translate into English:

1. У Великій Британії немає писаної конституції, отже, там не існує конституційних положень щодо освіти.

2. Державний акт про освіту від 1944 року передбачає три рівні освіти: початкову, середню та подальшу.

3. У британських школах звичайно проводяться і релігійне виховання.

4. Щоб отримати вищу освіту, учні віком від 18 до 19 років вступають до університету, політехнічного інституту або коледжу.

5. Курс навчання у Британському університеті триває три роки.

6. Вартість навчання залежить від коледжу чи університету, а також від обраного фаху.

7. Найстаріші і найвідоміші університети Британії розташовані в Оксфордї, Кембрїджї, Лондонї, Манчестерї та інших містах.

8. Британські університети значно відрізняються один від одного.

9. Оксфордський і Кембрїджський університети існують ще з XII — XIII ст.

10. Їх часто називають Оксбрїдж, щоб указати на елітарний характер освіти.

11. Обидва університети незалежні.

12. Навчання організовано на засадах наставництва.

13. Лондонський університет — найбільший із сучасних університетів Великої Британії.

14. До його складу входить велика кількість коледжів та інститутів.

15. Вони мають свої власні правила і курси навчання.

16. Навчальний рік у Британських університетах складається з трьох семестрів.

17. Деякі студенти отримують стипендію.

18. Після закінчення університету випускники одержують вчену ступінь бакалавра мистецтв (бакалавра з однієї із гуманітарних або математичних наук).

19. Існує цікава форма навчання, яка називається "Відкритий Університет".

20. Ця форма навчання передбачена для людей, які навчаються у свій вільний час і "відвідують" лекції по телебаченню або по радіо.

21. "Відкритий Університет" створено для тих, хто не має можливості здобути вищу освіту раніше.

XXI. Role-play the following situations:

1. You are receiving your partners from the University of Oxford. They are ready to tell you about their Alma Mater and their student's life. And you ask your guests about British Universities and the system of higher education in Britain.

2. In pairs, discuss with your fellow-students the following questions:

• How old are Oxford and Cambridge universities?

• What distinguishes Oxford and Cambridge from other English universities?

• What distinguishes the Open University from all other British Universities?

• Is it a good thing to leave home at the age of 18 and to go to study at a far away university? What are the advantages and the disadvantages?

• How do British universities differ from universities in our country? What do you like and dislike about the British system of higher education?

3. You are at a coffee party between lectures at London University. Be ready to ask British students about their way of life. (Questions to be likely asked: 1) Is the discipline very strict? 2) What are the rules? 3) How late can students stay out? 4) What is the tutor? 5) Must students observe the regulation of wearing a cap and gown? 6) Are the students fined for violating rules?, etc.)

4. You are at the lunch in the Slavonic College of London University. Make introductions. Ask as many questions as you can about British students' studies and their interests.

5. Your friend has just returned from London. Ask him questions about British students' life:

- on school year: terms, vacations, exams, etc.;
- on a student's working day: lectures, seminars, laboratory works, independent work at library, social activities;
- on students' leisure: sports, clubs, amateur art, visiting theatres, cinemas, museums, art exhibitions, etc.

6. You are invited to take part in the discussion about British Universities. Make a report on the history of British Universities; on students' life there; on the system of education at Oxford and Cambridge Universities, on famous people who studied there, etc.

XXII. It's interesting to know...

✧ Oxford is about eight hundred years old. According to legend, University College or the Great Hall of the University was founded in 872 by King Arthur. But according to documents, it came into being in 1249. The present building of the college dates back no further, however, than the 17th century, when it was completely rebuilt.

At Oxford University no student may call on a tutor or attend a lecture without his or her gown, therefore the students wear them in all weather or carry them over arm or shoulder.

✧ The story of Cambridge University begins in 1209 when several hundred students and scholars arrived in the little town of Cambridge after having walked 60 miles from Oxford. As was the custom then, they had joined themselves into a "Universitas" or Society — the word "University", like the word "College", meant originally a society of people with a common employment; it was only later it came to be associated with scholarship.

These students were all churchmen and had studied in Oxford until one day a student accidentally killed a man of the town. The Mayor arrested three other students, who were innocent and they were put to death by hanging. In protest, all the students moved elsewhere, some arriving in Cambridge; and so the new University came into being.

Of course, there were no Colleges in those early days and student's life was very different from what it is now. The students were armed; some even banded together to rob the people of the countryside. Gradually, the idea of the College developed and in 1284 Peterhouse, the oldest College in Cambridge was founded.

Life in College was strict; students were not allowed to play games, to sing, to hunt or fish or even to dance. The lessons were in the Latin language which students had to speak even among themselves. They studied Grammar, Logic and Rhetoric; and when the student went for his degree examination it took some time for him to show his knowledge of these subjects. So he was allowed to bring a small stool or "Tripos" to sit on, and to this day the degree examinations at Cambridge are called "Tripos" examinations.

Many great men studied at Cambridge, among them were Erasmus, the great Dutch scholar; Bacon, the philosopher; Milton, the poet, Cromwell, the soldier, Newton, the scientist, and Kapitsa, the famous Russian physicist.

✧ At all British Universities there are good sporting grounds for jumping, boxing, skating, running, playing football, golf and other games: but since the colleges don't provide the students with sports equipment, every student must buy himself all that is necessary for any kind of sport. Although the tuition fee includes sportscriptions*, about fifty pounds personal expenditure must be added.

✧ In the late 1980s the Conservative Government made important changes to the British educational system. One of the most fundamental changes was the introduction of a new "National Curriculum". The aim was to provide a more balanced education. At the same time, the new curriculum places greater emphasis on the more practical aspects of education. Skills are being taught which students will need for life and work, and "work experience" has become a standard part of the school programme.

Together with the "National Curriculum", a programme of "Records of Achievement" was introduced. This programme is known as "REACH", and it attempts to set learning objectives for each term and year in primary school, and for each component of each subject at secondary school. This has introduced much more central control and standardization into what is taught.

As part of the "REACH" programme, new tests have been introduced for pupils at the ages 7, 11, 13 and 16. The aim of these tests is to discover any schools or areas which are not teaching to high enough standards. But some teachers fear that because of preparation for the tests, lessons will be more "narrow", with a lot of time being spent on Mathematics and English, for example, while other interesting subjects which are not tested may be left out.

Educational reform is bringing other changes too. City Technology Colleges (CTCs) are new super-schools for scientifically gifted children, who will be the scientists and technological experts of the future. Since 1988 the Government has given ordinary schools the right to "opt out of" (choose to leave) the Local Education Authority (LEA). Now schools which opt out will receive money direct from the Government and will be free to spend it as they like. The Government says that the new schools will mean more choice for parents.

* sportscriptions — плата членів університетських спортивних клубів

Memorize these proverbs and sayings:

Soon learnt, soon forgotten. — Вивчене настій — швидко забувається.

Time and tide wait for no man. — Час не чекає.

Where there's a will, there's a way. — Де хотіння, там і вміння.

Lesson 9

Texts:	§1. The US Educational system
	§2. Higher Education in the USA
Dialogue:	Talking about American Higher schools
Grammar:	Активізація Perfect та Perfect Continuous tense-forms в активному стані

Exercises

I. Consult a dictionary and read these pairs of words. Mind the stress.

<i>Nouns</i>	→	<i>Verbs</i>	<i>Nouns</i>	→	<i>Verbs</i>
value	→	to value	object	→	to object
affect	→	to affect	support	→	to support
advance	→	to advance	record	→	to record
demand	→	to demand	graduate	→	to graduate
transfer	→	to transfer	accent	→	to accent
offer	→	to offer	research	→	to research
conduct	→	to conduct	increase	→	to increase
protest	→	to protest	insult	→	to insult

II. Read the international words and guess their meaning. Mind the stress.

Nation, individual, service, order, talent, contribution, basic, elementary, junior, technical, occupation, administrator, technology, commune, tax, institution, organize, programme, professional, business, engineering, proportion, traditional, doctor, philosophy, original.

III. Practise the pronunciation of the following words and word-combinations:

the earliest days; great value; purpose; therefore; to believe; to give the opportunity; abilities; society; through; the well-being of each citizen; the future of the nation; together; three basic levels; kindergarten; junior high school; to require; to complete; technical and vocational high schools; to enable; comprehensive high school; to enrol; public and private schools; the cost of running an educational establishment; to affect; advance; to encourage; taxpayers; low tuition; specialized fields; roughly; coeducational; local government funds; professional; engineering; advanced degree; although; grade points; continuously; enormous; the western world; campus; ground; to crown; additional years; original research.

IV. a) Read and translate this text:

Schooling in the USA

You know that American children go to school for twelve years.

There are different schools in the USA: large and small, public and private, coeducational and for boys and girls alone, schools in large cities and in small towns.

When the children are five years old, they go to kindergarten. After kindergarten, they go to elementary school. They study there eight years. Then the American children can go to high school, which offers a wide variety of courses. They study there four years more. Most Americans finish high school because it is free.

Public schools, one of the types of high schools, are always big. There are about fifteen hundred boys and girls there. Most American public schools are coeducational which means that girls and boys study together. Most Americans go to public schools.

When the American children finish high school, they can go to college. A college is like a University. The difference is that a university has several colleges. The students study at college four years.

The school year always begins in September or October and ends in May or June. Many children cannot go to college because it costs too much.

Many students from poor families take a part-time job while they are at a university. They work in the evenings as waiters and waitresses, for instance, where they can earn a considerable amount of money from tips.

Some colleges have three hundred students or fewer, but some universities have twenty thousands students or more.

Students are classified as freshman, sophomores, juniors and seniors. A freshman is a first year student; a sophomore, a second year student; a junior, a third year student; and a senior, a fourth year student. All students who have graduated from the senior class and who continue studies at a university are classified as advanced students or graduate students.

b) Have you learnt anything new about the US educational system? What is it? In what way does the system of education in the USA differ from the system of education in Ukraine?

V. a) Act out the dialogue:

Oleg: Hey, Ann! Have you finished the exam?

Ann: Yes, I have. Whew!

O: Was it hard?

A: Well, yes. It was. It was hard — pretty hard.

O: Did you pass?

A: Yes, I did.

O: What questions did the teacher ask?

A: First she asked what my name was.

O: That was easy, wasn't it?

A: Yes, except I couldn't remember! Then she asked me where I came from and how long I'd been studying at the Academy.

O: And what else did she ask?

A: She asked when I had begun talking English and how I would use English in the future.

O: Yes, yes, go on.

A: Then she asked me if I liked the Academy and if I lived with my parents.

O: Anything else?

A: I am trying to remember large. Oh, yes! She asked if I spoke any other languages.

O: Is it all?

A: Oh, there were many other questions. She asked me what my hobbies were, and she asked me to tell her about them. Then she

gave me a picture and asked me to describe it. Then I was asked to read a passage.

O: What did she say at the end?

A: Hmm. Let's see. She asked me to tell you to go in right away /негайно/.

b) Make up a dialogue based on the model above. Use the words dealing with the topic "Education".

VI. Fill in the columns. Complete the sentences to justify the use of the following tense-forms.

<i>Present Perfect</i>	<i>Past Perfect</i>	<i>Present Perfect Continuous</i>
1. I have done it. 2. You have asked me a question. 3. He has written his name. 4. She has drawn a picture. 5. We have learnt this news. 6. They have stayed in New York.	1. I had done it ...	1. I have been doing it ...

VII. Read the situation and write two sentences, one with the Present Perfect (*I have done*) and one with the Present Perfect Continuous (*I have been doing*).

Example: Tom is reading a book. He started two hours ago and he is on page 53.

(he/read/for two hours) — He **has been reading** for two hours.

(he/read/53 pages so far) — He **has read** 53 pages so far.

1. Linda is from the USA.. Now she is travelling round Europe. She began her tour three months ago.

• (she/travel/around Europe for three months)

• (she/visit/six countries so far)

2. Jimmy is a tennis champion. He began playing tennis when he was 11 years old. Now he has just won the national championship for the fourth time.

• (he/play/tennis/since he was 11)

• (he/win/the national championship four times)

3. Bill and Andy make films. They started making films together when they left college.

- (they/make/films since they left college)
- (they/make/ten films since they left college)

VIII. Put the verbs in brackets into Past Perfect or Past Perfect Continuous.

Jim (to wait) for Mary for half an hour yesterday. She (to be) never so late before, so he thought she (to forget) about their meeting. He went to telephone to her house to find out if she (to leave). He learnt that Mary (to wait) for him outside the cinema for half an hour. She (to telephone) home twice during that time. Jim was very much surprised to hear it as he (to stand) outside the cinema for half an hour too. It was clear that Mary (to go) to the wrong cinema. Jim ran to the cinema they usually went to. And indeed there she was. They (to go) to the cinema together for two months, and this was the first mistake they (to make).

As they (to miss) the first part of the film they decided to wait for next show. They were awfully hungry as they (to have) no dinner. Jim invited Mary to a café. She agreed as she (to think) of her tea for some time too.

IX. Use one of the future tense-forms of the verb in brackets. Name these tense-forms and explain their use.

Dialogue

Bill: Do you know, Joan, next month I (to live) in this house for 25 years?

Joan: Yes, and my family and yours (to be) neighbours for 25 years, too. They (to have) 25 years together without any quarrels or trouble.

B: Yes, and how long your family (to be) in this town?

J: Well, my father was born here, so in March, when he has his birthday, he (to complete) 48 years here.

B: How is your father's work getting on?

J: When he has finished the house he is building now, he (to build) six houses this year.

B: That's good. When he (to finish) this house?

J: By the end of November, probably. He (to work) on it for two and a half months by then. By the end of this year he (to build) houses for 20 years.

B: My father (to work) a lawyer for 16 years next June, and he (to be) in this town for eight years next January.

J: You (to finish) your legal studies by 2008?

B: I (to graduate) from the Academy. I hope; but I (not to do) my legal practice yet. By the summer of 2008 I (to study) law for five years.

J: Well, by that time I (to finish) my studies and I (to work) as a notary for a year, I hope.

X. a) Sue's brother David is in his first year at the university. Read his account of being a student.

At the moment, it's a bit hard, because I'm not used to living away from home. I have to do everything for myself, like cooking, washing and ironing. Mum used to do all that! Studying here is very different from school. We have to choose which lectures to go to and plan our timetable. At school they used to tell you what to do and when to do it but here you have more freedom. I am not used to that, so I often leave my essays to the last minute. Then I have to work right through the night, which is something I have never done before.

b) Now write your account of being a student.

c) Write as many sentences as you can about the things you and David are not used to doing.

Vocabulary

value	1) цінність; 2) значення
purpose	мета; намір
aim	мета
to serve	1) служити; 2) сприяти
to believe	вірити; вважати
ability	здібність; уміння
society	1) суспільство; 2) товариство
citizenship	громадянство
well-being	добробут; здоров'я
elementary school	початкова школа
kindergarten	дитячий садок
junior high school	молодші класи (середньої школи)
high school	середня школа
to require	вимагати
to complete	закінчувати
grade	1) клас (у школі); 2) амер. оцінка,
	відмітка
vocational	професійний
vocational school	ремісничє училище

trade	1) професія; 2) ремесло; 3) торгівля
occupation	заняття
comprehensive school	загальноосвітня школа
to offer	пропонувати
to enrol (l)	1) записуватися; 2) реєструвати; 3) зараховувати
private school	приватна школа
to rise (rose, risen)	1) збільшуватися; 2) вставати; 3) виникати
to handle	1) керувати; 2) мати справу; 3) здійснювати контроль
to affect	впливати
advance	успіх; прогрес
to encourage	заохочувати
junior college	коледж з дворічним неповним навчанням
demand	1) вимога; 2) потреба; 3) попит
to support	підтримувати
taxpayer	платник податків
to transfer	переходити; переводитися
roughly	приблизно; грубо
funds <i>pl</i>	кошти
advanced studies	заняття; курс просунутого типу для тих, хто продовжує навчання
point	відмітка; ступінь; одиниця; очко (при обліку кількості прослуханих лекцій, виконаних інших видів робіт)
campus	1) територія університету, коледжу або школи; 2) амер. університет
to crown	винагороджувати
additional	додатковий
to obtain	одержувати; домагатися

Texts

§1. The US Educational system

From the earliest days of the nation Americans have placed great value on the individual. One important purpose of education, therefore

is to serve the individual. Americans believe that all citizens should be given the opportunity to study and learn in order to develop their talents and abilities. The aim of education is also to teach young citizens how to contribute to society through good citizenship. Schools try to show how the well-being of each citizen and the future of the nation depend on all American learning to work together for the common good.

There are three basic levels in the US educational system — elementary school, which usually goes from kindergarten to sixth grade; junior high school, from seventh through eighth or ninth grade and high school, from ninth or tenth through twelfth grade. Children are required to be in school from the ages of 7 through 16.

Students who have completed the first eight or nine grades enter high school. There are generally three kinds of high schools. Academic high schools prepare students for college. Technical and vocational high schools enable students to learn a trade or occupation. Comprehensive high schools offer college preparatory work as well as technical or vocational courses.

There are about 62 million students enrolled in public and private schools and colleges in the United States. The cost of running these educational establishments has risen to nearly \$ 100 billion a year or more than \$6000 per student. Around 7 million teachers, administrators, and staff handle the day-to-day tasks of education in the nation. This vast education system affects every American citizen, young and old alike.

§2. Higher Education in the USA

The need for higher education in the United States has grown with advances in knowledge and technology. Many jobs now require college and university training. Therefore, high school students are encouraged to earn as much education as they can.

Junior Colleges. The growing demand for higher education is being met in part by two-year Junior colleges. These schools are sometimes called community colleges. They are often supported by taxpayers and offer courses free or low tuition to local school graduates. Courses include training for specialized fields and preparation for more advanced study. Many junior college graduates transfer to four-year colleges or universities.

Colleges and Universities. There are roughly 2 000 colleges and universities in the USA. Most are coeducational: they are open to both men and women students. They range in size from small colleges with

only a few hundred students to large institutions with 10 000 students or more. More than 40 per cent of all higher education institutions are supported by state or local government funds.

Some institutions of higher learning are organized as universities. A university includes one or more colleges as well as graduate programmes in professional fields of learning, such as business, medicine, engineering and law. A university also provides advanced studies in most of the subjects that are offered in colleges. After graduation from college, students may go on to graduate school to study for an advanced degree.

Although it is easy to get to a university, it is not so easy to stay there –because of the points system. Students are given grade points continuously, according to how well or how badly they have been doing in all these courses since their entering a university.

The choice for places in higher education is enormous and there are over 3 500 college students per 100 thousand of population. This is the highest proportion in the western world.

The size of each State University and the number of campuses depends on the size and population of the State. (“Campus” is the word used for the grounds and buildings of a university, college or school).

The traditional degree which crowns the college or university courses is that of Bachelor (BA or BSc); after one or two additional years of studies –a Master’s degree. The highest academic degree is the Doctor of Philosophy (Ph. D.). It may take a number of years to complete the original research work necessary to obtain this degree.

Questions

§1

1. What are the purposes of education in the USA?
2. What are the levels in the US educational system?
3. When do students enter high school?
4. How many kinds of high schools are there in the US and what are they?
5. How many students are enrolled in schools and colleges in the US?
6. What is the cost of running US educational establishments yearly per student?

§2

1. Why has the need for higher education grown in the US?
2. Why are the students required to earn as much education as possible?

3. How long do students study at Junior Colleges?
4. Whom are Junior Colleges often supported by?
5. What do Junior Colleges’ courses include?
6. How many colleges and universities are there in the USA?
7. Are they coeducational?
8. How many higher education institutions are supported by state?
9. What are the differences between colleges and universities in the USA?
10. What do the students get grade points for?
11. What is the highest proportion of college students per population in the world?
12. What does the size of each State University depend on?
13. What is the traditional degree, which crowns the college or university courses?

XI. a) Give definitions to the following notions:

1. nursery school –
2. kindergarten –
3. junior high school –
4. middle school –
5. academic high school –
6. technical and vocational school –
7. junior college –
8. university –
9. graduate school –

b) How do you call:

1. schools which are supported by state or local government funds –
2. preschool –
3. students studying for a second degree –
4. particular year of a school course in the American school system –
5. community colleges –
6. colleges for men and women students –
7. school to study for an advanced degree –
8. grounds and buildings of a university, college or school –
9. money given to students to pay for living expenses (food and accommodation) teaching at a university –
10. the qualification you get at the end of university –
11. the name we give students during this period at university –
12. teachers at university –
13. students when they have completed their first degree –

XII. a) Practise the pronunciation of the subjects which are normally studied at university. Add to this list the subjects, which are taught at your faculty.

History, psychology, engineering, philosophy, economics, business studies, politics, sociology, medicine, biology, architecture, mathematics, law, chemistry, foreign languages, agriculture, physics, culture.

b) The following abbreviations stand for degrees in education. Try to find out what they mean:

BA, MSc, MA, BSc, MPhil, PhD.

XIII. Decide whether the following statements are true or false:

1. According to Americans all citizens should study and learn in order to develop their talents and abilities.
2. One important purpose of education is to serve certain groups of people.
3. The future of the nation depends on the educational level of its citizens.
4. There are generally five basic levels in the US educational system.
5. Students who have completed eight or nine grades go to high school.
6. Academic high schools prepare students for university.
7. Technical and vocational high schools teach students a trade or occupation.
8. Comprehensive high schools offer college preparatory work.
9. The need for higher education in the US has decreased with advances of knowledge and technology.
10. After graduation from college students may go on to high school to study for an advanced degree.
11. It is easy to stay at a university because of the points system.
12. The highest proportion of students per 100 000 population is in the USA.

XIV. Ask questions to have the following answers:

1. Most Americans spend many years earning an education.
2. Nursery school usually accepts children three and four years old.
3. The federal government grants funds for preschool programmes in some communities.
4. Many school systems have replaced junior high schools with middle or intermediate schools.

5. Many children do not want to go to a university, preferring to start earning at once.

6. Some non-academic children get scholarships to the universities if they show promise in football, baseball, basketball.

7. US colleges and Universities have many students from around the world, especially from Asia.

8. More than 20 per cent of all adults have finished college, and more than 75 per cent have finished high school.

9. In the same school a student can specialize in economics, in law, in Latin and humanities, or in chemistry, in physics or in automobile mechanics.

10. If a student fails a course, he repeats only that course and not the work of the entire year.

11. Students at university are called undergraduates while they are studying for their first degree.

12. The majority of college graduates have to apply to public and private employment agencies to get any job, which is not an easy thing.

XV. a) Role-play the dialogue:

Talking about American higher schools

Helen: Dear friends! We are thankful to you for being given opportunity to visit some American colleges and universities. It was very exciting. A lot of impressions. In my opinion, the characteristic feature of American higher schools is their diversity, isn't it?

Shirley: Yes, it is. There are over 2 100 separate educational institutions in the USA. These institutions may be small or large, private or public, religious, etc.

Ann: How long does the course of study last at American colleges?

Sh.: It depends. The course of study may last from 2 to 4 years.

Oleg: And how are your students classified?

Sh.: At the four year American college a freshman is a first-year student, a sophomore is a second-year student, a senior is a fourth-year student. All students who graduate from the senior course and who continue studying at a university are graduate-students.

Mary: What are the methods of instruction at the universities?

Sh: They are lectures, discussions and work in laboratories. During the terms the students study four or five different subjects. The students' progress is often evaluated through quizzes (short oral or written tests), term papers, and a final examination in each course.

Igor: I know that the universities and colleges of the USA charge fee for tuition. How much is it?

Lucy: The fee at the universities is \$2 500-3 500 annually and at some universities it is even higher than \$4 000. As to the private universities it is \$6 000 and higher. Not many families can afford that. About 60 per cent of college students are engaged in some employment during their school year. Scholarships are rare.

Andrew: Are the college graduates guaranteed any jobs?

John: Nobody guarantees college graduates any jobs after completing college. To get a job in America is not an easy thing.

Ann: What about the scientific degrees?

J: The traditional degree which crowns the college course is that of Bachelor of Arts (B.A.). The candidates for this degree study Latin, Greek, English, mathematics, philosophy, history, at least one modern European language. The minimum period of study accepted for the degree of Ph. D. (Doctor of Philosophy) is 2 years after obtaining the bachelor's degree, but in practice, three and even 4 years of study are found necessary.

H: Have the candidates for the degree of Ph. D. to pass any examinations?

J: In addition to carrying on an investigation in the field of the main subject of study the candidate for the degree of Ph. D. is usually required to pass examinations on one or two subordinate subjects, to possess reading knowledge of French and German (often of Latin as well) and to submit the dissertation which embodies the results of his researches.

b) The education system in the USA is a bit different from that in the UK or Ukraine. Do you know what the following terms mean in the US educational system?

High school? College? Freshman? Sophomore? Senior? Graduate-student?

c) How similar is university education in your country? Answer these questions:

1. Do you need to pass examinations before you can get to university?
2. Do some students get a grant to study at university?
3. Is the tuition free if you go to university?
4. Do most students go to university at the age of 18 or 19?
5. Do more students go to university in Ukraine than in the USA?
6. Do most degree courses last three years?
7. What is the equivalent of BA or BSc in Ukraine?
8. Are there similar postgraduate degrees in Ukraine and in the USA?

XVI. Imagine that you are talking to your friend. Read the situation and ask a question beginning in the way shown.

Example: Your friend is learning Latin. -How long have you been learning Latin?

1. Your friend is waiting for you. How long...?
2. Your friend writes books. How many books...?
3. Your friend writes poems. How long...?
4. Your friend plays basketball for his university. How many times...?

XVII. a) Put the verbs into the appropriate form, Present Perfect (*I have done*) or Present Perfect Continuous (*I have been doing*).

Examples: 1. I have lost (lost) my key. Can you help me look for it?

2. You look tired. Have you been working (you/work) hard?

1. I (read) the book you gave me but I (not/finish) it yet.
2. "Sorry, I'm late". — "That's all right. I (not/wait) long".
3. My brother is a lawyer. He (conduct) successfully a lot of cases.
4. Look! Somebody (break) the window.
5. "Work hard at your English, Mary. They just (tell) us at the University about all the wonderful openings there are for people with a knowledge of foreign languages".

6. I (do) a lot of work since last week.

b) Write a letter to an English-speaking pen friend. Describe some of the things you have done or have been doing recently.

XVIII. Put the verbs in brackets into the Past Perfect or the Past Perfect Continuous.

1. We (to drive) for three hours before we came to the University of Michigan.

2. By the time the train arrived they (to wait) already for an hour and a half.

3. He knew where the Browns lived but he never (to be) there.

4. When I first met him he (to lecture) at Cambridge University for ten years.

5. It was in Bristol that I first met Peter Black. I was fifteen and I just (to come) back from school for the summer holidays.

6. Before Ann came to college she (to study) French for quite a while.

7. She realized that it was now completely dark and that she (to walk) for a long while.

8. She (to look) at him since they sat down; and he wondered what she (to think) about all the time.

9. It (to snow) all day when I left home.

10. At lunch Peter told them about New York and what he (to do) there.

XIX. Answer the following questions. Pay attention to the use of tense-forms of the verbs.

1. What stories by modern English (American) writers are you reading this term? How long have you been reading the book? Have you read any other stories by these authors?

2. What article are you translating? How long have you been translating this article? Have you ever translated articles like that?

3. What language is his brother studying at the University? How long has he been studying English? Has he ever been to any English-speaking country?

4. What are they showing on TV tonight? Have you already switched the TV set on? How long have you been watching the film?

5. Who was speaking when you entered the hall? How long had the dean been speaking when you came? Had you ever heard the dean before this meeting?

6. What were you doing at the language laboratory at 5 o'clock yesterday? How many times had you listened to the record before you began to understand every word of it? How long had you been listening to it before you were able to mark the stresses and the intonation?

XX. Fill in the missing parts using the terminology of educational institutions as well as your knowledge of the subject.

1

- At what age do pupils start school in the USA?

- ...

- Is education compulsory in the USA?

- ...

- In what types of school do young boys and girls receive a secondary education?

- ...

2

- What is the aim of a technical and vocational school?

- ...

- At what age do young boys and girls go to a vocational school?

- ...

- Why have vocational schools been set up in the USA?

- ...

- What is a comprehensive high school? Who studies there?

- ...

3

- What determines further development of the higher school in the USA?

- ...

- What is the main purpose of the higher school in the USA?

- ...

- What is done to develop in American students the ability to work independently and creatively?

- ...

- Are students engaged in research?

- ...

- What is the curriculum of a higher school? Is there a uniform curriculum for the entire country at each level?

- ...

4

- When was your Academy founded?

- ...

- How many faculties are there at your Academy?

- ...

- What's the total number of students at the faculties?

- ...

- What subjects are taught at the Academy?

- ...

- Do Ukrainian students have to pay for their tuition at colleges?

- ...

- What's the term of instruction at Ukrainian universities, institutes and academies?

- ...

XXI. Translate into English:

1. Американці приділяють багато уваги розвитку особистості.

2. Вони вважають, що всі громадяни повинні мати можливість вчитися, щоб розвинути свій талант і здібності.

3. Школа намагається показати, як добробут кожного громадянина і майбутнє нації залежать від того, як американці навчаються працювати заради загальної справи.

4. У США існує три основних рівні системи освіти.

5. Академічна середня школа готує школярів до вступу до коледжу.

6. Професійно-технічні середні школи вчать учнів певній професії.

7. Загальноосвітні середні школи здійснюють підготовчу роботу для вступу до коледжу, а також професійно-технічну підготовку.

8. З розвитком науки і техніки зростає потреба у висококваліфікованих фахівцях.

9. Отже, учнів середньої школи заохочують отримати вищу освіту.

10. Багато студентів, які навчаються у коледжах з дворічним неповним навчанням, переходять до 4-річних коледжів або університетів.

11. У США існує близько 2 000 коледжів та університетів.

12. Більшість з них — спільні: в них навчаються як юнаки, так і дівчата.

13. Більше 40% усіх вузів підтримуються за рахунок державних і місцевих коштів.

14. Деякі вузи організовані як університети.

15. До складу університету входить один або декілька коледжів.

16. Тут навчають дисциплінам за фахом, таким як бізнес, медицина, техніка та право.

17. В університеті заняття проводяться на більш просунутому рівні, ніж у коледжі.

18. Легко потрапити до університету, але зовсім не легко залишитися там.

19. У коледжах і університетах США навчаються студенти з багатьох країн світу, особливо з Азії.

20. Якщо студенти успішно закінчують курс навчання у коледжі чи університеті, вони отримують ступінь бакалавра (мистецтв або наук).

XXII. Role-play the following situations:

1. Having returned from Washington, you share your impressions of the conference at George Town University devoted to higher education in the USA.

2. You are a reporter, interview a student returned from the USA; ask him questions about the visit of the University of Michigan, about the meetings with American students.

3. A group of students of Ukraine colleges has arrived in Washington. They are met by American students, who had previously been on a visit to Ukraine. The students compare two systems of higher education in their countries. They discuss the following items:

- System of higher education;
- Educational institutions;
- Length of the course of study;
- Classification of students;
- Student's day;
- Fee for tuition;
- Guarantee of job after graduation;
- Post-graduate course and scientific degrees.

XXIII. It's interesting to know...

✧ About 90 per cent of children attend public school which is free. The remaining 10 per cent go to private schools, which often associated with a religion. About half of all private schools are Catholic. In the US, education is mainly the responsibility of state and local governments, rather than the national government. The amount of money spent on education varies considerably from state to state. The subjects studied also vary somewhat.

✧ Although the number of years of schooling is going up, there are signs that quality of education may be going down. This is of great concern, especially since education is considered crucial to the American ideal that each person should achieve all that he or she can. There are many theories about where the problems lie. Some think that students have too many "electives", or courses they choose, and too few courses in basic subjects. Others think students watch too much TV and do too little homework. Everyone agrees the problems must be addressed.

✧ *The choice of a place in Higher Education* - Harvard (founded in 1636) and Yale (1701) are the best known, through not necessarily the best. Also Princeton, Chicago, Columbia, Cornell (partly private, partly run by New York State University, and many others). Yearly fees are high - \$ 8 000 plus.

State Universities. Large with many campuses located across the States California (9 campuses of which Berkeley and Universities of

California at Los Angeles are the foremost), Illinois (30 000 students), Minnesota, Michigan, Wisconsin, etc.

Small, with fewer campuses - New Hampshire, Virginia, etc. Most homes are within commuting distance of a State University (95% of Florida's population is within commuting distance of one of the State University's Campuses). But for students who cannot commute, yearly residential fees are from \$3 500 upwards.

Institutes of Technology. There are many of these. California, Massachusetts Illinois all have high reputation.

Colleges. Well-known but small - Amherst, Antioch, etc. In addition many other colleges do very good work.

Community Colleges and Technical Schools. Non-residential: within commuting distance of all students. Students in Community Colleges and Technical Schools can learn a skill, while at the same time preparing for the first two years of a degree course. Some Community Colleges concentrate on business.

✧ It was in 1817 that the first students came to study at the University of Michigan. It is called in the USA "The mother of state universities".

In 1817 the University had only two faculties. Today, the students' body at the University of Michigan in Ann Arbor numbers over 30 000.

It has 17 schools and colleges, among them those of literature, art, medicine, dentistry, engineering, business, administration, music, law and others.

It has also postgraduate courses. Its medical school is one of the largest in the world and its law school is one of the most famous in the USA.

The University buildings house some of the finest research installations which include the aeronautical engineering laboratories with super-sonic energy, a space research lab, two solar research observatories, a cyclotron, a computer centre, a rocket-launching site and others.

Tuition fee is very high. Thus the doors of this famous University are open only to those who have money.

Memorize this proverbs and sayings:

Little knowledge is a dangerous thing. — Недовчений гірше за невченого.

The hardest work is to do nothing. — Найважча справа — нічого не робити.

All work and no play makes Jack a dull boy. — Треба не тільки працювати, а й розважатись.

Business before pleasure. — Закінчив діло, гуляй сміло.

Unit IV

Ukraine

Lesson 10

Texts: § 1. Ukraine — our native land

§ 2. From Kyiv Rus

Dialogues: Planning the tour of Ukraine Impressions of a visit

Grammar: Continuous tense-forms у пасивному стані. Participle I у функції обставини

Exercises

I. Read the international words and guess their meaning. Mind the stress.

a) Status, territory, kilometre, continent, conference, republic, emblem, flag, president, contact, material, metal, gas, industry, reform, economy, system, interest, history, culture, agriculture, region, steppe, communication, position, resources, minerals, machine, climate, nature, tobacco, transmission, line, potential, manager, business, marketing, type, investments, nation, nationality, group, cooperation, chronicle, ceremony, prince, princess, factor, politics, policy, leader, hetman, revision, candidate, officer, sovereignty, favourite, Bolshevik, million, decade, association, tsar, cossack, title, method, declaration;

b) official, sovereign, capital, national, basic, democratic, diplomatic, industrial, central, real, navigable, ideal, geographical, natural, chemical, general, continental, subtropical, characteristic, intensive, economic, individual, effective, ethnic, cultural, legendary, feudal, personal, final, tsarist, communist, soviet, socialist, political;

c) to communicate, to produce, to control, to reform, to realize, to attack, to administer, to collect, to interpret.

II. Practise the pronunciation of:

a) the following words and word-combinations:

area, anthem, farming, mining, armed forces, to maintain, relations, neighbour, to stretch, to border on, to be bounded, black-soil, picturesque slopes, to admire, endless, right-bank, left-bank, proximity, navigable, rivers, means, deposits of coal, manganese, iron, fertilizers, mild, temperate, coast, increase, barley, dairy cattle, maize, sugar beet, sunflowers, wheat, railroads, highways, oil pipe-

lines, to ensure, industrialized, free enterprise, owner, to create, population, urban, rural, density, to inhabit, to accommodate, charming, expanse, to rival, mighty, medieval, to defeat, to rally, tribe, faith, to baptize, to reach an apex; a policy of merciless oppression; struggle, victoriously, treaty, to possess, merely, weak, jealous, to bribe, conquest, stronghold, serfdom, peasant, famine, upheaval, breakup, commonwealth, loose;

b) geographical names and nationalities:

Ukraine — Ukrainian; Russia — Russian; Belarus — Belarussian; Moldova — Moldovan; Poland — Pole; Turkey — Turk; Jews, Rumania; Hungary; Slovakia; Western and Eastern Europe; the Black Sea, the Sea of Azov, the Mediterranean Sea, the White Sea, The Crimea, the Crimean hills, the Carpathian mountains, Transcaucasia, the Dnieper, the Dniester, the Bug, the Donets, Kyiv Rus, the Danube; Slavic tribes, the Tatar Mongols, Lithuanian and Polish rulers.

III. Give derivatives of the following words:

economy; nation; to govern; rule; to produce; industry; to develop; independence; to administer; to elect; to collect; to interpret; to associate, to declare.

IV. Make up questions to the following sentences:

- Ukraine is the second largest country in area in Europe.
- Ukraine lies in south-eastern Europe.
- Ukraine is rich in minerals.
- Ukraine is a major producer of iron and steel, machines, ships, chemical fertilizers, grain, sugar beet, dairy products, meat and wine.
- Ukraine can be divided into three economic areas: Southwestern, Donets-Dnieper and Southern.
- The climate of Ukraine is determined by its geographical location.
- A feature of Ukraine's climate is the considerable fluctuation in weather conditions from year to year.
- The Ukraine ethnic group makes up 73 per cent of the population.
- The Ukrainian language is the second most widely spoken language of 12 surviving members of the Slavic group of the large Indo-European language family.
- In 1991 Ukraine declared its political independence.

V. Act out the following dialogues:

1

- I'm from England. And you? Are you Russian?
- No, I'm Ukrainian. My name is Kovalenko.
- Glad to meet you, Mr. Kovalenko. By the way, I'm going to visit your country soon.
- Really? When?
- Next month. I'll go by plane to Kyiv and by bus throughout Ukraine.
- That's fine. I like travelling by bus. One can see more of the country.
- I'm going to see typical Ukrainian villages and large industrial and cultural centres.

2

- I'm going to visit Ukraine. Could you tell me what language is spoken there?
- Ukrainian, of course.
- I speak Russian a little. Will they understand me?
- Yes, they will. Russian is spoken there as well.
- Thank you.

VI. Change the following sequences of actions into the Passive as in the example:

a) Present Continuous Passive:

am	} being + Participle II
is	
are	

Example: We *are discussing* this topic now. — This topic *is being discussed* by us now.

- The students are practising the pronunciation of new words.
- He is reading a book of the Ukrainian writer.
- I am answering the teacher's question.
- She is learning the geographical position of Ukraine.
- You are meeting your friends from England.
- Ukrainian people is reforming the economy.

b) Past Continuous Passive:

was	} being + Participle II
were	

Example: We were discussing it when you came. — It was being discussed when you came.

1. Ukrainians were restoring the economy after the war. 2. The students were working at the library all evening yesterday. 3. Ukraine was making strenuous efforts to create an effective economic system. 4. Ukrainian people was continuously struggling against enemy invasions. 5. I was preparing for English lesson when you called me up. 6. You were watching TV at 7 o'clock yesterday.

VII. From each pair of sentences make one sentence using an –ing clause.

Example: She was sitting in an armchair. She was reading a book. — She was sitting in an armchair reading a book.

- I got home. I was feeling very tired. — I got
- The old man was walking along the street. He was talking to himself. — The old man
- She is a foreigner. So she needs a visa to stay in this country. — ..., she need a visa to stay in this country.
- I didn't know his address. So I couldn't contact him. — Not
- The man wasn't able to understand Ukrainian. So he didn't know what I said. —
- He has travelled a lot. So he knows a lot about other countries. — Having ...
- We had spent nearly all our money. So we couldn't afford to stay in a hotel.
- I heard the news. So I phoned you. —
- She saw him. So she felt happy. —
- He didn't know what to do. So he asked his brother's advice.

VIII. Translate the following sentences. Explain the function of the Participle I.

1. When going home I met my brother. 2. Knowing English well he translated the article without a dictionary. 3. Having plenty of time we decided to walk around the city. 4. Leaving St. Sophia Cathedral through the gateway one comes out into Sophiyivska Square. 5. Being destroyed by Mongol invaders, Kyiv was rebuilt in the 1300s. 6. Spending two years in Istanbul, B. Khmelnytskyi was ransomed by his mother and returned to Ukraine. 7. Coming to Lviv I. Franko became closely as-

sociated with the Shevchenko Scientific Society. 8. Having encyclopaedic knowledge and uncommon capacity for work, I. Franko made outstanding contributions to many areas of Ukrainian culture. 9. Living in Ukraine, we have our own customs and traditions, holidays and festivals. 10. Ukraine has entered a new phase in its development, creating an effective economic system, advancing the institutions of democracy, and raising the country's prestige in the international arena. 11. While admiring picturesque nature of Ukraine, we can say that it is really the land of woods, lakes and rivers. 12. Ukraine is in ideal geographical position for the development of its resources, lying between 44th and 52nd latitude north, on the same latitude as the USA, Britain, China and Japan. 13. Running through the territory of Ukraine, the Dnieper divides it into two parts: Right-Bank and Left-Bank Ukraine. 14. Being young folded mountains, the Carpathians have flat summits and gentle slopes. 15. Following the Declaration of Independence, the blue-and-yellow flag was adopted as the national flag of Ukraine by an Act of Parliament on the 28th of January, 1992.

Vocabulary

area	площа
sovereign	суверенний
population	населення
capital	столиця
anthem	гімн
farming	1. сільське господарство; 2. аграрний
mining	гірничопромисловий
armed forces	збройні сили
to maintain	підтримувати
relations pl	стосунки; відносини
neighbour	сусід
to stretch	простягатися; розтягуватися
to border on	межувати з
to bound	межувати
bound	межа
forest	ліс
mountain	гора
soil	грунт; земля

to admire
picturesque
slope
hill
wood
flat
to make up
proximity
navigable
means
rest
deposit
coal
manganese
iron
steel
fertilizer
temperate
mild
coast
increase
fertile
barley
beef
dairy cattle
maize
pig
sunflower
wheat
to criss-cross
highway
pipeline
to ensure
enterprise
free enterprise
owner
manager
market
to implement

захоплюватися
мальовничий
схил, нахил; укіс
пагорб; горб
ліс, гай
плоский; рівний
становити; складати
близькість
судноплавний
засіб
решта
родовище
вугілля
марганець
залізо
сталь
добриво
помірний
помірний
узбережжя
зростання
родючий
ячмінь
яловичина
молочна худоба
кукурудза
свиня
соняшник
пшениця
перехрещувати
автомагістраль
трубопровід
забезпечувати
підприємство
приватне підприємство
власник
господар
ринок
виконувати; здійснювати

rural
urban
density
representative
to inhabit

custom
concerns *pl*
minority
to rival
charming
expanse
mighty
medieval
to rally

tribe
power
to baptize
faith
to introduce
to reach
apex
strife
to split (split)
principality
ruler
policy
to pursue a policy
merciless
oppression
struggle
independence
victorious
treaty
to recognize
to administer
to possess
to interpret

сільський
міський
густота (населення)
представник
проживати; мешкати;
населяти
звичай
відношення; стосунки
меншість
суперничати; конкурувати
чарівний
простір
могутній
середньовічний
об'єднати; зібрати;
згуртувати
плем'я; рід
державна влада
хрестити
віра
вводити
досягати
розквіт; вершина
усобиці
розпадатися
князівство
правитель
політика
проводити політику
безжалісний
гніт; пригноблення
боротьба
незалежність
переможний
угода; договір
визнавати
керувати
володіти
тлумачити

merely
to elect
to set

jealous
to bribe
nobility
conquest
to break (broke; broken)

to break away
breakup
to fail
defeat
to accuse
treason
to reduce

to abolish
to destroy
stronghold
serfdom
slave
rule
peasant
famine
decade
to favour

upheaval
government
to declare

to joint

the Commonwealth of
Independent States (CIS)
loose

тільки, лише; просто
обирати
направляти;
встановлювати
ревнивий; заздрісний
підкупати; давати хабар
дворянство; знать
завоювання; підкорення
ламати(-ся);
руйнувати(-ся)
тікати; вириватися
розвал, розпад
азнати невдачі
поразка
обвинувачувати
зрада
1) зменшувати; 2)
понижувати
скасувати; знищити
руйнувати; знищувати
фортеця; штадель
кріпацтво
раб; невільник
влада; правління
селянин
голод
десятиріччя
1) ставитися прихильно;
2) віддавати перевагу
зрушення; переворот
уряд
проголошувати;
оголошувати
об'єднувати(-ся);
приєднувати(-ся)
Співдружність
незалежних держав (СНД)
вільний

Texts

§1. Ukraine — our native land

Official name: Ukraine

Status: Sovereign state

Area: 603,700 km²

Population: 48,9 mln

Capital: Kyiv

Official language: Ukrainian

National anthem: “Shche ne vmerla Ukraina” (“Ukraine has not perished yet”).

Money: Basic unit — hryvnya.

Ukraine is a rich farming, industrial and mining region in south-eastern Europe. It is an independent democratic state. Ukraine has its own armed forces, and maintains its own diplomatic relations with foreign countries.

Ukraine covers about 603,700 sq km, being larger than any country in Western Europe. Only Russia, its neighbour to the east, is bigger. From east to west Ukraine stretches for more than 1300 km and from north to south for almost 900 km. It borders with Belarus and Russia on the north and on the east. In the south it is bounded by the Black Sea and the Sea of Azov. In the west Ukraine is bounded by Moldova, Rumania, Hungary, Slovakia and Poland.

In the north of Ukraine there are forests, in the west — the Carpathian mountains, in the eastern and central Ukraine — black-soil steppelands.

We can admire picturesque slopes of the green Carpathians and the Crimean hills, the green forests of Poltava, Chernihiv and Kyiv, the endless steppes of Kherson, Myckolayiv and Odesa. It is really the land of woods, lakes and rivers.

The main territory of Ukraine is flat, but 5% of it make up mountains. The major rivers are the Dnieper, which divides Ukraine into Right-Bank and Left-Bank, the Dniester, the Bug, the Donets, the Danube and others. Ukraine's proximity to the Black Sea and the presence of large navigable rivers running through its territory has promoted the development of trade and culture. The Black Sea is not only a means of communication with Transcaucasia and Turkey but also with the rest of the world through the Mediterranean Sea.

Ukraine is in ideal geographical position for the development of its resources. Ukraine is rich in minerals and has large deposits of coal, manganese, and natural gas. It is a major producer of iron and steel, machines, ships, chemical fertilizers, etc.

The climate of Ukraine is mild and warm, with a long summer and a short winter. In general the country's climate is temperate continental, being subtropical only on the southern coast of the Crimea. A characteristic feature of the climate is an increase in its continental nature from west to east. Together with Ukrainian fertile black soil, this makes it ideal for the development of intensive agriculture. Its chief products are barley, beef and dairy cattle, maize, pigs, potatoes, sugar beet, sunflowers, tobacco, wheat.

The territory of Ukraine is criss-crossed by railroads and highways, oil and gas pipelines and high-voltage transmission lines — all of which ensure close economic ties with Eastern and Western Europe.

Ukraine is a highly industrialized country, whose economic potential is great. In the early 1990s, Ukraine began changing its economy from one owned and controlled by the government to an economy based on free enterprise, in which individual owners and managers run their own business. Economic reforms, which are being carried out by Ukrainians, are aimed at creating an open, effective market type economy. Foreign investments, which are being received in Ukraine, will help to implement these reforms. We hope that our native land will become one of the most developed country in the world.

Population. The population of Ukraine is 48,9 mln (67% urban and 33% rural; density: 81 persons per 1 square kilometre). Ukraine is inhabited by representatives of 128 nations, nationalities and ethnic groups. About threequarters of the people are ethnic Ukrainians, a Slavic nationality group that has its own customs and language. Russians are the second largest group and make up about a fifth of Ukraine's population. Other groups include Jews, Belarussians, Moldovans, and Poles. Independent Ukraine has encouraged cooperation among ethnic groups and it has tried to accommodate the cultural concerns of its ethnic minorities.

The capital of Ukraine is Kyiv. It stretches on the high hills along the Dnieper, rivaling the oldest and most charming cities of Europe.

Ukraine's other big cities are Kharkiv, Donetsk, Dnipropetrovsk, Odesa, Lviv, etc.

§2. From Kyiv Rus

Over a thousand years ago, on the vast expanses stretching from the Carpathian Mountains in the west to the Volga River in the east, from the Black Sea in the south to the White Sea in the north, appeared one of the largest and mightiest medieval powers Kyiv Rus.

In 882, the most legendary Prince Oleh the Seer defeated Kyiv Princes Askold and Dir and rallied round Kyiv the Slavic tribes of Eastern Europe. "Let Kyiv be Mother of Rus cities", he said as the chronicle reads.

Under the first Kyiv Princes Oleh the Seer, Ihor the Elder and Svyatoslav the Warrior Kyiv Rus became a strong power in Eastern Europe. In 955, Kyiv Princess Olha was baptized at Constantinopol. The Eastern Orthodox faith was introduced in Rus by Prince Volodymyr the Great, and the first ceremony of baptism took place in 988.

It was under Prince Volodymyr the Great (980-1015) and Prince Yaroslav the Wise (1019-1054) that Kyiv Rus reached its apex, becoming a major factor in European politics. But in the 12th century feudal strife split Kyiv Rus into principalities and lands.

From the 13th century Ukraine was continuously being attacked by the Tatar-Mongols, the Turks, the Crimean Tatars, Lithuanian and Polish rulers, who pursued a policy of merciless national oppression. The long struggle of Ukrainian people for independence ended victoriously under the leadership of B. Khmelnytsky. In 1654, a treaty of union between Ukraine and Russian tsar was signed, recognizing the right of the hetman to administer Ukraine, to possess an army and navy, collect taxes. Soon after Khmelnytsky's death, the tsar came to interpret the treaty as merely a "personal union" and demanded its revision whenever a new hetman was to be elected. Setting weak but jealous hetman candidates against one another and bribing Cossack officers with land grants and titles of nobility became the tsars' method of gradual conquest. Several hetmans tried to break away from Russia but failed. After each such defeat the tsar accused the Ukrainians of treason and reduced their treaty rights even more. Finally, in 1764, the office of hetman was abolished altogether, and in 1775 Katherine II, destroyed the stronghold of the Ukrainian sovereignty, the Zaporizhian Sich, introduced serfdom in Ukraine, made slaves of the Ukrainian peasants, presenting them, together with their land to her favourites. The Ukrainian people have never stopped struggling against tsarist economic and national oppression.

A revolt by Russian Bolsheviks in 1917 led to the establishment of a Communist government in Russia. The next year, Ukraine became

an independent country but soon came under the rule of Communist Russia. It later became part of the Soviet Union and was called the Ukrainian Soviet Socialist Republic. In 1932 and 1933, millions of Ukrainians died of famine. For many decades, Ukrainians were being forced to use the Russian language and the Russian culture was being favoured over the Ukrainian one.

In 1991, following an upheaval in the Soviet government, Ukraine declared its political independence. Later that year, it became recognized as an independent country after the breakup of the Soviet Union. It also joined the Commonwealth of Independent States, a loose association of former Soviet republics.

Questions

§1

1. What is the status of Ukraine ?
2. What is its area ?
3. Where is Ukraine situated ?
4. What countries does Ukraine border on ?
5. What is the relief of Ukraine ?
6. What are its major rivers ?
7. Is Ukraine in favourable geographical position for the development of its resources ?
8. What natural resources is Ukraine rich in ?
9. What is it a major producer of ?
10. What is the climate of Ukraine ?
11. What are the chief products of Ukraine's agriculture ?
12. Is Ukraine a highly industrialized country ?
13. What are the aims of economic reforms in Ukraine ?
14. What is the population of Ukraine ?
15. What is the capital of Ukraine ?
16. What other Ukraine's big cities do you know ?

§2

1. When did Kyiv Rus appear ?
2. Under whom did Kyiv Rus become a strong power in Eastern Europe ?
3. When did the first ceremony of baptism take place ?
4. When did Kyiv Rus reach its apex ?
5. Why was Kyiv Rus split into principalities and lands ?

6. Whom was Ukraine continuously being attacked by from the 13th century ?

7. What do you know about the treaty of 1654 ?
8. When was the office of hetman abolished ?
9. What took place in Ukraine in 1918 ?
10. When did Ukraine become recognized as an independent country ?

IX. Find the Ukrainian equivalents in the right column:

- | | |
|--|--|
| 1. to maintain the diplomatic relations | 1. пшениця |
| 2. armed forces | 2. хімічні добрива |
| 3. to stretch | 3. встановлювати культурні зв'язки |
| 4. to admire picturesque slopes | 4. помірний |
| 5. to border on | 5. бути багатим на |
| 6. flat | 6. підтримувати дипломатичні відносини |
| 7. large navigable rivers | 7. приватне підприємництво |
| 8. to promote the development | 8. родючий чорнозем |
| 9. to be rich in | 9. забезпечувати тісні зв'язки |
| 10. chemical fertilizers | 10. межувати з |
| 11. mild | 11. простягатися |
| 12. fertile black soil | 12. гімн |
| 13. wheat | 13. захоплюватися мальовничими схилами |
| 14. to ensure close ties | 14. збройні сили |
| 15. free enterprise | 15. рівний |
| 16. to accommodate the cultural concerns | 16. сприяти розвитку |
| 17. anthem | 17. великі судноплавні ріки |

X. a) Give synonyms to the following words:

area, agricultural, independent, to maintain, relations, to cover, large, to border on, to stretch, forest, endless, to divide, position,

natural resources, mild, main, to provide, free enterprise, owner, to possess, to carry out, to receive, to implement, powerful, to pursue a policy, treaty, to govern, free, ex-, to rally;

b) Give antonyms to the following words:

native, rich, democratic, to cover, flat, to divide, left, distance, warm, long, increase, intensive, to begin, free, individual, urban, to include, minority, ago, to appear, to defeat, strong, to unite, merciless.

XI. a) Find adjectives to each of the following nouns from the text.

Translate these word combinations:

state, relations, slopes, rivers, position, producer, climate, soil, ties, enterprise, reforms, population, strife, oppression, candidate, independence.

b) Make up 6-7 sentences with these word-combinations. Use Continuous tense-forms in the Passive Voice.

XII. Match the words with the corresponding definitions:

- | | |
|--------------------|--|
| 1. anthem | 1. the conduct of trade and industry with the minimum of State control |
| 2. deposit | 2. carry an undertaking, agreement, promise into effect |
| 3. temperate | 3. the countryside |
| 4. free enterprise | 4. live in |
| 5. owner | 5. quarrelling; state of conflict |
| 6. to implement | 6. person who governs |
| 7. rural | 7. layer of solid matter left behind after having been naturally accumulated |
| 8. to inhabit | 8. person who owns smth |
| 9. ruler | 9. free from extremes of heat and cold |
| 10. strife | 10. song or hymn of a country |
| 11. serf | 11. come to pieces; disintegrate; split |
| 12. to accuse | 12. usual and generally accepted behaviour among members of a social group |
| 13. to break up | 13. country ruled by a prince |
| 14. custom | 14. person treated almost like a slave |
| 15. principality | 15. say that smb has done wrong, broken the law, is to be blamed |

XIII. Are the following statements true or false? Correct them if necessary.

1. Ukraine is sovereign democratic state.
2. Ukraine is the largest country in Europe.
3. It is washed by the Black Sea, the White Sea and the Sea of Azov.
4. The major rivers are the Dnieper, the Dniester, the Bug, the Donets and others.
5. The main territory of Ukraine is mountainous.
6. The presence of large navigable rivers running through its territory has promoted the development of trade and culture.
7. The climate of Ukraine is temperate and warm.
8. Ukraine is highly developed industrial and farming country.
9. Ukraine is inhabited by representatives of 128 nations, nationalities and ethnic groups.
10. Under the first Kyiv Prince Oleh the Seer Kyiv Rus became a strong power in Eastern Europe.
11. The first ceremony of baptism took place in 988.
12. Ukraine joined the Commonwealth of Independent States.

XIV. a) Complete the following sentences using the required information from the text. Add some pieces of new information to each of the sentences:

1. Ukraine covers about....
2. Ukraine borders on....
3. In the north of Ukraine there are..., in the west —..., in the eastern and central Ukraine....
4. The main territory of Ukraine is....
5. Ukraine is in ideal geographical position for....
6. It is a major producer of....
7. In general the country's climate is....
8. Agricultural chief products are....
9. In the early 1990s Ukraine began changing its economy from... to....
10. Economic reforms are aimed at....
11. Ukraine is inhabited by....
12. The capital of Ukraine is....
13. In 882, the most legendary Prince Oleh the Seer....
14. The Eastern Orthodox faith was introduced in Rus by....
15. Kyiv Rus reached its apex under....
16. In 1654, a treaty of union between Ukraine and Russian tsar....
17. In 1775 Katherine II destroyed....

18. A revolt by Russian Bolsheviks in 1917 led to....

19. In 1991 Ukraine declared....

b) Complete the chart of some periods in the history of Kyiv Rus

and Ukraine:

	<i>Time</i>	<i>Event</i>
1.	A. D. 800s	1. a Slavic civilization called Rus grew up at Kyiv.
2.	882	2.
3.	955	3.
4.	...	4. Kyiv Rus reached its apex.
5.	12 th century	5.
6.	13 th century	6.
7.	1654	7.
8.	...	8. the office of hetman was abolished altogether.
9.	1775	9.
10.	1917	10.
11.	...	11. Civil War in Ukraine.
12.	1918	12.
13.	1932-1933	13.
14.	...	14. Western Ukraine joined the UkrSSR.
15.	1941-1945	15.
16.	...	16. the Verkhovna Rada of Ukraine passed the Declaration of State Sovereignty of Ukraine.
17.	August, 24, 1991	17.

XV. Fill in articles if necessary.

1. ... steppes and... plains compose... most part of... territory of... Ukraine.

2. ... top-soils are mainly flash.

3. They are... biggest treasure of... Ukrainian land.

4. All... towns and villages of... Ukraine are connected by... wide net of... highways.

5. ... importance of rock-coal in... energy balance is decreasing.

6. ... Ukraine's leading trade partners are:... Russia,... Germany,...

USA,... Czech Republic.

7. ... word "Cossack" means ... free and ... independent man.

8. In ... 16 century ... Cossacks united in... single military organization.

9. ... Odesa... very special city is... true on... Black Sea coast.

10. ... Kharkiv was... capital of... Ukraine from 1919 till 1934.

XVI. a) Make a written translation of the following text, entitle it.

In 1991-1995, two interrelated process were characteristic of Ukraine's economy, namely its assertion as that of independent state,

and its transformation from planned-centralized to market-controlled. These processes are rather complicated, but there are all prerequisites for their effective accomplishment.

Present-day independent Ukraine has a considerable potential to quickly develop its economy — and this is explained not only by the favourable natural conditions, but also by convenient geographical position in terms of international trade exchanges.

Reforms, started in the national economy after the proclamation of independence, aimed at the establishment of an open market type structure, e. g. incorporating and privatizing enterprises, demonopolizing and restructuring the economy, liberalizing prices and foreign trade activities, denationalizing domestic trade and implementing banking reforms, restructuring the agrarian sector, switching from planned to market economic regulators, simultaneously replacing bureaucratic structures. Reforms in the sphere of property continue, aiding the development of the nongovernmental sector.

b) Speak about changes which have taken place in Ukraine's economy since 1991.

XVII. a) Draw up an outline of the topic "Ukraine" in the form of questions. Let your partners answer them.

b) Retell the topic: 1) according to the outline; 2) close to the topic; 3) without details.

c) Play the game "Who is the best at facts about Ukraine".

XVIII. a) Read and translate these sentences. Pay attention to the Passive Voice:

1. The library was still being built when we came to live there. 2. I believe this film is being shown on TV now. 3. The article is being translated for two hours. 4. The device is being tested when you entered the laboratory. 5. A new underground station is being constructed in our street. 6. This question is not connected with the problem which is being discussed now. 7. Many various machines are being produced for our industry by this plant. 8. The machines produced by this plant are being used in agriculture. 9. The art exhibition of young artists is being widely commented by the press. 10. Masterpieces from our museum were being exhibited in different cities of Ukraine in September last year. 11. He is being waited for. 12. While the experiment was being carried out, nobody left the laboratory.

b) Put the verbs in brackets into Continuous tense-forms of the Passive Voice:

1. My friend (to ask) when the dean entered the classroom. 2. Who (to examine) now? 3. A new grammar rule (to explain) by the teacher now. 4. While the experiment (to make) we were not allowed to enter. 5. This question still (to discuss). 6. The theatre (to build) when we came to this city. 7. Students from about 80 countries (to train) at the University now.

XIX. a) Give a good reason why the action is being done. Follow the example:

Example: Have they discussed the plan yet ?-
- No, it is still being discussed.

1. Has he written his paper yet ? 2. Has she translated the article
3. Have they worked at the library ? 4. Have they built the hostel yet ?
5. Has she cleaned the room ?

b) Transform the following sentences into the Passive Voice according to the pattern.

Pattern: The students are carrying out an experiment now. — The experiment *is being carried out* by the students now.

1. At present the University is keeping creative cooperation with research and educational institutions in Poland, Bulgaria, Hungary, Germany and many other countries. 2. She is taking her exam in Theory of the State and Law at 12 tomorrow. 3. They are discussing a very important question at the conference now. 4. She is typing a business letter and she will send it in the afternoon. 5. They are building a new gym and a swimming pool for the students.

XX. Translate the sentences and analyse the functions of the Participle I.

1. We shall visit the Kyiv Museum of Western and Eastern Art containing one of the finest collections of painting in Ukraine. 2. The museum has extensive collections of Ukrainian artistic folk klylms, textiles, embroidery, needlework, dress, wood carvings, ceramics, pottery, glass and decorative painting dating from the 15th century to the present. 3. He stood looking out of the window. 4. The experiments being made now are very important. 5. Arriving at the hotel he went to his room. 6. Not knowing his new phone number I was unable to tell him the news. 7. He went out of the room laughing. 8. I looked out of the window while waiting for her answer.

9. When walking home he met an old friend of his. 10. While travelling in Ukraine they visited Kyiv. 11. Having settled all the questions they signed the contract. 12. V. Beretti prepared a project for reconstructing a part of Kyiv and constructed several buildings there, including the university buildings, the observatory and others. 13. In 1919, while visiting Rostov, V. Vernadsky was unable to return to Ukraine and ended up in the White-controlled Crimea, where he was a professor and rector of Tavriya University in Simferopol in 1920. 14. Regarding language as an individual's or a nation's only possible means of perceiving the world and of thinking. O. Potebnia protested against denationalization in general and the Russification of Ukrainians in particular. 15. The media in Ukraine today is a single public structure providing society with up-to-date detailed information concerning sociopolitical, economic, cultural aspects, etc. 16. The State TV and Radio Company operates two channels and includes editorial services specializing in political analysis, public-political programmes, current information, youth and sports programmes, and several creative unions and their channels. 17. Blending in many cases with Christian rites, Ukrainian folk customs and rites arose in prehistoric times. 18. Being the leading scientific and cultural centre of Western Ukraine, Lviv has a number of research institutes with high reputation, higher educational establishments, theatres and libraries.

XXI. Role-play the dialogue:

Planning the tour of Ukraine

Ann: Dear friends, before we begin our tour of Ukraine I'd like to remind you of our route. Here is the map of Ukraine. Our country is one of the largest in Europe. It stretches for more than 1300 km from west to east, and for almost 900 km from north to south. There are many large cities in Ukraine, among them are Kyiv, the capital of Ukraine, Kharkiv, a former capital of Ukraine and important industrial and cultural centre; Donetsk, a coalmining centre; Odesa, a big sea port and a resort-city; Lviv, a large industrial, scientific and cultural centre; Zaporizhyya, a metallurgical centre and many others.

Peter: What places are we going to visit?

Ann: As you know, we leave by liner and go down the Dnieper. The first town we stop at will be the town of Kanev, where Ukrainian genius, Taras Shevchenko, is buried. We are going to visit many towns, settlements, villages, historic places, to meet many people.

Cora: How far shall we go by liner?

Ann: We shall go as far as the town of Kherson, a centre of ship-building and textile industry. In Kherson we'll change the liner for a bus to start for Ascania Nova, a state nature reserve in the southern part of our country.

Lucy: As for me, I'm interested in Ukrainian folk art. Are we going to visit any places which are the centres of decorative folk art, I wonder?

Ann: Yes, we are, Lucy. We'll have the opportunity to visit the village of Petrykivka which is the centre of Ukrainian decorative folk painting.

Lucy: I'm delighted. I happened to visit an exhibition of Petrykivka art in London. It was very interesting.

John: What about visiting ancient architectural ensemble of Chernigiv monastery?

Ann: As you see, Chernigiv is not situated on the bank of the Dnieper. It's not included in our programme. If anybody wants to visit Chernigiv, he'll be able to do it after we come back to Kyiv.

Lucy: Shall we have meetings with our Ukrainian partners in colleges and universities during our tour?

Ann: A lot of them. We'll have meetings, discussions with students during our tour.

Robert: Are we going to visit big industrial centres?

Ann: You see, Robert, almost all the cities situated on the Dnieper are big and densely packed with industrial enterprises. We are going to visit some of them.

Shirley: How do these enterprises influence the ecological situation?

Ann: Frankly speaking, there are many ecological problems in our country. In previous years they used to take rush decisions envisaging the realization of projects dangerous for environment, all those being the reasons for our tremendous concern.

Shirley: Do students take part in improving ecological situation?

Ann: Yes, they do. The students are taking part in disputes, referendums and even campaigns dealing with environmental protection. You'll have the possibility to see it with your own eyes.

XXII. a) Act out the following dialogues:

1

Impressions of a visit

M: Hello, George.

G: Good evening. How are you?

M: I'm fine, thank you. And what about you?

G: Fine, thanks.

M: Haven't seen you for ages. Have you been away?

G: Yes, I've just returned from my holiday.

M: Did you go home for your holiday?

G: No, my wife and I made a tour of Ukraine.

M: How very interesting! I was just going to ask your advice about a visit there. You see, my wife is a historian. For many years she's been planning a trip to Kyiv, Lviv and other Ukrainian cities. What can you tell about it?

G: The architectural monuments of Kyiv and Lviv are fascinating. I think your wife should try to see these cities.

M: I wonder how long the trip will take her.

G: It's hard to say. But I would strongly recommend your wife to see some modern cities, too.

M: That sounds interesting. I'll speak to her about it. Thanks a lot. Your advice was most helpful.

G: It's a pleasure.

2

B: Hello, Henry.

H: Hello. How are you feeling?

B: I'm OK, thank you. And what about you?

H: I'm well, thanks. Have you been away? I phoned you several times, but there was no answer.

B: Yes, I've just returned from the conference in Odesa.

H: Where's that? In Russia?

B: Oh, no. It's in Ukraine.

H: What were you doing there?

B: I attended the International conference of ecologists.

H: You must be full of impressions.

B: Yes, indeed. That was a very interesting conference. Ukrainian colleagues told us about the prospects for the environment protection in Ukraine.

H: Did you happen to visit any other places in Ukraine? Ukraine. We visited Kyiv, Kharkiv, Lviv, Chernivtsi.

H: Did you meet many Ukrainian people?

B: Quite a few! Among them scientists, workers and students. I must say Ukrainian people are friendly and hospitable.

H: What did you talk with them about?

B: A lot of things including the present situation in Ukraine, the democratic reforms taking place in this country, the foreign investments and so on.

b) Complete the dialogues. You're allowed to make any changes and additions:

1

- Could you do me a favour, Peter?

- ...

- I'd like to take my family on a car tour to your country.

- ...

- What would you advise us to see on our way there?

- ...

- Thank you very much. How long will it take us?

- ...

- I'm sure we'll enjoy the trip.

- ...

2

- Hello, John.

- ...

- I'm fine, thank you. And how are you?

- ...

- Yes, I've been away for a week. I've just returned from Kharkiv.

- ...

- I attended the International Forum of lawyers that was held there.

- ...

- One of the main problems that was discussed by the scientists was the democratic principles of development of a law-governed state.

- ...

XXIII. Translate into English:

1. Нова незалежна держава з тисячолітньої історією з'явилася на карті світу. 2. Україна — одна з найбільших країн у Європі. 3. Її площа складає 603,700 кв. кілометрів. 4. Наша країна розташована у південно-східній частині Центральної Європи. 5. Вона межує з Росією, Білоруссю, Молдовою, Польщею, Словаччиною, Угорщиною та Румунією. 6. Дніпро — третя за величиною річка у Європі, яка поділяє країну на Правобережжя та Лівобережжя. 7. В Україні є багато корисних копалин, що сприяє розвитку її промисловості. 8. Родючі землі

і кліматичні умови впливають на розвиток сільського господарства. 9. Населення України складає 48,9 млн. (на 1 січня 2002 року). 10. В Україні мешкають представники 128 націй, національностей та етнічних груп. 11. Україна — незалежна держава. 12. Її столиця — Київ, місто з давніми історичними традиціями. 13. Понад тисячу років тому утворилася одна з найбільших і наймогутніших держав середньовічного світу — Київська Русь. 14. Легендарний князь Олег Віщий об'єднав навколо Києва слов'янське плем'я Східної Європи. 15. Найбільшого розквіту Київська Русь досягла за князів Володимира Великого та Ярослава Мудрого. 16. У 988 році з мотивів політичного характеру великий князь Володимир впровадив християнство у Київській Русі. 17. У XII столітті внаслідок феодалних усобиць Київська Русь розпалася на князівства. 18. У 1648 році в Україні вибухнула національно-визвольна війна під проводом Б. Хмельницького. 19. Українське козацтво відіграло важливу роль у політичній історії Європи. 20. Після другої світової війни майже всі українські землі об'єдналися у складі УРСР. 21. У 1991 році Україна проголосила політичну незалежність. 22. Наша країна встановлює тісні зв'язки з державами усього світу, розвиває з ними економічні, торговельні і культурні відносини. 23. Зарубіжні інвестиції повинні допомогти Україні провести демократичні реформи, реорганізувати державну економічну структуру, вирішити проблеми, пов'язані з відносинами власності, фінансовою системою, податковою політикою та ін. 24. Ми сподіваємося, що наша держава стане однією із найрозвинутіших країн світу.

XXIV. Role-play the following situations:

1. A British student is going to visit Ukraine. He is interested in information on Ukraine. Answer his questions on geographical position, history, economy, natural resources, etc. of Ukraine.

2. You are asked questions on the history of Ukraine from the ancient times up to the present days. Answer them.

3. Foreign students are going to visit industrial centres of Ukraine. Characterize the industrial potential of Ukraine and the main industrial centres. Tell them about economic reforms taking place in our country.

4. During their stay in Ukraine a group of foreign students was invited by a Ukrainian student to visit his family. Role-play a meeting at the family: reception, introductions, exchanges of impressions of the places of interest seen in Ukraine, etc.

5. Your foreign colleague asks your advice about what he should see in Ukraine. Ask him what he is interested in, what his hobby is and recommend him places (cities) to see.

6. You are asked by foreign students about the problems of national culture, language and school in Ukraine. Answer their questions.

7. You are present at the meeting with foreign students. They are interested in prominent figures of the Ukrainian culture. Tell them about outstanding Ukrainian writers, poets, composers, artists, actors.

8. You are the president of environment protection society. Open the sitting of the society, discuss the environmental problems of our country. Give your proposals for improving ecological situation in Ukraine. Summarize these propositions.

XXV. It's interesting to know ...

✧ The Paleolithic early Stone Age bears witness to human presence on the territory of present-day Ukraine. One of the planet's oldest human settlements, separated from our time by 800,000 years, was unearthed in the territory of present-day Ukraine near Korolyove, a village in Transcarpathia. In 1899 the world came to know about the Trypillia culture which appeared in the mid-fourth millennium B. C.

The coming centuries saw the formation of new ethnic and cultural communities in Ukraine. Written sources mention the Cimmerians, the Taurians, the Scythians, the Antes and the Slavs.

✧ After the fall of Kyiv Rus the principalities of Halych and Volodymyr-Volynsky grew and prospered in Western Ukraine. In 1199 they were united by Prince Roman Mstyslavovych, a gifted military leader into the Halych-Volyn Principality. His successor Prince Daniel (Danylo) of Halych (1228-1264) continued his father's work, further strengthening his state. He defended its independence against the Hungarians, Teutonic knights, and Tatars. He was a subtle and cautious diplomat, and he promoted culture and developed the new cities of Lviv and Kholm.

In 1340 the state fell apart. Later Halychyna was incorporated into the Polish Kingdom and the Eastern Ukrainian territories fell to

Lithuania. In 1569 the Polish-Lithuanian Commonwealth was formed. The long period of struggle of the Ukrainian people for their national and social liberation began.

✧ The Ukrainian Cossacks played an important role in European political history. In 1621 a Cossack host led by Hetman P. Sagaidachny, in an alliance with Poland, defeated the Turko-Tatar army and stopped the Ottoman Empire's onslaught in Europe. Cossacks were in the front ranks of Russian forces in the Russo-Turkish wars of the 18th century, and in the battles against the Crimean Tatars.

✧ Ukraine has over 400 cities and 900 city-like townships. The largest city is its capital, Kyiv. It has close to 2,5 million residents. The second largest city is Kharkiv, with over 1,5 million residents. Donetsk, Dnipropetrovsk and Odesa each have over 1 million people. The most urbanized region is Donetsk and Luhansk provinces.

✧ Since time immemorial Ukrainians have been known as hardworking, thrifty, skilled farmers emotionally strongly affiliated to their native parts, good family men and devoted wives. They are typically kindhearted, friendly, hospitable and well wishing to both fellow countrymen and foreigners; they are cautious yet inclined to romanticism and sentimentality. But come the time of ordeal, and they are determined, resourceful, brave, staunch, ready for self-sacrifice.

They have a very special sense of humor. They can be biting ironic. Theirs is a very rich imagination reflecting the surrounding realities in a colourful at times paradoxical way.

✧ Folk customs and rites arose in prehistoric times and evolved through the centuries of Ukrainian history, blending in many cases with Christian rites. They can be divided into: 1) familial customs and rites, which consist of birth, marriage and burial rites; 2) seasonal-productive customs and rites, which are tied to farming, herding, and hunting tasks; and 3) communal customs and rites, which mark certain events in the life of the community.

With the spread of modern civilization and urban culture, as well as the changes triggered by the two world wars, the folk customs and rites in Ukraine have been greatly transformed. Recently a persistent effort is being made to revive folk rites. In the last few decades the country people have been turning to ancient folk

customs and rites such as New Year's rites and its special carols (shchedrivky); spring rites and songs (vesnianky); the procession of nymphs and Kupalo festival, which are associated with harvest celebration (obzhynky); marriage rites: celebrations of birth, involving godparents and christening linen; and farewells to army or labor recruits. These customs and rites, like the Christianized customs and rites are tied to ancient ancestral beliefs, symbols, and images.

Great men on the Ukrainian language

"...I very much love ... the Ukrainian vernacular language — so-norous, colourful and gentle to the ear".

Lev Tolstoy (1828-1910), Russian writer

"... The Ukrainian language is majestic and simple, fully mature and extraordinary rich. It has millennial history, a powerful literature, a great (not only numerically) people and its land. Also, like the waters of the world, it has spread far beyond the boundaries of its age — old territory to all other continents".

V. Mayakovsky (1893-1930), Russian poet

"... I love Ukrainian very much; I think that among the Slavic languages, it sounds like Italian among its sisters".

Nazim Hikmet (1902-1963), Turkish poet

"... Language and history are indivisible; they make up one circulatory system; so we have to restore both of them at a time. We have to revive in present-day Ukrainians their genetic memory and sense of pride; we have to touch every listless heart with the fragrant magic work of our spoken word!

May this lofty, long-cherished goal inspire us!

So we say: May our language be, may it live and thrive!

Oles Honchar, modern Ukrainian writer

Memorize these proverbs and sayings:

There is safety in numbers. — У єднанні — сила.

Rome was not built in a day. —

Великі справи не здійснюються водночас.

Time works wonders. — Час творить чудеса.

Fortune favours the brave. — Вдача супроводжує сміливих.

Lesson 11

Texts: §1. The Political System of Ukraine

§2. Independence

Dialogues: The Day's Interview

Conversation on some provisions of the Constitution of Ukraine

Grammar: Perfect tense-forms у пасивному стані. Participle II у функції обставини

Exercises

I. a) Read the international words and guess their meaning. Mind the stress. Analyse suffixes and define part of speech of each word.

Democratic — democracy; political — policy; sovereign — sovereignty; system — systematize; popular — popularity — popularization — popularize — popularly; official — officialism — officialize — officially; parliament — parliamentarian — parliamentary — parliamentarism; activity — activate — active — activism — activist; jurisdiction — juridical — jurist — juristic(al); constitutional — constitution — constitutionalism; legal — legality — legalist — legalize — illegal — legally; interpretation — interpret — interpretative — interpreter; community — commune — communalize — communal; region — regional; loyalty — loyal — loyalist; president — presidential — presidency — preside; association — associative — associate — associated.

b) Form international words with the same root as the following ones. Analyse their formation and define part of speech of each word.

Authority, local, organ, special, phase, party, reconstruct, autonomous, effective, nationality, republic, form, totalitarian, dictator, idea, structure, protest, personal, balance, central, economy, publish, dissident, organization, crisis, declaration, proclaim, document, spiritual, period, administration, horizon, practical, progress, emancipation, partner, process, social, factor, emblem.

II. Match the following words or word combinations with the corresponding explanations:

- | | |
|----------------------|---|
| 1. independent state | 1. the making of one's own decisions; |
| 2. vote | 2. choosing or selection of candidates for an office by vote; |
| 3. democracy | 3. supreme law-making council or assembly; |

4. the right of all peoples to self-determination	4. rule made by authority for the proper regulation of a society or for correct conduct in life;
5. election	5. political system in which supreme power belongs to the people;
6. parliament	6. self-governing state;
7. chamber	7. right to give an expression of opinion or will by persons for or against smb or smth by ballot or by putting up of hands;
8. law	8. (hall used by a) group of legislators;
9. commander — in-chief	9. order or proclamation issued by authority; decree;
10. edict	10. person in command of all the military forces of a State
11. approval	11. having authority to carry out decisions, laws, decrees, etc.
12. executive authority	12. discussion between heads of States
13. legislative authority	13. feeling, showing or saying, that one is satisfied, that smth is right, that one agrees to smth;
14. judicial	14. law-making authority
15. summit	15. of or by a court of justice, of a judge or of judgement
16. referendum	16. of a system which is based on professed terroristic dictatorship by the most reactionary circles
17. totalitarian	17. the referring of a political question to a direct vote of the electorate

III. Practise the pronunciation of the following words and word combinations:

destiny, implementation, the Supreme Council, law-making body, to issue, order, edict, executive authority, legislative authority, judicial power, accountable, to nominate, branch of power, the Supreme Court, to abide, court of general jurisdiction, conformity, wealth, commonwealth, loyalty, challenge, to strike, chairman, to subordinate, to refer, firmly, to resolve, to confirm, peace loving, to strive, founding member, outburst, to slacken, purge, solemnly, to proclaim, charter, genuine, spiritual aware-

ness, the Security service, law enforcement authorities, broad, winding and thorny path, pitched battle, aggravating, polling, trident, shield, rectangular, stripe, equal, width, upper, to perform, to celebrate.

IV. Write a question for each answer.

1. On June 16, 1990, the Verkhovna Rada of Ukraine passed the Declaration of State Sovereignty of Ukraine.

2. On August 24, 1991, the Ukrainian Parliament solemnly proclaimed Ukraine's independence.

3. Leonid Kravchuk was elected President of Ukraine.

4. The Ukrainian state entered the international community as an equal partner.

5. Leonid Kuchma became President, after winning 52.14 per cent of the votes in the second polling (in 1994).

6. In 1999, Leonid Kuchma was elected Ukraine's President for a second term.

7. Ukraine is a democratic state, ruled by the law.

8. It includes 24 administrative regions and the Autonomous Republic of Crimea.

9. State power in Ukraine is based on the division of authority into legislative, executive and judicial.

10. Ukraine has entered a new phase in its development.

11. Elections to the bodies of state power are held on the basis of universal, equal and direct suffrage by secret ballot.

12. Justice in Ukraine is exercised entirely by courts.

V. Make up sentences using the tables:

a) Present Perfect Passive:

			have has	} been + Participle II
I	have has (not)	been	been	elected yet
He				adopted by a majority of votes
She				informed of her arrival
It				criticized for political convictions
We				invited to this summit
You				given the right to self-determination
They	interpreted the statements of the Constitution			

b) Past Perfect Passive:

had been + Participle II

I				proposed to do the work	by the end of the year before he came
He	had	(not)	been	informed of the news	by that time
She				explained the rules	by Monday
It				published	
We				{ elected chairman of the Verkhovna Rada { divided into several political parties { given the possibility of free choice	before the election took place
You					before the resolution was adopted
They					

c) Future Perfect Passive:

shall will } have been + Participle II

I				informed of this event	by the end of the week
He	shall will	(not)	have been	proposed this office	by that time
She				published	by Saturday
It				created the necessary conditions	before they come
We				{ opened broad horizons for political freedom { given back his manuscript offered an aid	before we construct
You					a new society
They					before you achieve the set goals.

VI. Read and translate the following sentences; explain the use of the tense-forms of the verbs.

1. The conditions of work have been greatly improved. 2. Her poem has been devoted to the youth. 3. The exhibition had been held before we got the necessary instructions. 4. Many new houses had been built in this

town before we came to live there. 5. An opening speech has been made by the Chairman of the Verkhovna Rada. 6. She has been listened to with great attention. 7. The bill has already been submitted to the commission. 8. Have you been invited to the party? 9. The project of the resolution will have been ready by Monday. 10. Good training has been received by these young specialists. 11. Much attention has been paid to the further improvement of the living conditions of Ukrainian people.

VII. Find Past Participles, define their function and translate the sentences:

1. When asked I was glad to write an article about economic reforms taking place in our country. 2. If combined with rest the work is useful for health. 3. When invited to deliver a course of lectures at our Academy, this outstanding scientist agreed. 4. When asked the student answered well. 5. As seen from the article of the Constitution every person has the right to the free development of his or her personality. 6. Unless passed the bill will be given its second reading.

VIII. Read the text below and then do the following:

- a) point out all the verbs in the Passive. State their tense-form. Explain the use of the passive tense-forms and translate the sentences;**
b) ask questions about the text;
c) retell the text using the verbs in the Passive voice.

The national emblems — the coat of arms, the flag, and the seal — alternated during the millennium of Ukrainian history owing to various political, social, cultural and other factors — a phenomenon common to many European nations.

The classic form of the Ukrainian trident is found on the gold and silver coins of Volodymyr the Great (979-1015), the Grand Prince of Kyiv. The problems of the origin and of the original meaning of the Ukrainian trident have still not been solved by scholars. The archaeological finds of tridents in Ukraine go back to the first century A. D.. Undoubtedly this emblem was a mark of authority and a mystic symbol of one or of several of the ethnic groups which inhabited ancient Ukrainian territory and which came to compose the Ukrainian nation.

After the renaissance of independent Ukraine on January 22, 1918, the trident was adopted, by a law of March 22, 1918, as the national device of the Ukrainian National Republic. It was adopted in the form of a Great and a Small Coat of Arms representing the classic trident of Volodymyr the Great in an ornamental wreath.

The composition of national colours was decreed by a law of the independent Ukrainian National Republic on March 22, 1918. The light blue above yellow flag was established for the Western Ukrainian National Republic on November 13, 1918, and for the Carpatho-Ukrainian Republic on March 15, 1939, as a symbol of the all-Ukrainian unity.

Both the yellow above light blue flag and the light blue above yellow flag were hoisted until 1949, and borne as military standards and colours during the War of Liberation of 1917-1920. The light blue above yellow flag was provisionally confirmed by the Ukrainian National Rada in exile on June 27, 1949.

The State Anthem of Ukraine is a song "Shche Ne Vmerla Ukraina" (Ukraine Has Not Perished Yet). Its words belong to Paul Chubynsky and were published first in 1863. In the same year this poem was set to music by Galician composer Michael Verbytsky. The words of this song had been mistakenly ascribed to Taras Shevchenko for a long time.

Vocabulary

dream	мрія
to vote	голосувати
voter	виборець
master	хазяїн
destiny	доля
implementation	здійснення, виконання
self-determination	самовизначення
chamber	палата
the Supreme Council	Верховна Рада
lawmaking body	законодавчий орган
commander — in — chief	Головнокомандуючий
to issue	видавати
edict	едикт; указ; наказ
approval	1) схвалення; 2) санкція
matter	питання; справа
to vest	наділяти
executive authority	виконавча влада
legislative authority	законодавча влада
to exercise	здійснювати
accountable to	підзвітний; відповідальний (перед)
local organ	місцевий орган

to nominate
responsibility
affair
branch of power
sole
judicial power
Supreme Court
to abide (abode)

court of general jurisdiction
Constitutional Court
conformity
legal act
interpretation
wealth
political party
loyalty
to tend
challenge
to strike (struck; struck)
chairman
to subordinate
directly
to refer (to)
firmly
to resolve
to put end
to confirm
peace loving
to strive (strove; striven)
founding member
outburst
momentum
to envelop
all walks of life
to slacken
wave
purge
solemnly

призначати (на посаду)
відповідальність
справа; діло
гілка влади
єдиний
судова влада
Верховний Суд
дотримуватись; залишатись
вірним
суд загальної юрисдикції
Конституційний Суд
відповідність
правовий акт
тлумачення
1) багатство; 2) велика кількість
політична партія
вірність; лояльність
мати тенденцію; схилитися
складне завдання; проблема
підводити; підбивати (баланс)
голова
підпорядковувати
безпосередньо
відсилати; посилатися
міцно; непохитно
вирішувати
покласти кінець
підтверджувати
миролюбний
1) намагатися; 2) боротися
засновник
вибух
поштовок; імпульс
тут: охоплювати
усі верстви суспільства
послаблювати; попускати
хвиля
очищення
офіційно; урочисто

to proclaim	проголошувати; оповіщати
to proceed from	виходити з; походити
charter	хартія; статут
to second	підтримувати; допомагати
to win (won)	перемагати; вигравати
genuine	істинний; ширий
elevated spiritual awareness	висока духовність
to lay (laid)	закладати (фундамент), класти
goal	мета; ціль
set goals	намічені цілі
the Security service	Служба безпеки
law enforcement authorities	правоохоронні органи
broad	широкий
restriction	обмеження
winding and thorny path	гнучкий та тернистий шлях
pitched battle	заздалегіть підготовлений бій
to aggravate	посилювати; погіршувати
to hold (held; held)	проводити
polling	голосування
national emblem	державний герб
trident	тризуб
shield	щит
rectangular	прямокутний
cloth	полотно; тканина
stripe	смуга
equal	рівний; однаковий
width	ширина
upper	верхній; вищий
to perform	виконувати; здійснювати
to celebrate	святкувати

Texts

§1. The Political System of Ukraine

On the 24th of August, 1991 Ukraine became an independent state. On the 1st of December, 1991 the ever lasting dream of the Ukrainian people came true. 90% of the people voted for the independence of Ukraine and since that time the Ukrainian people had become the masters of their own destiny.

Nowadays Ukraine is a democratic state, ruled by the law and created as an implementation of the people's sovereign right to self-determination.

The Ukrainian political system has a popularly elected President for a five-year term, a 450- person single-chamber national Parliament — the Verkhovna Rada (the Supreme Council). The Verkhovna Rada is the nation's lawmaking body, who are elected by the voters for a five-year term too.

The President is the highest official of the Ukrainian state. He is the commander -in -chief of the military and can issue orders called edicts without the approval of the Parliament in some matters. The President is vested with supreme executive authority and exercises it through the Government, the Cabinet of Ministers which is accountable to him and through a system of central and local organs of state executive authority.

Prime Minister heads the Cabinet. He is nominated by the President and is a subject to approval by the Verkhovna Rada. Other ministers have responsibility for such areas as foreign affairs, economy, etc.

The government features the executive branch with strong powers and the legislative branch consisting of the Verkhovna Rada.

The Verkhovna Rada of Ukraine is the sole legislative authority. Judicial power in Ukraine is vested in the courts of law. The courts are independent and all their activities abide only by the rules of law. The Supreme Court of Ukraine is the highest judicial body in the system of courts of general jurisdiction. Besides the Supreme Court there is a special organ — the Constitutional Court. The Constitutional Court of Ukraine decides on issues of conformity of laws and other legal acts with the Constitution of Ukraine and provides the official interpretation of the Constitution of Ukraine and the laws of Ukraine.

Ukraine has entered a new phase in its development. Though Ukraine has a wealth of political parties, ranging from unreconstructed communities to far-right nationalities, personal and regional loyalties tend to play larger role in the Ukrainian political life than programmatic parties. A key challenge facing Ukraine is the establishment of effective, democratic governing institutions that strike a balance between executive and legislative authority.

Ukraine is divided into 24 regions and the Autonomous Republic of Crimea. The council has been elected by each of these regions and its Chairman, elected at large, also serves as head of the executive

branch. The cities of Kyiv and Sevastopol are subordinated directly to the central government. So we can say that state power in Ukraine is based on the division of authority into legislative, executive and judicial, and Ukraine could be referred to now as a country with a parliamentary- presidential form of government. Having become an independent state and being now firmly resolved to put end to the totalitarian dictatorship, Ukrainian people have an idea of building a state which confirms its peace loving policy.

Ukraine not only strives to live in peace with the rest of the world community, but also to cooperate with other countries and participate in the European and world structures. It is already a member of numerous international political and economic associations and a founding member of the United Nations.

§2. Independence

Beginning in the mid- 1950s, outbursts of political protest against the totalitarian system gained momentum in Ukraine. An increasing number of illegal samvydav literature was published, and several dissident organizations and groups appeared. A deep crisis enveloped all walks of life in the 1970s — 1980s. At the same time Gorbachev's perestroika and glasnost served to slacken the wave of purges. In 1988 the Ukrainian Helsinki Union was organized. In 1989 the Rukh National Movement for Perestroika in Ukraine was formed (since 1990 —known as the Narodny Rukh of Ukraine).

On June 16, 1990 the Verkhovna Rada of Ukraine passed the Declaration of State Sovereignty of Ukraine. On August 24, 1991, the Ukrainian Parliament solemnly proclaimed Ukraine's independence and the formation of the independent state of Ukraine, proceeding from the right to self-determination, provided by the UN Charter and other international documents.

On December 1, 1991, a referendum took place in Ukraine, involving 84,18 per cent of citizens, of which number 90,35 per cent seconded the Independence Act of August,24.

Winning 61,6 per cent of the votes, L. Kravchuk was elected President of Ukraine. The nation supported L. Kravchuk's programme aimed at the construction of a New Ukraine with a strong state system, genuine democracy, material well-being, elevated spiritual awareness.

At a summit meeting in Belovezhskaya Pushcha (December 7-8, 1991) the heads of the states of Belarus, Russia and Ukraine signed a

Treaty on the formation of the Commonwealth of Independent States (CIS), thus putting an end to the USSR.

Independent Ukraine proceeded to lay the foundation on which to achieve the set goals. Over a short period a new system of state administration had been created, along with the National Armed Forces, the Security Service and law enforcement authorities. New, broader horizons opened for political freedom; practically all restrictions on the spiritual progress of the Ukrainian and other nations were lifted. The economic emancipation of man began. The Ukrainian state entered the international community as an equal partner.

However, as in all other post-Communist states, the process of social reforms in Ukraine took a winding and thorny path, in conditions of a pitched battle between the old and the new. Among the aggravating factors were the differences between the legislative and executive branches. Fortunately a democratic way out of the resultant political crisis was found as Parliamentary and then Presidential elections were held in 1994, and in 1999.

In 1999, Leonid Kuchma was elected Ukraine's President for a second term, having won 56,2 per cent of the votes in the second polling.

The National Emblem of Ukraine is a Golden Tryzub (trident) on a blue shield. The National flag of Ukraine is a rectangular cloth with two horizontal stripes of equal width, the upper coloured blue and the lower golden yellow. The National Anthem has been performed since January 1992 (music by M. M. Verbytsky).

The National Holiday, Independence Day, is celebrated on August,24.

Questions

§1

1. When did Ukraine become an independent state?
2. What took place on December 1,1991, in Ukraine?
3. What state is Ukraine nowadays?
4. Who is the highest official of the Ukrainian state?
5. What authorities is the President vested with?
6. How is the national Parliament called?
7. How many chambers are there at the Verkhovna Rada?
8. Who is the sole legislative authority?
9. Whom is the Cabinet of Ministers accountable to?
10. Who heads the Cabinet of Ministers?
11. Whom is judicial power vested in?

12. What is the role of the Supreme Court of Ukraine?
13. What powers does the Constitutional Court have?
14. What role do the political parties play in the Ukrainian political life?
15. What is a key challenge facing Ukraine?
16. How many regions is Ukraine divided into?
17. What is the state power in Ukraine based on?
18. What form of government does Ukraine have?
19. Does Ukraine participate in the European and world structures?

§2

1. What Declaration did the Verkhovna Rada pass on June, 16, 1990?
2. When is the Independence Day in Ukraine?
3. Who was the first President of Ukraine?
4. What did L. Kravchuk's programme aim at?
5. What do you know about the summit meeting in Belovezhskaya Pushcha (December 7-8, 1991)?
6. What changes have taken place in Ukraine since 1991?
7. Who is the President of Ukraine now?
8. What are the national emblems of Ukraine?

IX. In group B find Ukrainian equivalents to the word combinations and expressions of group A:

A: to come true; to become the master of one's own destiny; ruled by the law; for a five-year term; single-chamber Parliament; the Supreme Council; lawmaking body; to issue orders; executive authority; to be nominated by the President; legislative branch of power; the Supreme Court; judicial power; legal act; to have a wealth of political parties; a key challenge; to put end to; peace loving policy; a founding member; outbursts of political protest; all walks of life; to slacken the wave of purges; the right to self-determination; genuine democracy; elevated spiritual awareness; to achieve the set goals; law enforcement authorities; to take a winding and thorny path, Presidential elections; national emblem.

B: правовий акт; ключова проблема; засновник; Верховний Суд; покласти кінець; право на самовизначення; усі верстви суспільства; призначитися Президентом; досягти намічених цілей; правоохоронні органи; герб; відбуватися складно; вибухи політичного протесту; послабляти хвилю очищення; однопалатний парламент; законодавчий орган; мати велику кількість політичних партій; президентські вибори; судова влада; терміном на п'ять років; видавати накази; Верховна Рада;

виконавча влада; миролюбна політика; справжня демократія; законодавча гілка влади; здійснитися; стати хазяїном своєї долі; висока духовність; що керується законом.

X. a) Give synonyms to the following words:

independence; to last; goal; to come true; elector; to rule; the Supreme Council; lawmaking body; armed forces; edict; matter; to vest with authority; to be accountable to; to nominate; sole; to abide; interpretation; a wealth of political parties; a key challenge; head of legislative branch; power; to resolve; to confirm; to strive; to pass the Declaration.

b) Give antonyms to the following words:

true; democratic; to destroy; performance; approval; supreme; responsibility; strong; activity; to break the law; general jurisdiction; legal; new; reconstructed; effective; to divide; direct; to confirm; peace; to gain; to increase; to intensify; to vote down the bill; to involve; to win; short; broad; to open; freedom; progress; foreign affairs; equal; enslavement; to aggravate; difference.

XI. Form derivatives of the following words and make up sentences with them using Perfect tense-forms in the Passive Voice.

To vote; implementation; to elect; legal; judicial; to resolve; law; polling; independence; to perform..

XII. Are the following statements true or false? Correct them if necessary.

1. The Ukrainian political system has a President elected for a five-year term.
2. The Verkhovna Rada is the nation's legislative body.
3. The President can't issue edicts without the approval of the Parliament.
4. The President is vested with supreme executive authority and exercises it through the Cabinet of Ministers.
5. Prime Minister is nominated by the President
6. The Verkhovna Rada of Ukraine is the unique legislative authority
7. State power in Ukraine is based on the division of authority into legislative, executive and judicial.
8. Ukraine participates in the European and world structures.
9. On June 16, 1990 the Verkhovna Rada solemnly proclaimed Ukraine's independence.
10. The process of social reforms in Ukraine took an easy path.

XIII. Complete the following sentences using the required information from the text. Add some pieces of new information to each of the sentences:

1. Nowadays Ukraine is a democratic state,
2. The Ukrainian political system
3. The Verkhovna Rada is
4. The Cabinet of Ministers is accountable to
5. Prime Minister heads
6. The president is
7. Judicial power in Ukraine is vested
8. The Supreme Court of Ukraine is
9. The Constitutional Court of Ukraine decides
10. A key challenge facing Ukraine is
11. Ukraine is divided into
12. State power in Ukraine is based on
13. At a summit meeting in Belovezhskaya Pushcha (December 7-8, 1991)
14. Over a short period a new system of state administration had been created, along with
15. The National Emblem of Ukraine is ..., the National flag of Ukraine is ..., and the National anthem is
16. The National Holiday, Independence Day, is celebrated

XIV. Discuss the text; imagine that you are President of Ukraine, Prime Minister, Chairman of the Verkhovna Rada or Deputy. Speak on the political system in Ukraine.

XV. Read and translate the text below; entitle it. Ask questions about the text and let your partners answer them. Retell the text.

Ukraine has entered a new phase in its development, when strenuous efforts are made to create an effective economic system, along with advancing the institutions of democracy, and raising the country's prestige in the international arena.

By voluntarily rejecting its recent status as world's third nuclear power, Ukraine took the first historic step toward a nuclear-free, peaceful future, showing a new way to strengthen international confidence and cooperation, bringing mankind closer to the longcherished goal, total nuclear disarmament.

When asked traditionally, what kind of a society was being built in Ukraine, our President said without hesitation, "Our goal is to consolidate a truly democratic, socially responsible society, one based on solidarity and relying on the historical traditions and mentality of our nation, on general human values developed by modern civilization; a society which would gradually rid itself of the traditional class traits, and which would harmoniously combine work, talent and social capital, where each and every citizen would be able to completely implement his potentialities; a society which would in reality secure the rights and freedoms of every individual".

XVI. Complete the chart of Ukraine's foreign political chronicle:

<i>Time</i>	<i>Event</i>
...	The independent Ukrainian state was recognized by 152 countries.
...	Ukraine is a member of the European Conference on Security and Cooperation.
...	Ukraine joins the International Monetary Fund and the International Bank of Reconstruction and Development.
...	Ukraine is one of the founding members of the Organization for Black Sea Economic Cooperation.
...	Ukraine joins the Working Group of the North Atlantic Council.
...	On US President Clinton's initiative, Ukraine joins NATO's Partnership of Peace Programme.
...	The Supreme Council ratifies the Treaty reducing offensive strategic weapons.
...	Signing the Agreement on Partnership with the European Union in Luxembourg.
...	Ukraine has 42 embassies, 4 permanent representations, and 8 consulates in general. Ukraine's prestige increased considerably after it had acceded to the nuclear non-proliferation Treaty.

XVII. Read the sentences and write another sentences with the same meaning.

Example: The police have arrested three men. — Three men *have been arrested* by the police.

1. Somebody accused her of stealing the money. — She ... 2. The bill includes service. — Service ... 3. People don't use this road very often. This road ... 4. I didn't realize that someone was recording our conversation. — I didn't realize that our conversation ... 5. They have change the date of the meeting. — The date of the meeting ... 6. Brian told me that somebody had attacked and robbed him in the street. — Brian told me that he ... 7. Somebody stole my bag in the shop. — My bag

XVIII. Discuss your personal experiences using the Present Perfect Passive and the Past Simple Passive of the verbs in the phrases.

Example:

A: Have you ever been stopped by the police?

B: No, I haven't but my brother has.

A: Really? Why?

B: He was stopped for speeding on the motorway.

1. stop by the police
2. interview on television
3. give a surprise party
4. fine for parking
5. search by customs
6. ask to give a speech
7. involve in a road accident

XIX. a) Read the politician's speech and convert his promises into a written manifesto using the future passive.

"By the end of next year I promise that we will reduce taxes and bring public spending under control. We will introduce wide-ranging educational reforms. What is more, we will keep our promise to increase teacher's salaries. And I can assure you too, that we will not destroy the National Health Service, nor will we abandon our plans to improve inner city schools.

I've said it before, and I'll say it again. Nothing will stop us from fulfilling our promises".

Example:

Manifesto

By the end of next year

-Taxes will be reduced

-Public spending ...

b) Imagine that you are a politician. What manifesto would you write for Ukrainian people? Use the Passive voice in your speech.

XX. Translate the sentences with Past Participles, define their functions:

1. Ukrainian people wish to support Ukraine's stable and democratically oriented development. 2. We have a common view: Ukraine must be made stronger. 3. Ukraine is deeply rooted in both the West and East. 4. Laws must not only be enacted, but also implemented, and these laws must be equal for all. 5. A state means people, so when this understanding is asserted among most Ukrainians our country will have a chance of building a civil society. 6. When carried out the political reform must harmonize cooperation between the President, Cabinet, and Verkhovna Rada. All interests must be taken into account. 7. We believe in our President, Cabinet, and Parliament; we believe that such harmonization will be achieved.

XXI. Read and translate the following dialogue; act out it. Take part in the discussion on questions raised in the interview.

"The Day's" interview

"The Day": Our state is in a stage of transformation, in its social, political, and economic spheres. Why do European countries take interest in Ukraine?

Mr. S.: Ukraine is deeply rooted in both the West and East. This is precisely what determines its political significance in Europe and worldwide, and explains European countries' tremendous interest in Ukraine.

"The Day": Ukraine plays an important role in the process, as a sort of connection between East and West, doesn't it?

Mr. S.: You are right. But Ukraine is a great country representing its own interests in the world arena. In addition, people in Ukraine are trying to find their own place in the sun, they have their own expectations, although much is still to be done to make these expectations come true. These are important facts which one must reckon with.

"The Day": Ukraine can show everybody a model way to survive, can't it?

Mr. S.: I would merely say in this connection that Ukraine showed an ability to find ways to avoid death and extinction, although one will have to pay a dear price for these ways. Be it as it may, Ukraine has not dissolved into Russia. It did not disappear during Soviet times. It survived despite a great deal of strain, physical and moral.

"The Day": Ukraine has great potential. It should accomplish a great deal in the principal spheres. For so long as there is a struggle for indivisible and uncontrollable power, our country will experience constant difficulties on the European and world stage. What do you think about it?

Mr. S.: In this sense I would like to emphasize the role of an effective political system with an extremely significant component, namely the presence of control mechanisms. Such mechanisms are still inactive in Ukraine. And there is the so-called third support which is also very important and on which the whole system relies: the judiciary. Laws must not only be enacted, but also implemented, and these laws must be equal for all. Our people must learn to defend their rights in court. Only then will the state cease to be an abstract notion.

"The Day": A state means people ...

Mr. S.: So when this understanding is asserted among most Ukrainians our country will have a chance of building a civil society that will give it further vital impetus.

"The Day": Now Ukraine is trying to determine the constitutional principles of cooperation between the three branches of power. How can you comment on this idea?

Mr. S.: The desire for reform is not enough, we must have principles and they have to be worked out by parliament. It is necessary to carry out reform and harmonize cooperation between the President, Cabinet, and Verkhovna Rada. All interests must be taken into account. We believe that such harmonization will be achieved. Naturally, all this cannot happen overnight.

"The Day": As soon as Ukraine becomes stable and certain real prospects appear, the investor's money will come.

Mr. S.: The problem is that there are a lot of very good ideas; but they are all on paper and those being implemented lack completeness.

"The Day": Solving many problems at the same time is difficult.

Mr. S.: The problem is to believe in the necessity of doing this, but there is already no stopping the process. Otherwise everything could turn into chaos and ruin, and this would hurt all sides.

"The Day": We'll hope for the reasonable acts of our politicians.

Mr. S.: Our country will become rich and prosperous state.

"The Day": Ukrainian people deserves it.

XXII. Substantiate the following statements:

Provisions

1. Ukraine is a sovereign state.
2. Ukraine is a republic.
3. The state language of Ukraine
4. Ukraine is an independent state.
5. The human being, his or her life and health, honour and dignity, inviolability and security are recognized in Ukraine as the highest social value.
6. Ukraine is a democratic, social and law-based state.
7. Everyone has the right to free development of his or her personality.

Statements

1. The citizens of Ukraine are protected by the Constitution of Ukraine from encroachments upon life, health and property, honour or dignity.
2. Ukraine is a democratic social law-based state. The Constitution of Ukraine was adopted at the Fifth Session of the Verkhovna Rada of Ukraine on 28 June 1986.
3. The Declaration of the State Sovereignty of Ukraine was adopted by the Verkhovna Rada of Ukraine, on 16 July 1990. is the Ukrainian language.
4. Our state maintains all-round development and function of the Ukrainian language in all spheres of social life on the territory of Ukraine.
5. By the form of Government Ukraine combines the elements of presidential and parliamentary republic.
6. On the first of December 1991 Ukraine was proclaimed an independent state.
7. Citizens of Ukraine have the right to get education (in accordance with their abilities) free of charge.

8. Everyone has the right to education.

9. Citizens have equal constitutional rights and freedoms and are equal before the law.

10. The procedure of conducting elections of the President of Ukraine is established by law.

11. Justice in Ukraine is administered exclusively by the courts.

12. The Constitutional Court of Ukraine is the sole body of constitutional jurisdiction in Ukraine.

8. Citizens of Ukraine have the right to choose their trade or profession, type of job or work in accordance with their abilities and education.

9. A citizen of Ukraine who has attained the age of 35, has the right to vote, has resided in Ukraine for the past 10 years prior to the day of elections, and has command of state language, may be elected as the President of Ukraine.

10. Everyone is obliged to strictly abide by the Constitution of Ukraine and the laws of Ukraine.

11. The Constitutional Court of Ukraine decides on issues of conformity of laws and other legal acts with the Constitution of Ukraine and provides the official interpretation of the Constitution of Ukraine and the laws of Ukraine.

12. The delegation of the functions of the courts, and also the appropriation of these functions by other bodies or officials, shan't be permitted.

XXIII. Act out the following conversation:

1

A: When was Ukraine announced a sovereign and independent, democratic, social law-based state?

B: Our country was announced a sovereign, independent, democratic, social law-based state by the Act of Declaration of the Independence of Ukraine of 24 August 1991 and approved by the national vote of 1 December 1991.

A: What is recognized in Ukraine as the highest social value?

B: According to the Chapter I of the Constitution, the human being his or her life and health, honour and dignity, inviolability and security are recognized in Ukraine as the highest social value.

A: Who is the bearer of the sovereignty and the only source of power in Ukraine?

B: As Ukraine is a republic, the people are the bearers of sovereignty and the only source of power in Ukraine.

A: What is entrusted to the Armed Forces of Ukraine?

B: The defence of Ukraine and the protection of its sovereignty, territorial indivisibility and inviolability, are entrusted to the Armed Forces of Ukraine. Ensuring state security and protecting the state border of Ukraine are entrusted to the respective military formations and law enforcement bodies of the State, whose organization and operational procedure are determined by law.

A: What are the state symbols of Ukraine?

B: The state symbols of Ukraine are the State Flag of Ukraine, the State Coat of Arms of Ukraine and the State Anthem of Ukraine. The State Flag of Ukraine is a banner of two equally-sized horizontal bands of blue and yellow.

A: What can you tell about the division of state power in Ukraine?

B: State power in Ukraine is exercised on the principles of its division into legislative, executive and judicial power.

2

C: How is legal assistance to everybody provided?

D: Everyone has the right to legal assistance. Such assistance is provided free of charge in cases envisaged by law.

C: Does ignorance of the law exempt from legal liability?

D: Everyone is obliged to strictly abide by the Constitution of Ukraine and the laws of Ukraine, and not to encroach upon the rights and freedoms, honour and dignity of other persons. Ignorance of the law shall not exempt from legal liability.

C: How is the expression of the will of the people exercised?

D: The expression of the will of the people is exercised through elections, referendums and other forms of direct democracy.

C: At what age do citizens of Ukraine have the right to vote at the elections?

D: Citizens of Ukraine who have attained the age of eighteen on the day elections and referendums are held, have the right to vote at the elections and the referendums.

C: What do you know about the elections to the bodies of state power and bodies of local self-government?

D: As far as I know, citizens of Ukraine have the right to participate in the administration of state affairs, in all-Ukrainian and local referendums to freely elect and to be elected to bodies of state power and bodies of local self-government.

3

L: What is the sole body of legislative power in Ukraine?

M: The sole body of legislative power in Ukraine is the Parliament — the Verkhovna Rada of Ukraine.

L: Who takes the oath before the Verkhovna Rada of Ukraine?

M: Before assuming office, National Deputies of Ukraine take the oath before the Verkhovna Rada of Ukraine.

L: When does the Verkhovna Rada assemble without convocation?

M: In the event of the introduction of martial law or of a state of emergency in Ukraine, the Verkhovna Rada of Ukraine assembles within a period of two days without convocation.

L: Whom does the right of legislative initiative in the Verkhovna Rada of Ukraine belong to?

M: The right of legislative initiative in the Verkhovna Rada of Ukraine belongs to the President of Ukraine, the National Deputies of Ukraine, the Cabinet of Ministers of Ukraine, the National Bank of Ukraine.

L: Who is the Head of State and how does he act?

M: The President of Ukraine is the Head of State and acts in its name.

L: What is the highest body in the system of bodies of executive power?

M: The Cabinet of Ministers of Ukraine is the highest body in the system of bodies of executive power.

L: What does the Cabinet of Ministers of Ukraine issue?

M: The Cabinet of Ministers of Ukraine, composed of the Prime Minister of Ukraine, the First Vice Prime Minister, three Vice Prime Ministers and the Ministers, within the limits of its competence, issues resolutions and orders that are mandatory for execution.

XXIV. Complete the following conversation:

1

- When was Ukraine announced a sovereign and independent democratic, social law-based state?

- ...

- What is recognized in Ukraine as the highest social value?

- ...

- Who is the bearer of the sovereignty and the only source of power in Ukraine?

- ...

- What is entrusted to the Armed Forces of Ukraine?

- ...

- What are the state symbols of Ukraine?

- ...

- What can you tell about the division of state power in Ukraine?

- ...

2

- How is legal assistance to everybody provided?

- ...

- Does ignorance of the law exempt from legal liability?

- ...

- How is the expression of the will of the people exercised?

- ...

- At what age do citizens of Ukraine have the right to the vote at the elections?

- ...

- What do you know about the elections to the bodies of state power and bodies of local self-government?

- ...

3

- What is the sole body of legislative power in Ukraine?

- ...

- Who takes the oath before the Verkhovna Rada of Ukraine?

- ...

- When does the Verkhovna Rada assemble without convocation?

- ...

- Whom does the right of legislative initiative in the Verkhovna Rada of Ukraine belong to?

- ...

- Who is the Head of State and how does he act?
- ...
- What is the highest body in the system of bodies of executive power?
- ...
- What does the Cabinet of Ministers of Ukraine issue?
- ...

XXV. Make up your own sentences in Passive Voice with the word combinations:

1. The human being, his or her life, inviolability and security, the highest social value, to be recognized.
2. A citizen of Ukraine, to be deprived of, citizenship.
3. Elections to, bodies of state power, to be held, on the basis of.
4. The State Budget, to be approved, annually.
5. The President of Ukraine, to be elected by, for five-year term.
6. The Cabinet of Ministers, to be guided by, in its activity.
7. The President of Ukraine, may, to be removed from office, in the event that.
8. Justice, to be administered by.
9. Judicial proceedings, to be performed by, Constitutional Court of Ukraine, courts of general jurisdiction.
10. A judge of, Constitutional Court of Ukraine, to be appointed for.

XXVI. Translate into English:

1. 24 серпня 1991 року Україна стала суверенною державою.
2. 90% населення проголосувало за незалежність України, і відтоді український народ став хазяїном своєї долі.
3. Зараз Україна є демократичною, правовою державою.
4. Президент обирається терміном на 5 років.
5. Єдиним органом законодавчої влади в Україні є парламент — Верховна Рада.
6. Кабінет Міністрів України є вищим органом у системі органів виконавчої влади.
7. Кабінет Міністрів України відповідальний перед Президентом та підзвітний Верховній Раді.
8. Прем'єр-міністр очолює Кабінет Міністрів України.
9. Він призначається Президентом України за згодою більше ніж половини від конституційного складу Верховної Ради.
10. Правосуддя в Україні здійснюється виключно судами.
11. Суди є незалежними і підкоряються лише закону.
12. Найвищим судовим органом у системі судів загальної юрисдикції є Верховний Суд України.
13. Конституційний Суд України є єдиним органом

конституційної юрисдикції в Україні. 14. Він вирішує питання про відповідність законів та інших правових актів Конституції України і дає офіційне тлумачення Конституції та законів України. 15. Україна вступила до нового етапу свого розвитку. 16. Ключові зміни, які відбуваються в Україні, спрямовані на встановлення ефективних, демократичних, правових форм державного правління, що представляють рівновагу між виконавчою та законодавчою гілками влади. 17. Україна поділяється на 24 області та Автономну Республіку Крим. 18. Міста Київ та Севастополь мають спеціальний статус, який визначається законами України. 19. Україна — миролюбна держава. 20. Вона намагається жити у мирі і співпрацювати з іншими країнами світу. 21. Україна є членом багатьох міжнародних політичних та економічних асоціацій та однією із засновників ООН.

XXVII. Role-play the following situations:

1. British lawyers have come to the National Law Academy of Ukraine. They are interested in the information on the political system and democratic reforms taking place in Ukraine. Answer their questions.
2. You are asked by foreign lawyers about the achievements and some problems in the building of a new democratic society in Ukraine.
3. You are present at the meeting of members of a political party. Choose yourself this party and discuss the questions put on the agenda (порядок денний).
4. As a future lawyer you visit a political club. Share your impressions of questions discussed here. Make a report about Ukraine as a parliamentary and presidential republic.
5. Make up a chart of branches of power in Ukraine and describe it.
6. You are preparing for discussion with your partners about the main principles of the valid Constitution of Ukraine. Write some statements you are going to discuss with them.
7. Look through the weekly English newspapers. Give a brief information about current political events. Share your impressions of them.

XXVIII. It's interesting to know...

✿ The ancient Greeks were among the first to develop a concept of law that separated everyday law from religious beliefs. Before the Greeks most civilizations attributed their laws to their gods or goddesses. Instead, the Greeks believed that laws were made by the people for the people.

In the seventh century B. C., Draco¹ drew up Greece's first written code of laws. Under Draco's code death was the punishment for most offences. Thus, the term draconian usually applies to extremely harsh measures.

Several decades passed before Solon — poet, military hero, and ultimately Athens' lawgiver — devised a new code of laws. Trial by jury, an ancient Greek tradition was retained, but enslaving debtors was prohibited as were most of the harsh punishments of Draco's code. Under Solon's law citizens of Athens were eligible to serve in the assembly and courts were established in which they could appeal government decisions.

What the Greeks may have contributed to the Romans was the concept of "natural law". In essence, natural law was based on the belief that certain basic principles are above the laws of a nation. These principles arise from the nature of people. The concept of natural law and the development of the first true legal system had a profound effect on the modern world.

¹ Draco [d r e i k o u] — Драконт (Трахоній), афінський законодавець

✿ A Constitution — the standard of legitimacy. Constitution is the body of doctrines and practices that form the fundamental organizing principle of a political state. In some states, such as the United States, the constitution is a specific written document; in others, such as the United Kingdom, it is a collection of documents, statutes, and traditional practices that are generally accepted as governing political matters. States that have written constitutions may also have a body of traditional or customary practices that may or may not be considered to be of constitutional standing.

Virtually every state claims to have a constitution, but not every government conducts itself in a consistently constitutional manner.

In its wider sense, the term *constitution* means the whole scheme whereby a country is governed: and this includes much else besides law.

In its narrower sense, "constitution" means the leading legal rules, usually collected into some document that comes to be almost venerated as "The Constitution". But no country's constitution can ever be compressed within the compass of one document, and even where the attempt has been made, it is necessary to consider the extralegal rules, customs, and conventions that grow up around the formal document.

Written constitutions. In most Western countries the constitution, using the term in the narrower sense, is a scheme of government that

has been deliberately adopted by the people; examples are the Constitution of the United States, drawn up in 1787 and ratified in 1789 and still in essentials unchanged; the constitution of the Weimar Republic or that of the Federal Republic of Germany, brought into force in 1949; and the constitutions that France has had since the Revolution. The constitution in these countries is the basis of public law; it is usually enacted or adopted with special formalities; special processes are devised for its amendment and sometimes safeguards are inserted to ensure that certain provisions are unalterable.

Explain the following famous statements. What is your own understanding of them?

"Democracy needs time to become established in newly independent countries".

"Democracies acknowledge the will of the people".

A. S. Hornby

"The heart of a statesman must be in his head".

Napoleon

"Let reverence for the law ... be taught in schools. Let it be written in primers, spelling books, almanacs. Let it be preached from the pulpit, proclaimed from the legislative halls and enforced in courts of justice. In short, let it become the political religion of the nation and let the old and the young, the rich and the poor, of all sexes and tongues and colours and conditions sacrifice unceasingly upon its altars".

Abraham Lincoln

"Let the punishment fit the crime".

"I consider trial by jury as the only anchor ever yet imagined by man, by which a government can be held to the principles of its constitution".

Thomas Jefferson

Memorize these proverbs and sayings:

Laws catch flies, but let hornets go free. — Закон, як павутина, — джміль проскочить, а муха зав'яже.

A law unto themselves. — Закон для них не писаний.

Necessity knows no law. — Для злиднів нема закону.

One law for the rich, and another for the poor. — Для бідних — один закон, а для багатих — інший.

Law-makers should not be law-breakers. — Той, хто видає закони, не повинен порушувати їх.

Lesson 12

Texts:	§1. Kyiv is the capital of Ukraine §2. At the sources of origin
Dialogues:	In the city. Planning sightseeing of Kyiv
Grammar:	Активізація Simple, Continuous, Perfect tense-forms у пасивному стані. Revision: Функції Participles I, II. Вживання артиклів

Exercises

I. Practise the pronunciation of the following words and word combinations:

capital; seat; markedly; anniversary; to lie; picturesque; famous; chestnut; to kindle; leaf; lawn; garden; bright; flower; huge; whether; blossom; landmark; cave; network; medieval; church; to integrate; tower; painter; statesman; immortal glory; Tomb of the Unknown Soldier; eternal fire; to burn; to erect; Patriotic War; to commemorate; to inaugurate; to restore; defence; drawing; applied art; prominent; invention; to manufacture; aircraft; chemicals; precision tool; road and rail junction; straight; wonder; source; origin; trace; settlement; iron; to excavate; burial ground; to preserve; reign; to fortify; retainer; body-guard; artisan; merchant; income; maintenance; gate; magnificent; valley; beyond; ravine; suburban; to arise; literacy; clergy; prosperous; discord; severe; trial; invasion; yoke; to capture; to subject.

II. Read the international words and guess their meaning. Mind the stress.

Capital; administrative; cultural; industrial; centre; Cabinet of Ministers; to occupy; kilometre; central; agricultural; region; delicate; aroma; public; park; monastery; catacombs; to date; monument; to integrate; modern; hotel; metro station; poet; leader; prince; poetess; composer; soldier; memorial complex; history; political; obelisk; hero; legendary; architectural; to restore; fountain; reconstruction; sculpture; theatre; opera; drama; concert hall; club; theatrical; design institute; transportation; camera; product; port; original; period; chronicle; to fortify; decoration; mosaics; progress; literature; composition.

III. a) State what parts of speech the following words are and translate them:

markedly; landmark; picturesque; occupy; anniversary; lawn; kindle; integrate; statesman; eternal; commemorate; applied; gate; suburban; vicinity; spread; prosperous; trial; prominent; trace; settlement; bodyguard.

b) Make up 8-10 sentences with above given words. Revise the Grammar: Passive Voice.

IV. Read and translate the sentences. Put all possible questions to them:

- The central area of Kyiv is on a high cliff along the western bank of the Dnieper.
- There are medieval buildings and modern structures standing side by side.
- In 1037 St. Sophia Cathedral, an outstanding monument of ancient Rus and world culture, was built on the site of the battle against the Pechenigs.
- St. Sophia Cathedral was founded during the reign of Yaroslav the Wise.
- The monument to Bohdan Khmelnytskyi, the 17-th century outstanding Ukrainian statesman and military leader, was built by sculptor Myhailo Mikeshyn.
- Slavic people established a settlement in Kyiv; perhaps as early as the AD 600s Kyiv prospered as a traditional centre.
- By the 1100s Kyiv was one of European's greatest centres of commerce and culture.
- Mongol invaders destroyed most of the city in 1240.
- Kyiv was rebuilt in the 1300s.
- As Kyiv's history is full of dramatic events and heroic deeds, there are many other places of interest such as the monument to Volodymyr, Kyiv-Pecherskyi Monastery, Askold's grave and others.
- In 1991 Kyiv became the capital of an independent state for the first time.

V. Match the following words or word combinations with the corresponding explanations:

- | | |
|-------------------|---|
| 1. statesman | 1. keep or honour the memory of a person or event; |
| 2. seat | 2. art having practical use in textile designs, for pottery, etc.; |
| 3. immortal glory | 3. building for public Christian worship; |
| 4. to commemorate | 4. place where smth is, or where smth is carried on; |
| 5. applied art | 5. high fame and honour never forgotten, won by great achievements; |

6. church	6. person taking an important part in the management of state affairs; dis interested political leader;
7. suburb	7. (old use) servant or (legal) fee paid to retain the services (e. g. a barrister);
8. cave	8. mark, sign, etc. showing that smb. or smth. has been present, that smth has existed or hapened;
9. retainer	9. hollow place in the side of a cliff or hill;
10. trace	10. outlying residential district of a town or city.

VI. a) Read and translate the text paying attention to the Passive Voice of verbs; state their tense-form. What participles are there in this text? Determine their functions.

Kyiv's early history was originally recorded on the basis of old tales and legends, both written and oral, which have been confirmed by researchers over the centuries.

According to the legend of the foundation of Kyiv, told by Nestor, an early Russian chronicler and monk of the Kyiv-Pecherskyi Monastery, the following events took place. Once three brothers, Kyi, Shchek and Khoryv, and their sister Lybid, were travelling along the Dnieper in a boat. Attracted by the beautiful hills rising above the river, they landed and founded a town on one of them, named it Kyiv after their eldest brother, Kyi. The names of the three brothers and their sister have been commemorated in some of the city's hills (Shchekavytsia, Khorevytsia), streets (Shchekavytska, Khoryva, Lybidska) and the River Lybid.

Of course, the territory of present-day Kyiv and its suburbs had been populated much earlier. A hundred years ago archaeologist Vikenti Khoivka unearthed in the lower part of the town a large Stone Age site known as the Kyryll settlement, where people lived 20,000 to 30,000 years ago.

Kyiv's location on the major trade route "from the Varangians to the Greeks" (that is, from the Baltic to the Black Sea along the Dnieper) promoted the rapid growth and development of the city.

Prince Oleg's reign (882-912) was the period of Kyiv's rise, when numerous East Slavic tribes were united around it, and the first state, Kyiv Rus, emerged.

The power of Kyiv and Kyiv Rus grew, and their prestige in the world arena consolidated. The traditional paganism of the Slaves was replaced with the Byzantine trend of the Christianity (988-989) during the reign of the Prince Volodymyr.

Volodymyr was succeeded by his son Yaroslav, known as the Wise, who extended the city boundaries, fortified its approaches and built magnificent churches. Among them were St. Sophia's Cathedral and the Golden Gate. During his reign one of the most ancient monasteries, the Kyiv-Pecherskyi Lavra, was founded. Yaroslav promoted culture and literature by collecting a large library, opening a school and setting up a workshop to copy and translate manuscripts.

b) Add some more facts from the Kyiv's history and retell the text.

VII. Act out the following dialogue:

A.: Hello, I'm so glad to meet you! I haven't any friends in this city. What's there to see here?

B.: We have very many places of interest here? Every part of the city has something interesting or beautiful. Well, I have my car at the door of the hotel. Let me take you around the city.

This is Kreshchatyk. It's the main street of the city. There are apartment houses, shops and government offices here.

A.: How long is it?

B.: It's relatively short. It's only 1,200 metres long.

A.: And what is that building?

B.: It's the Municipal Council.

A.: And that building with columns?

B.: That's the Kyiv State Chaikovsky Conservatoire.

A.: What parks are worth seeing in Kyiv?

B.: Let's see Volodymyr Hill and the First of May Park. We have a very beautiful view in the Dnieper from these places.

VIII. a) Remember the models on the topic "In the city":

1. How can I get to the	-theatre?	1. Як пройти до	-театру?
	-museum?	на	-музею?
	-street?		-вулицю?
	-square?		-майдан?
	-exhibition?		-виставку?

2. Does this bus go to ...? — Цей автобус йде до...?

3. Where is the nearest stop? — Де найближча зупинка?

4. What direction should I go in? — У якому напрямку я повинен йти?

5. This way? — У цей бік?

6. I don't know the way. — Я не знаю дороги.

7. I have lost my way. — Я заблукав.

8. I'm looking for... — Я шукаю...

9. What is the name of this square, please? — Скажіть, будь ласка, як називається цей майдан?

b) Complete the following dialogue:

A.: Sorry. I'm a stranger in Kyiv and I've lost my way. Can you tell me the way to the Museum of Ukrainian Art?

B.: ...

A.: Wouldn't it be better for me to go there by trolleybus?

B.: ...

A.: What is Kyiv famous for?

B.: ...

A.: What would you recommend me to see first?

B.: ...

A.: Thank you for your valuable advice.

B.: ...

c) Make up your own dialogues based on the models above using words dealing with the topic "The sightseeing of Kyiv".

Vocabulary

seat	1) місце (для засідання); 2) місцезнаходження
ancient	старовинний
markedly	помітно; явно
anniversary	річниця, ювілей
to lie (lay, lain)	бути розташованим; перебувати
to be famous for	славитися
chestnut	каштан
to kindle	підпалювати
candle	свічка
leaf (pl leaves)	листя
to fill	наповнювати(-ся); заповнювати
delicate	1) витончений; 2) тендітний
lawn	газон

garden
bright
flower
to seem
huge
whether
blossom

садок
яскравий; світлий; яснобарвий
квітка
здаватися
величезний
чи

landmark

1) цвіт, цвітіння;
2) квітка

cave
network
to integrate

1) орієнтир;
2) межовий знак
печера
мережа
складати одне ціле; об'єднувати,

perfectly
tower
painter
painting

надавати закінченого вигляду
цілком; зовсім
башта
художник

in front of
statesman
composer
immortal glory

1) картина; 2) живопис
попереду
державний діяч
композитор
вічна слава

Tomb of the Unknown Soldier
eternal fire
to burn (burnt; burnt)

Могила Невідомого солдата
вічний вогонь
горіти

to erect
memory
freedom
to commemorate

споруджувати; зводити
пам'ять
свобода
1) святкувати; 2) відзначати;
3) вшановувати пам'ять

victory
to inaugurate

перемога
(урочисто) відкривати
(пам'ятник; виставку)

to restore
defence
scale

відновлювати
захист
1) масштаб; розмір
малюнок; ескіз

drawing
to show (showed; shown, showed)
applied art

показувати(-ся); демонструвати
прикладне мистецтво

prominent place	визначне місце
discovery	відкриття
invention	винахід
aircraft	літак
chemicals	хімікалії
precision tool	точний інструмент
road and rail junction	залізничний вузол
straight	прямий
no wonder	недивно
source	джерело
origin	початок; походження
trace	слід; знак
late	1) пізній; 2) минулий
settlement	поселення
numerous	численний
to excavate	викопувати
coin	монета
burial ground	кладовище
to preserve	зберігати
reign	царювання; панування
to fortify	укріпляти
retainer	васал
bodyguard	охорона
artisan	ремісник, майстер
merchant	купець; торговець
to decorate	прикрашати
maintenance	утримання
gate	ворота
to lead (led; led)	вести; проводити
remains <i>pl</i>	рештки; останки
magnificent	чудовий
to surround	оточувати
dense	густий
valley	долина
beyond	за; по той бік
ravine	яр
suburban	приміський
vicinity	сусідство
to arise (arose, arisen)	виникати; з'являтися

considerable	значний
to note	відмічати
literacy	письменність
to spread (spread; spread)	поширювати
clergy	духівництво
chronicle	літопис
remarkable	чудовий
prosperous	процвітаючий; сприятливий;
	успішний
discord	розбрат; чвари; розбіжність
severe	суворий
trial	випробування
invasion	вторгнення; навала
to subject	підкоряти
yoke	ярмо
to capture	захоплювати
duke	герцог

Texts

§1. Kyiv is the capital of Ukraine

Kyiv is the capital, the largest and the most beautiful city of Ukraine. It is an administrative, cultural, scientific and industrial centre of the country. Kyiv is the seat of the Supreme Council and the Cabinet of Ministers. The Ukrainian capital is one of the most ancient cities of Eastern Europe. It was called "the Mother of all Russian Cities". The city has been changed markedly by its 1520th anniversary.

It has a population of more than 2,6 million and occupies an area of 790 square kilometres.

Kyiv lies in north-central Ukraine on the picturesque banks of the Dnieper River in a rich agricultural and industrial region. It is famous for its beauty. The chestnut trees kindle their rosy-white candles among the green leaves; the street are filled with the delicate aroma of narcissi, the green lawns of the large and small city squares and public gardens are bright with red flowers. In summer it seems to be one huge park. But whether it is all in blossom or covered with snow, Kyiv is always lovely.

Landmarks of Kyiv include St. Sophia's Cathedral and the Golden Gate of Yaroslav the Wise, both built in 1000s. The Monastery of the Caves, which has the network of catacombs, also dates from medi-

eval times. The Mariynskiy Palace and the Church of St. Andrew were built during the 1700s.

There are many monuments in the city. And the monuments of the past are perfectly integrated with modern buildings — attractive hotels, cinemas, TV tower, metro stations, etc. The monument to T. G. Shevchenko, the well-known Ukrainian poet and painter, is in front of the University which is named after Shevchenko. In the centre of Sophiyivska Square there is the monument to Bohdan Khmelnytskyi, the 17th century outstanding Ukrainian statesman and military leader. There are some other monuments: the monument to Prince Volodymyr, who baptized Rus, the monument to Lesya Ukrainka, the great Ukrainian poetess; one to N. Lysenko, the great Ukrainian composer, another to A. Pushkin, the great Russian poet, and many others.

In the park of Immortal Glory there is the Tomb of the Unknown Soldier, over which an eternal fire burns. This monument was erected to the memory of those who had given their lives for our freedom in World War Two.

The memorial complex “The Ukrainian State Museum of the History of the Great Patriotic War of 1941-1945”, Kyiv Political and Cultural Centre, obelisk commemorating the City-Hero of Kyiv in Victory Square, memorial in honour of the legendary founders of the city inaugurated in the Primakov Park had been built by 1500th anniversary of Kyiv’s foundation. Many historical and architectural monuments have been restored, as, for example, the Samson fountain, or the Golden Gate, a monument of defence architecture dating back to the time of Kyiv Rus. A large-scale reconstruction work is being carried out in the Podol, the city’s oldest part.

Kyiv’s cultural life is rich and varied. There are many fine museums such as: the State Historical Museum, the T. G. Shevchenko State Museum of the Academy of Sciences, the State Museum of Russian Art, etc. The national art of Ukraine (paintings, sculpture and drawings) is shown in the Museum of Ukrainian Art. One of the most interesting museum is the Museum of Ukrainian Applied Art.

Kyiv is famous for its theatres such as National Opera House, the Ivan Franko Ukrainian Drama Theatre, the Lesya Ukrainka Russian Drama Theatre and others. Apart from numerous theatres there are many concert halls, clubs and theatrical amateur circles.

Kyiv is the centre of education and science. The city has many research and design institutes, which hold a prominent place in Ukrainian and world

science. The National Academy of Sciences includes many scientists and clothing, precision tools, watches and other products. The city is a road and rail junction and a river port.

The streets of Kyiv are broad and straight. Khreschatyk is the central street of the capital. It is one of the finest streets of the city. There are many fine buildings, best shops in Khreschatyk. The building of Kyiv Municipal Council is in Khreschatyk too.

Now Kyiv is one of the most beautiful cities in the world. No wonder that Kyivans are proud of their city.

§2. At the sources of origin

The oldest human traces on the territory of Kyiv date from the late Paleolithic period. Traces of Neolithic Trypillian culture settlements are numerous, as are those of the Iron and Bronze ages. Excavated Roman coins and burial grounds of the 2nd-4th centuries AD show that Kyiv was already a large settlement and important trading locus at that time.

According to the Rus Primary Chronicle, the founders of Kyiv were the brothers Kyi, Shchek, and Khoryv, leaders of the Slavonic Polianian tribe, and the city was named after the eldest, Kyi. The memory of the other two brothers has been preserved in the names of two hills — Shchekavytsia and Khorevytsia — and in the names of the streets. Kyiv was founded in the latter half of the 5th, or the early 6th century.

During the reign of Volodymyr the Great Kyiv consisted of two parts — the fortified Upper City and Podil, the lower part. In the upper part of the city lived the prince and his retainers — the boyars and the prince’s bodyguard. Podil was inhabited by artisans, fishermen and merchants.

At this time the construction of brick buildings decorated with wall painting and mosaics was begun in Kyiv. Among these buildings was the brick Desiatynna (Tithe) Church, so called because Prince Volodymyr contributed one-tenth of his income to the construction and maintenance of this church.

During the reign of Yaroslav the Wise three gates led to the city; the remains of only one of them, the brick Golden Gate, have come down to us. In 1037 the foundation was laid for the magnificent Sophia Cathedral, which formed the architectural centre of the new “Yaroslav’s City”. At that time Kyiv was surrounded by dense forests and the site of present-day Khreshchatyk was a wooded valley. Beyond the Khreshchatyi ravine was the prince’s suburban village of Berestove, in the vicinity of which the Kyiv-Pechersk Monastery arose in the 11th century.

Considerable progress was noted in the development of Rus culture the centre of which was Kyiv. It was during this period that the first schools were built; literacy began to spread among the princes, boyars, clergy and rich citizens; original literature appeared; the composition of chronicles began. During the 11-12th c. c. remarkable models of ancient architecture were created in Kyiv, mostly churches and monasteries.

The prosperous years of Kyiv Rus changed to years of discord and wars. A severe trial was the Tatar invasion. The city was subjected to the Tatar yoke for over a hundred years. In the 14th c. it was captured by Lithuanian grand dukes, and became part of the Lithuanian and later of the Polish-Lithuanian state over the course of almost 300 years.

Questions

§1

1. What is the capital of Ukraine?
2. Why was it called “the Mother of all Russian cities”?
3. How old is it?
4. What is the population of the capital?
5. What area does Kyiv occupy?
6. Where does it lie?
7. What is Kyiv famous for?
8. What tree is a symbol of our capital?
9. What landmarks of Kyiv do you know?
10. What monuments are there in the city?
11. What monument was erected in the park of Immortal Glory?
12. What new historical monuments had been created by 1500th anniversary of Kyiv’s foundation?
13. Is Kyiv rich in a cultural life?
14. What famous theatres of Kyiv do you know?
15. What is the National Academy of Sciences famous for?
16. Why is Kyiv a major manufacturing and transportation centre?
17. What is the main Kyiv street?
18. Why are Kyivans proud of their city?

§2

1. What century was Kyiv founded in?
2. Who was the founder of Kyiv according to the Rus Primary Chronicle?
3. What parts did Kyiv consist of during the reign of Volodymyr the Great?

4. Who lived in the upper part of the city?
5. Whom was Podil inhabited by?
6. When was the construction of brick buildings begun in Kyiv?
7. Why was the Tithe Church called “Desiatynna”?
8. During whose reign was the apex of prosperity of ancient Kyiv?
9. When was the foundation laid for the magnificent Sophia Cathedral?
10. When were remarkable models of ancient architecture created in Kyiv?
11. How long was Kyiv subjected to the Tatar yoke?
12. Whom was Kyiv captured by in the 14th century?
13. How long was Kyiv part of the Polish-Lithuanian state?

IX. Study the following nouns and give their meaning, paying attention to the way of their formation. What verbs do these nouns correspond to?

Network; integration; defence; application; burning; commemoration; drawing; discovery; manufacture; precision; settlement; fortification; retainer; maintenance; leader; surrounding; appearance; prosperity; discord; trial; subject; capture.

X. a) Form derivatives of the following words and translate them:

to occupy; picturesque; bright; perfectly; composer; glory; freedom; to restore; to apply; invention; to excavate; to preserve; dense; suburban; founder.

b) Give synonyms to the following words:

seat; markedly; prominent; to fill; to erect; statesman; leader; eternal; freedom; to inaugurate; to carry out; numerous; huge; broad; to preserve; retainer; forest; vicinity; locus.

c) Give antonyms to the following words:

ancient; to build; in front of; immortal; war; straight; late; to weaken; lower; to take away; sparse (wood); present; ravine; to vanish; severe; to be captured.

XI. a) Find in the texts the English for:

місто помітно змінилося; мальовничі береги Дніпра; запалюють свої рожево-білі свічки; вулиці наповнені витонченим ароматом; величезний парк; Золоті Ворота; Києво-Печерська Лавра; складають одне ціле із сучасними спорудами; парк Вічної

Слави; Могила Невідомого Солдата; прикладне мистецтво; відомі своїми відкриттями та винаходами; точні прилади; залізничний вузол; Миська Рада; недивно; культурні поселення; за часів правління; верхня частина міста; васал; утримання церкви; густі ліси; сусідство; писемність; роки розбрату і війн.

b) Reproduce the sentences in which these words or word combinations are used in the texts.

XII. Put the words in the following questions in the correct order and answer them:

1. Is, of Ukraine, what, the capital?
2. Kyiv, was called, how?
3. Does, occupy, what area, it?
4. Lie, Kyiv, does, where?
5. Of our capital, what landmarks, you know, do?
6. Produce, Kyiv's factories, do, what?
7. Khreschatyk, situated, where, is?
8. The founder, was, of Kyiv, who, the Rus Primary Chronicle, according to?
9. During the reign of, Kyiv, Volodymyr the Great, consist of, how many parts, did?
10. Noted, in the development of, when, considerable progress, was, of Kyiv Rus culture?

XIII. Say whether these statements are true or false. If it is false, give your version using the following expressions: *I disagree; to my mind; in my opinion; as far as I know (understand); I think, it's absolutely wrong, etc.*

1. The Ukrainian capital is one of the most ancient cities of East-ern Europe.
2. Kyiv lies in central Ukraine.
3. In the centre of Sophiyivska Square there is the monument to Taras Shevchenko, outstanding Ukrainian statesman and military leader.
4. The monument to the Unknown Soldier was erected to the memory of those who had lost their lives for our freedom in the Great Patriotic War.
5. Khreschatyk is the central and the longest street of the capital.
6. The oldest human traces on the territory of Kyiv date from the early Paleolithic period.
7. Kyiv was a large settlement and important trading locus at the 2nd-4th centuries A. D..

8. The founders of Kyiv were leaders of the Slavonic Polianian tribe.
9. During the reign of Yaroslav the Wise three gates led to the city; all of them have come down to us.

10. Considerable progress was noted in the development of Kyiv Rus culture during the reign of Yaroslav the Wise.

XIV. a) Complete the following sentences using the required information from the text. Add some pieces of new information to each of the sentences:

1. The Ukrainian capital is....
2. Kyiv lies in....
3. Landmarks of Kyiv include....
4. Many historical and architectural monuments have been re-stored, as....
5. A large-scale reconstruction work is being carried out in....
6. Kyiv's cultural life is....
7. Kyiv is the centre of education and science. The city has....
8. Kyiv is a major manufacturing and transportation centre. Its factories produce....
9. Khreschatyk is....
10. Now Kyiv is....
11. The oldest human traces on the territory of Kyiv date from....
12. According to the Rus Primary Chronicle, the founders of Kyiv were....
13. During the reign of Volodymyr the Great Kyiv....
14. During the reign of Yaroslav the Wise....
15. In 13th century the prosperous years of Kyiv Rus changed to....

b) Retell the text "Kyiv is the capital of Ukraine": 1) according to the outline; 2) as it is; 3) without details; 4) as mayor of the city.

XV. Write a question for each answer. State the tense-forms of the verbs:

1. The Ukrainian Museum of the Historical Treasures is housed in the so-called Kovnir building.
2. Sixty-eight thousand Soviet civilians, soldiers and officers were tortured to death by the nazis between 1941 and 1943 in the Darnytsia concentration camp.
3. The memorial complex was opened on the site of the former death camp on November 3, 1968.

4. The monastery ensemble, Kyiv-Pechersk Lavra, was created over a period of nine centuries.

5. The Museum of folk architecture and ethnography of Ukraine was opened to the public in 1976.

6. This museum is situated amidst a picturesque landscape on the outskirts of Kyiv.

7. The walls are covered with drawings and paintings.

8. The Museum of Ukrainian Art was built by V. Gorodetsky as Kyiv's first City Museum of antiquities and art. It was opened in 1899.

9. The sightseeing of Kyiv will have been organized by the weekend.

10. The Museum's collection of Ukrainian paintings has been seen by foreign tourists.

11. Many monuments have been erected in Kyiv's squares, parks and other public places.

XVI. Transform the sentences into the Passive Voice as in the example.

Example: Kyiv's enterprises produce a large part of Ukraine's industrial output. — A large part of Ukraine's industrial output *is produced* by Kyiv's enterprises.

1. The process of feudal dismemberment of Rus broke off the prosperity of Kyiv. 2. The mass demolition of churches did a great harm in the 1930s. 3. During the past decade the country has experienced a great deal of economic, political and social change. 4. Many factors had formed the Ukrainian mentality: geographical location, specific climatic conditions and complex at times tragic historical events. 5. Ukrainians have always valued restraint, consideration and a realistic view of life. 6. They are building a new ring-road round the city. 7. I didn't realise that someone was recording our conversation. 8. Wide-spreading new residential areas surround Kyiv's green hills, crowned with ancient domes. 9. The specialists will have restored these relics of the past by the end of the year. 10. Tomorrow the tourists will visit this exhibition.

XVII a) Using a passive each time, give an example of where they grow, produce or make each of the items below.

Example: Wine is produced in many parts of France.

VW cars are made in Germany.

wine	tea	vodka
oil	coffee	(name) cars
rice	bananas	whisky

b) In pairs, ask and say where in your country they do the following:

- grow wheat, rice or potatoes;
- rear cattle;
- manufacture leather goods;
- mine coal or other minerals;
- catch a lot of fish;
- grow other fruit and vegetables.

Example: A.: Where is wheat grown in Ukraine?

B.: It's grown all over the country.

XVIII. Discuss your personal experiences using the Present Perfect Passive and the Past Simple Passive of the verbs in the phrases.

Example: A.: Have you ever been stopped by the police?

B.: No, I haven't but my brother has.

A.: Really? Why?

B.: He has stopped for speeding on the motorway.

- stop by the police;
- interview on television;
- give a surprise party;
- fine for parking;
- search by customs;
- ask to give a speech;
- involve in a road accident.

XIX. Read and translate the sentences. State the participles and determine their functions.

1. A stone lying at the edge of the avenue leading to the sculpture group carved of granite, bears the inscription: "The martyrs' last path. Exhausted, famished and bloody, they walked this trial to be shot, carrying in their hearts hatred for the enemy and faith in our victory". 2. The Ukrainian Museum of Historical Treasures' collection is especially rich, including treasures from Tovsta Grave, gigantic Scythian burial mounds, dating back to the fourth century B. C. 3. Stretching over 150 hectares the Museum of folk architecture and ethnography of Ukraine is regarded as one of the largest museums in the country. 4. The oldest exhibit displayed is the wooden polychrome relief of "St. George with Scenes from His Life" produced in 12th or 13th century. 5. Visiting the museum of the art lover may trace the progress of Ukrainian art during the years of its existence. 6. When elected the President appoints the Cabinet of Ministers.

7. In 1240, having razed dozens of Russian cities to the ground, the Mongol hordes led by Baty Khan, besieged Kyiv. 8. Situated at the junction of several major trade routes, Nizhyn developed into an important manufacturing and trade centre in the 17th and 18th centuries. 9. The oldest monument in Lviv consists of the foundation and walls of St. Nickolas' Church, built by Prince Lev Danylovych in the 13th century. 10. Having defeated Sviatopolk, Volodymyr died while preparing a campaign against Yaroslav and was buried in the Church of the Tithes.

XX. Fill in the gaps with articles where necessary:

1. Do you live in ... Franko Street? 2. My mother lives in ... Lysenko Street. 3. There are some theatres near ... Myr Square. 4. There are always a lot of people in ... Independence Square. 5. Do you live near ... Central Park? 6. There are many apartment houses near ... Rylsky Park. 7. He lives near ... Shulavska Metro Station, doesn't he? 8. They're going to ... Shevchenko Museum. 9. My brother lives near ... Boryspil airport. 10. In ... big cities ... streets are broad and straight, there are ... lot of squares and ... beautiful parks. 11. When ... traffic light changed from yellow to green, we crossed ... street and entered ... underground station, paid our fares, went down ... escalator, got on ... train and rode as far as ... University station. 12. We went by metro as far as ... Nyvky Station and then changed for ... trolleybus. 13. Do you happen to know the way to ... Picture Gallery? 14. Excuse me, is there ... bus from here to ... Sophia's Square? 15. Last summer we had ... lovely time in ... Kyiv.

XXI. Role-play the following dialogue:

Planning Sightseeing of Kyiv

Mary: Hello! This is Mary speaking.

Ann: Hello, Mary. This is Ann. Can you speak louder, please?

Mary: Ann, I promised you and Oleg to show Kyiv. What about the sightseeing of Kyiv today? Are you free now?

Ann: Yes, we are. When shall we meet?

Mary: Let's meet in half an hour.

Ann: Where?

Mary: Let me see. Let's meet at the news-stand in the hall of your hotel.

Ann: All right.

(In half an hour)

Mary: Ann, Oleg, here I am. How are you? What would you like to begin with? You see, we are in the very centre of Kyiv, in Kreshchatyk.

It is one of the best points to begin sightseeing. Kreshchatyk itself is one of the oldest streets of Kyiv. Unfortunately it was completely destroyed during the Great Patriotic war. It's the business centre of Kyiv. The Municipal Council, some Ministries are here. It's also a shopping centre. You can find many fashionable shops here and the Central Department Store. I think we shall walk as far as the Independence Square and take trolleybus to Bohdan Khmelnytsky Square. Agreed?

Oleg: The matter is that we visited St. Sophia's Cathedral the other day and we saw Bohdan Khmelnytsky Square. We would like to visit a beautiful church we passed by in the bus on the way there. It's not far from St. Sophia's Cathedral.

Mary: You mean St. Andrew's church, an outstanding creation of architect Bartolomeo Rastrelli, don't you? It rises about 90 metres above the Dnieper.

Ann: I guess, I've seen it from Podol district. It's very beautiful.

Mary: The church interior is also magnificent. But we'd better go there on Saturday or Sunday and listen to recordings of the 17th-18th century Ukrainian and Russian music. What about Pechersk district? Have you seen it? It's the most beautiful place in Kyiv.

Ann: No, we haven't.

Mary: Then let's walk to the Monument of Reunion of Ukraine and Russia. We'll walk across the parks right to the building of the Supreme Council of Ukraine. On one side of it is Mariyinsky Palace and on the other is the building of the Council of Ministers of Ukraine.

Oleg: We are eager to visit the Museum of Ukrainian Folk Art.

Mary: Your desire meets my plans¹. Not far from the Council of Ministers of Ukraine, down Kirov street, there is the State Museum of Ukrainian Art. We'll visit it on our way back to the hotel. It's not far from our hotel, too.

Ann: Let's begin from the museum, then, Mary.

Mary: Settled². Let's go.

Notes:

¹ Your desire meets my plans — Ваше бажання співпадає з моїм.

² Settled — Домовились.

XXII. Try to find out the way to certain places. Use the words given below. Do it as in the example.

Example: - Excuse me. Can you tell me the way to the railway station?
- Excuse me, is the Shevchenko Museum far from here?., etc.

1. The Dnieper slopes;
2. The Russian Drama Theatre;
3. Kyiv University;
4. The Shevchenko Museum;
5. The Palace "Ukraina";
6. Kreshchatyk Street;
7. The zoo;
8. The Central Park.

XXIII. Act out the following dialogues:**1**

— Since I don't leave until tomorrow evening I have almost two days for doing the tour. What would you recommend me to see first of all?

— If you're interested in architecture you shouldn't fail to see the Kyiv-Pechersk Lavra in the first place. It's an architectural monument of the 17th century. Then the St. Sophia's Cathedral in St. Sophia's square and Andriyivska Church which is not far from it are certainly worth seeing, too.

— What else should I see?

— You've never been to Kyiv, have you? Then I advise you to take a walking tour of the Dnieper slopes. They are very picturesque.

— I heard a lot about the Dnieper slopes and Kyiv parks. Unfortunately, I'm too short of time to see them all.

2

— Excuse me. Is this the right way to Kreshchatyk?

— Yes, go straight ahead for two blocks and then turn left. You'll see a cinema there. You can't miss it. Take the next turning on the right and you'll find yourself in Kreshchatyk.

— How long will it take me to get there?

— It's no distance at all, say, 15 minutes' walk from here. You could get there by trolleybus, but it's hardly worth it.

— Thank you very much.

— It's nothing.

3

— Excuse me, sir, I'm trying to find my way to the railway station. Could you direct me?

— Certainly. Take bus 73 to Volodymyrska Street and then change to bus 20. You could also walk over to Pushkinska Street and take bus 13 from there straight to the railway station.

- And can I get there by metro?
 — Oh, yes! There's a metro station over there.
 — Thank you very much.

XXIV. Complete the following dialogues. You're allowed to make any changes and additions:**1**

— I am going to stay in your city for a couple of days. What should I see in the first place?

— ...

— Yes, I, too, was going to start sightseeing with the centre. What would you recommend me to see?

— ...

— How do I get there?

— ...

2

— Excuse me, sir, can you tell me the way to Taras Shevchenko Square?

— ...

— Thank you. How far is it from here?

— ...

— Is there a bus from here to Taras Shevchenko Square?

— ...

— Thank you.

3

— Excuse me. Is there a bus from here to the Central Department Store?

— ...

— Can I get there by metro?

— ...

— How long will it take me to get there?

— ...

4

— How do you find our Palace "Ukraina"?

— ...

— Some years ago.

— It looks very impressive. How can I get to the hotel "Dnipro" from here?

— ...

— Are you going that way by chance?

— ...

- ...
 — It's 3 blocks from here. Cross the street, turn right and walk straight. You can't miss it.
 — ...
 — Yes, you can, but it's hardly worth it. It's only about 10 minutes' walk from here.
 — ...
 — It's nothing.

XXV. Render into English:

1. Київ — столиця України, одне з найкращих міст у світі. 2. Київ є важливим адміністративним, промисловим, науковим і культурним центром. 3. Розкинутий на мальовничих схилах Дніпра, він увесь потопав в зелені садів і парків. 4. Влітку Київ нагадує єдиний величезний парк. 5. Наша столиця славиться своєю історією і красою. 6. Історія України тісно пов'язана з Києвом. 7. Його називають "Матір'ю міст руських". 8. Київ відомий своїми архітектурними пам'ятками старовини, музеями, театрами. 9. У парку Вічної Слави знаходиться могила Невідомого солдата, де горить вічний вогонь на пам'ять про загиблих під час Великої Вітчизняної війни. 10. Не можна увийти столицю без Києво-Печерської Лаври, Софійського Собору, Золотих Воріт та інших пам'яток культури. 11. У Києві споруджено багато пам'ятників видатним синам українського народу — Б. Хмельницькому, Т. Шевченку, М. Лисенку та іншим. 12. Багате і різноманітне культурне життя столиці. 13. Численні музеї і відомі театри є тому підтвердженням. 14. Київ — центр освіти і науки. 15. До складу Національної Академії наук входять вчені й дослідники, відомі своїми відкриттями і винаходами в усьому світі. 16. Головна артерія міста — Хрещатик. 17. Кияни відновили своє місто після війни і роблять усе можливе, щоб пишатися Києвом.

XXVI. Role play the following situations:

1. You are at the news-stand. Buy some postcards of Kyiv views. Exchange information with your partner on the postcards you bought. (The list of postcards: a) Kyiv is a city of ancient architectural monuments; b) Kyiv is a city of historical monuments; c) Kyiv is a city of theatres; d) Kyiv is a city of museums).

- You visited the Grave of the Unknown Soldier. Share your impressions with your friend.
- You have returned from your journey to Kyiv. Describe your impressions of the city.
- You received a letter from your friend who had visited Kyiv. Read it, share your impressions of letter with your partners.
- Speak about your visit of an art exhibition or Art museum (Historical museum). Share your impressions with your friend.
- Your colleague from Kharkiv visited Kyiv. You want to show him places of interest of your native city. What places of interest should you visit first of all?
- You are interested in the books describing Kyiv as an ancient historical centre. Ask a librarian if these books are available and borrow them. Then exchange the information you have got while reading ("Snow ball").
- Foreign students visited Kyiv. Tell them about:
 - a typical Ukrainian baroque memorial on the site of Monasteries in St. Sophia's Cathedral;
 - the central thoroughfare of the Upper Town, Volodymyrska Street;
 - Republican Pedagogical Museum.
- You are a foreign student greatly impressed by the collection of the Museum of Ukrainian Art. Ask Ukrainian students questions on the history of the Museum and share your impressions of the visit to the Museum with them.
- You are a foreign student eager to visit Taras Shevchenko's memorial places in Kyiv, ask Ukrainian students questions on T. Shevchenko State Museum and on the Memorial Museum-House of T. Shevchenko.

XXVII. It's interesting to know...

✧ During the 17-18th c. c. the architectural aspect of Kyiv took shape gradually, the predominant style being baroque. The tsar's palace and St. Andrew's Church were built after the design of V. Rastrelli. The city at that time extended along the Dnieper in the form of the three separate settlements — Podil, the Upper City and the Pechersk, which sprang up in the 17th c. around the Kyiv-Pechersk Monastery. During the 19th c. all the separate parts merged into a single city. Kreshchatyk and the Palace district were built up. The principal thoroughfares of the city were marked out — Bibikovsky Boulevard (now T. Shevchenko Boulevard), Volodymyrska Street, etc. The de-

velopment of the city was helped by the annual contract fair, established in Kyiv in 1798, which acquired a great economic importance.

✿ The first theatre in Kyiv was opened in Kreshchatyk Street at the beginning of the 19th century. The founding of the Kyiv gymnasium and a number of schools dates back from this time. Kyiv University was founded in 1934, and the first Kyiv newspaper started publication in 1838.

✿ In the 19th c. the predominating style became that of classicism. Street lighting, stone-paved roads and pavements appeared, tree-lined boulevards were laid. Trees were planted on the slopes of the Dnieper. A riverside highway was built. A number of enterprises grew up; steam-ships appeared on the Dnieper; in 1870 railway communication with Moscow was opened. Water supply mains appeared, and two years later gas lighting was introduced superseded in 1890 by electricity. The first tramline was laid down in 1892.

✿ In 1934 Kyiv became the capital of Ukraine, which triggered a period of extensive construction. It, however, was interrupted by the Great Patriotic War (1941-45). Immeasurable destruction was caused to Kyiv by the Nazi occupation forces. More than 195 thousand people were either brutally murdered at Babiy Yar or tortured in the concentration camps at Darnytsia and Syrets. Over two thousand factories, public buildings and apartment houses, and many outstanding architectural monuments were destroyed. The magnificent eleventh-century Cathedral of the Dormition was blown up, and nearly thirty other buildings of the Kyiv-Pechersk Lavra were turned into rubble. The main building of the University was set afire. Kreshchatyk and other central streets lay in ruins.

After liberation of the city in November 1943, Kyiv rose from the ruins anew. Architecture of the post-war decade is typified by a very decorative style and by wide use of forms of baroque and neoclassicism. Then this tendency changed toward simplicity. Greater attention was given to modern trends in the design of houses.

✿ Since the war Kyiv has steadily expanded, annexing villages to its west, east, and north. New residential districts were created in the suburbs, and new industries were established.

✿ Today Kyiv is one of the most verdant cities in Ukraine. Its "green zone" of parks, suburban forested areas, and chestnut -, poplar -, and linden-lined boulevards and squares has a total area of about 400,000 ha; 18,5 ha of it in the city proper.

✿ Kyiv has over 300 research and design institutes, which hold a prominent place in Ukrainian and world science. The Ukrainian scientists are successfully working in different fields of science and technology. They performed nuclear fission, designed the first Soviet-made computer, obtained artificial diamonds, developed electro-slag welding, etc.

Memorize these proverbs and sayings:

So many countries, so many customs. — Скільки країн, стільки й звичаїв.

Habit is a second nature. — Звичка — друга натура.
Times change and we change with them. — Часи міняються, і ми міняємося разом з ними.

Great deeds live. — Великі справи живуть.
Art is long, life is short. — Життя — коротке, мистецтво — вічне.

Lesson 13

Texts:	§ 1. The City I Study in § 2. From a small fortress to an industrial giant
Dialogues:	Asking the way Sightseeing Discussing art
Grammar:	Безособові та неозначено-особові речення. Відокремлення членів речення за допомогою звороту типу: " <i>It is (was, will be) ... that (who)</i> ".
Revision:	Past Simple, Past Perfect

Exercises

I. Practise the pronunciation of the following words and word combinations:

to protect, handicraft, busy, in the course of time, manufactory, appearance, empire, whole, figure, quickly, to damage, enterprise, to produce, equipment, refrigerator, paint, clothing, furniture, printing, places of interest, circus, to stage, to represent, especially, square, stately, multistoried, to mention, zoo, to be ornamented, crooked, dirty, avenue, residential area, outskirts, migrant, overlord, anxious, intrusion, to issue an order, defensive, impregnable, stronghold, simultaneously, workshop, tailor, blacksmith, locksmith, joiner, to dispatch, beyond, bound, domestic, sizable, advantageous,

machinery, prewar, output, extensive, to seem, to repair, to leave, assembly line, giant.

II. Read the international words and guess their meaning. Mind the stress.

Fortress, plateau, protection, course, manufactory, empire, figure, economy, patriotic, to restore, product, tractor, electronic, medical, refrigerator, cosmetics, textile, visit, professional theatre, circus, operetta, ballet, natural, gallery, collection, sculpture, sculptor, unique, manuscript, imposing, square, monumental, modern construction, Intourist's hotel, park, to ornament, residential, boulevard, station, migrant, territory, militarism, lord, order, fortification, sort, dispatcher, province, artel, region, geographical, transport centre, civil, radically, to reconstruct, machine, to start, turbogenerator, chemical products, instruments, materials, period, extensive, army, assembly line, giant, furniture.

III. a) Read and translate the following words. Analyse their structure (suffixes, prefixes):

scientific, to surround, manufactory, to appear, quickly, enterprise, to destroy, to restore, refrigerator, to represent, reconstruction, to rebuild, attractive, settlement, anxious, intrusion, to replace, sizeable, equipment, prewar, to repair, assembly, migrant.

b) Say what component parts these words consist of:

handicraft, TV-set, manuscript, multistoried, outskirts, network, underground, railway, Pridnieper, overlord, stronghold, workshop, shoemaker, blacksmith, locksmith, machine-building, turbogenerator, machine-tools.

IV. Form derivatives according to the models:

a) Model: to develop — development

to equip, to replace, to settle, to move, to govern, to appoint, to agree, to invest, to achieve, to judge.

b) Model: to populate — population

to found, to erect, to protect, to educate, to destruct, to restore, to produce, to collect, to present, to institute, to construct, to connect, to liberate, to fortify, to continue, to locate, to transport, to repair.

c) Model: industry — industrial

culture, history, centre, education, medicine, profession, theatre, nature, sculpture, picture, monument, ornament, residence, territory, liberality, province, region, geography, agriculture, chemistry.

d) Model: quick — quickly

high, complete, bad, natural, especial, continual, different, easy, simultaneous, radical, extensive, rapid, deep, usual, certain, attentive, main, ready, correct, regular, anxious.

V. Match the words (word combinations) with the corresponding definitions:

- | | |
|-----------------------------------|--|
| 1. to manufacture | 1. going about to see places of interest, etc.; |
| 2. workshop | 2. art or craft needing skill with the hands; |
| 3. to equip with | 3. group of countries under a single supreme authority, supreme political power; |
| 4. sightseeing | 4. room or building in which things are made or repaired; |
| 5. to protect | 5. supply (a person, oneself, etc.) with what is needed, for a purpose |
| 6. handicraft | 6. keep safe (from danger, enemies, against attack), guard; |
| 7. empire | 7. make, produce (goods, etc.) on a large scale by machinery; |
| 8. frontier | 8. making a strong impression because of size, character, appearance; |
| 9. plateau | 9. borders or outlying parts of a town; |
| 10. stately | 10. contrasted with business or industrial parts; |
| 11. imposing | 11. expanse of level land high above sea-level; |
| 12. outskirts | 12. impressive, dignified; |
| 13. residential parts of the town | 13. part of a country bordering on another country; |
| 14. to dispatch | 14. quantity of goods, etc., produced; |
| 15. output | 15. send off to a destination, on a journey, for a special purpose. |

VI. a) Use Past Simple or Past Perfect. Translate the sentences.

When I was 20, I (to go) to Kharkiv to study English. At that time I thought I (to know) English quite well because I (to study) it for nearly ten years. I (to finish) already my studies at the evening classes of Foreign Languages in our town. In fact I (to get) the highest mark at the final examinations.

I (to come) to Kharkiv in July. I (to be) never to a big city, so everything (to interest) me very much. I (to take) a taxi and (to go)

straight to the hostel where I was to stay till the end of the entrance examinations. When I (to put) my luggage in my room, I (to decide) to go out to see Kharkiv. I (to see) never such a beautiful city before! After I (to walk) around for an hour, I (to lose) my way. I (to find) a policeman and (to tell) him that I (to lose) my way. He (to show) me the way to the hostel. It turned out that during the past hour I (to walk) round in a circle, and I (to be) quite near the hostel again!

b) Summarize in your own words the main idea of the story above.

VII. Translate into Ukrainian, analyse the subjects:

1. They say that Kharkiv is very beautiful in spring. 2. One must read this book. 3. It is winter. 4. It is half past two. 5. It is not so cold today as it was yesterday. 6. It rains today. 7. It is getting dark. 8. They say that Kharkiv was a fortress. 9. One may go to the park. 10. It is rather warm. 11. One must do one's duty. 12. They say we shall have a warm spring this year. 13. Is it hot out? — I think it is. 14. It's still early. 15. It's Monday today. 16. It's the 12th of December. 17. It's 2 degrees above (below) zero. 18. It's not far from the Academy. 19. One never knows what he can do. 20. One must always keep one's word.

VIII. Emphasize the words in bold type. Use "It is (was) ... that (who)..." according to the model. Translate the sentences:

Model: I finished school in a small Ukrainian town. — *It was in a small Ukrainian town that I finished school.*

1. *Kharkiv* has a specialized vehicle engine works. 2. Aeroplanes are built *in Kharkiv*. 3. *The manufacture of tractors and combine harvesters* is concentrated in large plants such as Kharkiv Tractor Works. 4. China and pottery enterprises have developed *in Kharkiv*. 5. The Ukrainian agrarian "gubernias" began to transform as agrarian-industrial regions *only in the second half of the 19th century*. 6. *Industry* is the most important area of Ukraine's economy. 7. Top position is held by *machine building*. 8. *The Kharkiv Turbine Plant* builds turbines of 300 thousand kilowatts capacity. 9. Important scientific work is going on *in design organizations, design bureaux and laboratories*. 10. *The Ukrainian Drama Theatre named after Shevchenko* enjoys particular popularity among the Kharkivites. 11. According to popular legend the city is named after a *Cossack Kharko*. 12. The main square of Kharkiv was laid out *in the 30s*.

IX. Ask questions to which the following sentences would be the answers:

1. Kharkiv is quite an old city. 2. The city is situated on the plateau surrounded by the Kharkiv and Lohan rivers. 3. Kharkiv is the historical capital of Slobidska Ukraine. 4. Kharkiv was the capital of Ukraine since 1919 till 1934. 5. Today it is the country's second largest city. 6. Kharkiv is one of the largest industrial centres in Ukraine. 7. Its numerous enterprises produce planes, tractors, electronic, mining and medical equipment, TV-sets, refrigerators, paints and cosmetics, clothing and textiles. 8. Kharkiv is a major cultural and scientific centre of Ukraine. 9. Kharkiv University was founded in 1805 on the initiative of V. Karazin, and with the financial support of the local nobility, burghers, and the municipal council. 10. The city is ornamented with a large number of monuments.

X. a) Remember the models on the topic "Sightseeing tour" ("Екскурсія по місту"):

1. I (we) would like to see the town. — Я хотів би (ми хотіли б) подивитися місто.
2. What tours have you round the town? — Які екскурсії по місту ви можете нам запропонувати?
3. How long does the tour take? — Скільки часу триває екскурсія по місту?
4. When and where do we meet? — Коли й де ми зустрічаємося?
5. Which is the best place to start the tour? — З чого краще почати огляд міста?
6. What sights would you recommend to see? — Що ви порадите подивитися у місті?
7. What sights are there in your town? — Які пам'ятки є у вашому місті?
8. We would like to see ... Ми хотіли б побачити...

- sights of the town	— пам'ятки міста
- historically important places	— історичні місця
- monuments	— пам'ятки архітектури
- churches	— церкви
- town centre	— центр міста
9. What monument is it? — Що то за пам'ятник?
10. When was this monument erected (built)? — Коли було встановлено (побудовано) цей пам'ятник?

b) Act out the following dialogue:

A: I beg your pardon, can you show me the shortest way to Gorky Park? I am a stranger here.

B: With great pleasure. Take trolley-bus two and go straight to the park. I am sorry, where did you come from?

A: I come from Sumy. I am for the first time in Kharkiv. What places of interest are worth seeing here?

B: There are many places of interest in our city: many interesting museums, ancient churches and cathedrals, a large number of monuments.

A: What monument is worth seeing the first?

B: The most prominent of them is that one to T. Shevchenko.

A: When was it erected?

B: It was erected in 1935.

A: Who is the sculptor?

B: The sculptor of this monument is M. Manizer.

A: Where is it situated?

B: It is situated in Sumska Street.

A: Thank you for your valuable information.

c) Make up your own dialogues based on the models above using words dealing with the topic "Sightseeing tour".***Vocabulary***

fortress	фортеця
plateau	плоска поверхня; плоскогір'я
to protect	захищати, охороняти
frontier	кордон
busy	1) жвавий; 2) зайнятий
in the course of time	протягом часу
handicraft	ремісницький
craft	ремісництво
manufactory	майстерня, цех
appearance	1) зовнішність; 2) поява
empire	імперія
as a whole	в цілому
figure	особистість
to turn	перегортати; перетворити
quickly	швидко
to damage	пошкоджувати; завдавати шкоди (збитків)

to produce	виробляти; випускати
plane	літак
mining equipment	обладнання (устаткування) для шахт
refrigerator	холодильник
paint	фарба
clothing	одяг
furniture	меблі
printing	друкування
place of interest	пам'ятка; визначне місце
circus	цирк
play	п'єса
to stage	ставити (п'єсу)
to represent	представляти; виставляти
to number	нараховувати
especially	1) особливо; 2) зокрема
square	площа
stately	величний; пишний
multistoried	багатопверховий
to mention	згадувати; посилається
zoo	зоопарк
to be ornamented with	бути прикрашеним
continually	постійно, безперервно
to extend	розширюватися; поширюватися
crooked	вигнутий, скривлений
dirty	брудний
avenue	проспект, алея
residential area	житловий район
outskirts	околиця, передмістя
underground	метро
to connect	зв'язувати
still (+вищий ступінь)	ще
migrant	переселенець
overlord	сюзерен; верховний володар; володар; пан
anxious	стурбований, занепокоєний
intrusion	вторгнення
defensive	оборонний
fortification	укріплення

impregnable	непрístupний, невразливий
simultaneously	одночасно
workshop	майстерня; цех
tailor	кравець
blacksmith	коваль
locksmith	слюсар
joiner	тесляр
to dispatch	відправляти; посилати
domestic	1) сімейний; 2) внутрішній; 3) вітчизняний
sizable (=sizeable)	чималого розміру
thanks to	завдяки
advantageous	сприятливий; вигідний; корисний
stage	стадія; етап
to equip	1) устатковувати; 2) постачати
machinery	машинне устаткування; машини
prewar	передвоєнний; довоєнний
output	1) продукція; випуск; 2) продуктивність
to suffer	страждати; зазнавати
extensive	великий
to repair	ремонтувати; лагодити
liberty	свобода
liberation	визволення
to leave (left; left)	залишати; покидати
assembly line	складальний конвеєр
giant	гігант

Texts

§1. The city I study in

I live and study in Kharkiv, one of the most developed industrial, scientific and cultural centres of the sovereign Ukraine with the population over 1,6 million inhabitants.

Kharkiv is quite an old city. It is 350 years old. My city was founded in 1654. At first it was a fortress, erected on the plateau surrounded by the Kharkiv and Lopan rivers. It was this fortress that protected the southern frontiers of Russia. They say the city was named after a Cossack Kharko. Kharkiv is the historical capital of Slobidska Ukraine.

In the course of time it became a busy trading and handicraft town, and it was in the 19th century, when the first manufactories appeared, that Kharkiv became an industrial centre of Ukraine.

With the founding of Kharkiv University in 1805 the city became an important educational and cultural centre of Ukraine and the Russian empire as a whole. In Kharkiv lived and worked such cultural figures as G. Kvitka-Osnovianenko, P. Hulack-Artemovsky, N. Kostomarov, I. Repin.

One should note that the beginning of the 20th century turned a new page in the city's history.

Kharkiv was the capital of Ukraine since 1919 till 1934. Its industry began to grow very quickly, and in the middle of the century the Kharkiv's economy reached a high level. But during the years of the Great Patriotic War the city was almost completely destroyed and badly damaged and that's why it was necessary to restore it.

Today Kharkiv is the country's second largest city. It is one of the largest industrial centres in Ukraine. Its numerous enterprises produce planes, tractors, electronic, mining and medical equipment, TV-sets, refrigerators, paints and cosmetics, clothing and textiles, etc. Furniture and printing industries are well developed in Kharkiv.

Kharkiv is a major cultural centre of Ukraine. There are many places of interest here. If they want to have a good time they may visit one of the six professional theatres or the circus if they like it. There are Drama, Comedy and Operetta Theatres; there is a new Opera and Ballet Theatre, and a Children and Youth Theatre. The plays are staged in the Ukrainian and Russian languages. The Ukrainian Shevchenko Drama Theatre is the oldest in Ukraine.

Kharkiv has Historical, Art and the Natural Science Museums and picture galleries. In the museum of Fine Arts a good collection of pictures and sculptures is represented. It numbers hundreds of paintings, sculptures, drawings.

Kharkiv is a city of higher leaning. It is the home of the oldest University of Ukraine named after V. Karazin, of many scientific institutions, of Korolenko Scientific Library with a collection of unique ancient manuscripts.

It is in spring that Kharkiv is especially beautiful. There are over 2500 streets and 26 squares in the city. Stately and imposing are the buildings in Liberty Square, one of the largest squares in the world. Here they may have a look at the monumental Gosprom and the multistoried building of the University as well as the Hotel "Kharkiv". One should especially

mention the modern construction building of the Opera and Ballet Theatre and the Intourist's multistoried hotel "Myr".

The largest parks are Gorky Park, Shevchenko Garden with a Zoo, Artem Park, Forest Park and some others.

The city is ornamented with a large number of monuments. The most prominent of them is that one to T. G. Shevchenko, built by sculptor M. Manizer in 1935.

Kharkiv is being continually rebuilt and extended. The crooked and dirty streets of old Kharkiv have been replaced by wide straight avenues. New residential areas such as Oleksiyivka, Saltovka, Rogan came into being in the outskirts of the city. Multistoried buildings, numerous parks and boulevards give the city an attractive appearance. The network of the underground railway with beautiful, modern stations connects different parts of the city. Now Kharkiv is one of the finest cities of Ukraine and it will become still finer in future.

\$2. From a small fortress to an industrial giant

Kharkiv was founded by Ukrainian migrants from the Pridniester territories as a military settlement in the middle-seventeenth century during the liberation movement of the Ukrainian people against the Polish overlords.

It was early in the 18th century that Peter I, anxious at the intrusion of Swedish troops into southern Russia and Ukraine, issued an order to extend the defensive fortifications of Kharkiv and to turn it into an impregnable stronghold. Simultaneously trades of every sort and kind continued to develop in the city. By the middle of the 19th century the city numbered nearly 300 workshops of tailors, shoemakers, blacksmiths, locksmiths, joiners and the like. Products from these workshops were dispatched far beyond the bounds of the Kharkiv Province. By the end of the 19th century the domestic craft arts gave place to industrial enterprises, sizable for those times. After the construction of the railway which connected Kharkiv with the most important regions of Ukraine and Russia, it became, thanks to its advantageous geographical location, an important transport and trade centre.

After the Civil War Kharkiv entered a new stage of its economic development. Old plants were radically reconstructed, new enterprises equipped with modern machinery were built. Many new industries were opened. Thus, the production of mining equipment was started in Kharkiv.

The construction of the Kharkiv Tractor Plant was of great importance to agricultural development. In the 30s big machine-building plants were built, among them those producing turbogenerators, machine-tools, chemical products, mining equipment, precision instruments, building materials and so on. In the pre-war period the Kharkiv machine-building enterprises produced 40 per cent of all the machine-building output of the Soviet Ukraine.

During World War II Kharkiv suffered extensive damage, the Nazi army destroyed many big enterprises, including the tractor plant. It seemed that it would take long years before all the damage could be repaired. But it was in 1944, just a year after the liberation of Kharkiv, that the first tractor left the tractor plant assembly line. Other enterprises were also rapidly restored. Kharkiv became an industrial giant of Ukraine.

Questions

\$1

1. What city do you study in?
2. What is its population?
3. Is Kharkiv an old city?
4. When was it founded?
5. Where was the fortress erected?
6. What was the purpose of its erection?
7. Whom was the city named after?
8. When did Kharkiv become an industrial centre of Ukraine?
9. When did it become an important educational and cultural centre?
10. When was Kharkiv the capital of Ukraine?
11. What happened with the city during the years of the Great Patriotic War?
12. Why do they say that Kharkiv is one of the largest industrial centres in Ukraine?
13. What do its enterprises produce?
14. Is Kharkiv a major cultural centre of Ukraine?
15. What Kharkiv theatre do you prefer?
16. What places of interest are there in Kharkiv?
17. What museums are there in our city?
18. Why is Kharkiv considered as a city of higher learning?
19. What is the main square of Kharkiv? Is it large?
20. What Kharkiv modern construction buildings do you know?
21. What is the central park of the city?

22. What monuments are there in Kharkiv?
23. What Kharkiv new residential areas do you know?
24. Do you like our city?

§2

1. Whom was Kharkiv founded by?
2. Why did Peter I issue an order to extend the defensive fortifications of Kharkiv?
3. Did different kind of trades develop in the city then?
4. What took place in the middle of the 19th century?
5. What did the domestic craft artels give place to by the end of the 19th century?
6. When did Kharkiv become an important transport and trade centre?
7. Why do they say that Kharkiv entered a new stage of its economic development after the Civil War?
8. What production was started in Kharkiv at that time?
9. What Kharkiv plant was of great importance to agricultural development?
10. What products did big machine-building plants produce in the '30s?
11. Were Kharkiv big enterprises destroyed during World War II?
12. When were they restored?
13. Is Kharkiv an industrial giant of Ukraine?

XI. Study the following nouns and give their meaning, paying attention to the way of their formation. What verbs do these nouns correspond to?

Equipment, reach, fortification, protection, manufactory, appearance, turn, product, printing, representation, number, mention, extension, connection, migrant, defence, dispatch, suffering, liberation, surroundings, repair, leave.

XII. a) Give synonyms to the following words:

to live, to study, sovereign, quite, fortress, to erect, to protect, frontier, busy, handicraft, figure, to reach, level, to destroy, enterprise, to produce, plane, major, places of interest, pictures, to number, outskirts, sizable, thanks to, to seem, liberty, extensive, to note, prominent.

b) Give antonyms to the following words:

to build, plateau, to protect, to appear, beginning, quickly, high, to restore, well, rapid, major, many, good, professional, to like, youth, large,

multistoried, modern, to narrow, crooked, dirty, wide, residential, outskirts, beautiful, attractive, to connect, military, early, quiet, pregnable, domestic, advantage, to open, to start, extensive, long, liberation.

c) Give derivatives of the following words:

fortress, to manufacture, to extend, equipment, to connect, to represent, to produce, paint, attractive, to found, defensive, precision, bound, liberty, scientific.

XIII. a) Find the Ukrainian equivalents in the right column:

- | | |
|----------------------------------|---------------------------------|
| 1. to protect frontiers | a) ремісницьке місто |
| 2. population | b) досягти високого рівня |
| 3. according to | c) численні підприємства |
| 4. in the course of time | d) устаткування для шахт |
| 5. handicraft town | e) майстерня |
| 6. to turn a page of the history | f) фортеця |
| 7. to reach a high level | g) цілком зруйнований |
| 8. completely destroyed | h) перегорнути сторінку історії |
| 9. numerous enterprises | i) населення |
| 10. to produce | j) житловий район |
| 11. mining equipment | k) відповідно до |
| 12. places of interest | l) пам'ятки |
| 13. workshop | m) захищати кордони |
| 14. residential area | n) протягом часу |
| 15. stronghold | o) називати на честь |
| 16. to name after | p) виробляти |

b) Make up 7-8 sentences with the words or word combinations above.

XIV. Are the following statements true or false? Correct them if necessary.

1. Kharkiv is situated in the Western part of Ukraine.
2. Kharkiv was founded by Ukrainian migrants as a military settlement.
3. The city was founded in 1654.
4. Trades of every kind developed slowly in Kharkiv.
5. Products from Kharkiv workshops were dispatched far beyond the bounds of the Kharkiv province.
6. After the construction of the railway Kharkiv became an important transport and trade centre.
7. Kharkiv University was founded by V. Karazin in 1905.

8. The construction of the Kharkiv Tractor Plant was of great importance to agricultural development.

9. The most prominent monument in Kharkiv is that one to Mykhailo Hrushevsky, the first president of the Ukrainian Republic.

10. The network of the underground railway connects different parts of Kharkiv.

XV. a) Complete the following sentences using the required information from the texts. Add some pieces of new information to each of the sentences:

1. Kharkiv is one of the most ...
2. Our city is the historical capital of ...
3. According to popular legend the city is ...
4. Kharkiv was founded in ...
5. In the course of time Kharkiv became ...
6. During the years of the Great Patriotic War the city ...
7. Today Kharkiv is ...
8. Kharkiv is a major ... and ... centre of Ukraine. There are ...,
9. The city is ornamented with ...,
10. I'm very proud to say that Kharkiv ...,

b) Make an outline of the texts about Kharkiv. Retell the texts:

1) according to the outline; 2) as it is; 3) without details; 4) as a Kharkiv born and bred; 5) as a visitor.

XVI. Translate the sentences into Ukrainian, analyse the subjects:

1. To give an idea of the size of the tractor plant it may be mentioned that its automatic lines stretch for some 50 kilometres. 2. It is hard to find an industry that is not represented in Kharkiv. 3. It seemed that it would take long years before all the damage could be repaired. 4. It is most enjoyable to stroll along the streets of Kharkiv on summer evenings when the sun has set and the air is heavy with the fragrance of garden terraces. 5. They say that Kharkiv suffered extensive damage during the second World War. 6. One can see here ancient monuments and modern new buildings. 7. It took me an hour to get there by car. 8. One must look at the lights, when one crosses the street. 9. They ought to be very careful in the street. 10. It's a quarter past three. 11. It'll be the 5th of January. 12. One can get to any place by underground. 13. One cannot put back the clock. 14. It is easy to be wise after the event. 15. It is never too late to learn.

XVII. Emphasize the words in bold type. Use "It is (was; will be) ... that (who) ..." according to the model. Translate the sentences.

Model: There are quite a number of monuments to cultural workers in Kharkiv. — **It is to cultural workers** **that** there are quite a number of monuments in Kharkiv.

1. **More than one hundred parks and public gardens** lend beauty to the city. 2. Kharkiv was founded in 1654. 3. In the course of time our city became **a busy trading and handicraft town**. 4. **The beginning of the 20th century** turned a new page in the city's history. 5. The plays are staged in the **Ukrainian and Russian languages**. 6. **In the museum of Fine Arts** a good collection of pictures and sculptures is represented. 7. **It is the home of the oldest University of Ukraine**. 8. **Stately and imposing** are the buildings in Liberty Square. 9. **Multistoried buildings, numerous parks and boulevards** give the city an attractive appearance. 10. Kharkiv will become still finer in future.

XVIII. a) Read the text. Ask questions about this text and let your partners answer them.

My Native City

I'm a Kharkivite and I've been living in this city all my life.

I'm very proud to say that Kharkiv is the second largest city of Ukraine and the capital of Kharkiv region. It's situated at the confluence of the Lopan, Udy and Kharkiv rivers. The city is over 300 square km in area and divided into 9 districts.

From 1919 to 1934 Kharkiv was the capital of Soviet Ukraine and as the capital it was developed more intensively than other cities. Its area grew substantially. New industrial plants were constructed and pre-revolutionary ones were reconstructed and modernized. Many important post secondary and scientific institutions were established in Kharkiv. A number of museums were opened including the All Ukrainian Historical Museum, the Museum of Ukrainian Art.

During the World War II Kharkiv suffered extensive damage. Since the Germans took the city on the 25 of October, 1941 Kharkiv was within the front zone. Soviet forces recaptured the city on the 16 of February, 1943 and finally established permanent control there on the 23 of August, 1943. Reconstruction of the city continued for some years after the war.

Today there are over 2500 streets and 26 squares in the city. Liberty Square is the largest square in Europe and the second largest square in the world.

There are 110 parks, the finest being Gorky Park, Shevchenko Garden with a Zoo, Forest Park.

Kharkiv is one of the most important industrial cities in Ukraine with over 250 enterprises. It's first in machine building and metal working with such large plants as the Kharkiv Tractor Plant, Aircraft Plant, Bicycle Plant and others. Also manufactured there are refrigerators, electronic and medical equipment, TV-sets, cameras, paints and cosmetics. Clothing, textiles, leather, footwear are the main products of light industry.

Kharkiv is a major cultural and scientific centre of Ukraine, second only to Kyiv. There are about 200 secondary schools, 40 post-secondary institutions, about 150 research and design institutes. The city supports a circus and 6 professional theatres.

In conclusion, I'd like to mention the proverb with which I fully agree: East or West, home is best.

b) Make up a story about your native city (town, village) in denoting its location, history, cultural peculiarities, science, education, industry, etc.

XIX. Act out the following dialogues:

Asking the Way

1

- Excuse me, can you tell me the way to Liberty Square?
- Sure. Go up Sumska Street two blocks straight ahead and you'll see Liberty Square.
- Thank you very much. Is there a bus?
- No, there isn't. There is a trolley-bus or underground. The stop is over there.
- Well, I see a crowd of people there.
- At rush hours the trolley-bus is overcrowded. I advise you to walk. It'll take you a quarter of an hour.
- Thank you very much. I'll follow your advice. On my way back I'll take a trolley-bus.
- Good idea. Have a good time!
- You have been most helpful. Thank you.
- Don't mention it. Good luck!

2

- Excuse me, is it the right way to Shevchenko Garden?
- Certainly. Is it your first visit to Kharkiv?
- Yes, it is. I want to see the most famous sights. I've already been to the History Museum, to the State Museum of Fine Arts, to the Cathedral of the Assumption and the Cathedral of the Intercession of the Virgin.

- What do you think of Kharkiv?
- It's a wonderful city.
- I'm glad you like it. Kharkiv is my native city.
- Thank you for being so kind.
- Have a good time.

3

- Is Derevianko Street far from here?
- Yes. Turn left and you'll see a big parking lot. Take the fourth turning on your right and you'll find yourself in Derevianko street.
- Thanks a lot.

Sightseeing

1

- Is it possible to see anything of Kharkiv in a day or two?
- Well, yes, but of course, not half enough.
- What do you think I ought to see first?
- Well, if you're interested in churches and historical places, you should go to the centre of the city. Do you like art galleries?
- Rather.
- Then why not go to the State Museum of Fine Arts which contains a rich collection of paintings and sculptures by outstanding masters of Ukrainian and Russian classical art as well as works by modern artists.
- Whom paintings are represented there?
- The collection numbers several thousand paintings, among them the works of such masters as K. Bryullov, I. Shyshkin, V. Surykov, I. Repin, I. Aivasovsky, I. Levitan.
- Do you think I shall have time for that?
- Well, you might. You could spend an hour there.

2

- I say, Andrew, what are your plans for today?
- Nothing special. Why?
- I want you to show me round. You have been living in Kharkiv for almost 18 years, so you know better what is worth seeing.
- All right. You'll come for a ride with me and I'll show you some of the sights.
- It will be very kind of you.
- So we can start from Constitution Square and go along Sumska Street. We'll pass the Ukrainian Drama Theatre, the modern construction building of the Opera and Ballet Theatre and Shevchenko Garden with its famous Zoo. If you want we'll visit this Garden.

- Sure. We'll be able to have a rest there.
- Well, then we'll reach the centre of our city — Liberty Square with its famous and old University, with the monumental Gosprom as well as the hotel "Kharkiv".
- I'm looking forward to visiting those places.
- So, don't waste your time!

Discussing art**1**

- What do you know about Ukrainian art?
- I'm fond of Ukrainian colourful art. The canvases of Ukrainian artists do credit to your nation and traditions.
- I wonder whether Ukrainian paintings have ever been displayed abroad. It must be very interesting for foreigners.
- You are right. The Ukrainian art enjoys great popularity abroad. The exhibition usually attracts crowds of people.
- Even among very young artists there are very talented and progressive ones. Their pictures enjoy great popularity. They give much food for thought.
- I would like to add that their canvases are expressive. Sometimes I can't tear my eyes from the canvas.
- There will be an exhibition of young artists in spring.
- I'll do my best not to miss it.
- I believe you'll be greatly impressed.
- So, I believe too. I'm looking forward to visiting this exhibition.

Notes:

1. canvas — полотно
2. to do credit to — робити честь
3. artist — художник
4. to display — демонструвати
5. colourful — пишнobarвний, яскравий
6. to tear one's eyes from — відірвати очі від
7. to do one's best — робити все можливе

XX. Complete the following dialogues. Make any changes and additions if necessary.**1**

- Excuse me. I'm a stranger in Kharkiv and I've lost my way. Can you, please, tell me the way to the centre of the city?
- ...

- Yes, where do I go then?
 - ...
 - Wouldn't it be better for me to go there by trolley-bus?
 - ...
 - What is your city famous for?
 - ...
 - What places of interest are worth seeing here?
 - ...
 - What would you recommend me to see in the first place?
 - ...
 - Thank you for your valuable advice. I'll try to follow it.
- 2**
- How do you find our Opera and Ballet Theatre?
 - ...
 - Some years ago.
 - It looks very impressive. How can I get to the Intourist's hotel "Myr" from here?
 - ...
 - Are you going that way by chance?
 - ...
- 3**
- What are your plans for Saturday?
 - ...
 - Let's do the sights. They say the city is famous for many places of interest.
 - ...
 - We'll start with Liberty Square. We'll get there by underground.
 - ...
 - It's only a few blocks from there. We'll visit it too. What else are you interested in?
 - ...
- 4**
- What do you think of the canvas?
 - ...
 - I fully agree with you here. It's very colourful and expressive.
 - ...
 - By the way, what's the name of the artist?
 - ...

- Let's go to the exhibition together.
- ...
- Don't worry. I've got two tickets. I hope you'll enjoy the exhibition.
- ...
- Same here. Frankly speaking I have never seen any canvases by those famous artists.
- ...
- It suits me. OK. I'll be waiting for you at 10. 30.
- ...
- Thank you for inviting me. Good-bye.

XXI. a) Make up dialogues about the tour of Ukraine using the following information:

1. Lviv, the historical capital of Galicia and Western Ukraine, is one of the richest cities in Ukraine for the number and value of historical and architectural monuments. It was founded in the XIII century by Prince Danylo Galytsky, who named it after his elder son Lev. A relic coming down to us from that period is the Church of St. Nicolas (late XIII c.), which is the oldest church in Lviv. The highest point of the city is the hill High Castle, where a mediaeval fortress bearing the same name is situated. From this point one can see all the city, with all its beautiful churches, cathedrals and other buildings.

2. Chernivtsi is a very old Ukrainian town. It takes its roots from the fortress of Chern founded in the XII century on the left bank of the River Prut to protect the frontiers of Kyiv Rus from numerous enemy raids.

Chernivtsi has a museum of regional studies, the Yu. Fedkovych and the O. Kobylanska literary-memorial museum, as well as a hall for art exhibitions and picture gallery. The O. Kobylanska Theatre of Music and Drama is one of the most outstanding in Ukraine.

3. Nizhyn is a town on the Oster River and a district centre in Chernihiv province. It is the first mentioned as Unenizh under the year 1147 in the Chronicle. The town was destroyed by the Tatars in 1239. In the mid-XIV century it came under Lithuanian rule, and in 1514 it was renamed Nizhyn. In the mid-XIX century the town became a railway junction. Nizhyn has three museums — Gogol Memorial Museum, a rare books museum, and a regional museum — and an art gallery. There are over 20 architectural monuments in the town, including the cathedrals, of St. Nicolas (1668), the Annuncia-

tion (1702), and the Presentation at the Temple (1778), the churches of St. John Chrysostom (1752), the Holy Trinity (1733), the Greek churches of all Saints (1780s) and St. Michael (1731), the lyceum building (1807-20), and the XVIII—century residential buildings, etc.

b) Discuss with your partners what Ukrainian cities (towns) you have visited and what you know about them. What cities (towns) would you like to visit?

XXII. Translate into English:

1. Я живу і навчаюся у Харкові. 2. Харків — один із найрозвинутіших промислових, наукових і культурних центрів незалежної України. 3. Харків існує вже більше ніж три століття. 4. Його було засновано у 1654 р. 5. Спочатку це була фортеця, споруджена на плоскогір'ї, оточеному річками Харків та Лопань. 6. Фортеця захищала південні кордони Росії. 7. Протягом часу Харків став містом жвавої торгівлі і ремісництва. 8. З появою перших майстерень Харків стає промисловим центром України. 9. Початок ХХ століття перегорнув нову сторінку в історії міста. 10. З 1919 до 1934 р. Харків був столицею України. 11. У середині ХХ століття харківська економіка досягла високого рівня розвитку. 12. Але під час Великої Вітчизняної війни місто було цілком зруйновано і знищено. 13. Треба було відновлювати Харків. 14. Зараз Харків є культурним центром з 6 театрами, кіноконцертними залами, музеями та багатьма історичними та архітектурними пам'ятками. 15. Харків — місто вищої освіти із найстарішим в Україні університетом, багатьма науковими та навчальними закладами, бібліотекою ім. В. Короленка з унікальною колекцією старовинних рукописів. 16. Величні й поважні будівлі Університету ім. В. Каразіна, Госпрому та готелю “Харків” височать на майдані Свободи, одному з найбільших майданів у світі. 17. Мережа ліній метрополітену зв'язує різні частини міста. 18. Багатоповерхові будинки, численні парки й бульвари надають Харкову привабливого вигляду. 19. Харків постійно розбудовується й розширюється. 20. Зараз Харків — одне із найкрасивіших міст в Україні, і з кожним роком він стає ще кращим.

XXIII. Role-play the following situations:

1. Play the game “Who is the best at facts about Kharkiv. Make a chart of Kharkiv in denoting its location, history, cultural peculiarities, science, education, industry. Exchange information with your partners. (Snow-ball).

2. You have come to Kharkiv to enter the National Law Academy, give your mother a call in Lviv and tell her about your first impressions of Kharkiv, about places of interest you are going to visit.

3. You are a foreign student interested in the cultural life of Kharkiv. Ask Ukrainian students questions about the theatres performances, Ukrainian actors, composers, etc.

4. You are a foreign student greatly impressed by the collection of the Museum of Fine Arts. Ask Kharkivites questions about the history of the Museum and share your impressions of the visit to the Museum with them.

5. You have returned from your journey to Kharkiv. Describe your impressions of the city. Speak about the historical past of Kharkiv, its monuments and other places of interest.

6. You are a guide of Intourist. Make a tour of Kharkiv. Tell foreign guests about the history of the city, its architectural monuments, the best facilities of your city, the most important changes in Kharkiv since 1991; about Kharkiv as an academic centre, etc.

7. You are Kharkivite. Tell your partners about your native city, its cultural and scientific life, outstanding people of your native city, your favourite places of interest, etc.

XXIV. It's interesting to know..

✧ Among the architectural monuments of Kharkiv the most interesting are the two cathedrals — the Cathedral of the Assumption and the Cathedral of the Intercession of the Virgin — rising in the centre of the city. The first was built in the 17th and the second in the 18th century. The Cathedral of the Intercession of the Virgin incorporates characteristic traits of Ukrainian and Russian architecture and is unique in its way. The main University building and that of the former secondary school date from the 18th century.

The bell tower of the Cathedral of the Assumption was erected to commemorate the victory of the Russian troops over Napoleon at the beginning of the 19th century.

✧ Vast construction works in Kharkiv were developed in the — 20s and — 30s of the 20th century when the city was expanding rapidly. Thus appeared the workers' settlements near the Hammer and Sickle Plant, Kharkiv Tractor Plant and other enterprises.

✧ Interesting is the architectural centre of the city — its Liberty (former Dzerzhynsky) Square. It is one of the largest squares in the world and occupies over 100 thousand sq. metres. The square was

laid out in the — 30s. A tall building of state industry (Gosprom) is located there. It houses administrative offices, design, scientific and cultural organizations. On the left of this building there is the reconstructed building of the National University named after V. Karazin.

✧ The square abuts upon the garden in which is a monument of the great son of the Ukrainian people Taras Shevchenko, erected by M. Manizer in 1935.

✧ The central street of the city — Sumska is a favourite place for the citizens to promenade. Many revolutionary events in the city's history are connected with this street. On house 13 is a memorial plaque which reads: "Here, on December 18, 1917, the first Ukrainian Government of workers and peasants began to work". From that time until 1934 (with short intervals in 1918 and 1919) Kharkiv was the capital of the Soviet Ukraine. In 1934 the metropolis of the Ukrainian SSR was transferred to Kyiv.

✧ The State History Museum and the State Museum of Fine Arts are the best known museums in Kharkiv. *The History Museum* houses various materials, documents and exhibits devoted to the liberation struggle of the Ukrainian people against feudal Poland. The museum possesses an excellent collection of ancient arms and armour. There are interesting displays connected with the development of the revolutionary movement in Kharkiv. *The State Museum of Fine Arts* contains a rich collection of paintings and sculptures by outstanding masters of classical art (such as K. Bryullov, I. Shyshkin, V. Surykov, I. Repin, I. Aivasovsky, I. Levitan) as well as works by modern artists.

Memorize these proverbs and sayings:

Man does not live by bread alone. — Не хлібом єдиним жива людина.

In sports and journeys men are known. — Люди пізнаються у змаганнях і мандрах.

Lesson 14

Texts:	§ 1. Relations of Ukraine with the English-speaking countries § 2. Ukrainian-British Relationships
Dialogues:	Business contacts: a) At the office; b) The goods to be bought
Grammar:	Узгодження часів у додаткових підрядних реченнях. Пряма і непряма мова.

Exercises

I. Practise the pronunciation of the following words and word combinations:

embassy, to isolate, to establish relations, throughout the world, viewpoint, to participate, issue, to reshape, reassessment, evaluation, depth, affair, to take into consideration, thinking, mutual understanding, leadership, existence, frozen, creative, reason, goodwill, excited, to recite, joint venture, to seek-sought, opportunity, to elevate, venue, attainment, accomplishment, tangible, to impart, conqueror, supply, policy, fund, to declare, link, rank, industrialist, descendant, entrepreneur, shipbuilder, reward, goal, to preserve, border, to enjoy world recognition, chamber choir, performance.

II. Give Ukrainian words with the similar meaning to each of the following English words:

republic, isolation, contact, organization, international, radio, television, prospect, fundamental, basis, objective, reality, analysis, national interest, result, political, leader, expert, mobile, process, receptive, innovation, reason, type, delegation, general, intense, secret, visit, politician, journalist, businessman, ordinary, poet, poetry, line, specialist, tourist, natural, technology, sociology, association, cooperation, period, humanitarian, transformation, special, declaration, civil, service, reform, training, office, to invest, partner, commercial, sphere, potential, tradition, music, literature, action, popularity, choral, registration.

III. State what part of speech the given words are and translate them:

evaluate — evaluation; assess — assessment — reassessment — assessable; lead — leader — leading — leadership; create — creation — creative — creator; excite — excitement — exciter — exciting — excitability — excitable; impress — impression — impressible — impressionability — impressive — impressionism; elevate — elevated — elevating — elevation — elevator; accomplishment — accomplish — accomplished; tangible — tangibility; attainment — attain — attainability — attainable; promote — promotion — promoter; provide — provided — provider; recognize — recognition — recognizable; perform — performance — performer — performing.

IV. Find the words with the similar meaning among the following:

- | | |
|-------------------|----------------|
| 1. to participate | a) ties |
| 2. to declare | b) to maintain |

- | | |
|--------------------------------|-------------------------|
| 3. contacts | c) recently |
| 4. agreement | d) to take part |
| 5. to support | e) to realize |
| 6. lately | f) to assert |
| 7. relations | g) treaty |
| 8. to effect | h) guidance |
| 9. basis | i) thought |
| 10. nowadays | j) cause |
| 11. purpose | k) ground |
| 12. opportunity | e) connections |
| 13. to remark | m) novelty |
| 14. to attain | n) at present |
| 15. thanks to | o) to take into account |
| 16. leadership | p) possibility |
| 17. thinking | q) goal, aim |
| 18. reason | r) to help |
| 19. innovation | s) frontier |
| 20. to take into consideration | t) to achieve |
| 21. collaboration | u) to note |
| 22. to extend | v) due to |
| 23. to promote assistance | w) to set up |
| 24. border | x) cooperation |
| 25. to establish | y) to stretch |

V. Give in English the definitions of the following words and word combinations:

performance; chamber choir, descendant, policy, conqueror, to enjoy world recognition, industrialist, embassy, to come into existence, goodwill, to expand, tangible.

VI. Choose the proper tense-form of the verb paying attention to the table of the Sequence of tenses. Translate the sentences.

Головне речення	Додаткове підрядне речення
Past Simple Tense	Перекладається: теперішнім часом
Past Simple Tense	} минулим часом
Past Continuous Tense	
Past Perfect Tense	} майбутнім часом
Future-in-the-Past (should (would) + Infinitive)	

1. He said he (heard, had heard) nothing about it. 2. Mr. Kovalenko told me that the meeting (took place, would take place) the following month. 3. She said that Peter (would book, had booked) tickets for the theatre the previous week. 4. He said the secretary (was phoning, had phoned) already Mr. Shevchenko. 5. Ann said she (is going out, was going out) that night. 6. She said she (would attend, had attended) Professor Petrenko's lecture the previous day. 7. He told them he (spoke, would speak) to Mr. Tytarenko about it if he (would see, saw) him the next day. 8. Miss Popova said that Mr. Kravchuk (is speaking, was speaking) on the phone then. 9. She said her husband (is, was) manager in a big factory. 10. He said that he (had met, met) Ann when he (is going, was going) to the supermarket.

VII. Translate the following sentences and explain the use of the tense-forms of the verbs.

1. My friend said that he had finished his scientific research the day before. 2. The teacher asked us when Byron was born. We said that Byron was born on January 22, 1788. 3. They said that they were going to take their exam in history the next week. 4. I was asked if I knew about our meeting. I answered that I should be there at 5 o'clock. 5. His sister told me that she would study law at the Academy. 6. The students said that the story for home reading was very interesting. They also said that they liked detective stories. 7. He said that he had worked at the Prosecutor's office two years before. 8. We were told that we could go in for different sports at our Academy. 9. They asked when the lecture on Administrative Law would take place. 10. My friend said that he was very busy that week with his report. 11. They asked me when I was leaving for Kyiv. 12. The students said that they would study many new subjects the next year.

VIII. Transform direct speech into indirect one. Make the necessary changes. Consult the following tables:

<i>Direct Speech</i>	<i>Indirect Speech</i>
Present Simple	Past Simple
Present Continuous	Past Continuous
Past Simple	Past Perfect
Present Perfect	Future-in-the-Past
Future Simple	

<i>Direct Speech</i>	<i>Indirect Speech</i>
this — these	that — those; the
now	then
today	that day
yesterday	the day before
the day before yesterday	two days before
tomorrow	the next day; the following day
the day after tomorrow	in two days' time
next week	the following (the next) week
last week	the previous week, a week before
ago	before

1. Ann said, "I've got the wrong number". 2. He said, "We'll complete the job if you help us". 3. The secretary said, "I've got a message from Mr. Petrenko". 4. The old man said to me, "It happened many years ago". 5. She said, "I'm leaving for London tomorrow". 6. Mary asked him, "Is the Music Festival taking place in Kyiv now?" 7. "Are you tired?" she asked Olga. "Yes, I am", Olga answered. 8. "Can you help me translate this article today?" Oleg asked Andrew. 9. "How long did you stay there?" Peter asked him. 10. "When shall we meet?" he asked Ann. 11. "What's the title of the book you are reading?" Mary asked Ann. 12. "Where shall we go for the week-end?" Helen asked her husband.

IX. Ask questions to which the following sentences would be the answers:

- Nowadays the number of Ukrainians living abroad varies between 10 and 13 million.
- Most of them live outside the country on the territories of the former Soviet Union.
- The Ukrainian Diaspora is the strongest in Canada and the USA.
- Most of them (up to 90%) were born in their country of residence.
- During the last century, millions of Ukrainians left their homeland in search of more favourable conditions elsewhere, most did so for socioeconomic reasons, other Ukrainians abandoned their homes primarily for political reasons.
- Individual Ukrainians found their way to America long before the massive wave of immigration in the late 19th and early 20th centuries.
- The man who is commonly recognized as the first nationally conscious Ukrainian in America is Ahapii Honcharenko, an Orthodox priest from Kyiv region.

8. Later, Honcharenko became a prominent figure in California, where he attempted to establish a Ukrainian socialist colony in the early years of the 20th century.

9. Another colourful individual was Nicholas Sudzilovskyi-Russel, a physician and revolutionary from Kyiv.

10. He settled in California in the 1880s and later moved to Hawaii.

11. He became the president of the Hawaiian Senate.

X. Put the words in the following sentences in the correct order and translate the sentences:

1. New relations, with, throughout the world, Ukraine, establishes, the countries.

2. Agreements, many foreign countries, and treaties, Ukraine, signing, sets, with, direct contacts.

3. Kyiv, lately, in, have appeared, foreign Embassies.

4. In, many international organizations, Ukraine, the work of, participates.

5. Fresh grounds, with, for the relations, foreign countries, nowadays, is giving, the political life, of Ukraine.

6. Is, frozen, the new political thinking, and, not, immobile, something.

7. Exceptionally, innovation, it, creative process, is, receptive to.

8. To see, with, all, want, Ukraine, broader economic ties, English-speaking countries.

9. Recently, a lot of, Ukrainian cities, in, and, joint ventures, towns, have appeared.

10. Specialists, keep coming to, from, Ukraine, businessmen, the English-speaking countries, tourists, and.

Vocabulary

to establish relations with	встановити відносини з...
to isolate	відокремлювати, ізолювати
throughout the world	у всьому світі
to set(set; set) contacts	встановлювати контакти
embassy	посольство, амбасада
to participate in	брати участь у
viewpoint	точка зору
issue	питання

to reshape

to effect
reassessment
evaluation
in-depth
consideration

to result in
thinking
fresh
ground
mutual understanding
leadership
to come into existence

frozen
immobile
creative
receptive
innovation
reason
opinion
intense
excited

to impress
to recite
line
joint venture
collaboration
to expand
to elevate

to rank
venue
attainment
accomplishment
tangible
to impart
conqueror
to send (sent; sent)

надавати (набувати) нового вигляду; змінюватися
виконувати; здійснювати
переоцінка
оцінка
глибокий; фундаментальний
1) розгляд; 2) повага; увага;
3) усвідомлення; розуміння
мати результатом; закінчуватися
мислення
новий; свіжий
мотив; підстава
взаєморозуміння; порозуміння
керівництво
з'являтися
застиглий
нерухоми
творчий
сприйнятливий
новина; нововведення
підстава
погляд; переконання
великий; сильний
1) пробуджений; збуджений
справляти враження
декламувати
1) рядок; 2) лінія
спільне підприємство
співробітництво
поширювати(-ся); розширяти(-ся)
піднімати; підвищувати
суперничати
осередок; центр
досягнення
добуток
вагомий
повідомляти; наділяти
завойовник
посилати, відправляти

aid	допомога
supply	постачання
fund	фонд
to promote assistance	надавати допомогу
link	зв'язок
industrialist	промисловець; підприємець;
	фабрикант
descendant	нашадок
entrepreneur	підприємець
shipbuilder	кораблебудівник; суднобудівник
to benefit	допомагати, приносити користь
reward	(ви)нагорода
border	кордон
to enjoy world recognition	здобути всесвітнє визнання
chamber choir	камерний хор
performance	виконання

Texts

§ 1. Relations of Ukraine with the English-speaking countries

Long in the past are the times when Ukraine together with the other republics of the former Soviet Union was isolated from the rest of the world. Now Ukraine is a sovereign state and it establishes new relations with the countries throughout the world. It sets direct contacts with many foreign countries, signing agreements and treaties. A lot of foreign Embassies have appeared in its capital lately. Ukraine is one of the founding members of the United Nations Organization and participates in the work of many international organizations.

The topics of our radio and television talks are often Ukrainian-American relations and our viewpoint on the prospects of their development, and a wide range of other international issues.

A fundamental reshaping of foreign policy could only be effected on the bases of a strictly scientific and objective reassessment of the present-day realities. This evaluation of the in-depth analysis of international affairs and the consideration of our national interests resulted in the new political thinking. Nowadays the political life is giving fresh grounds for the relations of mutual understanding between Ukraine and the USA, Great Britain,

Canada and other English-speaking countries. The Ukrainian leadership and foreign experts noted that the new political thinking had come into existence and that it was not something frozen and immobile. They said that it was exceptionally creative process, receptive to innovation.

The reason for the new type of relations is that all English-speaking countries want to see broader economic ties with Ukraine. The exchanging of opinions with the delegations from the English-speaking countries are generally marked by goodwill and intense interest. It is not a secret, that everybody showed an excited interest listening to Bill Clinton speech during his first visit to Ukraine. Politicians, journalists, businessmen, all ordinary people, students and even pupils were particularly impressed by his knowledge of Ukrainian poetry, when he recited some lines written by the famous Ukrainian poet Taras Shevchenko.

Taking into consideration the development in Ukraine, a lot of joint ventures have appeared recently in its cities and towns. A lot of delegations, businessmen, specialists and tourists from the English-speaking countries keep coming to Ukraine.

Scientific contacts are also very important. Our higher learning establishments have sought collaborative opportunities with international organizations, Western and American Universities and higher schools for the purpose of expanding and elevating their knowledge in different areas of science.

The National Academy of Ukraine ranks with Europe's leading scientific venues. Among its attainments are outstanding accomplishments in natural history and technology, along with tangible contributions to sociology and the humanities. The President of the National Academy of Ukraine remarked that the Academy maintained and expanded international contacts with academies and research associations and centres in many countries and over the past several years research and technological cooperation treaties and agreements had been signed with many countries, and that cooperation would be continued.

§ 2. Ukrainian-British Relationships

The Ukraine's ties with Great Britain stretch far back in history. And this history imparted that Great Prince of Rus Volodymyr

Monomakh had been married to Gytha, a daughter of the English King Harold, killed by the Norman conquerors of England at Hastings in 1066.

But it was very long ago. Much water has flowed under the bridge since then. And now there are historically established ties between the United Kingdom and Ukraine. It's not a secret that Ukraine is now through a difficult period of time and other countries support us by sending humanitarian aid — medical supplies, clothes, food, products. Great Britain is also taking particular steps to support our policies of transformation. There is a special Know-How fund of the British Government. Its aim is to promote assistance to Ukraine in developing of small business.

The British Council declared that it would maintain its support for civil service reform and English language training in Ukraine. In 1995 the first Ukrainian students came to Britain under the Foreign Office's Scholarship programme.

But true friendship is built by people, not governments. One such link is provided by the large industrial city of Donetsk. Donetsk was formerly called Yusovka after its founder, the Welsh industrialist John Hughes. His descendants have visited Donetsk and they established the Fund to commemorate John Hughes' name and work for the re-birth of the Donbas region.

John Hughes was one of many British entrepreneurs who came to invest in the Russian empire in the 19th century.

Now Ukraine is the second biggest trade partner of Britain among the states of the former USSR.

There are a lot of things to do in the commercial sphere. Trade between the UK and Ukraine has risen. A new joint venture, British Ukrainian Shipbuilders, has been recently opened. It will benefit the shipbuilding industries of both countries.

The joint British-Ukrainian Venture to develop oil and gas fields in the Crimea and Poltava shows the potential reward for cooperation.

It's necessary to mention about the Society for Cultural Relations with Ukrainians Abroad. It's a public organization the main goal of which is to preserve the national traditions of Ukrainians beyond its borders. The "Ukrainian Society" includes music, literature, science, the fine arts and youth programmes.

In 1947 Association of Ukrainians in Great Britain was founded. It's the biggest social association in West Europe. This Association has its Fund of Help to independent Ukraine. This Fund gives money on different important actions.

Ukrainian culture enjoys world recognition. The Ukrainian Chamber choir is an example of it. The choir is known to have achieved a great popularity thanks to its art performance. It was invited to Great Britain to be registered in the British Book of Guinness Records.

Questions

§ 1

1. Why was Ukraine isolated from the rest of the world?
2. How does Ukraine establish new relations with the countries throughout the world?
3. What foreign Embassies have appeared in Kyiv lately?
4. What basis could a fundamental reshaping of foreign policy be effected on?
5. How did the political life change in our society?
6. What do you know about the new political thinking of the Ukrainians?
7. What is the reason for the new type of relations with Ukraine?
8. What do you know about joint ventures in your native city?
9. What are the main trends of scientific contacts with foreign countries?
10. What institutions abroad does the National Law Academy of Ukraine cooperate with?

§ 2

1. Who was the first to establish relationships between our country and Great Britain?
2. How do foreign countries support Ukraine?
3. What is the aim of the special Know-How fund of the British Government?
4. What support will the British Council maintain for?
5. Who was John Hughes?
6. Is Ukraine a big trade partner of Britain?
7. Are there any opportunities in the commercial sphere?

8. What joint British-Ukrainian Ventures do you know?
 9. Are there any cultural relations between Ukraine and Great Britain?
 10. What do you know about the Association of Ukrainians in Great Britain?

XI. Make up correct word combinations using the words from two columns and translate them:

- | | |
|-----------------|----------------------|
| 1. to take into | a) existence |
| 2. to set | b) relations |
| 3. mutual | c) venture |
| 4. to come into | d) world recognition |
| 5. to establish | e) choir |
| 6. throughout | f) assistance |
| 7. joint | g) consideration |
| 8. to promote | h) the world |
| 9. to enjoy | i) understanding |
| 10. chamber | j) contacts |
| 11. tangible | k) training |
| 12. language | l) contributions |

XII. a) Find in §1 and §2 texts the words with the meaning opposite to the following:

to joint, to annul (the agreement), home policy, mobile, to get narrow, to lower, ill-will, imponderable, a won person, to receive.

b) Make up sentences with the found words.

XIII. Match the words (word combinations) with the corresponding definitions:

- | | |
|-------------------------------|---|
| 1. embassy | a) having power to create; |
| 2. fresh | b) get a feeling in motion; |
| 3. creative | c) win the respect of all; |
| 4. venture | d) meeting-place; rendezvous; |
| 5. to excite | e) newly made; |
| 6. to enjoy world recognition | f) plan of action, statement of aims and ideals made by a government; |

- | | |
|-------------------|--|
| 7. venue | g) sum of money available for a purpose; |
| 8. link | h) person who organizes and manages a commercial undertaking; |
| 9. chamber choir | i) person or thing that unites or connects two others; |
| 10. policy | j) a small number of persons trained to sing together; |
| 11. industrialist | k) undertaking in which there is risk; |
| 12. funds | l) owner of a large-scale industrial undertaking; |
| 13. entrepreneur | m) look for; try to find |
| 14. to seek | n) give or provide smth needed or asked for; |
| 15. to supply | o) official residence of a minister and his staff representing the government of their country in a foreign country. |

XIV. Find in the texts the equivalents of the following:

відокремлена від решти світу; встановлює нові відносини; укладаючи угоди та договори; закордонні посольства; один із засновників; бере участь у роботі багатьох міжнародних організацій; точка зору на перспективи розвитку; широкий спектр міжнародних питань; переоцінка реалій сьогодення; міжнародні справи; усвідомлення національних інтересів; нове політичне мислення; нові підстави для; взаєморозуміння; застиглий і нерухомий; творчий процес; сприйнятливий до новини; підстава для нового типу відносин; широкі економічні зв'язки; обмін думками (поглядами); справити особливе враження; спільні підприємства; постійно приїжджати до України; шукати нагоду для співробітництва, з метою поширення та підвищення рівня знань; наукові осередки; вагомий внесок; досягнення; здобутки; відтоді багато води втекло; відправляти гуманітарну допомогу; політика перетворень; надавати допомогу; насадки; відродження регіону; торговий партнер; винагорода за співробітництво; товариство з культурних зв'язків; зберегти національні традиції; Фонд допомоги незалежній Україні; здобути всесвітнє визнання; камерний хор; майстерність виконання.

XV. Are the following statements true or false? Correct them if necessary.

1. In the former Soviet Union Ukraine was separated from the rest of the world.
2. Nowadays Ukraine establishes new relations with many foreign countries.
3. Our country concludes treaties and agreements.
4. Ukraine is the founding member of the United Nations Organization.
5. The evaluation of the analysis of international affairs resulted in the new political thinking.
6. The relations are based on mutual understanding between Ukraine and English — speaking countries.
7. Taking into account the development in Ukraine, a lot of joint ventures have appeared lately in our country.
8. Scientists of our country are looking for collaborative opportunities with foreign scientists.
9. The Ukraine's ties with Great Britain have been established recently.
10. Great Britain observes the transformations taking place in our country.

XVI. a) Complete the following sentences using the required information from the texts. Add some pieces of new information to each of the sentences:

1. Long in the past are the times when Ukraine
2. Now Ukraine is a sovereign state and it establishes
3. A lot of foreign Embassies
4. A fundamental reshaping of foreign policy could only be effected
5. Nowadays the political life
6. The Ukrainian leadership and foreign experts noted that
7. The reason for the new type of relations is that
8. Taking into consideration the development in Ukraine, a lot of joint ventures ...
9. Scientific contacts are
10. The President of the National Academy of Ukraine remarked that

11. The Ukraine's ties with Great Britain stretch
12. It's not a secret that Ukraine is now
13. Foreign countries support Ukraine by
14. Great Britain is also taking particular steps to
15. There are a lot of things to do in the commercial sphere:
16. Ukrainian culture enjoys

b) Make an outline of §1 and §2 texts. Retell the texts: 1) according to the outline; 2) as it is; 3) without details; 4) as Minister of Foreign affairs; 5) as Ambassador of Ukraine in one of the English-speaking countries.

XVII. State the tense-form of the verbs and translate the sentences:

1. I thought that you lived somewhere not far from the centre of Kharkiv.
2. The teacher asked us what problem we were discussing.
3. He said he didn't know that I was leaving for Lviv.
4. The lecturer said that this complex problem was being reviewed by a special committee.
5. The speaker said that the joint venture had achieved good results.
6. The other day the dean of our department told us that we should have four exams next term.
7. Those present at the meeting expressed their opinion that the project would be realized if all conditions were ensured.
8. She asked me if I had changed my plans for the summer.
9. It was said that the enterprise would increase its output.
10. He said that he had already visited the exhibition.

XVIII. Change the following direct questions into indirect ones as in the patterns.

Pattern 1: Who is he? —

— I wondered who he was.

1. What does he want? 2. Will they take us to this exhibition? 3. What is it? 4. Who will pay for the tickets? 5. Why were you absent at the lesson?

Pattern 2: Do you speak English? —

— He asked me if I spoke English.

1. Do you know French? 2. Have you been to Lviv? 3. Did it take you much time to get from Kyiv to London by plane? 4. Are

you going to visit the Museum of Fine Arts? 5. Has he been waiting for a long time?

XIX. Choose the proper adverb or the adverbial phrase. Explain the use of the tense-forms of the verbs.

1. I was asked when I was going to return (here, there). 2. He asked me if I had visited my friends (yesterday, the day before). 3. The secretary said Mr. Kovalenko was having an appointment (now, then). 4. Mary says she will book tickets for the cinema (tomorrow, the next day). 5. He said that he had finished his new collection of stories (last month, the previous month). 6. She said that we could find the articles in (these, those) journals. 7. They said they had been to the city of Kyiv a year (ago, before). 8. He said he would take part in scientific work (next, the next) year.

XX. Choose the appropriate tense-form of the verb.

1. He said the novel (is, was) very interesting. 2. Mary said the weather forecast for the next day (is, was) bad. 3. He told her that many of the students (will go, would go) to the reading-room the next day. 4. Peter said he (will attend, would attend) the Music Festival if it (takes place, took place) the following June. 5. They said the conference on Criminal Law (will take place, would take place) the next day. 6. She knew her friends (are going, were going) to Kyiv then.

XXI. Change into indirect speech. Pay attention to the sequence of tenses. Translate the reported sentences.

1. My friend said to me, "Please, wait for me a little". 2. "When shall we meet?" he asked Andrew. 3. "How long did you stay there?" Oleg asked him. 4. "Are you tired?" she asked Ann. "Yes, I am", Ann answered. 5. "Can you help me translate this article today?" Andrew asked Ann. 6. "What's the title of the book you are reading?" Mary asked Olga. 7. He said, "I shan't be able to attend the meeting tomorrow". 8. "Are you going to visit your parents on Sunday?" they asked me. 9. "How long did you do your homework?" the teacher asked us. 10. My friend said to me, "I know that you are going to take part in our scientific conference". 11. She said, "I have already met this man". 12. "Were you born in Kharkiv?" he

asked me. 13. The teacher said to us, "Please bring your dictionaries for the next lesson". 14. He said, "I didn't watch TV yesterday". 15. He said to us, "Don't tell anybody about it". 16. "What foreign languages do you study at school?" she asked. 17. They said, "We haven't read today's newspaper yet".

XXII. Make the following sentences indirect.

a) He said,	"These exercises are too difficult for me".
	"The students need more practice in speaking".
	"I don't feel well today".
	"Nobody can do this work as well as my friend".
	"I'll come back in a few minutes".
b) She asked me,	"I have already seen this film".
	"Where does your brother live?"
	"How old are you?"
	"What time is it?"
	"Where are you going?"
c) I didn't know	"How long have you studied English?"
	"Do you like to study at the National Law Academy of Ukraine?"
	"Where did your brother go?"
	"Where does she work?"
	"Does he know English well?"
d) I said to him,	"When will he visit his friends?"
	"Wait for me outside".
	"Come back in an hour".
	"Go to the cinema by bus".
	"Bring me the textbook on Theory of the State and Law".

XXIII. Make up dialogues according to the model.

Model: A: Andrew asked me, "Are they coming to see us tonight?"

B: What did Andrew ask you?

A: He asked me if they were coming to see us that night?

- How long did it take them to complete the job?
- When will the next meeting take place?
- May I go out?
- Will you be able to come to the party?
- When did it happen?
- What hotel are they going to stay at?
- Who is the message from?

XXIV. a) Read the dialogue and find out what the man has lost, where and when.

At the police station

Man: I've lost my briefcase. Has one been handed in this morning?

Policeman: No, sir, it hasn't. Where did you lose it?

Man: Outside my house in Sumska Street this morning. I put it on the pavement, then I drove away and forgot about it.

Policeman: Can you describe the briefcase, sir?

Man: Yes, it's black leather with a combination lock and it has my initials D. B. on it.

Policeman: Is there anything valuable inside it?

Man: No, there isn't. Just a few papers and some computer discs.

Policeman: Well, we'll let you know if we hear anything about it. Can I have your name and phone number, please?

b) Work in pairs. In turn, report the conversation between the man and the policeman using reported questions and statements.

A: A man came in and said he had lost He asked if...

B: Policeman asked him where

c) Complete Policeman's report about the missing briefcase:

Lost Property Report

Time: 10 a. m. Date: Monday, 13th December

Item missing: one briefcase with personal contents.

At approximately 10 a. m. this morning Mr. D. Bondarenko reported the loss of a briefcase Mr. Bondarenko said he

XXV. Read and translate the following texts paying attention to the notes below. Act out the dialogues.

As trade barriers break down and international trade increases, more and more businesses want to buy and sell goods abroad.

a) At the office

Ukrainian businessman Ivan Honcharenko arrived at Mr. Freiser's office and discussed with him a lot of questions dealing with purchase and delivery of products of Mr. Freiser's company.

Ivan: I've met some businessmen whose business looks very promising for us. I believe we could speak about our business now, if you don't mind.

Frank: I agree with you here. We studied your inquiry for our security devices and we could offer you some very modern ones.

Ivan: Could I see them while I'm here? Then it will be much easier for me and the General Director of my company to make a decision about the range of devices to buy.

Frank: No problem. Our Production Director will take you to our production shop and you will see all the devices we are offering to our customers at present. We have sold quite a lot of each type and we have not got a single complaint. They have never failed our customers.

Ivan: It sounds very convincing. And will the Production Director be coming soon?

Frank: The secretary has already invited him.

Ivan: I see.

b) The goods to be bought

The Production Director showed Mr. Honcharenko round the factory and answered a lot of questions of his. There were especially many questions asked on the production floor. The Production Director told Mr. Honcharenko about the products of the company. Mr. Honcharenko was greatly impressed by the number of the new products and by their sophistication. Then the Production Director showed Mr. Honcharenko the different departments of the company and introduced him to the management team. When all was seen and spoken of, the Production Director took Mr. Honcharenko to Mr. Freiser's office.

Frank: And what do you think of all that you've seen?

Ivan: Oh, it's very interesting and impressive. It's a very good set-up: modern factory, good labour force.

Frank: That's true. We have been in this business for over ten years. Besides we are planning to expand. Our annual turnover is about twenty million pounds.

Ivan: Then our business will be too small for you, I'm afraid.

Frank: You are wrong here, I'm sure. We try to satisfy all our customers. And we treat them all with high esteem.

Ivan: By the way, could I have some material on your products? I should study the assortment you offer before we discuss other matters relating to the inquiry, or to our future contract.

Frank: Naturally you will have all the publicity brochures and leaflets. They contain all technical details. We have prepared a pack for you.

Ivan: Thank you very much. That's very considerate of you.

Frank: And when will you be able to tell us what devices exactly interest you?

Ivan: Most probably I'll look through all the materials tonight, then contact our General Director and tomorrow I'll give you our reply.

Frank: Hard work, isn't it? But certainly it's better to discuss all the details while you are here in London. Now let's make a break and enjoy lunch at the restaurant just across the street.

Notes:

purchase — закупівля, закупка
 delivery — поставка, доставка
 promising — багатообіцяючий; що подає надію
 inquiry — запит, попит
 device — прилад, пристрій
 to offer — пропонувати
 customer — покупець, клієнт
 complaint — скарга, претензія
 convincing — переконливий
 sophistication — витонченість
 turnover — товарообіг
 esteem — повага
 leaflet — брошура, рекламна листівка
 reply — відповідь

XXVI. Complete the dialogues and act out similar ones:

1

- I believe we could get down to business, if you don't
- I agree with you here. We studied ... and we could offer
- Could I see ... ? When it will be much easier ... range of devices to buy.

- No problem. Our ... take you to our production ... and you will see all We have sold ... not a single They ... failed

- It sounds

2

- And what do ... you've seen?

- Oh, it's... set-up: modern... true.

- That's true. We have been in ... ten years. Besides ... to expand. Our annual turnover

- Then our ... too small for you

- You are wrong We try to satisfy And we treat them all

3

- By the way, could I have ... I should study ... before ... or to our future

- Naturally, you ... publicity ... and leaflets. They contain We ... a pack

- Thank you That ... considerate

4

- And when ... to tell us what devices ... ?

- Most probably I'll look through ... then contact ... and tomorrow ... reply.

- Hard work, isn't it? But certainly it is better ... while you Now let's ... and enjoy ... across the street.

XXVII. Translate into English:

1. Минули ті часи, коли Україна разом з іншими республіками колишнього Радянського Союзу була відокремлена від решти світу.
2. Зараз Україна встановлює нові відносини з країнами світу, укладає з ними угоди та договори.
3. Багато закордонних посольств з'явилося нещодавно у нашій столиці.
4. Україна є однією із засновників Організації Об'єднаних Націй.
5. Вона бере участь у роботі багатьох міжнародних організацій.
6. По радіо і телебаченню часто обговорюються українсько-американські відносини і українська точка зору на перспективи їхнього розвитку.
7. Міжнародна політика нашої держави будеться на підставі глибокого аналізу реалій сьогодення.
8. Нове політичне мислення з'явилося в українському

суспільстві. 9. Політичне життя суспільства надає нові можливості для взаєморозуміння між Україною та англійськими країнами. 10. Український уряд і зарубіжні експерти відзначили, що нове політичне мислення є виключно творчим процесом, сприйнятливим до нового. 11. Англійські країни намагаються встановити економічні зв'язки з Україною. 12. Багато спільних підприємств з'явилося у наших містах. 13. Делегації, бізнесмени, фахівці та туристи з англійських країн приїждять до України. 14. Українські вчені шукають можливості для співробітництва із західними та американськими вченими в різних галузях науки. 15. НАН України вважається одним із провідних наукових центрів Європи. 16. Українські зв'язки з Великою Британією можна простежити протягом усієї історії. 17. Володимир Мономах, який у 1113 році став Великим князем Київської Русі, був одружений на Гіті, дочці англійського короля Гарольда. 18. Велика Британія робить конкретні кроки у підтримці нашої політики перетворень. 19. Торгівля між Об'єднаним Королівством та Україною збільшується. 20. Зараз незалежна Україна вже другий за величиною торговельний партнер Британії серед держав колишнього СРСР.

XXVIII. Role play the following situations:

1. Imagine:

- You are Minister of Foreign affairs. Discuss with your colleagues the prospects of international relations' development with English-speaking countries.

- You are Ambassador in one of the English-speaking countries. Tell your colleagues about your mission in this country.

2. In pairs, discuss the economic, political and cultural relations between Ukraine and English-speaking countries. Are these relations required for Ukraine? What should Ukraine do to improve them? Argue your point of view.

3. Imagine:

- You work for a certain Ukrainian company. You arrived in London on business. You must discuss a contract with the English sellers of some devices before it is signed.

- You are speaking with English businessmen about the establishment of joint venture. Discuss all questions which you are interested in. (Specifics regarding the establishment and legal status of joint venture; terms; documentation, etc.).

XXIX. It's interesting to know ...

- Now that Ukraine is a member of the Council of Europe, it must join the Western world. That means putting its national legislative base in line with Western standards — creating a bona fide judicial base that is separate from the legislative and executive branches.

- The Council of Europe was created a half-century ago, in 1949, four years after the Second World War. It is a prestigious international organization with more than 40 countries in its membership. From the very start the Council of Europe was called upon to promote cooperation among the European nations, and improve and strengthen in every possible way relations among them, strengthen peace and mutual understanding, all of it on the basis of common values. The Council of Europe is also engaged in protecting human rights in Europe.

- It is a two-chamber body. One chamber is the Parliamentary Assembly and the other one is the Committee of Ministers. The former is made up of representatives of legislative bodies of member-countries and the latter is made up of representatives of executive bodies, ministers for foreign affairs. If need be, special sessions are held which, on invitation, can be attended by ministers of internal affairs and other ministers. As far as Ukraine is concerned, the Council of Europe is a sort of stimulating mechanism for it, which is helpful in promoting legal reforms in Ukraine.

The European conventions are worked out by none other than the European Council itself, and after they are approved they are forwarded to the member-countries for signing. The European Convention on Human Rights which sets very strict legal provisions for maintaining human rights the most important of these documents remains. If to compare this Convention with the Dec-

laration of Human Rights, one can say that many things in the Convention are presented in a clearer way and more forcefully. The Convention, adopted way back in 1950, very early after the establishment of the Council, is a document of great importance. Ukraine joined this convention in 1995.

The Council of Europe's main aim is integration of nations and this includes the promotion of tourism. West European countries have been developing tourism for quite some time now, they have provisions for that in their legislation. Tourism brings handsome profits, it brings people closer together. Ukraine does have a great tourist potential but the legislation basis needs, as far as tourism is concerned, to be improved and developed. When it is done, it will promote tourism and tourism will bring good profits, will contribute to the development of economy, to the environmental protection and to many other things.

✧ A partnership and co-operation agreement between Ukraine and the European Union was signed on 14 June 1994. Progress in macro-economic stabilization and structural reform, despite unfavourable developments in terms of trade, enabled the signing of a further "interim agreement" on 1 June 1995. Membership of the World Trade Organization is envisaged.

✧ Ukraine's enterprises conduct business transactions with partners in 137 countries, and the foreign trade turnover reaches \$ 27 billion (export — \$ 12. 9 billion; import — \$ 14. 1 billion). Major export items: metals, ores, coal, electricity, fertilizer, soda, cement, glass, construction materials, equipment, sugar, vegetable oil. Major import items: oil, gas, timber, nonferrous metals, cars, machines, knitted wear and garments, foodstuffs, medications.

✧ Trade has been a key part of British economy for centuries. Britain has only 1% of the world population but is the 5th largest trading nation. It exports oil and manufacturing goods such as electrical and electronic equipment, aerospace equipment, machinery and chemicals.

Britain's export earnings from services such as banking, computer services and tourism exceed those from exports of goods.

Memorize these proverbs and sayings:

Every country has its customs. — В кожній країні свої звичаї.

You never know what you can do till you try. — Здібності виявляються у справі.

A good beginning makes a good ending. — Лиха біда початок.

It takes all sorts to make a world. — Розум — добре, а два — краще.

Virtue is its own reward. — Добро вік не забудеться.

All is well that ends well. — Добрий кінець — усякій справі вінець.

I. Grammar in Tables

The Noun (іменник)

Categories:	Number	Singular Plural	Case	Common Possessive
Functions:	Subject, predicate (part), object, attribute, adverbial modifier			
Determiners:	Articles, prepositions, adjectives, numerals			
The Ending	<i>Singular</i>		<i>Plural</i>	
[ɪz] is pronounced after sibilants: [s], [z], [ʃ], [ʒ], [ʒ]	class	classes	dish	dishes
[z] after vowels and voiced consonants	day	days	sea	seas
[s] after voiceless consonants except [z], [ʒ]	lake	lakes	camp	camp
y preceded by a consonant → i + es	fly	flies	city	cities
a) f → V + es ↓	wife	wives	shelf	shelves
	leaf	leaves	caif	calves
	wolf	wolves	half	halves
	knife	knives	life	lives
			But! roof- roofs, proof-proofs, chief-chiefs, safe-safes	
b) Plural is formed by changing the root vowel	man	men	woman	women
	foot	feet	tooth	teeth
	goose	geese	mouse	mice
c) Plural is identical with the singular	sheep	sheep	deer	deer
	swine	swine	fish	fish
d) Nouns borrowed from Latin & Greek keep the plural of that very language	colloquium	colloquia(кологюмiя)	phenomenon	phenomena(фенюмена)
	crisis	crises(критиси)	radius	radii(радиуси)
	basis	bases(основи)	datum	data(дани)
	analysis	analyses(аналiзи)	medium	media(медіа)
	criterion	criteria(критеріи)	nucleus	nuclei(ядра)
	formula	formulae(формули), formulas		

<i>Singular</i>	<i>Plural</i>
e) Nouns used only in the Singular: 1) peace 2) silver 3) courage 4) chalk 5) advice 6) news 7) information	f) Nouns used only in the Plural: 1) spectacles (окуляри) 2) trousers 3) scissors (ножики) 4) tongs(обіччяки) 5) scales (терези) 6) stairs (сходи) 7) goings on (вчинки)
Remember! <i>A piece</i> of advice (news, information) much news (money, advice, information, homework, knowledge) little news (money, advice, information, knowledge)	Remember! goods - товари, товари (одн. множ.), clothes – одяг (одн.), wages – зарплати (одн.), contents - зміст (одн.)
g) The plural of compound nouns is formed by adding <i>-(e)s</i> to the head-noun; in all other cases to the last word of the compound.	school-mate - schoolmates brother-in-law - brothers-in-law new-comer - new-comers but! merry-go-round - merry-go-rounds (каруселі) forget-me-not - forget-me-nots (незабудки)
The Possessive Case (PC) (присвійний відмінок)	
<i>Rule</i>	<i>Examples</i>
a) The PC is formed by means of the ending <i>-'s</i> . If the noun in the plural ends in <i>-s</i> , only the apostrophe is added; it does not affect the pronunciation of the word.	Child's mother Actress's voice but: students', books teachers', meeting actresses', voices Olga's brother, Uncle Tom's Cabin; my sister's dress
b) The PC is used with nouns denoting living beings. But the following nouns can be used in the Possessive Case too: 1) nouns denoting time and distance; 2) names of countries, cities, towns and the words country, town, city, world, ocean, river . 3) names of cosmic bodies: the sun, the moon, the earth, the Venus . 4) collective nouns like government, party, army, police, family, crew (exinase), society, bloc . 5) in some set expressions:	- last week's meeting; two years' absence -Lviv's parks; Ukraine's government; the world's climate; the river's bank; the ocean's roar -- the sun's rays; the Venus's surface; the moon's shadow the family's tradition; the party's leader; the government's decision a stone's throw (незначна відстань); to one's heart's content (доскопучи); for appearance's sake (для вигляду); a mind's picture of smth (лише уява)

Degrees of Comparison of Adjectives and Adverbs

Rule	Ordinary звичайний	Comparative півніжний	Superlative найвищий
I. All one-syllable adjectives and adverbs; and adjectives of two syllables ending in -y, -er, -le, -ow and those having their second syllables stressed form their degrees by means of the endings -er and -est	short clever narrow severe fast, adv. near, adv.	short- er clever- er narrow- er sever- er faster nearer	the short- est the clever- est the narrow- est the sever- est fastest nearest
II. Adjectives of three or more syllables and many adjectives of two syllables; and adverbs of two or more syllables form their degrees by means of the words more and most .	famous pleasant careful	more famous more pleasant more careful	the most famous the most pleasant the most careful
	gaily, adv. easily, adv. beautifully, adv.	more gaily more easily more beautifully	most gaily most easily most beautifully
III. Some adjectives and adverbs form their degrees of comparison irregularly.	good bad little	better worse less	the best the worst the least
	well, adv. badly, adv. little, adv. much, many	better worse less more	best worst least most
IV. 4 adjectives and adverbs have two forms in comparative and superlative degrees.	old	older, elder (в сім'ї)	the oldest, the eldest (в сім'ї)
	late, adj., adv. (пізній, пізно)	later (пізніший, пізніше) latter (останній з двох)	the latest (найпізніший, найпізніше) the last (останній серед багатьох)
	far, adj., adv. (далекий, далеко)	farther (дальший, дальше) further (про порядок, наступність)	the farthest (найдальший, найдальше) furthest
	near, adj., adv.	nearer	the nearest (про час, віддаль) the next (про порядок)

The same degree is expressed by	as + adjective + as as clean as as flat as a table
a lower/smaller degree is expressed by	not so+ adjective + as - not so dear as less + adjective + than - less expensive than

The comparative degree can be emphasized by means of much , still , far , (very)	much more – набагато більше much less – набагато менше far better – значно краще still more important – ще більше важливіше very hot (ordinary degree)
--	---

- The ... the ... the better (чим більше, тим краще)
the sooner... the better (чим швидше, тим краще)
- Twice as much as – удвічі більше
Three times (thrice) as long as – утричі довший
Half as strong as – наполовину міцніший (важ)
- Some useful idioms of comparison:
 - as good as gold
 - as old as the hills/the sea
 - as busy as a bee (біжак)
 - as cold as ice
 - as soft as butter
 - as sweet as honey (мед)
 - as brave as a lion (єдиго)
 - as changeable as the weather
 - as tall as a pole (снопина)
 - as like as two peas (горошина)

The Pronoun

Personal Pronouns		Interrogative Pronouns	
<i>Nominative Case</i>	<i>Objective Case</i>	who (whom)	whose
I	me	what	which
you	you	Conjunctive Pronouns	
he	him	who (whom)	which (which) that
she	her	what	whose
it	it	Indefinite Pronouns	
we	us	some, one	any
you	you	somebody	anybody
they	them	someone	anyone
		something	anything
Possessive Pronouns		Negative Pronouns	

<i>Conjunct Form</i>	<i>Absolute Form</i>	Negative Pronouns	
my	mine	no	none
your	yours	nobody	noone
his	his	nothing	neither
her	hers	Defining Pronouns	
its	its	every	all
our	ours	both	other
your	yours		each
their	theirs		either (кожний з двох)
			another
Reflexive Pronouns			
myself	ourselves		
yourself	yourselves		
himself	themselves		
herself			
itself			
Demonstrative Pronouns			
this	these		
that	those		
such(таким)	the same (той самий)		
Reciprocal Pronouns			
<i>Common Case</i>	<i>Possessive Case</i>		
each other	each other's		
one another	one another's		

Direct & Indirect Speech

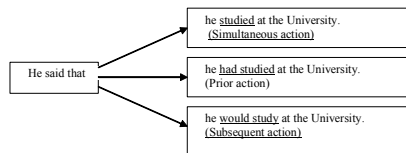
Direct Speech	Indirect Speech
I. Statements	
Mary <u>says</u> , "I am a doctor." Mother <u>said</u> , "I am sure my son makes good progress."	Mary <u>says</u> that she is a doctor. Mother <u>said</u> that she <u>was</u> sure that her son <u>made</u> good progress.
II. Commands, orders, advice, requests	
Vera said, "Open your bag, Nelly." The teacher said, "Don't speak so loudly."	Vera asked Nelly <u>to open</u> her bag. The teacher asked <u>not to speak</u> so loudly.
III. General questions	
Father asked, "Have you been to the library, son?" She asked, "Will you hold the pen?"	Father asked his son if he had been to the library. She asked me whether I should hold the pen.
IV. Special questions	
Mary asked the students, "When will you go to the camp?" He asked, "Who is that man?"	Mary asked the students when they would go to the camp. He asked <u>who</u> that man <u>was</u> . He asked <u>who was</u> that man.

Changes:

Direct Speech	Indirect Speech
Pronouns:	I we you my this these
Auxiliary verbs:	she, he they I her, his that those
Modal verbs:	is has/had does will was/were did should, would
Adverbs of time and place:	could had been able might might was to/were to had to dared
Tenses:	here now today yesterday ago tomorrow
	there then that day, at the time the day before, on the previous day before the next day
	Present Indefinite Present Continuous Present Perfect Present Perfect Continuous Past Indefinite Future Indefinite Future Continuous Future Perfect
	Past Indefinite Past Continuous Past Perfect Past Perfect Continuous Past Perfect Future Indefinite-in-the-Past Future Continuous-in-the-Past Future Perfect-in-the-Past

Sequence of Tenses in Object Clauses

Predicate in:		expresses action	is translated by:
principal clause	subordinate clause		
Past Indefinite	Past Indefinite Past Continuous	Simultaneous (одночасна)	Present Tense
Past Indefinite	Past Perfect	Prior (попередня)	Past Tense
Past Indefinite	Future-in-the-Past	Subsequent (наступна, пізніша)	Future Tense



Remember! The sequence of tenses is usually not observed if the object clause expresses:

(1) a well-known fact; (2) something as universally or logically true; (3) when the action of a subordinate clause refers to a definite past moment/date.

1. He knew that boys will be boys and that you cannot put old heads on young shoulders.
2. The teacher told the pupils that the Earth moves round the sun.
3. I knew that she left Ukraine in 1940 (a definite past date).

The Oblique Moods

Subjunctive I	Subjunctive II	Suppositional	Conditional
<p>I be, she, we, you, they speak</p> <p>is used in:</p> <p>1. Subjunctive clauses introduced by "if". It is necessary that he go shopping today.</p> <p>2. Object clauses after verbs:</p> <p>to suggest, to insist, to order, to demand.</p> <p><i>The teacher demands that he work hard.</i></p> <p>3. Subjunctive forms are used in poetry and official documents: <i>Though all the world be false still will I be true.</i></p>	<p>Spoke, had spoken, were speaking, had been speaking</p> <p>Should</p> <p>is used in:</p> <p>1. Object clauses after the verb "to wish". <i>John wishes his mother were here.</i></p> <p>I wish</p> <p>2. Clauses of unreal comparison introduced by "as if, as though". <i>Carry played her part as if she were a true actress all her life.</i></p> <p>3. Subject clauses after "It is time", "It is high time". <i>It is high time you gave me up.</i></p> <p>4. Subordinate clauses of unreal condition. <i>If I were you I should act differently.</i></p>	<p>Should Would Might Could</p> <p>is used in:</p> <p>1. Subjunctive clauses introduced by "if". <i>It is necessary that the police should be alerted.</i></p> <p>2. Object clauses after verbs: to suggest, to insist, to order, to demand. <i>He demands that the man should leave the country at once.</i></p> <p>3. Object clauses introduced by "lest". <i>I am afraid lest I should be mistaken.</i></p> <p>4. Adverbial clauses of purpose introduced by "lest". <i>He demands that the man should leave the country at once.</i></p> <p>5. After "though, although, whatever, whoever, however". <i>He demands that the man should leave the country at once, whatever he should do.</i></p>	<p>Speak be spoken be speaking have been speaking</p> <p>is used in:</p> <p>1. Simple sentences with implied condition. <i>I should like to speak to you.</i></p> <p>2. Zero conditional: If + Present Simple + Present If you listen to my advice, you will succeed. If you listen to my advice, you will succeed. If you listen to my advice, you will succeed.</p> <p>3. Unreal Condition Present Indefinite + Future If I have time I shall help in your work.</p> <p>4. Unreal Condition Past Ind. + should, would, might, could + Indefinite Infinitive: If I had time, I should help you in your work.</p> <p>5. Had I time, (inversion) If I had time, I should help you in your work.</p> <p>6. Had I time, (inversion) If I had time, I should help you in your work.</p> <p>7. Had I time, (inversion) If I had time, I should help you in your work.</p> <p>8. Had I time, (inversion) If I had time, I should help you in your work.</p> <p>9. Had I time, (inversion) If I had time, I should help you in your work.</p> <p>10. Had I time, (inversion) If I had time, I should help you in your work.</p> <p>11. Had I time, (inversion) If I had time, I should help you in your work.</p> <p>12. Had I time, (inversion) If I had time, I should help you in your work.</p> <p>13. Had I time, (inversion) If I had time, I should help you in your work.</p> <p>14. Had I time, (inversion) If I had time, I should help you in your work.</p> <p>15. Had I time, (inversion) If I had time, I should help you in your work.</p> <p>16. Had I time, (inversion) If I had time, I should help you in your work.</p> <p>17. Had I time, (inversion) If I had time, I should help you in your work.</p> <p>18. Had I time, (inversion) If I had time, I should help you in your work.</p> <p>19. Had I time, (inversion) If I had time, I should help you in your work.</p> <p>20. Had I time, (inversion) If I had time, I should help you in your work.</p>

Modal (Defective) Verbs

The verbs **can, may, must, ought(to), shall, should, will, would, need, dare**

denote neither actions nor states, but only the attitude of the speaker towards the action or state. A modal verb is never used alone as the predicate of a sentence, but is always combined with an infinitive with or without to. It indicates that the action denoted by the infinitive is considered as *possible, obligatory, necessary, desirable, probable, doubtful, allowed, advisable*.

After the modal verbs **ought, to have, to be** the infinitive has the particle **to**.

Can

Present	Past	Future	Is used for expressing
can (cannot, can't)	could	—	1. Physical or mental ability. 2. Permission. 3. Prohibition.
Equivalent to <i>to be able to</i>			4. Doubt, astonishment in (?) and (-) sentences.
am is (not) able to are	was were	shall (not) be able to will (not) be	5. Could is used to express a polite request in (?) sentences.

1. He **can** solve this problem.
2. You **can** sleep in the open; it's too hot today.
3. You **can't** go there late at night.
4. **Can** he speak English so fluently?
5. **Could** you help me to lay the table?

May

Present	Past	Future	Is used for expressing
may	might	—	1. Permission. Might - polite permission. 2. Polite request.
Equivalent to <i>to be allowed to</i>			3. Possibility depending on circumstances.
am is (not) allowed to are	was were	shall (not) be allowed to will (not) be	4. Supposition implying uncertainty. 5. Reproach, disapproval (only might is used).

1. You **may** use my pen.
2. **May** I enter the room?
3. She **may** come back.
4. He **may** be working in the field now.

You **might** be more attentive.

Must

Present	Past	Future	Is used for expressing
must	—	—	1. Obligation, duty. 2. Prohibition in negative sentence.
Equivalent have to			
have to	had to	shall have to	3. Order or advice. 4. Supposition implying assurance. 5. Necessity.
has		will have	

1. I **must** help my mother about the house.
2. You **mustn't** talk aloud in the library.
3. Everybody **must** come to the meeting (order). You **mustn't** read this book. It is not interesting (advice).
4. Kate **must** be looking for her gloves. She is so absent-minded.
5. To catch the train I **must** get up at six.

Remember!

1. The modal verbs **can (could)** and **may (might)** followed by the Perfect Infinitive show that the action **was not carried out**.
You could have learned this poem.
2. **Must** + Perfect Infinitive means supposition that the action took place in the past.
She must have read this book.
3. **Must** denoting supposition never refers to the future. In this case future supposition may be expressed by:
to be sure, to be likely, to be unlikely + Infinitive; or using the words: **evidently, probably**.
He is likely to visit our country. Probably she will come back in two days.

Should and Ought to

Should	Ought to
1. <u>Friendly</u> advisability (дружня порада).	1. <u>Official</u> advisability (офіційна порада).
2. Moral obligation.	2. Moral obligation.
3. Supposition bordering on assurance.	3. Supposition bordering on assurance.
4. In rhetorical questions beginning with <i>why</i> to express astonishment or indignation.	
5. Should and ought in the combination with the Perfect Infinitive show that the action was not carried out .	
6. Shouldn't and oughtn't in the combination with the Perfect Infinitive show that an undesirable action was carried out .	

1. You **should** visit your friend in the hospital. You **ought** to speak to the Dean.
2. He **should/ought** to help his ill father.

1. He **should** be able to do something for you.
2. Why **should I** do this, but not she?
3. You **should** have answered immediately.
4. They **oughtn't** to have missed the classes.

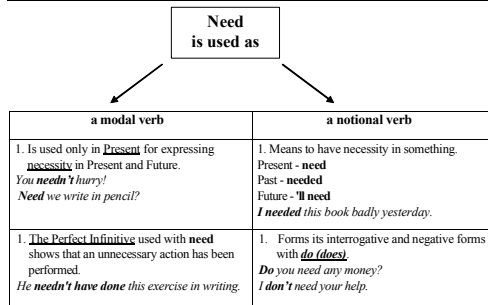
to be to

Present	Past	Future	Is used for expressing
am to	was to	—	1. Obligation resulting from a previous <u>agreement, plan, schedule, time table</u> .
is to	to		2. Order or instruction.
are to	were to		3. Possibility (mostly used with the Passive Infinitive).

1. We **are to** meet at the theatre.
2. The train **is to** start at 3p.m.
3. You **are to** air the classrooms after each lesson.
4. The letter **is to be posted** at once.

will – would (only in Present and Future) are used for expressing:

1. Will, intention, determination.	1. <i>I will help you anyway. I won't go there.</i>
2. Polite request in (?) sentences.	2. <i>Will you bring me a cup of milk? (Polite request). Would you like some coffee? (Especially polite request).</i>
3. An action which a lifeless thing fails to perform.	3. <i>The knife won't cut. The window wouldn't open.</i>



dare	
Is used as	
a modal verb	a notional verb
means to have the courage or impatience to do something	
1. I dare say that you are not right.	1. Neither I nor he dared to enter the house.
2. He dare not invite you to a dance.	2. Did you dare to disobey the law?

The Infinitive

Tense-form	Active Voice	Passive Voice
Indefinite	to write	to be written
Continuous	to be writing	-
Perfect	to have written	to have been written
Perfect Continuous	to have been writing	-

Functions	Examples
Subject	To speak much was not necessary. It was not necessary to speak much.
Predicate (part)	His duty is to answer all the letters. He must answer all the letters.
Attribute	Peter was the last to read the story.
Object	She likes to write with a pencil.
Adverbial modifier	She was too young to study at school.

Constructions with the Infinitive

1. Subject Infinitive Construction (Complex Subject)	Noun (in Common C.)+to Inf. Per. Pr. in Nominative C. He was seen to leave the house in the morning.
2. Objective Infinitive Construction (Complex Object)	N (Common C.)+ (to) Inf. Pers. Pr. in Obj. C. I want him to come as soon as possible.
3. For -Phrases with the Infinitive	N (Common C.) for+ to Inf. Pers. Pr. in Obj. C. It was necessary for us to start immediately.
4. Absolute Infinitive Construction	N (Common C.)+ to Inf. (Passive) Pers. Pr. in Nominative C. He was offered to translate some stories; translation to be made in September

Remember!

1. **He ... to leave** is the complex subject to the predicate of the sentence **was seen**. Passive Predicates prevail in such sentences.

- This construction is used with the verbs expressing permission, request, order: *to allow, to order, to compel, to force, to request*.
- With the verbs of mental perceptions: *to deny, to know, to mean, to believe...*
- With the verbs of saying and reporting: *to say, to report, to inform*.
- With the verbs *to seem, to appear, to happen, to chance, to prove, to turn out*, which in this construction occur only in the Active Voice.
- With the expressions *to be (un)likely, to be sure, to be certain*.

2. The Objective Infinitive Construction is used:

- after the verbs denoting perceptions of senses: *to see, to hear, to feel, to watch, to observe, to notice* → Infinitive without to;
- after the verbs denoting wish, intention, emotions: *to want, to wish, to desire, to (dis)like, to hate, to intend, should/would like*;
- after the verbs denoting mental activity: *to consider, to believe, to think, to find, to know, to expect, to suppose*;
- after the verbs denoting order, request, permission, advice, compulsion: *to order, to ask, to request, to allow, to permit, to advise, to recommend, to cause, to force*.

! After the verbs *to let, to make* Infinitive is used without to!

e.g. He **made** me **speak** French.

Let it be so.

The Participle

Forms	V + ing	V + ed/III form	
Tense	Participle I	Participle II	Action
<i>Indefinite (Active)</i>	writing	written	simultaneous (одновременна)
<i>Indefinite (Passive)</i>	being written		
<i>Perfect (Active)</i>	having written	-	prior (попередня)
<i>Perfect (Passive)</i>	having been written		

Functions	Participle I	Participle II
Predicate (part)	He is writing a story. (Continuous tenses)	The story was well written . (Passive voice)
left Attribute	A writing boy was seen through the window.	He gave me a written exercise.
right Attribute	The author writing this story works at our office.	The story written by him was translated into French.
Adverbial modifier	Having written the story he left it at the editor.	Unless checked the story must not be published.

Types of Interrogative Sentences (ТИПИ ПИТАЛЬНИХ РЕЧЕНЬ)

There are **four types** of interrogative sentences in English: **General** questions, **Special** questions, **Alternative** questions and **Disjunctive** questions.

I. General questions (загальні питання) are those requiring the answer **yes** or **no**. They are formed by placing the predicate or its part (the auxiliary or modal verb) at the beginning of the sentence, before the subject.

1)

Do/does	+ Subject	+ Predicate?
Did		

or

2)

a)	can, must, may, should, would		
b)	am / is / are / was / were	+ Subject	+ Predicate ?
b)	have / has / had		
d)	shall/will		

or

3)

Predicate + Subject ?	
(am / is / are	
(was / were	+ Subject) ?
(have / has / had	

- 1) Does he speak English?
Did we meet them?

or

- 2) Must I do it?
Can you help me?
Is he translating this text?
Were they sent to London?
Have you noticed them?
Will you visit your parents?

or

- 3) Is he an architect?
Was she in (at home)?
Had he two brothers?

II. Special questions (спеціальні питання) refer to various parts of the sentence. They begin with interrogative words. As to their structure, they are divided into **two types**. In special questions referring to any part of the sentence except the subject or

its attribute the word order is the same as in general questions, but the interrogative word is placed at the head of the sentence.

1	2	3	4	5	6
When					
Where	+ Auxiliary Verb	+ Subject	+ Predicate	+ Object	+ Adverbial Modifiers ?
Why					
What					
How					

When did you read this book?

What did you read last year?

In special questions referring to the subject or its attribute the word order is that of a declarative sentence (розповідного речення). Auxiliary verbs **do / does / did** *are never used!*

1	2	3	4
Who			
Whose dog	+ Predicate	+ Object +	Adverbial Modifiers ?
Which boy			
What day			

Who is reading a newspaper now?

Which boy plays tennis?

Whose dog has disappeared?

III. Alternative questions (альтернативні питання) imply choice. They consist of two parts connected by the conjunction *or*. Alternative questions may have the structure of general and **special questions** (c. d.)

a. Auxiliary verb + Subject + Predicate

or

Word of alternative?

b. Predicate + Subject

- a. Do you go to school or to college?
b. Have you two sisters or two brothers?
c. Where will you study: in Lviv or in Kharkiv?
d. When did you see Alec: on Monday or yesterday?

IV. Disjunctive questions (розділові / роз'єднувальні питання) consist of two parts. The first part is a declarative sentence, the second — a short general question. The second part consists of the subject expressed by the personal pronoun corresponding to the subject of the first part and of the auxiliary or modal verb (or the verbs to be and to have in the Present or Past Indefinite as full predicates). If the first part of a disjunctive question is affirmative, the second is negative.

Declarative sentence(affirmative)

He reads a lot of books,

auxiliary v. + not + personal pronoun?

does not he?

But if the first is negative, the second is affirmative:

Declarative sentence (negative) He does not read a lot of books,	auxiliary v. + personal pronoun? does he?
--	--

The Conjunction

and, but, or, that, if, when, while, till/until, after, before, since, because, as, in order that, so that, as if/ as though, though, as ... as, than

Remember!

One conjunction is enough to join two clauses - we do not normally use two.	<i>Although she was tired, she went to work. She was tired, but she went to work.</i> But not: <i>Although she was tired but she went to work.</i>
Some conjunctions and their clauses can go either first or last in a sentence	<i>If you need help, come and see me.</i> <i>Come and see me if you need help.</i>
Compare because and because of , and al (though) and in spite of .	<i>She lost her job because she was ill. She lost her job because of her illness. Although/Though it was raining, we went out for a walk. In spite of the rain, we went out for a walk.</i>
Some conjunctions can introduce clauses made with -ing forms. This is common with after , before , while and since .	<i>After talking to you I felt better. Look in the mirror before driving off. How many jobs have you had since leaving school.</i>
A few conjunctions (e.g. until , when , if) can be used with past participle.	<i>Leave in oven until cooked. When questioned, he denied everything. I can usually remember names and faces if given enough time.</i>
So that (для того, щоб)	<i>Let's start now, so that we're sure to have enough time.</i>
As long as/provided (за умови, що)	<i>You can go out as long as/provided you tell us where you are going.</i>
While (у той час як, тоді як)	<i>The summers here are wet, while the winters are very dry.</i>
As if/though! (насе, ніби)	<i>He passed by as if (or as though) he did not know me.</i>
As well as (а також, крім того)	<i>They own a house in Provence as well as a villa in Spain.</i>

Word - Building (Словотворення)

1. Main Word - Forming Suffixes

	What denote(s)	Suffixes	Examples
Noun - forming	<i>door of the action or profession</i>	-er -or -ant	work <u>er</u> , lectur <u>er</u> , read <u>er</u> , lawy <u>er</u> , investigat <u>or</u> , instruct <u>or</u> , assist <u>ant</u>
	<i>profession, occupation</i>	-ent -ist -ian	correspond <u>ent</u> , stud <u>ent</u> , archaeologist, archiv <u>ist</u> , musician, histor <u>ian</u>
	<i>process or result of the action</i>	-ance -ence -ion -tion -sion -ment	import <u>ance</u> , depend <u>ence</u> , co-exist <u>ence</u> , ungu <u>ion</u> , action, investigat <u>ion</u> , translat <u>ion</u> , decis <u>ion</u> , express <u>ion</u> , miss <u>ion</u> , improv <u>ement</u> , develop <u>ment</u>
Adjective - forming	<i>abstract notions</i>	-ness -ship -ty -th -age -ure	glad <u>ness</u> , still <u>ness</u> , relation <u>ship</u> , guardi <u>an</u> <u>ship</u> , unit <u>y</u> , beaut <u>y</u> , truth, streng <u>th</u> , marriage, postag <u>e</u> , cultur <u>e</u> , pressur <u>e</u>
	<i>presence of some property, quality or characteristics</i>	-ic -ful -able -eal -ous -ive -y -al -ible	heroi <u>c</u> , domesti <u>c</u> , economi <u>c</u> , wonder <u>ful</u> , help <u>ful</u> , comfort <u>able</u> , mov <u>able</u> , economi <u>c</u> , electri <u>c</u> , vari <u>ous</u> , analog <u>ous</u> , objecti <u>ve</u> , progressi <u>ve</u> , star <u>y</u> , snow <u>y</u> , rain <u>y</u> , cultur <u>al</u> , centr <u>al</u> , possibl <u>e</u> , divisibl <u>e</u>
Verb-forming	<i>little quantity of colour, quality</i>	-ish	child <u>ish</u> , redd <u>ish</u>
	<i>absence of quality or property</i>	-less	mean <u>ingless</u> , colour <u>less</u>
Adverb-forming		-ate -ize/be -en -ify	celebrat <u>ed</u> , congratulat <u>ed</u> , symboliz <u>e</u> , populariz <u>e</u> , strengthe <u>n</u> , deep <u>en</u> , class <u>ify</u> , test <u>ify</u>
	<i>direction of movement, in some way</i>	-ly -ward(s) -wise	mortal <u>ly</u> , nic <u>ely</u> , back <u>ward</u> , for <u>ward</u> , towards, east <u>ward</u> , clock <u>wise</u>

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