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 **Мета посібника**: Методичні рекомендації з дисципліни «Іноземна мова за професійним спрямуванням (англійська)» створювалися з метою допомоги студентам в оптимізації виконання різних видів самостійних завдань, визначення порядку роботи студентів, визначення структури та змісту різних видів самостійної роботи.

З кожним роком кількість видів навчальної діяльності та завдань для самостійної роботи збільшується, і часом студент, навіть бажаючи виконати завдання, губиться в шляхах самореалізації, вимогах до певного виду діяльності, в оформленні кінцевого продукту. Студенти нерідко виявляються безпорадними там, де потрібні самостійність і вміння організувати свою роботу.

 Методичні рекомендації розраховані на застосування студентами при виконанні різних видів самостійної роботи в процесі вивчення іноземної мови. Студенти вчаться шукати, аналізувати, інтерпретувати, осмислювати отриману інформацію і генерувати власні ідеї.

 Методичні рекомендації складаються з 3 блоків. Кожен блок, у свою чергу розподілено на уроки, кількість яких регламентована навчальним планом. Посібник включає текти за професійним спрямуванням, граматичні завдання і тощо. Кожен урок включає роботу з текстом, зміст якого передбачає педагогічну орієнтацію студентів, лексичні та граматичні вправи, що спираються на матеріал тексту. В кінці кожної групи уроків пропонуються проблеми питання педагогічного характеру для обговорення в студентській аудиторії. Система вправ має завданням забезпечити швидке та ефективне засвоєння студентами необхідних знань та вироблення стійких навичок володіння іноземною мовою. Також метою методичних рекомендацій є забезпечення навичок усного мовлення на теми, які передбачаються програмою з іноземних мов для відповідного факультету педагогічних вузів, збагачення та систематизацію знань студентів з граматики англійської мови, розширення їх лексичного запасу.

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***UNIT 1***

***MILESTONES OF UKRAINIAN HISTORY***

 **Early days.** Human beings have lived in the region of Ukraine for about 300,000 years. One of the earliest cultures was that of the Trypillians, who lived in south­western Ukraine from about 4,000 to 200 BC. The Trypillians grew crops for a living, decorated pottery, and made drills for boring holes in wood and stone.By about 1,500 BC, nomadic herders occupied the region. They included a warlike, horse-riding people called the Cimmerians. The Scythians, a people from central Asia, conquered the Cimmerians about 700 BC. Between 700 and 600 BC, Greeks started to set up colonies on the northern coast of the Black Sea. But the Scythians controlled most of the region until about 200 BC, when they fell to a group called the Samarians. The region was invaded by Germanic tribes from the west in AD 270 and by the Huns, an Asian people, in 375.

 **Kyivan Rus'**. During the AD 800s, a Slavic civilisation called Rus' grew up at Kyiv and at other points along river routes between the Baltic Sea and the Black Sea. Kyiv became the first of the East Slavic states and was known as Kyivan Rus'. Scandinavian merchant-warriors called Varangians (also known as Vikings) played a part in organising the East Slavic tribes into Kyivan Rus'. Oleg, a Varangian, became its first ruler in 882. During the 900s, other states recognised Kyiv's leadership. Volodymyr 1, the ruler of the city of Novhorod, conquered Kyivan Rus' in 980.

Before the East Slavs became Christians, they had worshipped idols and nature spirits. In 1240, Mongol tribes known as Tartars swept across the Ukrainians plains from the east and conquered the region.

 **Halych-Volhyn' Rus'.** After the fall of Kyivan Rus', the principalities of Halych and Volodymyr Volhyns'kyi grew and prospered in Western Ukraine. In 1199, they were united by Prince Roman Mstyslavovych, a gifted military leader. Thus the ethnically homogenous Halych-Volhyn' Principality was created. Prince Roman curbed the arbitrary rule of the local secular and church feudals, and did his best to establish good order in his domain.

Prince Danylo (Daniel) of Halych (1228-1264), his successor, continued his father's work, further strengthening his state. He defended his independence against the Hungarians, Teutonic knights, and Tartars. He was a subtle and cautious diplomat in dealing with Western Europe and the Golden Horde, and he promoted culture and developed the new cities of L'viv and Kholm.

After the death of last Prince, Yuri II (1340), this state also fell apart. Polish King Casimir seized L'viv, the capital of Halychyna. In 1387, Halychyna was incorporated into the Polish Kingdom. In the mid-fourteenth century the Eastern Ukrainian territories fell to Lithuania (Kyiv followed suit in 1362).With the Union of Lublin (1569) the Kingdom of Poland and Grand Duchy of Lithuania were joined in a single Commonwealth in which Poland was dominant and Lithuania's Ukrainian territories were transferred to Poland. The long period of struggle of the Ukrainian people for their national and social liberation began.

VOCABULARY

**I.Consult a dictionary the following words and give the Ukrainian equivalents:**

crop, n pottery, n drill, n bore, v herder, n conquer, v warlike, adj. domain, n Teutonic, route, n merchant, n warrior, n tribe, n east Slavs, n worshipped, adj. sweep across, v principality, n Commonwealth n ,unite (by), v knight, n subtle, adj. caution, n fall (apart), v join (in), v secular (feudal), adj. Lithuania, n Tartar, n

**II. Find adjectives to each of the following nouns from the text. Translate these word combinations:**

pottery; herders; people; tribes; principality; feudal; diplomat; c commonwealth; liberation.

**COMPREHENSION**

**III. Answer the questions:**

1. How long have human beings lived in the region of Ukraine?
2. What was one of the earliest cultures?
3. Who were Scythians?
4. When did a Slavic civilization grow up?
5. What did Vikings do?
6. Who conquered Kyivan Rus' in 980?
7. What happened in 988?
8. What did Danylo of Halych do?
9. What happened in 1387?

10. When did the long period of struggle of the Ukrainian people for their national and social liberation begin?

 **IV. 1. Fill in the missing words in a proper form:**

**Recognise, defend, incorporate, join in, deal with, invade, occupy**

1.The region was ... by Germanic tribes.

2.During the 900s other states ... Kyiv's leadership.

3.By about 1500 BC, normadic herders ... the region.

4.Prince Danylo ... his independence against the Hungarians.

5.He was very diplomatic in ...Western Europe and Golden Horde.

6.In 1387, Halychyna was ... into the Polish Kingdom.

7.With the Union of Lublin the Kingdom of Poland and Grand Duchy of Lithuania were ... a single Commonwealth.

**V.Complete the following sentences using the required information from the above text. Add some pieces of new information to each of the sentences**:

1.The Trypillians grew crops for ... .

2.After the fall of Kyivan Rus' the principalities of Halych and Volodymyr Volhyns'kyi grew....

3.Prince Roman curbed the arbitrary rule of the local secular and church feudals, and……

4.During the AD 800s, a Slavic civilization called Rus' grew up at Kyiv and ... .

5.With the Union of Lublin ... .

6.In 980 Volodymyr I, the ruler of the city of Novhorod ... .

 **GRAMMAR EXERCISES**

**A / a n a n d o n e**

***1.Use the articles a, an, the where it is necessary:***

1... Germany is ... most developed country in Europe. 2. History and ... Computer Science were... my favourite subjects at... school. 3. I don't know ... nearest way to... bank. 4. ... Economics is one of ... most important disciplines at ... University. 5. Usually I get up at... 7 o'clock in... morning. 6...Rostov is situated on... Don. 7. Will you have... cup of... tea? 8.Warsaw is ... capital of Poland. 9. We shall go to...cinema... together with... boyfriend (girlfriend). 10. This is... book,... book is very interesting. 11.Do you see... sun in... sky today? 12. He is... engineer by... profession.

***2. Complete the sentences using one of the following words. Use a/an where necessary.***

 *accident biscuit blood coat decision electricity key letter moment question sugar*

 1. It wasn't your fault. It \_an accident. 2. Listen! Can you hear \_music?\_3. I couldn't get into the house because I didn't have ---. 4. It's very warm today. Why are you wearing ---? 5. Do you take --- in your coffee?6. Are you hungry? Would you like --- with your coffee? 7. Our lives would be very difficult without ---. 8. I didn't phone them. I wrote --- instead. 9. The heart pumps --- through the body. 10. Excuse me, but can I ask you ---? 11. I'm not ready yet. Can you wait. --- please? 12. We can't delay much longer. We have to make --- soon.

***3. Complete the sentences using one of the following words. Sometimes the word needs to be plural (-s).***

 *air country day friend meat language letter patience people photograph queue space*

 1. I had my camera but I didn't take many \_photographs. 2. There are seven --- in a week. 3. A vegetarian is a person who doesn't eat ---.4. Outside the cinema there was --- of people waiting to see the film.5. I'm not very good at writing ---.6. Last night I went out with some --- of mine.7. There were very few --- in the shops today. They were almost empty.8. I'm going out for a walk. I need some fresh ---. 9. George always wants things quickly. He's got no ---. 10. Do you speak any foreign ---? 11. Jane travels a lot. She has been to many ---. 12. Our flat is very small. We haven't got much --

***UNIT 2***

***KHMEL'NYTS'KYI — UKRAINIAN NATIONAL HERO***

Khmel'nyts'kyi, Bohdan (Fedir) Zinoviy, was bom in 1595/1596, died in 1657 in Chyhyryn. He is known to have been Hetman of the Zaporizhian Host from 1648 to 1657 and founder of the Hetman state (1648-1782). By birth he belonged to the Ukrainian lesser nobility and bore the Massalsti, and later the Abdank, coat of arms. His father, M.Khmel'nyts'kyi, served as an officer under the Polish crown hetman S.Zolkiewski and his mother, according to some sources, was of Cossack descent. Little is known about Khmel'nyts'kyi's education. Apparently, he received his elementary schooling in Ukrainian and his secondary and higher education in Polish at a Jesuit college, possibly in Yaroslav, but more probably in L'viv. He completed his schooling before 1620 and acquired a broad knowledge of world history and fluency in Polish and Latin. Later he acquired knowledge of Turkish, Tartar, and French. The Battle of Cecora (1620), in which he lost his father and was captured by the Turks, was his first military action.

After spending two years in Istanbul, he was ransomed by his mother and returned to Ukraine.

There is no reliable information about Khmel'nyts'kyi's activities from 1622 to 1637. Only one fact is certain — in the 1620s he joined the registered Cossacks. Between 1625 and 1627 he married Hanna Somko, a Cossack's daughter from Pereyaslav, and settled on his patrimonial estate in Subotiv near Chyhyryn. By 1637 he attained the high office of military chancellor. By the Ordinance of 1638 the Polish king revoked the autonomy of the Zaporizhian Host and placed the registered Cossacks under the direct authority of the Polish military command in Ukraine. In the fall of 1638 he visited Warsaw with a Cossack delegation to petition King Vladyslav IV to restore the former Cossack privileges.

In the next few years Khmel'nyts'kyi devoted his attention mostly to his estates in the Chyhyryn region, but in 1645 he served with a detachment of 2,000-2,500 Cossacks in France, and probably took part in the siege of Dunkirk.

By this time his reputation for leadership was such that King Vladyslav, in putting together a coalition of Poland, Venice, and other states against Turkey, turned to him to obtain Zaporizhian Cossacks. These events contributed to his reputation in Ukraine, Poland, and abroad, and provided him with wide military and political contacts.

Khmel'nyts'kyi, however, had been regarded with suspicion for many years by the Polish magnates in Ukraine who politically opposed to King Vladyslav. In spite of the fact that Khmel'nyts'kyi received a royal title to Subotiv in 1646, the Chyhyryn assistant vicegerent Chaplin'ski raided the estate, seized movable property, and disrupted the manor's economy. Khmel'nyts'kyi's small son was severely beaten at the marketplace in Chyhyryn. In 1647 under these conditions of violence and terror Khmel'nyts'kyi's wife died.

At the end of December 1647 Khmel'nyts'kyi departed for Zaporizhzhya with a small (300-500-men) detachment. There he was elected hetman. This event marked the beginning of a new Cossack uprising, which quickly turned into a national revolution.

The great uprising of 1648 was one of the most cataclysmic events in the Ukrainian history. It is difficult to find an uprising of comparable magnitude, intensity, and impact in the

history of modern Europe. A crucial element in the revolt was the leadership of B.Khmel'nyts'kyi, whose exceptional organizational, military, and political talents to a large extent accounted for its success.

Khmel'nyts'kyi was married three times. His first wife who was the mother of all his children, died prematurely. His second wife, Matrona, whom he married in early 1649, was the former wife of his enemy D.Chaplin'ski. In 1651 while Khmel'nyts'kyi was on a military campaign, she was executed for conspiracy and adultery by his son Tymish. In the summer of 1651 Khmel'nyts'kyi married Hanna Zolotarenko, a Cossack woman from Korsun' and the widow of Col. Pylyp (Pylypets). Surviving him by many years, she entered a monastery in 1671. Khmel'nyts'kyi had two sons and four daughters, Khmel'nyts'kyi was buried on August 25, 1657 in St. Eliya's Church in Subotiv, which he himself had built.

Khmel'nyts'kyi's greatest achievement in the process of national revolution was a Cossack Hetman state of the Zaporizhian Host (1648-1782). His statesmanship demonstrated in all areas of state-building: in the military, administration, finance, economics, and culture.

**VOCABULARY**

**l.Read, translate and learn the following words.**

ca = circa, n host, n nobility, n coat of arms descent, n jesuit, n., adj. acquire, v capture, v ransom, v patrimonial, adj. attain, v survive, adultery, n chancellor, n ordinance, n revoke, v abolish, v demote, v regiment, n detachment, n siege, n suspicion, n vicegerent, n disrupt, v violence, n uprising, n magnitude, n impact, n crucial, adj. revolt, n prematurely, adv. execute, v conspiracy.

1. **Make up a table of important dates from B.Khmel 'nyts 'kyi s biography.**

**COMPREHENSION**

1. **Answer the following questions and write 10 questions of your own**.
	1. When was Bohdan (Fedir) Zinoviy Khmel'nyts'kyi born and when did he die?
	2. What do you know about his education?
	3. What do you know about Khmel'nyts'kyi's activities during 1622-1637?
	4. What was at the end of December 1647?
	5. What do you know about his family?
	6. Why was the great uprising of 1648 a success?
	7. What do you know about Bohdan Khmel'nyts'kyi's father?
	8. When was Bohdan's first military action?
	9. Why did he visit King Vladyslav IV Vasa?

**V.Are you good at translating the following word combinations and expressions into English? Prove it.**

|  |  |
| --- | --- |
| **Word combinations** | **Expressions** |
| 1) широкі знання; | 1) | одержати королівський титул; |
|  2) політична опозиція; |  2) | отримувати знання; |
| 3) воєнні дії; | 3) | під керівництвом гетьмана; |
| 4) польське королівство; | 4) | приділяти увагу; |
| 5) місцеві командири; | 5) | брати участь; |
| 6) виняткові військові здібності; | 6) | перерости (у) повстання; |
| 7) достовірна інформація; | 7) | робити внесок; |
| 8) реєстрові козаки; | 8) | запровадити метод; |
| 9) мистецтво управління державою; | 9) | вчинити набіг на маєток; |
|  | 10) відновити привілей; |
|  |  |  |

**GRAMMAR EXERCISES**

**1.In the following paragraphs, many nouns are preceded by a blank space. If the noun has been mentioned previously, fill in the blank with the definite article. Otherwise, fill in the blank with the indefinite article *a*.**

On my first trip to Manhattan, I bought *\_\_a\_\_* city map and tried to get\_\_\_\_\_ sense of its geography. I quickly discovered what every person there knows: to find out

where you are, you need to know two things: whether you are facing “uptown” (north) or “downtown” (south), and whether you are facing east or west.

 To find out, you have to go to \_\_\_\_ street sign. \_\_\_\_ street sign will tell you both street and avenue numbers. \_\_\_\_\_ numbers by themselves tell you nothing.

They just define one point on\_\_\_\_\_ grid. They tell you where you are on\_\_\_\_\_ grid, but you still do not know which way you are facing on \_\_\_\_\_\_ grid. To know that, you have to go to next \_\_\_\_ street sign and compare \_\_\_\_ street and avenue numbers there. If\_\_\_\_ new street number has gotten larger, you are going north. If \_\_\_\_ new street number has gotten smaller, you are going south. If \_\_\_\_\_ new avenue number has gotten larger, you are going west. If\_\_\_\_\_ the avenue number has gotten smaller, you are going east. If\_\_\_\_\_ avenue has \_\_\_\_ name rather than \_\_\_\_ number, then you have to take out map again and compare numbers and/or names of two \_\_\_\_\_ avenues. Everybody has to memorize \_\_\_\_\_ names and \_\_\_\_ numbers of avenues.

**2.In each blank space, use an indefinite article (*a* or *some*) if the noun is not defined or the definite article *the* if the noun is defined by modifiers.**

There is *\_a\_\_* cat on top of your car.

1. Did you hear \_\_\_\_ cat that was making all that noise last night?

2. We need to buy\_\_\_\_\_ baseballs for the game tonight.

3. \_\_\_\_ baseballs you got for the game are in Rob’s car.

4. \_\_\_\_ question about compound interest rates seemed really difficult, didn’t it?

5. They wanted to establish \_\_\_ new network for the office.

6. We need to pick \_\_\_\_ topic that everyone will identify with.

7. \_\_\_\_ engineer employed by a subcontractor filed a complaint.

8. \_\_\_\_suggestions we gave them were mostly accepted.

9. Did you see \_\_\_\_ magazine in the backseat of the car?

10. I made \_\_\_\_ resolution to cut back on co

 ***UNIT 3***

***CONTEMPORARY UKRAINE***

 For more than three centuries Ukrainian territories have been a part of different empires...

History shows that often Ukraine seemed totally defeated, irreparably destroyed but as time passed, Ukraine would rise from ruin and reappear in the historical arena, alive and charged with fresh vigour.

 Ukraine's Foreign Political Chronicle. Beginning in 1991, the independent Ukrainian state was recognized by 152 countries. Diplomatic relations were established with 138 states. 54 embassies, 6 representatives of international organizations were accredited in Ukraine.

**1992**: Ukraine is a member of the European Conference on Security and Cooperation;

**1992:** Ukraine joins the International Monetary Fund and the International Bank for Reconstruction and Development;

**1992:** Ukraine is one of the founding members of the Organization for Black Sea Economic Cooperation;

**1992:** Ukraine joins the Working Group of the North Atlantic Council; Ukraine becomes a member of the Council;

**1994:** on US President Clinton's initiative, Ukraine joins NATO's Partnership of Peace Program

**1994**: the Supreme Council ratifies the Treaty reducing offensive strategic weapons;

signing the Agreement on Partnership with the European Union in Luxembourg;

1994: signing the Agreement on Partnership with the European Union in Luxembourg;

1995: 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.

Independence. On June 16, 1990 the Supreme Council (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 for by the UN Charter and other international documents, acting in pursuance of the Sovereignty Declaration.

 On December 1,1991, a referendum took place in Ukraine, involving 84.14 percent of the citizens; 90.3 percent of voters seconded the Independence Act of August 24.

After winning 61.6 percent of votes, Leonid Kravchuk was elected President of Ukraine. The nation supported Leonid Kravchuk's program aimed at the construction of a New Ukraine, where generations would combine efforts in asserting a strong state system, genuine democracy, material well-being, elevated spiritual awareness, and trust in each other.

 At the summit meeting in Belovezhskaya Pushcha (December 7-8, 1991) the heads of the states of Byelarus', 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 formation on which to achieve the set goals. Over a short period a new system of state administration was created, along with the National Armed Forces, the Security Service and law enforcement authorities. New, broader horizons opened for political freedoms; practically all restrictions on the spiritual progress of the Ukrainian and other nations were lifted.

The economic emancipation of men 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. 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.

**VOCABULARY**

**I**. **Consult a dictionary, transcribe the following words and practice their pronunciation:**

Embassy,n non-profilation,n

Representation, n referendum.n

Accredit,v sign,v

Consulate,n accede,v

Ratify,v sovereignty,n

Reduce,v pursuance,n

**II. Find the Ukrainian equivalents:**

to pass the Declaration; solemnly proclaimed; to proceed; self-determination; to combine effort; to achieve the set goals; to trust; to support; to involve; to elevate; to put an end; to lay the foundation; restriction; pitched battle

**III.Form derivatives of the following words**: diplomat; recognise; represent; elect; state; democracy; parliament, consider.

**IV. Suggest English equivalents to the following:**

посол — посольство; консул — консульство; представник — представницт­во; постійне — тимчасове представництво; імперія — імператор; парламент

— парламентарій; держава — державний діяч — державність; спільнота — член спільноти; законодавство — законодавець; історія — історик.

**V. DISCUSSION. "The Rebirth of the Ukrainian State".**

|  |  |
| --- | --- |
| **W ord combinations** |  **Expressions** |
| 1. частини різних імперій
2. дипломатичні відносини
3. державний суверинітет
4. глава держави
5. державна адміністрація
6. рівноправний партнер
7. урочисто проголошений
8. справжня демократія
9. духовний розвиток
10. струнні інструменти
 | 1. бути визнаним кимось
2. бути акредитованим
3. мати місце
4. бути обраним
5. покласти кінець
6. об'єднувати зусилля
7. досягати певної мети
8. бути відомим по всій країні
9. піднімати престиж країни
 |

**Are you good at translating the following word combinations and expressions?**

**GRAMMAR EXECISES**

**1.Select the proper form of the two italicized possessive pronouns by underlining the correct form.**Mary needs to see *her/hers* accountant about a tax matter.1. I couldn’t make out what they were saying about *their/theirs* .2. We were naturally very sad to hear about *your/yours* loss.

3. Nobody had anything to say about his or *her/hers* decision.

4. My team’s performance was even worse than *your/yours*.

5. My candidate has not been able to gather much support. How about *your/yours*?

6. In light of all the difficulties, you really have to admire *their/theirs* attitude.

7. I got mine. Did you get *your/yours*?

8. The poor quality of produce in the marketplace really made me want to get *her/hers*.

9. When the lights went out, nobody could find *their/theirs* way back.

10. Miss Jones was concerned about where she had left *her/hers* in the classroom.

|  |  |  |  |
| --- | --- | --- | --- |
| number | person | gender | personal pronouns |
| object | subject |
| **Singular** | **1st** | **male/female** | **I** | **Me** |
| **male/female** | **You** | **You** |
| **2nd** | **male** | **He** | **Him** |
| **female** | **She** | **Her** |
| **3rd** | **neuter** | **It** | **it** |
| **plural** | **1st** | **male/female** | **We** | **Us** |
| **2nd** | **male/female** | **You** | **You** |
| **3rd** | **male/female/neuter** | **they** | **them** |

***2.Fill in the blanks with personal pronouns***

* 1. … am a student of the Pedagogical University.My family is not very large. … consists of 4 people. 2. My sister is a teacher. … works at school. 3. My father is an engineer. … works at the plant. 4. My brother studies at the university. … is in his third year. 5.His friends are busy. … are doing their homework at the moment. 6. Do … have any relatives?7. My aunt has two sons. … are twins.

***3.Fill in the blanks with has/have :***

1.We … a good flat. 2.My neighbor … a car. 3.They … a TV set.4.I … eight English books.5. She … a new dress. 6.You … a new dictionary. 7.Our room … two windows. 8.I … a very special reason to go there. 9.His grandfather … a house in the country.10.My sister … many friends in Kiev.

***4.Open the brackets. Mind degrees of comparison of adjectives and adverbs.***

* 1. In January it is (cold) than in October. 2. Of all the months July is (hot) in the year. 3.Ben Nevis is (high) mountain in Scotland. 4. The Thames is (deep) than the Severn. 5.This picture seems to be (beautiful) at the exhibition. 6.I am (busy) than my sister is. I have (little) spare time than she has. 7.The Browns are (rich) than we are. 8.They have (much) money. 9. Mike is (bad) pupil in our class. 10. I am a bit (good).

***UNIT 4***

 **THE POLITICAL SYSTEM OF UKRAINE**

Capital: Kyiv.

 Official language: Ukrainian. Official name: Ukrayina (Ukraine)

 Area: 603,700 km2.Greatest distances — north-south, 885 km; east-west, 1,335 km. Coastline 2.900 km.

Elevation: Highest — Mount Hoverla, 2,061 m above sea level. Lowest — level along the coast of the Black Sea.

Population: Estimated 2006population — 46,710,816:0-14 years: 14.1 %; 1 64 years: 69,3%; 65 years and over: 16,6%.

Population growth rate: — 0.6% (2006 est.); birth rate: 8.82 births/1,000 population; death rate: 14.9 deaths/1,000 population. Life expectancy at birth: total population: 70,0 years; male: 64.7 years; female: 75.6 years (2006 est.)

Religions: Ukrainian Orthodox Church —- Kyiv Patriarchate 50%, Ukrainian Orthodox Church (Moscow Patriarchate) 26%, Ukrainian Greek-Catholic Church 8%, Ukrainian Autocephalous Orthodox Church 7%, Protestant, Jewish, Catholics, 9% (2006 est.)

Chief products: Agriculture — barley, beef and dairy cattle, maize, pigs, potatoes, sugar beet, sunflowers, tobacco, wheat. Manufacturing — chemical fertilizers, clothing, iron and steel, machinery, military equipment, processed foods, shoes, refrigerators, television sets, transportation equipment, washing machines. Mining — coal, iron, manganese, natural gas, salt.

National anthem: "Shche ne vmerla Ukrayiny i slava, i volya".

**Money:** Basic unit — hryvnya.

Ukraine is the second largest country in area in Europe. Only Russia, its neighbour to the east, is bigger. Until 1991, both Ukraine and Russia were part of an even larger country — the Soviet Union. Ukraine lies in south-eastern Europe and is washed by the Black Sea. Kyiv is Ukraine's capital and largest city with the population of approximately 4 million people. Other large cities are Kharkiv (1.5 million), Donets'k (1.05 million), Dnipropetrovs'k (1.1 million), Odessa (1 million), L'viv (788 thousand people) (2006).

About three-quarters 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.

Ukraine is famous for its vast plains called steppes. The plains are covered with fertile black soil, which has made Ukraine one of the world's leading farming regions. Ukraine is also rich in minerals and has large deposits of coal, manganese, and natural gas.

Ukraine is a major producer of iron and steel, machines, ships, chemical fertilizers, grain, sugar beet, dairy products, meat, and wine. 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 businesses.

During the AD 800s, Kyiv became the centre of a Slavic state called Kyivan Rus'. In the 1300s, most of Ukraine came under the Polish and Lithuanian rule. Ukrainian soldiers called Cossacks freed Ukraine from the Polish rule in 1648. In the late 1700s, nearly all Ukraine came under Russian control.

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, a Soviet policy called russification forced Ukrainians to use the Russian language and favored the

Russian culture 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 the former Soviet republics.

Government

National government. Ukraine has a democratic political system. The government features the executive branch with strong powers and the legislative branch consisting of a national parliament (the Supreme Council / the Verkhovna Rada).

The President is the commander-in-chief of the military and can issue orders called decrees or edicts without the approval of the Parliament in some matters. The people of Ukraine elect President for a five-year term. Ukrainians 18 years old or older may vote.

Under the constitutional reforms that went into effect on January 1, 2006, the majority in the parliament takes the lead in naming the Prime Minister who selects ministers. The only exceptions are the Foreign and Defence Ministers, who are chosen by the President. The Cabinet of Ministers is appointed by the Supreme Council. Prime Minister heads the Cabinet. Other ministers have responsibility for such areas as foreign affairs, economy etc.

Ukraine's parliament, called the Supreme Council, is the nation's lawmaking body. It has 450 members, who are elected by the voters for a five-year term.

Local government. Ukraine — excluding the Crimea — is divided into 24 regions called oblasts. The Crimea, a peninsula in southern Ukraine that separates the Black Sea and the Sea of Azov, has special status as an autonomous (self- governing) republic. The Crimea has greater control over its internal affairs than the oblasts do.

Politics. Rukh was the most important political organization in Ukraine. It was established in 1989 and included various political parties, groups, and individual citizens. It has strongly supported democracy for Ukraine.

In 2006 Ukraine had over 100 registered political parties. They included the Party of Regions, the block "Our Ukraine", the block of Yulia Tymoshenko, the Socialist Party, the Communist Party, the Ukrainian Republican Party, the Democratic Party of Ukraine and the Peasant-Democratic Party, the Green Party, which promoted environmental issues.

Courts. In 1992, Ukraine began creating a legal system based on the rule of law — that is, a set of rules that are applied equally to everyone.

Armed forces. Ukraine has its own army and air force. About 230,000 troops serve in the country's armed forces.

Population. The Ukraine ethnic group makes up 77.8% of the population. The second largest ethnic group is the Russians, who make up 17.3% of the population. Other groups include Byelarus' (0.6%), Moldovans (0.5%), Crimean Tartars (0.5%), Bulgarians (0.4%), Hungarians (0.3%), Romanians (0.3%), Poles (0.3%), Jews (0.2%), Greeks (0.2%). Rukh and Ukrainian government leaders have encouraged co-operation among ethnic groups. Independent Ukraine has tried to accommodate the cultural concerns of its ethnic minorities.

Ancestry. Most Ukrainians are of East Slavic ancestry. In the AD 800s, the East Slavs included the ancestors of the Ukrainians, Byelarussians, and Russians. The three groups became separate states in the centuries that followed. Ukrainians are proud of having a nationality separate from the Russians and dislike being mislabelled as "Russians".

Language. Ukrainian 67%, Russian 24%, Crimean Tartar, Bulgarian-, Romanian, Polish-, Hungarian-, Rusyn-speaking minorities. Ukrainian became the official language of Ukraine in 1990. From the 1930s to the 1980s, the Soviet policy of russification forced Ukrainians to use the Russian language in government, school, and newspapers and on television. Many Ukrainians resented this policy. But decades of russification caused many Ukrainians to know the Russian language better than Ukrainian. In the late 1980s and early 1990s, a growing number of ethnic Ukrainians and non- Ukrainians began mastering the Ukrainian language. The government allows

ethnic minorities to use their own languages at schools and other local affairs. Ukrainians have several regional dialects, which vary according to a region's history and the influence of other cultures on the region. Ukrainian dialects spoken by west Ukrainians, for example, show some Polish influence, while eastern dialects reflect more Russian traits.

**VOCABULARY**

**I. Consult a dictionary, transcribe, translate, practice pronunciation:**

equipment, neighbour, border, ethnic, make up, upheaval, business, famine, break up, run own, independence, democracy, minority, commander-in-chief, accommodate.

**II.Give synonyms to the following words:**

large, adj. rule, n

force, v affect, v

border, n famine, n

declare, v make up, v

vast, adj. break up, v

be rich in favour, v

**III.Give derivatives of the following words:**

Independence, border, rule, nation, legal, science

**COMPREHENSION**

**IV. Say what statements are false and what are true: correct the false ones:**

* 1. President of Ukraine is elected for a four-year term.
	2. Ukraine got its independence in 1990.
	3. Ukraine is a major producer of iron and steel.
	4. In the 1980s Ukraine began changing its economy.
1. Ukraine does not lead in farming.
2. Ukraine's area is 503,700 km2.
3. The highest mountain in Ukraine is Everest.
4. After a revolt in 1917 Ukraine became the Ukrainian Soviet Socialist Republic.

**VI.Are you good at translating the following word combinations and expressions into English?**

**Prove it.**

|  |  |
| --- | --- |
|  **Word combinations** | **Expressions** |
| головний виробник;політична незалежність;виконавча гілка влади;законодавча гілка влади;місцевий уряд;законотворчий орган;демократичні реформи;питання релігії;етнічні меншості; | бути часткою чогось;бути відомим;бути під владою когось;керувати підприємством;бути гордим за;бути багатим на щось;померти від голоду;обирати на п'ятирічнийтермін; |

##### GRAMMAR EXERCISES

|  |  |
| --- | --- |
|  | 713 seven hundred and thirteenth5,102 five thousand one hundred and second6,100 six thousand, one hundredth |
| 1 one | 11 eleven | 21 twenty-one | 31 thirty-one | 1st – first | 11th – eleventh | 21st – twenty-first |
| 2 two | 12 twelve | 22 twenty-two | 40 forty | 2nd – second | 12th – twelfth | 22nd – twenty-second |
| 3 three | 13 thirteen | 23 twenty-three | 50 fifty | 3rd – third | 13th - thirteenth | 30th – thirtieth |
| 4 four | 14 fourteen | 24 twenty-four | 60 sixty | 4th – fourth | 14th – fourteen | 40th – fortieth |
| 5 five | 15 fifteen | 25 twenty-five | 70 seventy | 5th – fifth | 15th – fifteen | 50th – fiftieth |
| 6 six | 16 sixteen | 26 twenty-six | 80 eighty | 6th – sixth | 16th – sixteenth | 60th – sixtieth |
| 7 seven | 17 seventeen | 27 twenty-seven | 90 ninety | 7th – seventh | 17th - seventeenth | 70th – seventieth |
| 8 eight | 18 eighteen | 28 twenty-eight | 100 a hundred | 8th – eight | 18th – eighteen | 80th – eightieth |
| 9 nine | 19 nineteen | 29 twenty-nine | 1,000 a thousand | 9th – ninth | 19th – nineteen | 90th – ninetieth |
| 10 ten | 20 twenty | 30 thirty | 1,000,000 a million | 10th – tenth | 20th - twentieth | 1000th – hundredth |
| 400 four hundred140 a/one hundred and forty1,006 a/one thousand and six5,000 five thousand260,127 two hundred and sixty thousand,one hundred and twenty-seven | 320,410 three hundred and twenty thousand four hundred and tenth3,000,000 three hundred and three millionth |

***1.Spell the following numbers***

1. 13 30 4 14 40 5 15 50 8 18 80 12 100 226 705 1,000 4,568 6,008 75,137 425,712

1/25; 3/8 mile, 6/7 km, 4/5 mile, 5/8 km, 3/28 km, 2 2/3

mile, 3 1/2 km, 4 3/5 miles, 7 17/20 km

1. ***Spell the telephone numbers***

35 74; 21 16 23; 41 53 42; 80512 21 22 08; 315 40 63; 3346 515

|  |  |  |  |
| --- | --- | --- | --- |
|  |  |  |  |

***UNIT 5***

**THE CONSTITUTION OF UKRAINE**

Governed by the Act of Ukraine’s Independence of August 24, 1991, the Verkhovna Rada of Ukraine adopted the Constitution on June 28, 1996.

The Constitution consists of 15 chapters, 161 articles.

It establishes the country’s political system, assures rights, freedoms and duties of citizens.

The Constitution asserts that Ukraine is a sovereign and independent, democratic, legal state with single citizenship.

The state language is Ukrainian.

The capital is Kyiv.

The monetary unit is Hryvna.

The State Symbols of Ukraine are the State Flag, the State Emblem and the State Anthem. The State Flag is a blue and yellow banner made of two horizontal stripes.

The Constitution states that every person has the right to free and full development of his/her personality and has obligations before the society. Citizens have equal Constitutional rights and freedoms, and they are equal before the law. There are no privileges or restrictions based upon colour of skin, gender, social origin, place of residence, ownership, language, religion.

The articles of the Constitution guarantee the rights to life, work, rest, education, free choice of residence, personal inviolability and inviolability of dwelling, medical care and medical insurance, safe and healthy environment.

Defence of the Motherland is the duty of citizens. No person may damage the environment. Every person shall pay taxes and duties.

The Constitution specifies the structure of the national government, its powers and duties. The powers are divided into 3 branches: legislative, executive, and judicial.

There are 450 people’s deputies in the Verkhovna Rada. They are elected for a term of 4 years on the basis of universal, equal and direct suffrage by secret ballot. The main function of the Verkhovna Rada is making laws. Law drafting work is performed by its Committees.

The President is the head of the executive power. He is elected directly by the voters for a term of 5 years with no more than 2 full terms. The highest body of the executive power is the Cabinet of Ministers. It fulfills national programs on the economic, scientific, social and cultural development of Ukraine.

Justice in Ukraine is exercised by courts. The Supreme Court is the highest court of general jurisdiction in the country. The Constitutional Court is the sole body of constitutional jurisdiction in the state.

The day of the adoption of the Constitution is celebrated as a state holiday.

**1.Comprehension Questions:**

1. When was Ukraine proclaimed an independent state?

2. When was the Constitution of Ukraine adopted?

3. How do you understand the meaning of the phrase “a sovereign state”?

4. What does the Constitution establish?

5. What objects of the property right of Ukrainian people do you know?

6. What are the state symbols of Ukraine?

7. What does the Constitution state?

8. What do the articles of the Constitution guarantee?

9. Which duties of Ukrainian citizens do you know?

10. Who is the head of the state?

11. How long is his term of office?

12. What are the three branches of power in the country?

13. What is the task of each of them?

14. How many articles and chapters does the Constitution consist of?

15. How do Ukrainian people celebrate the Constitution Day?

**2.Translate into Ukrainian**

Governed by, to adopt, to assure, sovereign, single citizenship, anthem, banner, stripe, obligation, restriction, gender, origin, ownership guarantee, inviolability, insurance, branch legislative, executive, judicial, Supreme Court, suffrage, law drafting work.

**3.Match the given English noun phrases with their Ukrainian equivalents:**

|  |  |
| --- | --- |
| * 1. sovereign state
	2. single citizenship
	3. anthem and banner
	4. equal rights
	5. democratic freedoms
	6. full development
	7. personality
	8. gender and origin
	9. place of residence
	10. medical care
	11. ownership
	12. law drafting work
	13. taxes and duties
	14. executive power

 15. obligation | 1.законопроектна робота2.місце проживання3.податки і збори4.медична допомога5.виконавча влада6.єдине громадянство7.обов‘язок8.гімн і стяг9.майновий стан10.стать і походження11.особистість12.всебічний розвиток13.суверенна держава14.рівні права15.демократичні свободи |

**4.Match the given verbs and English verbal phrases with their Ukrainian equivalents:**

|  |  |
| --- | --- |
| 1. to assert
2. to exercise
3. to guarantee the rights
4. to state
5. to adopt the document
6. to specify the structure
7. to establish
8. to fulfill programs
9. to assure
 | 1. приймати документ
2. гарантувати, забезпечувати
3. здійснювати програми
4. встановлювати
5. гарантувати права
6. затверджувати
7. заявляти, констатувати
8. точно визначати структуру
9. здійснювати, виконувати
 |

**5.Give English equivalents for the words and word combinations given below:**

недоторканість, виборець, виборче право, затверджувати, законодавча галузь, судова влада, привілеї, житло, здійснювати, обмеження, точно визначати, керуючись, страхування, податки, гарантувати.

**6.Translate the following words and word combinations:**

to adopt the Constitution, to assure rights, freedoms and duties, to have obligations, to pay taxes and duties, governed by the law, based upon colour of skin, monetary unit, single citizenship, state symbols, the right to free choice of residence, the head of the executive power, universal, equal and direct suffrage, the environment, voter, secret ballot, personal inviolability.

**GRAMMAR EXERCISES**

***1.Ask questions to the following sentences to the words in bold type.***

1. Mr. Smith had to stay in Rome for a week (3)
2. She must study German (2)
3. John could play tennis well when he was a student (2)
4. You’ll be able to book seats for the theatre the day after tomorrow (2)
5. You’ll have to teach your daughter English (2)

***2. Fill in the blanks with any, some, much, little, many, few, a little, a few***.

1. I have … relatives.
2. My sister-in-law can speak French … .
3. There is … hope.
4. He has … friend.
5. We’ll rest … minutes and go back.
6. Have you … news? Yes, I have … .
7. There is … light in my room.
8. Give him …book, please

***3. Replace personal pronouns in brackets by possessive ones:***

1. We see (they) at the club very often.
2. The man says he knows (you) and your family.
3. I seldom speak with (he) about my cousins.
4. Please, give (I) a notebook.
5. Our English is poor. Mr. Brown teaches (we) English.
6. Every day I help (she) in her German.
7. My friend sends (I) many letters.
8. His brother knows (he) well.
9. I often see (they) in the park.
10. Don’t ask (he) about his wife.
11. Do you know Italian? – No, I don’t know (it) at all.

***UNIT 5***

**U.S. – UKRAINE : A NEW STRATEGIC PARTNERSHIP**

***Is the success of Ukraine important to the U.S? What is business development program?***

***Is Ukraine a new strategic partner of the U.S?***

O

ver 1,200,000 Ukrainians live in the USA. The first political Ukrainian emigre to the United States was Anapii Honcharenko /1832-1916/. He established in San Francisco newspaper Alaska Herald with a Ukrainian supplement Svoboda. He published the pape ifying Ukrainian Cossacks, popularizing T. Shevchenko's poems, and defending democracy.

Ukrainians in the U.S. achieved less success than in Canada because of large assimilation. But linians in the USA organized a wide network of different societies to help each other, with a total sum loney over 1 billion dollars. The percent of persons with higher education among Ukrainians is higher among the white Americans. Ukrainian women can use their education to get profit better than american women.

No one in Washington is too busy for Ukraine. While America's foreign aid is sinking, Kyiv's share of it is growing. In fact after Israel and Egypt Ukraine gets more aid money than any other country 225 million in the fiscal year. Why? In part Washington is awarding the Ukrainians for giving up all their ear warheads. But more money than Russia, with three times the population? Who made their ributions?

Mitch McConnell, Republican senator from Kentucky visited Ukraine in 1993. He returned to mer the Clinton administration that more funds be earmarked for Ukraine. McConnell have succeeded armarking $5 million for aiding Ukrainian small business, $5 million for coping with the effects of rnobyl and so on. This drives the

State Department crazy, but officials admit that they focused too h on Russia in the yearly years of the administration.

Ethnic Ukrainians in the United Stales made their contributions in this case too. It was largely in person of Eugene Ivankiv, a columnist for The Ukrainian Week and a familiar face on Capitol Hill.

Ukrainian ambassador Scherbak pointed out that only 7 countries in the world Can claim such a partnership with the U.S. Clinton announced that he plans to expand NATO eastward probably to the border of Ukraine.

President Clinton visited Ukraine in June, 2000. At signing ceremony of the Ukraine-United s joint statement in Mariinskiy palace on June 5, President Clinton remarked:

"I am delighted to be back in Ukraine to work on our strategic partnership, because the success of line as a free and prosperous nation is very important to the United States. Of course, succeeding in the future requires learning from the past. I am very proud and moved to here today - this is World Environment Day -for this historic announcement by President Kuchma that "inal reactor at the Chernobyl nuclear power plant will be shut down and the entire plant closed forever December 15. This is a hopeful moment. It is also a moment when we remember those who suffered as result of the accident there.

The President and I agreed that we can grow our economies and protect the environment and pub- lealth at the same time, and so we must. I am pleased to announce that the United States will pledge million for the Chernobyl Shelter Fund, to contain radiation from the destroyed reactor; and another $2 ion to expand efforts to improve safety at Ukraine's other nuclear power plants.

The President and I also discussed his plan for economic reform. He and his team have an economic plan that can put Ukraine on a path towards sustainable growth and much higher living standards. President Kuchma has moved to give his people their own land, to reduce government bureaucracy, to note entrepreneurship.

He has taken recent steps to enhance Ukraine's protection of intellectual proppromote rights and the rule of law. And these things improve the climate for investment in Ukraine and will more investment dollars from the United States and other places across the world.

In that spirit, I am pleased to announce a new five-year, $25-million business development program for small-and medium-sized businesses in Ukraine to help them participate in the growing economy.

Finally, I want to take another important step today. Because of Ukraine's strong efforts to prevent lite proliferation, I am announcing our decision to eliminate commercial space quotas and open the door to expanded U.S. cooperation with Ukraine's space program. This decision will have a positive, long-term impact on Ukraine's economic prospects, creating more high-tech jobs and positioning Ukraine to be a leader in a cutting-edge area of 21st century commerce. It will also enhance the ability of American corn­er to compete in space.

This represents the kind of high-level partnership our countries can look forward to as we enter the century together."

**VOCABULARY**

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

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| education | Cossacks | Alaska Herald | money | Ukrainians |
| women | ethnic | assimilation | societies | emigre |

Over 1,200,000 - live in the USA.

The first political Ukrainian to the U.S. was Anapii Honcharenko.

He established a newspaper with a Ukrainian supplement.

He glorified Ukrainian and popularized T. Shevchenko's poems.

Ukrainians in the U.S. achieved less success than in Canada because of large

But Ukrainians in the USA organized a wide network of - to help each other,

The total sum of is over 1 billion dollars.

The percent of Ukrainians with higher is very high.

Ukrainian -—can use their education to get profit better than American women.

10.Ukrainians in the United States made their contributions in Ukraine's economy.

**COMPREHENSION**

**II. Scan for the details and circle the correct answer.**

1. No one in Washington is a/ also, b/ too, c/ so busy for Ukraine.

2. While America's foreign aid is sinking, Kyiv's share of it is a/ growing, b/ sinking too.

* 1. After Israel and Egypt Ukraine gets a/ more, b/ less aid money than any other country.
	2. Mitch McConnell, Republican senator visited Ukraine in a/ 1998, b/ 1993, c/ 1983.
	3. He hammered the administration that a/less, b/more funds be earmarked for Ukraine.
	4. He succeeded in earmarking $5 million for aiding Ukrainian a/ big, b/ small business.
	5. a/ Senator, b/ Congress earmarked $5 million for coping with the effects of Chornobyl.
	6. Ethnic Ukrainians in the U.S. a/ made, b/ make their contributions in this case too.
	7. Only a/ 2, b/ 7, c/ 4 countries in the world can claim such a partnership with the U.S.

**DISCUSSION**

* + - 1. **Discuss the answers to these questions with your classmates.**
				1. Is the success of Ukraine as a free nation important to the United States?
				2. Is the Chernobyl nuclear power plant to be closed forever?
				3. Did the United States pledge $80 million for the Chernobyl Shelter Fund?
				4. What things will improve the climate for investment in Ukraine?
				5. What is the purpose of the business development program?
				6. What will be the impact of the space program on Ukraine's economic prospects?

**PROJECT**

* + - 1. **Work out your plan how to improve the climate for investment in Ukraine.**
			2. **Work out the business development program for your region**.

**GRAMMAR EXERCISES**

**1. Put the verbs in the brackets in the correct form /Present or Future Indefinite/.**

1.The success of Ukraine as a free nation /be/ very important to the United States.

2.The final reactor at the Chernobyl nuclear power plant/shut/ - down.

3.The United States /pledge/ $80 million for the Chernobyl Shelter Fund.

4.It /attract/ more investment dollars from the United States.

5.It /open/ the door to U.S. cooperation with Ukraine's space program.

6.This decision /have/ a positive impact on Ukraine's economic prospects.

7.It /create/ — more high-tech jobs.

8.It also /enhance/ the ability of American companies to compete in space.

**2. Put the verb into the correct form. Choose from the following:**

 ***present continuous (I am doing) will ('ll)/won't present simple (I do) will be doing going to (I'm going to do) shall***

 1. I feel a bit hungry. I think --- (I/have) something to eat.

 2. Why are you putting on your coat? --- (you/go) somewhere?

 3. What time --- (I/phone) you this evening? About 7.30?

 4. Look! That plane is flying towards the airport --- (it/land).

 5. We must do something soon, before --- (it/be) too late.

 6. I'm sorry you've decided to leave the company --- (I/miss) you when --- (you/go).

 7. (I/give) you my address? If --- (I/give) you my address --- (you/write) to me?

 8. Are you still watching that programme? What time --- (it/end)?

 9. (I/go) to London next weekend for a wedding. My sister --- (get) married.

 10. I'm not ready yet --- (I/tell) you when --- (I/be) ready. I promise --- (I/not/be) very long.

 11 A: Where are you going?

 B: To the hairdresser's --- (I/have) my hair cut.

 12. She was very rude to me. I refuse to speak to her again until --- (she/apologise).

 13. I wonder where --- (we/live) ten years from now?

 14. What do you plan to do when --- (you/finish) your course at college?

**3. Put the verbs in the most suitable form. Sometimes there is more than one possibility.**

 1. A has decided to learn a language.

 A: I've decided to try and learn a foreign language.

 B: Have you? Which language (1) \_are you going to learn\_ (you/learn)?

 A: Spanish.

 B: I see. And (2) --- (you/do) a course?

 A: Yes, (3) --- (it/start) next week.

 B: That's great. I'm sure (4) --- (you/enjoy) it.

 A: I hope so. But I think (5) --- (it/be) quite difficult.

2. A wants to know about B's holiday plans,

 A: I hear (1) --- (you/go) on holiday soon.

 B: That's right. (2) --- (we/go) to Finland.

 A: I hope (3) --- (you/have) a nice time.

 B: Thanks. (4) --- (I/send) you a postcard and (5) --- (I/get) in touch with you when (6) --- (I/get) back.

***UNIT 7***

***UKRAINE’S CAPITAL***

Kyiv is the capital and the largest city of Ukraine its population is equal to 4 million people (2006 est.). The city lies in north-central Ukraine on the Dnieper River in a rich agricultural and industrial region. 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. Industrial districts and rows of modern apartment blocks extend in all directions from the centre of the city. As one takes a bus ride through Khreshchatyk or strolls in the shade of trees, it is difficult to believe that ages ago this was the sight of a deep valley covered with primeval forests and numerous ravins. Actually it was the valley called Khreshchataya, which later became Khreshchatyk, the main street of the capital. 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 in which the Kyiv warriors were victorious. It was founded during the reign of Yaroslav the Wise. Leaving St. Sophia Cathedral through the gateway, one comes out into Sophiyivs'ka Square. It is bordered to the right by a strip of trees and shrubs while in the centre of the square there is the monument to Bohdan Khmel'nyts'kyi, the 17th century outstanding Ukrainian statesman and military leader. The monument to Bohdan Khmel'nyts'kyi was built by sculptor Myhailo Mikeshyn.

Landmarks of Kyiv include St. Sophia's Cathedral and the Golden Gates of Yaroslav the Wise, both built in the 1000s. The Monastery of the Caves, which has the network of catacombs, also dates from medieval times. The Mariyins'kyi Palace and the Church of St. Andrew were built during the 1700s. There are many

institutions of higher learning, schools, colleges, the National Academy of Sciences, the Taras Shevchenko National University of Kyiv etc.

Kyiv is a major manufacturing and transportation centre. Its factories produce aircrafts, cameras, chemicals, clothing, precision tools, watches and other products. The city is a road and rail junction and a river port. 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-Pechersky Monastery, Askold's grave and others. In 1991 Kyiv became the capital of independent Ukraine.

 **VOCABULARY**

**I. Consult a dictionary, translate, transcribe and practice pronunciation:**

medieval, adj. come out, v side by side, adv. strip, n settlement, n

**II. Fill in the necessary prepositions or postlogues:**

**out, by on, in, through, along, of**

1.The city lies ... north-central Ukraine ... the Dnieper River.

2.The central Kyiv is on a high cliff... the western bank of the Dnieper.

3.When we take a bus ride ... Kreshchatyk we are impressed ... its beauty.

4.This monument was built... the site of the 1036 battle.

5.Leaving St. Sophia Cathedral... the gateway one comes ... into Sophiyis'ka Square.

6.... the 1100s Kyiv was one of European's greatest centre of commerce and culture.

**COMPREHENSION**

**III.Put sentences in the correct order. Add some words if necessary.**

* + 1. special, true, on, coast, Black, this, is, a, very, gem, city, the, Sea.
		2. 1794, 1795, name, in, founded, current, received, it, its.
		3. seaport, is, large, Odessa, as, also, a, known.
		4. outskirt, located, the, in, city, well-known, resorts, and, balneological.
		5. regional, administrative, a(n), it, is, now, centre.
		6. 1,060,000, people, thousand, population, its.

**DISCUSSION**

I**V**.**Discuss what Ukrainian cities you have visited and what you know about them.**

 **Are you good at translating the following words, word combinations and expressions into**

 **English? Prove** **it.**

|  |  |
| --- | --- |
| Word combinations | Expressions |
| 1) центральний район | 1) стояти пліч-о-пліч |
| 2) головна вулиця | 2) сідати в автобус |
| 3) визначний пам'ятник | 3) виходити через ворота |
| 4) слов'янський народ | 4) вставати з руїн |
| 5) героїчні вчинки | 5) простягатися в усіх |
| 6) незалежна держава | напрямках |
| 7) визначні зразки | 6) бути розташованим |
| старовинної архітектури | 7)заснувати поселення |
| 8) державний діяч | 8)гуляти(блукати) |
|  |  |
|  |  |
|  |  |

***GRAMMAR EXERCISES***

***1.Open the brackets using the right form of adjectives:***

1. Winter is (cold) season of the year. 2. Moscow is (large) than Rostov. 3. Which is (long) day of the year? 4. The Alps are (high) mountains in Europe. 5. Even (long) day has an end. 6. It is one of (important) questions of our conference. 7. Your English is (good) now. 8. Who knows him (well) than you? 9. We have (little) interest in this work than you. 10. Health is (good) than wealth. 11. Your son worked (well) of all. 12. Today you worked (slowly) than usually.

***2.Translate the sentences:***

1. This book is not so interesting as that one. 2. The Baltic Sea is not so warm as the Black Sea. 3. The more you read, the more you know. 4. My brother is not as tall as you are. 5. The earlier you get up, the more you can do. 6. Today the wind is as strong as it was yesterday. 7. Your room is as light as mine. 8. John knows Russian as well as English. 9. Mary is not so lazy as her brother. 10. The longer the night is, the shorter the day. 11. The less people think, the more they talk.

***4 .Choose the correct word.***

 1. I was \_disappointing/disappointed\_ with the film. I had expected it to be better.

 2. Are you \_interesting/interested\_ in football?

 3. The football match was quite \_exciting/excited\_ I enjoyed it.

 4. It's sometimes \_embarrassing/embarrassed\_ when you have to ask people for money.

 5. Do you easily get \_embarrassing/embarrassed?\_

 6. I had never expected to get the job. I was really \_amazing/amazed\_ when I was offered it.

 7. She has really learnt very fast. She has made \_astonishing/astonished\_ progress.

 8. 1 didn't find the situation funny. I was not \_amusing/amused.\_

***UNIT 8***

**THE UKRAINIANS AND THEIR CHARACTER**

 Modern archaeological evidence shows that Ukrainians are the original inhabitants of Ukraine – the land, that their forefathers lived on this territory from the 3d or 4thmillennia B.C. Ukrainian mentality was formed by many factors: geographical locations at the crossroads by the West and the East, specific climatic conditions and tragic historical

events.

 Since long ago Ukrainians have been known as hard-working, thrifty, skilled farmers, good family men and devoted wives. They are typically kind-hearted, friendly, hospitable to both fellow countrymen and foreigners. They are cautious yet opened to romanticism and sentimentality. They are resourceful, brave, staunch, ready for self-sacrifice.

 Ukrainians have always valued restraint, consideration and a realistic view of life. Their passions burn low but strong and steady. Characteristically, they are melancholic; they may be sad, then suddenly burst with optimism and vitality. They have a very special sense of humor. They can be a bit ironical. Their very rich imagination shows the surrounding realities in a colorful, at times paradoxical way. Evidence of this is their inexhaustible folk vocal heritage, decorative art, and exotic folk rites.

**1.Match the meaning of a word with its translation.**

|  |  |
| --- | --- |
| evidence | *гнів, пристрасть* |
| forefather | *невичерпний* |
| ready for self-sacrifice | *народні обряди* |
| passion | *спадщина* |
| inexhaustible | *предок* |
| heritage | *доказ* |
| folk rites | *готовий на самопожертву* |
| consideration | *розсудливість* |

**2.Think and comment using the text information.**

1. Prove that Ukrainians are the original inhabitants of Ukraine.
2. How was Ukrainian mentality formed?
3. Describe Ukrainians as a nation.
4. What do Ukrainians value most of all?
5. Name the most characteristic features of Ukrainians.

**3.Read the following information about Ukrainian hryvnia and do the activities.**

A currency called hryvna was used in Kievan Rus. In 1917, after the Ukrainian National Republic declared independence from the Russian Empire, the name of the new Ukrainian currency became hryvnia, a revised version of the Kievan Rus’ hryvna. The designer was Heorhiy Narbut.

The hryvnia replaced the karbovanets during the period of September 2–16, 1996 (1 hryvnia = 100,000 karbovantsiv) due to hyperinflation in the early 1990s as the reason of collapse of the USSR.

To a large extent, the introduction of hryvnia was secretive. Hryvnia was introduced according to President’s Decree dated August 26, 1996. During the transition period, both hryvnia and karbovanets were used in circulation, but merchants were required to give change only in

hryvnias. All bank accounts were converted to hryvnia automatically. During the transition period, 97% of karbovanets were taken out of circulation, including 56% in the first 5 days of the currency reform. After September 16, 1996 the remaining karbovanets were allowed to be exchanged to hryvnias in banks.

The hryvnia sign is a cursive Ukrainian letter *He*, with a double horizontal stroke, symbolizing stability, similar to that used in other currency symbols such as ¥ or €. The sign was released in 2005. It is now supported by the latest computer systems. It is still rarely used in Ukraine; instead, the abbreviation UAH is preferred.

 In 1996, the first series of hryvnia banknotes was introduced into circulation by the National Bank of Ukraine. They were dated 1992 and were in denominations of 1, 2, 5, 10 and 20 hryven’. The design of the banknotes was developed by Ukrainian artists Vasyl Lopata and Borys Maksymov. One hryvnya banknotes were printed by the Canadian Bank Note Company in 1992. Two, five and ten hryvnya banknotes were printed two years later. Until introduction into circulation the banknotes were kept in Canada. Also in 1996, the 1, 50, and 100 hryvnia notes of the second series were introduced, with 1 hryvnia dated 1994. Later, highest denominations were added. The 200 hryvnia notes of the second series were introduced in 2001, followed by the 500 hryvnia notes of the third series in 2006.

**4.Fill in the blanks using your knowledge on Ukrainian national currency or check the Internet.**

|  |  |  |  |
| --- | --- | --- | --- |
| Banknote value | Image description | Main color | Year of issue |
| Obverse | Reverse |
| 1 hryvnia | Vladimir I of Kyiv | Ruins of Chersoneses | Green and brown | September 2, 1996 |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |

*b. Online investigation.*

*b. Online investigation.*

Using the Internet try to find out the origin of other world currencies.

**5.Writing options. Try to make a story on the offered topics.**

1. Are you a patriot of your country?
2. What is special about your country?
3. Would you like to live abroad? Give your grounds.
4. How do you see Ukraine growing in the next 10-20 years?
5. Is Ukraine worth visiting? Give your reasons.

**HUMOUR TIME**

Ukrainian people are famous for their ability to find the way out of difficult situations. But they are even more famous for their ability to find the way to get into them.

\*\*\*\*\*

I handed the conductor 50 kopeks on Ternopil trolley. She took it and turned away. “Where’s my change?” I said. “Haven’t got any,” she said. “You’ll have to ride two more stops.”

**GRAMMAR EXERCISES**

***1.Choose* two *of the words below as the most likely ways of completing each sentence. For one***

***answer you will need to make the word plural, and for the other you will need to make no***

***change.***

Accommodation bag equipment house jewellery job luggage

painting shower sunshine tool work

1. On the weather forecast they said there would be…………………. this afternoon.

2. The waiting room was so full of people and their …………………. , there was nowhere to sit.

3. Repairing car engines is easy if you've got the right……………………..

4. In Stockholm at the moment there's a fascinating exhibition of ……………………from 19th century Sweden.

5. Both my brothers are looking for………………….

6. The price of ……………has increased by 12% this year alone.

***2.Choose from the words below to complete each sentence. Decide if the word should be countable***

***or uncountable. If the word is countable, add* a/an *or make it plural as appropriate.***

Chicken dislike improvement language life success

1. Mary used to keep ……………. in her garden until they started to get out.

2. A score of 40% may not be very good but it's certainly………….. on her last mark.

3. After so many previous …………., it was inevitable that one of his films would be unpopular.

4.………….. is too short to worry about keeping your house spotlessly clean.

5. I've had ……………..of green vegetables ever since I was a child.

6. Our students study both…………… and literature in their English degree.

***3.Choose from the words below to complete each pair of sentences. Use the same word in (a) and***

***(b). Decide if the word should be countable or uncountable. If the word is countable, add* a/an**

***at an appropriate point in the sentence or make it plural.***

***Damage education traffic paper resistance speech***

1 a I had to go through a very strict and traditional *education*

 b………… has been hit once again in the government's spending cuts.

2 a………… was building up on the motorway as the fog got thicker.

 b Since the war, illegal………… in weapons has grown.

3 a Outnumbered by at least three to one, he knew that …………was useless.

 b After a while we seemed to build up……….. to mosquitoes.

4 a The judge awarded Mr Sinclair………….. of nearly £50,000.

 b The accident caused some…………. to my car but it wasn't worth getting it repaired.

5 a Muriel gave……….. at the conference on the psychological effects of divorce.

 b The use of recycled ………..is saving thousands of trees from being cut down each year.

6 a It is said to be……….. that distinguishes us from the other animals.

 b We had to listen to some long and boring ………..after the meal

***UNIT 9***

***THE UNITED KINGDOM OF GREAT***

Capital: London. Official language: English

Official name: the United Kingdom of Great Britain and Northern Ireland

National Anthem: "God Save the Queen"

Largest cities (2005):

London (7,300,000)

Sheffield (530,000)

Birmingham (1,000,000)

Liverpool (464,000)

Leeds (728,000)

Glasgow (612,000)

The United Kingdom's flag is known as the British Union Flag or the Union Jack. It was officially adopted in 1801. Area: 244,177 km2 Population: (2005) — 60,154,000.

Religion: the United Kingdom has two established (national) churches. They are the Church of England, which is Episcopal, and the Church of Scotland, which is Presbyterian. The British monarch must belong to the Church of England, and is its head.

Government: Forms of government: Constitutional monarchy. In practice a parliamentary democracy. Head of state: Monarch (queen or king) Head of government: Prime Minister. Legislature: Parliament of two houses: House of Commons — 646 members (5 May, 2005 election results); the House of Lords — 751 members (31 October 2006). Executive: Prime Minister (chosen by the House of Commons) and Cabinet. Political subdivisions: England, Scotland, Wales and Northern Ireland — four "countries" united under one government. Each country has units of local government.

**Economy**

Chief products: Agriculture — wool, beef cattle, milk, chickens and eggs, pigs, wheat, potatoes, barley, sugar beet. Manufacturing — foods and beverages, chemicals and pharmaceuticals, electrical and electronic goods, machinery, motor vehicles, textiles and clothing, rubber and plastics goods, iron and steel, metal manufactures, ceramics.

Money: Basic unit — pound, also called pound sterling. The United Kingdom is an island country in north-western Europe. More than 70 countries are larger in size, and the United Kingdom has only about 1 per cent of the world's people. It has few natural resources. Yet for hundreds of years, the United Kingdom has been one of the world's most important countries. The British started the Industrial Revolution. They founded the largest empire in history. They have produced some of the world's greatest scientists, explorers, artists, and political leaders. The United Kingdom is really four countries united under one government. These countries are England, Northern Ireland, Scotland and Wales. The nation's official name is the United Kingdom of Great Britain and Northern Ireland. Most people call the country the United Kingdom, the UK, Great Britain, or simply Britain. London is the capital, and the largest city.

The landscape varies dramatically throughout the UK. Northern Scotland is a wild, windswept region, broken by long arms of the sea that reach far inland. Much of Northern Ireland has low mountains and rolling fields. Wales is famous for its rugged mountains and green valleys. Most of England is covered by rolling plains, laid out in a patchwork of fields and meadows. The coastline is a shifting scene of steep cliffs, golden beaches, jagged rocks, and fishing towns tucked in sheltered bays. The old and the new can be found almost everywhere. The UK has magnificent old castles and atomic laboratories, snug villages and sprawling cities, ancient universities and modern factories.

 The English Channel separates the UK from France. This narrow stretch of water has helped shape the character and history of the British people. It has helped protect the UK from invasion, and has given the people a feeling of security. Since 1066, no enemy has crossed the channel and invaded the country.

Crowded together on their "tight little island," cut off from the rest of Europe by the sea, and secure from invasion, the British developed their own character and way of life. They came to respect privacy and to value old traditions. They developed a dry wit, a love for personal freedom, and a high degree of self-criticism. The British have shown themselves at their best — brave and united — in times of crises.

The history of the United Kingdom is the story of how a small island country became the world's most powerful nation — and then declined. In the 1700s, the British began the Industrial Revolution and made the United Kingdom the world's richest manufacturing country. The British ruled the seas, and were the world's greatest traders. By 1900, they had an empire that covered about a fourth of the world's land and included about a fourth of its people. They spread their way of life throughout their empire.

Then came the 1900s and the shock of two crippling world wars. The British Empire began to fall away. The UK faced one economic crisis after another. Today, the UK is still a leading industrial and trading nation. But it is no longer the world power it once was.

Population: The United Kingdom is more thickly populated than most countries. It has an average of 246 people per square kilometre. About 50 million people, or more than four-fifths of

the British population, live in England. London and England as a whole have an enormous influence over the rest of the United Kingdom because of their large population. Most of the British are descendants of many early peoples who invaded Britain. These people included the Celts, Romans, Angles, Saxons, Scandinavians, and Normans. It is difficult to tell which of these peoples are most important in the ancestry of the British. Since the late 1940s, many immigrants from Commonwealth countries have settled in the United Kingdom:

**VOCABULARY**

1. **Consult a dictionary, transcribe the following words, translate them and practice their pronunciation :**

natural, adj. meadow, n castle, n

windswept, adj. scene, n snug, adj.

rugged, adj. jagged, adj. invasion, n

valley, n tucked, adj. character, n

patchwork, n sprawling, adj. privacy, n

crippling, adj.

 **II. Find in the text the English for:**

острівна країна; район, незахищений від вітру; затишні села; почуття безпеки; ландшафт; спосіб життя; міста, що швидко розростаються; цінувати старі тради­ції; промислова країна; руйнівні світові війни; густонаселений; величезний вплив; нащадок; предки; оселятися в країні.

 **II.Complete the following list:**

**Country Person Adjective**

England an Englishman/an Englishwoman English

Wales , Ireland, Scotland, Britain

**COMPREHENSION**

**III.Answer the questions**:

1. Why do people say Scotland is a separate nation?
2. Where do most Scots live?
3. Why are the Highlands called 'the last of the great wilderness'?
4. Why are young people moving away from the Highlands?

**WRITING**

**IV. Write an essay:**

* 1. Wales and the Welsh.
	2. Scotland and the Scots.

**V. Are you good at translating the following words, word combinations and expressions into English? Prove it.**

|  |  |
| --- | --- |
| **WORD COMBINATIONS** | **EXPRESSIONS** |
| 1) державна церква | 1) офіційно приймати |
| 2) глава держави | 2) очолювати уряд |
| 3) глава уряду | 3) підпорядковувати одному |
| 4) законотворчий орган | 4) формувати особистість |
| 5) виконавча влада | 5) захищати від нападу |
| 6) місцеве самоврядування | 6) надавати почуття безпеки |
| 7) електротовари | 7) вторгатися в країну |
| 8) гумові га пластмасові вироби | 8) цінувати старі традиції |
| 9) острівна країна | 9) бути захищеним бухтою |
| 10) державний діяч | 10) панувати на морі |
| 11) офіційна назва | 11) поширювати чийсь спосіб житгя |
| 10) величезний вплив | 10) оселятися в країні |

### GRAMMAR EXERCISES

|  |
| --- |
| **Past Indefinite: R V – ed / Ir VII** |

1. ***Learn the list of irregular verbs***

|  |  |  |
| --- | --- | --- |
| Be BecomeBring BeginBuildBuyComeDoFallFindForgetGetGive HaveSауSeeTаkе Write | was / were became brought began built bought came did fell found forgot got gave had said saw took wrote | beenbecome brought begunbuilt bought come done fallen found forgotten got given had said seen taken written |

1. ***Find the verbs in the text ( the Past Indefinite Tense)***
2. ***Find the infinitive and the Past Participle of the following verbs***

|  |
| --- |
|  Go tell get keep can do come is ~~wake~~  have say know |
| ~~Woke~~  could went kept was said told came had did |

***4. Put the verb into the correct form:***

1. Tom’s father (to teach) him how to drive when he was 17. 2.We (to need) some money to give education to our children. 3. I (to read) this article last week. 4.Yesterday (to be) my day off. 5.Their son (to be not) at home yesterday. 6.The youngsters (to play) tennis. 7. He (to bring) a puppy home a week ago. 8. We usually (to stay) in the country over the week-end.

***5. Make the sentences positive and negative***:

1.He was in Kiev last week. 2.We read the text about genius the last lesson. 3.John’s dad taught him engineering. 4.He played with a computer last night.5. In my childhood I loved watching television most of all. 6.The girl left home when she was 16 years old. 7.She married him 10 years ago. 8.We had some problems with handicapped children.

***UNIT* 10**

***IMPORTANT MILESTONES IN THE HISTORY OF GREAT BRITAIN***

**6th — 3rd** centuries The Celts invaded Britain and overcame the Iberians.

**55 BC** Julius Caesar landed in Britain.

**54 BC** The second invasion of the Romans.

**43 AD** The Romans began to conquer the south of Britain.

**1St — 5th centuries AD** Britain was a Roman province.

 **5th(449) — 7th centuries AD** The Anglo-Saxons conquered Britain.

**6lh(597) — 7th centuries AD** Conversion of the Anglo-Saxons to Christianity.

**9lh century (829)** Unification of the Anglo-Saxon kingdoms into the king­dom of England.

**1017-1035** Reign of the Danish king, Canute, in England.

**1066** Battle of Hastings.

**1066-1087** Reign of William the Conqueror. He introduced feu­dalism into England.

**1069; 1071** Large rebellions broke out against Norman rule in England

**1086** Feudal registration in England (the Domesday book).

**1215** The nobles forced King John to accept Magna Charta

**1264** The first parliament of nobles met.

**1337-1453** The Hundred Year's War.

**1455-1485** The Wars of the Roses. Two noble families, York and Lancaster, began a struggle for the throne.

**1642-1649** Civil war broke out between the Crown and Parliament

**1649-1660** Enlgland became a Republic. Oliver Cromvell tok over the rule of England.

**1665** A terrible plague began.

**1666** The Great Fire of London

**1700** A period of Great industrial growth began

**1953** Queen Elizabeth II was crowned in Westminster Abbey

**1979-1990** Margaret Thatcher, became Britain's first woman Prime Minister, leader of the ruling Conservative Party

**1982** Britain went to war with Argentina over the future of the Falkland Islands in the south Atlantic

**1990-1997** John Major, Prime Minister of the UK.

**1997** Mr. Blair, the leader of the Labour Party, became Prime Minister

**Scotland and Wales**

 **Scottish history**

**1603** - James VI of Scotland became also James I of England when Queen Elizabeth I of England died without children.

**1651** - Scotland was united with England and Wales although it kept its own parliament.

**1707** - England and Scotland were joined by an Act of Union which abolished the Scottish parliament.

**1715 and 1745** - Rebellions by "Jacobites" who wanted a Catholic king. The English parliament had invited the Dutch protestant William of Orange to rule Britain. In 1745 the Jacobite hope was Prince Charles Edward Stuart, "Bonny Prince Charlie".

**1746** - Bonny Prince Charlie was finally defeated at Culloden, near Inverness. The people of the Highlands were forced to emigrate to make room for sheep farms.

**Today** there are twenty million "overseas Scots". Certain differences between England and Scotland remain to this day, particularly in the legal and education systems.

Welsh history

**1301** - After defeating the native princes of Wales, King Ed­ward I of England named his son "Prince of Wales". Since then the eldest son of the king or queen of Eng­land has traditionally been given this title.

**1536** - Wales was brought into the English system of national and local government by Act of Union.

**1850** - In the nineteenth century, the industrial revolution com­pletely changed the face of South Wales. Workers came in large numbers from England and Ireland.

**Irish history**

1800 - Act of Union between Great Britain and Ireland.

1845-1849 The Great Famine. Repeated failure of the Irish potato harvest caused death and suffering. Between 1840 and 1900, the population of Ireland fell from 8.5 mil­lion to 4.5 million. Two million people emigrated to the United States,Canada and Australia. In the same period the population of England doubled (from 16 million to 32 million).

1916 - The Easter Rising. Irish nationalists rebelled during the First World War (1914-1918). Three years of bitter fighting followed. The Irish nationalist party Sinn Fein developed a military wing, the Irish Republican Army (IRA).

1922 - Partition of Ireland. The Catholic South became the Irish Free State (later the Irish Republic), with its par­liament in Dublin. The Protestant North continued to be part of the United Kingdom, but with its own lo­cal parliament in Belfast.

1969 - The British Army was sent to Northern Ireland after disturbances between Protestants and Catholics.

1972- Direct rule from London replaced the Northern Irish Parliament.

1

1

1

1

1

1

1

1

1985- The Anglo-Irish Agreement was signed in Belfast, giving the government of the Republic of Ireland a part in the future of Northern Ireland

***A TALE OF CANTENBURY***

Canterbury is a town in Kent with a population of about 120,000. It is the religious capital of England because its cathedral is the seat of the Archbishop of Canterbury who is head of the Church of England.

From the 12th to the 15lh centuries, it was a place of pilgrimage. Thousands of people came to pray at the shrine of a former Archbishop of Canterbury who was murdered in the Cathedral in 1170. His name was Thomas Becket.During the 12th century, King Henry II decided that the Church had too much power. In 1162, he made Thomas Becket Archbishop of Canterbury, thinking that his friend would help him to weaken the position of the Church. Although the king himself liked Thomas, he was not popular with other powerful men in England. They were jealous of his friendship with the King, and they also disliked him because he was not a nobleman. As Thomas was not even a priest, many people were very angry that he had been made Archbishop.

The King was amazed when Thomas began to defend the position of the Church against the King. After a while, Thomas had to leave England because relations between him and the King had become very bad, and Thomas was afraid that he might be killed. He lived in exile for five years until the King asked him to come back. The people, the bishops and the Pope were causing the King problems because they all wanted Thomas to continue as Archbishop of Canterbury.

When Thomas returned, in 1170, he brought authorisation from the Pope to excommunicate the priests and noblemen who had acted against him. The King was furious when he learned this — soon afterwards; four of Henry's knights entered Canterbury Cathedral and murdered the Archbishop on the steps of the altar.

Three years later in 1173, Becket was made a saint and his tomb became the destination of thousands of pilgrims for three centuries. It was said that miracles happened there, and many thick people went there in the hope of finding a cure.In the 16th century, when King Henry VIII separated from the Roman Catholic Church and established the Church of England, he said that Becket was no longer a saint, and his tomb was destroyed. Although there is no tomb, Becket is not forgotten. His face and name are still there, on postcards and souvenirs in every other shop! The best-known Canterbury pilgrims are probably those who appear in the book by Geoffrey Chaucer, The Canterbury Tales. It was written in the 14th century, when the pilgrimage had become a rather pleasant holiday for the groups of people who travelled together for protection and companionship.

**VOCABULARY**

**I. Consult a dictionary, transcribe the following words and practice their pronunciation:**

feudalism, n plague, n rebellion, n religious, adj. cathedral, n archbishop, n jealous, adj. exile, n\ v authorisation, n furious, adj. altar, n weaken,v miracle, n shrine, n knight, n

**II. In group В find English equivalents to the words and expressions of group A**:

1. Місце паломництва; титулована особа; бути популярним серед ...; державна церква;

захищати позицію церкви; жити у засланні; бути надзви­чайно злим; мета (подорожі); в надії знайти зцілення; бути за- ;дрісним; відлучати від церкви; ослабити позицію церкви;

**B**. То weaken the position of the church; to be jealous; to excommunicate; to defend the position of the church; to be popular with ...; place of pilgrimage; nobleman; to live in exile; to be furious; destination; in the hope of finding a cure; established church.

**III. Match the word (word combination) with the corresponding definition**:

|  |  |
| --- | --- |
| 1) pilgrimage | a) a grave, especially a large one above ground; |
| 2) jealous | b) extremely angry; |
| 3) priest | c) a man with a high rank in former times who was trained to fight while riding a horse; |
| 4) to exile | d) to punish someone by no longer allowing them to be member of the Roman Catholic Church; |
|  |  |
| 5) authorization | e) the place that someone or something is going to; |
| 6) miracle | f) a journey to a holy place for a religious reasons; |
| 7) excommunicate | g) to force someone to leave their country, especially for political reasons; |
|  |  |
| 8) furious | h) feeling angry and unhappy because someone has something |
|  | that you would not like; |
| 9) knight | i) someone who is specially trained to perform religious duties and ceremonies; |
|  |  |
| 10) tomb | j) something lucky that you did not expect to happen or did not think was possible; |
|  |  |
| 11 ) destination |  k) official permission to do something, or the document giving this permission |

**GRAMMAR EXECISES**

***1. Put the verbs into the correct form( Present Indefinite або Future Indefinite).***

1. If I .... (to be free) tomorrow night, I ... to go) to the concert.
2. He says he .... (to look in) to see us before he ... to leave) our town.
3. Jane ... (to stay) at home until she .... (to feel) better.
4. When .... you .... (to visit) your grandma? - Probably next year.
5. When my brother .... (to finish) school he .... (to go) to college.
6. I ...(to tell) you as soon as I ...(to know).
7. I'd like to know when Dan ...(to be back).
8. Give my love to Laura if you ...(to see) her.
9. I ...(not to know) when she ...(to take) her exam.
10. I don't think we ...(to finish) our work unless you ...(to help) us.
11. I ...(to give) you my bike for tomorrow providing! You ...(to bring) it back the day after tomorrow.
12. Mothers says we...(to have dinner) after she ... (to unpack) our things.
13. Don't get off the train until it \_...(to stop).
14. You may take this book so long as you ...(got to keep) it too long.
15. Unless he ... (to arrive) soon, we ...(to have to) go without him.
16. I ...(to wonder) if they ...(to follow) our advice.

***2****.* ***Read this conversation between Brian and Sarah. Put the verbs into the correct form.***

 SARAH: Brian! How nice to see you! What (1) --- (you/do) these days?

 BRIAN: I (2) --- (train) to be a supermarket manager.

 SARAH: Really? What's it like? (3) --- (you/enjoy) it?

 BRIAN: It's all right. What about you?

 SARAH: Well, actually I (4) --- (not/work) at the moment.

 I (5) --- (try) to find a job but it's not easy.

 But I'm very busy. I (6) --- (decorate) my flat.

 BRIAN: (7) --- (you/do) it alone?

SARAH: No, some friends of mine (8) --- (help) me.

***3.Put the verb into the correct form.***

 1. Jane (not/drink) tea very often.

 2. What time --- (the banks/close) in Britain?

 3. 'Where --- (Martin/come) from?' 'He's Scottish.'

 4. 'What --- (you/do)?' 'I'm an electrical engineer.'

 5. It --- (take) me an hour to get to work. How long --- (it/take) you?

 6. I --- (play) the piano but I --- (not/play) very well.

 7. I don't understand this sentence. What --- (this word/mean)?

***UNIT 10***

**BRITISH ROYALTY**

**Who reigns but doesn't rule in Britain?**

**Who is Duke of Edinburgh?**

**What is the order of succession?**

The British monarchy is a very popular institution largely due to the fact that it doesn't ac­tually govern. The Sovereign has wide theoretical powers but they are seldom used. He or she has the power to prevent any politician establishing a dictatorship. The royal prerogative is to dismiss the government, declare war, disband the Army and Navy, give territory away to a foreign country, and declare the State of Emergency. The King or Queen makes every­one a peer, pardons all offenders, and creates universities. The monarchy has not always been popular but it survived the republican sentiments.

The British Royal Family Tree includes the Norman kings /1066-1154/, the Plantagenetes /1154-1485/, the Tudors /1485-1605/, the Stuarts /1605-1714/, the House of Hanover/1714-1857/, the House of Saxe-Coburg & Windsor /1857/. The last King of the House of Hanover William IV died in 1837. His niece Victoria /1819-1901/, daughter of Edward, Duke of Kent and Victoria of Saxe-Coburg became Queen of Great Britain and em­press of India /1876/. Her accession marked the end of the connection between the British and Hanoverian thrones. The 18-year old Queen took an active interest in the policy of her ministers. In 1840 she married Albert of Saxe-Coburg Gotha /1819-1861/. They had nine children. Queen Victoria was soundly advised and supported by her husband. Her conscientious approach to her duties did much to raise the reputation of the monarchy. Victoria's reign saw the rapid industrialization of Britain, and the vast growth of the national wealth.

Her long retirement after Albert's death in 1861 was unpopular, but the diamond jubilee of her reign in 1887 was celebrated with universal enthusiasm. In 1901 Queen Victoria died.

Her elder son Edward /1841-1910/ became Edward VII, King of Great Britain and Ireland. He took an active interest in foreign affairs, notably in signing of the Entente Cordiale with France in 1904 and an agreement with Russia in 1907./He did not set foot on Russian soil, but met his nephew-in-law Tsar Nicholas II in a rendezvous of royal yachts off the Baltic port of Revel /Tallin/. Edward created Nicholas an admiral of the fleet in the Royal Navy. The Tsar created Edward an admiral in the imperial Russian navy, and pinned the order of Alexander Nevsky. The King wore the uniform of Kiev Dragoons while the Tsar was dressed as a colonel of the Scots Greys.

**VOCABULARY**

**I. I.Complete the sentences with one of the following words.**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Commonwealth | empress | Kyiv Dragoons | Prince | United Kingdom |
| Princess | industrialization | Queen | royal | abdicated |

1.Victoria's reign saw a rapid …………………….. of Great Britain.

 2.The King Edward VII wore the uniform of………………………….

 3.George V changed the name of the family to Windsor.

 4.Edward VIII after the reign of 10 months.

 5.The reign of George VI saw formation of the .

 6.Elizabeth became Elizabeth II, Queen of the

 7.………….. Mother was born on August 4, 1900.

**COMPREHENSION**

III. **Replace the pronouns with the nouns in the boxes.**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Policy | Duke of Windsor | German titles | abdication | Victoria |

1.She became Queen in 1837.

2.Queen took an active interest in it.

3.George V abandoned them.

4.Edward VIII was made it.

5.George succeeded Edward on it.

**DISCUSSION**

**III. Discuss the answers to these questions with your classmates.**

1.Who was the last king of the House of Hannover?

2.What did Victoria's accession mark?

3.What did Victoria's reign see?

4.Did Edward VII visit Russia?

5.Why did Edward VIII abdicate?

 6.What was Queen Mother's jubilee on the 4th of August, 2000?

**WRITING**

* + - 1. The Royal Family — the House of Saxe-Coburg & Windsor.

**ACTIVITY**

* + - 1. Draw the Royal Family tree.

**RESEARCH**

1. Research British monarchy.

**PROJECT**

Cut out some magazine pictures to make a collage about the royal family

**GRAMMAR**

**GRAMMMAR EXERCISES**

***1.Write the possessive case of the following nouns:***

Man, hat; ship, crew; chair, back; dogs, tails; nurses, hands; children, toys; cat, paw; house, roof; mouse, tail; women, coats; workers, caps; Dickens, handwriting; girl, dress; my brother, book; moon, surface; captain, order; country, government.

***2.Write the plural of the following nouns***

A lesson, a condition, a child, a stranger, time, a pupil, a mistake, a question, a rule, a church, a leaf, a person, a man, an ox, a handkerchief, a hero, a lady, a wife, a piano, a Swiss, a phenomenon, knowledge, a tornado, a runner-up, a tooth, a mouse, a Japanese, a schoolgirl, a deer, a forget-me-not, a fisherman, a son-in-law, a tape-recorder, a cap, a lorry, a task, a pipe, a pig, a country, a song, a photo, a bus, a page, a dress, a shelf.

***3. Open the brackets.***

1. I speak English with a (group mate).
2. When I read an English (book) I always try to write out all new (word) and (expression).
3. Those (man) work at our office.
4. Their (daughter) study at school.
5. My (friend) reads a lot of English books.
6. The (lesson) begins in the morning.
7. English is my favorite (subject).
8. I decided to go to the (library) and take an interesting (magazine) in English there.

***UNIT 11***

***PRINCES AND PRINCESSES***

Who is Crown Prince?

Who is Princess Royal?

Who was People's Princess?

Crown Prince Charles was born on November 14, 1948 at Buckinham Palace. In 1965, at 17 he was sent to school in Australia. He was not going there for his own pleasure but because he was the heir to the throne and should have some experience of the Common­wealth. He enjoyed his stay there. In 1969, at the age Of 21, he was presented to the Welsh people at the Caernarvon Castle to become Prince of Wales. In 1971 he entered the Royal Air Force College. Then he entered the Royal Navy and served until 1976. He flied helicopters and commanded a ship, the mine hunter Bronington. Prince Charles lives at St. James' Palace and gets all revenues from the Duchy of Cornwall, Prince Charles is the founder of two charitable organizations.

Prince Charles, aged 33 married 19-year old Diana Spencer on July 29, 1981. They have two children William /b.1982/ and Harry /b.1984/. A quarrel over the children in 1992 finally broke the mar­riage. Charles wanted his family to join him for a shooting party. Disapproving of the killing of the ani­mals, Diana backed out, proposing that she and the boys go to stay with the Queen. That was when Charles' patience snapped and he asked for a separation. The marriage ended in divorce in 1996. In 1997 Prince of Wales visited Ukraine, and stayed in Bakhchisarai and Sevastopol.

Princess Diana crashed in an accident in a tunnel under the Alma Bridge in Paris on August 31,1997. In November 1997, Charles took Harry to southern Africa, where the young prince got to hang out with both the Spice Girls and high officials.. In June 1998, Charles and Harry travelled via a fan- packed train to France to watch a World Cup soccer match. Harry passed Eaton's tough entrance exam and joined his brother William at Eaton.

When Diana married Prince Charles, the British public liked her immediately. She was shy and looked very human. She did not hide her emotions. People admired her for managing to get over her prob­lems. During her life Diana campaigned for many charities. She took her young sons to meet homeless people under Waterloo Bridge because she wanted her children to see what life was like for people less fortunate than them. Since her death, many people have donated money to the charities she supported. To­wards the end of her life she did a lot of work with the International Red Cross to try to abolish the use of landmines in war zones. She was suggested as a recipient of the Nobel Peace Prize.

Princess Diana was the most watched woman in the world. She was beautiful; she was royal. She became the symbol of the new Britain - stylish and cosmopolitan. Diana was a real people's princess, the rose of England.

Princess Anne was born in 1950. Elisabeth's relationship with Anne is exceptionally easy one. There was none of the conflict that characterizes many mother -daughter relationships. There is mutual admiration and respect for each other's abilities and shared interests.

Like her mother and father, Anne has a passion for horses. Princess Anne was the Champion of Europe in horseracing. She is the first of the Royal family to become the European Champion /1971/. In summer of 1973 she took part in the Horseracing Championship in Kyiv.

On November 14,1973 Princess Anne got married Captain Mark Phillips. They have son Peter /b.1977/ and daughter Zara /b.1981/. In 1992 she divorced Mark Phillips and married naval officer Timo­thy Laurence.

In 1987 Princess Anne, as the eldest daughter of Queen became Princess Royal for her social ac­tivities. She is the Counselor of London University and President of the Fund of Salvation of Children. In 1983 Princess Anne became President of the British Olympic Committee. In 1990 she opened the cere­mony of the "Days of Great Britain in Kyiv".

Prince Andrew, Duke of York, married Sarah Ferguson, Princess of York, in 1986. They have two daughters: Beatrice /b. 1989 / and Eugenie /b. 1990/. In 1996 Prince Andrew divorced. Princess of York Sara received 2,000,000 pounds sterling /l,400,000 - for education of daughters/.

The current generation of royals has been nearly catastrophic. Charles was expected to update the traditional role of constitutional monarch but their marriage was dead in 1996, The best possible scenario now is a three-act drama: long, long life to her Majesty Elizabeth II, who is exemplary: a brief reign for Charles /if he marries, he will lose the right to the throne/, and then the reign of Wills, the crown's last, best hope.

**VOCABULARY**

 I. **Complete the sentences with the words from the box.**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Royal Navy | Buckingham | famous | Welsh | helicopters |
| Royal | St. James' | Commonwealth | Australia | Air Force |

1. Crown Prince Charles was born on November 14, 1948 at -Palace.

2. In 1965, at 17 he was sent to school in

3. As the heir to the throne he should have some experience of the

4. At the age of 21, he was presented to the people to become Pr'mee of Wales.

5. In 1971 he entered the Royal - College.

6. Then he entered the and served until 1976.

7. He flied and commanded a ship, the mine hunter Bronington.

8. Prince Charles lives at Palace.

**COMPREHENSION**

**II.Scanning for details**

 1. P - Anne was born in 1950.

 2. Elisabeth's relationship with Anne is exceptionally e one.

 3. There is mutual admiration and r - for each other.

 4. Like her mother and father, Anne has a passion for h

 5. Princess Anne was the Champion of Europe in h

 6. She is the first of the Royal family to become the European Ch /1971/.

 7. In summer of 1973 she took part in the Horseracing Ch — in Kyi v.

 8. On November 14,1973 Princess Ann got married C Mark Phillips.

 9. They have son Peter /b.1977/ and Zara /b.1981/.

 10. In 1992 she divorced Mark Phillips and married n -—officer Timothy Laurence.

 11.In 1987 Princess Anne, as the eldest daughter of Queen became Princess R

 12.She is the C — of London University.

 13.Princess Royal is President of the Fund of S of Children.

 14.In 1983 Princess Anne became President of the British O- Committee.

 15.In 1990 she opened the c - -— of the "Days of Great Britain in Kyiv".

 16.Prince Andrew, Duke of York, —Sarah Ferguson, Princess of York,

 in 1986.

 17.They have two d : Beatrice /b.1989 / and Eugenie /b.1990/.

 In 1996 Prince Andrew divorced.

 18.Princess of York Sarah received 2,000,000 pounds sterling /l,400,000 - for e —

 of daughters/.

**ACTIVITY**

**III.Translate into your language and act as an interpreter.**

* + 1. Diana was a real people's princess, the rose of England.
		2. Princess Diana was the most watched woman in the world.
		3. She was beautiful; she was royal.
		4. The British public liked Diana immediately.
		5. She was shy and looked very human.
		6. She did not hide her emotions.
		7. She became the symbol of the new Britain - stylish and cosmopolitan.
		8. Diana campaigned for many charities.
		9. She did a lot of work with the International Red Cross.
		10. She tried to abolish the use of landmines in war zones.

**PROJECT**

People's Princess.

**GRAMMAR EXERCISES**

**1.Replace incorrect base-form verbs with third-person singular present-tense verbs. Confirm your answers by replacing the subject noun phrase with the appropriate third-person pronoun. If the sentence does not require a third-person singular present-tense verb, write *OK*.**

The traffic code in this city ~~permit~~ a left turn on a red light.

The traffic code in this city *permits* a left turn on a red light.

 *It permits* a left turn on a red light.

**Verb Phrases**

1. The econ class meet in room 103.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Knowing what to do be not the same as actually doing it.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. My son always want to eat the same thing every day.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. The train on track 2 only stop at Philadelphia and Washington.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. What the article said about the economy make a lot of sense to me.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. My wife commute to the city by train every day.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**2.All of the verbs in the following list form their third-person singular in the regular way with a single sibilant sound pronounced /s/ or /z/ or with a separate unstressed syllable pronounced /ǝz/. Write the third-person singular form of the noun in the /s/, /z/, or /ǝz/ column depending on its pronunciation.**

**Singular**

**form /s/ /z/ /әz/**

reach *reaches*

1. race \_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_

2. send \_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_

3. knock \_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_

4. shop \_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_

5. eat \_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_

6. mention \_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_

7. rush \_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_

8. approach \_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_

9. contain \_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_

10. doubt \_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_

 **3. Put the verb into the correct form, present continuous or present simple.**

 1. Are you hungry? \_\_\_\_\_\_\_\_\_\_\_\_ something to eat? (you/want)

 2. Jill is interested in politics but she \_\_\_\_\_\_\_\_\_\_\_ to a political party. (not/belong)

 3. Don't put the dictionary away. I \_\_\_\_\_\_\_\_\_\_\_ it. (use)

 4. Don't put the dictionary away. I \_\_\_\_\_\_\_\_\_\_ it. (need)

 5. Who is that man? What \_\_\_\_\_\_\_\_\_\_\_? (he/want)

 6. Who is that man? Why \_\_\_\_\_\_\_\_\_\_\_\_ at us? (he/look)

 7. George says he's 80 years old but nobody \_\_\_\_\_\_\_\_\_\_\_\_ him. (believe)

 8. She told me her name but I \_\_\_\_\_\_\_\_\_\_\_ it now. (not/remember)

 9. I \_\_\_\_\_\_\_\_\_\_\_ of selling my car. (think) Would you be interested in buying it?

 10. I \_\_\_\_\_\_\_\_\_\_ you should sell your car. (think) You \_\_\_\_\_\_\_\_\_ it very often. (not/use)

***UNIT 12***

***THE BRITONS AS A NATION***

Many people say "England" and "English" when they mean "Britain", or the "UK", and "British". This is very annoying for the 5 million people who live in Scotland, the 2.9 million in Wales and 1.7 million in Northern Ireland who are certainly not English. (50 million people live in England.) However, the people from Scotland, Wales, Northern Ireland and England are all British. So what is the difference between the names "Great Britain" and "the United Kingdom" — and what about "the British Isles"?

"The United Kingdom" is an abbreviation of "the United Kingdom of Great Britain and Northern Ireland". It is often further abbreviated to "UK" and is the political name of the country which is made up of England, Scotland, Wales and Northern Ireland. Several islands off the British coast are also part of the United

Kingdom (for example, the Isle of Wight, the Orkneys, Hebrides and Shetlands, and the Isles of Scilly).

"Great Britain" is the name of the island which is made up of England, Scotland and Wales and so, strictly speaking, it does not include Northern Ireland. The origin of the word "Great" is a reference to size, because in many European languages the words for Britain and Brittany are the same. In fact, it was the French who first talked about Grande Bretagne. In everyday speech "Britain" is used to mean The United Kingdom.

"The British Isles" is the geographical name that refers to all the islands off the north-west(ern) coast of the European continent: Great Britain, the whole of Ireland (Northern and Southern), the Channel Islands and the Isle of Man. But it is important to remember that Southern Ireland — that is the Republic of Ireland — is completely independent. So you can see that "The United Kingdom" is the correct name to use if you are referring to the country in a political, rather than in a geographical way. "British" refers to people from the UK, Great Britain or the British Isles in general.

How was the United Kingdom formed? This took centuries, and a lot of armed struggle was involved. In the 15 century, a Welsh Prince, Henry Tudor, became King Henry VII of England. Then his son, King Henry VIII, united England and Wales under one Parliament in 1536. In Scotland a similar thing happened. The King of Scotland inherited the crown of England and Wales in 1603, so he became King James I of England and Wales and King James VI of Scotland. The Parliaments of England, Wales and Scotland were united a century later in 1707.

The Scottish and Welsh are proud and independent people. In recent years there have been attempts at devolution in the two countries, particularly in Scotland where the Scottish Nationalists Party was very strong for a while. However, in a referendum in 1978 the Welsh rejected devolution and in 1979 the Scots did the same. So it seems that most Welsh and Scottish people are happy to form part of the UK even though they sometimes complain that they are dominated by England, and particularly by London.

The whole of Ireland was united with Great Britain from 1801 up until 1922. In that year the independent Republic of Ireland was formed in the South, while Northern Ireland became part of the United Kingdom of Great Britain and Northern Ireland, after a civil war and by means of referendum.

The flag of the United Kingdom, known as the Union Jack, is made up of three crosses. The upright red cross is the cross of St. George, the patron saint of England. The white diagonal cross (with the arms going into the corners) is the cross of St. Andrew, the patron saint of Ireland. St. David is the patron saint of Wales.

Britain is a stable and democratic society. Its citizens have freedom of speech, and political and religious belief. It is the leading member of both the European Community and the Commonwealth and has a major world role as a permanent member of the United Nations Security Council.

The home of the industrial revolution, it continues to be an important industrial nation. Although small in area and accounting for only about 1 per cent of the world's population, Britain is the fourth largest trading nation in the world. After years of

sustained growth it is one of the largest exporters of goods and a major centre for financial and insurance services. It has the largest energy resources of any country in the European Community and is an important world producer of oil, natural gas and coal. Its labour force has high levels of technical and commercial skill. British agriculture is noted for its efficiency and productivity and at the same time comprehensive planning and control have steadily reduced air and water pollution.

Britain's National Health Service is famous world wide and its universities and institutes of higher education attract over 50,000 foreign students a year. Britain has for centuries encouraged research and innovation and its record of achievements has been maintained throughout the twentieth century.

In the fields of arts, broadcasting and sport Britain continues to lead the world.

Britain has a rich and varied cultural heritage. Colourful royal ceremonies attract millions of visitors each year. London has an international reputation for its historic sites, museums and famous institutions: of these madame Tussaud's is the most popular, attracting more than two million visitors each year. Historic cities such as Oxford, Cambridge and Bath are visited by large numbers of tourists. People who travel to Scotland, and Lake District and other areas of upland Britain find beautiful scenery which can vary dramatically over short distances. International cultural events, such as the Edinburgh Festival attract many visitors.

**VOCABULARY**

**I**. **Consult a dictionary, transcribe thefollowing words, suggest Ukrainian equivalents:**

 invasion, n descendant, n stable, adj. sustained, adj. labour, n\ v commercial, adj.

vary, v efficiency, n productivity, n steadily, adv. pollution, n innovation, n

broadcasting

**II. Give the adjectives formed from the following countries:**

1. Germany, France, Italy, Sweden, Poland, Finland, Scotland, China, Ukraine, Spain, India, Wales, Japan, Ireland, Switzerland.

**II.Study the following nouns and give their meaning, paying attention to the way of their formation.**

 What verbs do these nouns correspond to?

Annoyance, abbreviation, inclusion, reference, involvement, devolution, rejection, inhabitant, invasion, origin, reduction, pollution.

**III.Find in the text the English for:**

* + 1. Бути приємним для когось; походження слова; успадковувати корону; бути гордим і незалежним; відмінність в освіті, релігії і т. п.; правова система; стабільне та демократичне суспільство; свобода слова; добре відомий (чимось); ефективність і продуктивність; забруднення води і повітря; облік досягнень; теле-, радіомовлення.

**COMPREHENSION**

* + 1. **Reproduce the sentence in which this or that word or word combination is used in the above text.**

**IV. Ask questions to which the following sentences would be the answers:**

* 1. The people from Scotland, Wales, Northern Ireland and England are all British.
	2. The Parliaments of England, Wales and Scotland were united in 1707.
	3. The Scottish and Welsh are proud and independent people.
	4. The whole Ireland was united with Great Britain from 1801 until 1922.
	5. Britain is a stable and democratic society.
	6. British agriculture is noted for its efficiency and productivity.
	7. Britain has a rich and varied cultural heritage.

V. Choose the right answer:

1. "The United Kingdom" is an abbreviation of:
	1. the United Kingdom of Great Britain and Northern Ireland
	2. England, Wales and Scotland
	3. England and Wales
2. The Parliaments of England, Wales and Scotland were united in:
	1. 1536
	2. 1603
	3. 1707
3. The whole of Ireland was united with Great Britain:
	1. from 1801 until 1922
	2. from 1922 until 1972
	3. from 1541 until 1609
4. The capital of Scotland is:
	1. London
	2. Cardiff
	3. Edinburgh
5. Republic of Ireland was formed in:
	1. the South
	2. the North
	3. the Southeast
6. Who united England and Wales under one Parliament in 1536?
	1. a Welsh Prince, Henry Tudor
	2. King Henry VIII
	3. King James I
7. The Republic of Ireland:
	1. is an independent state
	2. has a special treaty with the British Parliament
	3. has a special treaty with the United States
8. In 1922 Northern Ireland (Ulster) remained in the United Kingdom because:
	1. the majority of the people wanted to
	2. the ruling government decided to
	3. Ireland did not want them

**Are you good at translating the following words, word combinations and expressions into English? Prove it.**

|  |  |
| --- | --- |
| Word combinations | Expressions |
| 1. Європейський континент
2. озброєна боротьба
3. незалежний народ
4. незалежна республіка
5. святий покровитель
6. стабільне та

демократичне суспільство1. свобода слова
2. релігійна нетерпимість
3. постійний член
4. промислова революція
5. безперервний ріст
6. строкова служба
7. робоча сила
8. комерційна майстерність
9. культурна спадщина

 16) королівська церемонія | 1)об'єднуватися під юрисдикцією одного парламенту;2)успадкувати корону;3)відмовитися від передачі (обов'язків, функцій);4)поступово зменшувати забруднення повітря та води;5)заохочувати розвиток досліджень та новаторствапривертати увагу відвідувачів; |

**GRAMMAR EXERCISES**

***1.Put one of these verbs in each sentence:***

 *buy catch cost drink fall hurt sell spend teach throw win write*

 1. Mozart wrote more than 600 pieces of music.2. 'How did you learn to drive?' 'My father --- me. 3. We couldn't afford to keep our car, so we --- it. 4. I was very thirsty. I --- the water very quickly. 5. Paul and I played tennis yesterday. He's much better than me, so he --- easily. 6. Don --- down the stairs this morning and --- his lag. 7. Jim --- the ball to Sue, who --- it. 8. Ann --- a lot of money yesterday. She --- a dress which --- l100.

***2. A friend has just come back from holiday. You ask him about it. Write your questions.***

 1. (where/go?) Where did you go? 2. (go alone?) ---3. (food/good?) --- 4. (how long/stay there?) -5. (stay/at a hotel?) ---6. (how/travel?) ---7. (the weather/fine?) ---8. (what/do in the evenings?) --- 9. (meet anybody interesting?) ---

***3. Complete the sentences, Put the verb into the correct form, positive or negative.***

 1. It was warm, so I \_took\_ off my coat. (take) 2. The film wasn't very good. I didn't enjoy it very much. (enjoy) 3. I knew Sarah was very busy, so I --- her. (disturb) 4. I was very tired, so I --- to bed early. (go) 5. The bed was very uncomfortable. I --- very well. (sleep) 6. Sue wasn't hungry, so she --- anything. (eat) 7. We went to Kate's house but she --- at home. (be)8. It was a funny situation but nobody --- (laugh) 9. The window was open and a bird --- into the room. (fly) 10. The hotel wasn't very expensive. It --- very much. (cost) 11. I was in a hurry, so I --- time to phone you. (have) 12. It was hard work carrying the bags. They --- very heavy. (be)

***UNIT 12***

***THE SYSTEM OF GOVERNMENT***

 The United Kingdom is a constitutional monarchy. The head of the state is Queen Elizabeth II. The queen reigns, but does not rule. A Cabinet of government official called ministers, actually rules the country. These ministers normally belong to the political party that has a majority in the House of Commons, which dominates in Parliament, the country's lawmaking body. They are responsible to Parliament, which in turn, is responsible to the people.

The Constitution of the United Kingdom is not one document, as are the constitutions of many other countries. Much of it is not ever in writing, and so the country is often said to have an unwritten constitution.

Some of the written parts of the Constitution come from laws passed to Parliament. Some written parts come from such old documents as Magna Charta. which limited the king's power. Other written parts come from common law, a body of laws based on people's customs and beliefs, and supported in the courts.

The unwritten parts of the Constitution include many important ideas and practices that the people have developed over the years. They include the Cabinet system of government and the relationship between the Cabinet and the monarch. For more than 1,000 years, the Constitution has been charming and developing, because it is so flexible. The Constitution can be changed at any time by an act of Parliament or by the people's acceptance of a new idea or practice.

The monarchy is over 1,000 years old. The throne passes from a king or a queen to his or her oldest son or daughter. The crown symbolises the British monarch's supreme power. For hundreds of years, the monarch held most authority. But as Parliament's power grew, the monarch's power declined. Today, almost all the powers of the Crown are used by various government officials in the monarch's name. The queen can make few decisions on her own. The British call their government "Her Majesty's Government", and government officials work "On Her Majesty's Service".

The monarch formally opens Parliament, prorogues it (brings one session of Parliament to an end), and dissolves it (brings the existing Parliament to an end).The monarch also completes the process of passing an act by giving the royal assent. The Lord Chancellor and the Speaker normally announce to Parliament that the monarch has given the royal assent to a bill. By tradition, the monarch never acts without the advice of his or her ministers.Parliament makes the laws of the United Kingdom. Parliament consists of the Queen, the House of Commons and the House of Lords. The Queen must approve all bills passed by Parliament before they can become laws. Although the Queen may reject a bill, no monarch has done it since the early 1700s.

The House of Lords has no fixed number of members. But four groups of people are entitled to sit in the House of Lords: 2 archbishops, and 24 bishops of the Church of England, the law lords, hereditary peers, and life peers. The monarch formally appoints all bishops and also creates peers on the advice of the Prime Minister.

If the Lord Chancellor, who is a member of the government and head of the judicature (judicial system), presides over the House of Lords both when it sits as a legislative (lawmaking) body and when it sits as a law court.If the Lords rejects a bill that the Commons has passed, the Commons can pass the bill again in the next session. If the Commons then passes the bill a second time, the bill is not sent back to the Lords, but is submitted to the royal assent. In other words, the final power of the Lords is to impose about a year's delay on legislation. These rules are contained in the Parliament Acts of 1911 and 1949.

The House of Lords is the final court of appeal in civil lawsuit and, in special circumstances, in criminal cases. When it sits as a law court, only law lords attend. The House of Commons is made up of 646 elected members known as Members of Parliament (abbreviated to MPs), each of whom represents an area (constituency) of the United Kingdom. They are elected either at a general election, or at a by- election following the death or retirement of an MP. The Speaker of the House of Commons is a member chosen by the whole Commons to preside over meetings of the Commons. The Queen, Lords and Commons all have to agree to any new law which is passed. In reality, the House of Commons is the only one of the three which has true power. It is here that new bills are introduced and debated. If the majority of the members are in favour of a bill it goes to the

House of Lords to be debated and finally to the monarch to be signed. The Prime Minister is usually the leader of the political party that has the most seats in the House of Commons. The monarch appoints the Prime Minister after each of general election. The monarch asks the Prime Minister to form a government — that is, to select ministers to head governmental departments and to hold various offices. The Prime Minister selects about 100 ministers. From them, the Prime Minister picks a special group to make up the Cabinet. The Cabinet decides what the government shall do and how it shall be done. The Prime Minister chairs the Cabinet, which usually consists of about 20 ministers. Mr. Blair, the leader of the Labour Party, became Prime Minister in May 1997 and resigned in June 2007. His party co-member Gordon Brown came to power. Responsibility for the administration of the judicial system in England and Wales is divided between the courts themselves, the Lord Chancellor and the Home Secretary. The Lord Chancellor is responsible for the composition of the courts, civil law, parts of criminal procedure and law reform in general. The Home Secretary is responsible for the prevention of criminal offences, trial and treatment of offenders and for the prison service.

**VOCABULARY**

**I.Consult a dictionary, transcribe the following words and practice their pronunciation; suggest Ukrainian equivalents**:

reign, v submit, v circumstance, n

assent, n decline, n, v hereditary, adj.

actually, adv. prorogue, n peer, n

flexible, adv. dissolve, v judicial, adj.

throne, n reject, v executive, adj.

authority, n archbishop, n legislative, adj.

relationship, n monarch, n procedure, n

1. **State what part of speech the following words are and translate them:**

1.constitute — constitution — constitutional — unconstitutional — constitutional­ly — constitutionalism;

2.legislate — legislature — legislator — legislative — legislation;

3.serve — servant — service — servicing — serviceman — serviceable;

4.economy — economic — economist — economize — economical — economically.

**III.Form derivatives of the following words and translate them:**

power — reject — elect —

accept — preside — execute —

approve — submit —

**COMPREHENSION**

**IV.Match the word (word combination) with the corresponding definition:**

* 1. lawsuit a) official agreement to take something that you have been offered;
	2. official b) an area of the country that elects a representative to a parliament;
	3. common law c) a person holding public office;
	4. acceptance d) official agreement, e.g. to a proposal;
	5. to prorogue e) case in a law court;
	6. assent f) a body of laws based on people's custom's and beliefs;
	7. to reject a bill g) to choose for a post;
	8. to submit h) to refuse to accept an offer, suggestion or request;
	9. constituency i) to put forward for opinion, discussion decision, etc;
	10. to appoint j) to bring (a session) of parliament to an end without dissolving it.

**V.Find Ukrainian equivalents to the word combinations and expressions of group A:**

1. Prevention of criminal offences; executive; hereditary; preside; judicial; Home Secretary; the House of Commons; civil servant; legislation; the House of Lords; constituency; Foreign Office; offender; dissolve; to make up the Cabinet; to hold various offices; to chair the Cabinet; in favour of a bill; the composition of the courts.

**VI.Read the following sentences and decide if they are true or false.**

* + - 1. The Prime Minister is the leader of the governing party.
			2. The Queen chooses the Cabinet.
			3. Mr. Blair Cabinet belonged to the Conservative Party.
			4. The House of Lords is a hereditary body.
			5. The Cabinet are the senior members of the Government chosen by the Prime Minister.

### GRAMMAR EXERCISES

***1.Put the verb in the correct form, present continuous or present simple.***

 1. Let's go out. It not/rain) now. 2. Julia is very good at languages. She (speak) four languages very well. 3. Hurry up! Everybody --- (wait) for you. 4. '--- (you/listen) to the radio?' 'No, you can turn it off.' 5. '--- (you/listen) to the radio every day?' 'No, just occasionally.' 6. The River Nile --- (flow) into the Mediterranean. 7. Look at the river. It --- (flow) very fast today - much faster than usual. 8. We usually --- (grow) vegetables in our garden but this year we --- (not/grow) any. 9. 'How is your English?' 'Not bad. It --- (improve) slowly.' 10. Ron is in London at the moment. He --- (stay) at the Park Hotel. He --- (always/stay) there when he's in London. 11. Can we stop walking soon? I --- (start) to feel tired.12. 'Can you drive?' 'I --- (learn). My father --- (teach) me.' 13. Normally I --- (finish) work at 5.00, but this week I --- (work) until 6.00 to earn a bit more money. 14. My parents --- (live) in Bristol. They were born there and have never lived anywhere else. Where --- (your parents/live)? Live, do your parents live. 15. Sonia --- (look) for a place to live. She --- (stay) with her sister until she finds somewhere. 16. 'What --- (your father/do)?' 'He's an architect but he --- (not/work) at the moment.'17. (at a party) Usually I --- (enjoy) parties but I --- (not/enjoy) this one very much. 18. The train is never late. It --- (always/leave) on time.19. Jim is very untidy. He --- (always/leave) his things all over the place.

***2.Are the underlined verbs right or wrong? Correct the ones that are wrong.***

 1. I'm seeing the manager tomorrow morning. 2. I'm feeling hungry. Is there anything to eat? 3. Are you believing in God? 4. This sauce is great. It's tasting really good. 5. I'm thinking this is your key. Am I right?

***3. Put the verb into the correct form, present continuous or present simple*.**

 1. Are you hungry? Do --- something to eat? (you/want) 2. Jill is interested in politics but she --- to a political party. (not/belong) 3. Don't put the dictionary away. I --- it. (use) 4. Don't put the dictionary away. I --- it. (need) 5. Who is that man? What ---? (he/want) 6. Who is that man? Why --- at us? (he/look) 7. George says he's 80 years old but nobody --- him. (believe) 8. She told me her name but I --- it now. (not/remember)

***UNIT 13***

**Margaret Thatcher**

Margaret Thatcher faced serious problems when she came to power in 1979. Britain still had a reputation for frequent strikes. Inflation was high. Traditional heavy industries such as coal, steel, and shipbuilding were declining, and as a result, many cities in the north and west of Britain, which had been rich since the Industrial Revolution now faced high levels of unemployment.

There were a number of major political debates during this period. The Conservatives cut taxes and claimed they were giving power back to the people. They also returned a large number of state-owned industries to the private sector. The Labour Opposition saw these policies as encouraging selfishness: they described the new "enterprise economy" as widening the gap between the rich and the poor. In their view lower taxes helped those who were already wealthy. They strongly criticised the sale of industries, which they considered to belong to the nation.

The state continued to provide education, health and social services largely free of charge. In all these areas, the Conservative philosophy was to increase efficiency and individual choice, but the Labour party members were concerned by what they interpreted as a decline in standards. The Government and Opposition were bitterly divided in their view of how Britain was changing. On the one hand, the Conservatives saw a richer, freer country, while Labour saw a decline in essential services for those who could not afford to pay for them.

Margaret Thatcher and her ideas dominated British policies until she resigned in 1990. She brought an entirely new tone to government. "I am not a consensus politician...". Margaret Thatcher announced in one of her most famous remarks, "I am a conviction politician". In fact she had become convinced since she took over the party leadership in 1975, that the Conservatives as well as Labour had implemented basically socialist-type policies since 1945. She was determined to destroy the position of socialism in Britain, which she blamed for the countries ills. Her targets were the labour strongholds: council estates (homes rented by local government to people on low incomes); the trade unions; the local authorities; and the nationalised industries.

Margaret Thatcher's philosophy, put simply, was to create a stable economic climate by low rates of inflation and taxation. This, she believed, would allow a market economy to recover. The government role in economic revival would be minimal beyond securing these stable conditions, and cutting public expenditure.

Mrs. Thatcher pressed on where her predecessors had retreated. Indeed, she said at the time, "I have no time for arguments" — even with her colleagues. She arranged for the coal and steel industries to be "slimmed down" in order to improve efficiency and meet demand but no more.

High interest rates and her refusal to assist struggling industries led to dramatic changes. By its second anniversary in 1981 the Thatcher government had presided over the greatest decline in total output in one year since the Depression of 1931, \_nd the biggest collapse in industrial production in one year since 1921. Britain's nalance of payments began to deteriorate. Its share of world trade fell by 15per cent between 1979 and 1986, a larger fall than in any other industrialised country during :hat period. In 1983 the import of manufactured goods exceeded exports for the first time in 200 years. There were social consequences, too. In May 1979 there had been 1.2 million unemployed. By May 1983 this figure had risen to 3 million, over 13 per cent of the workforce.

Furthermore, the stress created by Mrs. Thatcher's policies began to divide the ration into areas, which responded to them and ones which could not. Growth in the ^outh of the country was three times as fast as in the rest of the country during most : fthe decade. The divide was not purely geographical. Mrs. Thatcher's policies also ed to a growing gulf between the richest and poorest all over the country.

But Mrs. Thatcher was determined to break with the past and did not look back. She began to sell into private hands many publicly owned production and service

companies, for example British Telecommunication, British Gas, British Airways, Jaguar Cars, Rolls Royce, even British Regional Water Authorities. She had two basic interests: to free these areas from government control and also to persuade ordinary individuals to buy a stake in these enterprises.

In both she was largely successful, Government largely gave up its traditional intervention in the economy and began to turn Britain into a "share-owning democracy". Between 1979 an 1992 the proportion of the population owning shares increased from 7 to 24 per cent, powerfully emphasising that the accepted philosophy of the 1980s was personal wealth rather than public ownership. Such was the attraction of this philosophy that even the Labour Party, traditionally the party of public ownership, felt compelled to accept the new realities.

In local government she had greater success, but the struggle was more bitter because much of local government was controlled by the Labour Party. Her government abolished the metropolitan authorities — created to co-ordinate the affairs of London and six other large conurbations — all of which had been Labour- controlled. She also undermined local authorities (or councils) by limiting their ability to raise money, by forcing them to allow occupants of council-owned rented accommodation to purchase their homes at attractive prices, by reducing their authority in areas like education, and by breaking up local authority bus services.

While she freed the economy from previous restraints, she also brought other areas of national life under closer central control, by stricter laws on national security, closer scrutiny of "sensitive" material in the press or on television, and the introduction of a national curriculum for all state schools. Some people disliked the more authoritarian style of government.

Fundamentally, Mrs. Thatcher faced the same dilemma her predecessors had all faced since the war. The commitment to reduce government spending conflicted with the need for investment in education, training, research and development, in order to produce long-term improvements in the economy. Some felt that Britain's weakness stemmed from the failure of successive governments to plan enough, and that the real challenge was to create a powerful central planning body including both managers and trade unionists, which could evolve and implement a co-ordinated strategy.

Overseas, Britain went to war with Argentina in 1982 over the future of the Falkland Islands in the South Atlantic. Mrs. Thatcher's close relationship with President Reagan brought American support in that war, a favour which was returned in 1986, when the United States raided Libya with bombers based in Britain. Nearer home, there still seemed to be no acceptable solution to the problems of Northern Ireland. Mrs. Thatcher and her cabinet narrowly escaped death in 1984, when an IRA (Irish Republican Army) bomb exploded in their hotel during the Conservative Party conference in Bridgeton.

Margaret Thatcher resigned as Prime Minister in November 1990, when she lost the confidence of over one third of her party colleagues in Parliament.

**VOCABULARY**

1. **Consult a dictionary, transcribe the following words and practice their pronunciation:**

decline, v; n expenditure, n metropolitan, adj.

essential, adj. predecessor, n conurbation, n

resign, v preside, v undermine, v

consensus, n exceed, v restraint, n

authority, n consequence, n scrutiny, n

revival, n stake, n commitment, n

evolve, v

1. **Remember synonyms to these words:**

power (n) — force, strength, might; determine (v) — decide, resolve, settle;

destroy (v) — ruin, spoil, extinguish, wipe-out, abolish, demolish;

argument (n) — reason, cause, ground;

rise (v) — raise, lift, increase, bring up, rear, elevate, pick up;

target (n) — aim, purpose, goal, object, intent, end;

allow (v) — permit, let;

increase (v) — enlarge, multiply;

purchase (v) — buy;

look (v) — gaze, stare, gape, glare, glance, glimpse.

**COMPREHENSION**

**III. Fill in the blanks with a suitable word in the correct form. Translate the sentences into Ukrainian:**

***Restraint, stake, to deteriorate, to stem, predecessor, revival, consensus, to resign, ill, expenditure, stronghold*.**

* 1. The EC Council failed to reach a ... on the pace of integration.
	2. The manager was forced ... his post after allegations of corruption.
	3. Free-market economics was seen as the cure for all our... .
	4. The area is a Republican ... .
	5. The Roosevelt administration wanted to stimulate an economic ... .
	6. The total ... on defence has dropped since 1989.
	7. The President inherited his economic problems from his ... .
	8. Relations between the two countries ... since ... . 9.1 just don't feel I have a ... in the country's future.
		1. The government imposed ... on the export of military hardware.
		2. Most of the difficulties ... from poor workmanship.

**VI.Read the following sentences and decide if they are true or false. Use the following phrases in your answers:**

***It's not quite so; I'm afraid you are wrong; in my opinion; I think it's absolutely wrong; as far as I know; I'm of another opinion.***

* + - * 1. Margaret Thatcher came to power in 1990.
				2. She did not face serious problems when she came to power.
				3. Mrs. Thatcher dominated British policies throughout the 1970s.
				4. She wasn't Britain's first woman Prime Minister, leader of the ruling party and the longest-serving Prime Minister of this century.
				5. Under Thatcher, it was Labour policy to return state-owned industries to private ownership, cut taxation and control inflation.
				6. In 1997 Thatcher was replaced as Prime Minister and leader of the Conservative Party by Mr. Blair.
			1. **Find words and expressions in the text which mean:**
1. the government or political organisation of a country;
2. something that you say when you express an opinion or say what you have noticed;
3. problems and difficulties;
4. the total amount of money that a government, organisation or person spends during a particular period of time;
5. someone who had your job before you started doing it;
6. a process of something becoming active or strong again;
7. an opinion that everyone in a group will agree with or accept;
8. coming from or happening abroad.
	1. **VIII.Answer the questions**:
		1. 1.What major events happened in these years: 1979, 1982, 1984, 1986 in Great Britain?
		2. 2.When did Margaret Thatcher come to power?
		3. 3.Which are the two largest political parties in Great Britain?
		4. 4.Which party does Margaret Thatcher belong to?
		5. 5.Which of her policies are mentioned in the text?
		6. 6.Which party was in government and which was the major opposition party through­out this period?
		7. 7.What problems did Mrs. Thatcher's government face abroad?
		8. 8.What problems did it face in Britain?

 9.When did Margaret Thatcher resign as Prime Minister?

**GRAMMAR EXERCISES**

***1.Use your own ideas to complete these sentences. Use the past continuous.***

 1. Tom burnt his hand while he ---- the dinner. 2. The doorbell rang while I --- 3. We saw an accident while we --- 4. Mary fell asleep while she ---5. The television was on but nobody ---

***2. Put the verbs into the correct form, past continuous or past simple.***

 1. I saw (see) Sue in town yesterday but she --- (look) the other way. 2. I --- (meet) Tom and Ann at the airport a few weeks ago. They --- (go) to Berlin and I --- (go) to Madrid. We --- (have) a chat while we --- (wait) for our flights. 3. I --- (cycle) home yesterday when suddenly a man --- (step) out into the road in front of me. I --- (go) quite fast but luckily I --- (manage) to stop in time and --- (not/hit) him.

***3. Put the verbs into the correct form, past continuous or past simple.***

 1. Jane (wait) for me when I arrived (arrive). 2. 'What --- (you/do) this time yesterday?' 'I was asleep.' 3. '--- (you/go) out last night?' 'No, I was too tired.'4. 'Was Carol at the party last night?' 'Yes, she --- (wear) a really nice dress.' 5. How fast --- (you/drive) when the accident --- (happen) 6. John --- (take) a photograph of me while I --- (not/look). 7. We were in a very difficult position. We --- (not/know) what to do.8. I haven't seen Alan for ages. When I last --- (see) him, he --- (try) to find a Job in London.9. I --- (walk) along the street when suddenly I --- (hear) footsteps behind me. Somebody --- (follow) me. I was frightened and I --- (start) to run.10. When I was young, I --- (want) to be a bus driver.

***UNIT 14***

 ***UNITED STATES IN BRIEF***

Capital: Washington D.C.

Language: English spoken throughout the country, but does not have official status. Spanish — second most common language. Official name: The United States of America. National anthem: "The Star — Spangled Banner". Largest population centres (2006): New York City (8,143,197) Los Angeles (3,844,829) Chicago (2,842,518) Philadelphia (1,463,281) Houston (2,016,582) Detroit (886,671) Dallas (1,213,825) San Diego (1,255,540)

Symbols of the United States include the American flag and the Great Seal. The eagle holds an olive branch and arrows, symbolising a desire for peace but the ability to wage war. The reverse size bears the Eye of Providence, representing God, and a pyramid dated 1776.

Area: 9,372,571 km (including Alaska and Hawaii). Elevation: Highest — 6,194 m (Mount McKinley in Alaska). Lowest — 86 m below sea level (Death Valley in California). Population: The USA is world's third largest country in terms of population — 300,332,443. Population density: 27 persons per sq. km. Distribution: 74% urban, 26% rural.

Major ethnic/national groups: 80.3 % white, 12.1% black, 9% Hispanic origin, 2.9 % of Asian descent, 0.8% American Indians (native peoples).

Major religions: 31% Protestant (chiefly Baptists, Methodists, Lutherans, Pentecostals and Presbyterians), 22% Roman Catholic, 3% Jewish, 2% Mormon. 2% Eastern Orthodox. Economy

Chief products: Agriculture — beef cattle, milk, maize, soybeans, pigs, wheat, chickens and eggs, cotton. Fishing: tuna, salmon. Manufacturing — foods and beverages, cars, aircrafts, communications equipment, printed materials, fabricated metal products, paper, clothing, computers, drugs, wood and wood products. Mining — petroleum, natural gas, coal. Money: Basic unit — US dollar.

Foreign trade: Major exported goods — motorcars and parts, computers and other office equipment, aircraft, electrical machinery, scientific measuring instruments, telecommunications apparatus, grain, soybeans. Major imported goods — petroleum and petroleum products, cars and parts, clothing and shoes.

seafood.

The United States of America is the third largest country in the world in population and the fourth largest in area. China and India are the only countries with more people. Only Russia, Canada, and China have larger areas. The United States covers the entire midsection of North America, stretching from the Atlantic Ocean in the east to the Pacific Ocean in the west. It also includes Alaska, in the northwest part of North America; and Hawaii, far out in the Pacific. The United States is often called the US, USA, or America.

The land of the United States is as varied as it is vast. It ranges from the warm beaches of Florida and Hawaii to the frozen northlands of Alaska, and from level Midwestern prairies to the snow-capped Rocky Mountains. This huge and beautiful country is rich in natural resources. It has great stretches of some of the most fertile soil on earth, a plentiful water supply and excellent water routes, and large stretches of forests. There are also huge deposits of valuable minerals which lie underneath the ground.

Economically, the United States is one of the world's most highly developed and productive nations.

No other country equals the United States in the production of goods and services. Its people enjoy one of the world's standard of living.

Until the 1500s, what is now the United States was largely a wilderness. Indians lived scattered over the land between the Atlantic and the Pacific. Eskimos inhabited what is now Alaska, and Polynesians lived in Hawaii. People in Europe saw in this vast "new world" a chance to build new, better lives.

In 1776, colonists in the East established an independent nation based on freedom and economic opportunity. Through the years, large numbers of people from Europe continued to settle in the United States. In addition, people from almost every other part of the world settled in the country. Except for black Africans brought in as slaves, these immigrants came seeking the rights and the opportunities that had become part of the American way of life. As a result of this immigration the United States today has one of the most varied populations. It has been called "a nation of immigrants".

The vast space and resources of the land, the ideals of freedom and economic giant have made it a super powerful country as it is today. The Americans — as the people are commonly called — also made major contributions in such fields as technology, science and medicine. Americans developed the mass production system of manufacturing. They also created the skyscraper and such new art forms as jazz and musical comedy.

The United States consists of fifty states and the District of Columbia. The District of Columbia is a piece of land set aside by the federal government for the nation's capital, Washington, D.C.

The United States has a federal system of government, which gives the states many powers that national government have in most countries. For example, the states have broad control over public education and the establishment of criminal

and civil laws. The states of the United States, excluding Alaska and Hawaii, are often divided into seven major regions. Each region is made up of states, that have similarities in geography, climate, economy, traditions and history. The regions are: (1) New England, (2) the Middle Atlantic States, (3) the Southern States, (5) the Rocky Mountains, (6) the South Western States, and (7) the Pacific Coast States.

The climate of the United States varies greatly from place to place. Average annual temperature range from -13 °C in Barrow, Alaska, to 25.7 °C in Death Valley, California. In general, most parts of the United States have seasonal changes in temperature and moderate precipitation. The Midwest, the Middle Atlantic States and New England experience warm summers and cold, snowy winters. In the South, summers are usually long and hot, and winters are mild. Along the Pacific Coast and in some other areas, near large bodies of water, the climate is relatively mild all year round. Mountains also affect the climate. In the West, for example, the mountainous areas are cooler and wetter than the neighboring plains and plateaus. Parts of the West and South-West of the United States have a desert climate. The moderate climate in much of the United States has encouraged wide spread population settlement. It has also helped make possible the production of a great variety of agricultural goods.

The United States ranks first in the world in the total value of its economic production. The nation's gross national product (GNP) — the value of all the goods and services produced by a country in a year — amounted to about 11.5 trillion US dollars in 2003. A per capita Gross National Income of 37,610 (2003 est.). This total was more than twice the GNP of Japan, which is ranked second.

The United States' economy is based largely on a free enterprise system. In such a system, individuals and companies are free to make their own economic decisions. Even though the US economy is based on free enterprise, the government have placed regulations on economic practices through the years. Government regulations have protected consumers from unsafe merchandise and protected workers from unsafe working conditions and unreasonably low wages.

A variety of natural resources provide the raw materials that support the economy of the United States. The most valuable resources are minerals, soils, water, forests, and fish.

The United States has large deposits of coal, iron ore, natural gas, and petroleum, which are vital to the country's industrial strength. Its many other important minerals, include copper, gold, lead, phosphates, potash, silver, sulfur, and zinc. To meet its needs, however, the United States must import additional amounts of iron ore. petroleum and other minerals.

Forests cover nearly a third of the United States and they yield many valuable products.

Agriculture accounts for 2 per cent of the US gross domestic product and provides jobs for 2 per cent of the nation's workers. Yet, the United States is a world leader in agriculture production. The country's farms turn out as much food as the nation needs, with enough left over to export food to other countries. About a third of the world's food exports come from US farms.

The US population amounts to 300,332,443 people according to the US update Census Bureau. Whites make up about 80 per cent of the country's population. Blacks form the largest minority group. They account for about 12 per cent of the population. About 3 per cent of the population is of Asian descent. American Indians make up almost 1 per cent of the population. Other groups combine to make up the remaining 4 per cent. The population of the United States includes many Hispanic people, such as people of Mexican, Puerto Rican, or Cuban descent. Hispanic consist mainly of whites, but they also include some blacks and American Indians. Hispanic make up 8 per cent of the US population.

About 51.5 percent of the people in the United States are females. The United States has one of the highest life expectancies of any country — 74. 9 years old. Since 1945, the part of the US population that is over 65 years old has increased from 8 per cent to 12 per cent. Improvements in medical care have been the main reason for the increase.

Approximately 94 per cent of the total population was born in the United States. The largest foreign-born groups are in order of size, Mexicans, Germans, Canadians, Italians, British and Cubans. The United States has an overall average population density about 27 people per square kilometer.

**VOCABULARY**

**I. Consult a dictionary, transcribe the following words and practice their pronunciation:**

density, n census, n throughout, prep. rural, adj. resources, n pi. Alaska Hawaii Hispanics China plateau, n consumer, n

**COMPREHENSIO**N

**II**.**Match the word (word combination) with the corresponding definition:**

|  |  |
| --- | --- |
| '1) Gross national product | a) for or by each person in particular place |
| 2) Anthem | b) to be different from one another |
| 3) Density | c) an official process of counting a country's population |
| 4) Vary | d) the official song of a nation that is sung or played on certain occasions |
| 5) Immigrants | e) people who come from abroad to live permanently in an other country |
| 6) Census | f) the total value of all the goods and services produced in the country, including income from abroad |
| 7) Population | g) a period when a lot of babies were born esp. between 1946 and 1964 |
| 8) Life expectancy | h) the amount calculated by adding together several quanti­ties, and then dividing this amount by the total number of quantities |
| 9) Baby boom | i) someone who is paid to work for someone else |
| 10)Average | j) climate which is neither very cold nor very hot |
| 11) Empoloyees | k) the degree to which an area is filled with people |
| 12) Natural resources | 1) smth. such as land, minerals, or natural energy that exists in a country and can be used to increase its wealth |
| 13) Moderate climate | m) the length of time that a person or animal is expected to live |
| 14) Per capita | n) the number of people living in a particular area, country, etc. |

1. **Put the words in the following questions in the correct order and answer them:**
	1. the United states, does, among, rank, how, other, of the world, countries, popula­tion, in, and, area?
	2. the country's, anthem, is, national, what?
	3. people, many, live, the United States, how, in?
	4. are, the, natural, the, country's, what, resources?
	5. lowest, the, in the, United, where, States, land, where, is?
	6. are, leading, products, farm, what, the United States, in?
	7. is, the, life, what, expectancy, reason, what, for, high?
	8. major, what, in, the, are, religions, the, United, are, States?
	9. the US, federal, monarchy, a, republic, or, is, a? 10) states, how, does, the US, consist, many, of?
2. **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**.
3. The United States of America is the fifth largest country in the world in population and the tenth largest in area.
4. The USA has scarce natural resources.
5. The USA is one of the world's most highly developed and productive nations.
6. The United States consists of 49 states and the District of Columbia.
7. American people enjoy one of the world's highest standards of living.
8. The District of Columbia is a piece of land set aside by the President for the nation'- capital.
9. The capital of the United States is New York.
10. The United States has a totalitarian system of government.

**V.Fill in the blanks with one of the words or expressions from the box:**

|  |  |  |
| --- | --- | --- |
| after | dancing | so |
| at midnight | and then | sang |
| began | others | some of them |
| finally | on the night of | went |
| as soon as | some | about |

On December 31st we invited friends to a New Year's Eve party. ... the first guests arrived, we offered them drinks, ... we put on some music. ... half an hour there were ...

thirty people in our small flat to dance; ...just went on talking, eating and drinking. ...

we all joined hands and... an old Scottish song called Auld Lang Syne; then we went on .... At seven o'clock in the morning there were still eight people left, we had breakfast. The last guest went home, and we ... to bed.

1. **Imagine that you are tourists planning to visit the USA. Draw up a list of things you would need to find out. For example**: We would need to find out... how to get to the capital ; ... where to stay.
2. **Explain where the problem is:**

Your American hostess asks you if you would like to "wash up" before dinner. You are surprised because, having learned British English "washing up" before the meal seems to you rather a strange custom. Write a dialogue between yourself and your hostess dealing .vith the situation. Use phrases like: I am afraid I don't understand... I thought "wash up" neant... Yes, it does in England. Really, that sure is... So "wash up" in America means... and not...? Well, we live and learn.

**DISCUSSION**

1. **Topics for discussions:**
	1. The USA is the very country I'd like to live in.
	2. Positive and negative sides of the American life.
2. 1. **Write an essay** on one of the states of the USA. 2. Imagine that you are an inhabitant of that state. Advertise your state; finish up your advertising with the words, "...

elcomes you to explore its history, culture, traditions and even business

**GRAMMAR**

### GRAMMMAR EXERCISES

***1. Make the following sentences positive and negative .***

1. You must make your bed
2. Peter can tell you a lot of psychological anecdotes.
3. You need ring the bell
4. You must drink this
5. You need bring an umbrella
6. You can open lion’s cage.
7. You must do all the exercises
8. You need clean the window
9. You can make some more sandwiches
10. You must put salt in any of his dishes
11. They could help him when he needed it.
12. He could buy the Turkish delight beforehand.
13. You will be able to catch the train.
14. We may occupy this room.
15. You can turn on the light
16. The students may spend the night in the camp.
17. You must organize your work on English.
18. I must read a lot of psychological books.
19. Your tastes can show your character.
20. He had to return home.

***2. Answer the questions***

1. Can you play chess?
2. Can your friend play the piano?
3. Can you show me the new textbook?
4. Must you stay in the library tonight?
5. Must students do their homework every day?
6. May I take your pencil?
7. May I stay here till seven?
8. May he go home?
9. May I smoke?

***3. Put the verb into the correct form***

1. They can visit Kiev (next month)
2. She must study French (next year)
3. He can’t lecture on English (last year)
4. You must study in the University library (the day before yesterday)
5. Can she bring me a few books? (next Friday)

4. ***Translate the following sentences using modal verbs may, can, could, should, must, need, to have to, to be to***

1. Ваші улюблені цукерки можуть багато розповісти про ваш характер.
2. Ви можете придбати будь-які цукерки у цьому магазині.
3. Вам не слід їсти так багато солодкого. Це шкідливо для фігури.
4. Він зможе пролити світло на цю справу.
5. Він навіть не міг запропонувати їм чашку кави, так йому було погано.
6. Не треба говорити пошепки. Ми вже все знаємо про цих людей.
7. У мене ще багато роботи, тож вам не слід приходити раніше шостої.
8. Вам не слід було купувати дитині молочний шоколад. Вона його не їсть.
9. Тоді слід стерегтися робити ті самі помилки.
10. Не чекайте мене. Я маю ще дещо закінчити.
11. Доведеться мені ще подумати над цим.

 ***UNIT 15***

***BECOMING A NATION***

/1784-1815/

***What is July 4 in the USA?***

***What is the birthday of the American flag?***

***What is the name of the US National Anthem?***

1. - Declaration of Independence was approved by the Continental Congress on July 4 in Philadelphia. Liberty Bell told that a new nation was born. On Christmas night, 1776, Washington defeated British troops at Princeton. France secretly encouraged Americans.
2. - On June, 14,1777 the first national flag was taken. The American armies enlisted African Americans. Americans won the British troops at Saratoga on October 17. It was a turning point of the war. It convinced Luis XVI to sign a treaty with the U.S. B. Franklin went to Paris to get help.
3. - Benjamin Franklin brought about alliance with France. \*
	1. - French army of 5,000 landed at Newport. British fleet blocked Washington.
	2. - Lord Cornwallis, British general, was forced to surrender at Yorktown, October 19.
		1. - Treaty of Paris officially ended Revolutionary war 1775-83.
		2. - Russia established settlement in Kodiak in Alaska.
			1. - Constitution of the U.S. was adopted. Delaware was the first state to ratify.
			2. - The constitution was ratified on June 21.
			3. - George Washington was inaugurated as first US President.

**1803** - Napoleon sold the U.S. the area of Louisiana for $15 million.

**1804** - Lewis and Clark were sent to describe the land and tell Indians about the U.S. 16- year-old Shoshoni Indian girl Sacajawea /Bird Woman/ was their guide-interpreter.

**1805** -Lewis and Clerk expedition reaches the Pacific.

* + - * 1. -Fort Ross is built by the Russians in what is now California. The Russians considered try­ing to establish a hug empire in America. Fort Ross was to be the "jumping off "place. Threats of revolu­tion in Russia, trouble with China, and the growing power of the U.S. ended the plans. The founder Ivan Kuskov /Vologda/ left in 1921. Fort Ross was sold in 1841. President Madison declared war to Britain on June 18. Britain -on June 23. War of 1812 began. The nation was divided. The U.S had 6 ships and only 6,700 soldiers. Napoleon had met defeat in Russia.
				2. - The Indian leader Tecumseh was named a general in the British army. After his death, the Indians were left without strong leaders. Many settlers took Indian land.
				3. - President Madison fled from Washington on August 22.The British entered on August 24 and burnt Washington D.C. because earlier some U.S. troops burned the capital of Canada York, now To­ronto. On September 13 they attacked Fort McHenry. F.Key watched the attack from sea. He wrote "The Star-Spangled Banner". It became the national anthem. The battle of New Orlean was a great victory but a peace treaty was signed 2 weeks earlier.

**1825** - President Monroe began moving Indians west of Mississippi.

**1828-** Andrew Jackson, the old Indian fighter, was elected President.

**1830** -Under the Indian Removal Act the Indians were driven out of land east of the Mississippi River. Country's first railroad was built in South Caroline.

**1832** -The Sauk leader Black Hawk tried to stop the theft of Indian lands. In the Black Hawk War Abraham Lincoln gained military experience. Black Hawk was put in jail. Later he and 5,000 Indians were pushed west.

**1836** -Texas became an independent republic.

**1838** - The removal of Cherokees began. They lived in the South as a separate nation. They had their own alphabet and published a daily newspaper. But their land was good for growing cotton, and gold

was discovered there. They were in the way. The removal lasted until **1839**.They had walked 1,000 miSr1 for 4 months. 4,000 Cherokees died. The way was known as the Trail of Tears

**1876** - King George III send German mercenaries to fight the colonists. Washington moved army of 5,000 from Boston to New York. Britain sent 32,000 troops. Americans retreated.

**VOCABULARY**

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

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Treaty of Paris | National flag | Liberty Bell | British | Saratoga |
| Alaska | Independence | Constitution | France | French |

1. Declaration of ……… was approved by the Congress on July 4, 1776.
2. …… told that a new nation was born.
3. On June, 14,1777 the first was taken.
4. Americans won the British troops at…………………….on October 17.
5. Benjamin Franklin brought about alliance with
6. -……………….. army of 5,000 landed at Newport.
7. Lord Cornwallis, general, was forced to surrender on October 19, 1781
8. - officially ended Revolutionary war 1775-83.
9. Russia established settlement in Kodiak in 1784.

10.In 1787 of the U.S. was adopted.

**COMPREHENSION**

* 1. **Scan for the details and circle the correct letter**.
		1. The constitution was ratified on June 21, a/ 1788, b/ 1777, c/ 1780.
		2. George Washington was inaugurated as first US President in a/ 1789, b/ 1788, c/ 1780.
		3. Napoleon sold the U.S. the area of Louisiana for $ a/ 1,5, b/ 10, c/ 15 million.
		4. In 1805 Lewis and Clerk expedition reached the a/ Pacific, b/ Ontario, c/ Rockies.
		5. In 1812 Fort Ross was built by the Russians in a/ Alaska, b/ California, c/ Oregon.
		6. The founder of Fort Ross Ivan Kuskov /Vologda/ left in a/ 1821, b/ 1831, c/ 1841.
		7. On June 18, 1812 President Madison declared war to a/ France, b/ Germany, c/ Britain.
		8. The Indian leader Tecumseh was named a general in the a/ British, b/ American army.
		9. President Madison fled from Washington on August 22, a/ 1812, b/ 1813, c/ 1914.

10.The British burnt a/Washington D.C., b/ the White House, c/ the Capitol.

* 1. **Here are some answers. What are the questions?**

1.George Washington was inaugurated as first US President.

2.Napoleon sold the U.S. the area of Louisiana.

3.Lewis and Clerk expedition took place in 1805.

4.Fort Ross was built by the Russians in 1812.

5.The founder of Fort Ross was Ivan Kuskov.

**PROJECT.**

**V.Make a synchronic diagram of American and Ukrainian history.**

**GRAMMAR EXERCISES**

***1.Read the situations and write sentences. Choose one of the following:***

 arrive break go up grow improve lose

 1. Mike is looking for his key. He can't find it. He --- his key.

 2. Margaret can't walk and her leg is in plaster. She ---

 3. Maria's English wasn't very good. Now it is much better. ---

 4. Tim didn't have a beard last month. Now he has a beard. ---

 5. This morning I was expecting a letter. Now I have it. ---

 6. Last week the bus fare was 80 pence. Now it is 90. ---

***2.Read the situations and write sentences with just, already or yet.***

 1. After lunch you go to see a friend at her house. She says 'Would you like something to eat?'

 You say: No, thank you. I--- lunch. (have lunch)

 2. Joe goes out. Five minutes later, the phone rings and the caller says 'Can I speak to Joe?'

 You say: I'm afraid --- (go out)

 3. You are eating in a restaurant. The waiter thinks you have finished and starts to take your plate away.

 You say: Wait a minute! --- (not/finish)

 4. You are going to a restaurant this evening. You phone to reserve a table. Later your friend says 'Shall I phone to reserve a table?'

 You say: No --- it. (do)

 5. You know that a friend of yours is looking for a job. Perhaps she has been successful. Ask her.

 You say: ---? (find)

 6. Ann went to the bank, but a few minutes ago she returned. Somebody asks 'Is Ann still at the bank?'

 You say: No, --- (come back)

***3.Put in been or gone.***

 1. Jim is on holiday. He's gone to Italy.

 2. Hello! I've just --- to the shops. I've bought lots of things.

 3. Alice isn't here at the moment. She's --- to the shop to get a newspaper.

 4. Tom has. --- out. He'll be back in about an hour.

 5. 'Are you going to the bank?' 'No, I've already --- to the bank.'

***UNIT 16***

***THE AMERICAN NATION***

Is the United States a melting pot? In other words, have immigrants to the USA merged with the native Americans and ceased to be Germans, Japanese, Poles etc.? It has been suggested that "a pot of stew" might be a more suitable word "melting pot", for in a stew the meat and vegetables keep their own charactei but thanks to the spices and the way it is cooked, the stew has a distinctive flav its own. The implications of "melting pot" disturb American social worke language teachers, many of whom feel that racial and national groups shoi encouraged to preserve their customs, traditions and languages. Whatever their origins, the Americans of New England, the Midwest, the Far West, the Sou Southwest all have special characteristics of their region. But they also have c things in common.

Most Americans have great vigour and enthusiasm. They prefer to disc themselves rather than be disciplined by others. They pride themselves on independence, their right to make up their own decision. They are prepared t the initiative, even if there is a risk in doing so. They have courage and do not g easily. They would take any sort of job anywhere rather than be unemployed, do not care to be looked after by the Government. The average American ch his or her job nine or ten times during his or her working life.

Americans have warmth and friendliness which is less superficial than foreigners think. They are considered sentimental. When on ceremonial occasions they see a flag, or attend parades celebrating America's glorious past, tear; come to their eyes. They like to dress correctly, even if "correctly" means flambo)

They love to boast, though often with tongue in cheek. They can laugh at themselves and their country, and they can be very self-critical, while remaining always intensely rnriotic. They have a wide knowledge of everyday things, and a keen interest in tneir particular city and State. Foreigners sometimes complain, that they have little merest in or knowledge of the outside world.

The majority of Americans feel proud to amass wealth and possessions through hard work. There is "money snobbery" in the USA, which sometimes takes strange forms. The American's dream is success in his job, success earned by his own skill hard work. There is no one an American admires more that the self-made man, -: matter what kind of family he comes from. In the USA, about 90% of the population is well enough off to expect a brighter future. The USA still has one of the highest living standards in the world, although there is an "underclass" of some 20 million people, black, white and Hispanic. A great part of the violence in American society begins in the ghettos and inner cities where this underclass lives.

Besides crime and violence the USA has many other serious problems like jciawftil immigration, pollution, unemployment, race relations, and many more. But the Americans face their problems boldly and with determination. Twenty years blacks and whites were fighting each other in many American cities. Today more and more blacks hold positions of authority in every walk of life.

The USA is reputed to be a classless society. There is certainly not much job snobbery or social snobbery. The manual worker is usually quite at ease in any company. This is partly explained by the fact that people of all income groups together to the same schools. The Americans believe in "free enterprise" (the freedom to do business without any interference from the government). They are proud of their country and believe in its happy future.

**VOCABULARY**

**I. Translate and transcribe the following words using a dictionary:**

society, n determinations, n

fear, n pollution,n

authority, n (free) enterprise,n

interference,v friendliness,n

improvement,n wealth,n

unlawful, adj. snobbery,n

**COMPREHENSION**

**II.Match a word / word combination with the corresponding explanation:**

|  |  |
| --- | --- |
| 1)to look after | a) the principle and practice of allowing private business to operate without much government control; |
| 2)To make up one's mind | b) to be the first one to take action to improve a situation or relationship; |
| 3)To take the initiative | c) brightly coloured and easily noticed; |
| 4)superficial | d) the amount of wealth, comfort things that can be bought that particular person, group, country, etc. has; |
| 5) flamboyant | e) seeming to have a particular appearance at first, althoug- this is not true or real; the outside part of something; |
| 6) to boast with tongue in cheek | f) to decide which of two you want, esp. after thinking fc: a long time; |
| 7) standard of living | g) someone whose work involves using their hands rather thar their mind; |
| 8) to be at ease | h) try to make someone feel relaxed; |
| 9) manual worker | i) the position in society someone has, esp. the type of : b they have; |
| 10) self-made man | j) to say something as a joke, not seriously; |
| 11) walk of life | k) to become successful and rich by one's own efforts not - have advantages like money or high social position whe: he started; |
| 12) free enterprise | 1) to take care of someone by helping them, giving them v - they need. |

III.**Are the following statements true or false? Correct them if necessary.**

1. Most Americans are discouraged and passive.
2. They don't want to take initiative and they easily give in.
3. The average American is afraid of changing his job.
4. Americans have great interest and knowledge of the outside world.
5. Most Americans feel proud to amass knowledge and culture.
6. The manual worker feels ill at ease in the company of managers or professors
7. There is no one an American dislikes more than the self-made man and find socially unacceptable.
8. Race problem is one of the most topical issues of the American society.
9. There is "money snobbery" in the USA, which sometimes takes strange forms 10. There are practically no poor people in the USA.

**While expressing your disagreement make use of the following phrases: / think it's true; 1 object to it; / disagree with it; it's just the opposite; it's absolutely wrong**

**IV. Here is the list of words which express your attitude towards different thing positive (+) and negative (-). Positive (+); like, enjoy, love, prefer; Negative (-) disB hate, can't stand, mind. Make up sentences using corresponding verbs instead of (+), (-):**

* 1. Doris + cooking. Richard - cooking.
	2. Jane + swimming in hot weather. She - working in hot weather.
	3. Richard + gardening. Jane - gardening.
	4. Ann + doing nothing. Pete - doing nothing.
	5. His wife + sitting at the fireplace. Her husband - sitting in the garden in weather.
	6. Nick's father + having meals in big company. Nick - having meals alone.
	7. The children + playing football. They - playing the violin. Now you are given a possibility to say what you like / dislike doing.

**VIII. Discussion. I. Do you agree that mentality is formed under the influence of many factors: geographical location, specific climatic conditions, historical destiny of the country? 2. The Ukrainians and the Americans have got many typical features in common, haven't they?**

**GRAMMAR EXERCISES**

***1.Here are some examples of present tenses back shifting to past tenses:***

**Present tense past tense**

**Direct:** He said, “I ***have*** to go.” **Indirect:** He said that he ***had*** to go.

**Present progressive** ⇒**past progressive**

**Direct:** He said, “I ***am*** *leaving* soon.”

**Indirect:** He said that he ***was*** *leaving* soon.

**Present perfect** ⇒**past perfect**

**Direct:** He said, “We ***have*** *been gone* a long time.”

**Indirect:** He said that they ***had*** *been gone* a long time.

**Present modal** ⇒**past modal**

**Direct:** They said, “We ***will*** *see* him tomorrow.”

**Indirect:** They said that they ***would*** *see* him tomorrow.

***2.Convert the following direct quotations to indirect quotations. Be sure to use that in the indirect quotations.***

Jim said, “The computer paper is stored in the bottom drawer.”

Jim said *that* the computer paper *was* stored in the bottom drawer.

1. Alice said, “The company hosts the annual meeting in Las Vegas this year.”

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Tom said, “Francine has decided to move to Chicago.”

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. I said, “Tom will meet us as soon as possible.”

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Ralph said, “Everyone has enjoyed the visit.”

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. The TV said, “The storm may move up the coastline.”

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. My mom said, “Everyone is looking forward to meeting Barbara.”

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Bill said, “The keys are kept next to the backdoor.”

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Terry said, “We can still get reservations for the weekend.”

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. The contractor said, “The electricians will fi nish the wiring Friday.”

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. I said, “I know you are right.”

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***Here are some examples of back shifted past tenses:***

**Past tense** ⇒**past perfect tense**

**Direct:** I said, “I ***was*** a little disappointed.”

**Indirect:** I said that I ***had been*** a little disappointed.

**Past progressive** ⇒**past perfect progressive**

**Direct:** She said, “I ***was*** *looking* forward to it.”

**Indirect:** She said that she ***had been*** *looking* forward to it.

**Past perfect: no change possible because sentence is already in past perfect tense**

**Direct:** They said, “Bill ***had*** *made* a reservation.”

**Indirect:** They said that Bill ***had*** *made* a reservation.

**Past modal: no change possible because there are no past perfect modals**

**Direct:** We said, “Sam ***would*** *take* care of it.”

 **Indirect:** We said that Sam ***would*** *take* care of it.

***3.Convert the following direct quotations to indirect quotations. Be sure to use that in the indirect quotations.***

She said, “Ron already filled out the forms.”

She said *that* Ron *had* already filled out the forms.

1. He said, “They have really done a great job.”

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. I said, “We were busy all afternoon.”

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Rudy said, “We saw a terrific movie Saturday.”

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Mom said, “The rain was pouring down all afternoon.”

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. The mechanic said, “Jack was working on our car.”

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***UNIT 17***

***WASHINGTON***

Washington, D.C., is the capital of the United States. It is also one of the country's most beautiful and historic cities and the site of its most popular tourist attractions.

Washington serves as the headquarters of the federal government. The President jf the United States, the members of Congress, the Supreme Court justices, and ibout 374,000 other government employees work in the Washington area.

Every year millions of people from all parts of the United States and from other countries visit Washington. They go there to see such important government buildings -s the United States Capitol, where Congress meets, and the White House, where :he President lives and works. They visit the Washington Monument, Lincoln Memorial, and other famous structures dedicated to American heroes of the past. They also tour the city's many museums, which together house the world's largest collection of items from America's past.

Washington lies in the south-eastern United States, between Maryland and Virginia. It is the only American city that is not part of a state. Washington covers the entire area of the District of Columbia, a section of land that is under the jurisdiction :: the federal government.

Washington is one of the few cities in the world that was designed before it was built. President George Washington chose the city's site in 1791. He hired Pierre Charles L'Enfant, a French engineer, to draw up plans for the city. Washington replaced Philadelphia as the nation's capital in 1800. Nowadays the city covers 179 square kilometres and has a population of 550,521. The city and its suburbs form a metropolitan area that covers 10,249 square kilometres. About 70 per cent of Washington's people are Afro-Americans. No other major American city has so large a percentage of black people. Whites make up about 27 per cent of the city's population. The other 3 per cent includes small groups of American Indians and Asians.About 41,000 people who live in Washington are citizens of countries other than the United States. Many of these people work for foreign embassies or for international organisations in the city. The foreign population includes people from almost every country, and gives the city a cosmopolitan flavour which is enhanced by millions of tourists all over the world who come here to admire the sights of the capital of the USA.

Most of Washington's government buildings, famous monuments and museums, and other tourist attractions are located in the west-central part of the city.

Capitol Hill rises 26.8 metres near the centre of Washington. Several huge government buildings stand on the hill. They include the United States Capitol, congressional office buildings, the Library of Congress, the Supreme Court Building, and the conservatory of the United States Botanic Garden.

United States Capitol is the place where the members of Congress meet to discuss and vote on proposed legislation. The Capitol ranks among Washington's most magnificent buildings. A bronze Statue of Freedom 5.94 metres high stands on top of the dome. The Capitol, including the statue, rises almost 90 metres above the ground.

The Capitol has 540 rooms. Many contain beautiful paintings, sculptures and wall carvings that portray events and people important in American history.

Supreme Court building also stands east of the Capitol. In this building the nine justices of the Supreme Court of the United States decide on the constitutionality of laws, government practices, and decisions of lower courts.

The white marble exterior of the Supreme Court building resembles a Greek temple.

Smithsonian Museums. The Smithsonian institution is a government corporation that operates cultural, educational and scientific facilities throughout Washington.

National Air and Space Museum has exhibits that trace the history of flight. Its attractions include the aeroplane Orville Wright used in making the first successful flight and the one in which Charles Lindbergh made the first solo flight across the Atlantic Ocean.

National Museum of Natural History exhibits stuffed animals from many part- of the world and skeletons of prehistoric animals.

Washington Monument is a towering, slender white marble obelisk dedicatee to the memory of George Washington. The tallest structure in Washington, D.C.. it rises 169,29 metres. 220

Lincoln Memorial is a temple like white marble monument that honours Abraham Lincoln. On the outside, 36 Doric columns — one for each state that existed when Lincoln died — support the roof. Inside is a majestic marble statue of Lincoln seated in a chair.

Jefferson Memorial honours Thomas Jefferson. It is a circular white marble structure ringed by 26 Ionic columns and topped by a beautiful dome. A bronze statue of Jefferson stands inside.

White House has served as the home and the office of every United States President except George Washington. Some of the world's most historic decisions have been made in this famous building. The White House is constructed of white sandstone and has 132 rooms. Five of the rooms are opened to the public.

Washington has some of the nation's most luxurious housing, including the Watergate apartments and the mansions and townhouses of Georgetown. It also has much good middle-class housing. However, the city faces a shortage of good housing for low income, as well as moderate-income families. This housing shortage exists in both the city and the suburbs and ranks among the biggest problems experienced in the Washington area.

Washington also faces a variety of social problems. Among these problems are poverty and crime.

Overall, the people of Washington have a high standard of living. But thousands of people in both the city and suburbs do not share in the wealth. Though, of course, the authorities are trying to improve the situation.

The museums, government buildings, monuments, libraries, parks and theatres help make Washington a leading cultural and recreational centre. Residents as well as tourists enjoy these facilities.

**VOCABULARY**

**I**. **Consult a dictionary, transcribe the following words:**

design, v attraction, n suburb, n portray, v constitutionality, n temple, n luxurious, adj.

**COMPREHENSION**

**II. Put the words in the following questions in the correct order and answer them**:

1. the city's, when, was, site, chosen?
2. drew, the, plans, who, city, for, the?
3. the, replace, when did, Washington, Philadelphia, nation's, in, capital, as?
4. how, rooms, many, does, the, have, Capitol?
5. exterior, what, does, of, Supreme, the, Court, the, resemble?
6. is, what, exhibited, museum, Smithsonian, in?
7. Washington, is, what, the, structure, in, tallest?
8. many, how, the, House, rooms, White, does, have?
9. the, rooms, of, House, White, public, open, to, are, the?
10. problems, Washington, face, does, what?

**III.Say whether the following statements are true or false. If it is false, give the correct version:**

1.Washington, D.C., lies along the northeast bank of the Mississippi River.

2.President Thomas Jefferson chose the city's site in 1795.

3.The D.C. in the city's name stands for the District of Columbus.

4.United States Capitol is the place where the US President lives and works.

5.In Supreme Court Building the ten justices of the Supreme Court of the United States decide on the constitutionality of law.

6.The White House has served as the place where members of Congress meet to discuss and vote on proposed legislation.

7.About 70 per cent of Washington's population are whites.

8.About 41,000 people who live in Washington are citizens of countries other than the United States.

9.Washington faces a lot of social problems, among them poverty and crime. 10. The tallest structure of Washington, D.C. is the Capitol.

**IV.Are you good at translating the following the following word combinations and expressions**

|  |  |
| --- | --- |
| **Word combinations** | **Expressions** |
| 1)Плавильний котел | 1)Зберігати традиції |
| 2)середньостатичний американець | 2)приймти рішення |
| 3)щоденні речі | 3)бути безробітним |
| 4)життєвий рівень | 4)бути яскраво вбраним |
| 5)класові відносини | 5) накопичувати багатство |
| 6)безкласове суспільство | 6)набувати дивної форми |
| 7)вільне підприємництво | 7)чекати майбутнього |
| 8)життєва сфера | 8)займати високий пост |

**GRAMMAR EXERCISES**

***1.Convert the following direct quotations to indirect quotations.***

Sue said, “I am worried about meeting my deadline.”

Sue said *that* she *was* worried about meeting *her* deadline.

1. He said, “I may be able to arrange a meeting with my manager.”\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
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2. I said, “It was a good idea to talk to you.” \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
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3. The postman said, “You need to mail your package before five.” \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

4. Bob said, “The paint in my living room is drying properly.” \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

5. Jane said, “I was just talking to my mother.” \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***2.Change the following direct quotation yes-no questions to their corresponding indirect question forms.***

He asked Tim, “Are you tired after your trip?”

He asked Tim if he were tired after his trip.

1. He asked me, “Will you be able to come to the reception?” \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
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2. I asked the kids, “Did you set the table for six people?” \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
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 3. He asked, “Has Ruth written her essay yet?” \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

4. They asked Bob, “Is it true that you are moving to Dallas?” \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
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5. She asked me, “Do you work at J.P. Morgan?” \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***3.Change the following direct quotation information questions to their corresponding indirect question forms.***

Kerry asked, “Why did you want to know that?”

Kerry asked why I wanted to know that.

1. Sam asked Harriet, “When will she begin the lesson?”

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. I asked him, “How often do you go shopping?”

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. They asked me, “Why did you want to move back to the city?”

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. She asked him, “Where did you park the car?”

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. I asked her, “Whom were you looking for?”

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***UNIT 19***

**US GOVERNMENT**

The government of the United States represents, serves, and protects the American people at home and in foreign countries. From the nation's capital in Washington. D.C., the US government's activities and influence reach every part of the world.

The three branches of the United States government — executive, legislative, and judicial — are usually represented by the President, Congress, and the Supreme Court. Generally speaking, the President enforces the laws that Congress passes and the Supreme Court interprets these laws if any question arises.

The United States government shares governmental powers with the states under the federal system established by the United States Constitution. The national governments of most other countries are unitary (centralized). They have final authority in all matters, and grant only limited powers to state and local government. Government in the United States operates on three levels: national, state, and local. The federal government in Washington cannot abolish the states or rearrange their boundaries. It can exercise only powers that are delegated or implied by the Constitution. The states execute powers reserved to them or not denied them by the Constitution. In some areas, the federal and state governments have concurrent powers. That is, they both have the right to exercise authority.

The American judicial system keeps the federal and state governments within their proper fields of power.

The United States government makes and enforces laws, collects taxes, provides services for the people, protects individuals and their property, and works for national and international security. But it is noted for the way it encourages the people to take part in government, seeks to protect the rights of the people from the government itself, and assures the self-government of the states.

**The executive branch.**

The executive branch of the United States government consists of the Executive Office of the President, the executive departments, and the Independent Agencies. The President of the United States is the nation's chief executive and head of state. The President lives in the White House in Washington, D.C., and has offices there.

As chief executive, the President has the responsibility of enforcing federal laws and appointing and removing high federal officials. The President commands the armed forces, conducts foreign

affairs, and recommends laws to Congress. The President also appoints American representatives to international organizations and diplomatic missions in other lands. As chief of the state, the President performs many ceremonial duties. Elected by the people to hold office for a four-year term, he President cannot be elected to more than two terms.

**The legislative branch.**

The legislative branch of the United States government includes Congress, which consists of the Senate and the House of Representatives.

Congress makes, repeals, and amends federal laws. It also levies federal taxes iiid appropriates funds for the government.

The Senate has 100 members. Each state, regardless of size or population, has 3 o senators, who serve six-year terms. The vice-President of the United States presides over the Senate. The Senate has certain exclusive powers. It alone can sit as court of impeachment to try federal officials impeached by the House of representatives. It alone has the power to approve the President's nominations for major federal offices. Any treaty made by the United States is a subject to the Senate's irproval.

The House of Representatives consists of 435 members. A state's representation is based on population. The number of representatives changes as population changes. Only the House can bring charges of impeachment against high federal officials. It alone can initiate tax bills.

* **The judicial branch.**
* The Supreme Court of the United States is the highest court in the land. It has a chief justice and eight associate justices. The President appoints all justices with the approval of the Senate. The justices hold office for life.
* About 95 federal district courts are located in various cities. Above the district courts are 13 federal courts of appeals, often called Circuit courts. Above the courts of appeals is the Supreme Court. Decisions of a district court may be appealed to an appeals court, and from the appeals court to the Supreme Court. Federal courts decide cases that involve the Constitution and federal laws. Judges of these courts hold office for life. The President appoints them with the approval of the Senate.
* The American people have a strong voice in their government. They can exercise their democratic rights by voting in national, state, and local elections, and by working in political parties and campaigns.
* **The two-party system**. The United States has two major political parties, the Democratic and the Republican. Members of these two parties hold almost all the offices in the national, state, and local governments.
* Minor political parties of the United States rarely elect candidates to government offices. They serve chiefly to rail attention to problems that the major parties may have neglected. Often, one or both of the major parties may then attempt to solve such a problem. Then the third party, which brought attention to the problem, may disappear.
* National elections to elect a President and vice-President are held every four years on the first Tuesday after the first Monday in November. All members of the House of Representatives and about one-third of the members of the Senate are elected at the same time. Between the Presidential elections, all of the representatives and another one-third of the senators are elected. This election is held on the same day in November in even-numbered years.
* Federal and state laws regulate elections and the qualifications of voters. Most states hold primary elections in which party members nominate candidates for state and local offices. Some states use primary elections to nominate candidates for Congress. National political conventions nominate candidates for President and vice - President.
* The President is not elected directly by the people. At Presidential elections, voters cast their votes for electors. The electors make up the Electoral College, which officially elects the President.

**I.Translate the following sentences, defining the underlined grammar phenomena:**

* 1. The states exercise powers reserved to them or not denied them by the Constitution.
	2. The President has the responsibilities of enforcing federal laws and appointing and removing high federal officials.
	3. Elected by the people to hold office for a 4-year term, the President cannot be elected to more than two terms.
	4. The American people may adopt an entirely new constitution by calling a new constitutional convention.
	5. The United States isknownto have two-party system.
	6. American people want their President to exercise all his powers in dealing with the problem of unemployment.
	7. Minor political parties serve mainly to call attention to problems that major political parties may have neglected.
	8. Candidate may be elected President without having received a majority of the popular vote.
	9. The United States is known to have established one of the most democratic societies in the world.
	10. The President wanted the House of Representatives to approve his nominations for major federal offices.

**COMPREHENSION**

**II.How much do you know about these governments? Can you fill in any of these blanks?**

|  |  |  |  |
| --- | --- | --- | --- |
|  |  **Britain** | **The USA** | **Ukraine** |
| Consists of | ... countries; each is divided into counties. | 50 states; each is divided into counties. |  |
| is governed from | London |  |  |
| Laws are made by |  |  |  |
| which consists of | House of Commons and House of Lords |  |  |
| Members are called |  s of (MPs) (Commons) |  |  |
| They are elected | every five years or less (Commons) |  |  |
| Head of government is called | ....Minister (PM) |  |  |
| Is head of government separately elected? | No; leader of majority party in House of Commons becomes PM. |  |  |
| Real power is held by | PM and his/her Ministers (cabinet) |  |  |
| Do local or regional government bodies have any power? | partly responsible for education, healthcare, police, roads |  |  |
| How many large political parties are there? | 3; Labour (...-wing), (right-wing), andLiberal Democrats (centre) |  |  |
| Ceremonial head of state? | King or  |  |  |

**III. Match the definitions below taken from a dictionary of politics and the types of** **government:**

republic a) system of government run by a dictator;

monarchy b) freedom from outside control, self governing;

independence c) a state governed by representatives and, usually, a President;

dictatorship d) a state ruled by a king or queen;

democracy e) government of, by and for the people.

**IV.Make derivatives from the abstract nouns below:**

|  |  |  |  |
| --- | --- | --- | --- |
| **abstract noun** | **Person noun** | **verb** | **adjective** |
| revolution | revolutionary | revolutionise | revolutionary |
| representation |  |  |  |
| electio |  |  |  |
| dictatorship |  |  |  |
| presidency |  |  |  |

**V.Try this political quiz:**

* + 1. Name three monarchies.
		2. Give the definition of the constitutional monarchy.
		3. Which is the oldest parliament in the world?
		4. Name the President and Vice-President of the USA.
		5. What party is the ruling party in the USA at present?
		6. Who is the Mayor of the place where you live?
		7. What politicians represent you in local and national government?
		8. What are the main political parties in Ukraine?
		9. What are the main political issues in Ukraine and what are the policies of the different parties on those issues?

10. What do these political abbreviations stand for — UN, EU, EEC, OPEC?

**GRAMMAR EXERCISES**

***1.Underline the verbs in the following questions and label each question as either yes-no or information.***

yes-no

Will you mail the letters at the post office for me?

1. Can you determine the exact cost?

2. Whom did the police finally arrest for the crime?

3. How much can we afford?

4. Have they decided yet?

5. Was the ending of the movie really surprising?

6. Why should they want that?

7. Is the phone ringing?

8. Has it been raining all day?

9. Must they insure it for the full amount?

10. Will you be ready by six?

***2.Turn the following statements into yes-no questions. Underline the verb(s) in the question and identify whether the first verb is a modal auxiliary, helping verb, or main verb.***

John has locked the gates.

helping

verb

Has John locked the gates?

 1. We are ready to leave soon.

 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

2. You can translate that into Spanish.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

3. The kids were very happy with their presents.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

4. I should decline a second helping of your terrific dessert.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

5. They will be able to finance it by themselves.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***3.Turn the following statements into yes-no questions using the do insertion rule to form an emphatic do statement.***

He shut the window.

**Emphatic *do* statement *Yes-no* question**

 He *did* shut the window *Did* he shut the window?

1. He installed the program.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

2. Tom fell down.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

3. Ralph bought a camera.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

4. Ruth swims every day.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

5. The meeting lasted hours.

 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***4.Change the following statements containing have into both British and American English.***

**We have a problem.**

**British English American English**

Have we a problem? Do we have a problem?

1.You haveaglass \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

2. The car has a fl at tire. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

3. You have your ticket. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

4. She has a good chance. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

5. Your cat has a name. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

6. The house has a pool. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

7. The picture has a frame. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

8. The book has an index. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

9. The letter has a stamp. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

10. The car has a GPS. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***UNIT 18***

**THOMAS JEFFERSON**

Jefferson, Thomas (1743-1826), was the third President of the United States, holding the office from 1801 to 1809. He is also remembered as the author of the US Declaration of Independence. Jefferson was also an important architect, inventor, lawyer, and scholar.

Jefferson was one of the leading American architects of his time. He designed the Virginia Capitol, the University of Virginia, and his own home, Monticello. He encouraged the advancement of art and music in the United States. In addition, he invented a decoding device and an improved type of plough. His collection of more than 6,400 books became a major part of the Library of Congress. Jefferson also revised Virginia's laws and founded its state university. In politics, Jefferson worked for freedom of speech, the press, religion, and other civil liberties. He supported the addition of the Bill of Rights to the US Constitution.

 Early life. Jefferson was born on April 13,1743, in the British colony of Virginia. His father, Peter Jefferson, was a successful planter and his mother belonged to the aristocratic Randolphs, one of the oldest families in Virginia.

Jefferson graduated from William and Mary College in Virginia in 1762, chose law as his profession, and became extremely successful. Although he was shy and reserved with strangers, his bold mind, gentle manner, brilliant intellect, and friendly attitude made him easy to like. Jefferson began his political career as a member o: the Virginia House of Burgesses, in 1769. It was here that he became known as a strong liberal with democratic ideas. He believed that political power should remain with the common people, and he supported freedom of religion and freedom of the press.

Jefferson's support of the rights of the American colonists led to his appointment to the Second Continental in 1775 and 1776. The English colonies in America decided to meet in order to speak with one voice in complaining to the King.

Finally, those who wanted independence from England for the 13 colonies won a majority. They named a committee which included Thomas Jefferson to prepare a declaration giving their reasons for this serious move.

For 17 days Jefferson sat in a room writing, revising, polishing and copying his draft of the declaration. He concluded his declaration with the electrifying statement: "all men are created

equal". The Declaration of Independence was adopted on July, 4, 1776 — a date now observed annually as the birthday of the United States.

Political career. During the spring of 1776, after the American Revolution began, Congress appointed a committee to draw up a Declaration of Independence. Jefferson wrote the draft and it was approved with few changes. Congress adopted the Declaration on July, 4.

In September 1776, Jefferson resigned from Congress and returned to the Virginia House of Delegates. The Virginia Assembly elected him governor for one-year term in 1779 and 1780. In 1784, he was elected to the US Congress. In May 1784, Congress sent Jefferson to France to negotiate European treaties of commerce. The next year, Jefferson succeeded Franklin as minister to France.

Jefferson returned to the United States in November 1789. He became Secretary of State under President George Washington. Sharp differences soon arose between Jefferson and the Secretary of the Treasury, Alexander Hamilton. Jefferson opposed Hamilton's plans to encourage shipping and manufacturing.

The differences between Jefferson and Hamilton led to the development of the first US political parties. The Federalists adopted Hamilton's principles. Jefferson led the Democratic-Republicans.

In 1796, Jefferson ran for President against John Adams, the Federalist candidate. Adams was elected President. Jefferson became Vice-President.

The Democratic-Republicans again nominated Jefferson for President in 1800, to run against President Adams. They nominated former Senator Aaron Burr of New York for vice-President. Jefferson defeated Adams, but Burr had received the same number of votes as Jefferson. Because of the voting procedures of the time, Burr was technically also a candidate for President. The House of Representatives had to settle the election, and on February 17, 1801, chose Jefferson.

First administration (1801-1805). Probably the greatest achievement of Jefferson's first administration was the Louisiana Purchase. The Louisiana Territory, a vast region between the Mississippi River and the Rocky Mountains, had been transferred from France to Spain in 1762. Jefferson learned in 1801 that Spain planned to cede the area back to France. In 1803, Jefferson's government reached an agreement with the French government for the purchase of the whole of Louisiana. The purchase almost doubled the country's size.

Second administration (1805-1809). In 1804, Jefferson was reelected President. War had broken out between Great Britain and France in May 1803. Jefferson worked to keep the US out of the war, while at the same time upholding the country's rights as a neutral.

In June 1807, the British frigate Leopard fired on an American ship, the Chesapeake, after the captain of the American vessel refused to let the British search his ship for deserters. The incident almost brought the two nations to war. Jefferson believed that he could bring the warring nations to reason by closing American markets to them, and not selling them any supplies. In 1807, he forced a law through Congress prohibiting exports from the United States and barring American ships from sailing into foreign ports. After 14 months, it became clear that the embargo was hurting the United States more than either Britain or France. Public clamour against the measure grew overwhelming, and Congress eventually repealed it in March 1809.

Jefferson retired from the presidency in 1809. He turned to the study of music, architecture, chemistry, religion, philosophy, law and education. He also founded the University of Virginia, which opened in March, 1825.

Possibly no other man has influenced the institutions of government in the United States as much as Thomas Jefferson. He was the author of the American Declaration of Independence, supporter of the Bill of Rights, founder of one of the two major political parties through which people of the United States govern themselves, and third President of the United States.

Jefferson was far ahead of his time in his social thinking. For example, he defended the freeing of slaves a century before Abraham Lincoln and the Civil War accomplished this.

**Important dates in Jefferson's life:**

**1743 (April 13**) — bom in Goochland (now Albemarle) County, Virginia.

**1776** — wrote the Declaration of Independence.

**1779** — elected governor of Virginia.

**1785** — appointed minister to France.

**1789** — became United States' Secretary of State.

**1796** — elected Vice-President of the United States.

**1801 (Feb. 17)** — Elected President of the United States.

**1804** — re-elected President.

**1826 (July 4)** — died at Monticello, his Virginia home.

**VOCABULARY**

1. **Consult a dictionary, transcribe the following words and practice their pronuncia­tion. Explain their meaning using English-English dictionary (or translate them into Ukrai­nian):**

architect n advancement, n differences, shy, adj. design, v encourage, v governor, n treasury, n purchase, n, v retire, v accomplish, v

**COMPREHENSION**

1. **Match the following words or word combinations with the corresponding explanations:**

|  |  |
| --- | --- |
| * 1. supporter
 | a)unwilling to express your emotions or talk about your problems; |
| * 1. reserved
 | b) to stop work at the end of your working life; |
| * 1. with one voice
 | c) to have an important job or position of power |
| * 1. statement
 | d) to prepare a written document; |
| * 1. to retire from
 | e) to officially and permanently leave your job or position because you want to |
| * 1. to hold the office
 | f) a piece of writing, a drawing, or a plan that is not yet in its finished form |
| * 1. to draw up
 | g) to win a victory over someone in a war, competition, game |
| * 1. draft
 | h) to try to be elected in an election; |
| * 1. to resign from
 | 1. something you say or write publicly to let

people know your intentions or opinions, or to record facts;  |
| * 1. to negotiate
 | j) unanimously |
| 11) to run for | k) strong feeling expressed loudly by a large group of people; |
| 12) to defeat | 1) to discuss something in order to reach an agreement;  |
| 1. clamour
 |  m) a formal agreement between two or more countries or governments; |
| 1. treaty
 | n) someone who supports a particular person, group or plan, e.g. strong, |

**III. This is the list of most important dates in Thomas Jefferson s life. Recall and write what happened in the mentioned below years**

1743 **1785**

1. **1801**

**Write questions to the following statements making use of the following question- words in brackets and answer them**:

1. Thomas Jefferson held the office from 1801 to 1809. (How long ... ?)
2. Jefferson was born on April,13, 1743, in the British colony of Virginia. (When ... ? Where ... ?)
3. After finishing college in 1762, he studied law. (What... ?)
4. For 17 days Jefferson sat in a room writing, revising, polishing and copying his draft of the declaration. (How long ... ?)
5. In May, 1784, Congress sent Jefferson to France to negotiate European treaties of commerce. (Why ... ?)
6. The differences between Jefferson and Hamilton led to the development of the first US political parties. (What... led to?)
7. Although he was shy and reserved with strangers, his bold mind, gentle manner, brilliant intellect, and friendly attitude made him easy to like. (What... like?)
8. Jefferson retired from the presidency in 1809. (When ... ?)
9. He founded the University of Virginia, which opened in March, 1825. (What... ?)
10. Thomas Jefferson was the author of the American Declaration of Independence,

supporter of the Bill of Rights, founder of one of the two major political parties through which people of the United States govern themselves, and third President of the United States. (What... main achievements?).

**GRAMMAR EXERCISES**

***1.Put the verb into the more suitable form, present perfect simple (I have done etc.) or continuous (I have been doing etc.).***

 1. Where have you been? Have you been playing (you/play) tennis? 2. Look! Somebody --- (break) that window. 3. You look tired. --- (you/work) hard? 4. '--- (you/ever/work) in a factory?' 'No, never.' 5. 'Jane is away on holiday.' 'Oh, is she? Where --- (she/go)? 6. My brother is an actor. He --- (appear) In several films. 7. 'Sorry I'm late.' 'That's all right. I --- (not/wait) long.' 8. 'Is it still raining?' 'No, it --- (stop).' 9. I --- (lose) my address book. --- (you/see) it anywhere? 10. I --- (read) the book you lent me but I --- (not/finish) it yet. 11. I --- (read) the book you lent me, so you can have it back now.

***2.Put the verbs in brackets in the correct form, present perfect or past simple.***

 1. 'Where's your key?' 'I don't know. I've lost it.' (lose)2. I was very tired, so I lay down on the bed and went to sleep. (be) 3. Mary --- to Australia for a while but she's back again now. (go) 4. 'Where's Ken?' 'He --- out. He'll be back in about an hour.' (go) 5. I did German at school but I --- most of it. (forget) 6. I meant to phone Diane last night but I --- (forget) 7. I --- a headache earlier but I feel fine now. (have) 8. Look! There's an ambulance over there. There --- an accident. (be) 9. They're still building the new road. They --- it. (not/finish) 10. 'Is Helen still here?' 'No, she --- out.' (just/go) 11. The police --- three people but later they let them go. (arrest) 12. Ann --- me her address but I'm afraid I --- it. (give, lose) 13. Where's my bike? It --- outside the house. It --- (be, disappear) 14. What do you think of my English? Do you think I ---? (improve)

***3.Write sentences about yourself using the ideas in brackets.***

 1. (something you haven’t done today)

 2. (something you haven’t done today)

 3. (something you didn’t do yesterday)

 4. (something you did yesterday evening)

 5. (something you haven’t done recently)

 6. (something you’ve done a lot recently)

 ***UNIT 20*** **ABRAHAM LINCOLN**

Among all presidents in the history of the United States, Abraham Lincoln is probably the one that Americans remember best. He brought honesty and integrity to the White House. Most of all he is remembered or he is associated with the final abolition of slavery. Lincoln became a virtual symbol of the American Dream whereby an ordinary person from humble beginnings could reach the pinnacle of society as president of the country.

Abraham was born on February 12,1809 in Kentucky, and spent the first seven years of his life there. Occasionally he and his sister Sarah attended classes in a log schoolhouse some 3 km from home.

It was difficult time for the family, in which his father Thomas Lincoln tried to make living as a carpenter and farmer. The Lincolns moved from farm to farm around Kentucky until 1816, when the family left to settle in Indiana.

During 14 years the Lincolns lived in Indiana and his childhood in the frontier of Indiana set the course for his character and motivation in life later.

Abraham Lincoln began a long road to become the sixteenth president of the USA, In 1834, he was elected into the House of Representatives and began studying to become a lawyer. For the next few years, he practiced law all across the state. In 1847, he was elected into Congress, but his opinions did not ensure him a long stay there. He was vehemently against slavery. As a result, he was not elected for the second term.

A few years later, slavery became a stronger issue, and more people wanted to abolish it. Lincoln joined Republicans, a new political party that opposed slavery. The Republicans nominated him for the US Senate in 1858. Abraham Lincoln's oratorical powers brought him to the attention of the nation. In 1860, he was nominated by the Republican Party as its candidate for the Presidency of the United States. Lincoln won by a small margin.

But with his election, the country began the process of dividing. South Carolina had seceded from the Union before he was even inaugurated. Other states followed to form the Confederation. The North and the South were divided, and the Civil War began. The war was not only over the abolition of slavery, but also for the rights of individual states to make their own choices.

Later, Lincoln was elected for the second term of Presidency in 1864. The South surrendered, and the Civil War was ended on April 9, 1865. The difficult period of time began, the time for reconstruction and reconciliation, but Lincoln would not be the person to lead the country through this difficult period.

On April 14, Abraham Lincoln with his wife attended the play in Ford's Theater in Washington D.C. A few minutes past ten o'clock, an actor stepped into the Presidential box and shot the President.

In the following morning Abraham Lincoln died.

**Translate the following words:**

integrity, to associate, abolition, slavery, pinnacle, to attend, carpenter, to ensure, vehemently, to nominate, to secede, election, to surrender, reconciliation, to shoot (past shot, p.p. shot)

**Answer the following questions:**

* + 1. What is Abraham Lincoln famous for?
		2. Where did the future president spend his childhood?
		3. Why was not Abraham Lincoln elected for the second term into the Congress?
		4. What was the new political party that opposed slavery?
		5. What happened when Lincoln was elected for the post of president of the U.S. in 1860?
		6. When did the Civil War end?
		7. Why did not Lincoln lead the country through the post-war period?

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

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Honest Abe | Indiana | Kentucky | postmaster | poor |
| Whig | captain | debts | volunteered | grocery store |

* 1. Abraham Lincoln, was born in ------------- in 1809.
	2. His father was a ------------- farmer; his mother died when Abraham was nine.
	3. His was brought up in the backwoods of --------------- .
	4. When the Black Hawk War commenced A. Lincoln ------------- for service.
	5. His company elected him ----------------, but he was no fighting.
	6. Returning from the war in 1832 he bought a ------------ on credit.
	7. When the store failed and the partner died, Lincoln paid off the ----------- .
	8. That won him the nickname ″------------------- ″.
	9. In 1833, Lincoln was appointed ---------------- of New Salem.
	10. In 1834, Lincoln won as a ---------------------- and swerved four terms.

**4.PROJECT.**

**Find more facts about Abraham Lincoln and write an essay about him.**

**GRAMMAR EXERCISES**

***1.Complete the sentences with these verbs, using the same one for each sentence in the pair. Use the present perfect in one sentence and the present perfect continuous in the other.***

**claim disappear give move stop**

1 a An important file……….. from my office.

b Plants and vegetables………. from my garden since we had new neighbours.

2 a Dr Fletcher………. the same lecture to students for the last ten years.

b Mr Goldman……….. nearly a million pounds to the charity this year.

3 a With their win yesterday, Italy………. into second place in the table.

b As house prices in the cities have risen, people………… into the countryside.

4 a For years he……… that he is related to the royal family.

b The earthquake ………….over 5000 lives.

5 a All day, the police…………. motorists to question them about the accident.

b Good, the noise ……….. I can start concentrating on my work again.

***2.Complete these sentences using the verb given. If possible, use the present perfect continuous; if not, use the present perfect. Use* /, *to add any words outside the space.***

1. Since they were very young, the children………. *(enjoy)* travelling by plane.

2. It ……….*(snow)* heavily since this morning.

3. I'm pleased to say that the team ………*(play)* well all season.

4. I never……… *(understand)* why we have to pay so much tax.

5. I ……….*(not read)* any of Dickens' novels.

6. In recent years, Brazilian companies……….. *(put)* a lot of money into developing advanced

technology.

***3.Use these pairs of verbs to complete the sentences. Choose the past perfect where possible; otherwise, use the past simple.***

t*urn/caught come/start eat/pick check/go type/give collapse/phone*

1. After Michael………….. the letter, he…………… it to Kay to sign.

2. When she………… into the hall, everyone ………..cheering.

3. When Jenny………… that the children were asleep, she ………..out to the concert.

4. As soon as I……….. the ignition key, the engine……….. fire.

5. When Norma ……….., I ……….. for an ambulance.

6. After they ………. all the food, they ………… up their bags and left.

***UNIT 21***

**THE CONSTITUTION OF THE UNITED STATES**

The form of the US government is based on the Constitution of September 17, 1787, adopted after the War of Independence. A “constitution” in American political language means the set of rules, laws, regulations and customs which together provide the practical norms or standards regulating the work of the government. The document, known as the US Constitution, though a basic document, is only a part of body of rules and customs which form the whole of the American Constitution. Supreme Court decisions, interpreting parts of the US Constitution, laws, regulations and customs are part of the basic law (the so-called “live Constitution”). Most historians regard the US Constitution as an essentially conservative document drawn up by members of a privileged class bent on preserving their advantageous position.

In 1787, the Constitutional Convention met behind closed doors to formulate a Constitution for the US. The Constitution is, with some amendments, in force to this day. This document embodied the political theories of the Founding Fathers, who represented the interests of the propertied minority in the country.

The Constitution set up a strict division or separation of powers, classifying governmental powers, as executive, legislative and judicial and entrusting the performance of each to separate agencies (the President and his Administration, Congress and Supreme Court). President has the power to veto acts of the legislature, but that body may override the veto by a two-thirds vote of both houses. Moreover, the Congress may impeach the Chief Executive and remove him from office. The Congress passes laws, but the President enforces them.

The US Constitution consists of the preamble, 7 articles and 26 amendments, the first ten of them were called collectively the Bill of Rights and adopted under the popular pressure in 1791. The Bill of Rights enumerated what the government controlled by the oligarchy was not going to be allowed to do, which was an important democratic gain for the people.

The Bill of Rights is abridged by the daily judicial and law-enforcement practice. But many Americans feel that of all the freedoms proclaimed in the Constitution the most important is the freedom of enterprise.

**1.Comprehension Questions**

1. When was the US Constitution adopted?
2. What does the Constitution mean in the American political language?
3. What does the Constitution set up?
4. How many articles and amendments does the Constitution consist of?
5. What does the Bill of Rights enumerate?
6. What are the most important freedom proclaimed in the US Constitution?

***2.Match the given English noun phrases with their Ukrainian equivalents*:**

|  |  |
| --- | --- |
| 1.Тhe set of rules | a.свобода підприємницької діяльності |
| 2. the 5th amendment | b.демократичні завоювання |
| 3. the freedom of enterprise | c.акти законодавчого органу влади |
| 4. the form of government | d.розподіл влади |
| 6. Supreme Court decisions | e.рішення Верховного Суду |
| 5. the propertied minority | f.практичні норми |
| 6.regulations and customs | g.. п‘ята поправка |
| 7. the popular pressure | h. інструкції і звичаї |
| 8. the “live Constitution” | i. заможне меншинство |
| 9. democratic gains | j. діюча Конституція |
| 10. practical norms | k. звід законів |
| 11. a separation of powers | l. частина зводу правил |
| 12. acts of legislature | m. громадський тиск |
| 13. a part of body of rules | n. форма правління |

***3.Match the following English verbs and verbal phrases with their Ukrainian equivalents:***

|  |  |
| --- | --- |
| 1. to assure | 1. накладати вето на акти
 |
| 2. to be in force | 1. скорочувати
 |
| 3. to abridge | 1. ухвалювати, приймати
 |
| 4. to proclaim freedoms | 1. містити
 |
| 5. to regard | 1. подолати вето
 |
| 6. to enforce laws | 1. гарантувати, забезпечувати
 |
| 7. to adopt | 1. запроводжувати закони в життя
 |
| 8. to override a veto | 1. бути в силі
 |
| 9. to embody | 1. проголошувати свободи
 |
| 10. to veto acts |  10. вважати |

***4****.****Translate into English the words given below*:**

уряд, традиція, інструкція, закон, правило, рішення, стандарт, виконавчий, законодавчий, судовий, орган (влади), теорія, привілейована меншість, розподіл, забезпечувати, вважати.

***5.Translate the following words and word combinations*:**

to provide the practical norms, to interpret parts of the Constitution, to formulate the document, to represent the interests, to set up a strict division of power, to entrust the performance, to separate agencies, to pass the laws, to enforce the laws, the Preamble, amendment, the freedom of enterprise, advantageous position, separation.

***6.Complete the following definitions.***

1. The system of fundamental principles according to which a nation, state, or the like is governed, or the document embodying these principles is called \_\_\_\_\_\_\_\_\_. 2. The introductory part of a statute or deed standing the reasons and intent of what follows is called \_\_\_\_\_\_\_\_\_\_\_ .3. A single section or clause of a formal document is called \_\_\_\_\_\_\_\_\_\_ . 4. Any of the additions to the US Constitution is called \_\_\_\_\_\_\_\_\_\_\_ .5. A formal written or printed declaration is called \_\_\_\_\_\_\_\_\_\_\_ .6. The system according to which the legislative, executive, and judicial powers are vested and exercised is called \_\_\_\_\_\_\_\_\_\_\_ .7. The national legislature of the US, consisting of the Senate and the House of Representatives, is called \_\_\_\_\_\_\_\_\_\_\_\_ .8. The highest US Court is called \_\_\_\_\_\_\_\_\_\_\_\_ .

**(**TheConstitution, the Supreme Court, the Bill of Rights, an article, a Congress, an amendment, constitutional, a preamble).

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

1.Форма керування в США грунтується на Конституції.

2. Конституція була прийнята 17 вересня 1787 року.

3. Вона складається із преамбули, 7 статтей та 26 поправок.

4. Найважливіша свобода, яка проголошена в Конституції, це свобода

підприємницької діяльності.

5. Конституція - це звід законів, інструкцій та традицій.

6. Рішення Верховного Суду також є частиною “живої” Конституції.

7. Цей документ містить в собі політичні теорії Батьків Засновників.

8.Конституція точно визначає розділ влади на 3 галузі: законодавчу,

виконавчу та судову.

9. Президент має повноваження накладати вето на акти законодавчого органу влади.

10. Конгрес може винести імпічмент голові виконавчої влади.

**GRAMMAR EXECISES**

***1.Complete these sentences using one of the following. Use the past perfect continuous. (You will***

***need to use a negative verb form in some cases.)***

**pay / bills stay / friends smoke / cigar try / to steal / car attend / classes**

**cycle / quite fast**

1 She returned to the house where she .

2 Sue……… until she reached the hill.

3 By the smell in the room and his guilty expression I could tell that Alex………….

4 The principal called Carmen into his office because she………..

5 I had to give Peter some money when I found out that he………….

6 He told the police that he………… He said he thought it belonged to his brother.

***2. Complete the sentences with appropriate verbs, using the same one for each sentence in the pair.***

***Use the past perfect continuous if it is possible; if not, use the past perfect. (B)***

1 a She took a bottle from the bag she……… all the way from home.

b The avalanche…………. them 500 metres down the mountain but no-one was hurt.

2 a We………. for visas well before our departure date, but still hadn't heard anything by the day we were due to leave.

b She…………. for jobs, without success, since leaving university.

3 a He……….. all the way from New York to see me.

b When the plane was diverted, it………. from London to Frankfurt.

4 a She………… for the same company since she qualified.

b He finally………… his……….. way up from the shop floor to a management position.

***3.Choose the past perfect continuous form of the verb if appropriate. If not, use the past perfect.***

1 Andrew died last week. He ………. from cancer for some time. (suffer)

2 I ………. the view many times before, but it never failed to impress me. (see)

3 The opposing sides in the war……….. since the president was overthrown, (fight)

4 I………. Megan since we were at school together. (know)

5 For years we………… about buying new carpets, and last weekend we finally went out and ordered some. (talk)

6 My car was once again in the garage for repairs. This was the third time it ………. since I

got it. (break down)

7 Before now we…………. on where to go on holiday, (always agree)

***UNIT 22***

***NATIVE AMERICANS CULTURES***

***Do you know what is potlatch?***

***What served as money for Woodland Indians?***

***Who were "town-criers"?***

**A**ll of the Native American people follow one of the thre major traditions: the Old Northwest, the Desert, and the Woodland**.**

The Northwest Coast tribes were the wealthiest people in North America. The Indians could gather a year's supply of food in a month of salmon fishing. Redwood trees grew in the region. Trees of softwood could be made into planks. The Indians used the planks to build their houses.

One especially interesting custom of the Northwest Coast Indians was the potlatch. Potlatches were given for all sorts of reasons - marriages, birthdays, or capturing an enemy. The main reason for giv­ing a potlatch was to show off wealth. Groups that sponsored potlatch usually did so in winter. There was a plentiful supply of food: fish, clams, and wild berries. By custom, hosts gave gifts to each of their guests. Potlatch, a Chinook word, means, "to give". The highest-ranking guest got the first and largest gift. Some­times this gift was a beautifully carved canoe. The other guests received handmade blankets, copper goods, and furs - in order of their social ranking. The chief /host/ knows that his gifts will be reciprocated with interest at future potlatches. The families are called by rank to perform their song. This is their great gift to the host, to which they add presents for his family and fellow guests. If a family is in mourning and there­fore unable to sing and dance, it will ask another family if it can "ride in their canoe". The Makah elders remember potlatches that went for two weeks without a song being repeated. Today a potlatch lasts but a night.

People of the Makah tribe live as their ancestors nowadays. They still build dug-out canoes. The Makah still catch salmon in large numbers.

The tribes of the Woodland tradition learned to use the forests east to the Rocky Mountains to great advantage. Wampum, belts of seashells, served as money, records of agreement and reminders. Some Woodland tribes became traditional enemies, and there were wars between them. Many villages buried their dead under mounds of earth. Children's toys were often small versions of things used by adults. Par­ents tried to scare young people into behaving properly. Some villages even had a special "frightener". In some tribes, a "town crier" would go around the village, loudly reporting misdeeds of older children. Although the crier would not mention names, the method worked. The folk tales were passed from generation to generation.

Quiltmaking, like ribbonwork or patchwork, is but one example of Native transformation of new materials into a distinctive aestetic tradition. In many native communities, quilts are used to honor indi­viduals. Quilting allows for sharing of many cultural traditions and a deeper understanding of Native life in our century.

Etowah in July have four-day Green-Corn Ceremony, the New Year celebration of fertility and re­newal. Walls and poles are repainted in red and white, the colors of war and peace. The stomp dances in the plaza take place under the direction of managers. In October comes Big Chestnut Month, three lunar periods into the New Year. This was the time to harvest the dried corn and gather fallen acorns. Soon the wild turkeys would emerge from the forests, a signal for the hunters; the last of them would not return till spring. Spring was also a time for fighting. War was endemic. All could lead to conflict. The warriors went into battle almost naked, their faces and upper bodies painted red and black. Each man carried a war club, knife, and bow and arrows. After a successful campaign there would be festivities.

The Indian was in total harmony with nature. He says: "We are like our brothers, the wolves. We hunt the deer, but we do not wipe them out. If there are too many, they will starve. If we hunt them in the right way, the Deer People will be stronger and their children's children will survive to support our own children to come." His keen observation of nature led to some unique inventions. The snowshoe was in­spired by the structure of the grouse's foot.

Indian families banded together in clans, and then merged into tribes. Marriage between clan members was forbidden. Indian religion and Christianity reveal some similarities. There is the struggle be­tween good and evil. The Indians pointed out to missionaries that the Christian's God and their Great Spirit were one and the same.

**MUSEUM OF THE PLAINS INDIAN** in Browning, Montana, exhibits the creative achieve­ments of Native American artists and craftsmen of the United States. The museum was founded in 1941. It is administered by the Indian Arts and Crafts Board. The Board administers also the Siux Indian Museum n Rapid City, South Dakota, and the Southern Plains Indian Museum in Anadarko. Oklahoma.

**VOCABULARY**

**I.Fill in the blanks with the appropriate word**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| native | planks | Potlatches | wealth | fishing |
| Northwest Coast | Indians | custom | winter | redwood |

* 1. All of the American people followed one of the three major traditions.
	2. The tribes were the wealthiest people in North America.
	3. The Indians could gather a year's supply of food in a month of salmon
		1. . trees grew in the region.
			1. Trees of softwood could be made into .
			2. The used the planks to build their houses.
			3. One especially interesting of the Northwest Coast Indians was the potlatch.
				1. . were given for all sorts of reasons.

The main reason for giving a potlatch was to show off .

Groups that sponsored potlatch usually did so in .

**COMPREHENSION**

**Scan for the details and circle the correct letter.**

There was a plentiful supply of food: a/ fish, b/ beef, c/ wild berries.

By custom, hosts gave gifts to a/ some, b/ each of their guests.

Potlatch, a Chinook word, means, a/ "to bring", b/ "to give", c/ "to cook".

The highest-ranking guest got the first and largest a/ dish, b/ gift.

Sometimes this gift was a beautifully carved a/ knife, b/ canoe.

The other guests received handmade a/ coats, b/ blankets, d furs.

The families are called by rank to perform their aJ song, b/ dance.

The potlatches went for two weeks without a /song, b/ dance being repeated.

Today a potlatch lasts but a a/ day, b/ night, c/ week.

People of the Makah still catch a/ tuna, a/ salmon, b/ cod in large numbers.

**ACTIVITY**

**IV. Match the lines**.

Big Chestnut Month

Red and white

Green-Corn Ceremony

Quilts

Indian families

Spring

Museum

Marriage

* + 1. are used to honor individuals.
		2. was the New Year celebration.
		3. are the colors of war and peace.
		4. was the time to harvest the corn.
		5. was also a time for fighting.
		6. banded together in clans.
		7. between clan members was forbidden.
		8. of the plains Indian was founded in 1941.

**PROJECT**

"Reference Book"

**Choose one of the native American tribes and write your commentary about its culture.**

**GRAMMAR**

**GRAMMAR EXERCISES**

***1.Choose* will ('11) *or* (be) going to, *whichever is correct or more likely, and one of these verbs.***

*Collapse eat enter explode have increase leave paint phone re-open retire see show be sick walk*

1. Get out of the building! It sounds like the generator .

2. Tim early before he reaches 65. He mentioned it at the meeting recently.

3. 'I think I home across the park.' 'That's a good idea.'

4. Next year, no doubt, more people the competition as the prize money

increases.

5. 'Can we meet at 10.00 outside the station?' 'Okay. I you there.'

6. Don't sit on that bench, I it.

7. I'm not feeling well. In fact, I think I !

8. 'Closed over the New Year period. This office on 2nd January.' *(Sign on an*

*office window)*

*9.* I'm sure you a good time staying with Richard.

10. We with Tim tonight. He's asked us to be there at 7.00.

11. 'The 2.35 to Bristol from platform 5.' *(Announcement at railway station.)*

12. I wouldn't walk across that old bridge if I were you. It looks like it

13. 1 read in the paper that they the price of gas again.

14.Do you like my new solar watch? Here, I you how it works.

15. 'Dr Jackson isn't in his office at the moment.' 'In that case, I him at home.'

***2.Complete the sentences with* will ('11) *or* (be) going to *and an appropriate verb. If both* will *and***

**going to *are possible, write them both.***

1. If you're ready, ***I’ll explain*** how the equipment operates.

2. I warn you that if I see you here again, I………… your parents.

3. If we don't leave now, we………….. the train.

4. If you decide to contact Jane, I……….. you her address.

5. If you stand in the rain much longer, you………….. cold.

6. He's seriously hurt. If we don't get help immediately, he……………

7. If you want to leave this afternoon, Joe you…………. to the station.

8. If you visit Bernard in Vienna, I'm sure you ………….very welcome.

***UNIT 25***

**UNITED NATIONS ORGANIZATION**

The term «United Nations» was coined by Franklin D. Roosevelt during World War II, to refer to the Allies. Its first formal use was in the January 1, 1942 Declaration by the United Nations, which committed the Allies to the principles of the Atlantic Charter and pledged them not to seek a separate peace with the Axis powers. Thereafter, the Allies used the term «United Nations Fighting Forces » to refer to their alliance.

The idea for the United Nations was elaborated in declarations signed at the wartime Allied conferences in Moscow, Cairo, and Tehran in 1943. From August to October 1944, representatives of France, the Republic of China, the United Kingdom, the United States, and the USSR met to elaborate the plans in Washington, D.C. Those and later talks produced proposals outlining the purposes of the organization, its membership and organs, as well as arrangements to maintain international peace and security and international economic and social cooperation. These proposals were discussed and debated by governments and private citizens worldwide.

On April 25,1945, the United Nations Conference on International Organizations began in San Francisco. In addition to the Governments, a number-of non-government organizations were invited to assist in the drafting of the charter. The 50 nations represented at the conference signed the Charter of the United Nations two months later on June 26. Poland, which was not represented at the conference, but for which a place among the original signatories had been reserved, added its name later, bringing the total of original signatories to 51. The UN came into existence on October 24,1945, after the Charter had been ratified by the five permanent members of the Security Council — Republic of China, France, the Soviet Union, the United Kingdom, and the United States — and by a majority of the other 46 signatories.

The United Nations headquarters building was constructed in New York City in 1949 and 1950 beside the East River on land purchased by an 8.5 million dollar donation from John D. Rockefeller, Jr., and designed by architect Oscar Niemeyer. UN headquarters officially opened on January 9, 1951. While the principal headquarters of the UN are in New York, there are major agencies located in Geneva, The Hague, Vienna, Montreal, Bonn.

UN membership is open to all peace-loving states that accept the obligations of the UN Charter and, in the judgement of the organization, are able and willing to fulfill these obligations.

**1.Answer the following questions**

1. Who coined the term « United Nations » ?
2. When was the first formal use of the term «United Nations»?
3. When and where was the United Nations headquarters building constructed?
4. Who donated this construction?
5. Who designed the United Nations headquarters building?
6. How many nations were at the conference in San Francisco in 1945?
7. Why are there 51 founders of the UN instead of 50?
8. What country was not represented at the conference?

 **2.Translate the following words**

Term, to coin, to refer, the Allies, declaration, to commit, Atlantic Charter, to pledge, separate peace, Axis powers, talks, arrangement, worldwide, to assist, to draft, to ratify
majority, headquarters, to construct, the UN Charter, judgement, to will, to fulfill.

**3.Discussion**

* + - 1. United Nations mission.
			2. UN and world democratic processes.

### *GRAMMAR EXERCISES*

|  |
| --- |
|  **Future Continuous: to be (shall/will be) + V-ing** |

***1. Translate the following sentences.***

1. I shall be watching TV at 5 o’clock tomorrow.
2. I shall be returning home at that time.
3. I’ll be doing my homework when you come.
4. It will be raining tomorrow morning.
5. She will be watching TV at that time.

***2. Put the verb into the correct form (Future Continuous).***

1. Don't ring her up at 12 o'clock. She (have) her music lesson.
2. At this time tomorrow the boys of our group (play) football.
3. When we arrive in St. -Petersburg, it probably (rain).
4. It is late autumn; soon the leaves (fall).
5. Let's wait here; the Palace Bridge (open) in a minute to let that ship through.
6. She (do) her homework at 9 in the evening.
7. His son (check) his e-mail at that time.
8. In the evening my parents (help) me with my homework.

***3. Answer the questions, using the Future Continuous Tense.***

**Example:** What will he be doing tomorrow afternoon ? (drive to the seaside) He will be driving to the seaside.

1. What will she be doing on Sunday? (make a dress)
2. What will you be doing at this time next week? (bathe in the Black Sea)
3. What will grandfather be doing when we arrive? (work in the garden)
4. What will he be doing at the University for five years? (study law)
5. What will they be doing at this time tomorrow? (fly to Kiev)
6. What will she be doing at the concert tonight? (sing Russian folk-songs)
7. What will he be doing at this time the day after tomorrow? (interview a foreign delegate)
8. What will she be doing next term? (lecture at the Institute of Foreign Languages)

**4.*Put the verb into the correct form ( The Future Indefinite, the Present Indefinite або the Future Continuous).***

1. You look frozen. Sit down by the fire and I (make) you a cup of tea.
2. I can’t understand this letter. – I (call) my son. He (translate) it for you.
3. What you (do) when you grow up? – I (be) a pilot.
4. This time next month I (sit) on a beach.
5. In a few days time we (fly) over the Urals.
6. That tree makes the house very dark. – Very well, I (cut) it down.
7. Good, we (ask) him to our next party.
8. If you (want) to see us, come to Tom's on Sunday. We (wait) for you there at midday.
9. At this time next week they (board) the plane to London.
10. They (have) English from nine to ten in this room.
11. I (wait) for you when you (come).
12. "I (call) for her at eight." - "No, don't; she still (sleep)."
13. They are so angry. A few more words and they (quarrel) again.
14. I’ll come at six o’clock. – Good, I (wait) for you.
15. Don’t ring her up at 9, she (put) her children to bed. Ring up later.
16. My son (be) in the forth form next year. That means that he (learn) English.
17. I (know) the results in some days.
18. When I (get) home, my animals (sit) at the door waiting for me.
19. It (be) the middle of June. They (come) soon.

***5. Translate into English:***

1. Ми не повинні спізнюватися. Вони будуть турбуватися.
2. Завтра в цей час я буду повторювати матеріал на екзамен.
3. Ми сьогодні йдемо в кіно. Ви будете сидіти поруч із мною.
4. Нам потрібно повернутися о 10 годині. Мама буде чекати на нас.
5. "Ви будете обідати зі мною в понеділок?" - "Я би дуже хотів, але боюся, що в цей час я буду складати іспит."
6. "Що вони будуть робити, коли ми приїдемо додому?" - "Я думаю, вони будуть читати."
7. "Я не дуже добре себе почуваю, щоб їхати в аеропорт і зустрічати Еліс." - "Я зустріну її. Скажіть, як я її впізнаю?" - "На ній буде яскраво-зелений костюм."

**QUIZ**

1. When did Ukraine join the European Convention on Human Rights and why is the document supposed to be of great importance?

2. What is the name of the national flag of Great Britain?

3. Who is the "fountain of justice" ?

4. What is Stratford upon-Avon famous for?

5. What link did Ulster make to the White House?

6. If there were not monarchy in Great Britain, who would be president today?

7. Who was a real people's princess?

8. What music does Prince William like?

9. What are Victoria Crosses made of?

10. Who summoned the first parliament?

11. Who was "Grandma" to every royal family in Europe?

12. Who was the Iron Lady?

13. In what country English is served as lingua franca?

14. What is Chartism?

15. Who was the first king to be crowned in Westminster Abbey?

16. What is personal income per capita in the USA?

17. What is Amendment 4 of the US Constitutions?

18. Who became a symbol of the American nation?

19. Who declared freedom for slaves in the US?

20. How high is the Washington Monument?

21. How many senators are there in Congress?

22. Who was the first political Ukrainian emigre to the US?

23. How many rooms are there in the White House?

24. What is proper name of Statue of Liberty?

25.Who were the first Ukrainian emigrants in Canada?

**APPENDIX**

1. **Table**

**(Nationality Words)**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Country** | **Adjective (language, etc.)** | **Person** | **Nation** |
| 1. | Ukraine | Ukrainian | a Ukrainian | the Ukrainians |
| 2. | the USA | American | an American | the Americans |
| 3. | Germany | German | a German | the Germans |
| 4. | Italy | Italian | an Italian | the Italians |
| 5. | Belgium | Belgian | a Belgian | the Belgians |
| 6. | Brazil | Brazilian | a Brazilian | the Brazilians |
| 7. | Mexico | Mexican | a Mexican | the Mexicans |
| 8. | Norway | Norwegian | a Norwegian | the Norwegians |
| 9. | China | Chinese | a Chinese | the Chinese |
|  | also: | Japanese, Lebanese, |  |  |
|  |  | Vietnamese, Congolese |  |  |
| 10. | Switzerland | Swiss | a Swiss | the Swiss |
| 11. | Denmark | Danish | a Dane | the Danes |
| 12. | Finland | Finnish | a Finn | the Finns |
| 13. | Poland | Polish | a Pole | the Poles |
| 14. | Scotland | Scottish | a Scot/ a Scotswoman/man | the Scots / |
|  |  |  |  | Scotsmen |
| 15. | Sweden | Swedish | a Swede | the Swedes |
| 16. | Turkey | Turkish | a Turk | the Turks |
| 17. | England | English | an Englishman/woman | the English |
| 18. | France | French | a Frenchman/woman | the French |
| 19. | the Netherlands | Dutch | a Dutchman/woman | the Dutch |
|  | (Holland) |  |  |  |
| 20. | Ireland | Irish | Irishman/woman | the Irishmen |
| 21. | Spain | Spanish | Spaniard | the Spanish |
| 22. | Portugal | Portuguese | a Portuguese | the Portuguese |
| 23. | Austria | Austrian | an Austrian | the Austrians |
| 24. | Bulgaria | Bulgarian | a Bulgarian | the Bulgarians |
| 25. | Greece | Greek | a Greek | the Greeks |

**II.Table of irregular verbs**

|  |  |  |  |
| --- | --- | --- | --- |
| **Infinitive** | **Past Simple** | **Past Participle** | **Переклад** |
| arise | arose | arisen | виникати |
| awake | awoke | awoken | прокидатися |
| be | was, were | been | бути |
| bear | bore | born(e) | носити |
| beat | beat | beaten | бити |
| become | became | become | ставати |
| bend | bent | bent | гнути |
| bind | bound | bound | зв’язувати  |
| blow | blew | blown | дути |
| break | broke | broken | розбивати |
| bring | brought | brought | приносити |
| build | built | built | будувати |
| burn | burnt, burned | burnt, burned | горіти |
| buy | bought | bought | купувати |
| catch | caught | caught | ловити |
| choose | chose | chosen | вибирати |
| come | came | come | приходити |
| cost | cost | cost | коштувати |
| creep | crept | crept | повзати |
| cut | cut | cut | різати |
| deal | dealt *[delt]* | dealt *[delt]* | мати справу з |
| dig | dug | dug | копати |
| do | did | done | робити |
| draw | drew | drawn | малювати |
| dream | dreamt *[dremt]*, dreamed | dreamt *[dremt]*, dreamed | мріяти |
| drink | drank | drunk | пити |
| drive | drove | driven | приводити в дію |
| eat | ate | eaten | їсти |
| fall | fell | fallen | падати |
| feed | fed | fed | годувати |
| feel | felt | felt | почувати |
| fight | fought | fought | боротися |
| find | found | found | знаходити |
| fly | flew | flown | літати |
| forbid | forbade | forbidden | забороняти |
| forget | forgot | forgotten | забувати |
| freeze | froze | frozen | замерзати |
| get | got | got | отримувати |
| give | gave | given | давати |
| go | went | gone | йти |
| grow | grew | grown | рости |
| hang | hung | hung | вішати |
| have | had | had | мати |
| hear | heard | heard | чути |
| hide | hid | hidden | ховатись |
| hit | hit | hit | ударяти |
| hold | held | held | тримати |
| keep | kept | kept | зберігати |
| know | knew | known | знати |
| lay | laid | laid | класти |
| lead | led | led | вести |
| learn | learnt, learned | learnt, learned | вивчати |
| leave | left | left | залишати |
| lose | lost | lost | губити |
| make | made | made | робити |
| mean | meant *[ment]* | meant *[ment]* | означати |
| meet | met | met | зустрічати |
| pay | paid | paid | платити |
| put | put | put | класти |
| read | read *[red]* | read *[red]* | читати |
| ride | rode | ridden | їхати |
| ring | rang | rung | дзвонити |
| rise | rose | risen | підніматися |
| run | ran | run | бігти |
| say | said *[sed]* | said *[sed]* | говорити |
| see | saw | seen | бачити |
| speak | spoke | spoken | розмовляти |
| take | took | taken | брати |
| teach | taught | taught | навчати |
| tear | tore | torn | рвати |
| tell | told | told | розповідати |
| think | thought | thought | думати |
| throw | threw | thrown | кидати |
| understand | understood | understood | розуміти |
| write | wrote | written | писати |

**III.TABLE**

**PRESENT AND PAST TENSES**

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| --- | --- | --- |
| **PRESENT****PRESENT** | **SIMPLE**I do | **CONTINUOUS**1 am doing |
| Ann often plays tennis.I work in a bank, but 1 don't enjoy it much.present simple  It doesn't rain so much in summer. |

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| present continuous  |
| Where's Ann?\* 'She's playing tennis.'" Please don't disturb me now. I'mworking.Hello. Are you enjoying the party?It isn't raining at the moment. |

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| --- | --- | --- |
| **PRESENT PERFECT****T****PRESENT** | **PRESENT PERFECT****SIMPLE** | **PRESENT PERFECT****CONTINUOUS** |
| Ann has **played** tennis many times.I've lost my key. Have you seen it anywhere? | Ann is tired. She **has been playing** tennis.You're out of breath. Have you been running? |

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| --- | --- | --- |
| **PAST****PRESENT** | I did **PAST SIMPLE** | I was doing**PAST CONTINUOUS** |
| Ann **played** tennis yesterday afternoon. | I saw Ann at the sports centre yesterday. She **was playing** tennis. |

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| --- | --- | --- |
| **PAST PERFECT****PRESENT** | I had done**PAST PERFECT** | I had been doing**PAST PERFECT****CONTINUOUS** |
| It wasn't her first game of tennis. She had played many times before. | Ann was tired yesterday evening because she had been playing tennis in the afternoon. |

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| --- | --- |
| **BRITISH**The present perfect is used for an action in the past with a result now:I've lost my key. Have you seen it?Sally isn't here. She's gone out. | **AMERICAN**The present perfect OR past simple can be used:I've lost my key. Have you seen it? or I lost my key. Did you see it? She's gone out.Sally isn t here.She went out |
| The present perfect is used with just, already and yet:I'm not hungry. I've just had lunch. A: What time is Mark leaving? B: He has already left. Have you finished your work yet? | The present perfect OR past simple can be used: I've just had lunch.I'm not hungry I just had lunch. A: What rime is Mark leaving? B: He has already left.He already left.Z Have you finished your work yet?or Did you finish your work yet? |
| British speakers usually say:have a hath; have a shower; have a break; have a holiday; | American speakers say:take a bath; take a shower; take a break; take a vacation; |
| Will or shall can be used with I/we: □ I will/shall be late this evening. Shall I ... ? and shall we ... ? are used to ask for advice etc. :O Which way shall we go? | Shall is unusual:□ I will be late this evening. Should I ... ? and should we ... ? are more usual ro ask for advice etc. : Z Which way should we go? |
| British speakers use can't to say they believe something is not probable: Sue hasn't contacted me. She can't have got my message | American speakers use must not in this situation: Sue hasn't contacted me. She must not have gotten my message. |
| You can use needn't or don't need to: We needn't hurry. or We don't need to hurry | Needn't is unusual. The usual form is don't need to: We don't need to hurry. |
| After demand, insist etc. you can use should:I demanded that he should apologise.We insisted rhat something should be done about the problem. | The subjunctive is normally used. Should is unusual after demand, insist etc.: I demanded that he apologize.\* We insisted that something be done about the problem. |
| British speakers generally use Have you? / Isn't she? etc. □ A: Liz isn't feeling well.B: Isn't she? What's wrong with her? | American speakers generally use You have? / She isn't? etc. : A: Liz isn't feeling well. B: She isn't? What's wrong with her? |
| to/in hospital (without the):Three people were injured and taken to hospital. | to/in the hospital:Three people were injured and taken to the hospital. |
| Nouns like government/team/family etc. can have a singular or plural verb: The team is/are playing well. | These nouns normally take a singular verb in American English:The ream is playing well. |
| at the weekend / at weekends:Will you be here at the weekend? | on the weekend / on weekends:□ Will you be here on the weekend? |
| at the front / at the back (of a group etc.): ~ Let's sit at the front (of the cinema). | in the front / in the back (of a group etc.): □ Let's sit in the front (of the movie theater). |
| British speakers use both round and aroimd: He turned round, or He turned around. | American speakers use around (not usually 'round")□ He turned around. |
| British speakers use both fill in and fill out: □ Can you fill in this form? or Can you fill out this form? | American speakers use fill out: □ Can you fill out this form? |
| get on = progress How are you getting on in your new job?get on (with somebody): Richard gets on well with his new neighbours | American speakers do not use get on in this way.get along (with somebody): Richard gets along well with his new neighbors |
| BRITISHThe verbs in this section (burn, spell etc.) can be regular or irregular (burned or burnt, spelled or spelt etc.).The past participle of get is got:* Your English has got much better. (= has become much better)

Have got is also an alternative to have:I've got two brothers. (= I have two brothers.) | AMERICANThe verbs in this section are normally regular (burned, spelled etc.).The past participle of get is gotten:Your English has gotten much better.Have got = have (as in British English): □ I've got two brothers. |
| British spelling:travel — travelling / travelled cancel -» cancelling / cancelled | American spelling:travel -» traveling / traveled cancel -» canceling / canceled |

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