

МІНІСТЕРСТВО ОСВІТИ І НАУКИ УКРАЇНИ

Житомирський державний університет імені Івана Франка

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ENGLISH FOR STUDENTS OF HISTORY

Методичні рекомендації до організації самостійної роботи
обов'язкової освітньої компоненти
Іноземна мова за професійним спрямуванням
для підготовки здобувачів
першого (бакалаврського) рівня вищої освіти

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Методичні рекомендації до організації самостійної роботи з освітньої компоненти «Іноземна мова за професійним спрямуванням» для здобувачів вищої освіти освітньої програми Середня освіта (Історія). Житомир: вид-во Житомирського державного університету імені Івана Франка, 2024. – 33 с.

У методичних рекомендаціях викладено мету, завдання та зміст вивчення дисципліни, вказано основні види навчальної діяльності під час організації самостійної роботи з курсу «Іноземна мова за професійним спрямуванням». Методичні рекомендації призначені для здобувачів першого (бакалаврського) рівня вищої освіти освітньої програми Середня освіта (Історія).

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Вступ

Методичні рекомендації розроблені для проведення практичних занять з англійської мови та для організації самостійної роботи підготовки здобувачів першого (бакалаврського) рівня вищої освіти відповідає освітньо-професійній програмі «Середня освіта (Історія)». Матеріал розроблений до I Модуля “Making Contacts” для виконання основних цілей вивчення професійно спрямованої англійської мови.

Інтеграція англійської мови в навчальний процес є важливим аспектом формування професійних навичок майбутніх вчителів історії. Ці методичні рекомендації розроблені для ефективного проведення практичних занять з англійської мови, спрямованих на підготовку студентів до професійної діяльності. Ці рекомендації орієнтовані на активне використання комунікативних методів і прийомів навчання, що сприяють розвитку мовних навичок та професійної компетентності студентів.

Мета не лише підвищення рівня володіння англійською мовою, а й вдосконалення професійних вмінь, необхідних для успішної роботи в сфері освіти. У цих методичних рекомендаціях можна знайти різноманітні завдання та вправи, які можна використовувати для самостійної роботи. Вони охоплюють різні аспекти вивчення англійської мови, включаючи читання, письмо та усне мовлення. Кожне завдання адаптоване до потреб студентів і спрямоване на активну участь у процесі навчання. Ці методичні рекомендації стануть корисним інструментом для вас у проведенні практичних занять з англійської мови для студентів спеціальності "Історія" і допоможуть зробити процес навчання цікавим та продуктивним.

Рекомендації викладені послідовно, відповідно до робочої програми. Основна частина методичних рекомендацій складається з практичних

завданнь з детальним поясненням. Також необхідним було використання лексичного мінімуму та всіх вправ різних типів, які підпорядковані роботі з цими текстами. Користуючись даними методичними рекомендаціями здобувачі матимуть можливість поглибити й розширити знання з англійської мови. Виконання завдань самостійно надасть можливість здобувачам сформувати внутрішню мотивацію до вивчення іноземної мови, а також навчити студентів взагалом, сформувати креативну особистість студента, що здатен самовдосконалюватись. Матеріал рекомендацій відповідає темам I Модулю.

Tema 1. Family and Relationships

Task 1 Agree or disagree with the statement and explain your point of view

1. Marriage in ancient times was more about business and alliances than love.
2. Siblings who fight a lot tend to have closer relationships as adults.
3. Having dinner together as a family can reduce teen risky behaviors.
4. People tend to be attracted to those with similar facial features.
5. The average person falls in love seven times before marriage.

Task 2 Vocabulary

sibling

partner

to spend time

to have dinner

to go out

to take care

close relationship

loving family

strong bond

piece of cake

hit the nail on the head

jump the gun

Task 3. Read the text and name the problems in this family

My parents had a very happy marriage, but their relationship history wasn't always so perfect. They met at a party when they were both very young. It was love at first sight for my dad, but my mom wasn't interested in him at all. She even told her friends that she thought he was boring! My dad didn't give up though. He called her

every day for two months until she finally agreed to go out with him. After that, they were inseparable.

A few years later, they got married and had my brother. Everything was going great, but then my mom lost her job. She became really depressed and started drinking a lot. My dad tried to help her, but it was impossible. They fought all the time, and eventually they got a divorce. It was a really difficult time for our family. Luckily, my dad met someone new soon after the divorce. Her name is Lisa, and she's amazing. She's been like a mother to us for the past ten years. My mom also got remarried. Her husband's name is John, and he's a really nice guy. They live in a different city, so we don't see them very often, but we talk on the phone all the time.

About six months ago, my parents started talking again for the first time in years. I'm not sure what happened, but I think they realized that they still have feelings for each other. Last week, my dad told me that he wants to get back together with my mom. At first, I didn't know what to say. I've always wanted them to be happy, but I'm worried that they'll just end up getting divorced again. I told my dad how I feel, and he said that he understands. He's going to talk to my mom about it this weekend, so we'll see what happens.

Task 4. Fill in the Blanks using such words: relationship history, understands, interested, family, in, remarried, divorce, parents (2), feelings, going, great

- I've always wanted them to be happy, but I'm worried that they'll just end up getting divorced again. I told my dad how I feel, and he said that he _____.
- My _____ had a very happy marriage, but their _____ wasn't always so perfect.
- I'm not sure what happened, but I think they realized that they still have _____ for each other.
- Everything was _____, _____, but then my mom lost her job.

- They met at a party when they were both very young. It was love at first sight for my dad, but my mom wasn't _____, _____ him at all.
- My mom also got _____.
- They fought all the time, and eventually they got a _____.
- About six months ago, my _____ started talking again for the first time in years.
- It was a really difficult time for our _____.

Task 5. Choose one topic and write your thoughts about it.

1. Write a series of social media posts between two family members discussing how they spend time together and expressing their feelings about their relationship.
2. Create a blog post sharing tips for strengthening relationships within a family, incorporating the importance of spending quality time together.
3. Write an email to a friend giving advice on balancing work and family time, emphasizing the significance of prioritizing relationships while managing responsibilities.

Tema 2. Friends and Neighbours

Task 1. Discuss questions

1. Do you prefer spending time with friends or neighbors when looking for good company?
2. How do you usually keep in touch with your pals and chums in the local community?
3. Have you ever had a trusted friend lend a hand to help you out in a tough situation?
4. What activities do you enjoy doing when you hang out with buddies and acquaintances?
5. When was the last time you dropped by a neighbor's place to break the ice and get to know them better?
6. In what ways do you hit it off with new acquaintances and form lasting friendships?
7. How important is it to have someone you can rely on as a trusted friend in your life?
8. Have you ever found yourself in the same boat as a neighbor, facing similar challenges or experiences?
9. What qualities do you value most in a friend or buddy from your local community?
10. How do you foster a sense of camaraderie and connection with those around you?

Task 2. Read the text and make description of main characters

My neighbour, Mrs. Johnson, is a very nice lady. She's in her fifties and she lives alone. We see each other almost every day. We usually just say 'Hi,' but sometimes

we stop and talk for a few minutes. She likes to ask me about my work and I like to hear about her grandchildren. They live in another city, so she doesn't see them very often. Once a month or so, she invites me over for dinner. She's a great cook! She always makes too much food, so I take some home with me. My friends are always happy when I bring Mrs. Johnson's food to our parties.

My best friend, Mike, is also my roommate. We've known each other since we were kids. We grew up in the same town and went to the same schools. We even went to the same university. Now we both work for the same company. We're both accountants. Mike is really smart. He's the best accountant in the company. He's also the funniest person I know. He can always make me laugh, even when I'm in a bad mood. We have a lot of things in common, but we're not exactly the same. For example, he loves sports and I don't. On weekends, he watches football games on TV, and I read books or go for walks. But we both like cooking. We usually cook dinner together. He's better at it than I am, though. One of his specialties is spaghetti with meat sauce. It's delicious! Sometimes we have dinner parties. Mike cooks, and I clean up afterwards. Our friends love coming to our house because the food is good and the music is great. Mike is an excellent guitar player.

Task 3. Are the statements True or False?

1. Mrs. Johnson lives with her family.
2. Mrs. Johnson rarely invites the speaker for dinner.
3. Mike is not good at cooking.
4. The speaker and Mike work in different companies.
5. Mrs. Johnson's grandchildren live nearby.
6. The speaker and Mike share common interests.
7. Mike is a terrible guitar player.

Task 4. Choose the correct answer.

1. What does the narrator usually do when they see Mrs. Johnson?

- A. Have dinner together
- B. Exchange gifts
- C. Talk for a few minutes
- D. Play games

2. Why doesn't Mrs. Johnson see her grandchildren very often?

- A. They live in another city
- B. They don't like visiting her
- C. She is too busy to visit them
- D. She prefers solitude

3. What is one thing the narrator's best friend Mike is known for?

- A. Being a great cook
- B. Being the best accountant in the company
- C. Being a talented musician
- D. Being an excellent dancer

4. How do the narrator and Mike differ in their weekend activities?

- A. Mike reads books while the narrator watches TV
- B. The narrator watches sports while Mike goes for walks
- C. The narrator watches football while Mike goes to parties
- D. Mike watches football while the narrator reads books

5. What is one of Mike's specialties in cooking?

- A. Spaghetti with meat sauce
- B. Grilled chicken
- C. Tacos
- D. Sushi

Tema 3. Studying. School Days

Task 1. Think and discuss about such quotes

"Education is the most powerful weapon which you can use to change the world." – Nelson Mandela

"Education is not preparation for life; education is life itself." – John Dewey

"The only thing that interferes with my learning is my education." – Albert Einstein

"Learning is a treasure that will follow its owner everywhere." – Chinese Proverb

"Education is the key to unlocking the world, a passport to freedom." – Oprah Winfrey

Task 2. Read the text and choose the title

Education is important in many countries, but it is not the same everywhere. Most children go to school when they are five years old, and they continue going to school until they are 16 or 18. In some countries, the government pays for this education. In other countries, parents pay for their children's education at school. After high school, some students go on to higher education, like college or university. Some students get a job after high school and start working. School

In America, children go to elementary school from the time they are five until they are 11 years old. Then they go to middle school or junior high school from the time they are 12 until they are 14 years old. Finally, they go to high school from the time they are 15 until they are 18 years old. High school is very important in America. When you apply for a job, they always ask if you finished high school. They also ask if you went to college or university. If you did, they want to know what you studied and if you got a degree. History

Schools in America have not always been the same. A long time ago, there were no public schools in America. Only rich people could send their children to school. Poor children had to work. Then, in the 1800s, people started to believe that everyone

should go to school, so they started building public schools. At first, only young children went to school. Older children still had to work. Finally, all children had to go to school. They went to school for a few months each year. They had to study reading, writing, and arithmetic. Later, they also studied history, science, and other subjects. Now, children in America go to school for most of the year. They have to study many different subjects. Some people think that schools in America are too easy, but other people think that they are too hard.

Choose the best title

1. The Evolution of Education in America
2. Were Public Schools Only for the Wealthy?
3. How Schooling Practices Differ Around the World

Task 3. Answer the questions

1. In what age do children go to school?
2. What can children do after school?
3. What American schools look like long time ago?
4. What disciplines did children study?

Tema 4. Which School? Language School

Task 1. Answer the questions

1. What does language school mean?
2. Would you like to study at language school?

Task 2. Read the text and write down unknown words

Discovering Colchester: A Tapestry of History and Culture

Nestled in the heart of Essex, England, Colchester stands as a testament to centuries of rich heritage and cultural diversity. As Britain's oldest recorded town, Colchester seamlessly blends its ancient roots with modern charm, offering visitors a captivating journey through time.

Historical Marvels: Colchester's historical significance is evident in its iconic landmarks. The imposing Colchester Castle, a symbol of the town's Roman legacy, dominates the skyline with its impressive Norman keep—the largest of its kind in Europe. True to its heritage, the Colchester Roman Wall, dating back to Roman times, still encircles the town center, providing a tangible link to its ancient past.

Cultural Gems: Cultural enthusiasts flock to Colchester to immerse themselves in its vibrant arts scene. The Mercury Theatre, a renowned regional venue, showcases a diverse array of theatrical performances, from classic plays to cutting-edge productions. While there may not be a specific Colchester Arts Centre Festival, the town's cultural calendar brims with events celebrating music, dance, and visual arts throughout the year.

Gastronomic Delights: Colchester's culinary landscape is a melting pot of flavors and influences. Its historic streets teem with cozy cafes, traditional pubs, and contemporary eateries, each offering a unique culinary experience. From hearty pub grub to gourmet delights, there's something to tantalize every palate in Colchester.

Natural Escapes: Nature lovers are spoiled for choice in Colchester, where

picturesque parks and green spaces abound. High Woods Country Park beckons with its tranquil woodlands and scenic trails, while Castle Park invites visitors to explore its verdant gardens and ancient ruins amidst serene surroundings.

Task 3. True or False Statements

- Colchester Castle is the largest Norman keep in Europe.
- The Colchester Roman Wall is a modern construction built to mimic Roman architecture.
- The Mercury Theatre hosts an annual Colchester Arts Centre Festival showcasing various cultural events.

Task 4. Answer the Questions

- What is Colchester Castle known for?
- What outdoor destination can visitors explore in Colchester?

Tema 5. Life and Traditions at School and University

Task 1. Read the text.

Life at school and university is a transformative journey marked by academic pursuits, personal growth, and cherished traditions. From classrooms buzzing with knowledge to campus events brimming with camaraderie, these educational institutions shape not only our intellect but also our character and sense of community.

School Traditions: At the school level, traditions foster a sense of belonging and school spirit among students. True to its roots, many schools uphold time-honored rituals such as annual sports days, talent shows, and graduation ceremonies. These events serve as milestones in students' academic journey, celebrating their achievements and fostering a sense of pride in their alma mater.

University Traditions: Universities, with their diverse student body and academic pursuits, boast a tapestry of traditions that enrich campus life. From convocation ceremonies welcoming new students to alumni reunions celebrating past graduates' successes, universities create a sense of continuity and legacy. Timeless traditions like homecoming festivities, Greek life rituals, and academic gowning ceremonies evoke a sense of nostalgia and belonging among students and alumni alike.

Task 2. True or False Statements:

1. School traditions focus mainly on academic achievements.
2. University traditions celebrate both current students and alumni.
3. Convocation ceremonies welcome new students to university campuses.

Task 3. Match the Beginnings and Endings Task:

Match the beginnings of the traditions with their corresponding endings:

Beginnings:

Annual sports day

Convocation ceremony

Homecoming festivities

Endings:

A. Welcoming new students to the university community

B. Celebrating past graduates and alumni

C. Showcasing students' athletic talents and promoting team spirit

Tema 6. Social Life. Another Country

Task 1. Read the text and think about importance of social life

Social life encompasses the myriad interactions, experiences, and connections that shape our relationships and sense of belonging within society. From intimate gatherings with friends to vibrant community events, social interactions play a vital role in fostering connections, celebrating diversity, and enriching our lives.

Connecting Through Social Networks: In today's digital age, social media platforms have revolutionized the way we connect and communicate with others. True to their name, these online networks facilitate connections, allowing individuals to stay in touch with friends, family, and acquaintances regardless of geographical boundaries. However, while social media offers unprecedented connectivity, it's essential to strike a balance between virtual interactions and face-to-face connections to nurture meaningful relationships.

Celebrating Diversity Through Cultural Events: Cultural events provide opportunities for communities to come together, celebrate diversity, and showcase their heritage. Whether it's a multicultural festival, a religious ceremony, or a pride parade, these events celebrate the rich tapestry of cultures, traditions, and identities that define our society. By participating in cultural events, individuals gain a deeper appreciation for diversity and foster a sense of unity and inclusivity within their communities.

Enriching Social Life Through Shared Activities: Shared activities, such as sports, hobbies, and recreational pursuits, offer avenues for socialization and personal growth. Whether it's joining a sports team, attending a cooking class, or volunteering for a cause, shared activities provide opportunities to bond with others who share similar interests and passions. These shared experiences foster camaraderie, build friendships, and contribute to overall well-being.

Task 2. True or False Statements:

- Social media platforms have limited the scope of social interactions to virtual spaces only.
- Cultural events celebrate the diversity of traditions and identities within communities.
- Shared activities provide opportunities for personal growth but rarely lead to lasting friendships.

Task 3. Writing Task:

Reflect on a memorable social event or gathering you attended recently. Describe the event, highlighting the connections made, the diversity celebrated, and the impact it had on your social life. Consider the shared activities, conversations, and experiences that contributed to the event's success and significance in fostering community spirit.

Task 4. Find Synonyms Task: Replace the underlined words with suitable synonyms:

- Social interactions play a vital role in fostering connections, celebrating diversity, and enriching our lives.
- By participating in cultural events, individuals gain a deeper appreciation for diversity and foster a sense of unity and inclusivity within their communities.
- Shared activities provide opportunities to bond with others who share similar interests and passions, fostering camaraderie and contributing to overall well-being.

Tema 7. Hometown

Task 1. Read the text and do exercises

My hometown, nestled in the heart of Scotland, holds a special place in my heart—a haven of cherished memories, familiar faces, and enduring traditions. From its picturesque landscapes to its vibrant community spirit, my hometown embodies the essence of home, evoking a sense of comfort and belonging that is truly unmatched.

Natural Beauty and Landmarks: One of the defining features of my hometown is its breathtaking natural beauty. From rolling hills to serene rivers, my hometown boasts a diverse landscape that captivates visitors and residents alike. Whether it's taking a leisurely stroll along the riverbank or hiking through lush forests, there's no shortage of opportunities to immerse oneself in nature's splendor. Additionally, my hometown is dotted with landmarks that tell the story of its rich history, from historic buildings to quaint monuments, each with its own tale to tell.

Community Spirit and Traditions: What truly sets my hometown apart is its vibrant community spirit. Whether it's coming together for annual festivals, supporting local businesses, or volunteering for neighborhood initiatives, the sense of camaraderie and solidarity is palpable. From the lively farmers' market to the bustling town square, there's always a buzz of activity that reflects the warmth and hospitality of my hometown's residents. Moreover, my hometown is steeped in cherished traditions that bring people together, from seasonal celebrations to cultural events that honor our diverse heritage.

Task 2. True or False Statements:

- My hometown is characterized by its bustling city life and towering skyscrapers.
- The natural beauty of my hometown includes rolling hills and serene rivers.
- Community spirit and traditions are not significant aspects of life in my hometown.

Task 3. Discussion:

What do you think makes a hometown special? Share your thoughts on the importance of community connections and traditions in fostering a sense of belonging and identity within a hometown.

Task 4. Multiple Choice Task:

1. What is a defining feature of the hometown described in the text?
 - a) Urban skyscrapers
 - b) Rolling hills and rivers
 - c) Desert landscapes
 - d) Industrial factories

2. What type of landmarks characterize the hometown described in the text?
 - a) Modern skyscrapers
 - b) Historic buildings and monuments
 - c) Theme parks
 - d) Shopping malls

3. What activities reflect the community spirit of the hometown?
 - a) Solo mountain climbing
 - b) Attending local festivals and events

- c) Watching TV at home
- d) Shopping online

4. Which of the following best describes the atmosphere of the hometown?

- a) Bustling and crowded
- b) Peaceful and serene
- c) Industrial and noisy
- d) Deserted and lonely

Tema 8. Online Dating. Going Out

Task 1. Read the text and tell your attitude to online dating

My crazy, dumb Tinder date!

I met Lucinda on Tinder. She was tall, with long brown hair and big brown eyes, very cute! She said she loved animals and her favourite music was R&B. Just my type. We had a few chats on Tinder and then we met up. We went to a French restaurant. She looked fabulous in a little red dress. We ordered our meal and then Lucinda started talking. And she talked - and talked and talked! Don't get me wrong, I like chatty women, but Lucinda was something else! As we ate our starter, she told me that Joe Biden was a great country that she wanted to visit. But he is the American president! As the main course arrived, she told me she that two weeks ago, some aliens abducted her and took her for a ride in their spaceship. She said the aliens were very friendly and were coming to her house for tea next Sunday.

She made another ridiculous claim: we met in a previous life and were destined to be together forever. She said we would have two children and call them Merlin and Miranda. She also told me what she called 'The Big Secret' - that the sun revolves around the Earth. My head was spinning by then. As we finished our dessert, she invited me to her place for Sunday tea to meet the aliens. I said that sadly, I was busy on Sunday. I paid for the meal and called a taxi for Lucinda. Not my type, after all!
By Jack.

Task 2. Are the statements True or False?

1. They met on Tinder.
2. Lucinda was short with black hair.
3. They had a zoom meeting.
4. They went to a Spanish restaurant.
5. Lucinda was quiet and never said a word.

6. She made some really strange claims.
7. Jack is going to have tea at her place on Sunday.

Task 3. Answer the questions in full sentences

1. Where did Jake meet Lucinda?
2. What did she look like?
3. Where did they go?
4. What did Lucinda wear?
5. Who did she think was a country?
6. Who abducted her two weeks ago? (according to her)
7. What did she claim about a previous life?
8. What was her Big Secret?
9. When did she say the aliens were coming to tea?
10. How did the evening end?

Tema 9. Links with the Past. England. A Historical Tour

Task 1. Read the dialogue and think what places would you like to visit in London

England's rich tapestry of history weaves a captivating narrative of triumphs, tragedies, and timeless legacies. From ancient landmarks to medieval castles, embarking on a historical tour of England is an immersive experience that transports visitors through the annals of time, unveiling the stories of bygone eras and the enduring connections that resonate to this day.

Tracing Ancient Roots: England's links with the past are palpable in its ancient landmarks, which bear witness to millennia of human civilization. From the enigmatic stone circles of Stonehenge to the Roman ruins of Bath, these ancient sites offer glimpses into the lives of our ancestors and the civilizations that once thrived on English soil. Exploring these archaeological marvels is akin to stepping back in time, as visitors marvel at the ingenuity and craftsmanship of ancient peoples.

Medieval Marvels: The medieval period left an indelible mark on England's landscape, with imposing castles, cathedrals, and fortified towns dotting the countryside. From the majestic towers of Windsor Castle to the soaring spires of Canterbury Cathedral, medieval architecture reflects the power, prestige, and religious fervor of the era. Guided tours offer insights into medieval life, from the chivalry of knights to the intrigue of royal courts, bringing history to life in vivid detail.

Task 2. True or False Statements:

- Stonehenge is a medieval castle located in England.
- Canterbury Cathedral is a medieval landmark known for its towering spires and religious significance.
- Guided tours offer insights into the lives of ancient peoples who once inhabited England's archaeological sites.

Task 3. Answer the Questions:

- What ancient landmark in England is known for its enigmatic stone circles?
- Which period left a significant mark on England's landscape with imposing castles and cathedrals?
- What does Canterbury Cathedral reflect the religious fervor of?

Task 4. Multiple Choice:

1. Which of the following best describes Stonehenge?

- a) A medieval castle
- b) A Roman ruin
- c) An ancient landmark with stone circles
- d) A modern skyscraper

2. What type of architecture characterizes Windsor Castle?

- a) Gothic
- b) Romanesque
- c) Baroque
- d) Victorian

3. What era is known for its chivalry and royal courts?

- a) Renaissance
- b) Industrial Revolution
- c) Medieval period
- d) Victorian era

Tema 10. Britain's Colonial Past

Task 1. What historical facts about Britain do you know?

British colonialism refers to the historical period when the British Empire expanded its influence and control over various territories around the world. This era lasted from the 16th to the 20th century and had a profound impact on the political, economic, and social landscapes of the colonized regions.

The motivations behind British colonialism were diverse, ranging from economic interests to strategic military advantages. The acquisition of valuable resources, such as spices, tea, and precious metals, played a crucial role in driving British imperial expansion. Additionally, establishing trade routes and securing markets for British goods were key objectives.

The British Empire was vast, encompassing colonies in Asia, Africa, the Americas, and the Pacific. India, often referred to as the "jewel in the crown," was a significant colony that provided immense wealth to the British through trade and exploitation of local resources.

While the British colonial period brought technological advancements and infrastructure development to some regions, it also left a legacy of exploitation and cultural imperialism. The imposition of British governance, legal systems, and education often led to the erosion of indigenous cultures and traditions.

The process of decolonization began in the mid-20th century as colonies gained independence. The impact of British colonialism continues to be felt today, influencing geopolitics, economic disparities, and cultural dynamics in many former colonies.

Task 2. Answer the questions

1. When did the British Empire start?
2. When did the British Empire end?
3. What countries were in the British Empire?
4. What was life like in the British Empire?
5. Was the British Empire a force for good or bad?
6. What is Is perfidious Albion?
7. How was the British Empire controlled?

Task 3. Write a paragraph about: "Why did Britain want an empire? "

Tema 11. The British at War

Task 1. Read the text and do The tasks

My name is Susie and to commemorate the hundredth anniversary of the First World War, I was allowed to interview the oldest person of my small town: Margaret aged 110 years old today. I asked her what life was like at that time, this is what she told me:

Hello dear young friend. So you want me to tell you about my life in those terrible days. Well let's see if my memories are still good, I am an old person now. I was ten when the war was declared and when my father went away to fight he was singing and he was happy. He first thought it was going to be a very short war and that we could lead the Germans back home in no time. A lot of people thought that in England, France and other countries.

But this lasted much longer, and it was terrible. My father sent us some letters when he could, in which he told us about the bombings, the gas and the horror of the trenches. He said they didn't have anything to eat for days on, the trenches were full of water, mud and rats.

Like many of his friends, he was desperate and wanted to come back to our small village near Exeter where we lived at that time. He saw many men die, and he was scared to death almost all the time. The soldiers who refused to go to the front could get executed for treason. Can you imagine that?

So, my Dad, prayed a lot. Exeter was the nearest big town to our small village of Stoke Gabriel. And life was terrible for us too. A lot of men had gone to war, so we were all alone children, women and old people to work the land and you know at that time we used horses to plough the ground. There were no modern tractors like we see today!!

There was no electricity, so we used oil lamps and candles for lighting and the fire in the fireplace was our only source of heating with a little stove. We got our

water from a well in the yard. We washed all our clothes by hands in buckets.

There were no bathrooms in most houses and only the rich people had one. I saw my first car when I was twelve in 1916 and it was much different from what it is now. We didn't eat as much meat as today because it was so expensive, it was only on special occasions. We thought a lot about our father, who had nothing to eat, but all our prayers brought him home with just a small injury in the leg, where many others didn't come or with terrible injuries in the face or a missing leg or arm.

So even if he had been shocked mentally by all the horrors he had seen, he started working back on the farm and we saw the twentieth century evolve, with still wars and many other changes!

Task 2. Answer the following questions

1. What is the document?
2. Who are the two people mentioned?
3. How old is the oldest?
4. What is the main subject of her narrative?
5. What does the expression "The Great War" refer to?
6. When did it start, when did it end?
7. Give the names of four countries involved in this war.
8. Who in the narrator's family was involved in it?

Task 3. Are the statements True or False

1. Margaret's was 12 when the war was declared.
2. Everybody knew it was going to be along war.
3. The war lasted six years.
4. The conditions during that war were terrible.
5. Lots of soldiers wanted to stay on the front.
6. Any soldier who wanted could go back home.

7. Life without the men was easy for the people at home.
8. There was electricity in every house
9. The women had to do all the work at home.
10. The living conditions were good at that time

Рекомендована література

Основна:

- English for Students Majoring in History : навчальний посібник для студентів-істориків / Укладачі : А. В. Уманець, А. А. Крук; За ред. А. В. Уманець. – Кам'янець-Подільський : ТОВ “Друкарня “Рута”, 2015. – 312 с.
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- Evans V. Round Up 5: Pearson Longman, 2017 – 211p.

Інтернет ресурси:

- A Brief History of the European Union [online] – Режим доступу: <https://www.youtube.com/watch?v=XgnXwrsMBUs>
- АBBYY Lingvo Live [online] – Режим доступу: <http://www.lingvo.ua/>
- BBC Learning English [online] – Режим доступу: <http://www.bbc.co.uk/worldservice/learningenglish/>
- European Union [online] – Режим доступу:

https://europa.eu/european-union/index_en

- History of Great Britain [online] – Режим доступа: https://www.youtube.com/watch?reload=9&v=5B0ITm3z_GA
- Longman Dictionary of Contemporary English Online [online] – Режим доступа: <http://www.ldoceonline.com/>
- The EU Parliament and the Treaty of Lisbon [online] – Режим доступа: <https://www.youtube.com/watch?v=OCUF5t1kRII>
- Thesaurus Online Dictionary [online] – Режим доступа: <https://www.thesaurus.com/>