

Житомирський державний університет імені Івана Франка

Памірський М.С.

Солопій В.В.

Ковтонюк А.А.



UKRAINE

GREAT BRITAIN

Посібник-практикум з англійської мови для студентів гуманітарних спеціальностей класичних та педагогічних університетів



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Україна. Велика Британія.

Посібник-практикум з англійської мови для студентів гуманітарних спеціальностей, які вивчають країнознавчі модулі «Україна», «Велика Британія». – Житомир:Видавництво ЖДУ, 2010. – с.

Навчальний посібник включає комплекс граматичних та лексичних завдань до основних текстів країнознавчих модулів «Україна», «Велика Британія», які забезпечують розвиток лінгвістичної, культурної, соціокультурної та професійно-педагогічної компетенції. Посібник призначений для студентів гуманітарних спеціальностей класичних та педагогічних університетів.

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Передмова

Цей посібник створений працівниками кафедри іноземних мов Житомирського державного університету імені Івана Франка. Він призначений для студентів гуманітарних спеціальностей класичних і педагогічних університетів, які вивчають країнознавчі модулі «Україна», «Велика Британія».

Метою посібника є вдосконалення комунікативних умінь усного та писемного мовлення за допомогою країнознавчих текстів для читання, укладених відповідно до тематики діючої навчальної програми з англійської мови.

Посібник побудований з урахуванням сучасних концепцій методики викладання іноземних мов: комунікативної індивідуалізації навчання іноземної мови та іншомовної освіти у вищих навчальних закладах.

Посібник містить завдання для розвитку комунікативної, лінгвістичної, соціокультурної та професійно-педагогічної компетенції майбутніх вчителів гуманітарних спеціальностей, практичних психологів та соціальних педагогів.

Посібник складається з 2 розділів та додатку. Основою кожного розділу є 2 країнознавчі тексти з комплексом дотекстових та післятекстових завдань. Крім того, кожен розділ містить граматичний матеріал із практичними завданнями для його закріплення. Послідовність завдань визначена з урахуванням психологічних механізмів розвитку комунікативних умінь та етапів роботи з текстом.

Автори посібника пропонують завдання, розроблені з використанням новітніх технологій навчання іноземних мов у вищих навчальних закладах.

Цінною рисою посібника є те, що він може бути використаний студентами гуманітарних спеціальностей денної, заочної та дистанційної форми навчання.

Сподіваємося, що ця книга допоможе студентам спілкуватися з однолітками на країнознавчу тематику, підняти на вищий рівень міжкультурну комунікацію майбутніх спеціалістів та відчувати себе частиною Європейської спільноти.

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MODULE I

Grammar Revision

ПАСИВНИЙ СТАН (the Passive Voice)

Граматична категорія стану позначає суб'єктно-об'єктні відносини.

Суб'єкт – той, хто виконує дію.

Об'єкт – те, над чим виконується дія.

Якщо суб'єкт виступає в реченні підметом – стан **активний** (The students **do** the exercises).

Якщо об'єкт виступає підметом – стан **пасивний** (The exercises **are done** by the students).

Пасивний стан вживається, коли ми не знаємо, хто виконує дію, не хочемо сказати, хто її виконує, коли об'єкт має більше значення ніж суб'єкт.

Пасивний стан утворюється за допомогою допоміжного дієслова **to be** у відповідній часовій формі та **дієприкметника минулого часу (Past Participle) смислового дієслова**

Дієслово **to be** у найбільш вживаних часах має наступні форми:

Present Simple

am – 1 особа одн.,

is – 3 особа одн.,

are – множина.

Past Simple

was – однина,

were – множина.

Future Simple

shall be – 1 особа одн. і мн.

will be – 2, 3 особа одн. і мн.

Present Perfect

have been – 1 ос. одн., 1, 2, 3 ос. мн.

has been – 3 особа однини.

Past Perfect – had been.

Дієприкметник минулого часу утворюється у правильних дієслів шляхом додавання закінчення **-ed**. При цьому дотримуються таких правил:

1. Якщо дієслово закінчується на «німу» букву **e**, то при додаванні закінчення вона випадає: *like + ed – liked*.
2. Якщо дієслово закінчується на приголосну, перед якою стоїть короткий наголошений голосний, то приголосна буква подвоюється: *stop – stopped*.
3. Якщо дієслово закінчується на **-l**, то вона подвоюється традиційно: *travel – travelled*.
4. Якщо дієслово закінчується на **-y**, перед якою стоїть приголосна, то у змінюється на **i**: *study + ed – studied*.
5. Якщо дієслово закінчується на **-y**, перед якою стоїть голосна, то закінчення **ed** додається механічно: *play + ed – played*.

Неправильні дієслова мають особливу форму минулого часу, яку треба запам'ятати (див. Таблицю неправильних дієслів).

Зразки відмінювання правильних і неправильних дієслів у пасивному стані:

The post *is delivered* every day.
The post *was delivered* yesterday.
The post *will be delivered* tomorrow.
The post *has just been delivered*.
The post *had been delivered* by 5 p.m.

The house *is built* of bricks.
The house *was built* in 1907.
The house *will be built* soon.
The house *has* already *been built*.
The house *had been built* by 1758.

Питальна форма утворюється шляхом винесення першого допоміжного дієслова перед підмет.

Is Ukraine **situated** in the south-east of Europe?

Have masterpieces of Ukrainian culture **been revived**?

Заперечна форма утворюється за допомогою заперечної частки **not**, яка ставиться після першого допоміжного дієслова.

Ukraine **is not washed** by the Mediterranean Sea.

Many masterpieces of Ukrainian culture **have not been revived**.

Exercises

I. Open the brackets using *to be* in the correct tense-form.

1. My question (to be) answered yesterday.
2. Hockey (to be) played in winter.
3. The letter (to be) received yesterday.
4. Many houses (to be) built in our town every year.
5. This text (to be) translated next Friday.
6. These trees (to be) planted last autumn.
7. Ukraine (to be) situated in the south-east of Europe.
8. Ukraine (to be) washed by the Black Sea and the Sea of Azov.
9. All kinds of animals and birds (to be) found on the territory of Ukraine.
10. Ukraine (to be) divided into 24 regions and the Autonomous Republic of the Crimea.
11. The state power of the country (to be) divided into three branches.
12. The Ukrainian flag (to be) made up of two colours.
13. Leonid Kravchuk (to be) elected the 1st president of Ukraine.
14. The Declaration of Independence (to be) adopted by the Ukrainian Parliament on the 16th of July 1990.
15. Kyiv (to be) located in the north-central part of the country.
16. One half of Kyiv territory (to be) occupied by parks and gardens.
17. A large part of industrial output (to be) produced in Kyiv.

18. Scientific research (to be) conducted in many institutes of the National Academy of Sciences.
19. Coal (to be) produced in Donbas.
20. Many monuments (to be) erected in Kyiv squares and parks.

II. Open the brackets using the Passive Voice.

1. The rules explained by the teacher at the last lesson (to understand) by all of us.
2. The poem was so beautiful that it (to learn) by everybody.
3. The letter (to post) in half an hour.
4. The question (to answer) soon.
5. The book (to discuss) next Friday.
6. The article (to publish) last week.
7. The lecture (to attend) by all the students yesterday.
8. The young man (to introduce) to him fifteen minutes ago.
9. Ukraine (to situate) in the south-eastern part of Europe.
10. Kyiv (to found) more than 15 centuries ago.
11. The northern part of Ukraine (to cover) with forests.
12. The eastern and southern parts of Ukraine (to situate) in the zone of fertile steps.
13. In the South Ukraine (to wash) by the Black Sea and the Sea of Azov.
14. Coal (to use) in big metallurgical plants in Zaporizhya and Dnipropetrovsk.
15. Electronics (to develop) in Kharkiv, Kyiv and Lviv.
16. Poltava (to situate) on the banks of the Vorskla river.

III. Open the brackets using the Active or Passive Voice.

1. Nobody (to see) him yesterday.
2. The telegram (to receive) tomorrow.
3. We (to show) the historical monuments of Kyiv.
4. You can (to find) interesting information about the life in Ukraine in this book.
5. Kyiv (to divide) by the Dnieper into two parts.
6. Zhytomyr (to found) in 884.
7. Kyiv University (to found) in the 19th century.
8. Kyiv (to be) a cultural and academic centre of Ukraine.
9. The representatives of many nationalities (to live) in Ukraine.
10. The Dnieper (to give) water for vast fields of wheat.
11. Many people (to display) keen interest in the history of Ukraine.
12. Ukraine (to visit) by many foreign delegations.
13. Ukraine (to take part) in the work of many international organizations.
14. Ukraine (to produce) many kinds of agricultural machines.
15. Ukraine (to border) on Belorus in the north.
16. Many masterpieces of Ukrainian culture (to revive).
17. Kyiv enterprises (to establish) contacts with foreign countries.

IV. Use the Passive Voice in the following sentences.

1. He will introduce me to his friends.
2. They are building a new bridge over the river.
3. I didn't translate the article yesterday.
4. You will speak about the film at the lesson.
5. The secretary has just typed the letter.
6. She showed him the way to the metro station.
7. The doctor prescribed her new medicine.
8. The Dnieper divides Kyiv into two parts.
9. Many foreign delegations visit Ukraine every year.
10. Ukraine produces many types of agricultural machines.
11. Many people display keen interest in Ukrainian history.
12. Thousands of people attend Kyiv theatres.
13. The students finished their translation in time.
14. Ukrainian enterprises produce a lot of metal.
15. The Black Sea and the Sea of Azov wash Ukraine in the South.

UKRAINE

I. Recall familiar vocabulary related to the topic:

north, west, south, east, area, square, geographical, position, favourable, relations, important, major, mountains, continental, climate, subtropical, coast, flora, fauna, extremely, territory, land, population, representatives, iron ore, natural gas, coal, oil, salt, mineral resources, metallurgical, chemical, raw materials, power industry, equipment, microscope, synthetic, agriculture, fertile, arable land, peninsula, parliamentary-presidential, Constitution, professional, Philharmonic society, heritage, masterpiece.

II. Study these geographical names:

Ukraine, Russia, France, Belarus, Hungary, Romania, Moldova, Poland, Slovakia, the Black Sea, the Sea of Azov, the Carpathian mountains, the Crimean mountains, Hoverla, Roman Kosh, the Mediterranean, the Dniester, the Dnieper, the Donets, Ukrainians, Russians, Belorussians, Moldavians, Poles, Bulgarians, Europe.

III. Write down the things you imagine while thinking about Ukraine?

- | | |
|----|----|
| 1) | 5) |
| 2) | 6) |
| 3) | 7) |
| 4) | 8) |

IV. Say what these numbers might refer to:

603,700; 44; 5%; 47 million; 24



UKRAINE

Ukraine is situated in the south-east of Europe and covers the area of 603,700 square kilometres. It is the world's 44th largest country and the second largest country in Europe (after the European part of Russia, before France). The geographical position of Ukraine is very favourable to the development of its relations with countries of Europe, as well as with the countries throughout the world. In the north, the country borders on Belorus, in the east and north on Russia, in the southwest on Hungary, Romania, and Moldova, in the west on Poland and Slovakia.

Ukraine is washed by the Black Sea and the Sea of Azov in the south and has many important ports. Major part of the Ukrainian area is flat and only 5% of it is mountainous. The most famous Ukrainian mountains are the Carpathian Mountains and the Crimean Mountains. The highest point of the Carpathians is Hoverla, whereas the highest point of the Crimean Mountains is Roman Kosh.

Ukraine has a mostly temperate continental climate, although a more Mediterranean climate (subtropical) is found on the southern Crimean coast. The flora and fauna of our country are extremely rich. Almost all kinds of animals and birds, different plants are found on the territory of our vast land.

The nature of Ukraine is beautiful due to a number of rivers and lakes. The main rivers are the Dniester, the Donets, the Bug. The Dnieper is the longest river and divides the country into Right-bank and Left-bank areas. Many rivers are navigable.

The population of Ukraine is about 47 million people. The representatives of many nationalities live there: the Ukrainians, Russians, Belorussians, Moldavians, Poles and Bulgarians. It is a well developed industrial and agricultural country. Ukraine is rich in iron ore, natural gas, coal, oil, salt and other mineral

resources. The country has a big metallurgical, machine-building, and fuel base; it is the producer of chemical and agricultural raw materials. One of the most important branches of national economy is the power industry. Besides, Ukraine produces planes, tractors and combines, excavators and cars, up-to-date instruments and equipment, electronic microscopes and TV-sets, computers and synthetic diamonds.

Besides different branches of industry, Ukraine has highly developed agriculture. Thanks to the fertile plains and rich black soils, there are many good arable lands in the country. It is one of the most productive agricultural regions in Europe, and it is often referred to as the bread-basket of Central Europe. The most important farming branches are crops growing and animal husbandry.

The capital of Ukraine is Kyiv. Among other big cities are Kharkiv, Donetsk, Lviv, Odesa and others.

Ukraine is divided into 24 regions and the Autonomous Republic of Crimea. It is a sovereign, independent, democratic, social, legal state. Ukraine is a parliamentary-presidential republic. The state power of the country is divided into three branches – the legislative, which is represented by the Verkhovna Rada, the executive, headed by the President, and the juridical, which is led by the Supreme Court. The Constitution is the main law in the country. The official language of the country is Ukrainian.

The Ukrainian flag is made up of two colours and two equal horizontal fields. The upper field, blue, symbolizes the heavens; the lower field, yellow, symbolizes ripe wheat.

Ukraine has very rich and varied culture and history. There are a lot of higher educational establishments in Ukraine, a lot of professional theatres and Philharmonic Societies, public libraries and museums. Nowadays people of Ukraine display a keen interest in Ukrainian history and cultural heritage. Many masterpieces of Ukrainian culture have been revived.

Ukraine is a member of the United Nations Organization (UNO) and takes part in the work of many international organizations. It is visited by delegations, groups of specialists, art companies, sport teams and tourists from different countries of the world and establishes new contacts with these countries.

V. Answer the questions:

- 1) Where is Ukraine situated?
- 2) What is the territory of the country?
- 3) What countries does Ukraine border on?
- 4) What is Ukraine washed by?
- 5) What type of climate is in Ukraine?
- 6) What Ukrainian rivers do you know?
- 7) What mineral resources is Ukraine rich in?
- 8) Is Ukraine an agricultural country?
- 9) What kind of state is Ukraine?
- 10) What branches is the state power in Ukraine divided into?

VI. Match the beginning and the end of the sentences:

- 1) Major part of the Ukrainian area is flat
 - 2) Almost all kinds of animals and birds, different plants
 - 3) One of the most important branches of national economy
 - 4) Thanks to the fertile plains and rich black soils
 - 5) Ukraine is divided into
 - 6) Ukraine establishes
 - 7) The Constitution
 - 8) The highest point of the Carpathians
- a) is the power industry
 - b) and only 5% of it is mountainous
 - c) are found on the territory of our vast land
 - d) 24 regions and the Autonomous Republic of Crimea
 - e) there are many good arable lands in the country
 - f) new contacts with other countries
 - g) is the main law in the country
 - h) is Hoverla

VII. Find the word, which is not appropriate to the set of words:

- 1) east, point, north, west, south;
- 2) river, lake, bank, stream, ocean, sea;
- 3) ore, gas, coal, oil, potatoes;
- 4) Kharkiv, Crimea, Donetsk, Lviv, Odesa, Kyiv;
- 5) Hoverla, Roman Kosh, the Bug.

VIII. Match the words with their definitions:

- 1) extremely
- 2) nationality
- 3) navigable
- 4) up-to-date
- 5) Europe
- 6) capital
- 7) favourable
- 8) republic
- 9) industry
- 10) agriculture

- a) the large land mass that lies north of the Mediterranean and goes as far east as the Ural Mountains
- b) suitable and likely to make something happen or succeed
- c) the practice or science of farming
- d) to a very great degree

- e) the production of goods, especially in factories
- f) a large group of people with the same race, origin, language etc.
- g) deep and wide enough for ships to travel on
- h) modern or fashionable
- i) an important town or city where the central government of a country, state etc. is
- j) a country governed by elected representatives of the people, and led by a president, not a king or queen

IX. Game “Noughts and crosses”. Your questions should be connected with the topic “Ukraine”:

Does?	Where?	Are?
Is?	Has?	Was?
Did?	Would?	Could?

X. Suppose an exchange student has come to your hostel. Tell him in 10 sentences about your native country.

XI. Comment on the following proverb: “East or West - home is best”

KYIV - THE CAPITAL OF UKRAINE

I. Recall familiar vocabulary related to the topic:

industrial, scientific, educational, cultural, high-tech, institution, extensive, infrastructure, unique, extremely, harmonious, value, masterpiece, creative, spirit, sparkling, cupola, to reconstruct, attention, output, industry, enterprise, motorcycle, machine, equipment, furniture, clothing, foodstuffs, research, astronomical, observatory, to host, university, influential, to approach, to allow, to pursue, varied, theatre, museum, exhibition, government-funded, monument, picturesque, to be recognized, visible, giant, to be erected, square, prestigious, fashionable, pride, glory.

II. Study these proper names:

the Dnieper river, Eastern Europe, St. Sophia Cathedral, the Kyiv-Pechersk Lavra, St. Volodymyr Cathedral, Church of St. Andrew, Golden Gates, Askold's Grave

III. Write down the things you imagine while thinking about Kyiv?

- | | |
|----|----|
| 1) | 5) |
| 2) | 6) |
| 3) | 7) |
| 4) | 8) |

IV. Look through the text and be ready to translate these word-combinations:

- to be located in the north central part of the country;
- to be founded more than 1500 years ago;
- to be seen from outside the capital;
- to be occupied by parks and gardens;
- to be produced by enterprises;
- to be organized and run by private individuals;
- to be appreciated by the guests;
- to be named after smb.

V. Read the text and be ready to answer the question: What places of interest are there in Kyiv?

KYIV - THE CAPITAL OF UKRAINE

‘Coat of arms of Kyiv’



Kyiv is the capital of Ukraine, located in the north central part of the country on the two banks of the Dnieper river, the longest river of Ukraine. It is the largest city of the country with a population of about 2.7 million people (2007). Kyiv is an important industrial, scientific, educational and cultural centre of Eastern Europe. It is home to many high-tech industries, higher education institutions and world-famous

places of historic interest. The city has an extensive infrastructure and highly developed system of public transport, including the Kyiv Metro.

Kyiv is one of the oldest cities of Eastern Europe. It was founded about 1500 years ago by Prince Kyi and was named after him. But it is not only its old age that makes Kyiv stand out among other cities. It is a unique and extremely harmonious combination of historic values and ways of life that draws crowds of people from all over the world to Kyiv.

Among the places of historic interest is St. Sophia Cathedral – the unique masterpiece and the top of the creative spirit of the Ukrainian people. The Kyiv-Pechersk Lavra (Monastery of the Caves), another ancient monument, stands on a green hill above the Dnieper river and its sparkling gold cupolas can be seen from outside the capital. St. Sophia Cathedral and the Kyiv-Pechersk Lavra are recognized by UNESCO as World Heritage Sites. St. Volodymyr Cathedral, Church of St. Andrew, the reconstructed Golden Gates, Askold's Grave and many other ancient monuments also attract attention of visitors.

It is one of the most beautiful cities in Europe. One third of its territory is occupied by parks and gardens. Kyiv is a political centre. It is the seat of the Ukrainian parliament - the highest body of state power of Ukraine, the Verhovna (Supreme) Rada.

A large part of Ukrainian industrial output is produced by Kyiv enterprises: motorcycles, tape-recorders, excavators, industrial machines, electric equipment, furniture, clothing, foodstuffs, etc.

Kyiv is a cultural and academic centre of Ukraine. Research institutes, the National Scientific Library, the Central Botanical Gardens, and the Main Astronomical Observatory are located there.

There are about 450 general secondary schools, evening schools for adults, vocational technical schools in Kyiv. It hosts many universities, the major ones being Taras Shevchenko Kyiv National University, the National Technical University 'Kyiv Polytechnic Institute', and the Kyiv-Mohyla Academy –the oldest and most influential centres of education in Ukrainian history. About 200 higher educational institutions in Kyiv allow young people to pursue almost any line of study. Scientific research is conducted in many research institutes as well as in the National Academy of Sciences. Kyiv is noted for its research in medicine and computer science.

The cultural life of our capital is rich and varied. There are many theatres, museums, exhibitions in it. There are government-funded museums in Kyiv: the Natural History Museum, the Historical Museum, the Museum of the Great Patriotic War, National Art, Ukrainian Decorative Folk Art, Western and Eastern Art museums and some literary-memorial museums. There are also different museums organized and run by private individuals.

The main professional theatres in Kyiv are: the National Opera, the Ukrainian Drama Theatre, the Operetta Theatre, the Puppet Theatre and many others. They are greatly appreciated by the Kyivites and the guests of the city.

Kyiv is famous for its monuments. The monument to Prince Volodymyr in the picturesque park on the Dnieper hills has become a symbol of the ancient city.

One of Kyiv's widely recognized monuments of modern art is the giant Mother Motherland statue standing at the Museum of the Great Patriotic War on the Right bank of the Dnieper river. Many monuments have been erected in Kyiv's squares, parks and other public places. Kyiv is the Hero-City. In the park of Immortal Glory there is an obelisk in honour of those who died in the Second World War.

The main street in Kyiv is Khreshchatyk. During the Great Patriotic War this street was almost completely destroyed and it was rebuilt in the post-war years. Many western-style residential complexes, prestigious restaurants and hotels, modern nightclubs, fashionable shops can be found in Khreshchatyk.

Kyiv, the old and ever young city, is the pride and glory of the Ukrainian people.

VI. Complete the sentences:

- 1) Kyiv is located.....
- 2) The population of the city
- 3) Prince Kyi
- 4) The Kyiv-Pechersk Lavra
- 5) Kyiv`s enterprises produce
- 6) The places of historic interest
- 7) The major universities
- 8) The main professional theatres
- 9) A symbol of the ancient city is
- 10) The main street

VII. True or false. Correct wrong statements:

- 1) Kyiv is located on the Teteriv river.
- 2) Kyiv is an important industrial, scientific, educational and cultural centre of Western Europe.
- 3) There are such places of interest in Kyiv as St.Sophia Cathedral, Golden Gates and Big Ben.
- 4) Kyiv is the seat of the Verhovna Rada.
- 5) In the park of Immortal Glory there is an obelisk in honour of those who died in the World War II.
- 6) Kyiv is a cultural and academic centre of Ukraine.
- 7) A lot of motorcycles, industrial machines, electric equipment, furniture and foodstuffs are produced by the Main Astronomical Observatory.
- 8) The Natural History Museum and the Museum of the Great Patriotic War are run by private individuals.

VIII. Match the beginning and the end of the sentence:

- 1) The monument to Prince Volodymyr
- 2) Many shops, restaurants, hotels, nightclubs
- 3) A large part of Ukraine`s industrial output
- 4) The institutions of higher education in Kyiv

- 5) One-half of the territory of Kyiv
- 6) The sparkling gold cupolas of the Kyiv-Pechersk Lavra
- a) has become a symbol of the ancient city
- b) allow young people to pursue almost any line of study
- c) can be found in Khreshchatyk
- d) is occupied by parks and gardens
- e) can be seen from outside the capital
- f) is produced by Kyiv`s enterprises.

IX. Put 5 special questions to the text.

1.
2.
3.
4.
5.

X. Jigsaw sentences:

- 1) Kyiv / is / 2.7 / people / the/ of / about / population / million /
- 2) Kyiv / scientific / and / is / of / an / cultural / important / industrial / centre / Europe/
- 3) St.Sophia / is / masterpiece / Cathedral / the / of / the/ people / unique / Ukrainian.
- 4) attracts / tourists / Kyiv / every / thousands / of / year .
- 5) Kyiv / Shevchenko / is / most / National / the / of / Taras / one / influential / centres / in / University / of / education / Ukraine.
- 6) the / of / the / varied / cultural / capital / rich /life / is / and.
- 7) Hero / is / Kyiv / City / the.
- 8) A / lot / of / are / in / Kyiv / research / institutes / located .
- 9) Kyiv / of / beautiful / Europe / is / most / cities / one / the / in.
- 10) Many / in / computer / researches / conducted / medicine / science / and / are / in / Kyiv.

XI. Work in pairs. Write a list of 10 key words on the text. Exchange the list with your partner. Reproduce the text using your partner`s list of words.

- | | |
|----|-----|
| 1) | 6) |
| 2) | 7) |
| 3) | 8) |
| 4) | 9) |
| 5) | 10) |

XII. You have just returned from excursion round Kyiv. Write a letter to your pen-friend and share your impressions. Try to use opening and ending personal letter communicative minimum:

*It was so good to get your last letter and have the new happenings in your life.
...sounds very interesting.*

I'm sure you'll enjoy...

I'm writing to apologize for...

We were thrilled to hear that...

I'm sorry it has taken so long to reply to your last letter, but...

What a surprise it was to get your letter.

I hope this letter finds you well.

I'm writing to ask you for some advice about...

I'm writing to tell you my wonderful news.

- *Well, that`s all for now. Write back and tell me what you`ve been up to.*
- *I look forward to hearing from you and would be grateful if you could reply as soon as possible.*
- *I do hope to see you soon.*
- *I think it`s time for me to stop and...*
- *Write when you have time and keep us informed as to how you are getting along.*
- *Please, remember me to...*
- *Can`t wait to hear from you.*
- *I'd better sign off now.*

MODULE II

Grammar Revision

УЗГОДЖЕННЯ ЧАСІВ (Sequence of Tenses)

В англійській мові в складних складнопідрядних реченнях діють правила узгодження часів:

1. Якщо присудок в головному реченні виражений дієсловом в одному з теперішніх або майбутніх часів, то в підрядному дієслово вживається в часі, який відповідає змісту.

E.g. *He says he studies at the University.*

He says he took many photographs while traveling around Great Britain.

My aunt promises she will come to see us next Friday.

2. Якщо присудок в головному реченні виражений дієсловом в одному з минулих часів, то і в підрядному дієслово повинно бути в одному з минулих часів. Розрізняють 3 основні випадки:

1) дія в головному і підрядному реченнях співпадають у часі.

2) дія в підрядному передуює дії в головному реченні.

3) дія в підрядному слідує за дією в головному реченні.

Найбільш вживані часові форми в цих випадках наведені в таблиці.

	Головне речення	Підрядне речення
1. Дії співпадають	Past Simple Past Continuous <i>He thought that</i>	Past Simple Past Continuous <i>she lived in London.</i>
2. Дія в підрядному реченні передуює	Past Simple <i>I heard</i> <i>I supposed</i>	Past Perfect Past Continuous <i>he had returned from Scotland.</i> <i>he had been working in the garden.</i>
3. Дія в підрядному слідує за дією в головному	Past Simple <i>He promised</i> <i>He said</i>	Future-in-the-Past Indefinite <i>he would come in time.</i> Future-in-the-Past Continuous <i>he would be working in the garden at 5 p.m.</i> Future-in-the-Past

	<i>He thought</i>	Perfect <i>he would have translated the text by 3 p.m.</i>
	<i>He expected</i>	Future-in-the-Past Perfect Continuous Tense <i>he would have been working in the library by 10 p.m.</i>

Exercises

Exercise 1. Write down the following sentences in the Past, paying attention to Tense-forms.

1. My aunt says she has just come back from Wales.
2. My brother says he has spent a fortnight in the Highlands of Scotland.
3. My uncle says he visited Great Britain last year.
4. They say they did a lot sightseeing in London.
5. He says he has a good camera.
6. My friend says he took many photographs while traveling around Great Britain.
7. He says he will come to see us next Sunday.
8. He promises he will bring and show us the photographs he took during his stay in London.

Exercise 2. Open the brackets using necessary tense forms.

1. I knew they (to wait) for me at the Hithrow airport and I decided to hurry.
2. He says he (to knew) the laws of Great Britain.
3. She asked me whether I (to remember) the legend about Robin Hood.
4. We stopped and listened: the Big Ben (to strike) five.
5. I asked my cousin if he ever (to travel) to Scotland before.
6. The tourists were told the guide just (to go out) and (to be back) in five minutes.
7. I was sure he (to post) the letter from Edinburgh.
8. I hoped the weather (to be) fine in Wales next week.
9. I wanted to know what he (to buy) in the British Museum.
10. He said he (to stay) in Hilton Hotel.
11. They realized they (to loose) the way in old London streets.
12. I thought he (to study) at the Oxford University.

GREAT BRITAIN

I. Recall familiar vocabulary related to the topic:

to refer, to surround, to include, island, continent, coast, to comprise, mountain, chain, peak, important, wide, deep, extreme, contrast, temperature, current, populated, nationality, resource, deposit, coal, iron, ship-building, coal-mining, metallurgical, textile, aircraft, automobile, chemical, engineering, total, agriculture, contribution, crop, livestock, horticulture, parliamentary, monarchy, occasion.

II. Find these geographical names on the map:

- | | |
|------------------------|---------------------|
| 1) the British Isles | 13) Ben Nevis |
| 2) the North Sea | 14) Snowdon |
| 3) the English Channel | 15) London |
| 4) the Atlantic Ocean | 16) the Gulf Stream |
| 5) the Irish Sea | 17) Birmingham |
| 6) England | 18) Liverpool |
| 7) Scotland | 19) Manchester |
| 8) Wales | 20) Glasgow |
| 9) Northern Ireland | 21) Edinburgh |
| 10) The Pennines | 22) Cardiff |
| 11) the Lake District | 23) Belfast |
| 12) the Grampians | |

III. Look through the text and be ready to translate these word-combinations:

- to be separated from European continent;
- to be washed by the Atlantic Ocean;
- to be divided into Lowland Britain and Highland Britain;
- to be the most populated island;
- to be discovered in the North Sea;
- to be ruled by the Parliament;
- to be played at occasions.



GREAT BRITAIN

The British Isles is a geographical term that refers to the great number of islands that surround and include Great Britain and Ireland.

The United Kingdom of Great Britain and Northern Ireland, known popularly as Great Britain, is a political term which includes Great Britain and Northern Ireland. Great Britain is situated in the north-west of Europe. With the area of 209,331 square kilometers, it is the ninth largest island in the world, and the largest in Europe.

Great Britain is separated from European continent by the North Sea and the English Channel. Its western coast is washed by the Atlantic Ocean and the Irish Sea.

The territory of Great Britain is divided into Lowland Britain and Highland Britain. Lowland Britain comprises Southern and Eastern England. Highland Britain includes Scotland, Wales, the Pennines and the Lake District. The Highlands of Scotland are among the oldest mountains in the world. The chain of mountains in Scotland is called the Grampians. Its highest peak is Ben Nevis. In Wales the highest mountain is Snowdon.

Great Britain has many rivers but they are not very long. The longest of them is the Severn. The most important river in Scotland is the Clyde. The Thames is the widest and deepest river in Great Britain.

There are no extreme contrasts in temperature in Britain because of the warm water current flowing from the Gulf Stream. The climate is mainly temperate

with variations between the highlands and the lowlands: much of Scotland is cooler in summer and colder in winter compared with most of England.

The population of Great Britain is over 56 million people. It is the third most populated island on the Earth. The main nationalities are: English, Welsh, Scottish and Irish. The country is not very rich in mineral resources; it has some deposits of coal and iron ore and vast deposits of oil and gas discovered in the North Sea. Great Britain is a highly developed industrial country. Ship-building, coal-mining, metallurgical and textile industries are the older fields of industry. The newer ones are aircraft, automobile, chemical industries, electronic engineering. The small proportion of the total population is engaged in agriculture. The main contributions to British agriculture are from crops, livestock and horticultural products.

The capital of Great Britain is London. Other large cities of the country are Birmingham, Liverpool, Manchester, Glasgow and Edinburgh.

Great Britain consists of four main parts: England, Scotland, Wales and Northern Ireland. Their capitals are London, Edinburgh, Cardiff and Belfast.

The United Kingdom is a parliamentary monarchy. The Queen is formally the head of the state, but in fact the country is ruled by the Parliament. The Parliament consists of two Houses: the House of Commons and the House of Lords. The Prime Minister is the head of the government. The official language of Great Britain is English.

Great Britain is one of the biggest and highly-developed countries in the world with its rich and varied culture and history.

IV. Answer the questions:

- 1) What is the official name of the country?
- 2) Where is the United Kingdom situated?
- 3) What is Great Britain separated from Europe by?
- 4) What is the territory of Great Britain divided into?
- 5) What mountains are there in Scotland?
- 6) Are there many rivers on the British Isles?
- 7) What is the longest river in Great Britain?
- 8) What is the population of Great Britain?
- 10) What parts does Great Britain consist of?
- 11) What is the capital of Scotland?
- 12) What is the capital of Wales?
- 13) What is the capital of England?
- 14) What is the capital of Northern Ireland?
- 15) What kind of state is the United Kingdom?
- 16) Who is the head of the state?

V. Write the beginning of the sentences:

- 1).....which includes Great Britain and Northern Ireland.
- 2).....in the north-west of Europe.

- 3).....by the North Sea and the English Channel.
- 4).....is divided into Lowland Britain and Highland Britain.
- 5).....are among the oldest mountains in the world.
- 6).....is Ben Nevis.
- 7).....is the Clyde.
- 8).....because of the current of warm water flowing from the Gulf Stream.
- 9).....English, Welsh, Scottish and Irish.
- 10).....are the oldest fields of industry.
- 11).....Birmingham, Liverpool, Manchester, Glasgow and Edinburgh.
- 12).....the House of Commons and the House of Lords.
- 13).....English.

VI. Fill in the gaps using the words from the list below:

agriculture, climate, include, island, resources, widest, term, comprises, contributions, rich, parliamentary, separated, coast, washed, deepest, called, mountains

- 1) The British Isles is a geographical _____ that refers to the great number of _____ islands that surround and _____ Great Britain and Ireland.
- 2) Great Britain is _____ from European continent by the North Sea and the English Channel.
- 3) Its western _____ is _____ by the Atlantic Ocean and the Irish Sea.
- 4) Lowland Britain _____ Southern and Eastern England.
- 5) The chain of _____ in Scotland is _____ the Grampians.
- 6) The Thames is the _____ and _____ river in Great Britain.
- 7) The _____ is mainly temperate.
- 8) The country is not very _____ in mineral _____.
- 9) The main _____ to the British _____ are from crops, livestock and horticultural products.
- 10) The United Kingdom is a _____ monarchy.

VII. Find the synonyms in the text to these words:

to locate, to segregate, broad, chief, to own.

VIII. Match the words with their definitions:

- 1) a piece of land completely surrounded by water;
- 2) a very high hill;
- 3) to make someone or something part of a larger group or set;
- 4) the system in which a country is ruled by a king or queen;
- 5) the typical weather conditions in a particular area;
- 6) the group of people who govern a country or state;
- 7) the number of people living in a particular area, country etc.;

- 8) an important town or city where the central government of a country, state is;
 9) a piece of cloth with a coloured pattern or picture on it that represents a country or organization;
 10) a system of communication by written or spoken words, which is used by the people of a particular country or area;

- | | |
|-------------|---------------|
| a) flag | f) to include |
| b) capital | g) climate |
| c) island | h) government |
| d) mountain | i) population |
| e) language | j) monarchy |

IX. Role – play

Imagine you are a teacher of Geography. Using the map of Great Britain explain the students new material on the topic: "Geographical Position of Great Britain". Ask them to be ready with questions for better understanding.

X. Group work

The students are divided into two groups. Imagine that you are a member of Ukrainian delegation to Great Britain. Find out the similarities and differences in the geographical position, climate, industry, state system of these two countries.

LONDON - THE CAPITAL OF GREAT BRITAIN

I. Recall familiar vocabulary related to the topic:

cradle, culture, commercial, paradise, theatre-goer, shopper, quiet, ancient, building, museum, library, population, financial, whole, wealth, luxury, quality, hotel, entertainment, appearance, unimpressive, residence, spectacle, column, statue, manuscript, mummy, wax, opportunity, vehicle, to explore.

II. Make up 5 sentences with the new words.

- 1.....
2.
3.
4.
5.

III. Before reading the text study these proper names:

London	Downing Street
Great Britain	Victoria Tower
Northern Ireland	the Clock Tower
Tokyo	Big Ben
New York	Westminster Abbey
the City	Trafalgar Square
the East End	Madame Tussaud
the West End	Buckingham Palace

IV. Look through the text and be ready to translate these word-combinations:

- to be a cradle of smth.;
- to be divided into;
- to be associated with smth.;
- to be founded somewhere;
- to be the seat of smth.;
- to be considered to be smth.;
- to be represented somewhere;
- to be famous for smth..

LONDON - THE CAPITAL OF GREAT BRITAIN

*‘When a man is tired of London he is tired of life,
for there is in London all that life can afford’
Samuel Johnson, a great man of letters*

London, the capital of the United Kingdom of Great Britain and Northern Ireland, is one of the oldest and largest cities of the world after Tokyo and New York, and is a cradle of British traditions and culture. It is a great political centre, a great commercial centre, a paradise for theatre-goers and shoppers, but it is also a very quiet place with its parks and ancient buildings, and a capital of culture with its museums and libraries. Its population is more than 8 million people. London is situated on two banks of the river Thames and is divided into four main parts: the City, Westminster, the East End and the West End.

The City is a financial and business centre of the whole country with many banks, offices and the Stock Exchange. About half a million people work there, but less than 6000 live there.

The West End is the richest and most beautiful part of London. It is associated with wealth, luxury and goods of high quality. The best hotels, fashionable shops (‘Harrods’, the official shop of the Royal family), restaurants,

theatres, museums and galleries can be found there. This part of London is good for entertainment and that's why it is often visited by tourists.

London has a large seaport which is situated in the East End. It is an area of docks, unattractive in appearance, but very important in the country's commerce. The East End is 'the hands of London'. There are a lot of factories, workshops there. The streets are narrow, the buildings are unimpressive. It is the poorest part where people of all colours live.

Westminster is the place for many important government buildings. The Houses of Parliament, Buckingham Palace, the residence of the Prime Minister in Downing Street and many government offices are situated there.

The Houses of Parliament or Palace of Westminster stands on the northern bank of the Thames. It is the seat of the British Parliament. The Union Jack (a flag of the U.K.) flies from Victoria Tower only when the Parliament is in session. The second tower is the Clock Tower with the famous Big Ben.

Buckingham Palace is a residence of the Queen. When the Queen is at home the British flag is on the top of the Palace. London's most popular spectacle is Changing the Guard, which takes place every day at 11.30.

Westminster is also a historical area in London. There are many famous monuments and buildings there. One of them is Westminster Abbey – an old beautiful chapel. Nearly all kings and queens were crowned and buried there. The south side of the Abbey is called the Poet's Corner where famous British writers and poets are buried: Ch. Dickens, R. Kipling, W. Shakespeare, G. Byron and others.

Trafalgar Square is considered to be the very centre of London. In the middle of it stands the monument to Admiral Nelson (an English admiral who won the battle of Trafalgar). It's a tall column with a statue of Nelson at its top. At the bottom of the column there are four bronze lions.

On the north side of Trafalgar Square is the National Gallery which has one of the world's greatest art collections. Not far away is the British Museum, the largest and the richest museum in the world that is famous for its library and the collection of ancient manuscripts and mummies.

Madame Tussaud's Waxworks museum is London's popular place. The collection of hundreds of lifesize wax models of famous people is represented there. It was started by Madame Tussaud, a French modeler in wax, in the 18th century.

If you are a theatre-goer you can visit the Globe Theatre, founded by William Shakespeare, and the Royal Opera House, also known as Covent Garden.

The greatest of English churches is St. Paul's Cathedral that is the third largest church in the whole world. It was rebuilt by Sir Christopher Wren, a famous English architect, after the Great Fire of London. He lies buried under the roof of his own work. These words are written on his grave, 'If you want to see his monument, look around'.

London has a number of parks and gardens that have been called the 'lungs' of London. They give Londoners the opportunity to walk in the green, to have picnics, to row boats, to go horse-riding, to feed and watch animals, and all

this without leaving the city. Hyde Park is the largest park in London, which is famous for its Speaker's Corner. If you have anything to say you can go there, stand on a stool and express your opinions to the crowd.

In London all kinds of vehicles ride up and down the streets: the famous red 'double-deckers', lorries, taxis, private cars. The oldest underground railway system called the 'tube' is still one of the largest in the world. There are more than 275 stations.

London is one of the most famous capital cities of the world. And every year it attracts crowds of visitors from home and abroad. They come to explore its historic buildings, to see its museums and galleries, its streets and parks, that are really worth sightseeing.

V. Find words from the topical vocabulary in the table:

l	o	n	d	o	n	o	r	t	h	e	r	n	i	r	e	l	a	n	d
i	b	n	o	u	g	u	a	r	d	o	u	b	t	e	a	b	b	e	y
b	k	a	o	r	e	s	t	a	u	r	a	n	t	s	s	i	e	l	m
r	a	r	m	y	i	e	j	d	o	o	r	c	o	a	t	g	n	s	e
a	b	r	o	a	d	a	c	i	t	y	e	g	u	s	e	a	r	o	n
r	k	o	s	d	r	e	s	s	f	l	a	g	r	a	n	m	a	n	y
y	i	w	t	b	r	i	t	i	s	h	o	p	i	d	d	a	r	k	e
o	n	l	y	e	f	t	w	o	n	d	e	r	s	q	u	a	r	e	a
h	g	w	e	s	t	m	i	n	s	t	e	r	t	o	w	m	e	s	t

VI. Find the antonyms to these words in the text:

young, modern, plain, wide, few, poor;

VII. Read the definitions and write the words they denote:

- 1) the place where something important began;
- 2) a building where important cultural, historical, or scientific objects are kept and shown to the public;
- 3) a building or other large structure that is built to remind people of an important event or famous person;
- 4) a book or document written by hand before printing was invented;
- 5) a solid material made out of fats or oils used to make candles, polish etc.;
- 6) a building or place with a stage where plays are performed;
- 7) the system of trains that run under the ground in London;
- 8) to build something again, after it has been damaged or destroyed;

- 9) a very large church, which is the main church of a particular area under the control of a bishop;
- 10) someone whose job is to design buildings.

VIII. Complete the sentences:

- 1) London is a great.....
- 2) It is situated.....
- 3) The population
- 4) The capital is divided
- 5) The richest part of London
- 6) The financial and business centre
- 7) Westminster is
- 8) A lot of factories and workshops
- 9) The places of interest
- 10) Nearly all kings and queens
- 11) The very centre of London
- 12) In Madame Tussaud`s Waxworks museum.....
- 13) The greatest of English churches is
- 14) A great number of parks and gardens
- 15) The tourists are attracted

IX. Imagine that you are a teacher. Ask your pupils 10 questions on the topic.

- 1.....
- 2.....
- 3.....
- 4.....
- 5.....
- 6.....
- 7.....
- 8.....
- 9.....
- 10.....

X. Comment on : “When a man is tired of London he is tired of life, for there is in London all that life can afford”.

Appendix

UKRAINIAN EDUCATION SYSTEM

Ukraine produces the fourth largest number of academic graduates in Europe. Secondary education is compulsory. As a rule, schooling begins at the age of 6. The Ukrainian educational system is organized into four levels : primary, secondary, higher and postgraduate education.

School level

Primary and secondary education is divided into "younger", "middle", and "senior" schools. Younger school comprises grades 1 to 4. Grades 5-9 are usually referred to as "middle school", while 10-12 are "senior school". Despite the names, students usually study in the same school building throughout their primary and secondary education. Primary schooling lasts 4 years and middle school 5. The middle school curriculum varies slightly between schools.

In 2001, a 12-year education system replaced an older 11-year one. Those who began their education since 2001 stay in the school for 12 years rather than 11. As a result there will be no graduating seniors in Ukraine in 2012.

During grades 9 and 12 (11 till 2011), which is usually around the age of 18 (17), students take various exams. The current examination system is undergoing change. At grades 9 and 12 (11) students take IGTs (Independent Government Tests), which allow twelfth (currently eleventh) graders to enter university without taking separate entrance exams. In 2008 entrance exams were abolished and the IGTs became the standard for determining entrance eligibility.

In school year 2009-2010 potential graduates are scheduled to undergo external independent testing after the final state examination, in the following subjects: Ukrainian language and literature, history of Ukraine, mathematics, biology, physics, chemistry, geography, and one foreign language in either English, German, French, or Spanish. The results of the testing will have the same status as entrance examinations to institutions of higher education.

Higher education in Ukraine

Higher education is either state or private funded. Students that study at state expense receive a standard scholarship if their average marks at the end-of-term exams and differentiated test is at least 4 (see the 5-point grade system below); this rule may be different in some universities. In the case of all students with a grade 5, the scholarship is increased by 25%. For most students the level of government subsidy is not sufficient to cover their basic living expenses. Most universities provide subsidized housing for out-of-city students. Also, it is common for libraries to supply required books for all registered students. There are two degrees conferred by Ukrainian universities: the Bachelor's Degree (4 years) and the Master's Degree (5–6 years). These degrees are introduced in accordance with Bologna process, in which Ukraine is taking part. Historically, Specialist's Degree (usually 5 years) is still also granted; it was the only degree awarded by universities in the Soviet times.

Postgraduate education in Ukraine

Upon obtaining a Master's Degree or Specialist, a student may enter a university or a scientific institute to pursue postgraduate education. The first level is postgraduate course that usually results in the Candidate of Sciences degree. Candidates must pass three qualifying exams, publish at least three scientific articles, write a dissertation and defend it. This degree is roughly equivalent to the Ph.D. in the United States. After graduation a student may continue postgraduate education. This takes from two to four years of study. Significant scientific results must be obtained and published, and a new thesis written. This produces a Doctor of Sciences degree, but the more typical way is working in a university or scientific institute with parallel preparation of a thesis. The average time between obtaining Candidate and Doctor degrees is roughly 10 years, and most of new Doctors are 40 and more years old. Only one of four Candidates reaches this grade.

A WORLD FAMOUS UKRAINIAN EDUCATOR

Vasyl Oleskandrovykh Sukhomlynsky (1918– 1970) was a Ukrainian humanistic educator in the Soviet Union who saw the aim of education in producing a truly human being.

Sukhomlynsky was born in a peasant family in the village of Vasylivka in Ukraine. He graduated from Poltava Pedagogical Institute in 1939 and fought in World War II. He was severely wounded in 1942. In 1947, he became a principal of Secondary School—a post he held to the end of his life.

The core of Sukhomlynsky's system of education was his approach to moral education, which involved sensitising his students to beauty in nature, in art and in human relations. Sukhomlynsky taught his students that the most precious thing in life is a human being, and that there is no greater honour than to bring joy to other people. He taught them that to bring joy to other people, and especially to their families, they should strive to create beauty in themselves and in the environment.

Another aspect of being truly human was the development of the intellect. The foundation of all personal growth is health, and Sukhomlynsky gave a great deal of his attention to ensuring that children enjoyed optimum health, especially in early childhood, when character is formed. He took children out into nature often, combining physical exercise with lessons in thought and in the appreciation of beauty. Especially in the primary school, he thought it important that children's thought be associated with vivid images, such as were to be found in the fields, forests and waterways within walking distance of the school.

Sukhomlynsky's educational philosophy rested on five pillars: health education, moral education, aesthetic education, intellectual education, and work education.

Educating the heart

Sukhomlynsky sought to prolong children's childhood, to keep them optimistic and open to the world, to preserve the freshness of their emotional responses to the world. He showed them that although they were small, they could do a lot to care for the environment in which they lived and to bring happiness to the people they

met. Sukhomlynsky sought to refine their sense of beauty. He took them to the most beautiful natural settings he could find. He taught them to listen to the music of nature, the rustle of grass and of leaves, the song of the lark. He played them music inspired by such natural sounds, and showed them paintings of natural beauty.

Sukhomlynsky taught children to become more aware of the inner world of other people, to read others' eyes, to recognize feelings of joy, of sorrow or confusion. He tried to ensure that children took joy home from school to their families, to ensure that every child uncovered some latent talent or ability. Not every child could excel academically, but each could shine at something and find a way to bring joy to others. This was the foundation of their self-respect and their moral development.

For his achievements in the field of education, Sukhomlynsky was bestowed the title of Hero of Socialist Labor in 1968. He was also a recipient of two Orders of Lenin, Order of the Red Star, Ushynsky and Makarenko Medals. Sukhomlynsky is the author of the 1969 book *I Give my Heart to the Children*, for which he was awarded the State Prize of the Ukrainian SSR in 1974.

Hryhory Skovoroda

- *The best of mistakes is that one which had been made during the studies.*
- *The human rest is the human death.*
- *The time is being used correctly by somebody who recognized what is worth to seek and what is necessary to avoid.*

(From Skovoroda aphorisms)

Hryhory Savych Skovoroda (1722 - 1794) was a Ukrainian philosopher, poet, translator, Enlightener-humanist and composer.

Skovoroda was born into a poor Ukrainian Cossack family. He studied at the Kyiv-Mohyla Academy (1734-1741, 1744-1745, 1751-1753) but did not complete the full program. From 1741 to 1744 he was a member of the imperial choir in the 2 capitals of the Russian Empire, Moscow and St.Petersburg. He spent the period from 1745 to 1750 in Hungary and may have travelled elsewhere in Europe as well. In 1750-1751 he taught poetics in Pereyaslav. For most of the period from 1753 to 1759 Skovoroda was a tutor in the family of a landowner. From 1759 to 1769, with interruptions, he taught such subjects as poetry, syntax, Greek, and ethics at the Kharkiv College. After an attack on his course on ethics, he decided to abandon teaching in 1769.

In the final quarter of his life he travelled on foot through Ukraine staying with various friends, both rich and poor, preferring not to remain in one place for too long. Haunted by worldly and spiritual powers, the philosopher led a life of an itinerant thinker-beggar. Skovoroda also was active as a composer of liturgical music, as well as songs to his own texts. Of the latter, several have been valued

sufficiently to pass into the realm of folk music. He wrote poetry and letters in Ukrainian, Greek and Latin and did some translations from Latin.

Hryhory Skovoroda expressed a concept of happiness as he saw it. He believed that human life is aimed at happiness that could be pursued through key factors, which are freedom, public duty of an individual and dedicated labor. An impossibility to be occupied with a favorite activity may cause individual's degradation, turn his life into mere existence.

Three days before Hryhory Skovoroda died, he went to the house of one of his closest friends and told him he had come to stay permanently. Every day he left the house early with a shovel, and it turned out that he spent three days digging his own grave. On the third day, he ate dinner, stood up and said, "my time has come." He went into the next room, lay down, and died. He requested the following epitaph to be placed on his tombstone: "The world tried to catch me, but didn't succeed".

In the XIII century the life of the Ukrainian philosopher and poet Hryhory Skovoroda was a vivid ray in general atmosphere of a weak spirit of the Ukrainian nation. In the period of almost total disruption of a former greatness appeared a person that embodied the best characteristics of our nation: spirit steadfastness, love of freedom, wisdom, selfless devotion.

UKRAINIANS

Ukrainian mentality was formed under the influence of many factors: geographical location at the crossroads of the west and the east, specific climatic conditions and complex, at times tragic, historical destiny. Ukrainians are more hardened, have better abilities to survive in any conditions (due to its history) than those from western developed civilizations. Since time immemorial Ukrainians have been known as hard-working, thrifty, skilled farmers who love their native land, good family men and devoted wives. And now, besides skill and diligence in farming, Ukrainians are wonderful craftsmen famous for their mastery in weaving, wood-carving and ceramics. They are typically kind-hearted, friendly, hospitable and well-wishing to both fellow countrypeople and foreigners. Traditional Ukrainian hospitality dates back from ancient times when the most important thing for the host was to feed a stranger and make him/her feel at ease and comfortable. Ukrainians love children, nature and animals. They are cautious yet inclined to romanticism and sentimentality. They are musical and artistic. There is respect for elders, for the deceased.

Among themselves, Ukrainians have always valued restraint, consideration and a realistic view of life. They have a very special sense of humor. They can be biting ironical. They have a very rich imagination reflecting the surrounding realities in a colorful at times paradoxical way. They are wonderful entrepreneurs: highly adaptable, flexible, inventive and creative. What a person brought up in a

modern western civilization couldn't grasp, a Ukrainian is sure to perceive at once, find the benefits and make use of them.

UKRAINIAN YOUTH ORGANIZATIONS

Nowadays when our independent state Ukraine is developing, much attention is paid to our youth because we are the future of our country. The organized youth movement in Ukraine appeared at the end of the 80s while the first reforms were being carried out. The historical base upon which this movement had been growing was the "informal" youth groups which existed in Ukraine since the 60s. The policy of "glasnost" caused these youth organizations, the most successful of which were: *Tovarystvo Leva* (The Lion Association) from Lviv, founded in October, 1987 and *Hromada* (Community), a Kyiv student's union, founded in March, 1988.

The most numerous organizations for boys and girls in Ukraine are "Plast", "Youth Falcons", "Students Fraternity", the Union of Ukrainian Youth.

"Plast" (founded in 1911) is the oldest and best established scouting organization in Ukraine. Its goal is to bring up and educate Ukrainian youth in the best possible manner. The emblem consists of the Ukrainian trident, which unites with white three-leafed lily. The trident represents the Ukrainian youth and three-leafed lily symbolizes the three main duties of a Plast member: 1) to be faithful to God and Ukraine; 2) to help other people; 3) to live in accordance with the Plast's Rules.

All the activities of the Ukrainian scouts program are based on the principle of self-discipline. Camping is one of the most effective educational methods in scouting. "Plast" in Ukraine arranges numerous summer and winter camps for scouts.

The society "Youth Falcons" has recently been organized. The age of Falcons ranges from 6 to 15. Nobody can be admitted into the society without his parents' consent. Family relations are the essence of this organization. "Young Falcons" are somewhat similar to "Plast". These organizations together with "Students Fraternity" often collaborate, they jointly prepare interesting events on St. Nicholas, Christmas, Easter, etc. They differ in many aspects as for example, "Plast" members pay more attention to natural life, sport, physical training.

Such youth organizations exist due to charity funds. But they try to earn their own money. They make embroidery, knitted goods or craft-work for sale.

Life of youth in Ukraine nowadays is determined by the economic, social and political life of the country. The economic crisis in Ukraine has led to unemployment of many young people. As a result the criminal situation has immensely changed for the worse. That's why Ukrainian government took special measures to establish new youth organizations such as "The Students League", "Young Socialists", "Greenpeace" and various youth clubs which unite young people according to their interests.

“The Students League” is aimed at solving various students’ problems including economic ones. It maintains friendly ties with the universities and colleges of the USA, UK, France, Germany and Holland and includes students’ exchange educational and cultural programs.

“Young Socialists” is the organization of young people who share the views of socialism.

A lot of young people in Ukraine are active in the movement of the “greens”. They organize various environmental campaigns. Members of the “Greenpeace” organization stand for preserving safe environment.

Youth clubs unite music fans, sports fans, theater-goers, amateur and performing groups. Besides there is the “All-Ukrainian Associations of Young Business” which tries to find their own way of getting the country out of economic crisis.

Changes are noticeable among young Ukrainian people. There is an increasing number of young people holding more than one position or job, making things for sale, rendering paid services to the population, starting trading business.

Our young people are getting economically active, and at the same time more pragmatic and spiritually restrained.

Young Ukrainians rely more on their own resources and don’t expect the state or anyone else to solve their problems for them. They are eager to get good education and well-paid jobs. They want to take a confident stand in life.

All in all, the youth movement has become an important factor although it is not free of some problems.

THE SYSTEM OF EDUCATION IN GREAT BRITAIN

Education is a subject about which many British people care deeply. Most believe that the state should provide education free of charge and to a high standard. Recently, there has been a lot of debate about students having to pay their own fees at university, as well as their living expenses. Some people are afraid that poorer students will not receive enough financial help and will be discouraged from going on to higher education.

An increasing number of children aged between 2 and 5 receive **pre-school education** in a nursery school. But children are not required by law to go to nursery school, and may go instead to other groups such as playgroups or crèches. They go to playgroups several times a week and take part in structured play (play with some educational purpose) with other children of the same age. The availability of pre-school education varies from area to area, and parents often have to pay for it.

Children are required to be in full-time education between the ages of 5 to 16. There are two systems of state school depending on the county:

System A: 1) Primary School (from 5 to 11) which is divided into 2 sections: infant school (5-7) and junior school (7-11);

2) Secondary school (from 11 to 16/18) which can be divided into grammar school, comprehensive school and secondary modern school.

System B: 1) First School (from 5 to 8);

2) Middle School (from 8 to 13);

3) Upper School (from 13 – 16/18).

In **Primary School** and **First School** children learn to read and write and basics of arithmetic. In the higher classes of Primary School (or in Middle School) children learn geography, history, religion and, in some schools, also a foreign language. Physical education is usually done twice a week. Outside the normal time-table there are many activities in which students may take part: sports, drama, table tennis and so on.

The majority attend **comprehensives** which incorporate all schoolchildren into one scheme. The children are, therefore, of mixed abilities and may come from a wide variety of social backgrounds. Some critics of this system argue that bright academic children suffer and that average standards are low.

Secondary Modern School provides a general education with an emphasis on practical or technical skills. There are now only a small number of such schools.

At Grammar School more academic subjects are studied than at secondary modern or comprehensive schools. Most British towns used to have at least one grammar school, which children could enter only if they passed examinations at the age of 11. Many people thought that this system was unfair, and by the end of the 20th century most local education authorities had changed to the comprehensive system.

Most children go to state schools, but some go to independent schools run by private organizations, for which their parents have to pay fees. Some parents may send their children to private schools because they think that their children will receive a better education. The oldest and most exclusive Public Schools are Eton College, Harrow and Rugby.

Young people are expected to show respect for their teachers and obey school rules. Pupils who misbehave may be punished, e.g. by having to stay behind after school. Sometimes students get into more serious trouble, e.g. by being violent or through using drugs, and risk being expelled (told to leave permanently).

The British education system aims to educate the whole person, so that each child develops his or her personality as well as gaining academic knowledge. Secondary schools offer a range of extra-curricular activities, give careers advice and help students to prepare for having a job by arranging short periods of work experience with local businesses.

When students are 16 years old, they may take an exam in various subjects in order to have a qualification. These qualifications can be either G.C.S.E. (General Certificate of Secondary Education) or “O levels” (Ordinary level). Students can choose any number of subjects in their curriculum; some may take six or seven G.C.S.E.s, some only two. After setting their “O levels” or G.C.S.E.s students can either leave school and start working or continue their studies in the

same school as before. If they continue, when they are 18, they have to take further examinations, called “A levels” (Advanced or Academic levels), normally two or three, which are necessary for getting into university or college.

A smaller percentage of British students go on to higher education than in any other European country. In England there are 47 universities, including the Open University which teaches via TV and radio, 30 polytechnics and 350 colleges and institutes of higher education. The oldest universities in England are Oxford and Cambridge, founded at the end of the twelfth century for the training of priests. Generally, universities award two kinds of degrees: the Bachelor’s degree, usually after a three year course, and a Master’s degree, usually one or two more years of study after the Bachelor’s degree. In England and Wales the head of the university is called Chancellor, the principal academic body is the Senate and each faculty is headed by the Dean.

BRITISH SOCIETY

The word *society* can be used to mean what people also call high society, the activities of very rich and famous people, the clothes they wear, the parties they go to, etc. But when people speak of British society they mean the whole population, the way people live together and the institutions they develop in order to do so.

It is said that, since the 1980s, British society has become more selfish and individualistic, and that people try to improve their own position at the expense of others. Britain is still a class-based society, but now education, employment and money matter as much in determining people’s opportunities and place in society as their family background. There is also a belief that personal morality is a matter for the individual, and that society should not expect everyone to have the same values. Most British people, however, believe that society has a moral responsibility to care for those in need, even though they are afraid that they will have to pay higher taxes to pay for social welfare benefits.

Before the 18th century, membership of a particular social class defined an individual’s status and determined the level of education they got, the work they could do, and who they might marry. The idea of an individual having personal freedom and equality of opportunity is relatively new. The challenge facing modern society is to balance an individual’s freedom of expression and choice with the need to maintain basic social structures and processes for the benefit of society as a whole.

Many British people believe that they live in a civilized, liberal society in which individuals have the freedom to live as they wish, to be treated fairly, and to be respected. Others believe that British society is still firmly based on the class system, and that though politicians often talk about working towards a classless society, this will never be achieved. The Establishment, which consists of the major institutions in British society – the royal family, the House of Lords, the civil service, the law, the Church of England, and the armed forces – is still mainly upper-class and white, and it is not representative of the modern multiracial society.

Most people in Britain still have a sense of what class they belong to and of their place in society, though education has cut across the boundaries. At the same time there has been in recent years a breakdown of traditional class barriers and a marked increase in social mobility, the ability and readiness of people to change their social status.

It is important to almost everyone in Britain that they live in a democracy, though after a government has been elected many people take little interest in politics. The people of Middle England (British people who have traditional opinions about politics and society, especially middle-class people living in the south of England) still believe in marriage and think that a couple should stay together. Some politicians actively promote traditional family values, but most people realize that society has changed and that other lifestyle should be accepted. People now expect to be allowed to live as they wish, and are no longer willing to have a moral or social code (set of rules) forced on them.

Society in Britain is faced with many moral dilemmas and decisions about its future. Many people welcome the chance to discuss moral and social issues as access to healthcare, fertility treatment for older women, and assisted suicide (euthanasia), and are not content to leave it to politicians or philosophers. In Britain the Radio 4 programme *The Moral Maze* discusses the moral issues behind a topic in the news. Many other programmes on radio and television question society's attitudes and values.

In Britain's multicultural society, different social traditions and sets of values exist together and are generally respected. The white mainstream is much stronger than in the USA and, although lack of tolerance has sometimes led to social unrest, the mainstream has not felt seriously threatened.

The roles of men and women in Britain have changed enormously during the 20th century, and women now expect and have the right to similar treatment and opportunities as men. Many women work full time, leaving their children in the care of others. Some people question whether this is good for the children and, at a wider level, for the institution of the family. Women have moved into many areas of employment which were traditionally male-only, e.g. the law and engineering, and men have to compete with them for jobs at all levels. At home, a man is no longer automatically considered the head of the household. Men are expected to share decision-making, do some of the housework and help look after the children. While women have gained in confidence and status, some men feel uncomfortable and unsure about their role in society.

Britain is an ageing society. Many more people now reach old age, and society has had to take account of this and provide for their needs. Old people in Britain sometimes receive less respect than they deserve from younger people, and may be considered a burden by their families. Unlike in some countries, many old people do not live with their grown-up children and do not want to be dependent on them.

Young people regularly challenge traditional values and rebel against social norms (standards of behaviour). In Britain, young people were formerly expected to obey their parents and had little chance to express themselves. Many

parents are now less strict and think that children should be encouraged to develop their own ideas. Many young people have a strong social conscience and work to change things that seem unfair, but some become cynical (believe that people will do things only for their own benefit) and opt out of society and look for an alternative lifestyle.

BRITISH YOUTH ORGANIZATIONS

The British youth movement has a history to be proud of but it is stronger and more powerful today than it has ever been before. Young people in Britain have a wide choice of clubs and organizations to join. Some clubs concentrate mainly on sports or public service or are connected with a particular religion, though most provide a range of activities. Parents are often keen to support local clubs because they believe they will keep their children off the streets (stop them from hanging around doing nothing in particular) and out of trouble. But although many children like to go to clubs, older teenagers are often less interested in organized activities and prefer to go to the cinema or a sports centre, or to a nightclub or bar, when they feel like that.

Among the best known youth organizations in Britain are *the Scout Association and the Guide Association*. They have a total of about 1.5 million British members who take an oath to be true to the Queen and their country. In the Scouts boys and girls have an opportunity to learn practical outdoor skills such as map-reading and camping. In the Guides, which is only for girls, the main focus is on practical and social skills (needlework, cooking, first aid, etc.). Both associations encourage young people to become responsible citizens. The programme of training is planned to develop intelligence and practical skills to promote health and a sense of service.

Religious groups. In Britain young people may go to a Sunday school where they learn about the Bible. Older children may join a church youth group. These offer sports and social activities, as well as discussion of religious and moral issues. The Boys' Brigade and Girls' Brigade encourage Christian values and their members do voluntary work in the community. Most British universities have a Christian Union. There are also Muslim and Jewish youth groups, and groups linked to other religions.

Service organizations. In Britain a lot of community work done by young people is organized through schools, and students visit elderly or disadvantaged people on a regular basis. Some children join the Junior Red Cross or the Badgers, the junior branch of the St. John Ambulance Brigade, and learn first-aid skills.

School and college clubs. Schools have lunchtime and after-school clubs for a range of subjects. Many schools also have student bands, choirs and sports teams. Universities and colleges have subject-based societies to help students on the same course get to know each other.

In Britain there are CCF (Combined Cadet Forces) groups at some secondary schools, and OTC (Officers' Training Corps) groups at most

universities. Members of these groups are given basic military training and are encouraged to consider a career in the armed forces.

Special interest group. Many towns have clubs for young people interested in dance, drama and music. Some activities, such as youth orchestras, are supported by grants of money from local or national government. Many organizations in Britain now apply for National Lottery (run by a private company) money to buy equipment or pay for a hall.

National societies for people interested in archaeology, natural history, astronomy, etc. have sections for young people. Members of these groups receive magazines and also have a chance to go on field trips or visit museums.

Sports and social activities. In Britain local youth clubs offer social activities ranging from snooker and discos to visit to the theatre. Many towns also have leisure centres which run sports programmes for young people in school holidays. Outward Bound centres offer adventure sports such as rock-climbing and canoeing.

Some young people have the opportunity to take part in environmental projects combined with travel and adventure through Raleigh International. The Youth Hostels Association, which has branches in many countries, encourages young people to travel by offering them cheap accommodation.

Members of many youth organizations take part in the Duke of Edinburgh's Award Scheme, which offers medals for achievement in community service and physical recreation.

The membership in youth organizations is not compulsory in Britain, but everyone can find the activity he likes most.

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Навчальне видання

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Ukraine. Great Britain

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