

**МІНІСТЕРСТВО ОСВІТИ І НАУКИ УКРАЇНИ**

**Житомирський державний університет  
ім. Івана Франка**

**КУЗНЄЦОВА Г. В.**

***ENGLISH FOR STUDENTS OF HISTORY***

**Методичні рекомендації з англійської мови для  
студентів історичного факультету  
(ОКР – «Магістри»)**

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**Рецензенти:**

**Могельницька Л. Ф.** – доцент, завідувач кафедри іноземних мов Житомирського державного технологічного університету

**Курносова Р. В.** – доцент кафедри іноземних мов Житомирського державного агроєкологічного університету

**Кузнєцова Г. В. English for Students of History**  
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Методичні рекомендації містять матеріал, необхідний для проведення практичних занять та організації самостійної роботи з англійської мови студентів-магістрантів історичного факультету. Тексти, вправи, тести та рекомендації методичного характеру подані у послідовності, окресленої Програмою (затвердженою у 2013 році), для виконання чотирьох основних змістовних модулів. Матеріал розрахований на поглиблення фахових спеціальних та загальних комунікативних навичок студентів у процесі професійно спрямованого вивчення англійської мови.

Для денної та заочної форм навчання.

**ББК**

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## Вступ

Методичні рекомендації зорієнтовано на проведення практичних занять з англійської мови та організацію самостійної роботи студентів-магістрантів зі спеціальності «Історія» згідно завдань, передбачених Стратегіями вивчення іноземних мов у ЖДУ ім. І.Франка (затверджені у листопаді 2012 року).

Матеріал систематизований для виконання двох основних цілей вивчення професійно спрямованої англійської мови:

- подальшої активізації та розвитку комунікативних навичок студентів у важливих типових ситуаціях спілкування;

- надання та закріплення необхідного професійного лексичного мінімуму з англійської мови для роботи з автентичними неадаптованими текстами з історичної проблематики.

Використання матеріалу рекомендацій сприяє також досягненню двох інших важливих завдань: підготовці магістрантів до захисту дипломної роботи англійською мовою та ознайомлення їх з правилами заповнення необхідних форм і складання важливих документів у разі потреби виїзду за кордон для участі в науковій конференції, програмі обміну студентами тощо.

Рекомендації викладені у послідовності, зумовленою Програмою, що також включена до даного видання. Основна частина методичних рекомендацій є по суті практикумом з роз'ясненнями методичного характеру, оскільки включення майже всіх текстів, що вивчаються протягом курсу (98 годин аудиторного часу та 32 години самостійної роботи), виявилось необхідним. У свою чергу доцільним виявилось включення лексичного мінімуму та всіх вправ різних типів, які підпорядковані роботі з цими текстами. Тому матеріал для вивчення

різних навчальних модулів має непропорційний обсяг; найбільшим обсягом характеризується Модуль2 «Профільна наука», який містить розробку текстів історичного змісту.

Матеріал рекомендацій укладений за тематичним принципом. Розподіл матеріалу за конкретними практичними заняттями залишається на розсуд викладача.

Заключна частина рекомендацій містить теми, що виносяться на іспит та критерії оцінювання знань студентів.

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## **MODULE 1: Higher Education in Ukraine and**

### **In Great Britain**

#### **Unit 1. Studying in Ukraine**

##### **Before Reading**

1. Answer the questions:

- 1) Which establishments of higher education in Ukraine do you know?
- 2) Which degrees do they give to their successful graduates?
- 3) How many universities are there in Ukraine?
- 4) Which establishments of higher education are there in Zhytomyr?
- 5) In which university do you study?

2. Before reading the text study, the following useful vocabulary:

Similar to – подібний до

To set up – засновувати, встановлювати

Veterinary – ветеринарний

Higher Mining School – Вища школа гірничої справи

To own – мати у власності

Term – семестр

To inherit – успадковувати

Certificate – свідоцтво, сертифікат, атестат

Determination – визначення, встановлення

Hence – звідси (у логічному, а не в просторовому значенні)

Educational-proficiency level – освітньо-професійний рівень

Sufficient – достатній

To discharge functions – виконувати функції

To stipulate – зумовлювати, ставити умову

Normative – нормативний

To obtain – отримувати

To cope with – упоратися з чимось, виконувати успішно

To attain – досягати, здобувати

Innovative character – інноваційний характер

To summarize – узагальнювати, підводити підсумок

To synthesize – синтезувати

### **Working with Text**

3. Read the following text, make a list of useful professional terms.

#### **Higher Education in Ukraine**

**Higher education in Ukraine** has a long and rich history. Its students, graduates and academics have long been known and appreciated worldwide. The pioneering research of scholars working in the country's higher



education institutions and academies, such as Dmytro Mendelejev, Mykola Zhukovsky, and Yeugeniy Paton, are part of the universal history of scientific progress.

### **Brief historical survey**

The first higher education institutions (HEIs) emerged in Ukraine during the late 16th and early 17th centuries. The first Ukrainian higher education institution was the Ostrozka School, or Ostrozkiy Greek-Slavic-Latin Collegium, similar to Western European higher education institutions of the time. Established in 1576 in the town of Ostrog, the Collegium was the first higher education institution in the Eastern Slavic territories. The oldest university was the Kyiv Mohyla Academy, first established in 1632 and in 1694 officially recognized by the government of Imperial Russia as a higher education institution. Among the oldest is also the Lviv University, founded in 1661. More higher education institutions were set up in the 19th century, beginning with universities in Kharkiv (1805), Kiev (1834), Odessa (1865), and Chernivtsi (1875) and a number of professional higher education institutions, e.g.: Nizhyn Historical and Philological Institute (originally established as the Gymnasium of Higher Sciences in 1805), a Veterinary Institute (1873) and a Technological Institute (1885) in

Kharkiv, a Polytechnic Institute in Kiev (1898) and a Higher Mining School (1899) in Katerynoslav. Rapid growth followed in the Soviet period. By 1988 a number of higher education institutions increased to 146 with over 850,000 students.<sup>[1]</sup> Most HEIs established after 1990 are those owned by private organizations.

### **Terms**

The academic year in higher educational establishments in Ukraine starts on the 1st of September. It is divided into two terms, the first term is from September to the end of January and the second begins in February and ends in June. Each term lasts 17-18 weeks, followed by a 3 week examination period.

### **Higher education qualifications**

Higher education qualifications combine both academic and professional qualifications. This is a very important feature of Ukrainian higher education inherited from its Soviet past. The State Diploma serves as both an educational certificate and a professional licence. Employment is determined by a match between the state determination of the knowledge and skills required for different occupation levels and the state determination of levels of educational qualification. Hence is the correspondence between

classification of educational qualification and that of the occupational structure, leading to the introduction of the term ‘educational-proficiency’ level.

The *Law on Higher Education* (2002) establishes the three-level structure of higher education: incomplete, basic, and complete educational levels with corresponding educational-proficiency levels of Junior Specialist, Bachelor, Specialist and Master.

### **Junior Specialist**

*Junior Specialist* is an educational-proficiency level of higher education of a person who on the basis of complete secondary education has attained incomplete higher education, special skills and knowledge sufficient for discharging productive functions at a certain level of professional activity, stipulated for initial positions in a certain type of economic activity. The normative period of training makes 2.5–3 years.

Persons with basic secondary education may study in the educational and professional programs of junior specialist’s training, obtaining at the same time complete secondary education.

### **Bachelor**

*Bachelor* is an educational-proficiency level of higher

education of a person who on the basis of complete secondary education has attained basic higher education, fundamental and special skills and knowledge, sufficient to cope with tasks and duties (work) at a certain level of professional activity (in economy, science, engineering, culture, arts, etc.). The normative period of training makes 4 years.

Training specialists of the educational-proficiency level of Bachelor may be carried out according to the shortened programme of studies on the basis of the educational-proficiency level of Junior Specialist.

### **Specialist**

*Specialist* is an educational-proficiency level of higher education of a person who on the basis of the educational-proficiency level of Bachelor has attained complete higher education, special skills and knowledge, sufficient to cope with tasks and duties (work) at a certain level of professional activity (in economy, science, engineering, culture, arts, etc.). The normative period of training makes 1 year.

### **Master**

*Master* is an educational-proficiency level of higher education of a person who has attained complete higher education, special skills and knowledge, sufficient to cope

with professional tasks and duties (work) of innovative character at a certain level of professional activity (in engineering, business administration, pedagogics, arts, etc.).

Training specialists of the educational-proficiency level of Master may also be carried out on the basis of the educational-proficiency level of Specialist. The period of training makes typically 1–1.5 year.

During his/her studies at the Master's or Specialist's level, students are required to write his/her final work on a selected subject and make its presentation, to be able to collect, analyse and summarize, synthesize and to communicate study and practical material; often knowledge of a foreign language is required.

4. Make up sentences using the terms from your list.
5. Answer the following questions:
  - 1) Which figures show that higher education in Ukraine has a long and developed history?
  - 2) Which was the historically first higher educational institution ever founded in Ukraine?
  - 3) What is the function of the State Diploma?
  - 4) What is the period of training of a junior specialist?
  - 5) What are the specific features of Master training in Ukraine?

6. Find some information about the history of the Kyiv Mohyla Academy and its founders.

Prepare a short report on the information obtained (10-15 sentences).

## **Unit 2. Our University**

### **Before Reading**

1. Answer the following questions:

- 1) When was the Zhytomyr Ivan Franko State University founded?
- 2) What was it called then?
- 3) Where was the University situated?
- 4) Which interesting facts about the history of our university do you know?

### **Working with Text**

2. Read the text about the Zhytomyr State Ivan Franko University. Find some facts that you did not know before.

### **Our University**

Zhytomyr State Ivan Franko University is one of the oldest higher educational establishments in Polissia. The university (initially, the Institute) was founded in 1919. In 1926 it was named after Ivan Franko. In 1999 the Institute was granted the status of a University.

At present the University includes three Institutes (the

Institute of Foreign Philology, the Institute of Philology and Journalism, the Institute of Pedagogical Sciences) and five departments (the Department of Physics and Mathematics, the Department of Natural Sciences, the Department of Social Psychology, the Historical Department, the Department of Physical Training and Sports).

Over the recent years the number of students has greatly increased and now it comprises more than 8200 people, and more than 4700 of them are full-time students. The rest study in the correspondence form of education.

Besides there is a Preparatory Department, post-graduate studies in about a dozen of specialities and the Institute of Post-Diploma Education at the University.

The teaching staff of the University and its academic facilities provide opportunities for training bachelors, specialists and masters.

The scientific and research level of the teaching staff is constantly increasing: among 926 teachers working at 36 departments there are: the Academician of the Higher School Academy of Sciences; 20 Doctors of Science, Professors; 247 Candidates of Science, Assistant Professors.

Members of the University teaching staff consistently work at improving their practical, academic and theoretical

level. The result of their work is the foundation and development of several scientific schools (e.g. “Dialectological School of Prof. M.V. Nykonchuk”; “Drama History and Theory”, headed by Prof. O.S. Chyrkov; “Problems of Semantics in Structural-Functional Theory of Communication”, founded by Prof. D.I. Kveselevych).

Our University occupies five buildings. They are not far from the centre of the town and are set close to one another. There are five halls of residence at the University which accommodate about 2000 students.

At the university there is a library, several reading-rooms, a publishing centre, an agrobiological station, an observatory, two museums, a modern sports complex, a computer centre, a canteen and three refreshment rooms.

The students get everything a modern specialist should acquire; profound knowledge in speciality, computer and language skills. They can also learn one of several working professions (a driver, a secretary, a hairdresser etc.).

Students are involved to carry out scientific research work in many fields. They often continue their studies as post-graduates and after defending their thesis become Candidates and Doctors of Science.

Active students’ life provides the development of



managing skills, creative abilities, cultural and aesthetic tastes. Students of the University are journalists of a university newspaper “Universum” and of a radio-studio. They are participants of amateur art groups ( the drama group “Kalyna”, the vocal group “Elegia”, the university folk orchestra, the dance group “Yunist” and others), a career centre, a student community centre, a counselling centre for first-year students, the Judicial Clinic.

The University maintains scientific and educational cooperation with institutes of higher education, other educational establishments, famous scientific schools and scholars from Russia, Belarus, Great Britain, the USA, Germany, Poland and other countries. The departments of the University take part in international educational projects.

During the 90 years of its existence the University has prepared thousands of specialists in different fields. Many of them have become famous researchers, honoured teachers and cultural figures.

Among the graduates of the University there are such outstanding personalities as M.V. Homychevskyi (Borys Ten) – a famous poet and translator of Old Greek and European literature (including such monumental works as “Iliad” and “Odyssey” by Homer) into Ukrainian;

V.G.Bondarchuk, an Academician of the National Academy of Sciences of Ukraine; O.K. Kasymenko, Doctor of History, Head of the Institute of History in the National Academy of Sciences of Ukraine and many others. Many graduates now teach in Zhytomyr State Ivan Franko University.

Their enthusiasm, industry and creativity guarantee that the tasks facing the teaching staff will be successfully fulfilled.

3. Answer the questions:

- 1) On the basis of the text how would you define the place of our university among other higher educational institutions in Ukraine?
- 2) What is the place of our university among educational institutions of Zhytomyr Region?
- 3) Which department of our university is the biggest?
- 4) Which department of the university do you find the most interesting? Why?
- 5) Which department (speciality) in our university is the most promising as to job-hunting? Why?
- 6) Which research scientific schools do you know at your department?
- 7) Have you ever taken part in any amateur art groups of our University? What do you think about such activity?

4. On the basis of the text write an essay about the department you are studying at.

### **Unit 3. Studying in the United Kingdom**

#### **Before Reading**

1. Answer the questions:

- 1) In which institutions can people get higher education in Great Britain?
- 2) Which British universities do you know?
- 3) What do you know about the level of education given in British universities?
- 4) How many universities are there in the UK?

2. Before reading the text, study the following useful vocabulary:

College of education – педагогічний коледж

To apply – тут: звертатися з заявою про вступ

To be located – міститися, бути розташованим

A-level results – бали екзаменів, які складають після закінчення спеціального коледжу для підготовки до вступу в університет

Grant – стипендія

Local education authority – місцевий орган освіти

Public ceremony – відкрита публічна церемонія

So-called – так званий

Redbrick university – університет з червоної цегли

‘Concrete and glass’ university – університет з бетону та скла

Further education college – коледж подальшої освіти (середній спеціальний навчальний заклад)

To be intended – тут: бути призначеним

To keep in touch – підтримувати зв'язок

Overseas student – зарубіжний студент

### **Working with Text**

3. Read the text about the organization of higher education in the UK.

#### **Higher Education in the UK**

After finishing secondary school or college you can apply to a university, polytechnic, college of education or you can continue to study in a college of further education.

The academic year in Britain's universities, Polytechnics, Colleges of education is divided into 3 terms, which usually run from the beginning of October to the middle of December, the middle of January to the end of March, from the middle of April to the end of June or the beginning of July.

There are about 100 universities in Britain. The oldest and best-known universities are located in Oxford,

Cambridge, London, Leeds, Manchester, Liverpool, Edinburgh, Southampton, Cardiff, Bristol and Birmingham.

Good A-level results in at least 2 subjects are necessary to get a place at a university. However, good exam passes alone are not enough. Universities choose their students after interviews. For all British citizens a place at a university brings with it a grant from their local education authority.

English universities greatly differ from each other. They differ in date of foundation, size, history, tradition, general organization, methods of instruction and way of student life.

After three years of study a university graduate will leave with the Degree of Bachelor of Arts, Science, Engineering, Medicine, etc. Some courses, such as languages and medicine, may be one or two years longer. The degrees are awarded at public degree ceremonies. Later he/she may continue to take Master's Degree and then a Doctor's Degree.

The 2 intellectual eyes of Britain – Oxford & Cambridge Universities – date from the 12 & 13 centuries. They are known for all over the world and are the oldest and most prestigious universities in Britain. They are often called collectively Oxbridge, but both of them are completely independent. Only education elite go to Oxford and

Cambridge.

The Scottish universities of St. Andrews, Glasgow, Aberdeen & Edinburgh date from the fifteenth and sixteenth centuries.

In the nineteenth and the early part of the twentieth centuries the so-called Redbrick universities were founded. These include London, Manchester, Leeds, Liverpool, Sheffield, and Birmingham. During the late sixties and early seventies some 20 'new' universities were set up. Sometimes they are called 'concrete and glass' universities. Among them are the universities of Sussex, York, East Anglia and some others.

During these years the government set up 30 Polytechnics. The Polytechnics, like the universities, offer first and higher degrees. Some of them offer full-time and sandwich courses [sandwich course курс обучения, чередующий теорию с практикой; сочетание общеобразовательного и профессионального обучения с работой на производстве] (for working students). Colleges of Education provide two-year courses in teacher education or sometimes three years if the graduate specializes in some Particular subjects.

Some of them who decide to leave school at the age of

16 may go to a further education college where they can follow a course in typing, engineering, town planning, cooking, or hairdressing, full-time or part-time. Further education colleges have strong ties with commerce and industry.

There's an interesting form of studies which is called the Open University. It's intended for people who study in their own free time and who 'attend' lectures by watching TV and listening to the radio. They keep in touch by phone and letter with their tutors and attend summer schools. The Open University students have no formal qualifications and would be unable to enter ordinary universities.

Some 80,000 overseas students study at British universities or further education colleges or train in nursing, law, banking, in industry, etc.

4. Respond to the following statements, agree or disagree with them. Give motivation.

- 1) In the UK you can get a higher education only in universities.
- 2) Some British universities are world famous.
- 3) The course of studies in all British universities lasts three years.
- 4) You will need a special training after university studies

to get the Degree of Bachelor of Science or Arts.

- 5) All British universities are old and similar to each other.
- 6) Only education elite go to Oxford and Cambridge.
- 7) There are no entrance exams in British universities.
- 8) Further education colleges are higher education institutions.
- 9) Many overseas students study in the UK.

5. Fill in the blanks with the following words: *programs, international, years, from, students, much, to apply, higher, one, education*. Read the complete text for more information about the studies in the UK.

The UK has a vast variety of ... education opportunities to offer students with over 100 universities offering various degree programs for students from the UK and around the world. In the UK about 1/3 of all students go on to some form of higher ... and this number is well over 50% for students from Scotland. This makes competition for places very fierce and so it is advised ... early for courses.

In the UK most undergraduate degree programs take three ... to finish; however, the 'sandwich course' is increasing in popularity, which is four years and involves ... year in the work place (normally in your third year). In Scotland the courses are four years in length for



undergraduate programs.

For graduate or masters ... they are generally shorter in length and undertaken after graduation of your undergraduate program. Some professional degrees like medicine, veterinary, law etc. have longer programs that can be as ... as five years.

From 2007, universities in the UK are allowed to charge students ... the UK up to £3,070 per year (depending on the school and location). For students from the EU, you will also only have to pay the same fees as students from the UK, but international ... from the rest of the world will have to pay the full school fees which will vary depending on the school. These fees for ... students can range anywhere from £4,000 per year up to £18,000 per year or more.

6. Compose 5-7 questions for your group-mates about university studies in the UK. Be ready to answer your friends' questions.

7. Choose the correct variant to check your knowledge of English:

1) It's your ... that we're late for school again.

a) care                      b) fault                      c) mistake

2) When Mr. Brett was at school, he won first ... for good behaviour.

- a) price                      b) prize                      c) reward
- 3) They had lunch together in the school ....
- a) bar                      b) canteen                      c) café
- 4) We all make mistakes; no-one is ..... .
- a) fallible                      b) infallible                      c) unmistakable
- 5) I think you should ... that matter with your teacher.
- a) complain                      b) demand                      c) discuss
- 6) Since Oscar had no proper reason for missing school, his absence should be treated as ... .
- a) desertion                      b) neglect                      c) truancy
- 7) If pupils are to understand the notice, the instructions must be ... clearer.
- a) done                      b) got                      c) made.
- 8) You are late again – please try to be ... in future.
- a) accurate                      b) punctual                      c) efficient
- 9) Those pupils never ... any notice of what their teacher says.
- a) give                      b) make                      c) take
- 10) Patrick ... the whole morning looking for his essay, but still couldn't find it.
- a) brought                      b) had                      c) spent
8. Choose the correct variant to check you knowledge of English:

1) New students must ... for classes before the term begins.

- a) enrol                      b) enter                      c) join

2) I'm going to .... All I can about the subject because I need this information.

- a) discover                  b) find out                  c) know

3) Sean asked his teacher's ... about going to university.

- a) information      b) advice                  c) experience

4) What are you going to do when you ... school?

- a) complete                  b) end                      c) leave

5) Viola took her ... at Cambridge University.

- a) degree                  b) grade                      c) qualification

6) In some countries, students are selected ... to their current level of academic attainment.

- a) due                      b) according                  c) relating

7) Vivian is studying to become a member of the medical ... .

- a) employment                  b) position                      c) profession

8) Our group ... of twelve students.

- a) composes                  b) consists                      c) contains

9) It was very difficult for the examiner to ... what recommendations he should make.

- a) decide                      b) realize                      c) solve

10) Please inform the college secretary if you ... your

address.

- a) change                      b) move                      c) vary

11) The classes were closed because of ... of interest.

- a) absence                      b) emptiness                      c) lack

12) This school has the highest ... standards in our town.

- a) academic                      b) intelligence                      c) learning

13) We need ... information before we can decide which courses to choose.

- a) farther                      b) further                      c) nearer

14) Someone from the Ministry of Education is coming to ... our classes.

- a) control                      b) inspect                      c) look on

15) Please ... clearly which courses you want to take.

- a) ask                      b) indicate                      c) instruct

8. Put each of the following words or phrases into its correct place in the text below:

amount	calendar	class hours
course	credits	curriculum
electives	graduation	major
number	opportunity	outlines
prospectus	specified	subjects
requirements	technical	three
weekselecting	college	

### *Selecting Courses*

The courses given by a ... or university are called curriculum. The ... of the institution ... the complete ..... . It gives the ... for entry to each course, as well as the credits given for the ..... .

Each course is designed as giving a ... number of credits. These are usually equal to the number of ... devoted each week to the course. For example, a course that meets three times a ... usually gives ... credits towards graduation. Schools using the semester ... required about 120 credits for ..... . Between 30 and 40 of the required ... must be in the student's ... subject.

Schools vary considerably in the ... of freedom given to students in ... their course. Almost all schools have certain ... of required ..... . Students can also usually choose nonrequired courses called ..... . Liberal-arts colleges usually give students more ... to choose than do ... schools.

9. Choose the correct variant:

1) Are you going to attend Prof. Wise's ... on Medieval History next week?

a) conference                      b) discussion                      c) lecture

2) The lecture was so ... that almost everyone fell asleep.

a) bored                              b) dull                                  c) exhausted

3) Prof. Rush was speaking so quickly I couldn't ... what he said.

a) accept                      b) catch                      c) listen

4) Use your imagination and try to ... the scene in your mind.

a) draw                      b) model                      c) picture

5) Miss Not-Very-Bright said she could not ... all the information given in the lecture.

a) absorb                      b) accumulate                      c) listen

6) I can agree with you to a certain ..., Professor, but not entirely.

a) extent                      b) level                      c) way

7) The lecture was very ... and I slept for most of it.

a) annoying                      b) boring                      c) sleepy

8) You ought to pay ... to what the lecturer is saying; it's quite interesting.

a) attention                      b) comment                      c) praise

9) I absolutely... with everything that has been said.

a) accept                      b) approve                      c) agree

10) The lecture will begin at 10.00 ..... .

a) in time                      b) on time                      c) sharp

11) Prof. Orator spoke clearly and ... so we could understand every word he said.

- a) distinct                      b) distinctly                      c) legibly

12) That's precisely what I mean. You've hit the ... on the head.

- a) idea                      b) nail                      c) pin

13) The students were interested in what the teacher was saying and listened ... .

- a) attentively                      b) guardedly                      c) prudently

14) A few jokes always ... up a lecture.

- a) inspire                      b) liven                      c) loosen

15) The example you have just referred to has no ... on the matter under discussion.

- a) connection                      b) dependence                      c) bearing.

10. Read the jokes and try to explain the fun.

1) *Professor*: "Now, John, what are you doing – learning something?"

*Student*: "No, sir; I am listening to you".

2) The professor rapped on his desk and shouted:  
"Gentlemen – order!"

The entire class yelled: "Beer!"

11. Find in the Internet short information about some British university where one can specialize in History. Present this information to your friends.

## **MODULE 2: Science**

### **Unit 1**

#### **Before Reading**

1. Answer the questions:

- 1) Which important facts do you remember from the history of the Roman Empire?
- 2) Who was Julius Caesar?
- 3) When was Rome most powerful?
- 4) Which territories except Italy belonged to Rome?

2. Study the following vocabulary and memorize it:

According to legend – за легендою

Invader – завойовник

To overthrow – скинути (владу, уряд тощо)

Overlord – сюзерен, господар, правитель

To absorb – поглинати (тут: територіально)

To expand – розширюватися

To weaken – знесилювати

To ravage – спустошити

To yield – поступатися, віддавати

On Rome's part – з боку Риму

To bring smb/smith into conflict with – призводити до конфлікту між

To stage a military coup – створити військовий переворот



Turmoil – плутанина, безладдя

Assassination – вбивство (особливо заплановане)

To reach a (the) peak – досягти найвищого рівня

To collapse – занепадати

To contribute to – зробити внесок

To achieve fame – здобути славу, прославитися

To excel – досягти великих успіхів

Privileged – привілейований

Sewage disposal – утилізація відходів

To roof over – вкривати дахом

Police protection – поліцейська охорона

Fire protection – протипожежна охорона

Far and away – набагато, незрівнянно, значно

Invention – винахід

Domain – царина, сфера

Clumsy – незручний, громіздкий

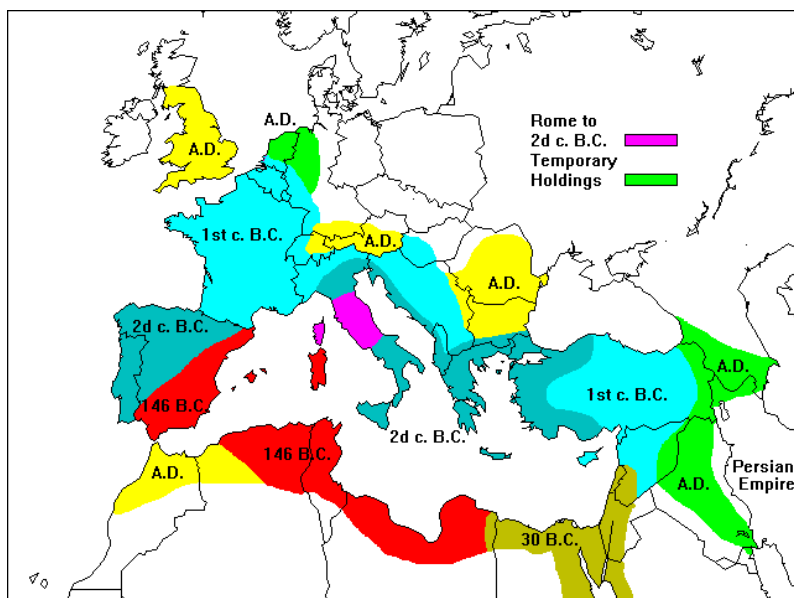
Scroll – сувій

Codification of law

3. Remember some facts about the Roman Empire, form sentences about them using the items from the vocabulary above.

## Working with Text

### Roman Science and Technology



According to legend, Rome was founded in 753 B.C. by the twin brothers Romulus and Remus. Originally ruled by the Etruscans, and menaced at times by Celtic invaders from Gaul (France and northern Italy), Rome grew, overthrew its Etruscan overlords, and eventually absorbed them. Rome controlled all Italy by 268 B.C. Rome's expanding power eventually brought it into conflict with the north African city of Carthage, whose territory also included much of Spain. In the three Punic Wars (264-241, 218-201, and 149-146 B.C.), Rome progressively weakened and eventually destroyed

Carthage. The Second war is the most famous. The Carthaginian general Hannibal in 218 B.C. took an army from Spain, over the Alps (probably close to the Mediterranean coast) and ravaged Italy until finally defeated. After its defeat in this war, Carthage yielded its African and Spanish territory to Rome. The final war, with Carthage reduced to little more than a city-state, was simply a vindictive war of aggression on Rome's part. Rome's expansion also brought it into conflict with Greek colonies in the western Mediterranean, and eventually Greece itself, which it conquered in the second century B.C. Julius Caesar conquered Gaul (modern France,) in 56-49 B.C., then staged a military coup and declared himself Emperor. In the turmoil following Caesar's coup and subsequent assassination, Egypt picked the losing side and was absorbed in 30 B.C. Julius Caesar's son Augustus assumed the throne as first Emperor in 29 B.C. Southern Britain was conquered in 43 A.D., the Empire reached its peak about 120 A.D., then began a slow decline, collapsing in A.D. 476.

The Romans contributed little to theoretical science or innovation. The most outstanding Roman scientist was Lucretius, who wrote some surprisingly modern-sounding ideas about atoms. A few other Romans, like Pliny, achieved

fame as authors of encyclopedias. These were not encyclopedias in the modern sense but rather random collections of interesting facts arranged by subject, and often very uncritically assembled. The significant feature of these encyclopedias was they were collections of existing knowledge; there was nothing original in them.

The Romans excelled in more practical matters. If they got their architectural styles from Greece, they reached a new peak in engineering virtuosity in erecting their buildings. They excelled in city planning, especially water supply. Privileged homes had lead pipes, poorer neighborhoods communal fountains. For sewage disposal they began with an open ditch, then roofed it over. If this sounds primitive, it was – China was far more sophisticated – but Europe would have to wait for Paris in the 1600's to see anything better. Police and fire protection were performed by militia companies, combinations of police, fire brigade and National Guard. Public fire protection consisted mostly of keeping fires contained. There were also private fire companies that would show up and put fires out for a price. Bridges and aqueducts built by the Romans still stand.

The list of technical innovations by the Romans is short. Far and away their greatest invention was concrete. If a

society can only introduce one invention, it could do no better than this. Some varieties of volcanic ash in Italy are natural concrete; the Romans soon discovered that mixing lime with volcanic ash made concrete that would harden even under water. Another innovation was in the domain of books. Like most societies, the Romans used scrolls, which are clumsy. Like many other societies (like the Maya in the Americas) they found that unrolling the scroll, fan-folding it, then binding one edge, was handier. This was named a codex and was the ancestor of the modern book. Late in the Empire, water wheels appeared and spread rapidly. Finally, the Romans excelled at law and administration, and especially the codification of law. The rediscovery of Roman law would profoundly influence the birth of Western science about 1100 A.D.

### **After Reading**

4. Read the statements and respond to them. Prove your point.
  - 1) It is a certain fact that Rome was founded in 753 B.C.
  - 2) It took several centuries to oust the Etruscans from Rome.
  - 3) Rome and Carthage were economic partners.
  - 4) Carthage's territory included much of Spain.

- 5) The Punic Wars with Carthage covered all in all more than 100 years.
- 6) The most famous Punic War was the third one.
- 7) As the result of the Punic Wars Carthage was reduced to little more than a city-state.
- 8) Rome's expansion brought it into conflict with Greece.
- 9) Greece was conquered by Rome in the first century A.D.
- 10) Julius Caesar was proclaimed Emperor by the Senate.
- 11) Caesar's coup was unsuccessful.
- 12) Brutus assumed the throne as first Emperor in 29 B.C.
- 13) The Roman Empire reached its peak after absorbing Egypt and conquering Southern Britain.
- 14) The decline of the Roman Empire began after 130 A.D.
- 15) The Romans excelled in technical innovations.
- 16) Police and fire protection were developed in Rome.
5. Answer the following questions:
  - 1) Who and when founded Rome?
  - 2) What were the main events of the Punic Wars?
  - 3) The territory of which modern European countries was under the Roman rule?
  - 4) Which conquest made Julius Caesar a famous military leader?
  - 5) Why didn't Caesar complete his military plans?

- 6) When and why did the Roman Empire collapse?
  - 7) What were the Roman encyclopedias like?
  - 8) What were the most important Roman innovations in city planning?
6. Insert the suggested words (*one; many; and; book; the Romans; was; spread; then; Italy; invention; about*) into the gaps in the text below. Use the notes after the text.

The list of technical innovations by the Romans is short. Far and away their greatest \_\_\_\_\_ was concrete. If a society can only introduce \_\_\_\_\_ invention, it could do no better than this. Some varieties of volcanic ash in \_\_\_\_\_ are natural concrete; \_\_\_\_\_ soon discovered that mixing lime with volcanic ash made concrete that would harden even under water. Another innovation \_\_\_\_\_ in the domain of books. Like most societies, the Romans used scrolls, which were clumsy... Like \_\_\_\_\_ other societies (like the Maya in the Americas) they found that unrolling the scroll, fan-folding it, \_\_\_\_\_ binding one edge, was handier. This was the ancestor of the modern \_\_\_\_\_. Late in the Empire, water wheels appeared and \_\_\_\_\_ rapidly. Finally, the Romans excelled at law \_\_\_\_\_ administration, and especially the codification of law. The rediscovery of Roman law would profoundly influence the birth of Western

science \_\_\_\_\_ 1100 A.D.

Notes: concrete – бетон

variety – різновид

volcanic ash – вулканічний попіл

lime – вапно

to unroll – розгортати

to fan-fold – складати у формі віяла

to bind (bound, bound) – зв'язувати; тут:

переплітати у палітурку

handy – зручний

water wheel – водяний млин

rediscovery – повторне відкриття.

7. Each scientific text or article or any other form of research is written to follow and reach some definite ***purpose*** (мета), it also has a definite ***subject*** (предмет) and ***object*** (об'єкт). Do the following test to understand the subject, the object and the purpose of the text studied.

Choose the correct variant to complete the statements:

1) The text is devoted to ...

a) ancient history generally;

b) some aspects of the history of ancient Rome;

c) the most important events in the growth of the Roman Empire.



- 2) The purpose of the text is ...
  - a) to demonstrate the level of technical innovations in ancient Rome;
  - b) to present a short account of the Roman history;
  - c) to tell about the Roman emperors.
- 3) The subject of the text is ...
  - a) social problems of ancient Rome;
  - b) important information about the role of ancient Rome in the development of civilization;
  - c) an account of the Roman history.
- 4) The object of the text is ...
  - a) the problems of the Roman Empire;
  - b) the military might of the Roman Empire;
  - c) the role of Roman cultural and technical innovations as seen from the present times.

## **8. Algorithm of Text Rendering**

### **Алгоритм реферування тексту**

- I. State the title and the author of the text (article).
- II. State the main topic of the text (article).
- III. Define the purpose, the subject and the object.
- IV. Make an outline of the text (it is often useful to express each paragraph in one sentence).
- V. Join the sentences of the outline together using time and

space indicators (фрази, що слугують індикаторами часу та місця) like: *at the beginning, at first, then, in the second / third / following / next part of the article /text, later, finally etc.*

VI. Make a conclusion of the text: say what the author proves and express your own opinion of the text (article) you've read. If you like /dislike the text, give your motivation.

9. Do the test to check your knowledge of vocabulary. Choose the correct variant:

1) The cathedral was very carefully ... last century.

a) mended                      b) replaced                      c) restored

2) Sir Nelson used to live in that house. A ... on the wall commemorates it.

a) badge                      b) plaque                      c) medal

3) War destroys everything and should be ... at all costs.

a) avoided                      b) conquered                      c) defeated

4) Papermaking began in China and from there it ... to North Africa and Europe.

a) flew                      b) flowed                      c) spread

5) This book gives a brief ... of the history of the castle and gives detail of the art collection in the main hall.

a) article                      b) outline                      c) reference

- 6) No one was able to explain the ... of the old custom.  
a) beginning      b) origin      c) reason
- 7) The conspirators were planning the ... of the Government  
a) demolition      b) disaster      c) overthrow
- 8) The King was obliged to ..., and a republic was proclaimed.  
a) abdicate      b) die      c) renounce
- 9) The Second World War ... in 1939.  
a) broke off      b) broke out      c) broke up
- 10) The curator of the archives was most ... and let me examine the ancient manuscript.  
a) favourable      b) obliging      c) promising
- 11) The culture of ... minorities living in any society must be respected.  
a) native      b) racial      c) national
- 12) Prof. Wood is an authority on ... architecture.  
a) archaic      b) medieval      c) middle-aged
- 13) Claudius remained in ... until the year 54 A.D.  
a) energy      b) force      c) power
- 14) The Union Jack is the national ... of Great Britain.  
a) emblem      b) standard      c) flag
- 15) Archeologists are going to ... that site in the hope of finding Roman remains.  
a) examine      b) excavate      d) explore

10. Learn and laugh. Read the anecdote and try and explain the fun.

a) *Teacher*: Tommy, who was Anne Boleyn?

*Tommy*: She was a flat-iron.

*Teacher*: What on earth do you mean?

*Tommy*: Well, it says here in the history book “Henry VIII, having disposed of Catherine of Aragon, pressed his suit with Anne Boleyn.”

Notes: a flat iron – праска

to press – прасувати; наполягати на чомусь

suit – костюм; об’єднання, союз (втому числі шлюбний)

b) A boy was asked by his history teacher to tell the story of Queen Elizabeth and Sir Walter Raleigh.

“Well”, said the modern boy, “the queen was hopping out of her taxi and Sir Walter spread his raincoat in front of her and said: ‘Step on it, baby’.”

### ***Conversation***

#### ***Getting Acquainted (Review)***

11. Read “Keypal messages” (B 2, p.14-16). Make up similar messages about yourself and your friends.

12. Work with the patterns of identity cards (B 2, p. 17). Do the tasks suggested.

13. Do Tasks 1-4 ( B 2, p.23-24)

## UNIT 2

### Before Reading

1. Answer the questions:

- a) What do you remember about the fall of the Roman Empire? When did it happen?
- b) Why was it important to study the reasons of the fall of Rome?
- c) Was the fall of Rome connected with some great war or a natural disaster?
- d) What remained of the Roman Empire?

2. Study the following vocabulary. Try to memorize it.

Formerly – раніше; тут: колишній

To overrun – спустошити; захоплювати територію

Barbarian – варварський

To depose – скидати (з престолу), усувати

Puppet – тут: маріонетка; перше значення: лялька-маріонетка

To usurp – узурпувати

Usurping – узурпаторський

Regent – регент

Successor – послідовник (тут: на троні)

Turning point – поворотний пункт, момент

Hint – натяк

To attribute – приписувати комусь/чому; відносити до когось/чого

Charge – звинувачення

Widespread – широко розповсюджений

To reverse – повертати назад

Trend – тенденція, нахил

Degenerate age – період занепаду

To vindicate – доводити, підтверджувати, відстоювати

General amnesty – загальна амністія

Tax; taxation system – податок; податкова система

To arouse – збуджувати, викликати, породжувати

To profit from – наживатися на чомусь; гріти руки на чомусь

Abuse of the system – порушення системи, правопорушення

To abdicate – відмовитися від влади/ трону

Indicator – показник, знак, індикатор

Accurate intelligence – точний (тут: гострий) розум

Frontier – кордон

Sum total – загальна сума

To electrify – тут: збуджувати, вражати

Manual labour – фізична праця

Hinder – перешкоджати, заважати, гальмувати

Elite Romans – представники римської еліти

Lowly work – брудна, некваліфікована робота

Livestock – худоба

Productivity – продуктивність

Cultism – створення культу, надмірне поклоніння

Outlet – вихід, випуск

Lead poisoning – отруєння свинцем

3. Use the suggested vocabulary in sentences of your own connected with history. You may use two or more vocabulary items in one sentence.

4. Compose questions for your friends using the vocabulary from Ex.2 (10-14 questions).

### **Working with Text**

5. Read the text “The Fall of Rome”. Use dictionaries to make sure you understand it well enough.

### **The Fall of Rome**

In 395 the Empire was split, with the eastern half ruled from Constantinople (formerly Byzantium, now Istanbul). The eastern half endured as the Byzantine Empire until 1453 when it was overrun by the Turks. The first barbarian invasions began in the third century A.D. in the present Balkans. After about 400 they were general; the invasions were limited not by Roman military strength but the speed

and ambition of the invaders. The last emperor (by then only a puppet) was deposed in 476 A.D. In a bitter irony, he was named Romulus, the same as the legendary founder of Rome. The usurping German chieftain, Odoacer, styled himself as regent for the Emperor in Constantinople, as did his successors for several decades. Nevertheless, we mark 476 as a turning point; the date the pretense of a "Roman" empire was finally abandoned. It is more of a turning point to us than to people living then; letters from people living at the time show no hint of anything significant happening. To them, Odoacer's takeover was just another palace coup.

Did anybody try to stop it? Christianity became legal early in the fourth century and the state religion a few decades later. Many Romans attributed their declining fortunes to the displeasure of the old Roman gods, a charge that became so widespread that St. Augustine, about 400 A.D., wrote his book *The City of God* to refute it. One late Emperor, Majorian (ruled 457-461) stands out as one who attempted to reverse the trends but failed. Historian Edward Gibbon describes him as "a great and heroic character, such as sometimes arise, in a degenerate age, to vindicate the honour of the human species." Far too late to reverse the economic stagnation of the Empire, he declared a general



amnesty on taxes and reformed the taxation system. He declared severe penalties for the demolition of monuments (which were being quarried as cheap sources of stone), and attempted the reconquest of North Africa. His reforms aroused intense hatred from the myriad officials who had been profiting from the abuses of the system; he was compelled to abdicate and died a few days later, supposedly of dysentery, almost certainly murder.

### **Hypotheses for the collapse of Rome**

**Lack of innovation:** The best indicator of Rome's intellectual stagnation is its total lack of interest in geography. For an empire whose survival would depend on accurate intelligence, the Romans did almost no exploration outside their borders. A European empire that intends to endure should draw its borders not along the Rhine and Danube, creating a long front to defend, but along the Vistula and Dneister, creating a much shorter frontier from the Baltic to the Black Sea. The Romans never explored Ireland or Scotland, never went into the Baltic, or to Scandinavia. The Canary Islands were discovered in Roman times (the name comes from Latin *Canis*, meaning dog, from the wild dogs there), a Roman legion marched across the Sahara, there were Roman trading posts in India and

even one mission to China. And that's all; the sum total of Roman exploration in a thousand years. When Marco Polo went to China, his account electrified Europe; the Romans who went to China left us nothing. The Romans absorbed the Etruscans and Carthaginians, and their languages persisted for a long time, but despite the importance of grammar and rhetoric in ancient learning not one Roman writer left any description of these languages, or indeed any others.

**Slavery:** Cheap manual labor may have hindered the development of machines, but the real destructive effect was the attitude that any services could be bought, and therefore elite Romans need not bother with practical matters. Slavery was not just a matter of status; oarsmen and miners were often free men, while even white-collar workers in Rome were often slaves. The reason slavery was hated and feared was not necessarily the hard or lowly work it entailed, but the loss of freedom. The real crippling effect was not so much slavery as the static concept of wealth in the ancient world. Wealth was seen as precious metals, slaves, livestock, and especially land, not productivity. Romans who did make money in technology used the money to buy land and social status, not improved productivity.

**Religious cultism and mysticism** have been cited as contributing to the decline of Rome, but are probably symptoms as much as causes. The emphasis on ever more subtle cult doctrines is an outlet for intellectual energies that have no productive outlets in an intellectually stagnant world, and people retreat to cultism and mysticism when the real world offers no hope.

**Lead poisoning** has been cited as a factor, not from lead water pipes but from lead-based ceramic glazes.

### **After Reading**

6. Respond to the following statements on the text. Prove your point.
  - 1) The Roman Empire was always a huge, centralized and united state.
  - 2) The eastern part of the Empire was called the Byzantine Empire.
  - 3) The Byzantine Empire was overrun by the Turks in the 16<sup>th</sup> century.
  - 4) After the third century A.D. barbarian invasions took place several times.
  - 5) The last Roman Emperor, deposed in 476 A.D., was an outstanding statesman.
  - 6) 476 A.D. was a turning point in the history of the Empire,

and it was well understood by the people who lived at that time.

7) The decline of Rome was often attributed to the displeasure of the old Roman gods.

8) Emperor Majorian stands out as a great character who could vindicate the honour of the Roman people.

9) Emperor Majorian reformed the taxation system in the Empire.

10) Emperor Majorian was afraid of the reconquest of North Africa.

11) Emperor's reforms were welcomed by many Roman officials.

12) In Rome it was impossible to abuse the system without a punishment.

13) Many Roman officials were profiting from the abuses of the system.

14) Emperor Majorian stayed in office until he died peacefully in old age.

15) The Romans were fond of geographical research.

16) The Romans did not show any interest in the culture and languages of the nations and lands which they conquered.

17) Manual labour was wide-spread in Rome.

18) The Romans were greatly interested in the growth of

labour productivity.

19) Religious cultism and mysticism were the symptoms of a stagnant society in Rome.

20) Lead poisoning from lead water-pipes was called as one of the factors of Rome's decline.

7. Answer the following questions:

1) How and when was the Roman Empire split?

2) What was the importance of barbarian invasions?

3) Who was Odoacer and what is his historical role?

4) Which date is marked as a turning point in the Roman history and why?

5) Were all natural Roman emperors great statesmen?

6) Which emperor tried to stop the decline of Rome? What did he do in particular?

7) Why did Majorian's reforms arouse hatred in Rome?

8) Do you think that "abuse of the system" in Rome meant corruption among the officials?

9) What were the weak points of the Roman science?

10) How did slavery influence the social development of Rome?

11) Why did religious cultism and mysticism become spread in Rome?

8. Find in the text sentences which express its purpose,

subject and object. Are they expressed directly? Try and formulate each of these notions within one sentence each. Begin like this: *The purpose of the text about Rome is ... The subject of this text is ...*

9. Make up an outline of the text. On its basis prepare the rendering of the text using the Algorithm given in **Unit 1**.

10. Do the test to check your vocabulary. Choose one word or phrase to substitute the capitalized item (одиниця, надрукована великими літерами) and to keep the meaning of the original sentence (вихідне речення).

1. At the battle of Waterloo, Napoleon's forces  
RETREATED.

- a) attacked
- b) intercepted
- c) withdrew

2. Defined most BROADLY, folklore includes all the customs, beliefs and traditions that people have handed down from generation to generation.

- a) dryly
- b) liberally
- c) fancifully

3. Salt has been a respected COMMODITY for much of recorded time.

a) article of trade

b) flavouring

c) remedy for illness

4. MOUNTING evidence indicates that acid rain is  
damaging historic sites of Kyiv.

a) Increasing

b) Irrefutable

c) Hanging

5. Most people know that Copernicus was an acclaimed  
astronomer, but how many realize that he also WON  
recognition for his talent as a politician?

a) achieved

b) deserved

c) sought

6. Poltava was the SCENE of one of the most famous  
victories of the Russian army.

a) adventure

b) location

c) event

7. The president requested from the parliament an  
APPROPRIATION to build a spacecraft.

a) funding

b) guidance

c) property

8. Bread has been a STAPLE of the human diet since prehistoric times.

a) highlight

b) basic part

c) great delicacy

9. During her husband's presidency, Jacqueline Kennedy UNDERTOOK the co- ordination of the White House restoration.

a) underestimated

b) underplayed

c) took on

10. As early as the eleventh century large groups of people DWELT IN the vicinity of our lake.

a) longed for

b) resided in

c) planned for

### ***Conversation***

#### ***Traveling. Different Countries.***

11. Study 'Language Presentation' (B 2, p. 57-59) and do ex.1- 4.

12. Study 'Social English' (B 2, p. 59-62) and do the tasks.

13. Do ex. 1,2,4-7 (B 2, p. 65-69)



## Unit 3

### Before reading

1. Answer the following questions:

1) What do you know about Italy after the fall of Rome?

2) What was the most important cultural and ideological influence of Rome on European countries?

3) Which nations appeared to be stronger than the Romans?

2. Read the text filling in the given words: *traditional, many, real, to defend, Roman, areas, religion, rural, peoples, lived, came, collapse, another, reign.*

Use the notes after the text.

### *After the fall of Rome*

Despite the corruption of Rome and the refusal of its populace to ... it, the loss of Roman civil infrastructure meant a ... decline in the quality of life. The church was primarily urban and in no position to control rural ..., nor inclined much to do so. By this time Church leaders had absorbed a good deal of ... elitism and love of comfort: they looked down on country dwellers and were hardly inclined to leave the comforts of the city for ... areas. (Pagan comes from the Latin *pagus*, meaning countryside, where ... Roman cults persisted until 6000 A.D. and beyond In fact, in ... ways Italian Catholicism, especially in southern Italy, has

a core of Roman ... with a Catholic veneer of terminology. The English word heathen has a similar origin – people who ... in the heaths, or waste lands.)

There were actually two “dark ages”. The first< due to the ... of Roman infrastructure and trade, bottomed out around 600-700 A.D. There was a revival around 800 culminating in the ... of Charlemagne but ... decline took place about 900-1000 due to the raids by Vikings and Magyars. (The Vikings of course, from Scandinavia, the Magyars settled in Hungary. It’s interesting that two of the most eminently civilized ...in the world had such ferocious beginnings.)

Notes: quality of life – якість життя

primarily – спочатку, в першу чергу, тут

urban – міський

to be inclined – бути схильним ( до чогось)

pagan – язичницький

to bottom out – досягати нижньої межі

to culminate – досягати вершини

Charlemagne – Карл Великий

ferocious – жорстокий, дикий, лютий

eminently – надзвичайно; у найвищому ступені

### **Working with text**

2. Before reading the text, study the following vocabulary:  
try to memorize it.

Available – корисний; наявний

Sod – земля, ґрунт

Heavy plow – важкий плуг

To slice – нарізати на тонкі скибки

Grain – зерно; злакові культури

Legume – бобова культура

Pasturage – пасовисько

To recover fertility – відновлювати родючість (землі)

Yield – урожай

Padded horse collar – підбитий хомут

A crude version – грубій спосіб

Stirrup – стремено

Warfare – війна, бойові дії

Castle – замок

Expertise – вправність, компетентність, спеціальні  
знання

Wooden stockade – дерев'яний, брусований частокіл

Bailey – стіна замку

3. Compose sentences about ancient Ukrainian (Slav)  
history using the vocabulary from Ex. 2.

## **Technological innovations in post-Roman Europe**

A number of rude but essential technical improvements appeared in post-Roman Europe.

- Steel was still available; most Roman steel came from Noricum (present Austria).
- The late Roman Empire saw a rise in the use of water wheels. The most spectacular example is at Barbegal in southern France, where a series of water mills covered an entire hillside (and are still visible).
- To farm the sod of northern Europe, a heavy plow was invented with an iron blade to slice the sod.
- Three-field crop rotation, a cycle of grain, legumes, and pasturage, allowed the land to recover its fertility and resulted in improved food yields.
- Oxen were ill-suited to northern Europe, but horses cannot be harnessed like oxen. The padded horse collar enabled horses to pull heavy loads without injury.
- The stirrup was invented in central Asia and came west with the barbarian invasions. The Romans adopted a crude version for mounting and dismounting, but it would take northern Europe to realize the full potential of the stirrup for mounted warfare.
- Our image of medieval Europe is dominated by castles,

but post-Roman Europe had neither the resources nor expertise to build large stone castles. The first Western European castles were Motte and Bailey castles, consisting of a wooden stockade (the bailey) on a mound (the motte). The lifestyle of many parts of Western Europe around 600 A.D. would not have differed greatly from the Mound Builder societies in North America that would arise a little later.

### **After Reading**

4. Answer the following questions:
  - 1) Did you learn anything new about the origin of technical innovations?
  - 2) Which of the Roman technical innovations seem to you most important? Why?
  - 3) Which of the Roman technical innovations found its usage in Ancient Rus?
  - 4) Which of the Roman innovations did not spread in Rus? Why?
5. Formulate the purpose, the subject and the object of the text.
6. Prepare the rendering of the text.

## ***Conversation***

### ***Hotel***

7. Study topical vocabulary and do Task 2 (B2, p.105).
8. Study useful phrases for booking a hotel room and checking-in (B2, p.107-109).
9. Use the information from Ex.8 to rearrange a hotel conversation (B2, p.109-110).
10. Study useful expressions (B2, p.110-112) and do exercises to practice them (B2, p.112-113).
11. Do practical conversation exercises (B2, p.114-116).
12. Fill in a hotel registration form (B2, p.117).

## **Unit 4**

### **Before Reading**

1. Answer the following questions:
  - 1) In which modern countries is Catholic religion most widely spread? Do you know any historical reasons of this fact?
  - 2) What do you know about modern Ireland, its ethnic peculiarities, culture or history?
  - 3) Do you think that Catholicism in Ireland is strong? Why?
  - 4) Do you think it important to study the religion of a nation to learn its history?

2. Study the following vocabulary, try and memorize it:

To fend for – опікуватися, дбати (про)

Booty – здобич, трофей

Chieftain – вождь; голова клану (у Шотландії)

Genuinely – щиро, абсолютно, дійсно

To condemn – засуджувати

Towering place – видатне місце

Vernacular – національний, місцевий; написаний або висловлений рідною мовою

On the wane – у занепаді

To find an outlet – знаходити застосування, віддушину

To spearhead – ініціювати щось; бути на чолі чогось

Misgiving – сумнів, вагання

Wandering – мандри, подорож

Counterpart – копія, еквівалент, супротивник

Profound impact – глибокий вплив

Safety of travel – безпечність подорожування

To persist – настоювати (на чомусь), зберігатися (напр. про традицію)

Threat – загроза

To fade out – зменшуватися

To be marginalized – тут: звертати на себе увагу; потрапити у документи, хроніки

To integrate – інтегруватися

To suppress – пригнічувати

Subsequent – наступний; такий, що є результатом

3. Compose 10-15 sentences of your own with the vocabulary suggested in ex.2.

## **Working with Text**

### **The Irish**

As Roman rule disintegrated, the Romans pulled their troops out of Britain for use closer to home; in 410 they left for good, leaving the Romanized Britons to fend for themselves. As Rome's grip weakened, raiders from Ireland began plundering the west coast of Britain for booty and slaves. About 401, on one such raid, they captured a sixteen-year old middle class youth named Patricius. For the next seven years, before escaping, he herded sheep for a local chieftain. After his escape, his Irish experiences haunted him; he eventually studied for the priesthood and returned as a missionary. This, of course, was Saint Patrick.

Forget the green beer and all the other silliness that accompanies Saint Patrick's Day. Patrick is a genuinely heroic figure in Western civilization for four reasons.

- First, despite the New Testament exhortation to "make disciples of all nations", the Church very rapidly had



become settled, urbanized, and Romanized. Patrick is the first known missionary to travel to lands completely outside the Classical sphere of influence.

- Second, by the end of his life, Patrick has converted Ireland – entirely without bloodshed. Ireland is the one country *ever* converted to Christianity wholly without bloodshed.
- Patrick not only converted Ireland but wholly transformed it, so much so that the Irish themselves were later raided for slaves. Patrick appealed to the Christians of Britain for help, and in his writings he becomes the first known figure in history to condemn slavery outright as evil. This in itself earns him a towering place in history.
- Finally, Patrick single-handedly laid the groundwork for Ireland's preservation and reintroduction of Western learning.

The Irish loved epics and sagas, and took avidly to Classical learning, especially heroic classics like the *Iliad* and *Odyssey*. They also wrote down their own literature, the first preserved vernacular literature in Europe. They never lost their love of heroic deeds, and with warfare on the wane, they found a new outlet in the White Martyrdom, leaving Ireland for unknown lands as missionaries. Ireland by this time was cut off from the rest of Europe by the

Saxon invasion of England. The Romanized Christian Celts of Britain hated the invaders and had no desire to convert them, but the Irish had no such misgivings. Aidan spearheaded the effort that eventually converted all of northern England. About 590 A.D., Columba, another Irish missionary, set off for Gaul (France). By his death in 615 he has established a swath of monasteries across France, Switzerland, southern Germany and even into Italy. Other Irish travelled to Germany, the Low Countries and Denmark, perhaps even as far as Kiev.

Compare the wanderings of the Irish, indeed their seeming competition to reach the most inaccessible and threatening places, with the Roman attitude that nothing outside the Empire was worth knowing. They are almost the first people we know of that display the idea of exploration as a heroic act, a desire to go someplace "because it's there." The Irish, unlike their Roman-conditioned counterparts, sought out the countryside (and often came into conflict with urban bishops who wanted to assert jurisdiction over them.) The very act of converting and pacifying the rural areas probably had a profound impact on safety of travel and hence commerce. They not only converted northern Europe, but gave its Christianity an indigenous European flavor not

derived from the Classical world. Of our surviving Bible commentaries from 650 to 850 A.D., fully half were written by the Irish. The Irish reintroduced literature into a Europe where it had largely been lost. At the far end of the Classical world, the Arabs were doing the same things, but the Irish contribution was more immediate. It enabled literacy to persist continuously in Western Europe.

The Vikings brought the Irish flowering to an end. All the great monasteries of Ireland were eventually destroyed. The Vikings did create Ireland's first permanent cities (including Dublin), but by the time the Viking threat faded out about 1000 A.D., Ireland was once again marginalized. By that time, however, they had replanted literacy firmly enough on the Continent to endure. Like Britain, Ireland was later invaded by the Normans, but the Normans integrated into Irish society even faster than they did in Britain. The real decline of Ireland began in the 1500's after the Protestant Reformation and the repeated, futile, and increasingly harsh English attempts to suppress Catholicism in Ireland. The Great Hunger of the 19th century and subsequent emigration mark perhaps the low point of Irish history. Only in the 20th century has Ireland begun to recover. Since 1960, especially, it has seen dramatic

improvements in living conditions.

### **After Reading**

4. Read the following statements and say if they are true or false. Give motivation.

- 1) In 410 A.D. the Britons pushed the Romans out of Britain as the result of a long war.
- 2) Saint Patrick is a purely mythological figure.
- 3) The text suggests four reasons for St. Patrick's importance for European civilization.
- 4) The greatest St. Patrick's importance is that he converted the whole country to Christianity wholly without bloodshed as early as the 5th century.
- 5) The Irish do not have many pieces of their ancient culture.
- 6) Northern England was converted to Christianity without the Irish.
- 7) The wanderings of the Irish had a profound cultural impact.
- 8) It was the Normans who brought the Irish flowering to an end.
- 9) Ireland was never invaded by the Normans.
- 10) It was very difficult for invaders to integrate into Irish society in old times.

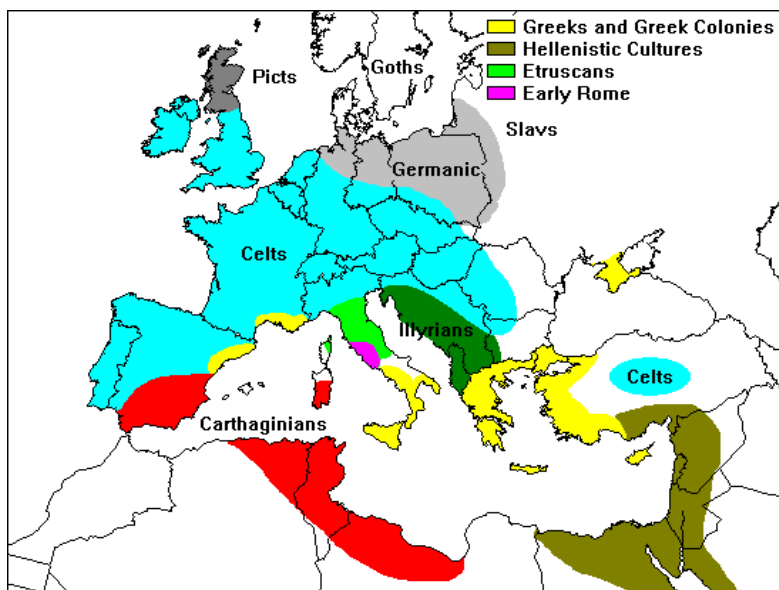
11) The real decline of Ireland began in the 1500's because of England's policy.

5. Define the purpose, the subject and the object of the text.

6. Prepare the rendering of the text. Include its purpose, subject and object.

7. Fill in the text below the missing words and expressions: *settlement, pragmatic, places, peoples, Europe, called, adopted, vast, went, languages, really, culture, as.* Read the full text for further information. Use the notes after the text.

### The Puzzle of the Celts



About 1000 B.C., the ancestors of the Celtic peoples swarmed into Western Europe. Places as far apart as Galicia

in Spain, Galicia in Poland, and Galatia in Asia Minor (recipients of one of St. Paul's epistles) recall their settlement by the Gauls, as the Celts were sometimes called (map above). Yet the Celtic languages have shrunk from a vast area of occupation to pockets on the fringes of Western Europe. The Romans never seem to have engaged in any serious campaign to stamp out the Celtic languages; rather, the Celts seem to have adopted the language of their conquerors with their usual pragmatism and flexibility. This raises an interesting question: to what extent is Western culture really Celtic with other languages and traits superimposed?

The Celts were flexible, adaptable, pragmatic. They didn't split ideological hairs; in conflicts with the Romanized hierarchy, Irish missionaries submitted readily, then went ahead with their own agendas. These are all traits that are prominent in Western culture. And their tendency to go to remote places simply for the challenge looks very Western indeed.

Notes: to swarm – посунути, ринути (натовпом)

Asia Minor – Мала Азія

to shrink (shrank, shrunk) – стискатися, зменшуватися

pocket – тут: віддалений район

fringe – край, зовнішній кордон  
to stamp out – викоренити; пригнітити  
pragmatism – прагматизм  
flexibility – гнучкість  
to what extent – в якій мірі  
to superimpose – додавати, привносити  
to split hairs – сперечатися про дрібниці  
to submit – підкорятися  
agenda – програма, порядок денний  
remote place – віддалене місце

### ***Conversation***

### ***Telephoning***

8. Study 'Social English' for the topic (B2, p.131-132), learn new vocabulary.
9. Read the dialogues and do the tasks after them (B2, p.140-142).
10. Study useful vocabulary (B2, p.143- 148) and do the tasks included.
11. Use the vocabulary you have studied to do activities on p. 149-151 (B2).

## **Unit 5**

### **Before Reading**

1. Answer the questions:

1) What was the effect of World War I on Russia and its further history?

2) What was the attitude of the tsar and the Duma to Russia's participation in the war?

3) How long did WWI last?

4) How many countries were involved in that war?

2. Study the following vocabulary to understand the text below. Try to remember this vocabulary.

To rally – об'єднуватися, згуртовуватися, збиратися навколо

Initial – початковий

To damage – завдавати шкоди

Transition – перехід, перетворення

Autocracy – автократія

Disastrous – загрозливий, небезпечний

To be afflicted – страждати (на хворобу), бути враженим хворобою

“Mad Monk” – “Шалений/Божевільний монах”

Disrepute – наражати погану славу, знеславити

Disreputable – ганебний, стидкий

To womanize – вдаватися в розпусту, гріхувати

Debauched – розбещений, розпаскуджений

To be diluted – бути ослабленим



To dissolve – розпускати (зібрання, раду)  
Tsarina – цариця  
Interior (Affairs) – внутрішні (справи)  
Armed robbery – озброєне пограбування  
Chaos – хаос  
To ensue – бути слідством, результатом чогось  
Treason – зрада  
To summon – запрошувати, наказувати; тут: скликати  
Constituent assembly – конституційне зібрання  
Universal suffrage – загальне виборче право  
Scale – розмір, обсяг  
Disturbances – заворушення  
To make to – діставатися до (якогось місця)  
Muster – збирати, нараховувати; тут: знаходити в собі  
To take the blame – нести, взяти на себе провину  
Inextricably – заплутано, в складний спосіб  
Discredit – ганьба, недовіра, ганебна пляма  
Loyalty – відданість, лояльність  
To take sth. for granted – вважати звичайно зрозумілим  
To take to – прямувати (кудиś)  
Overthrow – повалення (уряду)  
To tolerate – терпіти, переносити  
To run out – скінчатися, добігати межі

By-product – проміжний або вторинний продукт

### **Working with Text**

3. Read the text below. Find 5 facts which you didn't know before.

#### **Russia and World War One**

World War One was to have a devastating impact on Russia. When World War One started in August 1914, Russia responded by patriotically rallying around Nicholas II.

Military disasters at the Masurian Lakes and Tannenberg greatly weakened the Russian Army in the initial phases of the war. The growing influence of Gregory Rasputin over the Romanov's did a great deal to damage the royal family and by the end of the spring of 1917, the Romanovs, who had ruled Russia for just over 300 years, were no longer in charge of a Russia that had been taken over by Kerensky and the Provisional Government. By the end of 1917, the Bolsheviks led by Lenin had taken power in the major cities of Russia and introduced communist rule in those areas it controlled. The transition in Russia over the space of four years was remarkable – the fall of an autocracy and the establishment of the world's first communist government.

Nicholas II had a romantic vision of him leading his

army. Therefore, he spent much time at the Eastern Front. This was a disastrous move as it left Alexandra in control back in the cities. She had become increasingly under the influence of the one man who seemingly had the power to help her son, Alexis, afflicted by hemophilia. Alexandra believed that Rasputin was a man of God and referred to him as “Our Friend”. Others, appalled at his influence over the tsarina, called him the “Mad Monk” – though not in public unless they wanted to incur the wrath of Alexandra.

Rasputin brought huge disrepute on the Romanov’s. His womanising was well known and he was considered by many to be debauched. How many of the stories are true and how many exaggerated will never be known, because after his death people felt free enough from his power to tell their own stories. However, his simple reputation while he was alive was enough to do immense damage to the Romanov’s.

Rasputin was a great believer in the maintenance of autocracy. If it was to be diluted, it would have negatively affected his position within Russia’s social hierarchy.

Ironically, with the devastation that World War One was to cause in Russia, it was Rasputin who advised Nicholas not to go to war as he had predicted that Russia would be defeated. As his prophecies seemed to be more and more

accurate, his influence within Russia increased. Rasputin had always clashed with the Duma. They saw his position within the monarchy as a direct threat to their position. Alexandra responded to their complaints about Rasputin's power by introducing legislation that further limited their power.

As long as Alexis, the sole male heir to the throne, was ill, Rasputin had power over Alexandra.

When the Duma was dissolved in September 1915, Rasputin took charge of just about all aspects of government in St Petersburg. He held audiences on matters of state and then forwarded the problem discussed onto the relevant minister. Protected by the tsarina, Rasputin also involved himself in the war itself. He insisted that he looked at the plans for prospective campaigns and that he knew about the timing of the plans so that he could pray for its success. This was a gift for the sophisticated German Intelligence Service.

Ministers who criticised Rasputin or who disagreed with his policies were summarily dismissed. Scheratov (Interior), Krivosheim (Agriculture) and Gremykin himself were all dismissed for daring to criticise "Our Friend". Protopopov was appointed Minister of the Interior – he had spent 10 years in prison for armed robbery.

While chaos ensued at home, the war at the front was going badly. Poland was lost to the Germans in 1916 and they advanced to just 200 miles from Moscow. It became clear that the morale of the ordinary Russian soldier was extremely poor and desertion became a growing problem. Food supplies were poor and erratic. As the front line got closer to the home front, it became obvious to many that both fronts were in total chaos.

The Duma met on November 14th 1916. Milykov, the leader of the Progressives, made an attack on the government, asking at the end of each comment he made about the government “Is this folly or treason?” Far more disturbing for the government was when the conservative Shulgin and the reactionary leader Purishkevich made attacks on the Nicholas was isolated at the war front but was frequently too indecisive to be of any use. Alexandra still tried to dominate the home front with Rasputin. Food was in short supply as was fuel. The people of Petrograd were cold and hungry – a dangerous combination for Nicholas.

On December 30th 1916, Rasputin was assassinated by Prince Yusipov. Alexandra bullied her husband into ordering an imperial funeral – something reserved for members of the royal family or senior members of the aristocracy or church.

By January 1917, it was clear that Nicholas had lost control of the situation. Yet in this month, amidst what must have seemed like chaos, a congress of Allied powers met to discuss future policies.

On February 27th, the Duma met for the first time after the Christmas recess. It met against a background of unrest in Petrograd. There was a general strike in the city, which had been called as a result of the arrest of the public representative of the Public Munitions Committee. The city had no transport system. There was food stored in the city, but no way of moving it around. Food shortages and food queues brought even more people out onto the streets.

The Duma appointed a provisional committee, which was representative of all parties. Rodzyanko was selected to lead it. Alexander Kerensky was appointed to take charge of troop dispositions in an effort to defeat any effort that might be made by the government to dissolve the Duma. Kerensky was an interesting choice as he was a member of the Petrograd Soviet and had links with many factory workers committees within Petrograd.

It is known that Rodzyanko telegraphed Nicholas requesting that he appoint a Prime Minister who had the confidence of the people. Rodzyanko received no answer to

his telegraph.

On March 14th, rumours swept through the city that soldiers from the front were being sent in to put down the uprising. The Duma established a Provisional Government in response to this perceived threat. In reality, the Provisional Government in Petrograd had little to fear from troops at the front. Discipline was already breaking down and thousands of soldiers deserted. The Petrograd Soviet had sent an instruction to the front that soldiers should not obey their officers and that they should not march on the capital.

At this moment in time, Nicholas was caught between the war front and Petrograd. He received news of small disturbances in his capital and gathered together a group of loyal soldiers to put them down. He had no idea of the scale of the 'disturbances'. He also had no idea of the political input into this uprising. Nicholas did not make it to Petrograd because of a heavy snow storm. He was forced to stop at Pskov. It was only here that Nicholas received a copy of Rodzyanko's telegram. It was also at Pskov that Nicholas learned that all his senior army generals believed that he should abdicate. On the night of March 15th, two members of the Provisional Government also arrived to request the same. With as much dignity as he could muster, Nicholas

agreed and handed the throne to his brother, Michael. He confirmed the existence of the Provisional Government and asked that all Russians everywhere support it so that Russia would win her fight against Germany.

Michael refused the throne unless it was handed to him after the people had voted for him. This was never going to happen and Romanov rule over Russia came to an end.

The March revolution was not a planned affair. Lenin was in Switzerland, the Bolsheviks did not even have a majority in the Petrograd Soviet and the Duma had not wanted the end of the Romanovs. So why did it happen?

The ruling dynasty must take a great deal of the blame. Nicholas was an ineffective ruler who had let his wife dominate him to such an extent that the royal family became inextricably linked to a disreputable man like Gregory Rasputin. Such an association only brought discredit to the Romanovs.

The ruling elite also failed to realise that the people would only take so much. They took their loyalty for granted. In February/March 1917, lack of food, lack of decisive government and the cold pushed the people of Petrograd onto the streets. The people of Petrograd did not call for the overthrow of Nicholas – it happened as a result of them



taking to the streets calling for food. People had to burn their furniture to simply get heat in their homes. Very few would tolerate having to queue in the extreme cold just for food – food that might run out before you got to the head of the queue. That it ended with the abdication of Nicholas II was a political by-product of their desire for a reasonably decent lifestyle.

4. Respond to the following statements. Give motivation.

- 1) The impact on Russia of World War I was not really great.
- 2) The growing Rasputin's influence over the Romanovs did much damage to the royal family.
- 3) Tsar Nicholas's vision of the possible war was rather romantic.
- 4) Tsarina Alexandra showed herself as a good politician when she was left in control in the cities of Russia.
- 5) Alexandra believed that Rasputin was a man of God because he had the power to help her son Alexis.
- 6) Most people in Russian society were appalled at Rasputin's influence over the tsarina and thus hated him.
- 7) Rasputin was a famous womanizer.
- 8) Rasputin didn't think much about the maintenance of autocracy.

9) It was Rasputin who advised Nicholas II not to join the war.

10) Alexandra was attentive to the complaints of the Duma about Rasputin's power.

5. Choose the correct variant to complete the sentences:

1) Rasputin took charge of many aspects of government in St Petersburg when the Duma ... in September 1915.

a) went on a strike      b) was dissolved      c) was opened

2) Rasputin held audiences on the matters of state and then passed the problem onto ... .

a) the tsarina      b) the archbishop      c) the relevant minister.

3) Rasputin's prayers for the success of the prospective campaigns were a gift for ... .

a) the army      b) the German Intelligence Service      c) the tsar

4) Several ministers of the time were dismissed for ... .

a) lack of proficiency

b) treason

c) daring to criticize tsarina's friend

5) The situation in interior affairs at the period could be named as ... .

a) chaos      b) stability      c) state coup

6) At the front in the summer of 1916 ... became a real problem.

a) frosts      b) epidemics      c) desertion

7) In November 1916 several Duma members ... .

a) resigned

b) made disturbing attacks on the government

c) started a plot

8) At the front Nicholas ... .

a) was frequently very indecisive

b) was taken ill

c) won many campaigns

9) By January 1917 Nicholas II ... .

a) had lost interest to the war

b) had lost control of the situation

c) had decided to abdicate

10) In January 1917 ... met to discuss future policies

a) the Bolsheviks' leaders

b) Nicholas and Rasputin

c) a congress of Allied powers

6. Find in the text answers to the following questions;

1) What was the situation like in Petrograd in February 1917?

2) Which body appointed a provisional committee and who became its head?

3) What was Kerensky's role at that time?

- 4) What do you know about Rodzyanko's historical telegram to Nicholas II?
- 5) Why was discipline in the troops breaking down?
- 6) Did the tsar realize the real scale of 'disturbances' in Petrograd? Why?
- 7) How did Romanov rule over Russia come to an end?
- 8) Who was mostly to blame for the March revolution?
- 9) Why didn't the ruling elite realize the real state of affairs in society?

### **After Reading**

7. Select 10-12 most important facts from the text.
8. Formulate the subject, the object and the purpose of the text.
9. Prepare the rendering of the text. Include its purpose, subject and object.

### ***Conversation***

#### ***European Capitals (Revision)***

10. Read the texts in 'Additional Reading' (B2, p.214-218) to revive your topical vocabulary.
11. Write down 10 questions to your friend about Kyiv; be ready to answer your group-mates questions. Pay special attention to historical facts.
12. Write down 10 questions about London; be ready to

answer your group-mates questions. Pay special attention to historical facts.

## **Unit 6**

### **Before Reading**

1. Answer the following questions :

- 1) Whose assassination is known as the reason to start World War I?
  - 2) How many countries were involved in the war?
  - 3) What is a treaty alliance system?
  - 4) Did the initial participants expect a coming war of a global scale? Why?
  - 5) Why WWI was named the 'Great War'?
2. Study the following vocabulary before working with the text:

To make (it) all the easier – значно полегшити

Treaty alliance system – система угод про союз

To be in the stockpiling – бути в процесі накопичення

Heir – наслідник, спадкоємець (престолу)

To set sth in train – готувати до дій, запускати

To be in coming – бути незабаром очікуваним

To be implicated – бути замішаним

Assassin – убивця (політика або державного діяча);  
найманий убивця

To nullify – анулювати, зводити нанівець  
Formidable – страшний, грізний, величезний  
To reject – відкидати, відмовлятися  
To launch a war – розпочати війну  
Stance – позиція, настанова  
Placatory – заспокійливий; такий, що умиротворює  
Jibbing – пручання, вагання  
Sought-after – популярний, модний, престижний  
Scant – короткий, скупий, невеликий  
To declare war on – оголосити війну (комусь)  
By extension – у широкому розумінні  
Loosely worded – нечітко сформульований  
Unrestricted submarine warfare – необмежені бойові дії з використанням підводних човнів  
Fray – бійка, зіткнення  
To evade – ухилятися, уникати чогось  
To be at fault – бути винним, нести провину  
Accuser – обвинувач  
Accused – обвинувачений  
To escalate – зростати, збільшувати(ся)  
To delve – занурюватися, закопуватися  
In the quest – у пошуках, намагаючись знайти / збагнути

## **Working with Text**

3. Read the text about the causes of WWI. Find some facts which you didn't know before.

### **The Causes of World War One**

#### **June 28 in Sarajevo**

We'll start with the facts and work back: it may make it all the easier to understand how World War One actually happened. The events of July and early August 1914 are a classic case of "one thing led to another" – otherwise known as the treaty alliance system.

The explosive that was World War One had been long in the stockpiling; the spark was the assassination of Archduke Franz Ferdinand, heir to the Austro-Hungarian throne, in Sarajevo on 28 June 1914. Ferdinand's death at the hands of the Black Hand, a Serbian nationalist secret society, set in train a mindlessly mechanical series of events that culminated in the world's first global war.

#### **Austria-Hungary's Reaction**

Austria-Hungary's reaction to the death of their heir (who was in any case not greatly beloved by the Emperor, Franz Josef, or his government) was three weeks in coming. Arguing that the Serbian government was implicated in the machinations of the Black Hand (whether

she was or not remains unclear, but it appears unlikely), the Austro-Hungarians opted to take the opportunity to stamp its authority upon the Serbians, crushing the nationalist movement there and cementing Austria-Hungary's influence in the Balkans.

It did so by issuing an ultimatum to Serbia which, in the extent of its demand that the assassins be brought to justice effectively nullified Serbia's sovereignty. Sir Edward Grey, the British Foreign Secretary, was moved to comment that he had "never before seen one State address to another independent State a document of so formidable a character."

Austria-Hungary's expectation was that Serbia would reject the remarkably severe terms of the ultimatum, thereby giving her a pretext for launching a limited war against Serbia.

However, Serbia had long had Slavic ties with Russia, an altogether different proposition for Austria-Hungary. Whilst not really expecting that Russia would be drawn into the dispute to any great extent other than through words of diplomatic protest, the Austro-Hungarian government sought assurances from her ally, Germany, that she would come to her aid should the unthinkable happen and Russia declared war on Austria-Hungary.



Germany readily agreed, even encouraged Austria-Hungary's warlike stance. Quite why we'll come back to later.

### **One Thing Led to Another**

So then, we have the following remarkable sequence of events that led inexorably to the 'Great War' – a name that had been touted even before the coming of the conflict.

**Austria-Hungary**, unsatisfied with Serbia's response to her ultimatum (which in the event was almost entirely placatory: however her jibbing over a couple of minor clauses gave Austria-Hungary her sought-after cue) declared war on Serbia on 28 July 1914.

**Russia**, bound by treaty to Serbia, announced mobilisation of its vast army in her defence, a slow process that would take around six weeks to complete.

**Germany**, allied to Austria-Hungary by treaty, viewed the Russian mobilisation as an act of war against Austria-Hungary, and after scant warning declared war on Russia on 1 August.

**France**, bound by treaty to Russia, found itself at war against Germany and, by extension, on Austria-Hungary following a German declaration on 3 August. Germany was swift in invading neutral Belgium so as to reach Paris by the

shortest possible route.

**Britain** allied to France by a more loosely worded treaty which placed a "moral obligation" upon her to defend France, declared war against Germany on 4 August. Her reason for entering the conflict lay in another direction: she was obligated to defend neutral Belgium by the terms of a 75-year old treaty. With Germany's invasion of Belgium on 4 August, and the Belgian King's appeal to Britain for assistance, Britain committed herself to Belgium's defence later that day. Like France, she was by extension also at war with Austria-Hungary.

With Britain's entry into the war, her colonies and dominions abroad variously offered military and financial assistance, and included **Australia, Canada, India, New Zealand** and the **Union of South Africa**.

**United States** President Woodrow Wilson declared a U.S. policy of absolute neutrality, an official stance that would last until 1917 when Germany's policy of unrestricted submarine warfare – which seriously threatened America's commercial shipping (which was in any event almost entirely directed towards the Allies led by Britain and France) – forced the U.S. to finally enter the war on 6 April 1917.

**Japan**, honouring a military agreement with Britain, declared war on Germany on 23 August 1914. Two days later Austria-Hungary responded by declaring war on Japan.

**Italy**, although allied to both Germany and Austria-Hungary, was able to avoid entering the fray by citing a clause enabling it to evade its obligations to both. In short, Italy was committed to defend Germany and Austria-Hungary only in the event of a 'defensive' war; arguing that their actions were 'offensive' she declared instead a policy of neutrality. The following year, in May 1915, she finally joined the conflict by siding with the Allies against her two former allies.

### **After Reading**

4. Choose the correct variant to complete the sentences:

1) The event which set in train the start of WWI was the ... of Archduke Franz Ferdinand of Austria.

a) birth      b) assassination      c) marriage

2) Franz Ferdinand was the ... of Austro-Hungarian Empire.

a) founder      b) military commander      c) heir

3) Franz-Ferdinand was ... by the Emperor Franz Josef.

a) not known      b) despised      c) not much loved

4) Austro-Hungary's reaction was ... in coming.

a) 3 weeks      b) immediate      c) a month

- 5) Archduke's assassination ... .
- a) made Serbia stronger      b) nullified Serbia's sovereignty
  - c) resulted in the formation of a new state
- 6) Austro-Hungary issued a ... ultimatum to Serbia.
- a) formidable      b) loosely worded      c) mild
- 7) It was expected that Austro-Hungary would ... .
- a) ruin Serbia      b) start negotiations      c) launch a limited war
- 8) Serbia in its response ... .
- a) declared war
  - b) was jibbing over some minor matters
  - c) agreed to take the blame
- 9) Germany declared war on Russia because of ... .
- a) mobilisation declared in Russia
  - b) its plans to lead the war on the Russian territory
  - c) the possible Russian threat
- 10) France found itself at war against Germany because ... .
- a) the two countries were constant opponents
  - b) France was bound by treaty to Russia
  - c) France was bound by treaty with Serbia
5. Say whether the following statements are true or false.  
Give your reasons.
- 1) Britain entered the conflict because it was obliged to defend neutral Belgium by the terms of an old treaty.

- 2) Unlike France, Britain was not at war with Austro-Hungary.
  - 3) Britain's colonies and dominions offered military and financial assistance when Britain entered the war.
  - 4) Germany's policy of unrestricted submarine warfare did not worry the US commercial shipping.
  - 5) The US was forced to enter the war in April 1917.
  - 6) Japan declared war on Germany in 1914 because of the military agreement with Britain.
  - 7) Italy followed the policy of neutrality all through the war.
  - 8) At the beginning of the war Italy was allied to both Germany and Austria-Hungary.
  - 9) Italy had obligations to her allies only in the event of a 'defensive' war.
  - 10) In May 1915 Italy sided with Germany against the Allies.
6. Read the following text for more information. For this fill in the gaps with the words: *limited, nations, from, scale, late, beyond, purposes, roots*.

### ***The Tangle of Alliances***

Such were the mechanics that brought the world's major ... into the war at one time or another. It's clear from the summary above that the alliance system was as much at fault as anything in bringing about the ... of the conflict.

What was intended as a strictly ... war – a brief war – between accuser and accused, Austro-Hungary and Serbia, rapidly escalated into something that was ... the expectations of even the most war-like ministers in Berlin ( and certainly Vienna, which quickly became alarmed at the events in ..... July and sought German reassurances).

It's possible to delve deeply into European history in the quest to unearth the ... of the various alliances that were at play in 1914. However, for our ... it serves to date the origins of the core alliances back to Bismarck's intrigues, as he set about creating a unified Germany ... the loose assembly of German confederated states in the 1860s.

7. Return to the text and define its purpose, subject and object.

8. Render the text about the causes of WWI. Include the purpose, subject and object of the text into your rendering.

### ***Conversation***

#### ***Shopping***

9. Do Task B (B2, p.160) to revive your knowledge.

10. Study 'Social English' (B2, p.161-163). Learn useful vocabulary.

11. Answer the questions:

1) How often do you buy foodstuffs? Where do you usually

shop?

2) Which departments do you visit regularly?

3) Which departments do you visit occasionally or seldom?

Why?

4) Have you got a favourite food shop? Give motivation.

12. Read the text 'Shopping for Food' (B2, p.165-166) and do the tasks after this text.

## **Unit 7**

### **Before Reading**

1. Answer the questions:

1) What do you remember about Otto Bismarck as a political figure?

2) How can you specify Bismarck's rank in the German government?

3) Would you place Bismarck among the most outstanding politicians of the XIX – XX centuries? Why?

4) What were Bismarck's greatest objectives as it concerned Germany?

2. Study the following vocabulary for better understanding of the text:

Chancellor – канцлер

Judiciously – розсудливо, розважливо, помірковано

To be consumed with a desire – бути змученим

(охопленням) бажанням

To oust – виганяти, витіснити

To engineer – створювати, проектувати

Duchy – князівство

To mediate – бути посередником, досягати чогось через посередництво

To attain one's aims – Досягати своєї мети

Ostensibly – начебто

Simultaneously – водночас

To insult – образити, зневажити

To demolish – зруйнувати, знищити

To lay siege to – взяти в облогу

To starve into surrender – змусити здатися голодуванням

Swinging – величезний

To cherish – пестити, плекати

Direct relevance – пряме відношення, безпосередній зв'язок

Expansionary plans – експансіоністські плани

Quarters – території (бойові, або потенційно бойові)

To be acutely aware – чітко розуміти, усвідомлювати

To itch – нестерпно бажати чогось

3. Make up 5-8 sentences relating to any historic events with the use of the vocabulary from ex. 2.



## **Working with Text**

### **Bismarck's Greater Germany**

Bismarck, first Prime Minister of Prussia and then Chancellor of the German Empire (once he had assembled it), set about the construction of Germany through high politics judiciously assisted by war against Austria and France.

Appointed Prime Minister and Foreign Minister of Prussia by Kaiser Wilhelm I in 1862, Bismarck was consumed with a desire to achieve the creation of a German Empire out of the collection of smaller German states largely led by Austria's influence (another German-speaking nation).

His first step was to oust Austria as the prime influence among these German states. He achieved this by engineering war with Austria in 1866 over disputed territory in the duchy of Holstein (much against the wishes of his own Kaiser).

The resulting war lasted just seven weeks – hence its common title 'The Seven Weeks War' – and ended with the complete dominance of the supremely efficient Prussian military.

In a peace mediated by the French Emperor, Napoleon

III, Bismarck extracted from Austria not only Schleswig and Holstein, but also Hanover, Hesse, Nassau and Frankfurt, creating the North German Federation. As importantly, Bismarck had successfully displaced Austria in the spheres of influence over the many small German states.

Having assembled a united assembly in the north Bismarck determined to achieve the same in the south – and so unite all of the German states under the Prussian banner.

How to achieve this? Bismarck resolved that war with the French, a common enemy, would attain his aims.

First, he needed to engineer a credible reason for war. Thus, in 1870, Bismarck attempted to place a Hohenzollern prince on the throne in Spain. Napoleon III, fearful of the prospect of theoretical war on two fronts – for the Hohenzollern prince was a relative of Kaiser Wilhelm I – objected.

Bismarck turned up the diplomatic heat by releasing, on 14 July 1870, a doctored version of a telegram ostensibly from the Kaiser to Bismarck himself, called the Ems Telegram. The effect of the telegram was to simultaneously insult both France and Prussia over their inability to resolve the dispute over the Spanish throne.

Napoleon III, facing civil revolt at home over quite

unrelated matters, and receiving encouraging noises from his military commanders, responded by declaring war against Prussia five days later, on 19 July 1870.

Once again, as was the case against Austria, the Prussian military machine demolished the French forces. Napoleon III, who personally led his forces at the lost Battle of Sedan, surrendered and was deposed in the civil war that boiled over in France, resulting in the Third French Republic.

Meantime the Prussian forces laid siege to Paris between September 1870 and January 1871, starving the city into surrender.

The consequences of the war were numerous. Aside from the usual territorial gains – France ceded both Alsace and Lorraine to Prussia and was forced to pay swingeing reparations (equivalent to around \$1 billion today) – the southern German states agreed to an alliance with their northern counterparts, resulting in the creation of Bismarck's cherished German Empire.

### **Bismarck's Need for Alliances**

Bismarck's creation of a unified Germany was of direct relevance to the outbreak of war some 43 years later, since it resulted in the assembly of the key alliances that later came into play.

For, having achieved his life's aim, Bismarck's expansionary plans were at an end. He had secured what he wanted, and his chief desire now was to maintain its stability. He therefore set about building European alliances aimed at protecting Germany from potentially threatening quarters.

He was acutely aware that the French were itching to revenge their defeat at the earliest opportunity – and the loss of Alsace and Lorraine to Prussia would prove to be a lasting sore. Indeed, the French plan for war in 1914, Plan XVII, was largely based around the recapture of Alsace and Lorraine in the shortest possible time – with disastrous consequences.

3. Read the text above and answer the questions:

- 1) Who was the Chancellor of the German Empire in the middle of the XIX century?
- 2) Why was Bismarck consumed with a desire to create one big German Empire?
- 3) What was the structure of Germany at that time?
- 4) What was Bismarck's first step to attain his great aim?
- 5) How did Bismarck manage to oust Austria and its influence in the political arena?
- 6) Who mediated peace among German duchies? What was

the result of that peace for Austria?

7) What did Bismarck aim to do in the south of Germany?

8) How did Bismarck engineer a war with France?

9) Which emperor was deposed in the civil war in France and which country was created instead?

10) Which city was laid siege to by the Prussian forces?

11) Which territories had to pay reparations and how big were they?

12) What did the creation of a unified Germany result in?

13) Why did Bismarck set about building European alliances?

14) Why were the French itching to revenge?

### **After Reading**

4. Respond to the following statements. Give your reasons.

1) Bismarck was selected to be Prime Minister of Prussia by the German parliament.

2) Austria's influence upon small German states was approved of by Bismarck.

3) Bismarck engineered war with Austria in 1866 because of fake reasons meeting the wishes of his Kaiser.

4) The seven-week's war with Austria ended with the complete dominance of the Prussian military.

5) The peace between Prussia and Austria was mediated by

the French Emperor Napoleon III.

6) As the result of the war, the North German Federation was created which consisted of eight former German duchies.

7) Austria was never displaced from the spheres of political influence over the German states.

8) Bismarck was determined to achieve a united assembly of all the German states under the Prussian banner.

9) Bismarck needed to engineer a credible reason for the war with France.

10) Napoleon III didn't approve of a Hohenzollern prince on the throne of Spain.

5. Choose the correct variant to complete the sentences:

1) Napoleon III didn't want a Hohenzollern prince on the throne of Spain because ... .

a) he wanted to have Spain under his own power

b) he feared the prospect of theoretical war on two fronts

c) that Hohenzollern prince was mad from birth.

2) In July 1970 Bismarck doctored a telegram ostensibly from the Kaiser which ...

a) declared war on France

b) declared war on Spain

c) insulted both France and Prussia over the dispute over the Spanish throne.

- 3) At home Napoleon III faced ... .
- a) a divorce
  - b) civil revolt over quite unrelated matters
  - c) was solving the problem of unity of all French lands.
- 4) In the war between Prussia and France ... .
- a) the Prussian military machine demolished the French forces.
  - b) Napoleon III showed himself as a talented military leader.
  - c) many French people did not support Napoleon III.
- 5) The Prussian-French war resulted in ... .
- a) the strengthening of France
  - b) the demolishing of Paris
  - c) the deposing of Napoleon III and the proclamation of the Third French Republic.
- 6) Between September 1870 and January 1871 the Prussian forces laid siege to Paris and ... .
- a) demolished the city
  - b) starved the city into surrender
  - c) simultaneously began the war with Spain.
- 7) The consequences of the war were ... .
- a) numerous
  - b) not important for Prussia

- c) not important for France.
- 8) As the result of the war .....
  - a) Prussia had considerable territorial gains
  - b) France added some lands to its territory
  - c) Austria regained its political influence over Germany.
- 9) After the war ... .
  - a) the Kaiser was not satisfied with its results
  - b) Bismarck became the Kaiser of Germany
  - c) the southern German states agreed to an alliance with their northern counterparts and the unified German Empire was created.
- 10) After the creation of a unified Germany, ... .
  - a) Bismarck's expansionary plans were at an end
  - b) Bismarck's expansionary plans continued
  - c) France became Germany's constant enemy.
- 6. Prepare a short report (3-5 sentences) about the facts in the text which you didn't know before reading it.
- 7. Prepare a short information (5-10) sentences about Otto Bismarck as a statesman and a political figure.
- 8. Define the purpose, subject and object of the text above.
- 9. Prepare the rendering of the text, make use of its purpose, subject and object.



## ***Conversation***

### ***Shopping***

10. Read the text 'Shopping for Consumer Goods' (B2, p.167-1680 and answer the questions after it (B2, p.168).
11. Do Ex. 2-6 (B2, p.168-170).
12. Do Ex. 8-10 (B2, p.170-172).
13. Do Ex 12 (B2, p.172).
14. Do Ex 16. (B2, p.174)
15. Do the puzzle (B2, p.176-177).

## **Unit 8**

### **Before Reading**

1. Answer the questions:
  - 1) What do you remember about Britain's role in WWI?
  - 2) Whose ally was Britain in that war?
  - 3) Was WWI successful or dramatic for Britain?
  - 4) What were the most important consequences of WWI for Britain?
2. Study the following vocabulary. Use 5-7 vocabulary units in your own sentences to speak about the events of WWI.

Successor – спадкоємець, наступник

Ambitious – честолюбний, ініціативний

To embark – грузитися на корабель, братися (за справу)

Unarguably – безперечно  
Squarely – безпосередньо, прямо  
To outstrip – випереджати, обганяти  
Battleship – лінійний корабель (лінкор)  
Leftover – залишок; залишковий  
Squabbles – суперечки, гризня  
Triple Entente (three-fold alliance) – Троїста угода  
To draw into the war – втягнути у війну  
To discard – відкидати, відмовлятися  
In the interim – між тим, тим часом  
To stir emotions – збуджувати (розпалювати) емоції  
Stake – ставка; доля, частина

### **Working with Text**

#### **British Emergence from Splendid Isolation**

Meanwhile, Britain was awaking to the emergence of Germany as a great European power – and a colonial power at that. Kaiser Wilhelm's successor, Wilhelm II, proved far more ambitious in establishing "a place in the sun" for Germany. With the effective dismissal of Bismarck the new Kaiser was determined to establish Germany as a great colonial power in the Pacific and, most notably, in Africa.

Wilhelm, encouraged by naval minister Tirpitz, embarked upon a massive shipbuilding exercise intended to

produce a naval fleet the equal of Britain's, unarguably by far and away the world's largest.

Britain, at that time the greatest power of all, took note. In the early years of the twentieth century, in 1902, she agreed a military alliance with Japan, aimed squarely at limiting German colonial gains in the east.

She also responded by commissioning a build-up in her own naval strength, determined to outstrip Germany. In this she succeeded, building in just 14 months – a record – the enormous *Dreadnought* battleship, completed in December 1906. By the time war was declared in 1914 Germany could muster 29 battleships, Britain 49.

Despite her success in the naval race, Germany's ambitions succeeded at the very least in pulling Britain into the European alliance system – and, it has been argued, brought war that much closer.

### **Cordial Agreements: Britain, France – and Russia**

Two years later Britain signed the Entente Cordiale with France. This 1904 agreement finally resolved numerous leftover colonial squabbles. More significantly, although it did not commit either to the other's military aid in time of war, it did offer closer diplomatic co-operation generally.

Three years on, in 1907, Russia formed what became

known as the Triple Entente (which lasted until World War One) by signing an agreement with Britain, the Anglo-Russian Entente.

Together the two agreements formed the three-fold alliance that lasted and effectively bound each to the other right up till the outbreak of world war just seven years later.

Again, although the two Entente agreements were not militarily binding in any way, they did place a "moral obligation" upon the signatories to aid each other in time of war.

It was chiefly this moral obligation that drew Britain into the war in defence of France, although the British pretext was actually the terms of the largely forgotten 1839 Treaty of London that committed the British to defend Belgian neutrality (discarded by the Germans as "a scrap of paper" in 1914, when they asked Britain to ignore it).

In 1912 Britain and France did however conclude a military agreement, the Anglo-French Naval Convention, which promised British protection of France's coastline from German naval attack, and French defence of the Suez Canal.

### **Agreements Set, the Occasional Minor War...**

Such were the alliances between the major continental players. There were other, smaller alliances too – such as

Russia's pledge to protect Serbia, and Britain's agreement to defend Belgian neutrality – and each served its part in drawing each nation into the coming great war.

In the interim however, there were a number of 'minor' conflicts that helped to stir emotions in the years immediately preceding 1914, and which gave certain nations more stake than others in entering the world war.

3. Read the text above and answer the following questions:

- 1) Which statesman proved to be very ambitious as to Germany's "place under the sun"?
  - 2) What were the ambitions of Kaiser Wilhelm II?
  - 3) Whose fleet was the largest in the world at that time?
  - 4) What was the aim of British-Japanese military alliance?
  - 5) How did Britain succeed in outstripping Germany on sea?
  - 6) How did Germany succeed in her ambitions?
  - 7) Which agreement resolved colonial squabbles between Britain and France?
  - 8) When was the Triple Entente formed?
  - 9) Which obligations were put upon the signatories by the two Entente agreements?
  - 10) Why was Britain drawn into the war?
4. Choose the best variant to complete the statements:
- 1) Before WWI ... was the most powerful European state.

- a) France                      b) Britain                      c) Germany
- 2) In 1902 Britain made a military alliance with Japan aimed at ... .
- a) broadening its Asian connections  
b) strengthening its colonial empire  
c) limiting German colonial gains
- 3) By the beginning of WWI Britain had ... battleships than Germany.
- a) more                      b) fewer                      c) the same amount of
- 4) The Entente Cordiale with France resolved ..... .
- a) important questions in European economy  
b) territorial claims  
c) leftover colonial disagreements
- 5) The three-fold alliance included ... .
- a) France, Russia and Britain  
b) France, Russia and Germany  
c) France, Japan and Britain
- 6) The 1839 Treaty of London was ... by the Germans.
- a) respected                      b) feared                      c) discarded
- 7) In 1912 Britain and France concluded a ... agreement.
- a) trade                      b) military                      c) colonial
- 8) A number of smaller alliances each served its part in ... .
- a) ensuring peace in Europe

b) creating tension between Germany and other countries

c) drawing each nation into the coming war

9) In the years immediately preceding 1914, a number of  
'minor' conflicts ... .

a) stirred emotions in Europe

b) were a warning for bigger states

c) held back the beginning of WWI.

5. Fill in the blanks in the text below with the suggested words. Make use of the notes after the text.

way            Tsar            Japan            boats            was  
declined    attack    fleet    peace    defeat    prestige

### ***Russian War with Japan: Shock Japanese Victory***

Ever since Russia ... Japan's offer in 1903 for each to recognize the other's interests in Manchuria and Korea, trouble was looming.

The Japanese launched a successful ... upon Russian warships in Korea, at Inchon, and in Port Arthur, China. This ... followed by land invasion of both disputed territories of Korea and Manchuria in 1904.

Among other set-pieces, the Japanese astonished the western powers by destroying the entire Russian ... at the Battle of Tsushima (27-28 May 1905) for the loss of two torpedo ... – a humiliating Russian defeat.

The US President, Theodore Roosevelt, mediated a ... agreement between Japan and Russia, one that resulted in material gains for ... and with note being taken in Berlin of the fallacy of the myth of Russian “invincibility”.

The scale of Russia’s ... in part contributed to the attempted Russian Revolution of 1905, and the battered and shaken ... , Nicholas II, was determined to restore Russian ... (not least in the Romanov dynasty itself): and what better ... to achieve this than through military conquest?

*Note* : to loom -загрожувати, набувати загрозливих розмірів

land invasion – наземне вторгнення

disputed territories – спірні території

set-piece – 1) епізод, 2) детально спланована операція

fallacy – помилка, помилковість, омана

invincibility – непереможність

battered – побитий, розбитий

6. Define the subject, object and purpose of the text you’ve worked with.

7. Prepare the rendering of the text. Make use of its subject, object and purpose.



***Conversation***  
***Students' Exchange***

8. Answer the questions:

- a) Why in your opinion students take part in exchange programs?
- b) Is it useful or interesting to go abroad on an exchange program?
- c) Have you ever taken part in such a program? If not, why?
- d) What do people expect from exchange programs?

9. Read the material 'Documents and paperwork' (B2, p. 294-296) and do the tasks included.

10. Study the materials about international summer camps (B2, p. 296-298; from 'Before you start' and on). Discuss the possibility suggested with your group-mate in a dialogue.

11. Imagine that you are going to a Volunteer Camp. Fill in the Application Form (as suggested on p. 299-300, B2).

**MODULE 3: My Diploma Thesis**

**Unit 1**

**My Research Interests**

1. Study the scheme of compiling the topic "My Research Interests". Use it to write about your own research.

My name is ..... I am a master student of Zhytomyr State

Ivan Franko University? As I want to improve my professional qualification. I study at the Department of History, the Academic Chair of ... .

The direction of my research is ..., as I became interested in it when I was an undergraduate. I work under the tutorship of Docent (Professor) ... . My topic can be phrased as “.....”. I believe my topic is of great importance for the studying of ..... .

I hope to complete the work at my diploma paper ..... .

I plan to continue the work at my topic as a post graduate student of ..... .

I'd like to add that I have taken part in the work of ... research conference which was held in ..... .

I have published one (two, three) article(s) based on my scientific research.

## **Unit 2**

### **Scientific Conference**

1. Read the text “At the International Conference in London” (B 1, p.p.281-285) and the vocabulary to it.
2. Use the vocabulary suggested in your own sentences. Speak about any students' conference you have been to.
3. Do Ex.1-3, p.p.287-288 (B1).
4. Do Ex.4-5, p.p.288-289 (B1)

5. Do ex.1-2, p.p.290-291 (B1)
6. Work with grammar material: ex.3-8, p. 291-293 (B1).
7. Study samples of conversations on research topics (B1, p.p. 293-295). Try and memorize the necessary expressions.
8. Compose with your friend two dialogues on research topics. Use the materials studied from ex.7.
9. Do ex2-3, p.p. 295-297 (B1).
10. Role-play on one of the points suggested in ex.4, p.297 (B1). To be done in groups of 3-4 students.
11. Read the supplementary text on p.p. 297-299 (B1) and answer the questions after it.
12. Write an essay about your participation in a scientific conference.

### **Unit 3**

#### **Diploma Thesis Presentation**

1. Study the sample presentation of a diploma thesis. Use it to work on your own presentation.

Dear Head of the Examination Board! Dear members of the Examination board! Ladies and gentlemen!

Before I start speaking on my research I'd like to express my thanks to the teaching staff of the Department for supplying me with knowledge which made it possible to perform the research suggested. My special thanks to my scientific

supervisor ... for much attention to me and my research.

This research is *aimed* to analyze a special sphere of English lexis and phraseology – the so-called military slang. The *topicality* of the given research can be proven by the following factors:

~ Ukraine's potential joining to the NATO and possible deployment of foreign military personnel on our territory; hence the necessity of collaboration which may follow.

~ World war against terrorism and Ukraine's role in this struggle (for example, 1800 Ukrainian peacemakers deployed in Iraq in 2003).

~ Diplomatic and military collaboration on the destabilized territories of Iraq and Afghanistan (the activity of ISAF/ International Security Assistance Force/ and other organizations).

~ Joint military operations and maneuvers performed by the international forces.

~ Linguistic basis of military sphere of activity and system of terminology. Broadening the knowledge of shortenings, abbreviations, acronyms etc. in the system of military terminology.

Factors named above presuppose the close collaboration of international forces, thus potentially increasing the number

of communicative situations among military operators and specialists. The peculiar field of activity of these personnel predetermines the peculiarities of the language the use, the latter being not as positive as it may seem. Such peculiarities may result in misinterpretation and misunderstanding which may cause difficulties and even casualties on the battlefield. As for linguistic grounds there also exists a set of problems. Regardless of the number of research papers in the field of colloquial language and slang, there are no formalized and generally accepted definitions of the terms ‘colloquialism’, ‘slang’, ‘argot’, ‘cant’, ‘jargon’. That is why our research is aimed at:

- analysis of the linguistic literature in the given sphere;
- concretization of the term definitions ‘colloquialism’, ‘slang’, ‘argot’, ‘cant’, ‘jargon’;
- search for any systematic, hierarchic and other ties between the notions under discussion and defining the peculiarities of each of them;
- defining general and special features and functions of military terminology;
- attempting to generalize and systematize the stock of military lexis and phraseology.

The *object* of the research suggested is the system of English

informal lexis: colloquialisms, slang, argot, cant, jargon.

The *subject* of the research is the lexis and phraseology of military use, their functions and place in the system of informal English.

In Chapter 1 of the paper, the general theoretical basis of the system of informal English was studied, which brought the following results:

- theoretical achievements in the study of informal English were analyzed and systematized:
- on this basis our own definitions of the terms ‘colloquialism’, ‘slang’, ‘argot’, ‘cant’, and ‘jargon’ were worked out;
- the relations between colloquialisms, slang-words, argotisms, cant and jargonisms in the system of informal English were studied.

Chapter 2 of the research was devoted to practical study of lexis and phraseology of military use. This study resulted in determining the following peculiarities of the language of military use:

- according to its structure, communicative role and functions the lexis and phraseology of military use is a jargon, but not slang;
- it recreates the peculiarities of affairs, mode of life,

- activity specific only for the military service (technics, transport, weapon system, gear, ranks, heraldry etc.);
- use of general military lexis and phraseology together with its stratification according to the arms of a service (US Army, US Air Force, US Navy, US Marine Corps, US Coast Guard) with its specific peculiarities;
  - numerous use of shortenings, abbreviations and acronyms (CEO = Chief Executive Officer, IED = Improvised Explosive Device, FSG = Fire Support Group, MOLLE = Modular Lightweight Load-carrying Equipment);
  - use of a phonetic alphabet (A – alpha, B – Bravo, C – Charlie etc.);
  - the difference of military lexis and phraseology between national variants of English was noted and studied ( /US/ CQD (Close Quarters Battle) = /GB/ FISH (Fight In Someone's House)).

## **MODULE 4: J O B   H U N T I N G**

### **Unit 1. Job Hunting**

#### **Before Reading**

1. Before reading the text answer the following questions:

- Have you ever applied for a job?
- Is it easy to get the job that best suits you?

- Are there many people seeking employment abroad? Why?
- What do you think is the best way to present one's skills, experiences and qualifications to get a job?

2. Study the following words and think of their Ukrainian equivalents:

Application form, Curriculum Vitae (CV), resume, recruitment, experience, competition, headhunting, responsibility, department, probationary period, financial package

### **Working with text**

3. Read the text "Job-Hunting Tips" and find the sentences with the words from Before Reading Ex. 2.

### **Job-Hunting Tips** (B1, pp. 33 -35)

4. Answer the questions 1 – 8 after the text. (B1, pp. 33 -36)

### **After Reading**

5. Do Ex. 1 – 12 (B1, pp. 36 – 40)

## **Unit 2. Job Interview**

### **Before Reading**

1. Answer the following questions:

- Have you ever had an interview?
- What was it for?
- How did you feel?
- What was the result?



## **Working with text**

2. Read the text “Job Interview” and copy out the most necessary advice for the applicants.

### **Job Interview**

Getting the job you have applied for can sometimes depend on the successful job interview.

When you go for a job interview, make sure you arrive on time. An employer will form a poor first impression if you show up late. If you realise you may be delayed, call ahead and explain the problem.

During the interview the employer will try to find out what kind of person you are, what experience you have, and how you can fit into the job situation.

After you have got an appointment, review the information that you wrote on your application form and resume. Be prepared to explain your skills and abilities specifically. Bring a resume to the interview. The resume is a printed sheet that tells about your education and work experience. It serves as a written record for the employer.

Go to the interview alone; don't take your friends or children with you. Plan to arrive about ten minutes before the appointment time. Wear the proper clothes. Do not appear in outfits that are too fancy. Likewise avoid a ragged

and wrinkled look. You should have a neat, clean appearance to make a good impression.

During the interview be honest and modest about yourself. Do not make claims that are not true. You should mention but not brag about past accomplishments.

Pay attention as the interview talks, answer all the questions clearly and intelligently. Try not to seem bored, even if you realise that the job doesn't interest you.

Here are some of the questions that employers try to answer when they are interviewing future employees:

- What is this person really like?
- Does this person have the skills to do the job I have available?
- Will this person fit the team I have now?
- How quickly can this person learn?
- Will this person be willing to work hard and put the interests of the organization first?

Finally, be prepared to ask your own questions about the job, know the type of work and benefits you want from the position. Write down these questions before you go to the interview. An employer will be interested if you ask intelligent questions about the work you may be doing. Before you leave, there should be a clear understanding

about all aspects of the job.

At the close of the interview, express your thanks and be sure that the interviewer knows how to contact you if he or she wants to hire you.

### **After Reading**

3. What advice do you consider to be the most important? Rank them in order of importance.

### **Working with text**

4. Job interview is a chance of a lifetime – you sell yourself. Read the instructions what do you do and what do not.

### **DOs and DON'Ts for Job Seekers**

DO learn ahead of time about the company and its product.

Do your homework.

DO apply for a job in person.

DO let as many people as possible know you are “job hunting.”

DO stress your qualification for the job opening.

DO recount experience you have had which would fit you the job.

DO talk and think as far as possible about the future rather than the past.

DO indicate, where possible, your stability attendance record and good safety experience.

DO assume an air of confidence.

DO approach the employer with respectful dignity.

DO try to be optimistic in your attitude.

DO maintain your poise and self-control.

DO try to overcome nervousness and shortness of breath.

DO hold yourself erect.

DO answer question honestly and with straightforwardness.

DO have a good resume.

DO know the importance of getting along with people.

DO recognize your limitations.

DO make plenty of applications.

DO indicate your flexibility and readiness to learn.

DO be well-groomed and appropriately dressed.

DON'T keep stressing your need for job.

DON'T discuss past experience which has no application to the job situation.

DON'T apologize for your age.

DON'T be untidy in appearance.

DON'T display "cocksuredness."

DON'T cringe or beg for consideration.

DON'T speak with muffled voice or indistinctly.

DON'T be one of those who can do anything.

DON'T hedge in answering question.

DON'T express your ideas on compensation, hours, etc.  
early in the interview.

DON'T hesitate to fill out applications, give references, take  
physical examination or tests on request.

DON'T hang around, prolonging the interview, when it  
should be over.

DON'T go to an interview without a record of your former  
work connection.

DON'T arrive late and breathless for an interview.

DON'T be a "know it all" or a person who can't take  
instructions.

DON'T isolate yourself from contacts that might help you  
find a job.

DON'T feel that the world owes you for a living.

DON'T make claims if you cannot "deliver" on the job.

DON'T display a feeling of inferiority.

### **After Reading**

5. Do Ex. 23 (B1, p. 46)

### **Killer Questions**

### **Before Reading**

6. Answer the questions.

- What kind of difficult questions have you been asked at an interview? Rank the following questions in order of

difficulty (1=most difficult)

- What are your strength and weaknesses?
- How would your friends/colleagues describe you?
- What can you offer our organization?
- Why do you want the job?
- Would you ever lie to get what you want?

### **Working with Text**

7. Read a leaflet from a recruitment agency giving advice about interviews. Choose most suitable headings for paragraphs A – E. there are three extra headings

- contact details
- shock tactics
- attitude
- appearance
- survey results
- hypothetical questions
- one person's experience
- advice

A\_\_\_\_\_

When it comes to interview questions, it pays to expect the unexpected. This is a true story of one candidate's experience. This is how his interviewers greeted him:

“We've been interviewing candidates all morning and we've

getting bored. Do something to impress us.” Then the interviewers got out their newspapers and started reading them.

The candidates said, “Well, I’ve been waiting in this office for more than two hours because you’ve been running late. Actually I’m not impressed by your organization and not sure I want to work for you. Goodbye.”

The interviewee walked out, was offered the job.

B\_\_\_\_\_

How would you act in a situation like this?

That interview was rather extreme, but a lot of employers have turned to using `killer question` or `shock tactics`, such as these:

`Tell me something about yourself that you have never told anyone.`

`Which three famous people would you invite to a dinner party and why?`

`We have employed people from your university, and they haven’t been good. Can you tell us why you think you’d do better?`

Killer questions often come early in the interview and are aimed at throwing the candidate off guard. By surprising the candidate with an original or difficult question, interviewers

can get an honest reaction and an unplanned response. They also want to see candidates think through responses calmly.

C\_\_\_\_\_

Interviewers also ask candidates other kinds of difficult questions to see how they react under pressure. For example, they may ask a hypothetical question related to work, such as:

“Imagine you are an employee in customer services. What would you do if an important customer was very rude to you? ”

However, some experts think that hypothetical questions are not useful because they only generate hypothetical answers. They prefer candidates to talk about their past experience.

D\_\_\_\_\_

So, what should you do in these circumstances? Imagine: an interviewer has asked you a `killer question` and you just don't know how to answer it – your mind is blank. Remember, the interviewer isn't interested in your response as much as the way you respond. So, stay calm, take a few deep breaths and buy some time, e.g. `Actually, that's interesting. I haven't thought about it, maybe I'd...' It's a good idea to practice asking and answering some of these questions with friends.



E \_\_\_\_\_

JOBS4U have prepared three other leaflets full of hints and tips about interviews. We can be reached in the following ways:

Telephone 01865 71813

Email     [info@jobs4u.com](mailto:info@jobs4u.com)

8. Read the leaflet again. Which of the following ideas are mentioned?

- Your answers to killer questions are extremely important.
- An interviewee left the interview before it was meant to finish
- The way candidates look and dress was one area which bosses thought could have improved
- Difficult questions often come at the end of an interview
- Some experts prefer candidates to talk about things they have done rather than answer hypothetical questions
- You should not hesitate when answering killer questions
- Find words in the leaflet for someone who:
  - is applying for a job
  - asks questions at an interview
  - has other people working for him/her
  - is attending an interview
  - is paid to work for an organization or another person

- has special knowledge of a subject
- In groups, discuss the following:
- Do you think it is fair to ask killer questions?
- Do you think hypothetical questions are useful?
- How do you react under pressure?
- Work in groups to think of some killer questions. Then work with a partner from another group and ask each other the questions. Did your partner give good answers?

### **After Reading**

9. Do Ex. 24 (B1, p. 46)

10. Listen and complete the extracts from the interviewer at a job interview.

- Now, looking at your CV. I \_\_\_\_\_ like to know what you learned in your last job
- I'm also interested \_\_\_\_\_ knowing your reasons for leaving the job
- Now, a question we like to ask all our \_\_\_\_\_. What are your strong points?
- I \_\_\_\_\_ wondering what you feel you can bring to this job.
- OK. Thank you. A \_\_\_\_\_ now about your computer skills. What software are you familiar with?
- Let me \_\_\_\_\_ that up with another question. How do

you fell about working abroad?

- Right, thank you. Moving on, \_\_\_\_\_ you tell me what you think the growth areas in the industry are?
- OK. Just one \_\_\_\_\_ question. Where do you think you'll be in five years' time?
- Listen again and complete the extracts from the candidate at the interview.
- I'm \_\_\_\_\_ you asked me that because I developed some important skills while I was there.
- That's a very \_\_\_\_\_ question. Basically it was no longer challenging enough.
- Well, without going into too much \_\_\_\_\_, I have very good people skills
- Let me just \_\_\_\_\_ about that for a moment. Well, my sales and marketing experience should be very useful to you.
- I thought you might \_\_\_\_\_ me something about that. Well what I can say is, I have good knowledge of Excel and Word, and can prepare excellent PowerPoint presentations.
- I haven't really \_\_\_\_\_ about that, to be honest, but I think it'd be really interesting.
- Well, I'm not an \_\_\_\_\_ but I think the boom in centre will continue in the next few years.
- I'm \_\_\_\_\_ I don't know the answer to that, but I hope

to be working for your company in a senior position.

- Work with a partner you are going to take part in job interview.

Student A (interviewer): Read the instructions and prepare for the interview:

- think about what key qualities you are looking for in the candidate.
- write out six to nine questions to ask at the interview. Add one killer question.

Student B (candidate): Read the instructions and prepare for the interview:

- think about what sort of person they are looking for.
- think how you would describe yourself in 30 words.
- think of 6 to 10 questions you think they will ask at your interview. Think about your answers.
- think of a killer question. Think how you would answer it.

11. Now do the interview with your partner.

12. Do Ex. 25 (B1, p. 47)

### **Unit 3. Documents Supporting Job Hunting**

#### **Before Reading**

1. Answer the following questions:

- What is the purpose of a CV?
- Is there a standard format for a CV?

- Should you use the same CV for all job applications?
- What headings do you normally find in a CV?
- Should you always tell the truth when writing your CV?

### **Working with text:**

2. Read the text “CV or Resume” (B 1, pp. 55-56) and pay attention to the structure of a basic type of a CV.
3. Answer the questions 1 – 10 after the text. (B 1, p. 56)

### **After Reading**

4. Do exercises 1 – 4 (B 1, pp. 56 -60).

### **Working with text**

5. Read the text “Cover Letter” (B 1, pp. 60-61) and pay attention to the structure of a Cover Letter.

### **After Reading**

6. Do exercises 6 – 8 (B 1, pp. 61 – 63)

### **Summing up**

7. Read useful job-hunting recommendations (B 1, pp. 65 – 66) and be ready to follow them.

## **Завдання для самостійної роботи**

### **Task I.**

1. Before reading the text, study the following vocabulary:

Postgraduate education – післядипломна освіта

To commence – починати, починатися

Expansion – розширення

To conceptualize – розуміти, осмислювати,  
усвідомлювати

On-the-job training – підготовка (навчання) без відриву  
від роботи

To submit – подавати, представляти

Branch – тут: відділ, філія

2. Read the text about the Zhytomyr State Ivan Franko University (p. 13). Find some facts you did not know before.

3. Answer the following questions:

- 1) How would you define the place of our university among other universities in Ukraine?

- 2) What is the place of our university among higher educational institutions of Zhytomyr Region?

- 3) Which department is the biggest in our university?

- 4) Which department do you find the most interesting? Why?

- 5) Which department is the most promising as to job-

hunting? Why?

3. On the basis of the text, write an essay about the department you are studying at.

### **Task II.**

1. Before reading the text, study the useful vocabulary:

To coordinate – координувати, узгоджувати

Application – тут: заява щодо вступу до університету або коледжу

Available – доступний, наявний

To provide skills – забезпечувати отримання навичок

To evaluate – оцінювати

Relevant – доречний; такий, що відповідає справі

To tend – мати тенденцію; схилитися до чогось

The Highers – шкільні випускні екзамени найвищого рівня, які складаються у школах Шотландії

Research based course – навчальний курс, що ґрунтується на проведенні дослідження

Taught course – навчальний курс, що викладається традиційним способом

Piece of research – дослідження у формі письмової роботи

English language proficiency – рівень володіння англійською мовою

To meet requirements – відповідати вимогам

NARIC – National Rehabilitation Information Centre –  
національна агенція та бібліотека, які консультують з  
питань отримання різного роду кваліфікацій

To gain entry – досягти вступу; вступити (до  
університету)

Extensive network – розгалужена сітка

2. Read the following text. Compare Ukrainian and British  
standards in higher education.

### **Higher Education in the UK. Qualifications**

#### **Bachelor's Degree (England, Wales, Northern Ireland)**

Students apply to UK universities, through the  
University and College Admissions Service (UCAS), a  
central government agency that coordinates applications for  
every university. Students may make 5 choices on their  
UCAS form. Wide ranges of degree courses are available,  
which provide skills for a variety of jobs or further study.

A Bachelor's degree is usually a 3 year programme at a  
university or higher education college.

Universities evaluate students' predicted A-level scores  
(or equivalent), among other criteria, during the admissions  
process.

Students must choose course as part of the university  
application



Types of degrees include: Bachelor of Arts (BA), Bachelor of Science (BSc)

Some degree programmes are for 4 years and include a ‘sandwich’ year when students gain relevant work experience for 1 year.

In countries where students have fewer than 13 years education, it is likely that students will need to study a year-long Foundation Certificate program before starting a Bachelors degree.

### **Bachelor’s Degree (Scotland)**

Wide ranges of degree courses are available at Scottish universities, which tend to emphasize breadth across subjects and students typically do not specialize subjects until the third year.

A Bachelor’s degree is a 4 year program at university.

During the admissions process universities evaluate the students’ Highers results among other criteria.

Students may take a sandwich course, a year of study abroad or work before courses are completed

Traditionally, Scottish universities award a Master of Arts (MA) degree, which is equivalent to a Bachelor’s degree

The Honours degree is awarded after an additional year

of research at the university.

### **Masters Degree**

A Masters degree in the UK may be research based, a taught course or a combination of the two and will prepare students for a particular career or for a doctorate qualification, and are offered in a variety of fields.

Requires the successful completion of an undergraduate degree.

Typically a 12 month program

Taught masters qualifications include: Master of Arts (MA), Master of Science (MSc) and Master of Business Administration (MBA)

Research masters qualifications include: Master of Research (MRes), Master of Philosophy (MPhil)

The key to successful study at this level is good preparation for your course through our Pre-MBA and Pre-Masters programs.

### **Doctorate**

Doctorate programs require students to undertake an original piece of research.

Generally requires a Bachelor's or Masters degree

Minimum length of three years at a university

Typically students work on a single research project or

dissertation

Types of degrees: Doctor of Philosophy (Phd or Dphil)

### **International students**

To study in the UK, international students whose English is not their first language must provide evidence of English language proficiency. Most universities in the UK prefer the International English Language Testing System (IELTS) certificate. IELTS 6.0+ is the usual level required for undergraduate study and IELTS 6.5+ for postgraduate.

In addition to proving English proficiency, international students must also check that their qualifications meet the school's entry requirements, and UK NARIC (National Rehabilitation Information Centre) provides information and advice on international qualifications. International Foundation Certificate courses are available for students that have not met required qualifications.

International students may be required to take a Pre-master's program if their English language and study skills and qualifications do not meet the requirements to begin a Master's degree.

If it is your aim to get a degree from a UK university, the Kaplan International Colleges University Placement Service (UPS) will help you gain entry. Student using this service

will benefit from our extensive network of partner institutions and our long experience of guiding students through the admission process.

3. Answer the following questions:

- 1) Do you find the qualifications accepted in British system of education simple or complicated? Why?
- 2) Is the higher education In Scotland much different from that in other parts of the UK?
- 3) Is it easier or more difficult to obtain a Bachelor's degree in Ukraine or in the UK?
- 4) Is it easier or more difficult to obtain a Master's degree in the UK or in Ukraine?
- 5) Do you like the idea of 'sandwich courses' Why?

4. Find in the Internet a curriculum of a Master's course in world history in one of the British universities. Give your opinion of it.

5. Choose the correct variant in the test to check your knowledge of English:

1) The teacher ... out the words he had written on the blackboard.

- a) cleaned                      b) dusted                      c) rubbed

2) The example you have just referred to has no ... on the matter under discussion.

- a) bearing            b) connection            c) relation
- 3) Please repeat what you said. I didn't quite ... the meaning.
- a) comprehend    b) grasp                      c) retain
- 4) The professor never finished his lecture because there were so many ... from the audience.
- a) delays            b) gaps                      c) interruptions
- 5) There is a(n) ... at the back of the book giving the answers to the exercises.
- a) appendix            b) index                      c) key
- 6) No one helped Tracy to do her homework; she did it ... .
- a) all by herself    b) by all herself            c) herself all
- 7) What ... did you get for your French composition?
- a) figure                      b) mark                      c) number
- 8) I have English classes ... day – on Mondays, Wednesdays and Fridays.
- a) all other            b) each other                      c) every other
- 9) A small ... of students was waiting outside the classroom to see the teacher.
- a) form                      b) gang                      c) group
- 10) Hard as she tried, she ... couldn't understand the question.
- a) always                      b) even                      c) still
6. Read the additional text "Do you need education to

become successful?” (B 2, p. 53) and do the tasks to it.

### **Task III.**

1. Before reading the text study the following vocabulary:

Immoderate – непомірний, надзвичайний

Unwieldy – неповороткий, незграбний, ваговитий

Cumbersome – неповороткий, завеликий

Luxury – розкіш

Validity – дійсність, обґрунтованість, юридична сила.

To drive the nails into the coffin (of) <idiom> – забивати цвях(и) у домовину (ідіома)

Controversial – дискусійний, полемічний, неоднозначний

Giveaway – зрада, підміна понять, лицемірство

Cultural bias – культурна упередженість

Succession – послідовність, наступність

Collapse – крах, руйнація, провал

Rationalistic – раціоналістичний

To despise – зневажати, ставитися з презирством

Monasticism – чернецтво, монастирське життя

Craftiness – хитрість, лукавість, підступність

Repugnant – огидний, нестерпний

Indisputable proof – не(без)заперечний доказ

To beware facts – бути обережним з фактами

Shortcoming – недолік, слабе місце.

2. Read the text below. Define its topic, purpose, subject and object.
3. Read the text below. Define its topic, purpose, subject and object.

### **Edward Gibbon and Decline and Fall of the Roman Empire**

The most famous and influential work on the fall of Rome was *Decline and Fall of the Roman Empire*, published in 1782. Author Edward Gibbon suggested four reasons for the fall of Rome:

1. Immoderate greatness: growth of a bureaucracy and the military. The Empire simply got too unwieldy and cumbersome.
2. Wealth and luxury: the popular stereotype, although it has some validity.
3. The barbarian invasions: were these a cause or a symptom, or both? The barbarian invasions certainly drove the final nails in the coffin of Rome, but the barbarians could hardly have invaded if Rome maintained its military effectiveness.
4. The spread of Christianity: Gibbon's most controversial claim. The fact that very few people mention this cause is a dead giveaway that most people who compare America with

ancient Rome have never read *Decline and Fall of the Roman Empire*.

Gibbon had his own cultural biases that affected his work. Most later historians believe he took far too rosy a view of conditions in the second century A.D, when his narrative starts. Gibbon picked that period, the high point of Roman expansion and a period marked by a succession of capable Emperors, as the peak from which Rome fell. Actually, many of the economic and social institutions that contributed to the decline of Rome were already in place by that time. Once he conceived of the concept of a Decline, he pushed it too far. In particular, in his view, the eastern or Byzantine Empire, which lasted almost a thousand years after the collapse in the West, continued to decline throughout that period? If the West declined, one can only imagine how low Gibbon thought the East sank by the time it was conquered by the Turks in 1453.

Gibbon was raised Anglican, converted to Catholicism, then was packed off to school in Switzerland by his furious father, where he absorbed the ideas of both John Calvin and the French philosopher Voltaire. His concept of Christianity was intensely rationalistic. He despised mysticism, which tended to be a prominent feature of Eastern Christianity, and



he despised the solitary monasticism of the East, as opposed to the pragmatic, technological and productive monasticism of the West. The Byzantine style of politics tended to emphasize subtlety, craftiness, and indirect dealings, just the sort of thing that would be most repugnant to a hard-core rationalist like Gibbon. (It's no accident that we refer to complex and secretive politics as "Byzantine".) To Gibbon, the fact that the eastern Empire gave rise to Eastern mystical Christianity and Byzantine politics was indisputable proof of its continuing decay, and the further it evolved in that direction, the deeper its decay in Gibbon's view. Gibbon gives us a clear object lesson in the need to beware facts that reinforce our prejudices. Nevertheless, despite its shortcomings, Gibbon's work has endured as few works of history have.

4. Make an outline of the text. Use it to prepare the rendering of the text.

5. Do the test to check your knowledge of professional vocabulary. Fill in the blanks with the following words (do not change their form). You may use each word only once.

ancient	chronology	date	different
Egyptians			
emphasis	dividing	Empire	events

fall	Far East	historians	increasing
Japan	mark	medieval	neglect
periods	round	scholars	western
discovery	era	history	modern
science			

### ***Divisions of History***

The ... of dividing time into ... and of giving dates to historical ..... is called ..... . History is generally divided into three periods, ..., medieval, and ..... .

Ancient history usually begins with the story of the ..., Summerians, Babylonians, and Assyrians. From there it moves on to a study of the Hebrews and Phoenicians, and the Persian ..... . It then shifts it's ... to the west, and deals with Greece, Carthage, and Rome. For a long time, ... historians tended to ... the Far East, but historians now place ... emphasis on the histories of China, ....., India and other countries of the ... .

No one exactly knows where ancient ... ought to end. ... used to agree on the ..... A.D. 476, which was supposed to ... the fall of the Roman Empire? We now know that Rome did not suddenly “fall” and that life in 477 was not much ... from life in 475. But the end is usually given as about 400 or 500 A.D.

Some historians end the ... period with the ... of the Byzantine Empire in 1453. Others run the date up to 1492, so that they can start the modern ... with the ... of America. Since there is really no sharp ... line, many ... prefer to begin the modern period with the ..... 1500.

#### **Task IV.**

1. Study 'Additional Vocabulary Work' (B2, p.118-122) and do the exercises included.
2. Read the text 'Staying at the hotel' (B2, p.127-129). Pick out 5-7 sentences which you find most useful.
3. Describe any hotel in your town or any other hotel you've stayed in (in writing, 10-12 sentences)

#### **Task V.**

1. Before reading the text study the following vocabulary:

Medieval – середньовічний

Pious – набожний; святенницький

To be due – завдячувати; бути своєчасним

Petty – обмежений, незначний, дріб'язковий

To pursue – переслідувати

Treaty – угода (державна)

To seek asylum – шукати притулку

To execute – виконувати; страчувати

Guerilla war – партизанська війна

To abandon – залишати, покидати; відмовлятися від (ідеї тощо)

Permanent standing army – постійна регулярна армія

To gerrymander – влаштовувати передвиборчі махінації; досягати переваги нечесним шляхом

Civil unrest – громадські заворушення

Alternative – альтернативний; інший

Enlightened –просвічений

To acquire – здобувати, отримувати

Slave – раб, невільник

To recruit – наймати, вербувати

AIDS – СНІД

At birth – від народження; при народженні

2. Read the text below. Define its topic, purpose, subject and object.

### **An Alternative View of the Fall of Rome**

Americans often idealize ancient Rome. We are impressed by its monuments, and many of our buildings imitate them. Rome is the first ancient state that looks like a modern nation-state on the scale of the U.S. Latin was used as the intellectual language of Europe until recent times. It was used in the Catholic Church until the 1960's (and still is for official documents) and is used in law (a clumsy

medieval Latin, not Classical Latin.) Many "religious" films about the life of Christ are actually films about Rome with a pious veneer. *Ben Hur*, for example, spends much of its time on the brutalities of Roman slavery, a Roman sea battle, the splendor and corruption of Rome itself, and climaxes with a Roman chariot race, while giving an occasional nod to concurrent events in the life of Christ.

A reality check is due: Rome was a stagnant, corrupt, brutal and petty society. Two suggested antidotes to the romantic view of Rome: Robert Graves' *I, Claudius* and H.G. Wells' *Outline of History*. Graves' novel, a fictional account of the life of the Emperor Claudius, nonetheless paints a graphic picture of the pettiness and brutality of the Roman elite, with frequent examples of the casual murder of people because they *might* someday prove an inconvenience. A historical example typical of Roman petty spitefulness is that after defeating Hannibal, the Romans pursued him for over twenty years. Every treaty they concluded with another state included a clause requiring the surrender of Hannibal to the Romans if he ever sought asylum. Hannibal was finally cornered twenty years later in Asia Minor (modern Turkey) and committed suicide to avoid capture. He was not alone. Most leaders who opposed Rome effectively on the

battlefield were eventually captured, taken to Rome, then executed as part of the victory celebrations. Wells, an old-time British socialist, needs to be read with some caution, but he ruthlessly strips away the romantic and noble image of Rome. Wells points out that not once did the local populace ever rise up to oppose the barbarian invaders, a clear sign they saw nothing worth defending in Roman society.

Rome in 200 B.C. squired Spain from Carthage after the Second Punic War, and faced the same question as faced by the early U.S., what to do with the new lands? Instead of admitting the new lands into the then-republic on an equal basis, Rome decided to exploit the new territories as sources of revenue and slaves. Roman citizenship was reserved for Romans. The result was almost non-stop guerrilla war in Spain for over 300 years. Rome traditionally had raised armies for no longer than a year, a workable solution when Rome had only to defend Italy, but troops could scarcely be trained and sent to Spain before they would have to return. To fight its wars in such a distant place, Rome abandoned its traditional citizen army for a permanent standing army. Conscripted soldiers frequently become dispossessed while serving in Spain; their farms fell into debt and were

confiscated by the wealthy. Up until this time, Rome had been making erratic but nevertheless real progress toward equality. The Roman electoral system was badly gerrymandered to keep power in the hands of the wealthy; nevertheless, when civil unrest grew serious enough, real reforms and concessions were made. This progress stopped and reversed. Power and wealth re-concentrated in the hands of the upper class. For the next 170 years, Rome experienced increasing civil unrest, bloody conflicts and civil wars, a military coup by Julius Caesar, then dictatorship under the Emperors.

In *What If?*, a collection of essays on alternative military history, Lewis Lapham pictures a successful Roman conquest of Germany as leading to a more moderate and civilized Europe. But that would have happened only if Rome had enough leaders capable of treating conquered lands in an enlightened manner. And Rome simply did not have enough of them. Roman policy toward Carthage was largely driven by the orator Cato, who ended every speech with "Carthage must be destroyed." Cato was about as petty and mean-spirited a character as history affords, and it was his spirit, that triumphed in Rome. Two centuries later, Publius Varus attempted to invade Germany, in Lapham's

words:

Choosing to regard Germanic tribes as easily acquired slaves rather than as laboriously recruited allies, he forced upon them a heavy burden of taxation in the belief that they would come to love him as a wise father.

Conclusion: Like a baby born with AIDS, the Roman Empire was infected at birth with what eventually killed it.

3. Make an outline of the text. Use it to prepare the rendering of the text.
4. Do the test to check your knowledge of professional vocabulary.

Fill in the blanks using the words from the list below.

ancestors            historic            chronicles  
civilizations                    excavating            treasure  
historical            prehistoric  
orb            scepter            manuscripts            remains

1. Archeologists are ... a tomb in Central Asia which is said to be over 20.000 years old.
2. The ancient ... of Greece and Rome still have a lot to teach us today.
3. The ancient regalia of our state, namely the crown, the ... and the ..., are kept in the National Museum.
4. Any event that is recorded by history is a ... event.



5. Sometimes gold coins and other ... can be found in wrecked ships.
6. The standing stones at Stonehenge date back to ... times.
7. One of my ..., who lived in the 17<sup>th</sup> century, was related by marriage to the Scottish kings.
8. Many details of life in the past are recorded in .... And hand-written ... never as yet published.
9. Archeologists are examining the ... of a Roman temple near our town.
10. An important event, such as the outbreak of WW II, is a ... event.

#### **Task VI.**

1. Write a story about your big shopping session which you made before a big dinner party in your house.
2. Prepare for a role-play 'Shopping' (B2, p. 172).
3. Do Ex. 13. (B2, p. 172) in writing.
4. Do Test 1 (B2, p. 174-176).
5. Write to your pen-friend a short letter about pros and cons of shopping.
6. Read the text 'Internet-shop advantages' (B2, p. 180-181) and render it.

#### **Task VII.**

1. Before reading the text, study the following vocabulary:

Theology – теологія

Liturgy – літургія, ритуал церковної служби

Holy See; See of Rome – папський престол

Continuity – безперервність; тут: наступництво,  
спадкоємність

Faith – віра (релігійна)

Ultimate standard – остаточний зразок

Reciprocal recognition – взаємне, обопільне визнання

To conceive – опановувати, розуміти

Commitment – відданість

Sacrament – таїнство

Mediation – посередництво

Honorific – почесний

Redemption – спокутування (гріхів)

2. Read the text about Catholicism and be ready to say which new information you have learned about this religious doctrine.

### **Catholicism**

**Catholicism** is a broad term for describing specific traditions in the Christian churches in theology and doctrine, liturgy, ethics and spirituality.

For many the term usually refers to Christians and churches, western and eastern, in full communion with the

Holy See, usually known as the Catholic Church or the Roman Catholic Church. However, many others use the term to refer to other churches with historical continuity from the first millennium.

In the sense of indicating historical continuity of faith and practice, the term "Catholicism" is at times employed to mark a contrast to Protestantism, which tends to look solely to the Bible as interpreted on the principles of the 16th-century Protestant Reformation as its ultimate standard. It was thus used by the Oxford Movement.

For some, however, such as the priest and theologian Richard McBrien, the term refers exclusively and specifically to that "Communion of Catholic Churches" in communion with the Bishop of Rome.<sup>[4]</sup> In its Letter on Some Aspects of the Church Understood as Communion, the Congregation for the Doctrine of the Faith stressed that the idea of the universal church as a communion of churches must not be presented as meaning that "every particular Church is a subject complete in itself, and that the universal church is the result of a *reciprocal recognition* on the part of the particular Churches". It insisted that "the universal Church cannot be conceived as the sum of the particular Churches, or as a federation of particular Churches".

According to McBrien, Catholicism is distinguished from other forms of Christianity in its particular understanding and commitment to tradition, the sacraments, the mediation between God, communion, and the See of Rome. According to Orthodox leaders like Bishop Kallistos Ware, the Orthodox Church has these things as well, though the primacy of the See of Rome is only honorific, showing non-jurisdictional respect for the Bishop of Rome as the "first among equals" and "Patriarch of the West". Catholicism, according to McBrien's paradigm, includes a monastic life, religious institutes, a religious appreciation of the arts, a communal understanding of sin and redemption, and missionary activity.

3. Define the purpose, the subject and the object of the text.  
Prepare the rendering of the text.

### **Task VIII.**

1. Before reading the text, study the following vocabulary:

Beaten foe – повержений ворог

Dual Alliance – Двоїстий союз

To each other's aid – на допомогу один одному

At the very least – у найменшому ступені, в абсолютно крайньому разі

Benevolent(ly) – прихильний (прихильно),

доброзичливий (доброзичливо)

Withdrawal – вихід, видалення

To invoke – закликати, молити про щось

To bring into fold – настановити (наставити) на шлях істини

Signatory – держава, яка підписала (угоду)

To be in dispute – мати незгоду

To entitle – давати право

To lapse – відхилятися, проходити (про час)

To transpire – вияснятися, ставати відомим, траплятися

Two-front war – війна на два фронти

Tangled mess of alliances – заплутана мішанина угод (альянсів)

Dismissal – усунення, звільнення (з посади)

2. Read the text. Note the facts (3-5) which you didn't know before.

### **Britain's Splendid Isolation**

Bismarck did not initially fear an alliance between France and Britain, for the latter was at that time in the midst of a self-declared 1870s policy of "splendid isolation", choosing to stay above continental European politics.

If not Britain then, how about Russia and, conceivably, beaten foe Austria-Hungary?

### **The Three Emperors League & Dual Alliance**

He began by negotiating, in 1873, the Three Emperors League, which tied Germany, Austria-Hungary and Russia to each other's aid in time of war. This however only lasted until Russia's withdrawal five years later in 1878, leaving Bismarck with a new Dual Alliance with Austria-Hungary in 1879.

This latter treaty promised aid to each other in the event of an attack by Russia, or if Russia aided another power at war with either Germany or Austria-Hungary. Should either nation be attacked by another power, e.g. France, they were to remain – at the very least – benevolently neutral.

This alliance, unlike others, endured until war in 1914. It was this clause that Austria-Hungary invoked in calling Germany to her aid against Russian support for Serbia (who in turn was protected by treaty with Russia).

### **The Triple Alliance**

Two years after Germany and Austria-Hungary concluded their agreement, Italy was brought into the fold with the signing of the Triple Alliance in 1881. Under the provisions of this treaty, Germany and Austria-Hungary promised to assist Italy if she were attacked by France, and vice versa: Italy was bound to lend aid to Germany or

Austria-Hungary if France declared war against either.

Additionally, should any signatory find itself at war with two powers (or more), the other two were to provide military assistance. Finally, should any of the three determine to launch a 'preventative' war (a euphemism if ever there was one), the others would remain neutral.

One of the chief aims of the Triple Alliance was to prevent Italy from declaring war against Austria-Hungary, towards whom the Italians were in dispute over territorial matters.

### **A Secret Franco-Italian Alliance**

In the event the Triple Alliance was essentially meaningless, for Italy subsequently negotiated a secret treaty with France, under which Italy would remain neutral should Germany attack France – which in the event transpired.

In 1914 Italy declared that Germany's war against France was an 'aggressive' one and so entitled Italy to claim neutrality. A year later, in 1915, Italy did enter the First World War, as an ally of Britain, France and Russia.

Austria-Hungary signed an alliance with Romania in 1883, negotiated by Germany, although in the event Romania – after starting World War One as a neutral – eventually joined in with the Allies; as such Austria-

Hungary's treaty with Romania was of no actual significance.

### **The Reinsurance Treaty**

Potentially of greater importance – although it was allowed to lapse three years after its signature – Bismarck, in 1887, agreed to a so-called Reinsurance Treaty with Russia.

This document stated that both powers would remain neutral if either were involved in a war with a third (be it offensive or defensive).

However, should that third power transpire to be France, Russia would not be obliged to provide assistance to Germany (as was the case of Germany if Russia found itself at war with Austria-Hungary).

Bismarck's intention was to avoid the possibility of a two-front war against both France and Russia.

A decidedly tangled mesh of alliances; but the Russian Tsar, Nicholas II, allowed the Reinsurance Treaty to lapse in 1890 (the same year the new German Kaiser, Wilhelm II, brought about the dismissal of his veteran Chancellor, Bismarck).

3. Define the subject, object and purpose of the text. Make an outline of the text.
4. Fill in the blanks with the following words to check your



knowledge of the vocabulary. Make use of the notes.

hostilities	threat	after	assistance
at war	signatories	agreement	

### ***Franco-Russian Agreements***

The year ... the Reinsurance Treaty lapsed Russia allied itself with France. Both powers agreed to consult with the other should either find itself ... with any other nation, or if indeed the stability in Europe was threatened.

This rather loosely worded ... was solidified in 1892 with the Franko-Russian Military Convention, aimed specifically at counteracting the potential ... posed by the Triple Alliance of Germany, Austro-Hungary and Italy.

In short, should France or Russia be attacked by one of the Triple Alliance ... – or even should a Triple Alliance power mobilize against either (where ‘to mobilize’ meant simply placing a nation on a war footing preparatory to the declaration of ...), the other power would provide military ... .

*Notes:* to solidify – закріплювати

counteracting – протидія, перешкода

to place on a war footing – привести в стан бойової  
готовності

5. Prepare the rendering of the text “Britain’s Splendid

Isolation”. Use the information from Ex. 3 and Ex.4.

### **Task IX.**

1. Study useful expressions in telephoning (B2, p.151-155). Write down a formal telephone conversation you’ve recently made. Make use of the topical vocabulary.
2. Read the text ‘A Skeptic’s Review of Telephoning the Dead’ (B2, p.158-159). Render the story in 15-18 sentences.

### **Task X.**

1. Before reading the text, study the following vocabulary:

To impact – ущільнювати, закріплювати

Coherence – зв’язок; зв’язність, послідовність

Setback – затримка, перешкода

To thirst for revenge – горіти бажанням помститися

Vengeful – мстивий

To flaw – псувати; робити недійсним (юр.)

Untenable extent – нелогічно значний ступінь

2. Read the text below. Find sentences with the suggested vocabulary, translate them into Ukrainian.

### **Unsettled Empires**

Come 1914, trouble was not restricted to the smaller nations outlined above. The Austro-Hungarian empire was directly impacted by troubles in the Balkans and, under the ageing Emperor Franz Josef, was patently struggling to

maintain coherence of the various diametrically opposed ethnic groups which fell under the Austro-Hungarian umbrella.

As such, the assassination of Franz Ferdinand by the Serbian nationalist secret society, the Black Hand, provided the Austro-Hungarian government with a golden opportunity to stamp its authority over the region.

Russia, ally of the Slavs – and therefore of Serbia – had been struggling to hold back full-scale revolution ever since the Japanese military disaster of 1905. In 1914, while the Tsar himself was reluctant, his government saw war with Austria-Hungary as an opportunity to restore social order – which indeed it did, at least until the continuation of repeated Russian military setbacks, Rasputin's intrigue at court and food shortages combined to bring about the long-threatened total revolution (which, encouraged by Germany, brought about Russia's withdrawal from the war in 1917).

Then there is France. Almost immediately following her defeat by Prussia in the Franco-Prussian War of 1870-71, together with the humiliating annexation by the newly unified Germany of the coal-rich territories of Alsace and Lorraine, the French government and military alike were united in thirsting for revenge.

To this end the French devised a strategy for a vengeful war upon Germany, Plan XVII, whose chief aim was the defeat of Germany and the restoration of Alsace and Lorraine. The plan was fatally flawed, and relied to an untenable extent upon the "élan" which was believed to form an integral part of the French army – an irresistible force that would sweep over its enemies.

3. Answer the following question ( in writing):

- 1) In what way was Austro-Hungarian Empire troubled before the beginning of WWI?
  - 2) What was the Black Hand?
  - 3) What was the attitude of the Russian government to the war with Austro-Hungary?
  - 4) What Russian military setbacks are meant by the author?
  - 5) Why were the coal-rich territories of Alsace and Lorraine annexed from France?
  - 6) What was the aim of Plan XVII?
4. Define the object, subject and purpose of the text.
5. Prepare the rendering of the text. Make use of its purpose, subject and object.

### **Task XI.**

1. Study the material about the program of a voluntary summer camp. Pick out 10 most important facts about such

camps.

2. Name the facts about voluntary summer camps which you dislike. Give motivation.

3. Read the text 'Student exchange programs: students' expectations' (B2, p. 308-311). Prepare the rendering of this text.

### **Task XII.**

1. Before reading the text, study the following vocabulary:

To be unsettled – бути неспокійним,  
неналагодженим

To liaise – встановлювати або підтримувати зв'язок

Despondent – похмурий, понурий

To rule out – виключати, скасовувати, вилучати

Woe – ворог, опонент

To fuel – тут: підтримувати

Frustrated – зірваний, той, що не відбувся; тут:  
розчарований

To snap up – розбирати, розхапати, накидатися на щось

To be keen upon – палко бажати чогось, дуже  
захоплюватися чимось

To foresee – передбачати

Posturing – становище, позиція

Assuredly – безсумнівно

To anticipate – очікувати, передбачати  
To take into account – брати до уваги  
To speculate – розмірковувати, робити припущення  
To authorize – дозволяти, давати санкцію на щось  
Critical deviation – дуже загрозливе (критичне)  
відхилення  
Lack of nerve – брак / відсутність витримки  
Trench warfare – окопна війна  
To give credence – виявляти довіру  
To uphold – підтримувати, заохочувати, підтверджувати  
2. Read the text below. Find sentences with the suggested  
vocabulary, translate them into Ukrainian.

### **Germany's Path to War**

As for Germany, she was unsettled socially and militarily. The 1912 Reichstag elections had resulted in the election of no fewer than 110 socialist deputies, making Chancellor Bethmann-Hollweg's task in liaising between the Reichstag and the autocratic Wilhelm, not to mention the rigidly right-wing military high command, next to impossible.

Bethmann Hollweg, who became most despondent, came to believe that Germany's only hope of avoiding civil unrest sooner rather than later lay in war: preferably a short, sharp

war, although he did not rule out a European-wide conflict if it resolved Germany's social and political woes.

This outlook on life fuelled his decision of 6 July 1914 – whilst the Austro-Hungarian government was weighing its options with regard to Serbia – to offer the former what has been commonly referred to as "a blank cheque"; that is, an unconditional guarantee of support for Austria-Hungary no matter what she decided.

Germany's military unsettlement arose in the sense that Kaiser Wilhelm II was finding himself largely frustrated in his desire to carve out a grand imperial role for Germany. Whilst he desired "a place in the sun", he found that all of the bright areas had been already snapped up by the other colonial powers, leaving him only with a place in the shade.

Not that Wilhelm II was keen upon a grand war. Rather, he failed to foresee the consequences of his military posturing, his determination to construct both land and naval forces the equivalent – and better – than those of Britain and France (with varying success).

However his government and his military commanders assuredly did anticipate what was to come. A plan to take on both Russia and France, a war on two fronts, had long

been expected and taken into account.

The so-called Schlieffen Plan, devised by former Army Chief of Staff Alfred von Schlieffen, had been carefully crafted to deal with a two-front war scenario. The plan, which very nearly succeeded, outlined a plan to conquer France, to knock her out of the war, on a 'Western Front', within five weeks – before, the Germans calculated, Russia could effectively mobilise for war on the 'Eastern Front' (which they estimated would take six weeks).

It is often speculated – and argued – that the plan would have succeeded but for the decision of the then-German Chief of Staff in 1914, Helmuth von Moltke, to authorise a critical deviation from the plan that, it is believed, stemmed from a lack of nerve, and crucially slowed the path towards Paris – with fatal consequences (and which ended in static trench warfare).

Still, the German plan took no real account of Britain's entry into the war. The German government gave no credence to the possibility that Britain would ignore her own commercial interests (which were presumably best served by staying aloof from the conflict and maintaining her all-important commercial trading routes), and would instead uphold her ancient treaty of obligation to recover violated



Belgian neutrality.

4. Answer the following questions (in writing):

- 1) Why was Germany unsettled in 1912?
  - 2) Who decided that civil unrest in Germany could be avoided with the help of a war?
  - 3) Why didn't the Austro-Hungarian government fully support Chancellor Hollweg?
  - 4) What can be said about Wilhelm II's political foreseeing?
  - 5) What was Germany's opinion of the war on two fronts?
  - 6) Why wasn't the so-called Schlieffen Plan really successful?
  - 7) How did Germany estimate Britain's entry into the war?
5. Fill in the gaps with the following words. Make use of the notes after the text. Read the text for more information.

German	July	to remain	military
war	stay out	solely	into with

### ***British Dithering***

It is also suggested that Germany would have backed away from ... had Britain declared her intentions sooner. Believing that Britain would ... of the coming conflict, and would limit herself to diplomatic protests – after all, Britain was under strict ... obligation to France – Germany, and

Austro-Hungary, proceeded under the belief that war would be fought ... with France and Russia.

The British Government, and its Foreign Minister, sir Edward Grey, Attempted to mediate throughout July, reserving at all times its right ... aloof from dispute. It was only as the war began that the British position solidified ... support for Belgium.

Hence the criticism that had Britain come out clearly on the side of Belgium and France earlier in ..., war would have been avoided: Germany would have effectively instructed Austria-Hungary to settle ... Serbia, especially given the latter's willingness to cooperate with Austria-Hungary.

Whether this would have transpired given the ... war machine determination for war is of course unknown.

*Notes:* Dithering – збентеження, розгубленість

To back away – відступати, утримуватися

To precede – бути передумовою

Aloof – осторонь, на відстані

To transpire – робитися відомим, виявлятися

6. Define the subject, object and purpose of the text

“Germany’s Path to War”.

7. Prepare the rendering of the text, make use of its purpose,

subject and object.

**Task XIII.**

1. Study sample reports of diploma thesis presentations (see Module 3). Use the suggested examples to write a report of your own diploma thesis. Mind the time limit of your presentation.

**Task XIV.**

1. Compose your own CV, Resume and Cover Letter.

### **Структура екзаменаційного білета**

1. Render the text on the profile science topic.
2. Speak on one of the topics studied.
3. Have a discussion with the teacher on the topics studied.

### **Список тем, що виносяться на екзамен**

1. Our University.
2. My Research Interests.
3. My Recent Professional Acquaintance.
4. My Recent Business Trip.
5. My Last Staying at a Hotel.
6. My Recent Business Telephone Conversation.
7. Shopping as a Problem.
8. Shopping as a Hobby.
9. My Participation at a Students' Research Conference.
10. The Problem of Job Hunting.
11. The British University to Study at.
12. Kyiv as the Capital and as the Greatest Historical City.
13. London and Its Rich History.
14. Why I Decided to Enter a Master Course.

### **Основна використана література**

1. (B1) Куліш Л.Ю., Друянова Є.О., Мотова И.Л. та ін. Прискорений курс англійської мови. – К.: Вища школа, 1995. – 303 с.
2. (B2) Ляшенко І. В., Литвиненко О.А., Меденцова Т.М. та ін. Англійська мова: Practice Abroad: навчальний посібник з англійської мови за програмою курсу поглибленого та інтенсивного вивчення іноземних мов. – Суми : Університетська книга, 2010. – 400 с.
3. Богацкий И.С., Дюканова Н.М. Бизнес-курс английского языка. – К.: «Логос», 1997. – 352 с.
4. Language Leader Intermediate. Coursebook. – L: Pearson Longman Publishers, 2008. – 184 p.

### **Додаткова використана література**

1. Дорда С.В., Миленкова Р.В., Клочко Л.І. English for Business Communication (Англійська мова для ділового спілкування): навчальний посібник. – Суми : Університетська книга, 2011. – 152 с.
2. Misztal M. Tests in English: Thematic Vocabulary: Intermediate and advanced level. – К. : Знання, 2010. – 352 с.

### **Інформаційні ресурси**

- <http://study-english.info>
- [www.wikipedia.org](http://www.wikipedia.org)
- [www.uwgb.edu/dutchs/WestTech/xromans.htm](http://www.uwgb.edu/dutchs/WestTech/xromans.htm)
- [www.firstworldwar.com](http://www.firstworldwar.com)
- [www.historylerningsite.co.uk/russia](http://www.historylerningsite.co.uk/russia)