

МІНІСТЕРСТВО ОСВІТИ І НАУКИ УКРАЇНИ
Національний університет «Одеська юридична академія»
Кафедра іноземних мов

ПІДГОТОВКА ДО ЄДИНОГО ВСТУПНОГО ІСПИТУ З АНГЛІЙСЬКОЇ МОВИ

**Практикум
для здобувачів вищої освіти
ступеня бакалавра**

У двох частинах

Частина II



Одеса
«Юридична література»
2025

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П32

Практикум призначений для здобувачів вищої освіти, які вивчають дисципліну «іноземна мова за професійним спрямуванням». Практикум складається з чотирьох розділів, що містять текстові завдання, завдання для практики усного і писемного мовлення, тренувальні тести для підготовки до єдиного вступного іспиту з англійської мови. Практикум підготовлено відповідно до освітньої програми вищої освіти і рекомендовано використовувати у навчальній роботі при підготовці фахівців за першим (бакалаврським) рівнем вищої освіти до складання ЄВІ з англійської мови.

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*«Knowledge is power.
Education is the premise for
progress in every society.»*
(Kofi Annan)

Вступ

Проблеми сьогодення не можуть бути вирішені повністю без мобільності учасників освітнього процесу, ефективної комунікації та повсякчасного доступу до інформації.

Головною метою навчання іноземних мов є цілеспрямована підготовка здобувачів вищої освіти до ефективного спілкування в академічному середовищі. Отже, комунікативні мовленнєві компетенції формуються для застосування у ситуаціях, що є типовими у навчальній діяльності студентів різних спеціальностей. Практикум орієнтований як на здобувачів освіти, так і на процес навчання, сприяючи досягненню особливостей мови та привертаючи увагу до змісту, текстового характеру комунікації. Його використання сприятиме розвитку мовної та прагматичної компетенції здобувачів вищої освіти, отже, й їхній здатності до самостійного вивчення іноземної мови.

Укладачі практикуму поставили собі за мету:

- поінформувати здобувачів бакалаврського рівня освіти про ступінь складності завдань, що зазвичай використовують для проведення єдиного вступного іспиту до магістратури з іноземної мови;
- наполегливо рекомендувати здобувачам вищої освіти поповнити їхній словниковий запас і збагатити його лексичними одиницями, що використовуються в текстах представлених у практикумі;
- вдосконалити навички та вміння здобувачів освіти щодо користування словарними статтями словника;
- поліпшити вміння та навички студентів щодо читання та опанування текстів різної тематики, які є необхідними як для успішного складання екзамену, так і в подальшому вивченні мови;

- покращити знання граматики та лексики англійської мови за допомогою виконання тестів “Use of English” за визначеною тематикою.

Читання є письмовою формою мовлення та входить до сфери комунікативної діяльності здобувачів освіти. Читання стосується сприйняття та розуміння певної інформації і є рецептивним видом мовленнєвої діяльності.

Вдосконалення читання як виду мовленнєвої діяльності полягає в тому, щоб навчити здобувачів освіти опановувати інформацію та вправно оперувати нею для виконання комунікативних, зокрема післятекстових, завдань.

Такий вид діяльності є не тільки засобом формування, але й контролю мовленнєвих умінь, тому що читання сприяє покращенню засвоєння мовного матеріалу.

Через різницю у рівні розуміння тексту викладачі-методисти змогли систематизувати види читання. В основу кожного з них поклали різні правила. Деякі автори класифікують читання за психологічними характеристиками сприймання: аналітичне – синтетичне, перекладне – безперекладне. Інші розмежовують типи за режимами читання: підготовлене – непідготовлене; самостійне – несамостійне; за обсягом опанованого: екстенсивне – інтенсивне. Всім відомою є наступна систематизація типів читання: пошукове, переглядове, ознайомлювальне і детальне, або вивчаюче.

Розуміння стрижневого змісту тексту. Англійською – «skimming reading», або «reading for gist». Методисти-дослідники позначають такий вид читання ще терміном ознайомлювальне читання. Текст читають швидко, щоб зрозуміти головний зміст, загальну побудову тексту або винайти першорядні факти.

Під час читання в цьому разі достатньо розуміння 70% лексичних одиниць тексту; найважливішим буде вміння винайти та досягнути ключові слова. Визначальним є вміння узагальнити зміст тексту, тобто зробити висновки щодо основної задачі – яку інформацію він надає й які факти є першорядними.

Отримання потрібної інформації. Англійською – «scanning» чи «reading for specific information». У сучасній методиці також використовують терміни

пошукове (пошук конкретної інформації) та переглядове читання (швидкий огляд тексту щоб з'ясувати, чи є в ньому необхідна читачеві інформація).

Вичерпне розуміння змісту тексту. Англійською – «reading for detail» або «reading for detailed comprehension». У методичній літературі використовують також термін вивчаюче читання. Такий вид читання передбачає глибоке й точне осягнення всіх без винятку головних і другорядних думок, фактів, їхнє опанування й запам'ятовування. Здобувач освіти повинен осягнути й оцінити інформацію, пояснити чи прокоментувати певні факти, дійти висновку.

Синтетичне й аналітичне читання.

Синтетичне – вид читання, коли увага того, хто читає, головним чином, сконцентрована на змісті, та сам зміст сприймається узагальнено й швидко.

Аналітичне – вид читання, коли увага того, хто читає деякою мірою переміщується на мовленнєве оформлення тексту, тому воно відбувається вельми повільно.

Синтетичне читання навчає опануванню текстів, оминаючи використання аналізу й перекладу. Аналітичне читання слугує засобом осягнення складних текстів, що містять труднощі, що можуть бути подолані виключно шляхом ретельного читання й перекладу.

Синтетичне читання визнають більш слушним у первинний період навчання, тому що здобувачі освіти засвоюють уміння осягати окремі частини тексту без використання двомовного словника. Втім невідомі елементи мови трапляються під час синтетичного читання також. Умови осягнення змісту тексту в цьому разі полягають в наступному:

- опанування іншомовним мінімумом, завдяки чого невелика кількість невідомих лексичних одиниць трапляється в знайомому контексті;
- здатність виокремлювати невідомі слова й сприймати їх значення спираючись на контекст і використовуючи аналіз словотворення;
- вміння не акцентувати увагу на другорядні для розуміння елементи.

Неприпустимо, втім, вважати, що аналіз потрібен тільки тоді, коли стикаєшся з незнайомими словами. До нього потрібно звертатися і під час

читання тексту без перекладу, зокрема, в разі виокремлення якихось мовленнєвих характеристик тексту та його сенсу. Аналітичне ж сприйняття може створюватися завдяки попередній роботі з текстом. Важливою характеристикою аналітичного читання є існування аналітичної настанови в самому процесі читання, іншими словами розуміння всіх елементів тексту. Під час читання, аналізуючи текст здобувачі освіти навчаються долати певні мовленнєві труднощі і, в решті решт, осягати зміст.

Взаємозалежність синтетичного і аналітичного читання присутня на всіх стадіях читання: вони не існують окремо одне від одного. Насправді, читачі частіше стикаються з синтетичним видом читанням через те, що процес проходить три стадії сприйняття тексту: первісний синтез, аналіз і другий, наступний синтез. Студенти читають новий текст і, завдяки відомому мовленнєвому матеріалу, розуміють основний сенс. Далі вони аналізують невідомі лексичні одиниці, і знов трапляється синтетичний вид читання, оскільки через аналіз втілюються передумови для осягнення прочитаного. На зазначеному етапі розуміння стає більш вірним саме завдяки аналізу.

Тексти, зазвичай, мають у своєму складі невідомий здобувачам лексичний матеріал, про тлумачення якого, в разі відсутні словника, здогадатися можна завдяки словотворчого аналізу вже відомих лексичних одиниць, або ж з огляду на сутність слова за контекстом.

Опрацювання тексту.

Погляди стосовно того, які стадії роботи з текстом необхідно вводити в навчальний процес різняться.

Здебільшого планують три етапи опрацювання тексту: передтекстова стадія (дотекстові вправи чи завдання), безпосередньо текстова стадія (перевірка осягнення змісту), післятекстовий етап (перевірка опанування важливих елементів тексту, аналіз і оцінювання).

Викладачі-методисти рекомендують багато різновидів завдань для опанування текстом. Насправді, різновиди завдань обумовлені метою читання.

Якщо це читання заради осягнення змісту, то й види завдань орієнтовані на перевірку розуміння змісту.

Дотекстові завдання (опрацювання лексичних одиниць та граматичних конструкцій, що трапляються в тексті) :

1. відшукати й виписати фразу з певними лексичними одиницями;
2. відшукати пару: лексична одиниця та її дефініція;
3. знайти синонім або антонім слова із групи слів, що пропонуються;
4. поєднати пари лексичних одиниць за змістом;
5. перефразувати фразу – замість виділеної лексичної одиниці або

словосполучення використати синонім, що застосований у тексті.

Перевірка опанування змістом тексту в цілому.

Наступні завдання допомагають повному опануванню інформацією:

1. найменування важливіших змістовних частини тексту;
2. відшукати фрази, що вміщують головний сенс певних частин тексту;
3. знайти фрази, що підкріплюють або заперечують певну точку зору;
4. закінчити або розпочати речення фразою із тексту;
5. дати відповіді на питання, користуючись інформацією з тексту;
6. згодитися або ні з фразами що виражають думку щодо змісту;
7. оберіть твердження із запропонованих кількох, що збігається із змістом.

Підсумовуючи все вищезазначене, можна зробити висновок, що:

1. читання є самостійним видом мовленнєвої діяльності; 2. навчати читання необхідно, застосовуючи відповідні види вправ: час, що відводиться на їх виконання, має бути обмеженим; 3. уміння виділити з тексту найбільш важливі елементи – основа навчання читання.

Оцінювання результатів навчання здобувачів вищої освіти щодо опанування навчальної дисципліни здійснюється відповідно до Положення про організацію освітнього процесу в Національному університеті «Одеська юридична академія».

Критерії оцінювання знань здобувачів:

Оцінка виставляється за національною чотирибальною шкалою: «відмінно», «добре», «задовільно», «незадовільно». При оцінці за основу слід брати повноту і правильність виконання завдань.

1. Оцінка «5» (відмінно) ставиться в тому разі, коли відповідь здобувача правильна, повна, послідовна, логічна; здобувач впевнено володіє фактичним матеріалом курсу, вміє застосовувати його щодо конкретно поставлених завдань.

2. Оцінка «4» (добре) ставиться в тому разі, коли відповідь правильна, послідовна, логічна, але здобувач допускає окремі незначні помилки, хоча й вміє застосовувати матеріал курсу щодо конкретно поставлених завдань.

3. Оцінка «3» (задовільно) ставиться у тому разі, коли здобувач володіє більшою частиною фактичного матеріалу, але викладає його не досить послідовно і логічно, припускається істотних пропусків у відповіді, не достатньо вірно формулює відповіді.

4. Оцінка «2» (незадовільно) ставиться в тому разі, коли здобувач виявляє незнання більшої частини фактичного матеріалу або здобувач відмовляється відповідати на поставлені питання.

Шкала оцінювання: національна та ECTS

За 100- бальною шкалою	Шкала за ECTS	За національною шкалою	
		Екзамен	залік
90-100	A	Відмінно	зараховано
82-89	B	Добре	
74-81	C		
64-73	D	Задовільно	
60-63	E		
1-59	Fx	Незадовільно	не зараховано
1-34	F		

ТЕМАТИЧНИЙ ПЛАН

№ з/п	Назва теми	Практичні заняття (год.)	Самостійна робота (год.)
Тема 1.	Виконання текстових завдань та лексико-граматичних тестів з підготовки до ЄВІ за темою Relationships / Взаємовідносини.	4	8
Тема 2.	Статус і види трибуналів. Склад трибуналів та судова процедура. / Tribunals. The status and range of tribunals. Composition of tribunals and procedure.	2	4
Тема 3.	Виконання текстових завдань та лексико-граматичних тестів з підготовки до ЄВІ за темою Education / Освіта.	4	8
Тема 4.	Право Європейського Союзу. Що уособлює Європейський Союз та яким чином впливає на держави-члени. / European Union Law. What is the European Union and how it impacts Member States.	4	8
Тема 5.	Виконання текстових завдань та лексико-граматичних тестів з підготовки до ЄВІ за темою Tourism / Туризм.	4	8
Тема 6.	Career in Law. Law courses. Course Descriptions. Graduate recruitment programme. / Кар'єра у галузі права. Курси навчальних дисциплін з права. Програма найму на роботу.	4	8
Тема 7.	Виконання текстових завдань та лексико-граматичних тестів з підготовки до ЄВІ за темою History / Історія.	4	8
Тема 8.	Legal Professionals. Solicitors. Legal practitioners. Training. A partner in a law firm. / Спеціалісти в галузі правознавства. Адвокати у судах першої інстанції / Нотаріуси. Підготовка юристів-практиків.	4	8

Під час розроблення цього практикуму були використані запозичення з різних посібників, підручників, та інтернет-ресурсів:

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RELATIONSHIPS

Hospitality: its Different Forms

Reading Tasks

Read the text and complete the tasks below.

This excerpt is from a book written by a British woman who lived with a foreign family for over a year to learn about their culture and daily life. In small groups, consider the challenges she faced as well as the joys she had. After then, skim the text to see if your ideas are cited.

I once spent a year in Eastern Europe's Moldova, observing ordinary life as a female social anthropologist from Britain. In order to gain a first-hand look at how people in Moldova handle their daily lives, I stayed with a family. I met so many great people and had the time of my life. Everything I saw was, of course, shaped by my personal experiences in that specific location and at that specific moment.

Attempting to put myself in the shoes of a Moldovan there was frequently an incredibly challenging experience for me. This was due to the fact that everyone I encountered was exceedingly welcoming and treated me like a 'royal' guest at all times. Their goal in having me as their guest was to have fun and not have me help out around the house with anything. I would often go out in the mornings to do research or explore the city, and when I got back, my elderly landlady and her sister would have taken buses across town to the central market, where they would return with crates of potatoes, a whole lamb, and other massive amounts of produce. Whenever I went to people's houses, they would give me food. I found that the majority of adults I spoke to, appreciated hosting get-togethers at their homes, complete with food, drink, and a warm, welcoming vibe, for friends,

relatives, neighbours, coworkers, and even complete strangers. As fast as they could, hosts served their guests. The women of the home would often start preparing the massive quantities of food in advance if there would be visitors. In most cases, the men were also in charge of pouring the wine, as it had already been prepared. As much food and drink as the household could provide under the circumstances was still offered to unexpected visitors.

Buying food was not always a breeze when I was there. People typically shopped in markets instead than in more expensive and inconvenient grocery stores. Many of my acquaintances had to rely on overcrowded buses or walk long distances to get to the market as they did not have access to personal vehicles. People routinely made multiple trips to various places to get food and other essentials. People living in cities were also engaged in intricate food trades with their hometowns. Many things were the same as when I visited Ukraine in the 90s. Even here, I've noticed that hosts frequently go to great lengths to ensure their visitors have abundant and delicious meals. Actually, my Ukrainian hosts appeared to think that in order to be good hosts, it was necessary for their guests to eat a lot more than they typically would and try every course of the dinner.

As far as I could tell, everyone seemed to agree on the standard operating procedure for how hosts should act. They were supposed to supply a lot of food and make sure everyone ate a lot. Hosts were expected to shoulder all the household duties, including grocery shopping, meal preparation, and cleaning up afterward, with guests being graciously asked not to pitch in. Likely, the kitchen would not be open to guests.

Guests and hosts in England often take on distinct responsibilities, which some may like, and others may find disappointing. Due to

increasingly relaxed ideas of hospitality on the part of the English, the distinction between the two positions is blurring. Inviting guests into the kitchen for a casual chat and maybe even an offer of assistance with the cooking is a surefire way to put them at ease. In the past, women were more likely to be the ones to cook, but now, many guys help out or even take the reins when it comes to making meals.

Generally, guests are welcome to eat whatever they want — many people are on diets, so that's a valid excuse to not eat much. In most cases, hosts do not take the refusal of a second helping as a criticism of their hospitality, cooking, or food. Also, it's possible that a guest who offers to help with the dishes after the dinner will be let down when their offer is actually accepted! It is not considered necessary to serve food to unexpected visitors, although a biscuit and a cup of coffee are usually accepted.

Task 1. Translate the following words or expressions into Ukrainian:

hospitality
to enjoy
mention
to manage one's life
to observe
experience
extremely hospitable
honoured guest
to treat
to purchase
to encourage
to explore

heavy loads of
frequent trips
stranger
to succeed in
host
chores
washing up
responsibility of
to refuse politely
unlikely
to regret
take charge of
to expect
second helping
disappointed
unexpected visitor
to regard
essential

Task 2. Give definitions for the following words and word combinations:

hospitality
to manage one's life
take charge of
honoured guest
unexpected visitor
washing up
put enormous effort into

Task 3. Complete the summary using the list of words below.

A Year in Moldova

The writer spent about a year as a comrade person of a local 0) household and researched the 1) _____ of everyday life in Moldova. As a 2) _____, she was not supposed to help with daily domestic 3) _____. She discovered that making and supplying 4) _____ was considered men's job, while women were in charge of different aspects of providing 5) _____. Buying 6) _____ generally needed long trips to 7) _____ by overcrowded 8) _____.

List of Words: resident, shops, villages, wine markets, meals, people, problems, groceries, guest, homes, bus, car, customs, duties, host, household

Task 4. What does the researcher write about hospitable people in Ukraine and Moldova?

A) Most people believe it is their duty to treat guests, even if they do not like being a host.

B) Tasty food is kept for special events when guests come.

C) Foreign guests are treated differently from Ukrainian ones.

D) Hospitality is considered to be an occasion to eat much more than usual.

Task 5. Which of the following activities by guests in Britain are mentioned by the researcher?

A) refusing food

B) helping to wash up

C) bringing food or drink

D) inviting hosts to their home

E) eating a small amount

F) praising the host's cooking

G) helping to prepare food

Task 6. Answer the following questions:

1. Who spent almost a year staying with a family in a foreign country?

2. Why did a British woman stay there?

3. Did she see from the inside how people managed their lives?

4. Why did she often find it surprisingly difficult to see life there through the eyes of local people?

5. How was she always treated?

6. Was she ever involved in shopping, cooking, or other domestic chores?

7. How often was she encouraged to go out to explore the city, or carry out her research?

8. Was she often invited to people's homes and offered food on entering?

9. What was prepared in advance, when a household was expecting guests?

10. Who were responsible for pouring wine?

11. What were unexpected visitors still offered?

12. Did grocery stores tend to be rather cheap?

13. Why did most people have to make frequent trips to the market on foot or by crowded buses?

14. Where did people regularly travel to purchase food and other necessities?

15. Why were city inhabitants also involved in complex food exchanges?

16. Were there any similarities to her experience of Ukraine visits in the 1990s?

17. Did people often put enormous effort into providing extremely generous meals for guests in Ukraine?

18. Were guests likely to be allowed into the kitchen?

19. What picture do the roles of host and guest tend to present in England?

20. Do the English move towards other notions of hospitality than it was in the past?

21. Why may guests be invited into the English kitchen?

22. May an offer to help with the cooking be accepted too?

23. Do nowadays many men help with food preparation?

24. Are guests expected to eat much or little? Why is it so?

25. Why may a guest who offers to help with the washing up be disappointed?

26. What will unexpected visitors be, probably, offered in England?

Fatherhood nowadays

Reading Tasks

Read the text and complete the tasks below.

Fatherhood is the most transformative event for modern men, and they wish to be actively involved in all aspects of their child's life, from conception to childhood. With one-third of today's dads expressing interest in quitting their jobs to be a full-time parent, it appears that the traditional roles of discipline and providing financial support are quickly becoming relegated to the past. Although men are excited about having a child, they

are more concerned about having enough money than they are about giving up their freedom.

The annual fatherhood study by Pregnancy & Births magazine found that many men now value parenting highly. The study surveyed over 2,000 couples in the United Kingdom regarding their emotions regarding the impending arrival of their first or second child. As many as 90% of expectant dads consider becoming a father to be the most significant "life-changing event ever," and 98% of those men believe that becoming a father will bring them happiness. A growing number of fathers are expressing a desire to be actively involved in their children's lives, both before and after the birth of their child. Only 2% of the males polled said they "could not face it" if they weren't there to see the delivery, whereas 90% of expectant fathers attend prenatal appointments. While 83% of men would prefer to stay home with their partner than go out with friends, 80% of pregnant women report that their boyfriend is more caring during the pregnancy. A whopping 72 percent of dads have expressed their intention to use the \$150 per week paternity leave. An additional 77% express a desire for additional time off to spend with their newborn.

Of the men polled, 39% indicated they would split the sick child care responsibilities with the mother, yet over 50% still believe the mother should take time off work. Additionally, compared to generations past, today's expectant dads are more inclined to pitch in with household tasks: 41% do more food preparation, 33% shop more, and nearly half do more housework. More men would contemplate quitting their jobs to raise a kid, and the traditional role of the father has shifted considerably in the last 60 years. Among males, one-third are open to the idea of being a stay-at-home

dad full-time, another-third would want to work part-time, and the remaining men would prefer to keep working.

An expert psychiatrist on dads and their evolving responsibilities, Dr. Maureen Marks, questions the representativeness of the group. Nonetheless, she acknowledges the profound shift in men's parental responsibilities. In general, males are better equipped to participate, according to Dr. Marks, a senior lecturer at King's College London's Institute of Psychiatry. There is less rigidity in roles because women are no longer financially dependent on their husbands. Biological differences are crucial, in her opinion, even when the roles have been changed. "Breastfeeding and carrying the kid are responsibilities that fall on women. They miss that connection in those early days, regardless of how involved the father is," she added. When the kid is old enough to be played with, she explains, males make up for it. "While men are more animated while playing with their kids and promoting their sociability, kids seek solace from their mothers."

According to Dr. Marks, today's parents should each focus on what they do best, and the role of the child should be balanced.

These results, according to Tom Beardshaw of "Fathers Direct," validate society's evolving perspective on fatherhood. The equal opportunities research surprised many with the level of interest from fathers, he added, and this supports that. Being a proud father is not a weak quality, as Jude Law and other cultural role models have shown, and there have been historical shifts, like more women working.

Task 1. Translate the following words or expressions into Ukrainian:
fatherhood
desperately
pregnancy

upbringing
breadwinning
anxious
survey reveals
life-changing event
paternity leave
to change dramatically
caring
check-ups
to bond with
to share it jointly
to be engaged in
chores
child rearing
to raise a child
the sample survey
to be involved
to encourage sociability
to confirm
equal opportunities
wimpish
to attribute

Task 2. Give definitions for the following words and word combinations:

life-changing experience
breadwinning
to be 'hands on'

paternity leave

child rearing

chores

to share something jointly

Task 3. Choose what option is correct (a, b or c).

1. A certain number of fathers

- a) believe fatherhood brings discipline in life.
- b) are afraid of not being able to raise a child.
- c) are ready to sacrifice their careers for their children.

2. Modern men

- a) do not mind visiting the birth of their child.
- b) wish they would have a leave when a baby is born.
- c) get involved in prenatal care.

3. When a child is not well, most quantity of the men questioned

answered

- a) they would eagerly stay off work.
- b) either partner would stay with a child
- c) a mother of a child would better take time off work.

4. Doctor Marks

a) believes that both parents have to be engaged in the first months of a baby's life.

- b) has certain concerns about the survey carried out
- c) considers behavior patterns of parents have changed greatly for

financial reasons.

5. Tom Beardshaw told

- a) the conclusions of the survey are the first data of this kind.
- b) contemporary parents manage new role models

c) society still believes that a positive and proud attitude to fatherhood is a feature of feebleness.

Task 4. Answer the following questions:

1. Why do modern men see fatherhood as their biggest life-changing experience?

2. Do they really want to be 'hands on' during their wives' pregnancy and the upbringing of their children?

3. How many of today's dads say they would consider even leaving work to take on the role of a full-time father?

4. Are men more worried about money or losing their freedom?

5. What do the results of "Pregnancy & Births" magazine's annual fatherhood survey reveal?

6. How many couples across the UK, who were expecting their child, were asked about their feelings?

7. Do the fathers-to-be believe fatherhood will make them happy?

8. Are men taking child rearing seriously nowadays?

9. How many dads-to-be attend scans and check-ups?

10. How many men would rather stay in with their pregnant partner than go out with their friends?

11. Under what conditions men say they will take the two-week paternity leave?

12. Why do fathers wish they could have more time off?

13. Do most men think that the mother should take time off work if the child is ill?

14. Modern fathers are more likely to be engaged in the chores of life compared to the previous times, aren't they?

15. Why has the role of child rearing changed dramatically over the past 60 years?
16. Do more men consider leaving work to raise their child?
17. Can we believe when men say they are prepared to be a full-time stay-at-home father? Why/why not?
18. Dr. Maureen Marks does not agree that men's parental roles have changed dramatically. Is it so?
19. Why are not women totally dependent on their husbands?
20. Why does Dr. Maureen Marks believe that although the roles have been modified biological differences are still important?
21. Why are men more active when the child is old enough to be played with?
22. When do children go to their mothers?
23. Do the results of research confirm society's changing views on fatherhood?

Why You Have to Be Tolerant to Others

Reading Tasks

Read the text and complete the tasks below.

Task 1. Match options (A—H) to (1—5). There are three options you do not need.

(1) _____

Accepting other people and their views, regardless of whether you agree with them or not, is the most common definition of tolerance. That's why the term is usually applied to religious matters ("I disagree with his beliefs, but I can tolerate them"). However, I like to view tolerance in a broader context.

I don't want to start a fight by urging someone on a train who is making me crazy to stop talking and find another seat. I try not to be impolite at family gatherings so that I don't annoy my relatives with stories that I've heard five times already. To maintain my sanity while accepting others is my goal.

If you want to learn how to be more tolerant, consider these suggestions.

(2) _____

If someone starts a conversation with you, it's easy to ignore them; you might even pretend to be courteous while secretly rolling your eyes. Pay attention to what they're saying this time. You should not let your first impression or the fact that someone else mentions how strange they are deter you. Everyone wants to be heard, so give them your undivided attention for a bit.

(3) _____

Now that you're paying attention, hold off on dismissing what the other person is saying just because it sounds "funny" or "weird" to you. Interrogate them further if you still have doubts about their argument. Give it your best shot at comprehending what they're saying; perhaps they aren't being as clear as they believe they are.

(4) _____

No need to feel bad about expressing your disagreement with the person's views and thoughts. We're unique individuals. Once you realize that it's acceptable to "agree or disagree," it should be much easier to engage in conversations with others. This doesn't mean you have to become best friends with them or adopt their viewpoint, but it will help.

(5) _____

To a certain extent, yes. Tolerance training can help you meet new people and broaden your social circle, but it can also lead you to unexpected discoveries, like how much you enjoy spending time with someone you would have avoided before.

- A) Always Maintain a Plan
- B) Be Polite if You Disagree
- C) Listen Attentively, Don't Jump to Conclusions
- D) Definition of Tolerance
- E) Patience and Tolerance
- F) Is it Easy to be Tolerant?
- G) Shortage of Tolerance
- H) Try to Comprehend Other Person's Opinion

Task 2. Give definitions for the following words and word combinations:

tolerance
to think of something broadly
to drive somebody nuts
to keep sanity
be put off by the appearance
be weird a little
to become the best buddies

Task 3. Answer the following questions:

1. How can you generally describe tolerance?
2. Why is tolerance often used in terms of religion? Can you think of it more broadly?
3. What examples of tolerance does the author of the article give us?
4. Are you also being bombarded by stories that you have already heard at the previous family gatherings?

5. Don't you want to upset your relatives by being rude?

6. The author of the article gives us a few tips that can help us to be more tolerant of others, doesn't she?

7. Can you always listen to what people are saying — really listen as they strike up a conversation with you?

8. Are you put off by people's unconventional appearance or the fact that someone told you they're a bit strange?

9. Can you listen to them, at least for a while because "we all want to be heard"?

10. If you're listening to someone, can you resist the temptation to discount what they're talking about because it sounds funny or a bit strange to you?

11. Do you ask people questions, if you're not sure about the point they're trying to make?

12. Do you always agree with the person and their beliefs or opinions? If not, it's quite normal. We are all different.

13. Does it mean you have to become best friends and switch over to their way of thinking, if you communicate with other people?

14. When does it become a lot easier to have discussions with people?

15. What will allow you to get out of your comfort zone and probably expand your social circle?

16. Should we avoid people different from us without trying to listen to them and understand them?

Facts and opinions. Watch the video and report to the class.

https://www.ted.com/talks/katie_hood_the_difference_between_healthy_and_unhealthy_love



https://www.ted.com/talks/natalie_warne_being_young_and_making_an_impact



TESTS

Movement for the Civil Rights

Complete the text on the civil rights movement. Fill in the blanks from the word list below. There are two words you will not need.

Abolished arrested beliefs boycott campaign citizens constitution discriminated discrimination encouraged facilities protected races refused separated signed skin slavery

Throughout American history, various groups of citizens have fought for rights that the American (1) _____ gave them. The civil rights movement in the United States is about the fight of African Americans. Because of their (2) _____ color, they did not have the same rights

that white people did for a long time. This injustice towards African Americans led to a time of social unrest. In the 1950's and 1960's, blacks rose up to fight against the social systems and authorities that had taken these rights away from them. Many whites supported their (3) _____.

After the Civil War (1861–65), slavery was (4) _____, and African Americans were free. However, there was so much prejudice against blacks that laws were passed which (5) _____ blacks from whites in public and made them second-class (6) _____.

The modern civil rights movement began in the 1950s. In 1955, a black woman in Alabama, Rosa Parks, (7) _____ to give her seat on a bus to a white man. For this act of protest, Parks was (8) _____. Blacks no longer wanted to "sit at the back of the bus," and started a (9) _____ of the bus system. They chose a young minister, Dr. Martin Luther King, Jr., to lead their protest.

The Montgomery boycott was very important for African Americans. It (10) _____ them to protest for civil rights in other cities as well. Dr. King spoke out on radio and television programs and urged blacks to take part in non-violent protests.

On August 28, 1963, more than 200,000 Americans of all (11) _____ gathered at the Lincoln Memorial in Washington, D.C. Their goal was to urge the government to take action against racial (12) _____ and segregation. At this event, Dr. King surprised the nation with his famous "*I Have a Dream*" speech.

On July 2, 1964, President Lyndon B. Johnson (13) _____ the Civil Rights Act. It forbade discrimination based on a person's race, color, national origin, religious (14) _____, or sex. It (15) _____

every citizen's right to use public (16) _____, get employment, and to vote in elections.

Modern Slavery

Choose the best option for each blank

Human trafficking is one of the fastest growing illegal (1) _____ in the world, producing over 50 billion dollars of income every year . The UN (2) _____ that 20 million people from over 130 countries are victims of traffickers. They end up as prostitutes, on construction sites or farm workers. (3) _____ labour is hard to detect because enslaved people are among legal workers. Many cases go unreported because it is often difficult to (4) _____ what forced labour is.

Human trafficking is not only a problem of developing countries. Men and women, adults and children around the world are (5) _____ by so-called labour recruiters who promise them employment and a new life. They are tricked into jobs from which it is difficult to escape. In most cases they give up their passports and other documents, making themselves (6) _____ on their traffickers.

In general, people are trafficked from poorer areas to wealthy countries. However, sometimes people become modern-day slaves within their own country. According to a UN report, the countries most (7) _____ by human trafficking are India, Pakistan and China. The US, Japan and European countries are among the main importers of (8) _____ people.

Traffickers focus on the weakest elements in our society. Children are often kidnapped and turned into child (9) _____ in Africa or

brought to developed countries where they work in the sex trade. Recently, traffickers have been (10) _____ on refugees in Middle Eastern countries, promising them work and a new life in Europe.

Human trafficking does not (11) _____ in certain structures. Traffickers can be a husband and wife couple or even a large criminal organisation. Two thirds of all criminals are men, but trafficking has become a popular crime for women because they earn the (12) _____ of young girls more easily.

The United States and other countries around the world are working together with the International Labour Organisation (ILO) to combat human trafficking. Non-governmental organisations are also (13) _____ support and hotlines for victims. More and more countries have high (14) _____ on trafficking. Governments are putting more money into the inspection of workplaces and provide legal protection for victims.

While the global community is slowly realising that human trafficking is a (15) _____ problem, there are many challenges that remain. In many countries, members of the police forces are corrupt and (16) _____ in human trafficking operations. Victims often do not come forward and seek help because they are afraid of being deported back to their home country. In many cases they are unaware of their human rights.

1	firms	businesses	companies	establishments
2	values	quotes	guesses	estimates
3	forced	force	forcing	unforced
4	define	classify	term	describe
5	hijacked	seized	stolen	abducted

6	depending	dependent	independent	dependence
7	influenced	disturbed	affected	marked
8	slavery	enslaved	slaved	slave
9	troopers	fighters	regulars	soldiers
10	concentrating	attending	strengthening	fixing
11	live	exist	endure	last
12	trust	belief	care	protection
13	proposing	suggesting	advising	offering
14	consequences	charges	penalties	fees
15	head	chief	minor	major
16	involved	included	contained	mixed

Free Birth Control for All?

Choose the best option for each blank

Health experts in America are (1) _____ whether birth control should be free or not. While health centres are giving away condoms for free, Americans still have to pay for birth control pills. But that may (2) _____. Doctors and other health officials are discussing whether this kind of family (3) _____ should be made free.

The pill was first (4) _____ fifty years ago. With it came the birth rate sank in countries around the world and the number of (5) _____ pregnancies went down. It also helped women escape from poverty and poor living conditions. For a long time, Americans only got it for free if they had a health (6) _____ that paid for it.

Today the pill is the most common form of birth control in the USA. More than 45 million female Americans between 15 and 45 have taken it at least some time during their life. But despite this fact there are still many

unwanted babies and about 4,000 abortions every day.

Those in favour of the (7) _____ say that, if offered, the number of unexpected teenage pregnancies would go down dramatically. Most of the females on college campuses are in favour of it. Young people still (8) _____ on their parents for money. Sometimes it is difficult to get (9) _____ at the doctor's and get a prescription. If students could get pills on campus they could just go to the health (10) _____ centre and get them. In other cases, they just don't want to tell their parents they are taking the pill.

Those against the suggestion say that it would lead to sexual promiscuity and diseases might be (11) _____ more easily. Not all doctors agree with the idea either. The pill must be taken correctly if it should work. And it also has a number of side effects that doctors warn about. Some women put on weight or get nervous quickly.

Some health experts talk about other ways of (12) _____ pregnancies. In their opinion it would be better to teach young women about fertility and when they can get pregnant.

A	B	C	D
suggesting	discussing	fighting	talking
change	differ	transform	adjust
organization	planning	preparation	development
announced	welcomed	begun	introduced
surprising	unexpected	sudden	shocking
cover	insurance	institution	society
request	offer	demand	proposal

depend	hope	involve	require
a date	an appointment	a meeting	an engagement
problem	care	attention	aware
broadcasted	communicated	sent out	transmitted
evading	avoiding	encouraging	escaping

Use the word given in brackets to form a word that fits into the gap:

- How long is the _____ from Rome to Paris? (FLY)
- I have a very good _____ with both my parents (RELATION)
- Pulling my front tooth didn't hurt. - It was completely _____ (PAIN).
- I can tell from your _____ that you're not really happy (EXPRESS)
- We offer free _____ for purchases over € 100 (DELIVER).
- James hasn't had a lot of _____ lately, so I hope he'll do well with his new company (SUCCEED)
- It is _____ colder today than it was yesterday (CERTAIN).
- What _____ is he? Spanish or Portuguese? (NATION)
- You have the _____. – You can either go by bus or walk (CHOOSE).
- My best friend has a great _____. (PERSON).
- You need a lot of _____ to write a good story (IMAGINE)
- The lesson was _____. I almost fell asleep. (BORE)
- Don't be so _____. This is the second vase you have broken this month (CARE).
- It's simply _____. I have won the lottery. (BELIEVE)

- I have to hold a _____ at my brother's wedding (SPEAK)
- There's a lot of _____ about that on the internet (INFORM)
- The children were very _____ when the teacher came in (NOISE).
- The film was a bit _____. I didn't really understand what happened (CONFUSE)
- He has to wear these gloves for _____ reasons (SAFE)
- Sally was _____ for two years before she found a new job (EMPLOY)
- In India, there are a lot of _____ in the streets (BEG).
- When I gave up smoking, I started putting on more _____ (WEIGH).
- I had no _____ in finding the right street. (DIFFICULT)
- He talked about _____ and peace in our world (FREE)
- _____, I was invited to watch the new film (LUCKY)
- The _____ of our rainforests is a serious problem (DESTROY)
- Animals in a zoo don't live in their _____ environment (NATURE)
- _____ does not have anything to do with how much money you have (HAPPY)
- Thank you for being so _____ yesterday (HELP)
- He has been a long- _____ runner for a few years now (DISTANT)
- Don't you think it's too _____ for you to go sailing in such weather (DANGER)
- This is my last _____. – Don't walk across the lawn ! (WARN)

33. He gave me some good _____ on where to go shopping (ADVISE)
34. If you want to complain about the product, please go to the _____ (MANAGE).
35. The new flat is not _____. It's too expensive (AFFORD)
36. John is six years old. He's very _____ and full of life (ACT)
37. My mother spent her _____ in France (CHILD)
38. I have made a few _____ to your article (CORRECT)
39. Every child should get a good _____ (EDUCATE).
40. Listen carefully to the _____ before you go out! (INSTRUCT)

EDUCATION

Approaches to Learning

Read the text and complete the comprehension tasks below.

If one wants to read more efficiently, what tips would you provide them? Choose the piece of advice that best describes you and talk about it in small groups.

- 1) Make a decision as to why you are reading the text.
- 2) Finish reading every piece of text.
- 3) Determine the subject of the text by reading its title.
- 4) Inquire with others to get their thoughts on the matter.
- 5) The important points are usually stated in the final sentence of a paragraph.
- 6) Make a note of the key points and copy them.

To assist students read books and academic papers more effectively, a university gave the following recommendations. Take a look and tell me which of the six suggestions up there it follows.

Be sure you can efficiently read a lot of online articles, books, and textbooks because it will be required of you as a student. Figure out why you're reading this before you begin. After that, decide which reading style is best for you. If you're looking for specific information, like a name or a mention of a topic, you can scan the text to discover it and then read only the bit that pertains to your search. One of the fastest ways to read is via scanning.

More reading is required to get the text's major ideas and themes. Look over the headings, introduction, summary (if present), and title for at least two or three minutes. Take note of the questions you have and the answers

you want; for instance, Why did something happen? or What happened as a result of something? After that, go over the opening sentence of every paragraph; if it seems pertinent, keep reading. If not, go to the next section. The writer's choice of connecting phrases can also serve as a guide; for example, to summarize, utilize words such as "the first point," etc.

Engage with the text by taking notes. Figure out the connections to what you are already familiar with. Verify if you are able to comprehend the author's reasoning. Instead of just paraphrasing what you've read, try coming up with your own unique take on the subject and writing it down.

Skimming is a waste of time compared to reading efficiently, which requires brainpower.

Task 1. Translate the following words or expressions into Ukrainian:

piece of advice
comprehension task
academic paper
purpose
suitable
specific
particular
scanning
mention
subheading
introduction
summary
relevant
linking phrases

relate to
point
use one's brain
a waste of time

Task 2. Give definitions for the following words and word combinations:

useful advice
to copy the parts of the text
to read effectively
purpose
the relevant section
to make notes on the topic

Task 3. These words and phrases rephrase words in the text which are more appropriate for academic writing. Search for the words in the passage. They appear in the text in the same order.

- 1) grasping the meaning _____
- 2) the proof for doing something _____
- 3) a strategy of doing something _____
- 4) peculiar, specific _____
- 5) linked to what you are keen on _____
- 6) the headliner of an article, book, etc. _____
- 7) be connected _____

Task 4. Complete each sentence with a word from Task 2.

1) There is usually more than one _____ of reading, so the best for you depends on what information you are eager to gain from the article or a book.

2) The _____ generally suggests what the contents of a book is about.

3) If you require _____ information, it can help to scan the contents for it.

4) The _____ of reading a book or a text is usually to get facts and data.

5) _____, especially while reading a text in a non-native language, requires cognitive efforts by the readers.

Task 5. Answer the following questions:

1. Why was the advice given by a university?
2. Is it true that as a student you need to read a lot of articles, books and different texts on the Internet?
3. What should you decide before you start reading?
4. Why should you choose the most suitable reading method?
5. What method should you choose if you need to find some specific information about a particular theme or person?
6. What method is the most rapid form of reading?
7. What method should you choose if you need to find out the main ideas of the text?
8. How much time should you spend looking through the headings, subheadings, introduction, and summary, if you are lucky to find one?
9. What questions should you write down if you want to get answers to them?
10. What sentence of each paragraph should you read to understand whether it's relevant, before reading the rest of the paragraph or not?

11. Which linking phrases should be used as a guide?

12. How do you understand the words “interact with what you’re reading”?

13. Do you agree that you need to understand how the text relates to what you already know?

14. Why is it important to follow the writer’s thought processes?

15. Why is it useful to make notes, using your own words rather than just copying what you have read?

16. Explain the phrase “reading effectively means using your brain”.

Universities in Great Britain

Reading Tasks

Read the text and complete the tasks below.

A) Nowadays, the University of Buckingham is the sole private institution in Britain; the other 124 are all part of the state system. Oxford was one of just six universities in existence prior to the nineteenth century. The other five are in the cities of Aberdeen, Cambridge, Edinburgh, Glasgow, and St. Andrews. Typically associated with the Church, universities emerged between the thirteenth and fifteenth centuries. They often provide a diverse selection of classes, have a long history of excellence, and are housed in lovely historic structures.

B) The industrial revolution in the 1800s and 1900s led to the establishment of several colleges and universities, which trained highly skilled workers for the industrial revolution. Birmingham, Manchester, Newcastle, and other large cities were the typical locations for these

universities to be founded. Some universities have the advantage of having well-established libraries, academic specializations, and housing that is close to campus. These universities are also known as modern or civic universities. In many cases, these schools can accommodate all incoming freshmen.

C) The entry of students born after WWII into higher education prompted the establishment of several new universities in the 1960s. In order to accommodate these students, the government chose to broaden access to higher education. A major perk of these schools is how well-organized they are, with the majority of residence halls and classrooms located on campus.

D) Polytechnics and universities were the two main branches of the United Kingdom's higher education system before 1992. Because of its emphasis on vocational and professional studies, polytechnics were able to supply the local industry with qualified workers. Polytechnics were not as powerful as universities for a long time. The educational standards at polytechnics were comparable to those at universities by 1992, thus several of them converted to universities. You may get a diploma from a lot of these schools as well.

E) In accordance with the directives of a senate committee, these universities are constituted by merging multiple minor institutions into one larger institution. The United Kingdom is home to just seven such universities; some examples are Oxford and Cambridge as well as London University. Whether it's agriculture, music, design, or medicine, specialized institutions provide a wide variety of courses in a particular field. It is possible that some of these schools solely provide graduate-level

coursework. In most cases, the number of students at these colleges is somewhat small.

F) University campuses can be found in a variety of places. Typically, the older institutions have their classrooms and dorms in close proximity to one another. Despite being in a major city, students in these tend to congregate in one area of town for social events. The outskirts of town are home to a few city campuses. There is usually enough room for both lodging and sports facilities in these. Plus, they're not far from the city, so students can still experience city life. Students at some schools, including Oxford and Cambridge, are members of on-campus colleges rather than an independent entity. For both students and faculty, these universities serve as epicentres. The college is home to the academic staff, and they get along well with the students.

Task 1. Translate the following words or expressions into Ukrainian:

linked to

be established

a wide range of courses

Industrial revolution

highly skilled

have the advantage

well-established

to provide accommodation

higher education system

living and teaching facilities

campus

vocational and professional subjects

provide
offer diploma courses
a senate committee
postgraduate programme
socialize
on the outskirts
academic staff
easy relationships
a collegiate structure

Task 2. Give definitions for the following words and word combinations:

higher education system
Industrial Revolution
a strong sense of community
postgraduate programmes
campus
accommodation
academic staff

Task 3. Questions 1-6. The Text has six passages (A–F). Decide on the appropriate heading for each of them:

- I Former polytechnics
- II Rising standards in higher education
- III The second expansion
- IV Old universities
- V Universities during the industrial revolution
- VI Campus types
- VII University colleges

Task 4. Questions 7-10. Answer the questions with words taken from the Text. *Don't use* more than 3 words for an answer.

7. Why were a number of universities founded in the period of the 19 – 20th centuries?

8. What did the British government manage to do in 1960-s?

9. What kind of qualification do most former polytechnics give?

10. What are colleges known for?

Task 5. Questions 11-16. Rank or distribute the descriptions as attributing to

CU (civic universities)

OU (old universities)

UC (university colleges)

NU (new universities)

FP (former polytechnics)

NB You can utilize any answer more than one time.

11. have accommodation and educational facilities on campus.

12. were built in growing cities

13. were linked to religious institutions

14. provide various courses on a single subject.

15. have lecturers and students living in the same place.

16. offer diploma courses.

Task 5. Answer the following questions:

1. How many state universities are there in Britain today?

2. Are there any private universities?

3. What were universities established between the 13th and 15th centuries usually linked to?

4. How many universities were there in Britain before the 19th century?
5. What do the old universities often have and usually offer?
6. Were new universities established in the 19th and early 20th centuries as a result of the industrial revolution?
7. Where were these universities generally established?
8. In what industrial centres were these universities generally established?
9. How were such universities sometimes called?
10. What kind of advantages do these universities have?
11. Who are these universities often able to provide accommodation for?
12. Why were a number of new universities established in the 1960s?
13. When did children born after World War II enter the higher education system?
14. Why did the government decide to expand higher education after World War II?
15. What kind of advantages do these universities have?
16. When was higher education in the UK split into polytechnics and universities?
17. What did the polytechnics provide for the industries situated in their region?
18. Did polytechnics have the same influence as universities?
19. When did many polytechnics become universities?
20. What universities are made of several smaller colleges which come together to form a single university under a senate committee?
21. What do specialist colleges offer a range of courses in?

22. What colleges may only offer postgraduate programmes?
23. Are these colleges usually big or small?
24. Where do the older universities often have teaching facilities and student accommodation situated?
25. Where do students in these universities usually socialize?
26. Do city campuses have the space to provide sports facilities and accommodation?
27. Are they also close enough to the city for students to enjoy city life?
28. Which universities have a collegiate structure? What does it mean?
29. Why is it possible for students and staff to enjoy easy relationships?

Plagiarism and Cheating

Reading Tasks

Read the text and complete the tasks below.

Because students are legally bound to the rules and regulations of the University and all of its governing bodies when they enroll, it is their responsibility to read and understand the University's Code of Student Conduct. It is the responsibility of the Student Conduct Committee to carry out disciplinary actions. Accusations of wrongdoing can be heard by the Committee according to established protocols. In the Student Services Office, you can find copies of the code of conduct for students.

The University does not tolerate any form of academic dishonesty. Instances of cheating or plagiarism fall under this category; they are

violations of the Student Conduct Code and may lead to expulsion or a failing grade in the course.

Some examples of academic dishonesty include: getting or giving unauthorized help on an exam, knowing what an exam will be about before it is given, using unofficial sources of information while taking an exam, changing or fabricating grades, changing or providing answers after an exam has been turned in, falsifying any official record kept by the university, and exaggerating or concealing facts in order to get out of or extend the deadline for a required course.

Plagiarism encompasses a wide range of practices, such as: submitting work that is partially or entirely copied from someone else's work without attributing the original author; failing to properly cite ideas that have not been fully integrated into the student's own words and style; submitting identical written or oral material in different classes without permission from the instructors; and “dry-labbing,” which involves stealing experimental data from classmates without permission, as well as using lab reports and data from other sections of the same class or from other courses.

Task 1. Translate the following words or expressions into Ukrainian:

responsible for
familiarizing
enrollment
policies and regulations
duly constituted bodies
the contents of
Student Conduct Committee
allegations of misconduct
available

academic dishonesty

condone

unauthorised source

cheating

falsifying the record

failing to identify

to submitting a paper

quotation

obtain authorization

“dry-labbing”

previous terms

fit the expected results

Task 2. Give definitions for the following words and word combinations:

to familiarize

enrollment

allegations of misconduct

academic dishonesty

to fail the course

to submit the same material

cheating

Task 3. Questions 1-8. Are the following statements true to the information given in the Text? They could be false as well or contradict the information. Sometimes there might be no information about this in the Text. So, decide whether they are *True*, *False* or *Not given*:

1. The Students' Service Office must acquaint all the students with the student behavior code.

2. Cheats will be excluded automatically because their behavior cannot be forgiven.

3. The text enumerates all the actions and activities which are believed to be cheating.

4. In accordance with the text, plagiarism is more serious misconduct than cheating.

5. No one can ever paraphrase very closely.

6. Students can present the same term paper in different courses when they ask their professor even if it is not their own.

7. If students wish to utilize other students' laboratory experiments data and results, they have to ask the lecturer first.

8. Data should always fit the expected outcomes.

Task 4. Answer the questions:

1. Are students responsible for familiarising themselves with the University Code of Student Conduct?

2. When have the students placed themselves under the policies and regulations of the University?

3. What Committee is disciplinary authority exercised through?

4. What kind of procedures does the Committee have in place for hearing allegations of misconduct?

5. Where are copies of the student conduct code available?

6. Is academic dishonesty ever condoned by the University?

7. What does academic dishonesty include?

8. Does cheating and plagiarism violate the Student Conduct Code?

9. Which violations of the Student Conduct Code could result in expulsion or failing the course?

10. Does cheating include obtaining or giving unauthorized help during an examination?

11. Is cheating limited to getting unauthorized information about the contents of an examination before it is administered?

12. Do you consider using unauthorized sources of information during an examination a kind of cheating?

13. Would you agree to alter or falsify the record of your grades?

14. Have you ever misrepresented the facts, to get exemptions from or extensions to course requirements?

15. Does plagiarism include submitting any paper or other document, which has been copied either in whole or in part from someone else's work without identifying that person?

16. Is plagiarism limited to failing to identify as a quotation a documented idea that has not been thoroughly assimilated into the student's language?

17. Would it be good to paraphrase a passage so closely that the reader could be misled as to the source?

18. Can students submit the same written material in different courses without obtaining authorisation from the lecturers involved?

19. What does "dry-labbing" include?

20. Do you know the facts of fabricating data to fit the expected results in research papers?

Decreasing of Literacy Standards

Reading Tasks

Read the text and complete the tasks below.

A) The alarming decline in school reading rates is a major issue in the United States and Europe. Among the factors that have contributed to the enormous desire of educational reforms in Britain, there is a fact that thirty percent of sixteen-year-olds are with a reading age of fourteen or younger. Anything that hinders the development of literacy is a serious concern for all of us since the development of literacy has far-reaching implications on general intellectual development. The search for the reason behind the decrease in literacy rates has begun. Socioeconomic considerations and the relative merits of "traditional" and "modern" pedagogical approaches have dominated the literature review thus far.

B) The terrible case of "They can't see the wood for the trees" is exemplified by the vain quest to determine the source of the rise in illiteracy. Using picture books in the classroom is nothing more than carrying on an unchallenged, time-honored practice. Over the last 20 years reading primers', pictures have gotten more complex and intrusive, while the text has gotten poorer, often to the point of extinction.

C) It's shocking that there is so little proof that reading with pictures helps students learn to read. In fact, there is a mountain of data demonstrating that visuals negatively impact every facet of reading acquisition. Regardless, a large number of schoolchildren's first books are completely devoid of text across the entire globe, from the Americas to the Antarctic.

D) A teacher's primary goal should be to assist students who are just starting to read in acquiring the vocabulary and comprehension abilities that will allow them to read and comprehend simple words and sentences. A youngster may exhibit what is known as "barking at text" when reading aloud, even if they are proficient readers. Factors beyond the control of the

instructor make it more difficult for the student to understand. However, exposure to "rich" language in the classroom can mitigate the negative impacts of media like TV and video games as well as restricted exposure to language at home.

E) On the contrary, a single sentence replete with repetitive phrases is not out of the ordinary in books that have thirty pages or more. Children don't need to use their imagination when reading these books, despite the beautiful artwork. The graphics make the words unnecessary. Young children (those under the age of nine) are actively prevented from developing mental images by staring at a picture, while older children may find it challenging. They need to practice creating their own meaning from literature in order to learn how to comprehend. They require guidance in honing their natural creative abilities.

F) Many kids avoid books without pictures as they get older, and this problem is getting worse in our more visual culture. When children's early reading experiences were heavily reliant on pictures and when they have so many other forms of entertainment to choose from, it can be challenging to wean them off picture books. Although examinations reveal that even bright youngsters are being impacted, the most susceptible are the least intelligent. Teachers' reaction has been to make more extensive use of illustrations and to utilize simpler language across the curriculum, even at the upper levels. Oxford and Cambridge recently collaborated on a conference to address the alarming drop-in undergraduate literacy rates.

G) Pictures, being visually appealing and engaging, are also utilized to encourage children to read. However, listening to well-read stories should inspire youngsters to read by prompting them to use their imaginations. They can use this experience to better comprehend the language when they

begin to read. I believe it would be a huge error to just show kids photographs or artworks instead of encouraging them to develop their creative abilities.

H) Studies showing the negative effects of pictures on beginning readers have been published in scholarly journals in fields such as educational research, psychology, language learning, psycholinguistics, and many more. A small sample is presented here:

I) Dale Willows, a Canadian educator, found, in a consistent and unambiguous fashion, that kids' reading speed and accuracy were impacted by pictures. The closer the pictures were to the text, the slower and more inaccurate the reading became. She argues that visuals are superfluous and distracting when kids reach a word they already know. They run the risk of being led astray by features of the images that have nothing to do with the meaning of the term they are attempting to decipher if they rely on them for a definition when they do not know it.

J) American psychologist J. Jay Samuels discovered that struggling readers who were given books without pictures learned many more words than those who were given picture books with lots of pictures. He looked at previous studies that had indicated issues with images and concluded that words alone were better than words with an image. When presented with both words and pictures, children who appeared to focus only on the words learned more words than those who pointed to the pictures; yet, they still learned less words than those who were presented words with no visual cues at all.

Task 1. Translate the following words or expressions into Ukrainian:

a great concern

declining standards of literacy

to prompt

to impede

cause of the decline

the increase in illiteracy

fruitless search

obtrusive

impoverished

point of extinction

skills

empirical evidence

interfere in a damaging way

to read aloud fluently

improving comprehension

limited language experience

to offset

competition for

innate power

mental image

to prevent

in response to

detrimental

sources of entertainment

a brief selection

consistent

distracting

to mislead

to examine

to report problems

Task 2. Give definitions for the following words and word combinations:

to prompt

fruitless search for

empirical evidence

to improve comprehension

limited language experiences

sources of entertainment

rapid decline

detrimental

a clue to

Task 3. Questions 1-4: Decide on the suitable variants A-D.

1. It is said that readers “bark” at a text if...

- A) they read louder than is needed.
- B) there are so many words repeated.
- C) they are not encouraged to use imagination.
- D) they have difficulty understanding its meaning.

2. The reading passage suggests that...

- A) pictures in books must not be so detailed.
- B) pictures often slow down progress in reading.
- C) picture books are good for teaching young readers.
- D) pictures can make textbooks very expensive.

3. University lecturers are worried because ...

- A) school leavers don't show much interest in higher education.
- B) students can hardly understand complex academic texts.
- C) academic textbooks are too simple for their undergraduates.

D) students' literacy has changed significantly.

4. The young readers will rapidly develop reading skills up to standard when they ...

- A) learn to relate the words from a text with pictures.
- B) are open to modernized teaching techniques.
- C) are encouraged not to pay attention to the pictures in the text.
- D) learn the skills of telling stories.

Task 4. Questions 5-8. Are the following statements true to the information given in the Text? They could be false as well or contradict the information. Sometimes there might be no information about this in the Text. So, decide whether they are *True*, *False* or *Not given*

5. It is commonly accepted that books for children must contain a few pictures.

6. Teachers have a goal to teach word recognition as well as word meaning.

7. Many older readers have difficulty in getting accustomed to texts without pictures.

8. Literacy will improve as a result of current academic conferences.

Task 5. Questions 9-12. The Text has ten passages, A-J. Which passages state the following information?

NB There are more passages than summaries, so mind it, please.

9. The decline of literacy can be seen in groups of different age and abilities.

10. Methods of reading in recent use don't follow research findings.

11. Readers who can ignore illustrations are supposed to make greater progress.

12. Pictures in textbooks can give misleading details or guidance about word meaning.

Task 6. From the title list you have below select the most suitable heading for the whole Text.

- A) The worldwide decline of reading levels
- B) Anxiety about current educational developments
- C) The damage picture textbooks can cause
- D) Research fulfilled on children's literature
- E) A study of contemporary reading styles

Task 7. Answer the following questions:

1. Is there any concern in Europe and North America about declining standards of literacy in schools?
2. How many 16-year-olds have a reading age of 14 or less in Britain?
3. Does the development of literacy have any effects on general intellectual development?
4. What causes of the decline in literacy do the search has focused on?
5. Was the search for the cause of the increase in illiteracy fruitful?
6. What tradition are teachers continuing? Why is it accepted without question?
7. Why has language become impoverished, sometimes to the point of extinction, in reading primers?
8. Is there virtually any empirical evidence to support the use of illustrations in teaching reading?
9. Does much empirical evidence show that pictures interfere in a damaging way with all aspects of learning to read?
10. Can we explain why the first books that many school children receive are totally without text?

11. Why is a teacher's main concern to help young beginner readers to develop the skills necessary to understand what the words mean?

12. May a child always be able to understand much of the text if he or she is able to read aloud fluently?

13. What is called "barking at text"?

14. What can make the teacher's task of improving comprehension harder?

15. Can the adverse effects of such things as television, video games, or limited language experiences at home, be offset by experiencing "rich" language at school?

16. Is it unusual for a book of 30 or more pages to have only one sentence full of repetitive phrases?

17. Why do the pictures make the language redundant? Do the children have any need to imagine anything when they read such books?

18. What prevents children younger than nine from creating a mental image?

19. Why do children need to practise making their own meaning in response to text?

20. Do they need to have their innate powers of imagination trained to learn how to comprehend?

21. Why do many children turn aside from books without pictures as they grow older?

22. Why is it a serious situation that our culture becomes more visual?

23. Why is it hard to wean children off picture books?

24. Is there any competition for children's attention from so many sources of entertainment?

25. Which of the children are most vulnerable? What do tests show?

26. What was the response of educators?
27. Which of the universities held joint conferences to discuss the noticeably rapid decline in literacy among their undergraduates?
28. How should motivation to read be provided?
29. When are we making a great mistake?
30. What experiments do academic journals ranging from educational research, psychology, language learning, and psycholinguistics cite?
31. Do pictures affect speed and accuracy of the children's reading according to the research results of the Canadian educationalist Dale Willows?
32. What does the researcher claim? Does she consider the pictures unnecessary and distracting?
33. What did Jay Samuels, an American psychologist, find about learning to read with books with pictures?
34. Who found that a word without a picture was superior to a word plus a picture?

Facts and opinions. Watch the video and report to the class

https://www.ted.com/talks/ken_robinson_how_to_escape_education_s_death_valley



https://www.ted.com/talks/sir_ken_robinson_bring_on_the_revolution



TESTS

How to Be a Good Student

Choose the best option for each blank.

Being a successful student can't be taken for (1) _____. In many cases, you have to work hard to get there. Here are a few (2) _____ you will need to have success and perform well at school.

First of all, you should know what kind of person you are. Look at your strengths and (3) _____. That way you will quickly find out what aspects you should concentrate (4) _____ to get better.

Time (5) _____ is a very important aspect of learning life. As a student, your everyday life will tend to be very (6) _____ and organising your daily workload will surely prove to be (7) _____.

Try to avoid the (8) _____ of daily life. You should work and study in places where you aren't interrupted (9) _____. Turn off mobile phones and other electronic (10) _____ when working. Study with classmates who are (11) _____ and have the same attitudes towards school as you do.

Sometimes you have to show that you are a good team player. When teachers give you (12) _____ that must be solved together you must

prove that you can cooperate with others. Don't be bossy and arrogant. Being a good listener also helps, as others might have good ideas about a certain topic too. Contribute (13) _____ in order to get important work done.

As a student it is important to (14) _____ life and school. You should take care of your health, get enough sleep and eat the right things. Start the day with a (15) _____ breakfast that gives you the energy you need. Getting exercise is important as it (16) _____ the brain with the oxygen and fresh air it needs to get things done.

1	decided	approved	granted	decided
2	qualities	abilities	facts	values
3	disadvantages	faults	mistakes	weaknesses
4	on	to	over	at
5	regulation	organising	administration	management
6	anxious	stressful	nervous	worried
7	beneficial	useless	cooperative	caring
8	distractions	anxieties	confusions	intervals
9	easiness	ease	easily	easy
10	instruments	tools	machines	devices
11	stable	independent	reliable	offensive
12	missions	assignments	jobs	duties
13	reactions	solutions	keys	results
14	balance	settle	calculate	steady
15	modest	correct	proper	usual
16	delivers	offers	gives	provides

Illiteracy in the Western World

Choose the best option for each blank.

While many people tend to think that illiteracy is connected to developing countries it (1) _____ into a major problem in industrialised nations too. It is (2) _____ to many other problems, such as poverty, population growth and political corruption.

One (3) _____ reason for the spread of illiteracy in the western world is increased television and media (4) _____. Young people get all of their information from TV, social media and other digital publications. This method (5) _____ attaining information is more relaxing and less strenuous than reading.

Another reason for increasing illiteracy is the (6) _____ that women aren't at home anymore and a growing number are engaged in the workforce. (7) _____, many children are left at home unsupervised, without (8) _____ to care for them. When parents come home after a hard day's (9) _____, they are often too exhausted to spend time with their children.

A lot of blame for not being able to read and write is placed on schools. Experts say that teachers are not putting enough focus on (10) _____ skills like reading and writing.

Illiteracy leads to several problems, including unemployment, alcohol and drug (11) _____. The economy of a country or regions suffers and, ultimately, the standard of living (12) _____.

There are no easy solutions to this problem. However, parents need to take their (13) _____ more seriously and schools need to think about changing teaching (14) _____ and aspects of the curriculum. If this (15) _____ happen, illiteracy will become even more of a problem

than it is at the moment.

1	turning	has turned	was turning	was being turned
2	related	allied	shared	joined
3	sharp	strong	only	obvious
4	consumption	using	spending	waste
5	in	of	for	at
6	key	point	fact	result
7	As a result	Nevertheless	In spite of	However
8	anybody	somebody	nobody	everybody
9	employment	labouring	job	work
10	most	basic	minor	chief
11	misuse	use	abuse	usage
12	declines	has declined	declined	has been declined
13	reliabilities	possibilities	opportunities	responsibilities
14	methods	ways	paths	routes
15	can't	isn't	doesn't	won't

Crime and the Law

Complete the sentences with words and phrases from the list:

Acquits armed charged with commit death row defence district attorney executed felony hung inmate insanity lethal injection misdemeanour objected plea probation prosecution reinstated repeat research trial tried verdict witness

1. If a jury _____ someone, it means they don't find them guilty of a crime.
2. When a person is charged with a crime and goes before a judge,

they must enter a _____ of guilty or not guilty.

3. If a jury doesn't agree on a _____, it is referred to as a _____ jury, and the case will be _____ again.
4. If you are _____ when you _____ a crime, it means you are carrying a weapon.
5. In the trial of the century, football star O.J. Simpson was _____ killing his ex wife.
6. When an _____ is released from prison, they are placed on _____ for a specific length of time to make sure their behaviour is good.
7. People who commit a series of crimes are known as _____ offenders.
8. If I _____ a crime, I saw what happened.
9. In a criminal trial there are two sides: the _____ and the _____.
10. The lawyer who works for the state is the _____.
11. A _____ is considered to be a serious crime, whereas a _____ is less serious.
12. The place in prison where an inmate awaits their execution is called _____.
13. There are several methods of execution. The most common is _____.
14. California _____ the death penalty in 1977, but it wasn't until 1992 that an inmate was _____.
15. The lawyer _____ to the question because he thought it was irrelevant.
16. In an important _____ it may take some time to find the

right jurors.

17. The lawyer used _____ as a defence strategy.
18. In every case, lawyers must do a lot of _____ work before a trial can begin.

Use the word given in brackets to form a word that fits into the gap:

1. You must _____ your account before you can write posts. (ACTIVE)
2. The _____ of the film brought all his favourite actors together. (DIRECT)
3. I had an _____ visit from a colleague who normally avoids me. (EXPECT)
4. The doctor _____ my dad to stay at home and rest for a few days. (ADVICE)
5. The internet _____ became weaker and weaker and, suddenly, there was no signal at all. (CONNECT)
6. The treatment the patient got was completely _____. (PAIN)
7. It was an _____ sound that came from the forest. I had never heard anything like it before. (FAMILIAR)
8. It was their first _____ of the season. (LOSE)
9. Some machines and tools we have in our house are totally _____. Nobody needs them. (USE)
10. Every witness in court must tell the _____ and not lie. (TRUE)

11. The passengers in the car escaped with only minor _____. (INJURE)
12. Singapore became _____ from Great Britain after World War II. (DEPEND)
13. In her _____ she dropped a glass. (EXCITE)
14. Soldiers were blocking the _____ to the building and let nobody in. (ENTER)
15. Everyone has a right to _____ of speech. (FREE)
16. Trains in the country are very _____. They are never on time. (RELY)
17. Almost 30% of the population live below the _____ line. (POOR)
18. My first _____ was that he seemed to be a very serious person. (IMPRESS)
19. Students of all _____ come to the prestigious university. (NATION)
20. Although he was only a few pounds _____, the doctor told him to exercise more. (WEIGHT)
21. The _____ document was 22 pages long. (ORIGIN)
22. We were driving along the motorway when a sportscar _____ us. (TAKE)
23. Bringing me such nice flowers was very _____ of you. (THINK)
24. What Harry said to his boss left him _____. He didn't know what to say. (SPEECH)
25. Parents should raise their children to become valuable members of _____. (SOCIAL)

TOURISM

Some places of interest

Reading Tasks

Read the text and complete the tasks below.

A) The stunning Kingsley House dates back to the 18th century, and its furnishings and decor reflect that era's fashions. Among these spaces are the dining room, the study, and the dressing room, the latter of which showcases garments worn by women in the 18th century. The home comes to life with the stories of its past thanks to our volunteer guides in every room.

B) In remembrance of the museum's founding fifty years ago, we have carefully selected fifty artifacts from the permanent collection and assembled them to depict the captivating tale of the African continent. Until the year comes to a close, this exhibition will be on display. Traditional paintings and other artifacts from around Africa will be on display at the Folk Art Gallery when it opens to the public next month.

C) Although 17 Mansfield Street doesn't appear to be much from the outside, within you will discover a historic structure that was once a theater, a bank, and, most recently, a restaurant — the last of which is still in business today. When the restaurant is closed on Sundays and Mondays, you can hire a guide to take you around the building and all its interesting architecture.

D) A local family business's interesting history is told at the Industrial Heritage Centre. In this very building, exactly 150 years ago, Mr. John Carroll began his engineering firm. While the original plant shut down in 1969, it has now been rebuilt using machinery that Mr. Carroll would have

recognized. Get a glimpse of the working class in the 19th century, a time when the affluent lived in relative luxury.

E) The Fashion Museum is brand new. The museum houses an incredible assortment of over 30,000 garments worn by individuals of all ages, spanning from the 17th century to the modern era. Get a glimpse of the fashions of yesteryear! In addition to the permanent collections, you can also view Dressing the Stars, an exhibition that features the actual costumes that the actors and actresses from numerous Hollywood films wore.

F) The Mason Museum reopened its doors not long ago after spending nearly two years undergoing renovations. The art collection and the exquisite 18th-century furniture that have made the Mason famous are housed in this stunning location. On weekdays from 10 to 4, and on weekends from 10 to 6, we are open.

Task 1. Translate the following words or expressions into Ukrainian:

to furnish

a study

to bring to life

to be founded

to commemorate

treasures

permanent

fascinating story

to exhibit

particularly

exactly

far removed from

the wealthy

outstanding
to display
original costumes worn by
to refurbish
magnificent setting

Task 2. Give definitions for the following words and word combinations:

be furnished
a display of
a volunteer guide
to commemorate
treasures
a fascinating story
available
outstanding
be refurbished

Task 3. Questions 1-8. The passage above has six representations of places of interest in the same town (A-F). Which representation mentions the following data?

NB You can use the same answer more than one time.

1. clothes that famous persons have worn
2. an exposition that you cannot see yet
3. people who tell stories in an enjoyable way
4. the museum that has just been reopened
5. a house that has changed its function numerous times
6. furniture of the identical type that used to be when the house was new

7. is open for touring on definite days of the week
8. a special occasion to celebrate an anniversary

Task 4. Answer the following questions:

1. When was Kingsley House built?
2. How are all the rooms decorated and furnished?
3. Which room contains a display of 18th-century ladies' clothing?
4. What brings the house to life with stories of the past?
5. When was the Africa Museum founded?
6. Why have 50 treasures from the permanent collection been chosen and put together? What story of that continent will they tell?
7. How long will this exhibition continue to work?
8. Which Art Gallery opens to the public next month, exhibiting traditional paintings from all over Africa?
9. Does 17 Mansfield Street look particularly exciting from the outside?
10. But where will you find yourself if you come inside?
11. How did a historic building start life, before becoming a bank and then a restaurant, which is still in operation?
12. When is a guide available to show you round the building?
13. How can its architectural features be described?
14. What story does the Industrial Heritage Centre tell?
15. What kind of business did Mr. John Carroll start in this building 150 years ago?
16. When was the firm closed?
17. How has the factory been re-created? What do the machines look like?
18. What working life could be like in the 19th century?
19. When was the Fashion Museum opened?

20. How many objects worn by men, women and children does this outstanding collection consist of?

21. Do exhibits really date from the 17th century to the present day?

22. What can you currently see as well as the permanent exhibits?

23. How long has the Mason Museum been refurbished, before it has recently opened its doors again?

24. What is the Mason Museum famous for?

25. When is this museum open?

Vacationing and touring

Reading Tasks

Read the text and complete the tasks below.

A) These days, travel, tourism, and vacationing are bigger social phenomena than what most observers have taken into account. There doesn't appear to be any more unimportant topic for a book. Some may assume that social scientists would have a hard time explaining seemingly little events like vacationing as they have a hard time understanding more weighty subjects like politics or jobs. Having said that, the study of deviation does have some intriguing similarities. The focus here is on strange and peculiar social behaviors that may be considered aberrant in one culture but not another. The basic premise is that typical society can be better understood by looking at deviations from the norm. One could argue that the tourist industry could benefit from a comparable study.

B) The very definition of tourism — a leisure activity — presupposes the polar opposite of this — namely, controlled and organized labor. It is a representation of the way in which contemporary civilizations have compartmentalized and controlled the social practices of work and leisure.

One of the hallmarks of the modern person is their ability to put themselves in the shoes of a tourist, and conventional wisdom holds that tourism is best understood as an organized, periodic event that takes place in certain locations. The movement of individuals to different locations and their stays there give rise to tourist connections. To do this, one must be physically mobile (during the voyage) and mentally prepared to spend time in a different location (or locations). «The journey and the stay» are obviously not your typical places of living or employment, and they are also clearly not permanent; moreover, you intend to return «home» within a reasonable amount of time.

C) Because such tourism involves such a large percentage of people in contemporary society, new socialized modes of service have emerged to handle the mass nature of visitors' gazes rather than the personal nature of travel. Intense pleasures, either on a larger scale or involving different sensations than those normally encountered, are anticipated when places are chosen to be visited and viewed upon, particularly through fantasizing and imagining. A wide range of non-tourism techniques, including movies, television, books, magazines, records, and videos, all contribute to building and maintaining this anticipation.

D) A lot of the time, when tourists visit a town or landscape, they like to see things that set it apart from regular life. People pay attention to these details because they are perceived as unusual. Different types of social patterning, characterized by a heightened sensitivity to visual aspects of landscape or townscape, are frequently observed during the viewing of these tourist landmarks compared to what is typically observed in ordinary life. People spend more time than they typically would at home appreciating these landmarks, and then they objectify or record the experience through

media like movies, photographs, postcards, and the like, making the memory repeat itself indefinitely.

E) Boorstin's analysis of the pseudo-event (1984) is one of the first dissertations on the topic of tourism. In it, he contends that modern Americans rely on faux events instead of experiencing reality directly. The mass tourist, cut off from the host culture and its inhabitants, enjoys manufactured attractions in guided tours, naively believing the hype, and pays little attention to the reality around them. Images of various tourist attractions build up into a closed, self-perpetuating illusion system that the tourist uses to choose and assess which sites to visit. According to Boorstin, these types of trips take place within the comfort zone of a typical American hotel, shielding visitors from the unfamiliarity of their host country.

F) In response to the growing demand from tourists, a wide range of occupations have emerged, all with the goal of creating replicas of novel objects. These entities are situated in a hierarchical system that is both intricate and dynamic. This is dependent on the dynamic between, on the one hand, the interests competing to provide these items and, on the other, the shifting preferences of the target audience as a whole, taking into account factors such as gender, age, and socioeconomic status. Being a tourist is supposedly a hallmark of the modern experience. Being unable to go on vacation is the same as not having a car or a nice house. Modern societies view travel as both a status symbol and an essential component of a healthy lifestyle. The expert's job is to meet the demands of the customers based on their socioeconomic status and general expectations.

Task 1. Translate the following words or expressions into Ukrainian:
significant
considerable difficulty

difficulties in accounting
study of deviance
bizarre and idiosyncratic social practices
assumption
be applied to
to presuppose
to occur
various destinations
place of residence
leisure
to gaze upon
scale
to involve
landscape and townscape
to cope with
to linger over
customarily encountered
anticipation is sustained
reinforce
host environment
to disregard
inauthentic contrived attractions
gullibly
to perpetuate
select and evaluate
to insulate
burgeoning
an array of

distinctions of taste
to cater for the needs

Task 2. Give definitions for the following words and word combinations:

a trivial subject
a weightier topic
deviance
social practices
investigation
leisure activity
places of residence
destination
daydreaming
landscape and townscape
strangeness of the host environment

Task 3. Questions 1-5. The Text has 6 passages (A-F). Decide on the most appropriate heading for each passage from the list of titles below. Passage D has been done as an example.

NB There are more titles than passages, so you will not use all of them. You can use any title/heading more than one time.

Example: Passage D – ix

- 1 The policy of tourism
- 2 The costs of touring
- 3 Justifying the research of tourism
- 4 Tourism versus travel
- 5 The quintessence of twenty-first-century tourism
- 6 Touring contrasted with leisure
- 7 The artificiality of present time tourism

- 8 The important role of twenty-first-century tour guides
- 9 Creating an option to the everyday life experience

Task 4. Questions 6-10. Are the following statements true to the information given in the Text? They could be false as well or contradict the information. Sometimes there might be no information about this in the Text. So, decide whether they are *True*, *False* or *Not given*

6. Touring is an insignificant subject.
7. A deviance analysis can serve as a model for the touring analysis.
8. Tourists generally opt to travel abroad.
9. Tourists pay much more attention to new places they visit than theirs at home.
10. Tour operators have an intention to cheat tourists.

Task 5. Questions 11-14. Select one phrase from the list (A-H) to complete the key points below. The completed sentences should have accurate information of points made by the author.

NB There are more phrases than sentences, that's why you do not need them all. You can use some phrases more than one time.

11. The concept of tourism originates from
12. The mass media is often used to enhance
13. People usually observe tourist landscapes in a non-identical way
14. Group tours motivate participants to gaze at

List of Phrases:

- A) the environment and local people.
- B) the anticipations of tourists.
- C) the phenomena of vacationing.
- D) the differentiation we make about vacations: work and leisure.
- E) the individual character of touring.

F) places we see every day in life.

G) photographs or pictures that recapture one's memory.

H) sights created especially for tourists.

Task 6. Answer the following questions:

1. What these days are more significant social phenomena than most commentators have considered?
2. Why could there not be a more trivial subject for a book as holidaymaking?
3. Do you agree that social scientists have had considerable difficulty explaining and accounting for such trivial phenomena as holidaymaking?
4. Are there any interesting parallels with the study of deviance?
5. What kind of investigation does this involve? Are bizarre and idiosyncratic social practices which are defined as deviant in some societies are not necessarily so in others?
6. What is the assumption? Can the investigation of deviance reveal interesting and significant aspects of normal societies?
7. Could it be said that a similar analysis can be applied to tourism?
8. What does tourism as a leisure activity presuppose?
9. Is it a manifestation of how work and leisure are organised as separate spheres of social practice?
10. Is acting as a tourist one of the special characteristics of being modern?
11. What is the popular concept of tourism? How is it organised within certain places and for particular periods of time?
12. How do tourist relationships arise? What does it necessarily involve?
13. What is meant by the journey according to the text?

14. What proportion of the population of modern communities engages in tourist practices?

15. Which forms of provision have developed to cope with the mass character of the gazes as opposed to the individual character of travel?

16. Why are certain places chosen to be visited and be gazed upon?

17. Is there any anticipation through dreaming and fantasy?

18. How is such anticipation constructed and sustained to reinforce this daydreaming?

19. Which features of landscape and townscape do tourists tend to visit?

20. Are they viewed because they are taken out of the ordinary?

21. Why does viewing of these tourist sights often involve different types of social patterning?

22. Does it involve much greater sensitivity to visual elements of landscape or townscape than in everyday life?

23. Why do people linger over these sights in a way that they would not actually do in their home environment?

24. What enables the memory to be endlessly recaptured and reproduced?

25. Why is one of the earliest dissertations about tourism dedicated to the analysis of the pseudo-event? When was it written?

26. What does the author of the dissertation argue in his work?

27. Why do the mass tourists who travel in guided groups find pleasure in inauthentic attractions?

28. Do mass tourists really enjoy the pseudo-events and disregard the real local world outside?

29. How can the images of different tourist sights constitute a closed system of illusions which provide people with the basis for selecting potential places to visit?

30. What does Boorstin say about such visits? How are the tourists insulated from the bizarreness of the local environment?

31. Why has an array of professionals developed to reproduce new objects for the tourists to visit?

32. How are such objects and places located?

33. What kind of interests and tastes are taken into account to attract the possible population of visitors?

34. What has often been said about being a tourist?

35. What is travel a marker of?

36. Do you agree it is necessary to travel for good health?

37. What is the role of professional catering? Which needs of the tourists according to their class do they take into account?

A Travel under the Sea

Reading Tasks

Read the text and complete the tasks below.

A travel magazine ad for an international exchange program that promised «the chance of a lifetime» caught my wife's and my eye some years ago. As someone who isn't one to turn down a fascinating chance, I did some investigating and learned that the program included house-swapping. Still wary about jumping into the unknown, I was determined to find out more.

We "went for it" after much deliberation as a family. Our exchange companions were preparing to relax in our Mt. Vernon, Washington apartment for their vacation, so we quickly boarded a plane to the Peak District in England. It seems like a whole month flew by, during the

exchange. We chose to go to Paris via the Channel Tunnel, an engineering marvel, to cap off our vacation on a high note.

We chose a package offer that includes round-trip tickets on the Eurostar passenger train, five nights in a three-star hotel in Paris, Metro passes, and unrestricted use of the Paris bus system because we were on a rather tight budget. I started to question whether our trip had been a smart choice when the item still hadn't arrived after a week. Perhaps it was a message telling us not to go.

After waiting for the tickets and coupons to come, I reprimanded myself for thinking that was a dumb idea. My wife, two teenage daughters, and I were all enthusiastically waiting on the platform at Waterloo Station on the day of departure, with plenty of time to spare. We started our adventure via the beautiful county of Kent at precisely 7.57 am, when we got on the train. We were notified, in both English and French, that we were going to enter the Channel Tunnel about an hour into our voyage.

Advertising for Eurostar had gloated over the "Chunnel" as an engineering marvel and a boon to passengers making the transatlantic journey from England to the Continent. For someone like me who feels nauseated easily at the thought of rough seas, their praise of the "lack of rough seas" was a huge selling point. In retrospect, though, I do admit that there were times when I was a little anxious about plunging fifty meters below the surface of the English Channel.

I couldn't help but observe the people on board our carriage as there wasn't much to look at within the tunnel itself (no posters or other artwork). While others went about their business, some read novels or newspapers in peace. My family and I were not the only people on board, but I soon noticed

that most of the other passengers shared our enthusiasm for this unusual kind of transportation.

Our underwater adventure came to a swift end. Suddenly, we emerged from the tunnel's shadow and into the bright light of the beautiful French morning. We reached 300 kph — the speed of a Boeing 747 during takeoff — very rapidly due to the well-built rails. After just 180 minutes of travel from London, we reached the bustling metropolis of Paris. Our time on the exchange programme, and especially that trip, has left us with an insatiable appetite for adventure and countless priceless memories.

Task 1. Translate the following words or expressions into Ukrainian:

an advertisement
an intriguing opportunity
a leap into the unknown
house-swapping
to jet off
the engineering marvel
round-trip tickets
eagerly
to scold
departure
to board a train
picturesque county
an announcement
the engineering feat
to bust oneself
convenience
lack of rough seas

excited
get seasick
to nose out
a yearning for
to cherish

Task 2. Give definitions for the following words and word combinations:

an advertisement
exchange programme
hesitant
a leap into the unknown
house-swapping
on a high note
a package deal
a fairly tight budget
the occupants of the carriage
to grab one's attention
a novel travel experience

Task 3. Questions 1- 9. Select the appropriate letters (A-D) to answer correctly.

1. How did the author first learn about the house-swapping program?

- A) from his spouse
- B) just by chance
- C) through a tour agent
- D) by doing a study

2. The author utilizes the phrase “go for it” (passage 2) to reveal the idea of:

- A) flying by jet
 - B) going to another country
 - C) taking a risk
 - D) having an option
3. Why did the author choose the so called “package deal”?
- A) They were eager to travel through the Channel Tunnel.
 - B) It covered a stay in a first-class hotel.
 - C) It was quite cheap for everything it offered.
 - D) It let them use the Metro and bus without limits
4. The author “scolded” himself (passage 4) because...
- A) the tickets arrived with a delay
 - B) they had to stand for quite a long time by the platform.
 - C) he considered the trip to be a silly idea
 - D) he was anxious unnecessarily
5. The author was most inspired by the fact that the Eurostar train...
- A) travelled so deep below sea level
 - B) was not influenced by sea conditions
 - C) offered a comfortable way to have a journey
 - D) used such a perfectly designed tunnel
6. What did the author do while travelling through the tunnel?
- A) He wrote a business report
 - B) He observed other passengers
 - C) He read a romance novel about love
 - D) He wished the trip would end fast
7. We learned from the author that...
- A) the travel from Paris to London takes 3 hours
 - B) the train speeds up quicker than a Boeing

- C) the train’s highest speed is 300 km per hour
- D) London’s center is more hustling than Paris’

8. How did the author come to Paris?

- A) by subway
- B) by boat
- C) by plane
- D) by train

9. How did the author's attitudes change by this experience?

- A) He began to think over the past repeatedly
- B) He understood the value of experiencing new things
- C) He realized that his travel with family was special
- D) He considered that it was unnecessary to worry so much.

Task 4. Answer the following questions:

1. When did the author and his wife come upon an advertisement in a tourist magazine for an interesting exchange programme?
2. What did the program promise?
3. Did the author research such an intriguing opportunity? Was he hesitant about taking such a leapfrog into the unsure?
4. What did the program really involve?
5. Was there much discussion before the family decided to go for it?
6. Where were they soon jetting off for a holiday?
7. How long was the exchange? Did the time pass quickly?
8. How did the family decide to travel to Paris to end their time away on a happy note?
9. Why did they opt for a package deal?
10. What did a package deal include? Was unlimited use of the Paris bus system also included?

11. When did the author begin to think that the trip hadn't been such a fine idea? Wasn't it a sign that they shouldn't go?

12. Why did the father of the family scold himself?

13. Where did they all stand on the day of departure?

14. When did the family board the train?

15. What picturesque county did they begin their journey through?

16. What languages was an announcement in? What information did it give?

17. What had the Eurostar advertisement boasted proudly about?

18. What great convenience did the engineering miracle of the Chunnel offer to people travelling between Britain and the Continent?

19. Why was the lack of rough seas a major selling point to the author of the story?

20. Why did he feel quite nervous?

21. Was there much to grab the author's attention inside the tunnel itself? Who or what did he study in the carriage?

22. What did some occupants of their carriage do?

23. What did he quickly realize, however? Why did most of his fellow passengers look excited and very happy?

24. How did their underwater journey end suddenly?

25. Why was it possible to quickly accelerate to 300 kph?

26. How much time did their journey to Paris take?

27. What memories and experiences did that journey and the whole exchange program have given the family?

Facts and opinions. Watch the video and report to the class

https://www.ted.com/talks/aziz_abu_sarah_for_more_tolerance_we_need_more_tourism



Kristin Weis. Smart Tourism: How to be a Smart Tourist

www.youtube.com/watch?v=tWU7XxgajS8



TESTS

The Dead Sea

Choose the best option for each blank.

The Dead Sea is (1) _____ where the River Jordan ends, just 24 kilometers east of Jerusalem. It is actually a lake. It (2) _____ for about 74 kilometers and is 16 kilometers wide, so it is quite small but (3) _____ deep - about 300 meters.

(4) _____, the Dead Sea was about the same size as today. Then the climate of the area changed and became wetter. This change (5) _____ the Dead Sea to grow longer. However, after some time, the climate changed again, and the lake returned to its original size and (6) _____.

The Dead Sea is one of the saltiest lakes in the world. One litre of seawater may (7) _____ up to 327 grams of salt. With so much salt in the water, no fish or flora can survive in the Dead Sea. (8) _____, for people who love swimming, it's the ideal place to (9) _____. And the salt in the water makes it easy to swim without any (10) _____ at all!

There is not much rainfall in this place of the world. It usually rains only between October and March. The temperatures vary (11) _____ on the area you look at. In the northern parts of the Dead Sea winter temperatures reach only about 14° C; however, in August it can get up to 34 °C in the south. The highest (12) _____ temperature for this region is 51 °C.

Nearly twenty years ago there was a (13) _____ to build a canal between the Dead Sea and the Mediterranean. This would make the (14) _____ of the water in the Dead Sea go up. However, the cost of doing this is so (15) _____ that the project cannot go ahead yet.

1	found	situated	set	placed
2	ranges	spreads	covers	extends
3	widely	somewhat	surely	extremely
4	Originally	Finally	Firstly	Eventually
5	led	brought	affected	caused
6	outline	shape	nature	structure
7	consist	comprise	contain	exclude
8	Besides	However	Additionally	Also
9	reduce	ease	calm	relax
10	try	sweat	force	effort

11	varying	depending	changing	differing
12	recorded	detailed	taped	proven
13	strategy	design	plan	sketch
14	ground	level	point	amount
15	enormous	giant	vast	extensive

Time Travel

Complete the text about time travelling. Fill in the blanks from the word list below. There are TWO words you will not need.

Age agency approaching depending different existence experience fatal humans pass popular possibility predictions reality scientists storyline survive technology traveller universe

Time travel – moving between (1) _____ points in time – has been a (2) _____ topic for science fiction for decades. Films ranging from *Doctor Who* to *Star Trek* have seen (3) _____ getting into a vehicle of some sort and arriving in the past or future, ready to take on new adventures. The (4) _____, however, is much unclearer. While some scientists claim that time travel is possible, others say, even if it were, it would be (5) _____ for humans to try it.

For Albert Einstein, the 20th century's greatest physicist, time is relative. It does not (6) _____ equally for everyone. His theory of special relativity says that time slows down or speeds up (7) _____ on how fast you move compared with something else. (8) _____ the speed of light, a person inside a spacecraft would be much younger than his twin on Earth. In the same way, astronauts who are sent into space (9) _____ slightly slower than they would on earth.

According to the American space (10) _____ NASA, there are

scenarios that would make travelling back and forth in time imaginable. One (11) _____ would be through wormholes, bridges between certain points in space and time. While theoretically possible, we do not even know if wormholes exist. In addition, we are far from creating a (12) _____ that would let us move through them.

Besides the physics problem, time travel may also come with some unique situations. A classic example is the grandfather effect, in which a time (13) _____ goes back and kills his parents or his grandfather – the main (14) _____ in the *Terminator* movies – so that they are never born, or their life is forever changed. If that were to happen, some physicists say you would not be born in one parallel universe but still be born in another.

Many (15) _____ disagree with all the above-mentioned options. They claim that time travel will never work because it is mathematically impossible. In addition, nobody could (16) _____ traveling at the speed of light. Despite these bleak (17) _____, we can still (18) _____ time travel through movies, television and books.

Flash Mob

Choose the correct word for each blank.

A flash mob is a group of people who (1) _____ gather in a (2) _____ place in order to do something together for a short period of time. They often organize a flash mob for entertainment, artistic (3) _____, political assemblies, protests or to advertise something. In many cases flash mobs (4) _____ many onlookers.

The first flash mobs were held in New York in 2003 when 200 people got together at Macy's department store and asked the shop assistants for

help in finding a rug for their commune. The (5) _____ lasted only 10 minutes and then the mobbers were gone. Bill Wazik, (6) _____ of a news magazine, said he wanted to show that large groups of people could take over public areas within short (7) _____.

As time went on more and more such events were organised. Most of them made no (8) _____. People gathered in Central Park to make bird noises. A silent dance party occurred in London's Victoria Train station. Soon the mobs became more (9) _____ and a larger number of people took part.

When the first mobs were started instructions were (10) _____ via email. As time went on social media platforms told people where and when to meet. Today, there are companies that specialize (11) _____ flash mobs. Such affairs can turn into negative and even criminal events. There have been reports from America of groups (12) _____ robberies through flash mobs. Using Twitter and other social media, (13) _____ of people flood into a store, plunder special areas and escape with most of its content.

(14) _____ in several countries have been trying to stop flash mobs. In Germany, for example, it is forbidden to get together in any public space without a (15) _____. In the UK the police have stopped such flash mobs for (16) _____ reasons.

In the last few years flash mobs have been organized for (17) _____ protests. In 2010 an Egyptian flash mob was organized through Facebook to protest the killing of a young man in Alexandria. Hundreds of people lined up and (18) _____ the ocean in silence before marching a way. A year later spontaneous protests led to the (19) _____ of President Hosni Mubarak in Egypt.

(1) _____ they are not as popular as they had once been flash mobs are still (21) _____ in many cities around the world.

A	B	C	D
1 suddenly	lastly	definitely	finally
2 joint	shared	free	public
3 express	expressive	expression	expressing
4 invite	attract	appeal	pull
5 aftermath	event	outcome	result
6 editor	corrector	producer	creator
7 communication	announcement	signing	notice
8 meaning	knowledge	sense	value
9 ambitious	desired	aspired	desperate
10 expanded	blown	extended	spread
11 to organize	organizing	for organizing	in organizing
12 doing	staging	producing	acting
13 troops	hosts	crowds	crams
14 authorities	councils	departments	rulers
15 permitting	permission	permitted	permit
16 secure	protection	welfare	safety
17 policy	politics	political	politician
18 faced	turned	confronted	moved
19 notification	announcement	resignation	acceptance
20 in case	nevertheless	despite	although
21 stylish	popular	exclusive	accepted

Use the word given in brackets to form a word that fits into the gap:

1. Don't be so _____. He'll be here in a minute. (PATIENT)

2. The _____ of the area went on for two months. (OCCUPY)

3. You look thinner. Have you lost _____ since I saw you last? (WEIGH)

4. Congress has approved millions of dollars for additional _____ care. (MEDICINE)

5. In most countries you reach the age of _____ at 65. (RETIRE)

6. The Picasso _____ opens next Wednesday. (EXHIBIT)

7. The device is made of gorilla glass. It's _____. (BREAK)

8. Treatment is painless, so you don't have to be afraid. (PAIN)

9. You can't be so _____ and tell everyone what to do. They're all volunteers. (BOSS)

10. He doesn't have any _____ in his skills and abilities. (CONFIDENT)

11. Our _____ gave us a Christmas bonus payment. (EMPLOY)

12. The workers' union agreed to a _____ of wages. (REDUCE)

13. It took a lot of _____ to organize an event with so many people taking part. (PREPARE)

14. All passengers must wear their _____ belts during take-off and landing. (SAFE)

15. Use your _____ to think of a solution that will work for everyone. (IMAGINE)

16. The shop _____ told me to wait here until she gets the manager. (ASSIST)

17. During the project week our teachers gave us a lot of _____ to do what we wanted in our spare time. (FREE)

18. You must wear a _____ shirt if you want to go to such a formal event. (SUIT)

19. I have no _____ of waiting here all day. When is he going to be here? (INTEND)

20. I am _____ sorry for your loss. (DEEP)

21. John is a very _____ boy. You should be careful about what you say to him (SENSE)

22. Mozart was one of the most famous _____ of classical music. (COMPOSE)

23. She looked at us in _____. She was clearly very surprised. (AMAZE)

24. Air _____ has increased by over 70% since the last tests. (POLLUTE)

25. It was very _____ at the top of the mountain so we couldn't see very far. (FOG)

HISTORY

Greek Democracy Victory

Reading Tasks

Read the text and complete the tasks below.

A legendary event occurred in 490 B.C. when the little democratic city-state of Athens triumphed over the powerful Persian Empire. Athens' intervention on behalf of the other Greek city-states in their insurrection against Persian dominance infuriated Darius, monarch of the Persian Empire. In a fit of rage, the monarch dispatched a massive army to crush Athens. In his mind, appeasing the imperial subjects who were rebelling would necessitate extreme measures. One man ruled all of Persia.

But in Athens, every person contributed to the rule. As a result of their elevated status, Athenians were willing to lay down their lives for their city-state. Possibly this was the key to their incredible triumph at Marathon, which ultimately led to their freedom from Persian domination. The Persians pretended to have arrived in peace as they made their way to Marathon in an attempt to trick many Greek city-states. The terrified inhabitants of Delos rejected this. Upon learning that they would be complicit in Greece's conquest, they abandoned their city as fast as possible and waited for the Persians to depart before returning. They made the right decision, because the Persians went on to seize Etria and its inhabitants.

Persia faced tiny Athens all by itself. Returning to their sacred places, the Athenians sought refuge. It was there that they prayed for rescue. They beseeched their deities to hasten their triumph. In preparation for their encounter with the Persians, the Athenians repaired their weaponry and advanced to the plain of Marathon. Fortunately, Plataea warriors bolstered the Athenian forces just in time.

The Athenians launched an attack, and the Greek people retaliated valiantly against the Persians. Although the Persians were powerful, the Athenians' devotion to their city helped to cancel Persian power. Archery and hand-to-hand combat helped the Athenians beat the Persians. The Persians were driven from their ships as Greek soldiers captured and burnt them. The renowned historian Herodotus states that while 192 Athenians perished, 6,400 Persians were killed.

Task 1. Translate the following words or expressions into Ukrainian:

mighty
furious
to intercede
revolt against
enormous
to defeat
drastic steps
to pacify
rebellious
ennobled by
remarkable
to claim
to abet the conquest
capture
sanctuaries
to pray for deliverance
to expedite
to refurbish the weapons
to reinforce
troops

offset by
archery
hand combat
to seize
to flee in terror
to report

Task 2. Give definitions for the following words and word combinations:

democracy
city-state
a revolt against
to defeat
remarkable
wise
to capture
sanctuaries
to refurbish the weapons
to reinforce
mighty

Task 3. Questions 1-5. Fill in the gaps with proper words or word combinations.

1. Athens had _____ the other Greek city-states against the Persians.

- A) wanted to fight
- B) given orders for all to fight
- C) refused help to
- D) intervened on behalf of

2. Darius took drastic steps to _____ the rebellious Athenians.

- A) calm
- B) placate
- C) weaken
- D) destroy

3. Their participation _____ to the Athenians.

- A) gave honor
- B) gave fear
- C) gave strength
- D) gave comfort

4. The people of Delos did not want to _____ the conquest of Greece.

- A) think about
- B) daydream about
- C) end
- D) encourage

5. The Athenians were _____ by some soldiers who arrived from Plataea.

- A) captured
- B) welcomed
- C) strengthened
- D) held

Task 4. Answer the following questions:

1. What victory is one of the most famous events in history?
2. Why was Darius, king of the Persian Empire, furious?
3. Who had interceded for the other Greek city-states in revolt against Persian domination?

4. Why did the king send an enormous army to defeat Athens?

5. What steps did Darius take to pacify the rebellious part of the empire?

6. Who was Persia ruled by?

7. How were Athens ruled?

8. Why were Athenians prepared to die for their city-state?

9. What was the secret of the remarkable victory at Marathon?

10. How did the Persians try to fool some Greek city-states? Who refused to believe this?

11. Why did citizens of Delos flee from their city and did not return until the Persians had left? Were they wise?

12. Who did the Persians conquer next? What did they do with the city and its people?

13. What city stood alone against Persia?

14. Where did the Athenian people go? What did they do there?

15. What did the Athenian people ask their gods?

16. Did the Athenians refurbish their weapons before moving to the plain of Marathon?

17. Where would their little band meet the Persians?

18. Soldiers from which city reinforced the Athenian troops at the last moment?

19. Which army attacked and who fought bravely?

20. Why was the power of the mighty Persians offset?

21. Athenians defeated the Persians in archery and hand combat, didn't they?

22. What did Greek soldiers do with Persian ships? Why did the Persians flee in terror?

23. Who reports that 6400 Persians died, compared with only 192 Athenians? Is it easy to believe it?

The Round Table

Reading Tasks

Read the text and complete the tasks below.

1 _____

Legend has it that King Arthur and the Knights of the Round Table have connections to many locations in England, especially in the southwest and southern regions. But no matter how advanced our archaeological techniques have become, we still don't know for sure if this king ever lived, or if a tale about him is just folklore. In same vein, many are curious as to whether the Men of the Round Table ever existed or not. In fiction, it was a table made to accommodate more than 150 knights at Camelot, the castle of King Arthur.

2 _____

Not even King Arthur could take the helm of the people sitting at the legendary Round Table, which was its defining feature. The principle of equality was upheld by a round table. According to folklore, a power struggle among King Arthur's knights led him to command the construction of the Round Table. So, it was imperative that all Round Table Knights be on an equal footing when they were assembled. Because of this, everyone's seat at the Round Table was seen as equally important.

3 _____

Of course, there are accounts of a king named Arthur who reigned at the tail end of the fifth century. As a warrior king, he had already achieved a certain kind of folk hero status by the ninth century. Unfortunately, we can't trust any of the inherited knowledge. During that era of British history,

appropriately referred to as the Dark Ages, the concept of honor that we associate with King Arthur was definitely not prevalent.

4 _____

Nevertheless, you can find Arthur's Round Table close to Winchester. The only intact portion of the old Winchester Castle, the beautiful Great Hall, is where it is located. There are 121 individual parts that come together to form the approximately 3-inch-thick Round Table. The twelve-legged table, which is now 18 feet (5.4 meters) in diameter and weighs close to 1.5 tons, has been mounted on the wall for ages. Its size and the high quality of the wood used to make it suggested that it was worth a considerable sum. «This is the round table of Arthur with 24 of his named knights.» is the inscription that appears on it. The legend goes that Merlin wrote the names in enchanted gold paint that changed color to match the knights seated at it. Merlin made it for Arthur and Guinevere as a wedding gift.

5 _____

All of this is very improbable, according to scientific testings. Approximately thirty years after the construction of the Hall, between 1250 and 1280, the table was crafted. In 1520, at King Henry VIII's orders, the table was painted — or perhaps repainted. Some even go so far as to claim that Henry's portrait could be the painted one on the table. Keep in mind that the Tudors used their supposed connection to King Arthur to bolster their claims to the English and Welsh crowns.

Task 1. Translate the following words or expressions into Ukrainian:

particularly

claim

Knights

tools

exist

castle
significance
enforce
equality
resolve
concern
ensure
consider
references to
warrior
reliable
magnificent
former
undamaged
weigh
valuable
miraculously
wedding
valuable
inscription
unlikely
instructions
linked to
justification

Task 2. Give definitions for the following words and word combinations:
to claim connections with

a legend
actually
superiority
reliable
magnificent
historical references
inscription
justification for

Task 3. Questions 1-5. Put the headings (A-F) back to the right passages from the text. There is an extra heading that you do not need to use.

- A) Equality
- B) A real hero?
- C) The King's portrait
- D) Welsh kings
- E) Facts or legend?
- F) Magical dimensions

Task 4. Answer the following questions:

1. What places in England claim connections with King Arthur and his Knights of the Round Table?
2. Is it possible even today to know whether King Arthur existed?
3. Shall we believe that his story is just a legend?
4. Do a few people wonder if the Round Table was a real round table, or a group of men, or simply a legend?
5. Was it finally a real table created to seat over 150 knights in Camelot?

6. What was the significance of the Round Table? Would anyone be able to sit at the head of such a table?
7. What concept did a round table enforce?
8. How did King Arthur try to resolve a conflict among his knights concerning superiority? What does the legend state?
9. What was the real reason to build the Round Table?
10. Why was each of the seats at the Round Table considered of equal rank?
11. Are there any historical references to a leader called Arthur?
12. When did he live? Why had Arthur already become something of a folk hero by the ninth century?
13. Is any of the information that has come down very reliable?
14. What is certain about the idea of honor in the period of British history known as the Dark Ages?
15. Where does Arthur's Round Table exist?
16. Is the magnificent Great Hall the only part of the former Winchester Castle that remains undamaged?
17. How many pieces is the Round Table made of? How thick is it?
18. How many legs did the table once have? What diameter does it have and how much does it weigh?
19. How long has it hung on the wall? Can you guess why?
20. What was it made of and why must it have been worth a lot of money?
21. What inscription does it have?
22. Who were the names said to have been written by?
23. What kind of paint did Merlin use? Which miraculous changes took place along with the knights sitting at it?

24. Why was it created by Merlin?
25. What have scientific tests shown?
26. When was the table really made?
27. When was the table painted or, probably, re-painted? Who gave the instructions to do so?
28. What do some people say about the face of the king painted on the table?
29. What is interesting to note about the Tudors claims?
30. What was additional justification for their claims to both the Welsh and English thrones?

Spain versus England

Reading Tasks

Read the text and complete the tasks below.

The English and the Spanish were at odds from at least the 1570s. England was eager to get its hands on some of the riches that Spain was plundering from the American territories it had staked claims to.

In order to plunder Spanish ships and towns, Elizabeth I of England ordered her loyal admiral, Sir Francis Drake, to launch raids. Drake had tremendous success with his relatively small-scale operations, enriching England's coffers and reducing Spain's omnipotence.

The two countries were at odds due to religious issues as well. In contrast to Spain's Roman Catholicism, the majority of the English had been converted Protestants. Philip II of Spain aspired to reassume the English throne and restore the country's Catholic faith. King Philip II of Spain started assembling his Armada fleet of vessels in January 1586 to fulfill his

goal and exact revenge for the looting of his wealth and silver by the English.

The indestructibility of Philip's fleet was his intention. He also recruited almost 19,000 strong soldiers and 8,000 sailors, in addition to building new warships and marshaling 130 sailing boats of all kinds. Philip had faith that his Armada could hold its own against England, even though some of his ships were without cannons and ammunition.

On May 9, 1588, the martial Armada sailed out of Lisbon, Portugal, but severe weather prompted it to return to port. Once the weather improved on July 22, the voyage could resume.

Battle broke out between the Spanish and the English fleets off the coast of Plymouth, England, on July 31 and August 2, with the English ships being smaller, faster, and more maneuverable. After losing numerous ships and nearly all of its ammunition in the two conflicts, Spain was left defenseless. When the Spanish Armada was at anchor on the French side of the Dover Strait on August 7, eight burning ships from England were thrown into the middle of the fleet to set it ablaze. The Spanish ships, their sailors in a state of panic and disarray, were constrained to drift away as they were blocked on one side. The English launched a second assault on August 8 before the Armada had time to reorganize.

The Spanish staged a heroic counterattack, but their fleet was badly damaged. The Armada drew dangerously near to the rocky coast during the eight hours of combat. The Spanish Armada sank into the North Sea just when it appeared they would be forced into the English coast; a change in the wind prevented this. After losing, the Spanish acknowledged the English fleet's dominance and headed home.

Task 1. Translate the following words or expressions into Ukrainian:

a share of
to claim
to encourage
staunch
the navy
to achieve dramatic success
treasury
to diminish omnipotence
to retaliate
theft
indestructible
vessels
robust soldiers
sailor
to lack guns
ammunition
to convince
to withstand
to resume
vulnerable
to deplete
at anchor
crew
disorder
perilously close to
a valiant effort
the rocky coastline

defeated

Task 2. Give definitions for the following words and word combinations:

encouraged

a share of

a raid

omnipotence

indestructible

vessel

vulnerable

ammunition depleted

a valiant effort

perilous

to recognize

Task 3. Questions 1-5. Fill in the gaps with proper words or word combinations.

1. Sir Francis Drake attached wealth to the English treasury and decreased Spain's _____.

A) territory

B) treaties

C) unrestricted growth

D) unlimited power

2. Philip hired many _____ sailors and soldiers.

A) timid

B) non-experienced

C) strong

D) accomplished

3. The _____ Armada started to sail in 1588, on May 9.

A) independent

B) isolated

C) complete

D) warlike

4. The two battles left the Armada _____.

A) triumphant

B) defeated

C) discouraged

D) open to attack

5. The Spanish fleet was _____ on one side.

A) alone

B) circled

C) closed off

D) damaged

Task 4. Answer the following questions:

1. Since what period had conflict existed between Spain and England?

2. What kind of share of the wealth did England want?

3. What new lands had Spain claimed?

4. Who did Elizabeth I, Queen of England, encourage to raid Spanish ships and towns?

5. Were these raids on a big scale?

6. How did Drake achieve dramatic success? In which way could he diminish Spain's omnipotence?

7. What differences caused conflict between the two countries?

8. What exactly did King Philip II of Spain want?

9. How did he decide to satisfy his ambition as well as to retaliate against theft of his gold?

10. When did King Philip begin to build his fleet of warships? How was it called?

11. What kind of fleet did Philip intend to build?

12. How many vessels of all types did he marshal?

13. How many robust soldiers and sailors were recruited?

14. What was the problem with some of his ships?

15. Why was Philip convinced the Armada would withstand any sea battle with England? Do you see any reasons?

16. When did the martial Armada set sail from Lisbon? Why was it forced back to port?

17. What was the reason to resume the voyage later, on July 22?

18. What were English ships like when the Spanish fleet met them in battle off the coast of Plymouth? When did the two battles take place?

19. Why was Spain left vulnerable after two battles?

20. What happened on August 7 when the Spanish Armada lay at anchor on the French side of the Strait of Dover?

21. How did England set the Spanish fleet on fire?

22. Why could the Spanish ships only drift away?

23. Could the Armada regroup before the English attacked it again on August 8?

24. Did the Spaniards make a valiant effort to fight back?

25. Why did the fleet suffer huge damage?

26. What kind of coastline did the Armada drift perilously close to during the battle?

27. What happened when it seemed that the Spanish ships would be driven onto the rocky shore?

28. Where did the Armada drift out?

29. Did the Spaniards recognize the superiority of the English fleet?

30. Was it good for them to return home defeated?

Marie Curie

Reading Tasks

Read the text and complete the tasks below.

There have been a few scientists as successful as Marie Curie. She and her husband, Pierre, investigated uranium and other radioactive materials and discovered radium, an element used to treat cancer. Later, the secrets of the atom were revealed by the friendly partnership of Pierre and Marie.

Marie was born in 1867 to a physics professor in Warsaw, Poland. She had a sunny disposition and a sharp intellect even at a young age. She kept on studying after high school since she was so enthusiastic about learning. However, she was dissatisfied when she found out that women couldn't attend the Warsaw university. With an iron will, she rebelled against Poland's educational system and was enrolled in France's Sorbonne University in 1891, where she eventually received a master's and a doctorate in physics.

Pierre Curie was among the brilliant minds that Marie had the good fortune to study together at the Sorbonne. After tying a wedding knot in 1895, Marie and Pierre spent many fruitful years as a married couple doing joint physics research. Pierre was fatally struck by a horse-drawn cart in 1906, not long after the discovery of radium. This awful tragedy shocked Marie, and she suffered through unbearable pain. She thought back on their intimate friendship and the happiness they had experienced as scientists,

with a heavy heart. Her anxiety was heightened by the fact that she was solely responsible for raising her two young girls.

It wasn't until after her husband's death she was invited to take over as physics professor at the Sorbonne that Curie's feelings of desolation started to disappear. The illustrious institution made history by appointing her as its first female professor. She was awarded the Nobel Prize in Chemistry in 1911 for her work in isolating radium. Marie Curie never lost enthusiasm for her work, even after her protracted exposure to radium led to a deadly illness. Whatever the outcome, she was committed to science and her mission to unravel the secrets of the physical universe.

Task 1. Translate the following words or expressions into Ukrainian:

the most accomplished scientist

to treat cancer

radioactive substances

amicable collaboration

exuberance for

disgruntled

determined

defiantly

fortunate

Master's Degree

stunned

horrible misfortune

to endure

heartbreaking anguish

to recall

distress

desolation

to fade

to succeed

to suffer a fatal illness

eventually

exposure to

regardless of the consequences

dedicated herself to

to reveal mysteries

Task 2. Give definitions for the following words and word combinations:

an accomplished scientist

radioactive substances

amicable collaboration

a blithe personality

determined

exuberance

disgruntled

stunned by

to endure heartbreaking anguish

a fatal illness

to dedicate oneself to

Task 3. Questions 1-7. Fill the gaps with appropriate words or word combinations.

1. The Curies' couple _____ collaboration helped to reveal secrets of the atom.

A) courteous

B) industrious

C) friendly

D) competitive

2. Marie had a brilliant mind and a _____ personality.

A) humorous

B) strong

C) envious

D) lighthearted

3. When she understood that she would not attend Warsaw university, she was _____.

A) worried

B) depressed

C) hopeless

D) annoyed

4. Marie _____ by leaving Poland and travelling to enter the Sorbonne in France.

A) was distressed

B) behaved

C) challenged authority

D) showed intelligence

5. _____ she could not forget their joy together.

A) Tearfully

B) Happily

C) Sorrowfully

D) Worried

6. Her _____ began to weaken when she joined the Sorbonne staff to succeed her husband.

A) wretchedness

B) disappointment

C) misfortune

D) anger

7. Even when she became incurably ill from working with radioactive radium, Marie was not _____.

A) sorrowful

B) disappointed

C) troubled

D) worried

Task 4. Answer the following questions:

1. Who was one of the most accomplished scientists in history?

2. Who did she discover radium with?

3. What is an element radium widely used for?

4. What other substances did Pierre and Marie study?

5. What was the outcome of Pierre and Marie's amicable collaboration later?

6. When and where was Marie born?

7. What was her father's profession?

8. When did she display a brilliant mind and a blithe personality?

9. What prompted her to continue with her studies after high school?

10. Why did she become disgruntled? What did she learn about the university in Warsaw?

11. What did she do to receive a higher education?

12. Which of the French universities did she enter in 1891?

13. Where did she earn her master's degree and doctorate in physics?

14. Why was Marie fortunate to have studied at the Sorbonne?

15. Where did she meet Pierre Curie?

16. When were Marie and Pierre married?

17. How many productive years did they spend working together in the physics laboratory?

18. What happened a short time after they discovered radium?
19. Why was Marie stunned and endured heartbreaking anguish?
20. How did she recall their close relationship and the joy that they had shared in scientific research?
21. What fact greatly increased her distress?
22. When did Curie's feeling of desolation finally begin to fade?
23. Where was she asked to succeed her husband as a physics professor?
24. Who was the first woman to be given a professorship at the world-famous university?
25. When did she receive the Nobel Prize in chemistry? What was the reason for granting her the Nobel Prize?
26. Why did Marie Curie eventually suffer a fatal illness?
27. Did she ever become disillusioned with her work?
28. Give your opinion: why had she dedicated herself to science and to revealing the mysteries of the physical world regardless of the consequences?

History of Philately

Read the text and complete the tasks below.

Read the text about Philately. Some sentences were removed from it. Select from the sentences A-G the one which best fills the gap. One of the sentences you do not need to use.

People have been venturing out from their hometowns and exploring distant lands for a long time. (1) _____. The specified value, the concept of the first postal service was born during this time.

There had been no prearranged system for this until Alexander the Great's reign. After entrusting his mother with the territories, Alexander set

up a network of messengers to bring him daily information from home, allowing him to stay abreast of events unfolding in his kingdom.

Several centuries down the road, the Romans established an even more streamlined system of messengers all over their vast Empire. (2) _____. Thus, the Senate was regularly apprised of the advancements made by their army.

In the subsequent years, a plethora of additional courier services was set up. On the other hand, the one that is known to us today originated in Britain on May 1, 1840. At that time, the first gluey postage stamp was released into circulation. (3) _____. The reigning monarch of the time, Queen Victoria, was portrayed on this stamp. The practice of depicting members of the British royal family on postage stamps has persisted to the current day.

A second stamp came out afterwards. (4) _____. Brazil and the canton of Zurich, Switzerland, both produced their first stamps by 1843. By 1860, most nations had issued their own stamps, with the United States following suit in 1847.

Postal services weren't the only ones that purchased these early stamps. As trinkets or just because they were attractive, some individuals purchased them. (5) _____. Another thing that gained popularity around this time was the practice of issuing stamps to commemorate significant events. Indeed, in today's world, nearly every nation issues such stamps solely to profit from philatelists.

Philately has evolved from a pastime into a lucrative industry in recent decades. It is common practice to trade stamps for purposes other than mailing. Also, most of these stamps aren't worth what they say they are. The rarity of a stamp determines its price. As an illustration, British Guyana

published a set of stamps in 1856. Right now, you can only find one of these stamps floating around. It fetched about \$1,000,000 at a 1980 New York auction.

For a philatelist, this stamp would represent the pinnacle of collecting.
(6) _____. There, customers can get catalogs and information that keep them abreast of all the latest happenings.

Task 1. Translate the following words or expressions into Ukrainian:

ancient

to explore

to ensure

to keep track of

efficient network

throughout

familiar

courier services

come into being

the first adhesive postage stamp

issue

to honour

royalty

souvenirs

postal

widespread

expensive

existence

the ultimate possession

up-to-date

pinnacle

Task 2. Give definitions for the following words and word combinations:

to explore

postal service

in the care of

to keep track of

courier services

to establish

a message

to issue

to honor

face value

an ultimate possession

Task 2. Choose from the sentences A-G the one which best fits the gap. There is one sentence you do not need to use.

A. It was named the Penny Black and everybody could send a letter all over the country for just a penny.

B. Most of them, and namely those who were part of conquering armies, wished to preserve some connections with their homeland.

C. Nevertheless, most are just glad to expand their collections and join one of the societies or clubs which exist.

D. This was named the Tuppenny Blue and it presented a portrait of Queen Victoria.

E. These persons can presumably be considered the first philatelists.

F. They linked such distant places as eastern towns along the banks of the Danube and Spain in the west.

G. The first country to provide stamps with sights of a town was Australia.

Task 3. Answer the following questions:

1. Why have people been leaving their places of birth and travelling since ancient times?

2. When did the idea of the first postal service come into being?

3. Until what time had no one organised any special way of postal service?

4. Who organized a system of couriers to ensure that he received messages from home every day?

5. Why was it important for Alexander the Great to keep track of what was going on in his kingdom?

6. When did the Romans organize an even more effective network of couriers throughout the Empire?

7. What kept the Senate informed of the progress of the army?

8. How many courier services were established in the following years?

9. What is the one we are familiar with today? When and where did it first come into being?

10. When was the first adhesive postage stamp issued?

11. What was the picture on this stamp? What was the Queen ruling at that time?

12. Has the tradition of portraying royalty on stamps continued in Great Britain until the present time?

13. When was the second stamp issued?

14. By what year had Brazil and one of the Swiss cantons also issued their first stamps?

15. When did the United States follow?

16. Since when had most of the countries issued their own stamps?

17. Were the first stamps bought for postal purposes only?

18. Why did some people buy the first stamps?

19. What became popular about stamps in those times?

20. Why do many countries issue stamps to honour important events nowadays?

21. Is philately these days only a hobby or is it a big business?

22. Why is buying and selling stamps widespread now?

23. Do majority of these stamps change hands at their first value?

24. Why are some stamps more expensive?

25. Why only one stamp of a set of stamps issued in British Guyana was sold for almost a million dollars at an auction in New York in 1980?

Facts and opinions. Watch the video and report to the class

https://www.ted.com/talks/mark_robinson_and_alex_gendler_his_tory_vs_henry_viii



https://www.ted.com/talks/alex_gendler_the_wars_that_inspired_game_of_thrones



TESTS

The Indian Caste System

Choose the best option for each blank.

The Indian caste system (1) _____ society into groups of people with different functions and status.

Originally, the highest caste, the Brahmins, were the intellectual and spiritual guides, priests and philosophers. Second were the Kshatriyas, the caste of warriors and rulers. Then came the Vaishyas, (2) _____ with trading and commerce, and the lowest caste were the Shudras, who were labourers and craftsmen.

People of these four castes had to (3) _____ any contact with the "untouchables", people who ranked below all others and did the dirty work. While the higher castes managed to (4) _____ their position in Hindu society the lower ones were not given any power (5) _____. Those who (6) _____ caste rules were punished severely.

During their (7) _____, the British tried to give more rights to the lower castes and abolish traditional practices, but in practice they did not succeed. Since 1949 the Constitution of India has (8) _____ all its citizens equal rights, but changes have been slow.

India's (9) _____ development of the past decades has done a great deal to weaken the caste system. With huge, overpopulated cities, caste laws can (10) _____ be observed. Indians can improve their social status through professional and financial success. In rural areas, however, the caste system remains an influential (11) _____ in society.

The majority of the former untouchables, who now call themselves Dalits (the oppressed), are still (12) _____, but as their numbers are strong (18-20% of the population), democracy has provided them with more rights and better jobs.

1	distributes	divides	contains	shares
2	joined	united	linked	associated
3	avoid	protect	defend	promote
4	support	power up	brace	strengthen
5	at all	above all	at least	in fact
6	submitted	distracted	disobeyed	obeyed
7	rule	law	power	reign
8	offered	permitted	allowed	granted
9	economy	economics	economic	economical
10	not longer	no longer	any longer	much longer
11	factor	key	cause	reason
12	dispossessed	denied	fortunate	underprivileged

The Important Event in Music History

Choose the best option for each blank:

The Woodstock Festival was a three-day pop and rock concert that turned out to be the most popular music (1) _____ in history. It became a symbol of the hippie (2) _____ of the 1960s.

Four young men organized the festival. The (3) _____ idea was to stage a concert that would (4) _____ enough money to build a recording studio for young musicians at Woodstock, New York.

At first many things went wrong. People didn't want any hippies and drug (5) _____ coming to the original location. About 2 months

before the concert a new (6) _____ had to be found. Luckily, the organizers found a 600-acre large dairy farm in Bethel, New York, where the concert could (7) _____ place. Because the venue had to be changed, not everything was finished in time.

The organizers (8) _____ about 50,000 people, but as the (9) _____ came nearer it became clear that far more people wanted to be at the event. A few days before the festival began hundreds of thousands of pop and rock fans were on their (10) _____ to Woodstock. There were not enough gates where tickets were checked and fans made (11) _____ in the fences, so lots of people just walked in. About 300,000 to 500,000 people were at the concert. The event caused a giant (12) _____ jam. Thousands simply left their cars parked on roads and highways and walked to the site.

On Friday, 15 August 1969 the festival (13) _____ started. Joan Baez, Arlo Guthrie and other folk artists performed. On Saturday Santana, Janis Joplin, The Who and others starred on stage. Most people started (14) _____ on Sunday. When Jimi Hendrix was the last musician on the (15) _____ only about 25,000 fans were still present.

(16) _____ the whole festival people took drugs, had sex and (17) _____ around naked. The rain turned the whole place into one big muddy site. (18) _____, Woodstock was a big success, even though the organizers were (19) _____ with a debt of over a million dollars.

1	affair	event	happening	occasion
2	campaign	society	change	movement

3	final	original	creative	unusual
4	raise	donate	spend	afford
5	pushers	extremists	addicts	revolutionaries
6	position	situation	site	space
7	get	make	do	take
8	expected	assumed	demanded	imagined
9	meeting	date	engagement	point
10	direction	path	route	way
11	tears	cracks	holes	cuts
12	traffic	car	travel	transfer
13	properly	totally	officially	correctly
14	moving	travelling	leaving	attending
15	performance	act	stage	theatre
16	While	During	When	Because
17	lied	lain	lay	laid
18	despite	While	Although	Nevertheless
19	faced	managed	accepted	handled

The story of Moon Landing

Choose the best option for each blank:

50 years ago, on July 20th, 1969, Apollo 11 astronauts Neill Armstrong and Buzz Aldrin became the first humans to (1) _____ their foot on the moon. The United States had won the space race with the Soviet Union. After (2) _____ from Kennedy Space Centre in Florida on July 16th the lunar module Eagle landed on the moon's (3) _____. Four days after the lunar landing Apollo 11 successfully splashed down in the Pacific Ocean.

The race to the moon began in 1962 when President John F Kennedy (4)

_____ that America would land a man on the moon by the end of the decade. In the following years, the American space agency NASA received large amounts of government (5) _____ in order to achieve a lunar landing.

The Apollo spacecraft consisted of the command and service module, (6) _____ the lunar landing module that would bring two astronauts to the moon's surface and take off again to successfully dock with the command module. A (7) _____ rocket, the Saturn V, was built to escape from Earth's orbit.

NASA's space programme (8) _____ a catastrophic setback in 1967 when three Apollo astronauts died in a fire (9) _____ practicing on the ground at Cape Kennedy.

About 600 million people around the world watched the (10) _____ moon landing. Neill Armstrong's first words on the moon are among the most (11) _____ in history: «*One small step for man, one giant leap for mankind*».

All in all, the Apollo programme sent 9 spacecraft to the moon in the 60s and 70s. Six of them (12) _____ astronauts on the lunar surface. About 400 kilos of lunar rock were collected and brought back to earth.

50 years after the first moon landing events all across the US have been organised to celebrate this historic and technological (13) _____.

1	lay	locate	set	put
2	taking off	to take off	take off	took off
3	floor	level	ground	surface
4	spoke out	declared	posted	published
5	income	spending	donating	funding

6	as well as	in addition	such as	and even
7	distinct	hard	strengthly	powerful
8	tolerated	suffered	stood	felt
9	through	whenever	while	during
10	ancient	historic	important	major
11	famous	unknown	decided	marked
12	were landing	have landed	landed	were landed
13	invention	discovery	development	achievement

Use the word given in brackets to form a word that fits into the gap:

- You should always take special care with your _____ when you go for an interview (APPEAR).
- The children's _____ at the party was dreadful (BEHAVE).
- There's a great _____ of houses in most major cities. (SHORT)
- It is my _____ that we will fly to Mars some day. (BELIEVE)
- There is no _____ between his latest and his earlier books (COMPARE).
- Is there any _____ in the rumours that the Prime Minister is planning to resign? (TRUE)
- We nearly died of _____ when we went to see the new opera. It was so dreadful (BORING)
- Einstein sometimes came to the _____ that he was wrong about a few things. (CONCLUDE)
- She was extremely intelligent and passed all her exams with _____. (EASY)

10. They say that _____ between companies helps to keep prices down. (COMPETE)

11. Their _____ was delayed because of bad weather. (DEPART)

12. Holiday camps usually provide free _____. (ENTERTAIN)

13. We had to get special _____ to leave early (PERMIT).

14. Although she was poor, her _____ wouldn't allow her to accept any form of charity (PROUD)

15. Goodbye. It's been a _____ meeting you. (PLEASE)

16. He was filled with _____ when he saw the neighbour's new car (ENVOIOUS).

17. The _____ at the hotel was excellent (SERVE).

18. The president made his _____ on prime -time television. (STATE)

19. His _____ to comment on the allegations made him look guilty. (REFUSE)

20. If you want to lose _____ you'd better eat less. (WEIGH)

21. The prisoner escaped to _____ by hiding in the boot of the car. (FREE)

22. What started out as _____ soon turned into real love (FRIENDLY).

23. People watched in _____ as the helicopter crashed into the nearby TV mast. (HORRIBLE)

24. He received _____ from his father after the tragic accident. (ASSIST)

25. Freedom from _____ should be a human right. (POOR)

П32 **Підготовка** до єдиного вступного іспиту з англійської мови :
практикум для здобувачів вищої освіти ступеня бакалавра : у 2 ч.
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У двох частинах

Частина II

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