Методичні рекомендації для виконання практичних завдань з курсу «Іноземна мова (за професійним спрямуванням)» для здобувачів вищої освітнього ступеня «Бакалавр» за освітньо-професійною програмою «Інформаційні управляючі системи» спеціальності 126 Інформаційні системи та технології

Методичні рекомендації для виконання практичних завдань з дисципліни «Іноземна мова (за професійним спрямуванням)» підготувала: кандидат економічних наук, доцент Красота О. Г.

Навчально-методичний посібник підготовлений відповідно до освітньо-професійної програми «Управляючі інформаційні системи».

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Рекомендовано до видання:
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CONTENT

Unit 1

Unit 1: I am a student.

Grammar: verbs: to be, to have; a noun.

Purpose of the lesson: improvement of knowledge and practical skills of communication according to the subject of lesson.

Task of the lesson: to read text, to perform tasks and to study grammatical material. Answer questions.

Necessary providing: vocabularies, copybooks, pens.

Methodical recommendations for studying exercises: read the text, learn new words and phrases, learn grammatical material and do exercises.

Students should know and speak fluently about their student life and family after finishing study of theme. They should know grammar material: *verbs to be, to have* and *a noun*.

Class work should be formalized in accordance with existing requirements: repeat all the necessary grammatical material, translate the text of exercises into Ukrainian, and then perform the exercises in English.

Reporting requirements: write class work to the copybook for the check up by teacher.

I. Read the following words

Economist, cashier, financier, society, important, book-keeper, special, saving, busy, realize, corner-stone, science, economics, specialty.

II. Read and translate the following text

I am a student

I am Kovalenko Katya. So, I am a student now. I'm a first-year student of the day-time department. I've entered Poltava State Agrarian Academy after finishing a secondary school. You know, that was my dream to enter this Academy. No wonder, as all members of our family were students.

My father taught me to understand and love mathematics. I realize now mathematics is a corner-stone of all sciences. My father works as a financier at the Planning Economic Department of the plant.

My mother is a book-keeper at a book-keeping department of the factory. She likes her specialty very much. I love a sister. She is twenty. And she is also an economist. She works as a cashier at the post-office savings-bank. She combines her work with studies at the Academy. She is a second-year student of non-resident instruction at this Academy.

As you see, I took my parent's way. I worked hard to pass my entrance examinations well. And now I've become a happy member of the great, young family of students.

Many new things and notions came into my life with it. At first, I didn't know what they meant. Now I became familiar with such words as "a freshman", "a sophomore", "an undergraduate" and such terms as "a period", "a seminar", "labworks". I know what it means "to make notes", etc.

I'm still to know more, and first of all how to save time to be able to not only study well, but to take an active part in the students' life, to join some students' scientific society and to sing in our Academy choir, to become a member of our Academy famous football team and to visit interesting students' evening-parties.

I'm fond of everything at my Academy. I like its great beautiful building, sport complex, it's lecture halls, laboratories, studies.

I'm a freshman, as they call the first-year students. It'll take time to take time to know everything about our Academy.

Comments

1. a student of the day-time department – студент денного відділення; syn. a student of resident instruction; a full-time student
2. no wonder – не дивно
3. all the members – всі члени; syn. whole – увесь; remember: the whole world but all the students; the whole family, but all the books
4. the Planning Economic Department – планово-економічний відділ
5. a book-keeper – бухгалтер; syn. – an accountant; a book-keeping department – бухгалтерія
6. a cashier – касир; syn. a teller; cash – гроші (готівка) syn. money
7. the post-office savings-bank – ощадбанк на поштампі
8. non-resident instruction – заочне навчання; syn. extra-mural education, education by correspondence
9. to take somebody's way – піти чиїмось шляхом
10. at first – спочатку; first of all – перш за все
11. ...became familiar with... – дізналась
12. a freshman – a first-year student; a sophomore – a second-year student; undergraduate – student of senior courses
13. I'm still to know more –я маю дізнатись ще більше
14. to join some students' scientific society – стати членом студентського наукового гуртка

to join the army – піти до армії

to join a team – увійти до складу команди (спортивної)

15. students' evening-parties – студентські вечори

16. a lot more – багато іншого; a lot of – багато

a lot of books, a lot of time

syn. many, much, a great deal of, plenty of

17. to be fond of – любити, подобатись; syn. to like

18. like – подібно як; to be like – бути схожим

He is like his father – Він схожий з батьком.

He likes skating – Він любить кататися на ковзанах

He is a student like me – Він, як і я, студент

19. it'll take time – знадобиться час

III. Find the Ukrainian equivalents in the right-hand column for the following

1. the planning economic department
2. the post-office savings-bank
3. a sophomore
4. a book-keeping department
5. to take one's parents' way
6. a freshman
7. to pass "thousands"
8. the day-time department
9. a lot more
10. an undergraduate
11. to enter the Academy
12. it'll take time to know
13. students' scientific society

1. студент першого курсу
2. денне відділення
3. вступати до інституту
4. планово-економічний відділ
5. бухгалтерія
6. ощадбанк на поштамті
7. студент другого курсу
8. піти шляхом батьків
9. студент старшого курсу
10. здавати "тисячі"
11. студентський науковий гурток
12. ще більше
13. знадобиться час, щоб дізнатися

IV. Translate the following sentences

A) 1. He took his brother's way and became an economist. 2. How much does it take you to get to the Academy? It takes me ten minutes. 3. How much will it take you to get to Lviv by train? It will take me 14 hours. 4. It will take him two hours to translate this article. 5. He takes after his father. 6. When going to the Academy he takes a bus. 7. She took the shortest way to get to the library. 8. It'll take time to forget this event.

B) 1. He is like his father. 2. He likes Political Economy very much. 3. My friend does this work like me. 4. It looks like snow. 5. This

book costs something like 1 dollar. 6. They mustn't talk like that. 7. He was running like a sportsman. 8. My sister likes dancing. 9. I should like to take my father's way. 10. He should like to be the first student in his group.

C) 1. I'll join you in your work. 2. My friend joined the National Guard. 3. The best students of our group joined Scientific Societies. 4. My junior brother will soon join the school volley-ball team.

V.   Complete the following sentences

1. Kate has become a student of ... . 2. All the members of her family are ... . 3. Her father works as ... . 4. Her sister works ... . 5. Kate ... worked hard to pass ... . 6. She became familiar with ... . 7. Kate is still to know how ... . 8. She will take an active part in ... .

VI. Speak about yourself using the lexis of the text

Grammar Exercises

I. Fill in the blanks with the proper form of the verb to be

1. Ben ... my friend. 2. He ... a teacher. 3. I ... in my room. 4. " ... Tom and Billy babies?". "Yes, they ... ". 5. We ... students. 6. She ... a teacher. 7. ... you a student? 8. " ... they doctors?". "No, they ... not. They ... students". 9. This ... a cup. It ... yellow. 10 .The spoons ... on the table. The table ... in the room. 11. ... those men friends?

II. Translate into English

1. Вона лікар? –Так. 2. Ій 17 років? –Ні. 3. Йому 14 чи 15? – Йому 14. 4. Цей м'яч маленький. 5. Вони зайняті, чи не так? 6. Його немає вдома. 7. Це важкий чи легкий текст? 8. Зараз 11 година. 9. Холодно. 10. Холодно? 11. Холодно, чи не так? 12. Мені холодно. 13. Холодно чи жарко в залі? 14. В залі не жарко, чи не так?

III. Learn the expressions and use them in the sentences of your own

to be angry, to be hungry, to be thirsty, to be cold (hot), to be in (out), to be fond of, to be interested in, to be well (bad), to be about, to be away, to be late for, to be in time for.

IV. Make these nouns plural:

Hand, branch, school, film, class, place, price, fox, glass, dish, leaf, knife, roof, lady, money, toy, hero, tomato, foot, tooth, man, deer,

cattle, shelf.

V. Do you know the plurals of the following words?

terminus – termini, basis – bases, memorandum – memoranda, analysis – analyses, datum – data, crisis – crises, nucleus – nuclei, index – indices, phenomenon – phenomena.

VI. Change the number of the noun in bold type, making any other necessary changes

1. I have hurt my <u>foot</u>. 2. The last <u>leaf</u> fell from the tree. 3. The <u>roof</u> of the house has covered with snow. 4. There is a <u>potato</u> in the plate. 5. Where is a <u>glass</u>? 6. The <u>deer</u> is a graceful animal. 7. What's the <u>news</u> this morning? The <u>news</u> is good. 8. He gave me his <u>advice</u>. 9. There was a <u>fish</u> in the net. 10. This <u>shelf</u> contains several books on different subjects. 11. The <u>sheep</u> is grazing in the meadow.

VII. Use "of-phrase" instead of the Possessive Case in the following sentences

1. Britain's climate is not cold in winter. 2. This country's wealth is oil. 3. My friend's garden is beautiful. 4. The student's lessons begin at 9 o'clock. 5. This writers' works were published many times. 6. Our city's streets are green and wide. 7. The miners' meeting was held on the outskirts of the town. 8. We admire Repin's and Levitan's pictures. 9. Everything in the children's room was the work of the children.

VIII. Put in "have" or "has"

1. England ... a mild climate. 2. She didn't ... a letter from him last week. 3. You ... some mistakes in your pronunciation. 4. This boy ... a good influence on his friend. 5. ... you many friends in your group? 6. Our students ... a lot of work to do at the end of the term. 7. We ... to finish our work at 4 o'clock. 8. I ... translated nothing for a week, not even a page. 9. He ... no patience.

IX. Put in the definite or the indefinite article where necessary

1. They learned English for half ... hour and then began to read ... historical novel. 2. Does ... sun shine brightly in ... winter? No, it doesn't. 3. He is ... chief of the book-keeping department of ... large organization. 4. Will you please give me ... pen and ... sheets of paper. 5. Is there ... letter for me? 6. What ... strange man! 7. Yesterday I spoke to ... man who had just returned from ... Arctic expedition. 8. Here is ...

9

book you need. 9. He is ... man whom we all admire. 10. Students from foreign countries of ... Europe, ... Africa and ... Latin America study in Kyiv. 11. ... clock in ... hall is slow. 12. Is that ... man whom they are looking for? 13. ... English people often talk about ... weather. 14. Autumn is ... season of harvesting. 15. ... Thames flows through London. 16. Is ... ring made of ... gold? Yes, it is.

The questions for the control:

1. What higher school has Kate entered? 2. Is she a sophomore or a freshman? 3. Whose way did she take? 4. What are all the members of her family? 5. Who taught her to understand and love mathematics? 6. Where does Kate's father work? 7. What is Kate's mother? 8. What does Kate's sister work as? 9. Is Kate's sister a full-time student? 10. Why did Kate pass her entrance exams well? 11. What did Kate become familiar with? 12. What is Kate still to know more? 13. What does it mean to take an active part in the student's life at the Academy? 14. What does Kate like at the Academy?

Form of control over the performance of the work:
1. Poll
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Unit 2

Unit: Our Academy

Grammar: Pronouns, adjectives

Purpose of the lesson: improvement of knowledge and practical skills of communication according to the subject of lesson.

Task of the lesson: to read text, to perform tasks and to study grammatical material. Answer questions.

Necessary providing: vocabularies, copybooks, pens.

Methodical recommendations for studying exercises: read the text, learn new words and phrases, learn grammatical material and do exercises.

Students should know and speak fluently about their student life and family after finishing study of theme. They should know grammar material: *pronouns* and *adjectives*.

Class work should be formalized in accordance with existing requirements: repeat all the necessary grammatical material, translate the text of exercises into Ukrainian, and then perform the exercises in English.

Reporting requirements: write class work to the copybook for the check up by teacher.

I. Read the following words

Purpose, serve, graduate, various, industry, specialist, ocean, market, citizen, property, social, scholarship, access, season, management, enterprise, labour, marketing, subject.

II. Read and translate the following text

My academy and future speciality

Our educational establishment has a long history. It was founded in 1920 in Poltava. There are 6 departments in our academy. They are: accounting and finance department, agrarian - engineering department, the department of processing technology of animal product, veterinary medicine, agrotechnologies and ecology and the department of economics and management. I am a first year student of Poltava state agrarian academy. I study at the accounting faculty. I will be an accountant.

The purpose of the Academy is to educate students to serve in the branches of economy and agriculture. The graduates from the Academy

will work at various branches of industry, agriculture, finance and banking system. Our graduates are specialists of new formation. They keep up with progress and are able to run in the ocean of commodity and market relations.

I am a first year student of Poltava state agrarian academy. I study at the accounting faculty. I will be an accountant.

The overwhelming majority of the students are provided with hostel accommodation. The students have free access to the libraries, reading-rooms, laboratories, computing center, sport facilities etc.

Many young people prefer to combine studies with work for various reasons. They are admitted to the Academy extra-mural department.

The course of studies at the Academy lasts for four years. The academic year is divided into two terms. The students have an examination session at the end of each term. At the end of their studies they have to submit a graduation paper and take the state examinations and defend thesis. The speciality offers a curriculum of economic subjects: finance statistics, accounting, economics and management of enterprises, enterprise business, labor resources, marketing, computer information system, taxation, insurance.

The instructors and professors of our Academy take into account the experience of West countries in the field of training specialists at the Universities of the USA, Germany.

Comments

1. to be founded – бути заснованим
2. to chart – створювати, засновувати (на основі указу)
3. to run – керувати, вести;
4. to run a business – вести справу;
5. to run a factory – керувати фабрикою;
6. to run an enterprise – керувати підприємством
7. hostel accommodation – місце в гуртожитку
8. have free access – можуть безкоштовно користуватись
9. a curriculum – програма
10. to take into account – брати до уваги

II. Find the English in the right-hand column for the following

1. вищий навчальний заклад	1. commodity and market

	relations
2. у сфері промисловості і торгівлі	2. accounting and statistics
3. різні галузі	3. in the field of industry and trade
4. фінанси та банківська справа	4. higher educational establishment
5. облік та статистика	5. various branches
6. товарно-ринкові відносини	6. finance and banking system
7. обчислювальний центр	7. international relations
8. переважна більшість	8. management of enterprises
9. йти у ногу з прогресом	9. to take into account
10. програма економічних дисциплін	10. labour resources
11. міжнародні відносини	11. computing center
12. трудові ресурси	12. a curriculum of economic subjects
13. управління підприємством	13. overwhelming majority
14. брати до уваги	14. to keep up with progress

III. Fill in the blanks with prepositions or adverbs if necessary

1. These economists graduated ... the Academy a year ago. 2. Our Academy trains ... specialists ... high qualification. 3. The graduates will work ... industry. 4. My friend will work ... a plant ... graduating ... the Academy. 5. The students ... the extra-mural department combine their work with ... studies. 6. Many students of our Academy are provided ... hostel accommodation. 7. The students of our Academy have free access ... the libraries and laboratories. 8. The excellent students keep ... ... progress and are capable to solve the most important problems ... science.

IV. Translate the following sentences into English

1. Моя сестра працює в промисловості. Вона спеціаліст в галузі управління підприємством. 2. Мій товариш поєднує роботу з навчанням. Наступного року він буде захищати диплом в галузі трудових ресурсів. 3. Вони відмінно вчаться і можуть брати активну участь в розв'язанні важливих економічних задач.

V. Answer the following questions

1. When our educational establishment was founded? 2. What is the

history of the Academy? 3. What is the purpose of the Academy? 4. Where do the graduates from the Academy serve? 5. What are the majority of the students provided with? 6. Where do the students have free access to? 7. What departments are there at our Academy? 8. How long does the course of studies at the Academy last? 9. When do the students have an examination session? 10. What do the students have to submit at the end of their studies? 11. What do the instructors and professors take into account?

VI. Speak about Poltava State Agrarian Academy

VII. Learn the dialogue

L.: Hello, Peter? Where to?

P.: To the Library.

L.: Is the library open till late in the evening.

P.: Oh, yes. I believe it's open till half past nine. But I never stay at the library so long. I usually read some books and journals, make notes and look through newspapers and magazines.

L.: What about your English Lessons?

P.: I generally do them at home as I have all the necessary books and text books.

L.: What classes are you going to have today?

P.: Today we have a lecture in political economy, a seminar in economic history and an English class.

L.: And how many examinations are you going to have at the end of this term?

P.: We are going to have three examinations: in mathematics, economic history and political economy, and two credit-test: in English and computers.

L.: What is a credit-test? Isn't it the same as an examination?

P.: No, it isn't quite the same in form, and we don't get any marks for credit-tests.

L.: Oh, sorry, Peter. Here is my bus. See you tomorrow. Bye-bye!

P.: Bye-bye!

Grammar Exercises

I. Insert in each blank the form of pronouns which you consider correct (I-me; we-us; you-you; he-him; she-her; it-it; they-them)

1. It was ... who helped me most.
2. They invited you and ... to the party.
3. Very few could do it faster than ... .
4. This book was intended for you and ... .
5. My friend, ... are mistaken.
6. They came to see ... .
7. She told ... about her life.
8. When we make mistakes, our teacher corrects ... .
9. It takes ... only 10 minutes to go home.

II. Fill in the blanks with proper possessive pronouns

1. She has come to see ... mother.
2. Put on ... coat and go for a walk.
3. Tell him not to forget ... note-book.
4. If they inquire about me, tell ... that I am well.
5. Economics, like any other social science, has ... own vocabulary.
6. Students work hard to perfect ... language.
7. She has no children of ... own.
8. A friend of ... told me this.
9. The dog broke ... leg.

III. Translate into English using personal and possessive pronouns in the appropriate form

1. Дай мені на хвилинку свій словник. 2. Скажи це йому, а не мені. 3. Де вона? Я її не бачу. 4. Що з нею? Вона хвора. 5. Їй сьогодні краще. Скажи про це лікарю. 6. Я прочитав його статтю минулого тижня. 7. Я не бачив його вчора. 8. Ми запитали його: "Як ваше прізвище?". 9. Погода була хороша, і діти попросили свою сестру повести їх в парк. 10. Я візьму ці журнали і прочитаю їх вдома.

IV. Fill in the blanks with some or any

1. Do you know ... of these girls? 2. There are ... foreign visitors in the park. 3. ... of my friends live in this house. 4. We haven't ... time. 5. Do you like ... of these animals? Yes, I like ... of them. 6. Give me ...

water. 7. There are ... cups on the table, but these aren't ... glasses. 8. I have ... questions to ask. 9. There isn't ... tea in the tea-pot. 10. Please add ... more tea in my cup.

V. Translate into Ukrainian:

1. He says nothing. 2. He does not say anything. 3. No man can do this. 4. Nobody can do this. 5. I do nothing in the evening. 6. Do you go anywhere? 7. I do not know anybody in this city. 8. I know nobody in this city. 9. He sees nothing on the hill. 10. He does not see anything on the hill.

VI. Choose the proper word:

1. It gives me ... pleasure to see you again. (much, many)
2. How ... English lessons have you a week? (much, many)
3. He can read English ... . (a little, a few)
4. Let him think ... .(few, little)
5. There is ... hope to get the railway station in time.
6. Did you have ... difficulties in translating this article? (much, many)
7. There was ... snow last winter. (much, many)
8. The students work ... during examination session. (much, many)

VII. Use "many" and "much" instead of expressions such as lots of ... , a lot of ... , a great deal of ... , plenty of ...

1. There were lots of interesting books in the book-case. 2. I have a lot of work today. 3. There was a lot of water in rivers last spring. 4. My friend gets a great deal of enjoyment from a home computer. 5. We spent plenty of time on our translation. 6. Lots of trees were damaged by the storm. 7. He picked up a great deal of information during the afternoon.

VIII. Form the degrees of comparison of the following adjectives

Old, bad, cold, yellow, loud, clean, large, comfortable, practical, modern, good, small, careful, interesting, difficult, weak, important, easy, fat, low.

IX. Put the adjectives in brackets into the required degrees of comparison

1. The twenty second of December is the (short) day of the year.

2. His plan is (practical) than yours. 3. You are much (well) today. 4. I have (little) experience than you. 5. Oleg is the (good) of my friend. 6. This book is (interesting) than the last one I read. 7. Why do you take the (far) way home? 8. London is the (large) city in England. 9. There is (much) snow today. 10. This student speaks English (good) than you.

X. Compare the objects according to the given example
Example: A lemon – an apple (sour).
A lemon is sourer than an apple.
An apple is not so sour as a lemon.
An apple is not as sour as a lemon.
1. The Black Sea – the White Sea (warm). 2. Oil – water (light). 3. Butter – caviar (cheap). 4. Stone – wood (heavy). 5. Carrots – cucumbers (useful). 6. China – Japan (large). 7. Meat – vegetables (expensive). 8. Japanese – Spanish (difficult). 9. The Indian Ocean – The Arctic Ocean (warm).

XI. Write the sentences of your own with the most frequency used comparisons
Patterns:
as easy as: The teacher says that to learn to swim is as easy as ABC.
as hungry as: He comes from school as hungry as hunter.
as white as snow, as hot as fire, as clear as day, as green as grass, as cold as ice.

XII. Memorize these proverbs with comparison and find Ukrainian equivalents
1. The devil is not so black as he is.
2. East or west home is the best.
3. Better a glorious death than a shameful life.
4. Better late than never.
5. Four eyes see more than two.

XIII. Fill in the blanks with "every" and "each". Remember that "each" may be the subject, an object, or an attribute while "every" may only be an attribute
1. The bridge had a tower at ... end. 2. My friend goes to the Academy ... morning. 3. ... wants to become happy. 4. ... of you must prepare a home-reading. 5. Our professor shook hands with ... student.

6. ... has a bicycle in this town. 7. ... student has to attend lectures.

Form of control over the performance of the work:
1. Poll
The questions for the control:
1. When our educational establishment was founded? 2. What is the history of the Academy? 3. What is the purpose of the Academy? 4. Where do the graduates from the Academy serve? 5. What are the majority of the students provided with?

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Unit 3

Unit: We study a foreign language.

Grammar: irregular verbs

Purpose of the lesson: improvement of knowledge and practical skills of communication according to the subject of lesson.

Task of the lesson: to read text, to perform tasks and to study grammatical material. Answer questions.

Necessary providing: vocabularies, copybooks, pens.

Methodical recommendations for studying exercises: read the text, learn new words and phrases, learn grammatical material and do exercises. Write class work to the copybook for the check up by teacher.

Students should know and speak fluently about foreign languages after finishing study of theme. They should know grammar material: irregular verbs.

Class work should be formalized in accordance with existing requirements: repeat all the necessary grammatical material, translate the text of exercises into Ukrainian, and then perform the exercises in English.

Reporting requirements: write class work to the copybook for the check up by teacher.

I. Read the following words

Foreign, language, German, during, century, Danish, influence, Norman, Latin, reason, interesting, politics, science, learning, native, tongue, flexible, knowledge, ancient, occupy, period, conquer, servant, pronunciation, throughout, impose, commence, desire.

II. Read and translate the following text

We study a foreign language

The students of our Academy study one of four foreign languages. I studied English at school so I'm going to perfect it at the Academy. But my friend Galina studies German, and Natasha studies French.

The total number of languages in the world is about 5000. The most widespread languages are Chinese, English, Spanish, Russian and others. These languages are alive, i.e. they are in use. In addition to these, there are "dead" languages which are no more means of communication. There are Latin, Old Slavonic. There are also a number

of artificial or universal or world languages. The world-known artificial language is Esperanto. There are also programming languages that are used in computers. These are specialized languages.

English is one of the richest languages and spoken practically all over the world. But the language itself has a long history of development.

The ancient inhabitants of Great Britain were the Celts. The language then was not like the English of today. Only a few their words remained in the language now, spoken by the English people. Then G.B. was occupied by the Romans. The Roman period of British history lasted 465 years. The Romans brought a few Roman words into the English: Street, Lincoln, Doncaster and some other names. Then the Saxons came and settled down in the land they conquered. These Germans were the founders of the English nation. By and by came other Germanic tribes who settled on different parts of the coast. Among these tribes were people called the Angles. When the Angles and Saxons grew into one, they were called Anglo-Saxons or Angles (English). The general name they gave to the country in which they had settled was England. The Saxons as well as the Angles called their speech English.

The Normans came then. Though the Normans became the masters of England and the Saxon became their servants, the Saxons didn't want to speak their language and the Normans had to learn English to make the English people understand their orders. In this way Anglo-Saxons' changed a little by the Normans became real English language of the future, and that's why the pronunciation of English words differs so much from their spelling.

Now English is the mother tongue throughout the continent of North America (the USA and Canada) in the British Isles, South Africa, Australia and New Zealand.

For a long time English was the most important of the languages of the colonial countries in Africa, Asia, Australia and Oceania. English was imposed of the enslaved nations as the only means of communication. With the growth of national liberation movement most of the former British colonies have gained their independence. With the end of the British Empire, English, however, has not lost it's dominant position in the former colonies.

English is also the international language of commerce. It is one of five languages used in the United Nations Organization. English is studied as a foreign language in our secondary and higher schools. I am

a first year student of Poltava state agrarian academy. I study English. It is one of my favorite subjects.

At our English lessons we learn to speak English. We study pronunciation, vocabulary and grammar.

I can understand spoken English all right, but I find it difficult to speak. My great desire is to have a good knowledge of English & to speak English fluently: I'd like to visit G.B. too.

Comments

1. The total number – загальна кількість
2. the most widespread languages – найпоширеніші мови
3. alive – живий
4. in addition – на додаток
5. all over the world – в усьому світі syn. throughout the world
6. the ancient inhabitants – древні жителі
7. to occupy – займати
8. to settle down – оселитись
9. to conquer – захоплювати
10. that's why – ось чому
11. to differ from – відрізнятись
12. spelling – правопис
13. to impose – нав'язувати
14. as the only means of communication – як єдиний засіб спіл-кування
15. liberation movement – визвольний рух
16. to gain one's independence – здобути свободу
17. to speak fluently – розмовляти вільно

III. Find the Ukrainian in the right-hand column for the following

1. to perfect a language	1. всесвітньовідома штучна мова
2. the total number of languages	2. господарі та слуги
3. means of communication	3. вимова відрізняється від правопису
4. the world-known artificial language	4. міжнародна мова комерції (торгівлі)
5. practically all over the world	5. колишні колонії
6. to bring into	6. вивчати вимову, слова, граматику
7. the founders of the English nation	7. удосконалювати мову

8. to grow into	8. засоби спілкування
9. the masters and the servants	9. практично в усьому світі
10. in this way	10. загальна кількість мов
11. the pronunciation differs from the spelling	11. засновники англійської нації
12. the growth of national liberation movement	12. таким чином
13. the international language of commerce	13. приносити
14. the former colonies	14. ріст національно-визвольного руху
15. to study pronunciation, vocabulary and grammar	15. зростати

IV. Complete the following sentences

1. The total number of languages in the world is ... . 2. The most widespread languages are ... . 3. The world-known artificial language is ... . 4. First G.B. was occupied by the Romans then by ... . 5. The Saxons called their speech ... . 6. The pronunciation of English words differs from their ... . 7. Now English is spoken ... . 8. English is one of five languages used ... . 9. English is studied as a foreign language in our ... . 10. At our English lessons we study ... .

V. Say if it is right

1. There are alive and dead languages. 2. English is spoken on the American continent only. 3. Chinese is the most wide-spread language. 4. The ancient inhabitants of G.B. were Angles and Saxons. 5. The Roman period lasted 465 years. 6. Germanic tribes were the founders of the English nation. 7. The English people made the Normans learn their language. 8. English was imposed on the people in the colonial countries. 9. English has not lost its dominant position in the former colonies. 10. English is the international language of commerce and one of five languages used in the United Nations Organization.

VI. Answer the following questions

1. What languages do our students study?
2. What is the total number of languages in the world?
3. What are the most widespread languages?
4. What is a "dead" language?
5. What "dead" languages do you know?

6. Where are programming languages used?
7. Who were the ancient inhabitants of G.B.?
8. Who was G.B. occupied by?
9. What did the Romans bring into English?
10. Who were the founders of the English nation?
11. Who named the country England?
12. Why did the Normans have to learn English?
13. What countries is English spoken in?
14. Is English spoken in the former colonies?
15. What fields is English used?
16. Is it studied in this country?

VII. Speak on the text "We study a foreign language"

Grammar

Modal verb can (could)

I. Read and translate

1. Jack can run for two hours without a rest. 2. Ann can give you good advice. 3. Ann can speak three languages. 4. You can address the teacher and ask him about his problem. 5. It is raining. You can take my raincoat. 6. Can I help you? 7. Can I ask a question? 8. He can't be an accountant, he can't add up.

II. Make these sentences (a) interrogative, (b) negative

Patterns: It can be raining today.

Can it be raining today?

It cannot be raining today.

1. He can speak English quite well. 2. It can type this letter for you. 3. She can read English book now. 4. They can do it for you today. 5. We can speak English a little. 6. It can be paid in dollars. 7. It can be cold today. 8. We could offer you advertising materials.

III. Read and memorize

1. Can I reserve a ticket for the 6th of April? 2. Could you tell me how to get to the Ukrainian Academy for Economics and Finance? 3. Can I book a single room from now until Monday? 4. Where can I book a ticket for a train? 5. Where can I exchange money? 6. Can I take a message? 7. Can I speak to Mr. Smith? 8. Could you ask him to call me? 9. We can't speak about it over the phone. 10. We can sign the

contract tomorrow. 11. Can you reduce the time of delivery? 12. Could you speak up the delivery? 13. Could you reduce the price? 14. We can't allow this situation to continue.

IV. Translate into English from Ukrainian

Pattern: Не може бути, щоб Емілі сказала це.

Emily can't have said it.

1. Не може бути, щоб ви це зробили.
2. Не може бути, щоб ви даремно гаяли час.
3. Не може бути, щоб вони порушили ваші плани.
4. Не може бути, щоб Лінда нас бачила.

V. Translate into Ukrainian (to be able to)

1. I shall be able to go skiing next weekend. 2. You are able to go swimming. 3. We'll be able to help you next week. 4. She was able to go to her friend's place. Will you be able to get there in time?

Modal verb may (might)

VI. Read and translate

1. You may go with me. 2. May I sit here? 3. You may ring me up if you need my help. 4. You may open the window if it is hot. 5. You may not smoke here. 6. You may not take the book home. 7. Ann may have taken little money with her. 8. Jack may have been in Kyiv on the 1st of May. 9. You may take a biscuit.

VII. Give short affirmative and negative answers

1. May I come in? 2. May I go out? 3. May I have a cup of coffee? 4. May I speak to you now? 5. May I smoke here? 6. May we take this opportunity to congratulate you on your appointment?

VIII. Use "might" in these sentences

1. The weather was fine, the children (walk) in the park. 2. If he (answer) the last question more correctly, he (pass). 3. If you (send) the parcel by air, it (arrive) a week slower than it did.

IX. Memorize the proverbs

1. You may break the body, but you cannot break the spirit. 2. A fool may ask more questions than a wise man can answer. 3. One false move may lose game.

Modal verb must, need

X. Read and translate into Ukrainian

1. You must work systematically. 2. He must be attentive at the lessons. 3. You have worked hard all day, you must be tired. 4. He must be waiting for you already. 5. Must I pay in advance? 6. You must pay extra.

XI. Read the following dialogue. Pay special attention in the use of ”must”, ”mustn’t” and ”needn’t”

Nick: We are having a meeting at the Academy, Mary. Will you come?

Mary: Thanks. I’d like to come but I have lectures in the afternoon. Must I come at 4 o’clock?

Nick: Oh no, you needn’t come at four, you mustn’t be too late on all the best cakes will be eaten.

Mary: But I must go home first to put on another frock.

Nick: Oh, you needn’t do that. You will be late if you do. The frock you are wearing is very nice.

Mary: Oh, yes, I must change my frock, but you needn’t worry, I shan’t be very late, I’ll be there by half past four.

Have to

XII. Change the following sentences into the negative and interrogative

1. Students often have to work at the laboratory after classes. 2. Tony had to take entrance exams in August. 3. You will have to come here twice a week. 4. She had to spend a lot of money on books. 5. They had to stay there for a long time. 6. Ann always has to get up early. 7. He has to work hard at his pronunciation. 8. Lucy has to help her little brother and sister to prepare their lessons. 9. You will have to join some sports society. 10. She has to clean the flat herself.

To be to

XIII. Translate into Ukrainian

1. I am to make report next week. 2. We were to meet our friends at the station. 3. The students are to come for the consultation at 3. 4. He is to make his report at next seminar.

XIV. Practice the following according to the model

What were your instructions about phoning Bill? I was to phone him at 6.00.

What were your instructions about ... 1. Reporting? 2. Posting the documents? 3. Meeting George? 4. Contacting Willy? 5. Learning?

Should, Ought to

XV. Translate the sentences

1. They ought to pay us the money they owe. 2. We ought to meet and discuss the forms of cancelling our agreement. 3. He should visit Head office. 4. It should be a nice day tomorrow. 5. You should be more careful. 6. They were taught to solve such problems, so they ought to know how to do it.

XVI. Put "can", "may", "must", "should", "ought to", "have to", "be to", "be able to" (or negative forms) and "needn't" in the spaces

1. If you don't know the meaning of the word you ... use a dictionary. 2. Years ago I ... swim well. 3. ... you help me with my homework? Yes, I ... . 4. You ... see the new musical on Broadway. 5. The matter ... be discussed in tomorrow's debate. 6. They ... do all the exercises; it will be sufficient if they do four of them. 7. He's tired. He ... work hard. 8. You ... keep that book. It doesn't belong to you. 9. ... I get a visa? 10. Do I ... to fill a lot of forms? 11. She was feeling unwell yesterday; she have gone to the Academy. 12. I'll ... to go to the supermarket. 13. ... you pass the cheese?

XVIII. Translate into English from Ukrainian

1. Ви можете дістатися до інституту на метро? Ні. 2. Ви не могли б передати мені цього ділового листа? 3. Вона, мабуть, мало працювала протягом семестру, тому так погано склала екзамени. 4. Вам нічого хвилюватись. 5. Вам немає необхідності робити це. 6. Можливо, вона мені вчора дзвонила. 7. Можливо, ви закінчили писати статтю. 8. Мені потрібно зателефонувати містеру Флону. 9. Взяти з собою парасолю? Ні, це не потрібно. Дощу, мабуть, не буде. 10. Вам треба бути уважнішим на лекціях. 11. Ви могли б мене попередити раніше про те, що сталось. 12. Вам не слід було гуляти під дощем. Тепер вам доведеться провести кілька днів удома.

Form of control over the performance of the work:
1. Poll

Control questions:

1. What languages do our students study? 2. What is the total number of languages in the world? 3. What are the most widespread languages?
4. What is a "dead" language? 5. What "dead" languages do you know?

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Unit 4

Unit: Higher Education in Ukraine.

Grammar: Indefinite tenses (The Present Indefinite Tense)

Purpose of the lesson: improvement of knowledge and practical skills of communication according to the subject of lesson.

Task of the lesson: to read text, to perform tasks and to study grammatical material. Answer questions.

Necessary providing: vocabularies, copybooks, pens.

Methodical recommendations for studying exercises: read the text, learn new words and phrases, learn grammatical material and do exercises. Write class work to the copybook for the check up by teacher.

Students should know and speak fluently about foreign languages after finishing study of theme. They should know grammar material: *Indefinite tenses (The Present Indefinite Tense)*.

Class work should be formalized in accordance with existing requirements: repeat all the necessary grammatical material, translate the text of exercises into Ukrainian, and then perform the exercises in English.

Reporting requirements: write class work to the copybook for the check up by teacher.

I. Read the following words

Recognize, prepare, realize, human, potential, enrich, society, various, technology, economics, specialized, scientific, knowledge, research, bureau, excellent, facilities, industry, agriculture, exist, include, receive, accommodation, extra-mural.

II. Read and translate the following text:

Higher education in Ukraine

Higher education is generally recognized as preparing individuals to realize more fully their human potential, enrich their understanding of life and make them more productive to society.

Future specialists in various fields of science, technology, economies and art get a fundamental general and specialized training, all students regardless of their specialty study foreign languages.

Apart from educational work and schooling Ukrainian higher schools carry out a great deal of scientific work in all branches of

knowledge. They have either a students' research Society (Club) or a Technological Design Bureau which provide excellent facilities for young researches.

Our country needs specialists in all fields of science and all branches of industry and agriculture. Academies exist not only in big cities like Kyiv, Kharkiv, Lviv, but in many towns of Ukraine like Irpin.

Higher educational establishments of our country fall into three main types. The first type includes the universities and Academies where there are only full-time students, which receive state grants. Students who do not live at home get accommodation in the hostels.

The second and third types of higher schools provide educational facilities for factory and office workers who combine work with studies. The second type of higher education in establishments includes evening faculties and evening higher schools for those who study in their spare time.

The third type covers extra-mural higher schools where students take correspondence courses. Every year extra-mural students receive from 30 to 40 days' leave to prepare for their exams.

The diplomas by the evening faculties and extra-mural higher schools have the same value as the diplomas of all other Academies and universities.

The period of study at higher schools is from 4 to 6 years. According to the subjects studied there exist three groups of higher schools' universities, polytechnic and specialized Academies.

Comments

1. to realize more fully their human potential – повніше реалізувати людський потенціал
2. to enrich their understanding of life – їхнє розуміння життя
3. in various fields – в різних сферах
4. regardless of – незважаючи на
5. apart from – поряд з
6. a great deal of scientific work – великий обсяг наукової роботи
7. to provide excellent facilities – забезпечувати відмінні умови
8. higher educational establishment – вищий навчальний заклад
9. full-time students – студенти стаціонару
10. to receive state grants – одержувати державні пільги
11. to combine work with studies – поєднувати роботу з навчанням

12. to take correspondence courses – навчатися заочно
13. to receive a leave – отримувати відпустку
14. according to – відповідно до

III. Find the Ukrainian equivalents in the right – hand column for the following

1. human potential	1. вільний від роботи час
2. to get a fundamental general and specialized training	2. існувати
3. in all branches of knowledge	3. поряд з
4. higher educational establishment	4. людський потенціал
5. to fall into	5. працівники контор
6. to get accommodation in the hostel	6. розпадатись на
7. office workers	7. одержувати грунтовну загальну та фахову підготовку
8. spare time	8. мати однакову вартість
9. extra - mural higher schools	9. вищий навчальний заклад
10. to have the same value	10. в усіх галузях знань
11. to exist	11. отримувати помешкання в гуртожитку
12. apart from	12. заочні вищі школи

IV. Use the words and word combinations given in Ex. III in the sentences of your own

V. Complete the following sentences

1. All students regardless of their speciality study ... . 2. Ukrainian higher schools carry out a great deal of ... . 3. Higher educational establishments of our country fall into ... . 4. Students who do not live at home get ... . 5. Extra - mural students receive from 30 to 40 days' ... . 6. According to the subjects studied there exist ... .

VI. Fill in the blanks with the words given below

1. Future specialists in various fields of science, technology, economies and art get a fundamental ... and ... training. 2. Ukrainian higher schools ... a great deal of scientific work in all branches of knowledge. 3. Higher educational establishments of our country ... three main types. 4. The first type includes the universities and Academies

where there are only ... ... which receive state grants. 5. Evening schools are for those who study in their ... time. 6. The diplomas by the evening faculties and extra-mural higher schools have ... ... as the diplomas of all other Academies or universities.

the same value, spare, full-time students, to fall into, to carry out, general, specialized.

VII. Translate the following sentences into English

1. В нашій Академії студенти можуть отримати ґрунтовну загальну та спеціальну (фахову) підготовку. 2. Незважаючи на спеціалізацію, всі студенти нашої академії вивчають іноземну мову. 3. За короткий період існування академії нашими викладачами та студентами було виконано значний обсяг наукової роботи в сфері економіки та оподаткування. 4. Багато робітників та служ-бовців поєднують роботу з навчанням. 5. Третій тип охоплює вищі навчальні заклади, де студенти навчаються заочно. 6. Період навчання в вищій школі триває від 4 до 6 років.

VIII. Answer the following questions:

1. Does higher education help to develop your human potential and enrich your understanding of life? 2. What training do the future specialists get? 3. What can you say about the role of foreign languages in gaining higher education? 4. What is the role of scientific work in training future specialists? 5. What specialists does our country need? 6. Where do Academies and universities exist in our country? 7. How many types of higher educational establishments so we have in our country? 8. What higher schools does the first type include? 9. Which is the second type? 10. What schools does the third type cover? 11. What do extra-mural students receive every year? 12. Is there any difference between the diplomas by the evening faculties, extra- mural schools and full-time schools? 13. How long does the period of studies at higher schools last? 14. What groups of higher schools exist?

IX. Speak on the text of Unit 4

Grammar

The present indefinite tense

The verb "to do": general questions, disjunction questions, special questions

I. Make these sentences interrogative and negative

1. They listen to the news in the evening. 2. He spends all his money on books. 3. Mother wakes me up at seven o'clock in the morning. 4. In summer we swim in the lake every day. 5. My friend teaches at the University. 6. I take a long walk every day. 7. She gets on well with her friends. 8. My parents want to buy new furniture. 9. She cuts her hair every month. 10. The old woman feels very cold. 11. Our father works in an office and comes home for lunch. 12. Our director signs many papers every day. 13. The children play all the morning and sleep in the afternoon. 14. His brothers work hard all day, and want to rest in the evening. 15. The postman bring letters three times a day.

II. Replace the infinitive in brackets by the Present Indefinite

1. It (to awake) my interest to economics. 2. She always (to get) good marks in English. 3. My studies (to begin) at half past eight. 4. I (to think) economy is a promising field. 5. Hard work usually (to lead) to good success. 6. My working day (to last) six hours. 7. He (to speak) English quite fluently. 8. Everybody (to know) that they (to watch) TV every evening. 9. The swimming bath (to open) at 9.00 and (to close) at 18.30 every day. 10. What time (the banks / close) in Britain? 11. The sun (to rise) in the East. 12. Bad students never (to work) hard. 13. It often (to snow) in winter. 14. She (to say), she (to hear) nothing. 15. My friend (to go) there nearly every week.

III. Complete the dialogue by putting the verbs into the correct form

Brian: I need to speak to Gina about this new publicity brochure. (you / know) where she is?

Diana: She – (not/work) on Fridays. She only – (have) a part-time job now.

Brian: Right. When – (she/come) to the office?

Diana: Well, she – (come) in from Monday to Thursday, but she – (not/stay) all day. She usually – (start) at 9.00 and – (go) home at about 2.15.

IV. Put the words (underlined) into the Singular and make other changes if necessary

1. <u>They</u> know the town well and can show you the way to the theatre. 2. My <u>friends</u> live in Kyiv, they study at the University. 3. Do these <u>boys</u> go to school in the morning or in the afternoon? 4. <u>They</u> want to buy some English books which they need for their work. 5. These <u>girls</u> sing well but they cannot play the piano. 6. <u>Housewives</u> work very much at home. 7. <u>Two of my friends</u> work at this plant, they are engineers. 8. These little <u>girls</u> like when their brothers play with them. 9. <u>Children</u> spend a lot of time out-of-doors. 10. My <u>cousins</u> have families of their own. 11. My <u>sisters</u> have breakfast at 8 o'clock and then they go to school. They return home only at 2 o'clock in the afternoon. 12. <u>They</u> go to the library twice a month. 13. Their <u>teachers</u> tell them that they make many mistakes because they are not attentive at the lessons. 14. <u>They</u> go to work by bus and return home on foot.15. <u>Two of my sisters</u> are married, their husbands are workers.

V. Translate the following sentences

1. На заняттях ми читаємо, перекладаємо англійські тексти, робимо різні вправи. 2. Вони не йдуть додому після уроків, вони йдуть до бібліотеки. 3. Ви багато працюєте над англійською мовою? 4. Я не розумію це правило. 5. Чи займається твій друг спортом? 6. Мій брат не хоче вступати до інституту. Він хоче працювати. 7. Коли ми робимо помилки, наш вчитель виправляє нас. 8. Моя сестра добре співає і танцює. 9. Спочатку подумай, а потім скажи. 10. В погану погоду я не виходжу на прогулянку. 11. Я не люблю чай з лимоном. Я люблю бутерброди з яйцем та сиром. 12. Взимку темніє дуже рано. 13. Я не пам'ятаю нові слова. 14. Деякі наші студенти живуть в гуртожитку. 15. В тебе не забере багато часу, щоб дістатись до інституту.

IV. Memorize the following proverbs. Pay attention to the verbs in the Present Indefinite

1. The dogs bark, but the caravan goes on. 2. A new broom sweeps clean. 3. Barking dogs do not bite. 4. All well that ends well. 5. Health is above wealth. 6. Great ship asks deep water. 7. Evil chance

seldom comes alone. 8. Every shoe fits every foot.

VII. Define the meaning of the verb "to do" in the following sentences

1. One must do one's duty. 2. She does her homework in the evening. 4. I do not speak English well. 5. Don't do it. It's dangerous. 6. He does know how to translate this sentence. 7. Don't be noisy. 8. I have done some shopping.

VIII. Translate into Ukrainian

1. What are you going to do on Sunday? 2. Try to do your home assignments properly. 3. Does he do many mistakes when he speaks English? 4. How many magazines did you take from the library? 5. We tried and did our best to Economy as a social science does explain the laws which regulate the production and distribution of material wealth in human society.

IX. Insert the auxiliary verbs in general questions

1.... you like your future speciality?
2.... he take the shortest way to the University?
3.... they work five days a week?
4.... he teach English?
5.... our Academy train specialists for various branches of economics?
6.... you listen to the news in the evening?
7.... you read newspapers in the morning or in the evening?
8.... it often rain in summer?
9.... you go in for sports?

X. Compete these sentences with a tail-questions as in the pattern:

Pattern: You are a student, aren't you?
You study at the Academy, don't you?

1. It's time for breakfast, ...? 2. He reads English books, ...? 3. They do not miss English Lessons, ...? 4. You don't mind my smoking here, ...? 5. You are ready, ...? 6. They are industrious students, ...? 7. They learn many subjects, ...? 8. They work in the laboratory every day, ...? 9. She speaks English fluently, ...?

XI. Put special questions to underlined words

1. This <u>artist</u> draws very good pictures. 2. <u>The students</u> of our group know English well. 3. About <u>four thousand</u> students study at our Academy. 4. My sister <u>winds up</u> her watch in the morning. 5. We know this young <u>man</u>. 6. <u>My brother</u> can drive a car. 7. The results of the competition are <u>good</u>. 8. He is <u>a doctor</u>. 9. I go to the cinema <u>once</u> a month. 10. I have my breakfast <u>at half past seven</u>.

Form of control over the performance of the work:
1. Poll

Control questions:

1. Where do Academies and universities exist in our country? 2. How many types of higher educational establishments so we have in our country? 3. What higher schools does the first type include? 4. Which is the second type? 5. What schools does the third type cover? 6. What do extra-mural students receive every year? 7. Is there any difference between the diplomas by the evening faculties, extra- mural schools and full-time schools?

The list of the used sources p. 126

Unit 5

Unit: Higher Education in Great Britain

Grammar: The Past Indefinite Tense

Purpose of the lesson: improvement of knowledge and practical skills of communication according to the subject of lesson.

Task of the lesson: to read text, to perform tasks and to study grammatical material. Answer questions.

Necessary providing: vocabularies, copybooks, pens.

Methodical recommendations for studying exercises: read the text, learn new words and phrases, learn grammatical material and do exercises. Write class work to the copybook for the check up by teacher.

Students should know and speak fluently about foreign languages after finishing study of theme. They should know grammar material: *the Past Indefinite Tense*.

Class work should be formalized in accordance with existing requirements: repeat all the necessary grammatical material, translate the text of exercises into Ukrainian, and then perform the exercises in English.

Reporting requirements: write class work to the copybook for the check up by teacher.

I. Read the following words

Generally, considerable, amount, equivalent, experienced, expansion, enjoy, autonomous, responsible, regulations, governing, similarities, Oxford, Cambridge, various, faculty, degree, course, lectures, tutorials, feature, mainly, medicine, broad, range, academic, vocational, humanities, science, technology, government, encourage, choose, require, comparable, tuition, maintenance.

II. Read and translate the following text:

Higher education in Great Britain

When higher education of Great Britain is being spoken about the University education is generally meant. But in fact there is a considerable amount of past-school education, including part-time as well as full-time studies carried on in technical colleges teacher training colleges, art colleges, Academies of adult education and so on.

Higher education, consisting of degree and equivalent courses, has

experienced a dramatic expansion. The number of higher education students in Britain almost doubled between 1979 and 1993 to 1.5 million, so that today around 30 percent of young people enter full-time higher education.

There are some 90 universities, which enjoy academic freedom. Every University is autonomous and responsible to its governing body. The regulations differ from University to University. While there are similarities between them, they all differ from Oxford and Cambridge, where are a number of separate colleges, each with their own regulations and courses of studies. The new, so-called "red-brick" Universities are divided into various faculties: Faculty of Arts, Faculty of Science, Faculty of Social and Economic Studies, etc.

University degree courses are generally being taken for three, four or even five years. University teaching combines lectures practical classes and small group teaching in either seminars or tutorials. The last is a traditional feature of the Universities of Oxford and Cambridge.

First degree courses are mainly full time and usually last three years, with longer courses in subjects such as medicine. Universities offer courses in a broad range of academic and vocational subjects, including traditional arts subjects, the humanities, and science and technology. The government encourages young people to choose degree courses in subjects, or combinations of subjects, that provide the knowledge and skills required by a technologically advanced economy.

Over 95 percent of students on first degree and comparable higher education courses receive government grants covering tuition and accommodation and other maintenance expenses. Parents also contribute, the amount depending on their income. In addition, students can take out loans to help pay their maintenance costs.

Comments

1. post-school education – освіта, одержана після закінчення школи
2. in fact – фактично, насправді
3. part-time studies – навчання без відриву від виробництва
4. full-time studies – навчання з відривом від виробництва
5. as well as – також, як і
6. to enjoy academic freedom – мати (користуватись) навчальну свободу
7. to responsible to – бути відповідальним перед
8. to take a course – вивчати курс
9. a broad range of academic and vocational subjects – широкий вибір

навчальних та професійних предметів

10. humanities – гуманітарні предмети

11. teacher training college – педагогічні інститути

12. to carry on – продовжується, здійснюється

13. to provide knowledge – забезпечувати знання

14. to receive government grants – одержувати пільги від уряду

15. maintenance expenses – витрати на утримання

III. Say if it is right

1. Part-time and full-time studies are carried on only at Universities. 2. British higher education consists of degree and equivalent courses. 3. The number of higher education students has increased recently. 4. Every University is autonomous and responsible to its government body. 5. There are great difference between various Universities. 6. University degree are generally being taken for four years. 7. Lectures and practical classes are traditional for teaching at Oxford and Cambridge. 8. First degree courses are both full-time and part-time. 9. Universities offer courses in a broad range of academic and vocational subjects. 10. All students on first degree receive government grant. 11. Students can take out loans to help pay their maintenance costs.

IV. Answer the following questions

1. What is the system of higher education in Great Britain? 2. What does higher education consist of? 3. What can you say about the increase of higher education students' number? 4. How many Universities are there in Great Britain at present? 5. Who is every university responsible to? 6. For how many years are university degree courses taken? 7. What does university teaching combine? 8. Where is a traditional feature of Cambridge and Oxford? 9. How many years do first degree courses last? 10. What courses does University offer? 11. Who does the government encourage? 12. Why does the government encourage young people? 13. What do students on first degree receive? 14. What do parents contribute? 15. What can students take out to help pay their maintenance costs?

IX. Speak on the text "Higher education in Great Britain"

Grammar

The Past Indefinite Tense

I. Give the forms of the Past Indefinite:

To write, to drink, to speak, to think, to choose, to prepare, to come, to go, to be, to begin, to exist, to become, to show, to have, to do, to make, to find, to save, to know, to rise, to lie, to live, to strike.

II. Give the Negative and Interrogative forms of the Past Indefinite

1. Bob came home late. 2. She gave them her dictionary. 3. He took a shower. 4. Ann brought me a new magazine. 5. He left for London on Monday. 6. He opened the window before classes. 7. Ann translated a lot of foreign letters last week. 8. I finished work at five o'clock. 9. He lived in Kyiv three years ago. 10. They returned home in the evening. 11. It heavily rained on Sunday. 12. My friend lay in the sun last summer. 13. I played chess with him yesterday. 14. She spoke English fluently. 15. He paid the money yesterday. 16. She remembered every word. 17. She got an excellent mark. 18. My parents met me at the station. 19. You thought he was right. 20. They admired her singing very much.

III. Use the verbs below to complete the sentences. Some of the sentences are positive, some are negative, and some are questions

1. Oh, I'm sorry to disturb you. I ... you had a visitor. 2. ... you ... economics when you were at University? 3. She ... ... because the salary was too low. 4. Last week a number of customers ... about slow service. 5. ... you ... the Acropolis when you were on Greece? 6. I am writing with reference to the order I ... with you last week. 7. At last year's launch party, who ... you ... to do the catering?

to accept, to complain, to hire, to place, to realize, to study, to visit.

IV. Translate the following sentences into English, using the Past Indefinite Tense

1. Я подивився на дошку і переписав нові слова. 2. Де ви

жили минулого року? Я жив у Києві. 3. Ми вчора не обговорили багато питань. 4. Коли ви в останній раз обговорювали правила дорожнього руху? 5. Вони відповіли на багато листівок минулого місяця. 6. Дівчина зайшла до кімнати і стала біля вікна. 7. Я купив цей годинник п'ять років тому.

V. Change the following sentences into disjunctive questions

1. They met at the cinema five minutes before the showing began. 2. He took his parent's way. 3. They listened to a wonderful concert last night. 4. He didn't go to the country last summer. 5. He began to work at an early age.

The Future Indefinite Tense

VI. Make these sentences negative and interrogative

1. I shall take my examination in English on Monday.
2. He will meet me at the station.
3. They will take a taxi.
4. There will be a concert here today.
5. I shall come home in half an hour.
6. My friend will take a room facing the street.
7. He will be twenty next Sunday.
8. They will enjoy staying here.

VII. Put the following sentences in the Future Tense

1. They came by car. 2. Did you easily find this street? 3. I helped her with her home-reading. 3. He lives on the outskirts of a little town by the sea. 5. Do you study English at the Academy? 6. Where did you buy such a lovely dress? 7. It rains at this time of year. 8. What does your decision depend on?

VIII. Translate what is given in brackets, using the Present Indefinite or the Future Indefinite

1. You will enjoy yourself if you (поїдете на Кавказ). 2. Ask him if he (поїде на Кавказ). 3. We shan't be able to go out if (буде сильний дощ). 4. They say (буде сильний дощ) at night, the clouds are gathering. 5. I don't know when he (прийде), the weather is so nasty. 6. Tell him to wait when he (прийде), I may be late. 7. Tell mother we (нескоро повернемося), it's much too far away. 8. Tell mother not to

worry if we (не скоро повернемося), it's much too far away. 9. I'll talk to him about it if I (побачу його сьогодні). 10. I'm not sure if I (побачу його сьогодні). 11. She will take the children out for a walk if she (закінчить роботу раніш). 12. I don't know if she (закінчить роботу раніш), she has got a lot to do. 13. The rain won't do him any harm if he (одягне плащ). 14. Ask him if he (одягне плащ), it looks like rain.

Form of control over the performance of the work:
1. Poll

Control questions:

1. Does higher education help to develop your human potential and enrich your understanding of life? 2. What training do the future specialists get? 3. What can you say about the role of foreign languages in gaining higher education? 4. What is the role of scientific work in training future specialists? 5. What specialists does our country need? 6. Where do Academies and universities exist in our country?

The list of the used sources p. 126

Unit 6

Unit: Economy of Ukraine

Grammar: The Continuous Tenses. Participle I.

Purpose of the lesson: improvement of knowledge and practical skills of communication according to the subject of lesson.

Task of the lesson: to read text, to perform tasks and to study grammatical material. Answer questions.

Necessary providing: vocabularies, copybooks, pens.

Methodical recommendations for studying exercises: read the text, learn new words and phrases, learn grammatical material and do exercises. Write class work to the copybook for the check up by teacher.

Students should know and speak fluently about foreign languages after finishing study of theme. They should know grammar material: the Continuous Tenses. Participle I.

Class work should be formalized in accordance with existing requirements: repeat all the necessary grammatical material, translate the text of exercises into Ukrainian, and then perform the exercises in English.

Reporting requirements: write class work to the copybook for the check up by teacher.

I. Read the following words

Natural, resources, minerals, satisfy, energy, structure, considerable, chemical, emphasis, process, equipment, husbandry, wheat, variety, widespread, dairy, interrelated, assertion, centralized, sugar, budget, commercial, privatization, medium.

II. Read and translate the following text

Economy of Ukraine

Ukraine is an agro-industrial country.

Ukraine is rich in natural resources. The main minerals are iron ore, coal, rock salt cement, gypsum uranium, different metals and other natural resources.

Ukraine fully satisfies its needs in minerals but it still has to import some of them. So, oil and gas are imported from Russia and Turkmenistan as the oil and gas deposits of Ukraine cannot satisfy country's needs in these energy resources.

In the current structure of Ukraine's industry a great proposition is occupied by heavy industry, especially, the iron, and steel, machine-building and coal industries.

A considerable part is played by the food, light and chemical industries.

Defense industry is being restructured and converted with emphasis on the output of consumer goods.

However, today's industries are unable to satisfy the consumers' wants because they are not integrated into the world process of economic, technological and scientific progress. The national industries have low standard in processing raw material and outdated and worn-out production equipment.

Ukraine is one of the world's most productive farming regions and is known as "Europe's granary".

There are two main branches of agricultural production in Ukraine: crop production and animal husbandry.

Among the crops grown in Ukraine are sugar beet, wheat, rye, barley, oats, corn, sunflower, a large variety of grain cultures, fruit and vegetables.

The most widespread branches of animal husbandry are dairy and beef cattle breeding and pig raising.

Two interrogated processes characterize Ukraine's economy today, namely its assertion as that of an independent state, and its transition from planned-centralized to market-controlled.

Ukraine has currently achieved macroeconomic stability. Prices, domestic and foreign trade have been liberalized. An austere monetary policy has been introduced. Tax and budget systems are also being reformed. A twin-level banking structure took shape: the National Bank of Ukraine, and commercial banks of all types and forms of property.

"Small-scale" privatization is nearly completed in Ukraine today. Privatization has sped up for large and medium size enterprises, including enterprises in the agro-industrial sector.

Ukraine's foreign policy is aimed at wide and long-term co-operation. Ukraine is acting on the assumption that this is the most effective way of solving not only economic but also political problems.

Comments

1. to be rich in smth – бути багатим на щось
2. iron and steel industry – чорна металургія

3. outdated and worn-out equipment – застаріле та спрацьоване обладнання

4. Europe's granary – житниця Європи

5. crop production – рослинництво

6. animal husbandry – тваринництво

7. dairy and beef cattle breeding – розведення молочної та м'ясної худоби

8. pig raising – свинарство

9. transition from planned-centralized to market-controlled – перехід від планово-централізованої до ринково – регульованої

10. austere monetary policy – жорстка монетарна політика

11. twin-level banking structure – дворівнева банківська система

12. to speed up – прискорювати

13. to aim at smth – націлювати на щось

14. wide and long-term co-operation – широкомасштабне і довго-строкове співробітництво

15. on the assumption – виходячи з припущення

III. Find the Ukrainian equivalents in the right-hand column for the following

1. is rich in natural resources	1. з особливою увагою на випуск
2. to satisfy needs	2. найпоширеніші галузі
3. energy resources	3. велика різноманітність зернових культур
4. a considerable part	4. внутрішня та зовнішня торгівля
5. defence industry	5. широкомасштабне і довгострокове співробітництво
6. with emphasis on the output	6. дворівнева банківська система
7. consumer goods	7. досягла макроекономічної стабільності
8. the world's process of economic technological and scientific progress	8. найпродуктивніший фермерський район
9. in processing raw materials	9. застаріле та спрацьоване обладнання
10. outdated and worn-out production	10. споживчі товари
11. the most productive farming region	11. оборонна промисловість
12. crop production	12. енергетичні ресурси
13. animal husbandry	13. багата на природні ресурси

14. a large variety of grain cultures
15. the most widespread branches
16. achieved macroeconomic stability
17. domestic and foreign trade
18. a twin-level banking system
19. wide and long-term cooperation

14. значна частина
15. в обробці сировини
16. рослинництво
17. тваринництво
18. задовольняти потреби
19. всесвітній процес економічного, технічного та наукового прогресу

IV. Complete the following sentences

1. The main minerals in Ukraine are ... . 2. Ukraine has to import such minerals as ... . 3. Defense industry is being ... . 4. Today's industries are unable to satisfy the consumers' wants because ... . 5. Ukraine is one of the world's most productive farming regions and is known as ... . 6. The main branches of agricultural production in Ukraine are ... . 7. The most widespread branches of animal husbandry are ... . 8. Ukraine's foreign policy is aimed ... .

V. Say if it is right

1. Ukraine is rich in iron ore, coal gas and oil. 2. Ukraine fully satisfies its needs in minerals. 3. The main industries are heavy industry, the iron and steel, machine building and coal industries. 4. The national industry has low standard in processing raw materials. 5. An austere monetary policy has been introduced. 6. Small-scale privatization has been completed in Ukraine. 7. Wide and long-term co-operation is the most effective way of solving not only economic but also political problems.

VI. Fill in the blanks with the words given below

1. Ukraine is _____ country. 2. Ukraine fully _____ its needs in minerals but it still has to _____ some of them. 3. In the current structure of Ukraine's industry a great proportion is _____ by heavy industry. 4. Defense industry is being _____ and ____ with the emphasis on the output of _____ goods. 5. Tax and budget systems are being _____ . 6. "Small-seal" privatization is nearly _____ in Ukraine. 7. A _____ banking structure took shape.

agro-industrial, twin-level, convert, reconstruct, satisfy, consumer, occupy, reform, complete, import.

VII. Answer the following questions

1. What natural resources is Ukraine rich in?
2. Why does Ukraine have to import oil and gas?
3. What industries are highly developed in Ukraine?
4. Why are today's industries unable to satisfy the consumers' wants?
5. What are the two branches of agricultural production?
6. What crops are grown in Ukraine?
7. What are the branches of animal husbandry?
8. What characterizes Ukraine's economy today?
9. What reforms have been made in the banking system?
10. What can you say about privatization?
11. What is Ukraine's foreign policy aimed at?
12. What is the most effective way of solving both economic and political problems?

VIII. Speak on the Unit "Economy of Ukraine"

Grammar

Participle I. The Continuous Tenses.

I. Form Participle I (Present Participle) of the following verbs

Pattern: to draw – drawing
         to write – writing

To speak, to study, to ski, to live, to produce, to provide, to love, to develop, to show, to solve, to pay.

II. Translate into Ukrainian paying attention to the functions of Participle I

a) 1. I came up to the students discussing their time-table. 2. Do you know the teacher speaking to our students? 3. This is a big factory producing textile machinery. 4. The students learning English are in the phonetic study.

b) 1. Speaking on the Unit "Great Britain" the teacher showed many pictures. 2. While studying a foreign language students learn new words. 3. Writing the text we used our dictionaries. 4. Translating the article, we discussed the variants.

c) 1. The students are writing their tests. 2. Ann is reading an economic article. 3. Are you learning business? 4. Ukraine is developing

its economic contacts.

III. State the functions in Participle I

1. I don't remember the name of the man standing near the window. 2. Those girls coming into the reading-hall are students of our group. 3. Studying foreign languages the people enrich their native language. 4. They are discussing a very important problem.

IV. Make the following sentences negative and interrogative

1. He is drawing. 2. She is playing chess. 3. I am watching television. 4. The girl is singing. 5. They are working. 6. We are having talks. 7. Mr. Brown is writing a letter. 8. We are learning English.

V. Use the Present Continuous instead of the Infinitive in brackets

1. He (not to work), he (to watch) the TV program. 2. Kitty (to finish) her porridge. 3. Look, the sun (to rise). 4. John (to polish) his boots and his sister (to press) her dress. 5. It (to rain)? Yes, it (to rain) very hard. 6. The delegation (to leave) Moscow tomorrow. 7. Somebody (to talk) in the next room. 8. Who (to make) such a noise? 9. What you (to read) now? 10. The weather is fine. The sun (to shine) and the birds (to sing). 11. Somebody (to knock) at the door. 12. You (to go) anywhere tonight? 13. Why you (to speak) so fast? You (to make) a lot of mistake. 14. Who you (to wait for)? 15. I can't hear what they (to talk) about.

VI. Use the verbs given in brackets in the Present Indefinite or the Present Continuous tenses

1. Why you (to work) so fast today? You usually (to walk) quite slowly. – I (to hurry), I am afraid to miss the train. 2. Cuckoos (not to build) nests. They (to use) the nests of other birds. 3. I always (to buy) lottery tickets but I seldom (to win). 4. You can't have the book now because my brother (to read) it. 5. Some people (to do) everything with their left hand. 6. Who (to make) the terrible noise? - It's my son. 7. How you (to feel)? 8. Switch on the light. It (to get) dark. 9. You (to understand) the rule? 10. The sun (to set) late in summer. 11. What you (to look for) ? - We (to look for) our grandmother spectacles. 12. I (not to know) what he (to want). 13. What time she (to come) here as a rule? 14. Look, snow still (to fall). 15. It often (to rain) in October.

VII. Translate the following sentences into English. Pay attention to the use of the Present Continuous to express an action in the near future

1. Ми зараз дуже заклопотані, оскільки ми від'їжджаємо завтра. 2. Поїзди відходять і прибувають через 5 хвилин. 3. Делегація англійських вчителів прилітає (to arrive by plane) сьогодні ввечері до Києва. 4. Моя сестра приїжджає в суботу. Я мушу її зустріти. 5. В понеділок я складаю іспит з історії Англії. 6. Студенти складають екзамени два рази на рік. 7. Моя подруга влаштовує сьогодні вечірку. 8. Коли вони влаштовують вечірку, вони, як правило, запрошують всю нашу родину.

VIII. Translate into English using the Present Indefinite or the Present Continuous

1. Студенти складають екзамени. Не здіймайте галасу в коридорі. 2. Ви чуєте шум у коридорі? 3. Зачекайте хвилину, вони зараз вечеряють. 4. Послухайте, в сусідній кімнаті хтось плаче. 5. Восени птахи відлітають до теплих країн, а весною повертаються знову. 6. Кого ти чекаєш? – Я чекаю свою подругу. 7. Маленькі діти їдять 4-5 разів на день. 8. Кажуть, що він повертається завтра.

IX. Make these sentences negative and interrogative

1. Ann was going home. 2. It was raining all day yesterday. 3. I was staying in Kyiv in summer. 4. I was reading a book when my friend came. 5. They were writing a letter at six. 6. I was having dinner at that time. 7. We were coming home.

X. Use the Past Continuous instead of the infinitive in brackets

1. He (to sit) in a cafe when I saw him. 2. The two men (to discuss) something when I interrupted them. 3. She (to go) to the plant when I met her. 4. I (to write) a letter when you phoned me yesterday. 5. What you (to do) when he came? 6. I (to swim) when I saw a boat. 7. She (to cook dinner) when I came in.

XI. Translate the following

1. Вчора ввечері йшов дощ, тому я залишився вдома. 2. Він телефонував мені, коли ми вечеряли. 3. Сонце сідало за гори, коли я підійшов до села. 4. Петро питав, коли я ввійшов. 5. Я не працював увечері. 6. Ми розмовляли про Джіммі, коли він вбіг до

кімнати. 7. Елісон та Енні розмовляли на східцях.

XII. Make these sentences negative and interrogative

1. We shall be waiting for you at the cinema the whole day long. 2. He will be writing a text at 10 o'clock. 3. It will be raining all day. 4. He will be delivering a lecture from 5 to 6. 5. The students will be working in the laboratory at 12. 6. I shall be teaching her to skate from 6 to 7. 7. We shall be passing our examination tomorrow at 12.

XIII. Use the Future Continuous instead of the infinitive in brackets

1. You (to do) your homework at 5 o'clock. 2. Where the man (to sit) at that time? 3. What he (to do)? 4. The sun (to shine) at noon. 5. We (to translate) this text from 5 to 6. 6. What you (to do) tomorrow at 6? 7. We (to play) tennis the whole morning tomorrow.

XIV. Translate the following:

1. Коли ви прийдете до мене, я буду працювати в лабораторії. 2. Я буду відпочивати в цей час. 3. Він гратиме в шахи з 8 до 9. 4. Ми будемо чекати на вас весь вечір. 5. В неділю о п'ятій годині я допоможу вам.

XV. Use the Past Continuous or the Future Continuous instead of the Infinitives in brackets

1. When I got back they (to have) supper. 2. When I get back they (to have) supper. 3. At ten o'clock he still (to sleep), and we had to wake him. 4. Don't come at ten, I'm sure he still (to sleep). 5. I was late for the meeting. When I entered they (to discuss) what slogans to make for the demonstration. 6. We (to wait) for you at the metro station. Don't be late. 7. I always prepare my lessons in the morning; so tomorrow morning I (to do) the same. 8. Can you tell me what you (to do) at eight o'clock? I couldn't get you on the tomorrow.

Form of control over the performance of the work:
1. Poll

Control questions:

1. Does higher education help to develop your human potential and enrich your understanding of life? 2. What training do the future specialists get? 3. What can you say about the role of foreign languages in gaining higher education? 4. What is the role of scientific work in training future specialists? 5. What specialists does our country need? 6.

Where do Academies and universities exist in our country?

Unit 7

Unit: British economy

Grammar: The Perfect Tenses

Purpose of the lesson: improvement of knowledge and practical skills of communication according to the subject of lesson.

Task of the lesson: to read text, to perform tasks and to study grammatical material. Answer questions.

Necessary providing: vocabularies, copybooks, pens.

Methodical recommendations for studying exercises: read the text, learn new words and phrases, learn grammatical material and do exercises. Write class work to the copybook for the check up by teacher.

Students should know and speak fluently about foreign languages after finishing study of theme. They should know grammar material: the Perfect Tenses.

Class work should be formalized in accordance with existing requirements: repeat all the necessary grammatical material, translate the text of exercises into Ukrainian, and then perform the exercises in English.

Reporting requirements: write class work to the copybook for the check up by teacher.

I. Read the following words

Manufactured, employed, agriculture, mining, building, provide, natural, resources, richly, cultivation, sheep breeding, pig raising, soil, fertile, quality, expensive, characteristic, semi-finished, cheap, mostly, precision, equipment, chemicals, woolen, leather, synthetic, original, coal mining, iron steel, engineering, particularly, aircraft, automobile, atomic, reactor, emphasis.

II. Read and translate the following text:

British Economy

The United Kingdom is one of the world's largest exporters of manufactured goods per head of population. For every person employed in agriculture eleven people are employed in mining, manufacturing and building.

Apart from coal and iron ore Britain has very few natural resources. Its agriculture provides only half the food it needs. Most of if the raw materials such as oil and various metals (copper zinc, uranium ore and others) have to be imported. Britain also has to import timber, cotton, fruit

and farm products.

Britain used to be richly forested, but most of the forests were cut down to make more room for cultivation. The greater part of land is used for cattle and sheep breeding, and pig raising. Among the crops grown on the farms are wheat, barley and oats. The fields are mainly in the eastern part of the country. Most of the farms are small. Farms tend to be bigger where the soil is less fertile.

Britain produces high quality expensive goods, which has always been characteristic of its industry. A shortage of raw materials, as well as the high cost of production makes it unprofitable for British industry to produce semi-finished goods or cheap articles. Britain mostly produces articles, requiring skilled labour, precision instruments, chemicals. Britain high quality consumer goods and articles made of various kinds of synthetic (man-made) materials.

The original basis of British industry was coal mining, and the early factories grew up not far from the main mining areas.

Glasgow and Newcastle became great centres of engineering and shipbuilding. Lancashire produced cotton goods and Yorkshire woollens, with Sheffield concentrating on iron and steel. Birmingham developed light engineering. There appeared a tendency for industry and population to move to the south, particularly to the London area. Britain's industry is now widely dispersed. Great progress was made in the development of new industries, such as the aircraft, automobile, electronic industries and others. A number of atomic power reactors were made.

Great emphasis was made on the development of the war industry.

Comments

1. manufactured goods – промислові товари
2. per head of population – на душу населення
3. apart of smth. – крім чогось
4. used to be smth. – був кимось колись
5. used to do smth. – робив щось колись
6. to make room for smth. – звільняти простір (місце) для чогось
7. to breed smth. – розводити, вирощувати (тварин)
8. to tend to do smth. – мати тенденцію робити щось
9. article – виріб, товар, предмет виробництва
10. to require smth. (doing smth.) – вимагати, потребувати чогось (робити щось)
11. precision instruments – точні інструменти
12. to be widely dispersed – широко розповсюджуватись
13. to make emphasis on smth. – надавати чомусь особливого значення,

приділяти комусь особливу увагу

III. Find the English in the right-hand column for the following

1. недостатня кількість сировини	1. raw materials
2. дорогі товари високої якості	2. various metals
3. свинарство	3. to be richly forested
4. вівчарство (розведення овець)	4. to import timber
5. ввозити деревину	5. to make room for smth.
6. бути багатим на ліси	6. sheep breeding
7. різноманітні метали	7. pig raising
8. сировина	8. high quality expensive goods
9. звільняти місце	9. shortage of raw materials
10. військова промисловість	10. semi-finished goods
11. синтетичні матеріали	11. precision instruments
12. точні інструменти	12. electronic equipment
13. атомний реактор	13. man-made materials
14. електронне обладнання	14. the original basis
15. напівфабрикати	15. atomic power reactor
16. початкова основа	16. war industry

IV. Complete the following sentences

1. Great Britain is rich in ... . 2. Britain has very few ... . 3. Britain also has to import ... . 4. Most of the forests were cut down to ... . 5. Among the crops grown on the farms are ... . 6. Britain produces high quality ... . 7. Britain mostly produces article requiring ... . 8. Britain produces and exports ... . 9. The original basis of British industry was ... . 10. Great emphasis was made on the development of the ... .

V. Say if it is right

1. The United Kingdom is the largest exporter of manufactured good. 2. Britain is rich in very few natural resources. 3. Britain has to import coal and iron ore. 4. The greater part of land is used for sheep breeding, pig raising and flower growing. 5. Britain produces high quality cheap goods. 6. Britain mostly produces articles requiring skilled labour, precision instruments and electronic equipment. 7. Britain exports cotton and woollen goods but not leather goods. 8. Coal mining was the original basis of British industry. 9. Aircraft, automobile and electronic industries are new Britain's industries. 10. Glasgow is famous for engineering and shipbuilding.

VI. Fill in the blanks with prepositions

1. Britain produces goods and articles made ... various kinds of synthetic materials. 2. For every person employed ... agriculture, eleven people are employed ... mining, manufacturing and building. 3. Most ... the raw materials have to be imported. 4. The fields are mainly ... eastern part ... the country. 5. A shortage ... raw materials makes it unprofitable ... British industry to produce semi-finished goods or cheap articles. 6. Sheffield is concentrating ... iron and steel. 7. A present industry has a tendency to move ... the south, particularly ... the London area.

VII. Answer the following questions

1. What natural resources does Great Britain have?
2. What raw materials does Britain import?
3. Why does Britain have to import raw materials?
4. What does Britain export?
5. What is the characteristic feature of British industry?
6. Why is it unprofitable for Britain to produce semi-finished goods or cheap articles?
7. What are the main articles produced by British industry?
8. What are Britain's traditional industries?
9. What are Britain's main industries today?
10. What are the main industrial centres of Great Britain?
11. What are the main branches of British agriculture?
12. What is the greater part of land used for?
13. What crops are grown on the farms of Britain?
14. Why does Great Britain have to import farm products?

VIII. Speak on the text "British Economy"

Grammar

Participle II

I. Remember the forms and functions of Participle II

Форми	Функції	Приклади
1. Для правильних дієслів: Infinitive без "to" + ed solve – solved	1. An attribute 2. The predicative	Look at the cup broken by you He felt disappointed
2. Для неправильних дієслів: див. таблицю неправильних дієслів,	3. An adverbial modifier 4. A part of the predicate	When asked he always helped me They had made a fire

III форма   before the sun set

II. Form Participle II of the following verbs

To become, to choose, to pay, to study, to take, to keep, to send, to spend, to decide, to solve, to translate, to write, to give, to express, to get, to make, to do.

III. Read and translate the following sentences. Pay attention to the function of Participle II

1. His speech was received with great applause, mixed with cries. 2. This great dark smoky house crowded to the ceiling with poor inhabitants astonished her highly. 3. Surrounded by difficulties and uncertainly, a boy longed for his parents. 4. I had been seated at the desk for a long time, lost in thought. 5. Absorbed in her book, she did not hear my question. 6. If asked he always helped me. 7. She was expensively dressed. 8. She said nothing as if she was deeply impressed by my words. 9. He is not a manager now. He is retired.

The Perfect Tenses

IV. Make these sentences negative and interrogative

1. I have just seen him. 2. I have already been to the laboratory. 3. They have already finished breakfast. 4. She already seen the sea and wants to go to the Carpathians. 5. The bell has just gone. 6. We have been there before.

V. Choose the proper place of the adverb

1. He has not finished his work (yet). 2. I have not received any letters from them (за останній час). 3. Have you been to London (even)? 4. She has spoken to him (already). 5. The delegation has arrived (just). 6. She has not read very much (recently).7. I have met her (never). 8. Have you read this book (yet)? - No, I have begun it (just). 9. I have seen him at lectures (never). 10. She has not seen this film, but has heard a lot about it (yet).

VI. Transform the following sentences into the sentences with Present Perfect

1. Our delegation arrived in New York last week. 2. She learns English hard. 3. We work at the library every morning. 4. Did you finish this work yesterday? 5. He speaks English quite fluently. 6. He knocks at

your door every morning. 7. We write dictation every week. 8. I write letters to my parents twice a week. 9. He smokes a great deal. 10. The train comes at 5 o'clock. 11. It often rains in autumn. 12. He always thanks for help.13. He heard this news yesterday. 14. They walk in the park every evening. 15. I wake up early in the morning.

VII. Replace the infinitives in brackets by the required tenses

1. The telegram (to arrive) five minutes after you (to leave) the house. 2. It (to rain) hard last night. 3. He (to leave) Kyiv ? – No, he is still in Kyiv. 4. He (to be) in hospital for ten days. 5. The goods (to arrive) yesterday. 6. I (to buy) this book in London. 7. They (to discuss) this important problem since 5 o'clock. 8. We (to speak) to him the other day. 9. She (to bring) us some interesting books. 10. He is not here, he (to go out). 11. They (to receive) our telegram last week 12. We (to have) no news from him since he (to leave) home. 13. I cannot give you a definite answer as I not (to discuss) the matter with manager. 14. This delegation (to visit) our Academy some days ago.

VIII. Translate the following sentences into English

1. Вона відчинила вікно, ось чому у кімнаті досить холодно. 2. Мій брат живе в Черкасах з минулого року. 3. Студенти тільки що повернулися з колгоспу. 4. Вони вже повідомили про виконання роботи? 5. Він приніс листа від сестри. 6. Дощ скінчився. 7. Вони ще не повернулися .8. Я бачила його тільки двічі. 9. Я розірвала папір навпіл. 10. Вона вже написала цього листа. 11. Він не бачив цих документів. 12. Я уважно прочитав його доповідь.

IX. Replace the infinitive in the brackets by the required tense

1. We (to translate) this article by five o'clock. 2. They not (to finish) their work by last Friday. 3. You (to ship) the good by that time? 4. The plant (to fulfil) its yearly plan by the middle of December. 5. He told me that he (to speak) to the manager about it. 6. We (to finish) our work as he (to loose) his old one. 8. We looked through the catalogues which they (to send) us. 9. As we not (to receive) an answer to our letter we sent them a telegram. 10. They informed us that they (to charter – фрахтувати) the ship for the transportation of goods. 11. He told me that he (to buy) a new TV set. 12. He drove to the hotel where he (to reserve) a room. 13. She told me that she just (to return) from India. 14. He came home late in the evening as he (to visit) the Historical Museum and (to be) to a concert.

15. After the sun (to set) we decided to return home.

X. Translate the following sentences into English

1. Я згадав про це, коли вони вже пішли. 2. Ми вже відванта-жили товари, коли прийшла ваша телеграма. 3. Коли секретар отримав телеграму, він одразу ж показав її директору. 4. Підписавши лист, він попросив секретаря відправити його. 5. Вона вийшла з кімнати після того, як вимкнула світло. 6. Після того, як вони перерахували ящики, вони відправили їх на склад. 7. Ми вже лягли спати , коли вони прийшли. 8. Ми прийшли до згоди (to come to an agreement) відносно умов оплати до того, як ви приїхали. 9. Він знову прочитав контракт раніше, ніж підписав його. 10. Директор повернувся до того, як вона надрукувала всі листи. 11. Ми прийшли на станцію до того, як стемніло. 12. Коли я зайшов до нього, він хворів вже кілька днів. 13. Я міг рекомендувати його як дуже здібного спеціаліста, оскільки знав його майже десять років. 14. Вони вже повернулися додому, як пішов дощ.15. Ми вже пообідали, коли вона прийшла.

XI. Refer to the future as in the pattern:

By the end of the term <u>we had learnt</u> many new words. By the end of the term we <u>shall have learnt</u> many new words.

1. We had translated the first part of the book by the end of the month. 2. When we entered the theater the play had already began. 3. Everybody had finished his work by the appointed time. 4. The doctor had examined ten patients by 5 o'clock. 5. The delegation had arrived in our city by 2 o'clock. 6. When I came back from the Academy my parents had already learned the news . 7. We had repeated all the examination Units by the time of the exam.

XII. Translate these sentences into English

1. Я вже закінчу свою роботу до шостої години. 2. До 1 липня наступного року вони вже складуть вступні іспити. 3. Я закінчу цю роботу до того, як ти прийдеш додому. 4. Вона не перекладе цей роман. 5. Ми не повернемося з поїздки до кінця тижня. 6. Студенти перекладуть текст про ринкову економіку до кінця уроку. 7. Вони збудують нові гуртожитки до початку навчального року.

Form of control over the performance of the work:
1. Poll

Control questions:

1. Does higher education help to develop your human potential and enrich your understanding of life? 2. What training do the future specialists get? 3. What can you say about the role of foreign languages in gaining higher education? 4. What is the role of scientific work in training future specialists? 5. What specialists does our country need? 6. Where do Academies and universities exist in our country?

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Unit 8

Unit: US Economy

Additional Reading

Purpose of the lesson: improvement of knowledge and practical skills of communication according to the subject of lesson.

Task of the lesson: to read text, to perform tasks and to study grammatical material. Answer questions.

Necessary providing: vocabularies, copybooks, pens.

Methodical recommendations for studying exercises: read the text, learn new words and phrases, learn grammatical material and do exercises. Write class work to the copybook for the check up by teacher.

Students should know and speak fluently about foreign languages after finishing study of theme. They should know grammar material: the Passive Voice.

Class work should be formalized in accordance with existing requirements: repeat all the necessary grammatical material, translate the text of exercises into Ukrainian, and then perform the exercises in English.

Reporting requirements: write class work to the copybook for the check up by teacher.

I. Read the following words

Produce, though, exhaust, power, plastics, processing, husbandry, maize, tobacco, branch, scientific, technique, freeze, packaging, industrialized, heavy, prevail, textile, clothing, metallurgical, research, labour-saving, machine, increase, double, mechanization, automation, intensify, further, growth, discovery, physics, chemistry, range, unevenly, spread, transportation, facility, communication.

II. Read and translate the following text

US Economy

The United States is rich in natural resources the main being iron ore, coal and oil. The nation produces more than 100 million tons of iron a year. Four fifths of the ore mined in the USA comes from the Great Lakes region. Though a great deal of the ore has been used up, it resources have not been exhausted, most of the coal mined in the USA is used by power plants to produce electricity. Coal is also used in the

chemical industry for the manufacture of plastics and other synthetics. The production, processing and marketing of such oil products as petrol (called "gasoline" or "gas" in the USA) make up one of America's largest industries. The basic metals and minerals mined in the United States are zinc, copper and silver.

There are two branches of agriculture in the United States. They are crop production and animal husbandry. Some of the main crops grown in the USA are wheat, maize, cotton, tobacco and fruit. Cattle breeding and pig raising make up an important branch of America's agriculture.

To make the farmer's work more productive scientific methods of farming are employed and modern technique of freezing, canning and packaging farm products is used.

The United States is a highly industrialized country with various branches of heavy industry prevailing, namely the mining, metallurgical, automobile and chemical industries as well as engineering. Many branches of light industry are also developed, among them are the textile, clothing, food and wood-working industries.

A great deal of attention in American industry is devoted to research and emphasis is made on the use of labour saving machines, in the past few years the number of workers has increased only a few per cent, while the number of scientists and engineers in the plants has almost doubled.

Mechanization and automation do away with thousands of office jobs, intensify production and increase labour productivity. But they also bring about a further growth of unemployment.

New industries are created as new discoveries are made in physics, chemistry and other sciences. Atomic energy, for example, has created a wide range of new industries. Electronics has become a major industry. Great emphasis is being made on the war industry.

American industry is distributed unevenly. Most of the industrial enterprises are located in the eastern part of the country. But industry is spreading out as there is a tendency to build factories far removed from the home plant and closer to natural resources and markets. Good transportation facilities and rapid communication systems make it possible for factories.

The leading US exports are industrial machinery, electronics equipment, textiles, iron, coal, oil products and chemicals, grain and other farm products.

Comments

1. to mine coal (ore etc.) – видобувати вугілля (руду тощо)
2. to exhaust smth. – виснажувати, вичерпувати щось
3. power plant – електростанція
4. to process smth. – обробляти щось
5. to employ smth. – використовувати, застосовувати
6. technique – техніка, методи
7. to can smth. – консервувати щось
8. to package smth. – пакувати щось
9. research – наукові дослідження, науково-дослідна робота
10. labour-saving machine – машина, що заощаджує час
11. in the past few years – за останні декілька років
12. to do away with smth. – покінчити з чимось, ліквідувати щось
13. labour productivity – продуктивність праці
14. to make discovery – робити відкриття
15. unevenly – нерівномірно

III. Find the English in the night-hand column for the following

1. високоіндустріалізована країна	1. a great deal of the ore
2. сучасна техніка заморожування	2. power plants produce electricity
3. виробництво і переробка нафтопродуктів	3. the manufacture of plastics and synthetics
4. широка сфера нових галузей	4. the production and processing of oil products
5. велика кількість руди	5. branches of agriculture
6. навчання менеджменту	6. crop production
7. виробництво пластмас та синтетичних матеріалів	7. modern technique of freezing
8. хороші транспортні засоби	8. a highly industrialized country
9. промислове підприємство	9. heavy industry
10. галузі сільського господарства	10. to intensify production
11. рослинництво	11. to increase labour productivity
12. електростанції виробляють електроенергію	12. a wide range of new industries
13. важка промисловість	13. management training

14. підвищувати продуктивність праці
14. an industrial enterprise

15. інтенсифікувати виробництво
15. good transportation facilities

IV. Complete the following sentences

1. The United States is rich in ... 2. Most of the coal mined in the USA is used by ... . 3. Coal is also used in the ... . 4. The two branches of American agriculture are ... . 5. The main crops grown in the USA are ... . 6. American farmers use scientific methods of farming as ... . 7. The main branches of American industry are ... . 8. Many branches of light industry are also developed, among them ... . 9. Mechanization and automation intensify ... and increase ... . 10. Most of the industrial enterprises are located in the ... .

V. Say if it is right

1.The United States is not reach in natural resources. 2. Ore is mined in the Great Lakes region. 3. Coal is used by power plants to produce electricity. 4. Coal is used in the light industry to produce clothes. 5. The basic metals and minerals in the United States are zinc, copper and silver. 6. Cattle breeding and sheep breeding make up an important branch of America's agriculture. 7. The United States branches of heavy and textile industries. 8. Mechanization and automation bring about a further growth of unemployment. 9. Throughout American industry great emphasis is being made on management training. 10. Most of the industrial enterprises are located in the western part of the country.

VI. Translate the following into English

1. Сполучені Штати виробляють 100 мільйонів тон металу на рік. 2. Вугілля використовується як електростанціями, так і хімічною промисловістю. 3. Сучасна техніка заморожування, консервування, пакування широко використовується американськими фермерами. 4. Текстильна та деревообробна галузі теж високого-звинені в США . 5. Велика увага в американській промисловості приділяється науковим дослідженням.

VII. Answer the following the question

1. What natural resources is the United States rich in?
2. What can you say about the iron ore mined in the USA?
3. Where is the iron ore mined in the USA?
4. What is coal used for?

5. What is oil used for?

6. What are the main branches of America's heavy industry?

7. What are the branches of light industry?

8. What is a great deal of attention devoted to in American industry?

9. Why are new industries, such as electronics, created?

10. What do mechanization and automation bring about?

11. How and where is American industry located?

12. Why is there a tendency to build factories close to natural resources and markets?

13. What the main branches of agriculture?

14. What makes up an important branch of America's agriculture?

15. What crops are grown in the USA?

16. What is used for intensification of farm production?

17. What are the leading exports of the USA?

VIII. Speak on the Unit "US Economy"

Grammar

The Passive Voice

I. Make the following interrogative and negative

1. The land of the world is divided into five large continents. 2. She was told a good piece of news yesterday. 3. The pupils are taught to drive a car. 4. I was suggested to write about weather. 5. We shall never a pleased with weather. 6. He will be offered an interesting job in a month. 7. He is being instructed by his mother.8. The radio-set is being repaired now. 9. Newspapers were being bought by him from 5 to 6. 10. That document was being copied by him at 12. 11. We have been told mane funny stories. 12.She has been given a beautiful ring. 13. They had been acquainted with many participants of this conference, before they pined it. 14. The problem of budgetary system in Ukraine will have been discussed at the seminar by the time he comes.

II. Put the following sentences into the Passive Voice

1. They often invite me to their parties. 2. People speak English in different parts of the world. 3. One uses milk for making butter. 4. We form the Passive Voice with the help of the auxiliary verb "to be". 5. They build a lot of new houses in this district every year.

*

1. They built this house in 1950. 2. Somebody locked the front door. 3. Someone broke my pen last night. 4. They punished the boy for that. 5. They finished their work in time.

*

1.People will forget it very soon. 2. They will translate this work next year. 3. They will tell you when to come. 4. Where will they build a new library? 5. Someone will ask him about it.

*

1. They are constructing some new Metro lines now. 2. Wait a little. They are examining the last student there. 3. They are discussing this question now. 4. When I switched on the radio they were broadcasting a very interesting program.

*

1. Somebody has invited her to the party. 2.They have done all the exercises in written form. 3. They had done everything before we came. 4. I thought they had already sent the letter. 5. Evidently somebody had informed him of the news before they announced it. 6. They will have informed us before he comes.

III. Put the following sentences into the Passive Voice making the indirect object the subject of the passive construction

Example: They showed me the way .
I was shown the way.

1. He offered me a chair. 2. We gave him all the money. 3. They have just shown me a new magazine. 4. Mother promised the boy a new toy. 5. Nobody has told me the news yet. 6. They sent you the invitation last week. 7. I am sure they will offer you a very interesting job. 8. They recommended me several articles on that problem. 9. Someone taught him French and gave him a dictionary. 10. They asked us to be there at eight o'clock 11. They have promised me some books on this problem. 12.A passer-by showed us the way to Trafalgar Square.

IV. Translate the following sentences into English using the Passive Voice

1. Коли обговорювалось це питання? 2. Такі питання обговорюються на наших зборах. 3. Яке питання зараз обговорюється? 4. Це питання вже обговорили. 5. Коли я прийшла, це питання обговорювалося. 6. Ця книга написана в XVIII ст. 7. Коли стаття

буде написана, її помістять у газету. 8. Оповідання вже написане ? 9. Ця робота була написана до того, як були зроблені нові відкриття в цій сфері. 10. В Києві зараз не будується багато нових будинків. 11. Коли ми переїхали сюди, неподалік будувалось декілька будинків. 12. На цьому майдані буде збудовано новий будинок. 13. Цей будинок було збудовано до війни. 14. Ця школа тільки що збудована. 15. Мені вже ставили таке запитання. 16. Такі запитання часто ставлять на екзамені. 17. Я впевнена, що вам поставлять багато запитань, коли ви будете розповідати про свою поїздку. 18. Оскільки йому раніше вже ставили подібні запитання, він знав, що відповісти.

V. Put the following sentences into the Passive Voice

Example: They laughed at him .
           He was laughed at.

1. People speak much of him. 2. They will look after the children well. 3. People will laugh at you if you say it. 4.They sent for the doctor immediately. 5. Everybody listened to her attentively. 6. They always wait for me after the lessons. 7. Nobody took notice of this little boy. 8. Everybody lost sight of the boat in the fog. 9.Why are they laughing at her ? 10. I wonder whether they will listen to him. 11. Students often refer to these books. 12. Nobody has ever spoken to me in such a way. 13. If they send for you don't refuse to come. 14.They have not referred to that incident since then.

VI. Make up sentences using the given verbs in the Passive Voice

To look (at), to listen (to), to wait (fo), to think (of), to speak (about), to refer (to), to look (for), to look (after), to send (for), to laugh (at), to speak (to), to ask (for).

VII. Translate into English using the Passive Voice

1. Роботу тільки що завершено. 2. Доповідь слухали дуже уважно. 3. Його вчора ніде не бачили. 4. Телеграму отримають лише завтра. 5. На цій вулиці будується нова станція метро. 6. Коли була написана ця стаття ? 7. Його попросили взяти участь у концерті. 8. Про цей фільм багато говорять. 9. Їй порадили написати доповідь англійською мовою. 10. Вас просять до телефону. 11. Мені дали цю книгу лише на 3 дні. 12. Ця книга не перекладена на українську мову. 13. Ця п'єса поставлена в Національному укра-

їнському театрі ім. І. Франка. 14. Мене про це ніколи не запитували. 15. В дитинстві її навчали музиці. 16. Після лекції нам покажуть фільм про Лондон. 17. Лист ще не відправили. 18. Цікаво, чи сказали йому про це вже, чи ні. 19. З вас будуть сміятися, якщо ви це скажете.

Form of control over the performance of the work:
1. Poll

Control questions:

1. Does higher education help to develop your human potential and enrich your understanding of life? 2. What training do the future specialists get? 3. What can you say about the role of foreign languages in gaining higher education? 4. What is the role of scientific work in training future specialists? 5. What specialists does our country need? 6. Where do Academies and universities exist in our country?

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Unit 9

Unit: An operating system

Grammar: special words and terms

Purpose of the lesson: improvement of knowledge and practical skills of communication according to the subject of lesson.

Task of the lesson: to read text, to perform tasks and to study grammatical material. Answer questions.

Necessary providing: vocabularies, copybooks, pens.

Methodical recommendations for studying exercises: read the text, learn new words and phrases, learn grammatical material and do exercises.

Students should know and speak fluently about their student life and family after finishing study of theme. They should know grammar material: verbs to be, to have and a noun.

Class work should be formalized in accordance with existing requirements: repeat all the necessary grammatical material, translate the text of exercises into Ukrainian, and then perform the exercises in English.

Reporting requirements: write class work to the copybook for the check up by teacher.

I. Read

Bill Gates – the founder of Microsoft

1 William Henry Gates was born in Seattle Washington in 1955.

He is an American business executive, chairman and chief executive officer of the Microsoft Corporation. Gates was the founder of Microsoft in 1975 together with Paul Allen, his partner in computer language development. While attending Harvard in 1975, Gates together with Allen developed a version of the BASIC computer programming language for the first personal computer.

2 In the early 1980s, Gates led Microsoft's evolution from the developer of computer programming languages to a large computer software company. This transition began with the introduction of MS-DOS, the operating system for the new IBM Personal Computer in 19126. Gates also led Microsoft towards the introduction of application software such as the Microsoft Word processor.

3 Much of Gates' success is based on his ability to translate technical visions into market strategy. Although Gates has accumulated great wealth from his holdings of Microsoft stock, he has been known

as a tough competitor who seems to value winning in a competitive environment over money. Gates still continues to work personally in product development at Microsoft.

4 Windows 98 is an operational system with an easy interface based on the expanding windows principle which uses icons to graphically represent files and their types. Windows 98 is the enhanced version of Windows 95.

5 Windows 98 makes the way you and your computer interact easy. Most everyday tasks are now easier to accomplish than ever before. For example, the second mouse button has become a powerful weapon. The old Windows 3.0 Programme Manager and File Manager have been replaced. The desktop tools that replace them are very like those found on a Macintosh. For example, there is a Recycle Bin that makes it easier to recover accidentally deleted files.

2. Read

a) Read the text:

What is a Computer?

Computers are electronic machines which can accept data in a certain form, process the data and give the results of processing in a specified format as information.

Three basic steps are involved in the process: First, data is fed into the computer's memory. Then, when the program is run, the computer performs a set of instructions and processes the data. Finally, we can see the results (the output) on the screen or in printed form.

Information in the form of data and program is known as software, and the electronic and mechanical parts that make up a computer system are called hardware. A standard computer system consists of three main sections: the Central Processing Unit (CPU), the main memory and the peripherals.

Perhaps the most influential component is the Central Processing Unit. It is to execute program functions and to coordinate the activities of all the other units. In a way, it is the 'brain' of the computer. The main memory holds the instructions and data which are currently being processed by the CPU. The peripherals are the physical units attached to the computer. They include storage devices and input/ output devices.

Storage devices (floppy or hard disks) provide a permanent storage of both data and programs. Input devices enable data to go into the computer's memory. The most common input devices are the

mouse and the keyboard. Output devices enable us to extract the finished product from the system. For example, the computer shows the output on the monitor or prints the results onto paper by means of a printer.

On the rear panel of the computer there are several ports into which we can plug a wide range of peripherals – modems, fax machines, optical drives and scanners.

These are the main physical units of a computer system, generally known as the configuration.

b) Use the information in the text to help you match the terms hi the box with the appropriate explanation or definition below:

a) software;   d) peripheral devices;   g) monitor;
b) floppy disk;   e) hardware;   h) input;
c) output;   f) Central Processing   i) port.
                          Unit

1. The brain of the computer.
2. Physical parts that make up a computer system.
3. Programs which can be used on particular computer system.
4. The information which is presented to the computer.
5. Results produced by a computer.
6. Hardware equipment attached to the CPU.
7. Visual display unit.
8. Small device used to store information. Same as 'diskette'.
9. Any socket or channel in a computer system into which an input/output device may be connected.

c) Complete the sentences with the words from the box:

| software | process | type | hardware | output |
| operate |

1. Computers are electronic machines that … information.
2. Computers … quickly and accurately in solving problems.
3. After processing the information, they … the results.
4. You can … and print any kind of document – letters, memos, or legal documents.
5. … is a set of devices and … is a set of programs.

3. Summing-up
1. What do we mean when we say "a computer"?
2. What parts make up a computer system?
3. What are the main units of measurement in computer science?
4. What is hardware?

5. What is software?

6. Why is the central processor called "a brain of a computer"?

7. What do we use to input data?

3. Read

BRIEF HISTORY OF THE COMPUTER INDUSTRY

In 1822 Charles Babbage, professor of mathematics at Cambridge University in England, created the "Analytical engine", a mechanical calculator that could automatically produce mathematical tables, a tedious and error-prone manual task in those days. Babbage conceived of a large-scale, steam-driven (!) model, that could perform a wide range of computational tasks. The model has never been completed as revolving shafts and gears could not be manufactured with the crude industrial technology of the day.

By the 1880s manufacturing technology had improved to the point that practical mechanical calculators, including versions of Babbage's Analytical engine, could be produced. The new technology achieved worldwide fame in tabulating the US Census of 1890. The Census Bureau turned to a new tabulating machine invented by Herman Hollerith, which reduced personal data to holes punched in paper cards. Tiny mechanical fingers "felt" the holes and closed an electrical circuit that in turn advanced the mechanical counter. Hollerith's invention eventually became the foundation on which the International Business Machines Corporation (IBM) was built.

Analog and digital calculators with electromechanical components appeared in a variety of military and intelligence applications in 1930s. Many people credit the invention of the first electronic computer to John Vincent Atanasoff. He produced working models of computer memory and data processing units at the University of Iowa in 1939 although had never assembled a complete working computer.

World War II prompted the development of the first working all-electronic digital computer, Colossus, which the British secret service designed to crack Nazi codes. Similarly, the need to calculate detailed mathematical tables to help aim cannons and missiles led to the creation of the first, general-purpose computer, the electronic numerical integrator and calculator ENIAC at the University of Pennsylvania in 1946.

After leaving their university (arguing over the patent rights) developers of ENIAC, J. Prosper Eckert and John Mauchly, turned to

business pursuits. They also had an ugly scandal with an academic colleague, John von Neumann, whom they accused of having unfairly left their names off the scientific paper that first described the computer and allowed von Neumann to claim that he had invented it. Eckert and Mauchly went on to create UNIVAC for the Remington Rand Corporation, an early leader in the computer industry. UNIVAC was the first successful commercial computer, and the first model was sold to the US Census Bureau in 1951.

Notes

to achieve a fame – досягнути слави
 to close a circuit - замкнути ланцюг
to crack codes - зламати коди

4. COMPREHENSION CHECK

Exercise 1. Choose the correct word to complete the sentences according the information in the text.

1. The … has never been completed.
a)model
b)experiment
c)frame

2. The new technology … worldwide fame in tabulating the US Census of 1890.
a)reached
b)achieved
c)took

3. Many people credit the … of the first electronic computer to John Vincent Atanasoft.
a)fame
b)task
c)invention

4. Eckert and Mauchly went on … UNIVAC.
a) carry out
b) to create
c) to sell

Exercise 2. Join suitable parts.

1. In 1822 Charles Babbage, professor of mathematics at Cambridge University…

2. The Census Bureau turned …

a. appeared in a variety of military and intelligence applications in 1930s.a. appeared in a variety of military and intelligence applications

3. Analog and digital calculators with electromechanical components.

4. World War II prompted the development

a. in 1930s.

b. created the "Analytical engine".

c. after leaving the University.

d. to a new tabulating machine invented by Herman Hollerith.

e. of the first working all-electronic development… digital computer Colossus.

f. the need to calculate detailed mechanical tables.

Form of control over the performance of the work:
1. Poll

Control questions:

1. Does higher education help to develop your human potential and enrich your understanding of life? 2. What training do the future specialists get? 3. What can you say about the role of foreign languages in gaining higher education? 4. What is the role of scientific work in training future specialists? 5. What specialists does our country need? 6. Where do Academies and universities exist in our country?

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Unit 10

Unit: Automation

Grammar: special words and terms

Purpose of the lesson: improvement of knowledge and practical skills of communication according to the subject of lesson.

Task of the lesson: to read text, to perform tasks and to study grammatical material. Answer questions.

Necessary providing: vocabularies, copybooks, pens.

Methodical recommendations for studying exercises: read the text, learn new words and phrases, learn grammatical material and do exercises.

Students should know and speak fluently about their student life and family after finishing study of theme. They should know grammar material: verbs to be, to have and a noun.

Class work should be formalized in accordance with existing requirements: repeat all the necessary grammatical material, translate the text of exercises into Ukrainian, and then perform the exercises in English.

Reporting requirements: write class work to the copybook for the check up by teacher.

1. Vocabulary

to compute	memory	to remove
computer	RAM – Random Access Memory	movement
PC – Personal Computer	ROM – Read Only Memory	software
desktop	unit	program
part	to measure	to program
device	measurement	programmer
hardware	bit – binary digit	to operate
drive	byte	operation
hard drive	kilobyte, Megabyte, Gigabyte	OS – operating /operation system
floppy disk drive	hertz, megahertz, gigahertz	to display
CD-ROM drive	inch	display
CD-rewriter	speed	to monitor
CD – Compact Disk	size	monitor

DVD – Digital Versatile Disk	rate	screen
tower	to process	to print
mouse	processor	printer
key	CPU – central processing unit	to type
keyboard	to control	type
peripherals	to perform	character
to store	performance	letter
storage	to run	graphics
storage device	to move	image
		picture

2. Choose the correct translation:

1) to measure
a) обрабатывать   b) выполнять   c) измерять   d) запускать

2) device
a) экран   b) устройство   c) привод   d) память

3) to run
a) обрабатывать   b) выполнять   c) измерять   d) запускать

4) screen
a) экран   b) устройство   c) привод   d) память

5) drive
a) экран   b) устройство   c) привод   d) память

6) size
a) размер   b) скорость   c) память   d) привод

7) to perform
a) обрабатывать   b) выполнять   c) измерять   d) запускать

8) to process
a) обрабатывать   b) выполнять   c) измерять   d) запускать

9) speed

a) размер   b) скорость   c) память   d) привод

10) storage

a) экран   b) устройство   c) привод   d) память

3. Match the words with their meanings:

a) keyboard   1) набирать
b) desktop   2) устройство
c) unit   3) работать
d) performance   4) обрабатывать
e) operate   5) клавиатура
f) device   6) хранить
g) type   7) блок
h) process   8) деталь
i) store   9) настольный
j) part   10) быстродействие

4. Match the words with their definitions:

a) character	how well or badly a computer, machine, etc. works or does smth
b) hardware	the programs used by a computer
c) megabyte	a single letter, number or space that is typed in a computer document
d) performance	a copy or picture of smth seen on a compute
e) process	the machinery and electronic parts of a computer system that you can touch
f) software	to keep information or data in a computer's memory
g) store	a unit for measuring the speed of a CPU
h) image	a tool or a piece of equipment made for a particular purpose
i) device	a unit for measuring computer memory
j) megahertz	(used about a computer) to read data and use it to perform a series of tasks (operations)

5. Make up two-word expressions:

to process   movies

to control	a program
to watch	games
a binary	data
an operation	hardware
to type	device
to measure	digit
to play	system
to run	size
a storage	letters

6. Make up three-word expressions:

Central	Access	Disk
Random	Versatile	Drive
Read	Only	Memory
Hard	Processing	Memory
Digital	Disk	Unit

7. Find synonyms:

character	picture
speed	machine
device	work
keep	rate
image	component
software	store
storage	letter
operate	program
part	hardware
computer	memory

8. Complete the sentences with the words from the box:

measure, CPU, graphics, movies, run, processes, RAM

1) Most computers ___ the Microsoft Windows OS.
2) We ___ the size of the hard disk in gigabytes.
3) Watching ___ on the Internet needs a faster ___.
4) The CPU controls how fast the computer ___ data.
5) Programs with a lot of ___ need a large ___to run well

9. Guess what it is:

1) a device that can read and write to writable disks
2) a tool or a piece of equipment made for a particular purpose
3) the part of the computer that reads and stores information on disks
4) a machine that is connected to a computer and that prints on paper
5) the set of buttons (keys) that you press to operate a computer
6) a separate part of a PC with a large screen that shows information from the computer
7) a small device that you move across a surface with your hand to control the movement of the cursor
8) the general term used for a computer, which usually consists of a monitor, a tower, a keyboard and a mouse
9) any piece of hardware (= machinery, etc. that forms part of or is connected to a computer) apart from the CPU and the working memory (RAM)
10) a metal box that contains the CPU, hard disk drive and power supply for a PC

10. Reading

a) Read the text quickly. Match the headings (a-d) with the paragraphs (1-4):

a Memory   **b** Speed   **c** PCs and Notebooks   **d** Hardware/ Software

1. The parts of a computer you can touch, such as the monitor or the Central Processing Unit (CPU) are hardware. All hardware except the CPU and the working memory are called peripherals. Computer programs are software. The operating system (OS) is software that controls the hardware. Most computers **run** the Microsoft Windows OS. MacOS and Linux are other operating systems.

2. The CPU controls how fast the computer **processes** data, or information. We measure its speed in megahertz (MHz) or gigahertz (GHz). The higher the speed of the CPU, the faster the computer will run. You can type letters and play computer games with a 500 MHz CPU. Watching movies on the Internet needs a faster CPU and a modem.

3. We measure the Random Access Memory (RAM) of the computer in megabytes (MB). RAM controls the **performance** of the computer when it is working and moves data to and from the CPU. Programs with a lot of **graphics** need a large RAM to run well. The hard disk **stores** data and software programs. We measure the size of the hard disk in gigabytes (GB).

4. Computer technology changes fast, but a desktop PC (Personal Computer) usually has a tower, a separate monitor, a keyboard and a mouse. The CPU, modem, CD-ROM and floppy disk drives are usually inside the tower. A notebook is a portable computer with all these **components** inside one small unit. Notebooks have a screen, not a monitor, and are usually more expensive than desktops with similar **specifications.**

(W)

b) Look at these words. Write H (hardware), P (peripheral), S (software) or M (measurement) next to each one:

CPU	mouse
MacOS	modem
megabyte (MB)	Linux
printer	scanner
RAM	gigabytes (GB)
megahertz (MHz)	floppy disk

c) Match the highlighted words and phrases in the text with the definitions (1-7):

1. pictures and images
2. reads and uses data
3. measurements
4. use a computer program
5. keeps data in the memory
6. how well a computer does something

Form of control over the performance of the work:
1. Poll

Control questions:

1. Does higher education help to develop your human potential and enrich your understanding of life? 2. What training do the future specialists get? 3. What can you say about the role of foreign languages in gaining higher education? 4. What is the role of scientific work in training future specialists? 5. What specialists does our country need? 6. Where do Academies and universities exist in our country?

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Unit 11

Unit: International business

Grammar: special words and terms

Purpose of the lesson: improvement of knowledge and practical skills of communication according to the subject of lesson.

Task of the lesson: to read text, to perform tasks and to study grammatical material. Answer questions.

Necessary providing: vocabularies, copybooks, pens.

Methodical recommendations for studying exercises: read the text, learn new words and phrases, learn grammatical material and do exercises.

Students should know and speak fluently about their student life and family after finishing study of theme. They should know grammar material: verbs to be, to have and a noun.

Class work should be formalized in accordance with existing requirements: repeat all the necessary grammatical material, translate the text of exercises into Ukrainian, and then perform the exercises in English.

Reporting requirements: write class work to the copybook for the check up by teacher.

1. Vocabulary

to make up	attachment	to handle
to input	current	range
to output	currently	able
main	equipment	by means of
to set	executive	to enable
step	influence	means
to feed (fed)	influential	to connect
to accept	main memory	generally
to call	permanent	common
to make	to attach	handle
to consist	to equip	to plug
set	to execute	to extract
set-up	to hold (held)	connection
to put	to hold down	general
to involve	to influence	socket
make-up	to provide	

2. Chose the correct translation:

1) consist
a) прикреплять   b) состоять   c) извлекать   d) составлять

2) extract
a) прикреплять   b) состоять   c) извлекать   d) составлять

3) step
a) шаг   b) набор   c) влияние   d) средство

4) involve
a) предоставлять   b) вовлекать   c) устанавливать   d) делать

5) set
a) шаг   b) набор   c) влияние   d) средство

6) influence
a) шаг   b) набор   c) влияние   d) средство

7) attach
a) прикреплять   b) состоять   c) извлекать   d) составлять

8) provide

a) предоставлять   b) вовлекать   c) устанавливать   d) делать

9) means

10) make up

a) прикреплять   b) состоять   c) извлекать   d) составлять

3. Match the words with their meanings:

a) main	1)	оборудование
b) execute	2)	называть
c) enable	3)	главный
d) hold	4)	в настоящее время
e) equipment	5)	давать возможность
f) connect	6)	диапазон
g) common	7)	держать
h) call	8)	распространенный
i) range	9)	соединять
j) currently	10)	выполнять

4. Match the words with their definitions:

a) able	1) clever, having or showing knowledge or skill
b) execute	2) now passing, of the present time
c) influence	3) have or keep in one's possession
d) general	4) one action in a series of actions
e) current	5) carry out
f) hold	6) make a connection
g) permanent	7) not special or particular
h) step	8) through, with the help of
i) by means of	9) not expected to change, going for a long time
j) plug	10) power to affect, action of some force

5. Make up two-word expressions:

to accept	data
main	devices

storage	units
optical	product
input	drive
physical	system
computer	storage
to process	memory
finished	data
permanent	devices

6. Find synonyms:

a) set up	1) connect
b) hold	2) input
c) step	3) chief
d) feed	4) contain
e) execute	5) by means of
f) via	6) give
g) currently	7) now
h) attach	8) install
i) provide	9) perform
j) main	10) operation

7. Reading

Read the text:

What is a Computer?

Computers are electronic machines which can accept data in a certain form, process the data and give the results of processing in a specified format as information.

Three basic steps are involved in the process: First, data is fed into the computer's memory. Then, when the program is run, the computer performs a set of instructions and processes the data. Finally, we can see the results (the output) on the screen or in printed form.

Information in the form of data and program is known as **software**, and the electronic and mechanical parts that make up a computer system are called **hardware**. A standard computer system consists of three main sections: the Central Processing Unit (CPU), the main memory and the peripherals.

Perhaps the most influential component is the **Central Processing Unit**. It is to execute program functions and to coordinate the activities of all the other units. In a way, it is the 'brain' of the computer. The **main memory** holds the instructions and data which are currently being processed by the CPU. The **peripherals** are the physical units attached to the computer. They include storage devices and input/ output devices.

Storage devices (**floppy** or **hard disks**) provide a permanent storage of both data and programs. **Input devices** enable data to go into the computer's memory. The most common input devices are the **mouse** and the **keyboard. Output devices** enable us to extract the finished product from the system. For example, the computer shows the output on the **monitor** or prints the results onto paper by means of a **printer.**

On the rear panel of the computer there are several ports into which we can plug a wide range of peripherals – modems, fax machines, optical drives and scanners.

These are the main physical units of a computer system, generally known as the **configuration.**

8. Use the information in the text to help you match the terms in the box with the appropriate explanation or definition below:

a) software;   d) peripheral devices;   g) monitor;
b) floppy disk;   e) hardware;   h) input;
c) output;   f) Central Processing   i) port.
                         Unit

1. The brain of the computer.
2. Physical parts that make up a computer system.
3. Programs which can be used on particular computer system.
4. The information which is presented to the computer.
5. Results produced by a computer.
6. Hardware equipment attached to the CPU.
7. Visual display unit.
8. Small device used to store information. Same as 'diskette'.
9. Any socket or channel in a computer system into which an input/output device may be connected.

9. Complete the sentences with the words from the box:

> *software   process   type   hardware   output*
> *operate*

1) Computers are electronic machines that … information.
2) Computers … quickly and accurately in solving problems.
3) After processing the information, they … the results.
4) You can … and print any kind of document – letters, memos, or legal documents.
5) … is a set of devices and … is a set of programs.

10. Summing-up

1. What do we mean when we say "a computer"?
2. What parts make up a computer system?
3. What are the main units of measurement in computer science?
4. What is hardware?
5. What is software?
6. Why the central processor is called "a brain of a computer"?
7. What do we use to input data?

11. Speaking: Now you can tell what a computer is?
   Form of control over the performance of the work:
   1. Poll

Control questions:

1. Does higher education help to develop your human potential and enrich your understanding of life? 2. What training do the future specialists get? 3. What can you say about the role of foreign languages in gaining higher education? 4. What is the role of scientific work in training future specialists? 5. What specialists does our country need? 6. Where do Academies and universities exist in our country?

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Unit 12

Unit: Computer network

Grammar: special words and terms

Purpose of the lesson: improvement of knowledge and practical skills of communication according to the subject of lesson.

Task of the lesson: to read text, to perform tasks and to study grammatical material. Answer questions.

Necessary providing: vocabularies, copybooks, pens.

Methodical recommendations for studying exercises: read the text, learn new words and phrases, learn grammatical material and do exercises.

Students should know and speak fluently about their student life and family after finishing study of theme. They should know grammar material: verbs to be, to have and a noun.

Class work should be formalized in accordance with existing requirements: repeat all the necessary grammatical material, translate the text of exercises into Ukrainian, and then perform the exercises in English.

Reporting requirements: write class work to the copybook for the check up by teacher.

1. Vocabulary

desktop	to turn on\off	to save
to appear	to boot up	screen saver
icon	to click	person
background picture	to double-click	to personalize
colour\color	folder	to restore
number	file	to allow
a number of	to contain	to locate
to include	to add	location
recycle bin	to delete	
control panel	box	

2. Choose the correct translation:

1) to include
a) вмикати   b) вимикати   c) з'являтися   d) включати (в себе)

2) a number of
a) номер   b) декілька   c) піктограмма   d) заставка

3) to turn off
a) вмикати   b) вимикати   c) з'являтися   d) включати (в себе)

4) folder
a) робочий стіл   b) заставка   c) обої   d) папка

5) background picture
a) робочий стіл   b) заставка   c) обої   d) папка

6) to turn on
a) вмикати   b) вимикати   c) з'являтися   d) включати (в себе)

7) to add
a) вмикати   b) видаляти   c) додавати   d) вимикати

8) desktop
a) робочий стіл   b) заставка   c) обої   d) папка

9) to appear
a) вмикати   b) вимикати   c) з'являтися   d) включати (в себе)

10) screen saver
a) робочий стіл   b) заставка   c) обої   d) папка

3. Match the words with their meanings:
1) control   a) робочий стіл
2) number   b) людина
3) person   c) додавати

4) boot up   d) вміщувати
5) appear   e) керувати
6) add   f) папка
7) include   g) завантажувати
8) folder   h) число
9) contain   i) включати в себе
10) desktop   j) з'являтися

4. Match the words with their definitions:

1) background   a) to remove smth that has been stored on a computer

2) delete   b) a place where a number of computer files or documents can be stored together

3) double-click   c) a program that runs a moving image on a computer screen when the keyboard and the mouse

4) file   are not being used

    d) to design or change smth so that it is suitable for

5) folder   the needs of one particular person

    e) the first screen that appears when you turn on your

6) icon   computer and which displays icons that represent files, folders, documents, etc

7) recycle bin   f) picture or colour on the first screen that appears

8) screensaver   when you turn on the computer

    g) the folder in Microsoft Windows where files or

9) personalize   programs that have been deleted or removed are stored

10) desktop   h) to press one of the buttons on a mouse twice quickly in order to start an action on screen

    i) a small symbol on a computer screen which represents a program, or a file

    j) a collection of information, such as a Word document or a picture, which is stored in a computer, under a particular name

5. Make up two-word expressions:

1. background   a) the icon

2. screen	b) document
3. control	c) screen
4. recycle	d) picture
5. to double-click	e) the desktop
6. to press	f) saver
7. to run	g) a program
8. computer	h) bin
9. to personalize	i) the button
10. Word	j) panel

6. Speaking. What do you see first when you turn on a computer? How do you open a program?

7. Reading

a) Read the text quickly and match the headings (a-d) with the paragraphs (1-4):

a The control panel   b The drives   c The desktop d Using icons
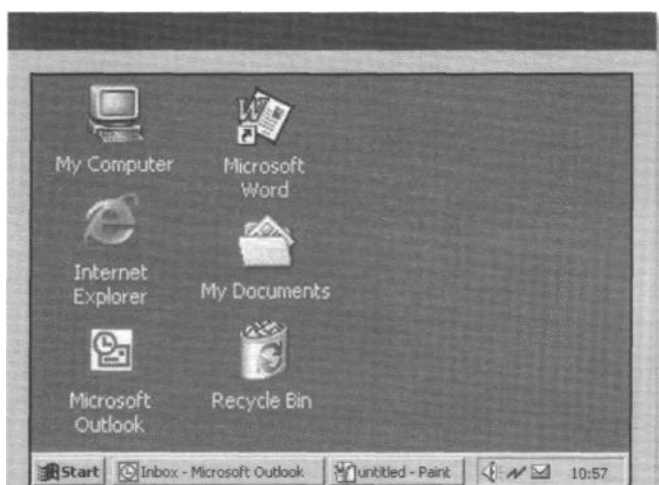
1. The desktop is the screen that appears after you boot up, or turn on, your computer. It shows a number of icons on a background picture or colour. When you buy a new computer and boot up for the first time, the desktop will only show a small number of icons. In the Windows operating system, these usually include My Computer and the Recycle Bin.

2. Double-clicking on an icon with the mouse opens a computer program, a folder or a file. Folders usually contain other files. You can move icons around the desktop, add new ones or remove them by

deleting them. Deleted files go to the Recycle Bin. People usually put the programs they use most often on the desktop to find them quickly.

3. When you double-click on My Computer another screen appears. This screen shows the A: drive icon, for floppy disks; the C: drive icon, which usually contains all of the main programs and folders on your computer; the D: drive icon, which is usually the CD-ROM drive, and the Control Panel folder.

4. When you double-click on Control Panel, another screen appears that shows many other icons, such as the Display icon and the Date/Time icon. Double-clicking on Display opens a box that lets you personalize your desktop by changing the screen saver (the moving image that appears when no one is using the computer) or the background picture.

b) Decide if the sentences are true (T) or false (F):

1. The desktop appears before you boot up.	4. Use the C: drive to open floppy disks.
2. Files are usually inside folders.	5. You cannot change the background picture of the desktop.
3. People usually put their favorite programs on the desktop.	6. The Control Panel folder contains the Date/Time icon.

c) Match names of icons with their descriptions:

1) Microsoft Outlook	a) a feature that stores deleted files and allows the user to restore them to their original location i.e. the equivalent to the trashcan on an Apple Mac system
2) Network Neighbourhood or My Network Places	b) a messaging program
3) My Computer	c) a browser program that allows the user to view webpages on the Internet
4) Internet Explorer	d) a feature that displays the names of other computers networked with yours
5) Recycle Bin	e) a feature that lets you see the resources on your computer

8. Speaking. What icons do you have on your desktop? Explain your choice.

Form of control over the performance of the work:

1. Poll

Control questions:

1. Does higher education help to develop your human potential and enrich your understanding of life? 2. What training do the future specialists get? 3. What can you say about the role of foreign languages in gaining higher education? 4. What is the role of scientific work in training future specialists? 5. What specialists does our country need? 6. Where do Academies and universities exist in our country?

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Unit 13

Unit: World wide web

Grammar: special words and terms

Purpose of the lesson: improvement of knowledge and practical skills of communication according to the subject of lesson.

Task of the lesson: to read text, to perform tasks and to study grammatical material. Answer questions.

Necessary providing: vocabularies, copybooks, pens.

Methodical recommendations for studying exercises: read the text, learn new words and phrases, learn grammatical material and do exercises.

Students should know and speak fluently about their student life and family after finishing study of theme. They should know grammar

material: verbs to be, to have and a noun.

Class work should be formalized in accordance with existing requirements: repeat all the necessary grammatical material, translate the text of exercises into Ukrainian, and then perform the exercises in English.

Reporting requirements: write class work to the copybook for the check up by teacher.

1. Vocabulary

user interface	related	interaction
to represent	relation	interactive
to point	relative	to press
point	to search	pressure
pointer	search	to release
cursor	to reverse	compatible
to select	to cut	to base on/upon
to hover	clipboard	basic
to cause	to paste	button
title bar	to insert	item
scroll bar	resident	dialog box
tool bar	to reside	step
drop-down	to touch	font
list	touch screen	date
to list	touch pad	bar
to choose (chose, chosen)	available	task bar
choice	cause	
to relate	to interact	

2. Choose the correct translation:

1) to allow
a) натискати   b) дозволяти   c) відпускати   d) перераховувати

2) to release
a) натискати   b) дозволяти   c) відпускати   d) перераховувати

3) relation
a) причина   b) відношення   c) пошук   d) список

4) to represent
a) стосуватися   b) представляти   c) вказувати   d) вставляти

5) to press
a) натискати   b) дозволяти   c) відпускати   d) перераховувати

6) cause
a) причина   b) відношення   c) пошук   d) список

7) to list
a) натискати   b) дозволяти   c) відпускати   d) перераховувати

8) search
a) причина   b) відношення   c) пошук   d) список

9) to point
a) стосуватися   b) представляти   c) вказувати   d) вставляти

10) list
a) причина   b) відношення   c) пошук   d) список

3. Match the words with their meanings:

1) select   a) вырізати
2) point   b) обирати
3) choice   c) викликати
4) cut   d) розповсюджений
5) step   e) крок
6) basic   f) торкатися
7) common   g) точка
8) touch   h) відносний
 9) relative   i) основний
10) cause   j) вибір

4. Match the words with their definitions:

1) button   a) connected with smb/smth
2) drop-down menu   b) a list of possible choices that appears on a computer screen when you click on a title at the top
3) font   c) to put smth into sth or between two things
4) insert   d) to examine smth carefully because you are looking for

5) interact	smth
6) locate	e) to find the exact position of smb/smth
	f) a tool on a computer screen that you use to move the text up and down or left and right
7) paste	
8) related	g) to communicate directly with each other
	h) a small box that a user clicks, using a mouse, to tell the computer to do smth.
9) search	
	i) to copy or move text or graphics into a document from somewhere else
10) scroll bar	
	j) the particular style of a set of letters that are used in printing

5. Make up two-word expressions:

user	bar
dialog	program
scroll	button
tool	bar
touch	bar
drop-down	box
start	devices
compatible	interface
task	menu
resident	screen

6. Complete the sentences with the words from the box:

> taskbar, buttons, allows, to hover, choosing, represent, resident, user interfaces, touchscreen, Start button

1) A mouse also has left and right ….
2) A bar, known as a …, is displayed along the bottom of the desktop showing what programs, files and folders are currently open.
3) A … allows the user to select icons and commands by touching the display screen with their finger instead of using a mouse.
4) At the far right of the taskbar is a special area called the **system tray** where icons are displayed showing what … programs are continuously running in the background e.g. the system clock or a sound volume control.
5) Graphical … were first introduced with the Apple Mac OS.
6) **My Briefcase** is a program that … the user to exchange files with a

portable computer and to synchronise the files on each computer.

7) There is a … at the far left of the taskbar.

8) The user can close down the operating system by … the **Shut Down** option on the Start Menu.

9) Icons are pictures which … programs, folders, and files.

10) … is to hold the pointer over an icon.

7. Speaking

A Graphical User Interface (GUI) makes computers easier to use. A GUI uses icons. Icons are pictures which represent programs, folders, and files.

a) Can you identify any of these icons?
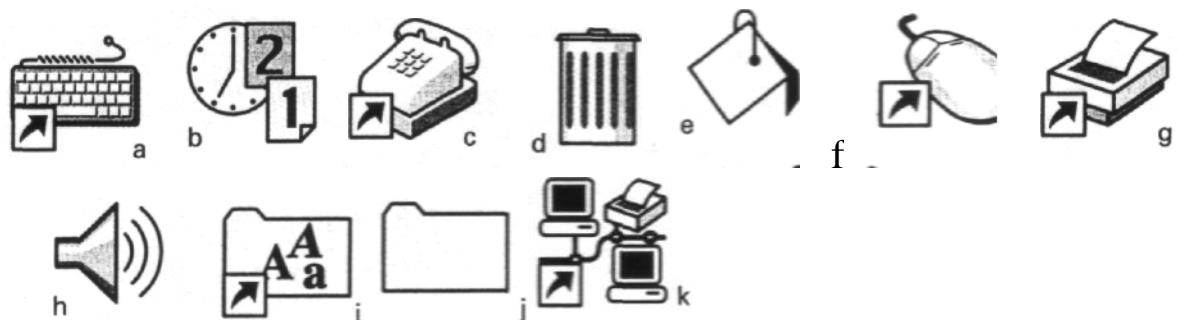
b) Find the icons for the software which controls these items:

1 date and time	3 fonts	5 a modem
2 the mouse	4 the keyboard	6 sounds

8. Reading:
Read the text and find out the definitions:

Most computers have a Graphical User Interface. The **interface** is the connection between the user and the computer. The most common type of GUI uses a WIMP system. WIMP stands for Window, Icon, Menu (or Mouse), Pointer (or Pull-down/Pop-up menu).

A Window is an area of the computer screen where you can see the contents of a folder, a file, or a program. Some systems allow several windows on the screen at the same time and windows can overlap each other. The window on the top is the one which is 'active', the one in use.

Icons are small pictures on the screen. They represent programs, folders, or files. For example, the Recycle Bin icon represents a program for deleting and restoring files. Most systems have a special area of the

screen on which icons appear.

Menus give the user a list of choices. You operate the menu by pressing and releasing one or more buttons on the mouse.

The pointer is the arrow you use to select icons or to choose options from a menu. You move the pointer across the screen with the mouse. Then you click a button on the mouse to use the object selected by the pointer.

9. Read the article below and decide which of the expressions in the box best describe a graphical user interface (GUI):

---

user-friendly   slow   attractive   text-based   complex   graphics-based

---

GUIs

The term user interface refers to the standard procedures the user follows to interact with a particular computer. A few years ago, the way in which users had access to a computer system was quite complex. They had to memorize and type a lot of commands just to see the content of a disk, to copy files or to respond to a single prompt. In fact, only experts used computers, so there was no need for a user-friendly interface. Now, however, computers are used by all kinds of people and as a result there is a growing emphasis on the user interface.

A good user interface is important because when you buy a program you want to use it easily. Moreover, a graphical user interface saves a lot of time: you don't need to memorize commands in order to execute an application; you only have to point and click so that its content appears on the screen.

Macintosh computers – with a user interface based on graphics and intuitive tools – were designed with a single clear aim: to facilitate interaction with the computer. Their interface is called WIMP: <u>Window</u>, <u>Icon</u>, <u>Mouse</u> and <u>Pointer</u> and software products for Macintosh have been designed to take full advantage of its features using this interface. In addition, the ROM chips of a Macintosh contain libraries that provide program developers with routines for generating windows, dialog boxes, icons and pop-up menus. This ensures the creation of applications with a high level of consistency.

Today, the most innovative GUIs are the Macintosh, Microsoft Windows and OS/2's graphical Presentation Manager. These three

platforms include similar features: a desktop with icons, windows and folders, a printer selector, a file finder, a control panel and various desk accessories. Double-clicking a folder opens a window which contains programs, documents or further nested folders. At any time within a folder, you can launch the desired program or document by double-clicking the icon, or you can drag it to another location.

The three platforms differ in other areas such as device installation, network connectivity or compatibility with application program.

These interfaces have been so successful because they are extremely easy to use. It is well known that computers running under an attractive interface stimulate users to be more creative and produce high quality results, which has a major impact on the general public.

10. Find answers to these questions:

1) What does the abbreviation 'GUI' stand for?
2) What is the contribution of Macintosh computers to the development of graphic environment?
3) What does the acronym 'WIMP' mean?
4) What computing environments based on graphics are mentioned in the text?
5) How do you run a program on a computer with a graphical interface?
6) Can you give two reasons for the importance of user-friendly interfaces?

11. Solve Anagrams

1) involving direct communication between a computer and the person using it (adjective) _____ACEEIINRTTV
2) a place where smth happens or exists _____ACILNOOT
3) a small arrow on a computer screen that you move by moving the mouse_____
EINOPRT
4) a row of symbols (icons), usually below the menu bar, that represent the different commands or tools that a user needs to use a program_____
ABLOORT
5) the section of memory that temporarily stores data while it is being copied and pasted _____ ABDILOPRC
6) able to be used, may be obtained _____ AAABEILLV
7) a common boundary (граница) between systems, devices and programs _____ ACEEFINRT

8) the act of looking for data in a computer system _____ ACEHRS
9) to choose smth that is usually on screen _____ CEELST
10) able to work together; meet certain standards _____ ABCEILMOPT

Form of control over the performance of the work:
1. Poll

Control questions:

1. Does higher education help to develop your human potential and enrich your understanding of life? 2. What training do the future specialists get? 3. What can you say about the role of foreign languages in gaining higher education? 4. What is the role of scientific work in training future specialists? 5. What specialists does our country need? 6. Where do Academies and universities exist in our country?

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Unit 14

Unit: Developers of sites

Grammar: special words and terms

Purpose of the lesson: improvement of knowledge and practical skills of communication according to the subject of lesson.

Task of the lesson: to read text, to perform tasks and to study grammatical material. Answer questions.

Necessary providing: vocabularies, copybooks, pens.

Methodical recommendations for studying exercises: read the text, learn new words and phrases, learn grammatical material and do exercises.

Students should know and speak fluently about their student life and family after finishing study of theme. They should know grammar material: verbs to be, to have and a noun.

Class work should be formalized in accordance with existing requirements: repeat all the necessary grammatical material, translate the text of exercises into Ukrainian, and then perform the exercises in English.

Reporting requirements: write class work to the copybook for the check up by teacher.

1. Vocabulary

alternate	space	change
alternative	blank space	on the left/right /top/bottom
to let	to confirm	to the left/right
sign	confirmation	to arrange
to sign	line	arrangement
signature	to lose (lost)	access
next	to depend on	to access
next to	dependent	accessible
below	independent	to follow
between	dependence	following
word processing	independence	approximate
word processor	to apply	approximately
within	application	approximation
to issue	to affect	to recognize
issue	affection	recognition
to produce	layout	above
production	entry	like
to combine	margin	ordinary
combination	option	same
for example	optional	order
to describe	to highlight	to order
description	shift	in order to
to state	capital	to vary
statement	to lock	variant
to fix	to adjust	various
case	adjustment	to switch on/off/from
brief	table	switch
kind	previous	to edit
arrow	to cancel	edition
blank	to change	editor

2. Chose the correct translation:

1) ordinary
a) незалежний   b) звичайний   c) короткий   d) попередній

2) table
a) таблиця   b) рядок   c) розпізнавання   d) опис

3) independent
a) незалежний   b) звичайний   c) короткий   d) попередній

4) line
a) таблиця   b) рядок   c) розпізнавання   d) опис

5) brief
a) незалежний   b) звичайний   c) короткий   d) попередній

6) recognition
a) таблиця   b) рядок   c) розпізнавання   d) опис

7) previous
a) незалежний   b) звичайний   c) короткий   d) попередній

8) description
a) таблиця   b) рядок   c) розпізнавання   d) опис

9) to follow
a) закривати   b) виконувати   c) дотримуватись   d) підписувати

10) to lock
a) закривати   b) виконувати   c) дотримуватись   d) підписувати

3. Match the words with their meanings:

1) produce   a) організувати
2) combination   b) стрілка
3) arrange   c) виробляти
4) sign   d) підтвердження
5) arrow   e) між
6) confirmation   f) приблизний
7) approximate   g) знак
8) between   h) наприклад
9) same   i) однаковий
10) for example   j) поєднання

4. Match the words with their definitions:

a) access

b) adjust

c) application

d) cancel

e) edit

f) escape

g) highlight

h) margin

i) optional

j) word processor

1. to stop smth before it happens or before it is complete

2. a type of computer application program used for typing and editing text documents

3. to be able to open a file, website, program, database, etc.

4. to leave an operation, command or program, etc.

5. that you can choose to do or not do

6. a computer program or set of programs designed for a particular type of real world job

7. the spaces at the side of a printed page that do not contain text

8. to change smth slightly

9. to mark part of a text with a special coloured pen, or to mark an area on a computer screen to emphasize it or make it easier to see

10. to prepare a piece of text to be published, making sure that it is correct, the right length, etc.

5. Make up two-word expressions:

1) capital   processing
2) brief   a document
3) word   data
4) keyboard   space
5) to access   layout
6) application   letter
7) to cancel   character
8) to sign   program
9) alternative   an instruction
10) blank   description

6. Reading

About the Keyboard

The keyboard is where the data or information is input into the computer. It is usually arranged like an ordinary typewriter keyboard with a number of other keys added which carry out special functions.

1.   Alphanumeric keys: arranged in the same order as a typewriter.

2.   Function keys: used by various programs to instruct the PC to perform specific tasks, such as Save, Copy, Paste, Help, etc.

3.   Numeric keypad: set of numeric or editing keys. The NumLock key is used to switch from numbers to editing functions.

4.   Editing keys: cursor and other keys usually used within word processors to page up and down in a long document or to edit text (using Insert or Delete keys).

5.   Special keys: used to issue commands or to produce alternative characters in key combinations, for example, the Alt key.

7. Match these descriptions with the names of the keys in the box:

> **Arrow Keys, Return/Enter, Backspace, Caps Lock,
> Shift, Tab, Escape, Space Bar, Delete, Alt**

1) A long key at the bottom of the keyboard. Each time it is pressed, it produces a blank space (…).
2) It moves the cursor to the beginning of a new line. It is also used to confirm commands (…).
3) It stops the program without losing the information from the main memory. Sometimes its use depends on the application (…).
4) It works in combination with other keys to produce special characters or specific actions (…).
5) It removes the character on the right of the cursor or any selected text (…).
6) It produces UPPER-CASE characters or the upper-case character of the key (…).
7) It produces the upper-case letters but it does not affect numbers and symbols (…).
8) It moves the cursor horizontally to the right for a fixed number of spaces (in tabulations and data fields) (…).
9) They are used to move the cursor as an alternative to the mouse (…).
10) It removes the character on the left of the cursor (…).

8. Match these key abbreviations with their full names:

1	Esc	a	Alternate
2	Alt	b	Page Up
3	Ctrl	c	Delete
4	Pgdn	d	Insert

5 Pgup	e Escape
6 Ins	f Page Down
7 Del	g Control

9. Look at the notebook keyboard below. Answer the questions:

1. Which key is between G and J?
2. Which key is to the left of Y?__
3. Which key lets you type in capital letters?
4. Where are the arrow keys?_____
5. Where is the multiplication sign?

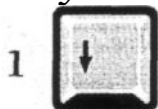## 10. Work in pairs. Choose a letter or key from the keyboard and describe where it is. Do not say which key you have chosen. Use next to, above, below, between, on the right/left/top/bottom.

11. Working

The Keyboard

a) Study this keyboard. The keys are in four sections. Can you name any of the sections?

b) Study these statements about keys. The verbs in italics are in the Present simple. We use the Present Simple to describe things which are always true:

1   This key *moves* the cursor down.

2 Print Screen This key *copies* the screen display.

3 F2 This key *doesn't have* a fixed function.

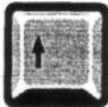*c) Look at the statements (1-7) and correct the ones which are wrong:*

e.g.: This key moves the cursor down.
It doesn't move the cursor down. It moves the cursor up.
If you are not sure, ask another student:
e.g**.:** What does this key do?

1 ↑ This key moves the cursor down.

2 ← This key moves the cursor to the right.

3 Del This key inserts a character.

4 Print Screen This key copies the screen display.

5 Page Down This key moves the screen up.

6 Home This key doesn't have a fixed function.

7 Caps Lock This key gives you all lower case letters.

d) Using the information from the Listening on page 18, and in Task 7, describe what these keys do:

1 Page Up   **2** →   **3** Delete   **4** ↓

12. Reading

a) There is some more information about the keyboard layout:

Keyboard Layout and Data Entry

ENTER or **RETURN** - Moves the cursor down one line and to the left margin. Enter also process commands such as choosing an option in a dialog (message) boxes and submitting a form.

DEL or **DELETE** - Deletes the character at cursor and/or characters to the right of the cursor and all highlighted (or selected) text.

BKSP or **BACKSPACE** - Deletes the character to the left of cursor and all highlighted text.

SPACE BAR - Moves the cursor one space at a time to the right.

SHIFT KEY - Use the shift keys to type capital letters and to type the upper character on keys with two characters on them.

CAPS LOCK - Locks the keyboard so it types capital letters (a light goes on when caps lock is on)

TAB - Moves the cursor five spaces to the right (number of spaces are usually adjustable). Tab moves to the next field in a form or table (Shift-Tab for previous field).

ESC or **ESCAPE** - Cancels a menu or dialog box.

ARROW KEYS - Moves the cursor around document without changing text.

FUNCTION KEYS or **F KEYS** - Access commands by themselves or in combination with the three **command** keys; CTRL, SHIFT, and ALT.

b) Before reading the text try to answer the question:

Do you know what QWERTY stands for?

What is QWERTY?

The first modern typewriter was developed by Christopher Sholes

and two of his friends, Carlos Glidden and Sam Soule. They worked on a newspaper in Milwaukee, Wisconsin, in the 1860s.

Sholes put each letter on the end of a metal bar. A key was pushed down and the end of the bar hit the paper. The typewriter keys were put in alphabetical order, but the alphabetical order caused a problem. Fast typing made some of the letter bars get caught on one another. The bars were too close together.

Sholes solved the problem. He found out the most-used letters in English. Then he put these letters far apart on the typewriter keyboard. The letter bars did not hit each other easily. The first six letters on the top of the keyboard are QWERTY!

c) Complete the sentences and word combinations using the text:
1. The first _____ typewriter
2. Sholes put _____ letter
3. were put in _____ order
4. were too close _____
5. he put _____ letters far apart
6. The first ____ letters on the top
7. the alphabetical order _____ a problem
8. the end of the bar _____ the paper
9. He found out the _____ letters in English
10. A key was pushed _____

d) Choose the correct variant to complete the sentences:

1. Sholes worked for____

a) the government   b)   a   typewriter c) a newspaper
                                company

2. Letters were put on the end of metal ____

a) bars   b) keys   c) alphabets

3. ____ caused the bars to get caught on one another.

a) The metal   b) Fast typing   c) The letters

4. Sholes needed to know ____ to solve the problem.

a) QWERTY   b) the most-used letters   Samuel Soule

5. Then he put these letters far _____ on the typewriter keyboard.
a) behind   b) ahead   c) apart

13. Summing-up

Section	Location	Main keys	Main function
Main keyboard	centre	each letter digits 0-9 punctuation common symbols	input all kinds of data
Function keys	top	F1-F12	not fixed can program them
Editing keys	right	cursor keys insert, delete	control cursor
Numeric keypad	far right	digits 0-9 mathematical operations	input numerical data

Most keyboards have four sections. The main keyboard has keys for each letter and the digits 0 to 9. It also has keys for punctuation and other common symbols. It is used for inputting all kinds of data.

Form of control over the performance of the work:
1. Poll

Control questions:

1. Does higher education help to develop your human potential and enrich your understanding of life? 2. What training do the future specialists get? 3. What can you say about the role of foreign languages in gaining higher education? 4. What is the role of scientific work in training future specialists? 5. What specialists does our country need? 6. Where do Academies and universities exist in our country?

Unit 15

Unit: Word processing

Grammar: special words and terms

Purpose of the lesson: improvement of knowledge and practical skills of communication according to the subject of lesson.

Task of the lesson: to read text, to perform tasks and to study grammatical material. Answer questions.

Necessary providing: vocabularies, copybooks, pens.

Methodical recommendations for studying exercises: read the text, learn new words and phrases, learn grammatical material and do exercises.

Students should know and speak fluently about their student life and family after finishing study of theme. They should know grammar material: special words.

Class work should be formalized in accordance with existing requirements: repeat all the necessary grammatical material, translate the text of exercises into Ukrainian, and then perform the exercises in English.

Reporting requirements: write class work to the copybook for the check up by teacher.

1. Vocabulary

to restore	disadvantage
to show	digit
to differ	digital
different	word processing
difference	word processor
row	to exist
to highlight	existence
highlighted	easy
to flash on/off	to describe
to undo	description
default	exact
advantage	exactly
advantageous	

2. Chose the correct translation:

1) exact

a) цифровий   b) точний   c) інший   d) виділений

2) to describe
a) існувати   b) відновлювати   c) описувати   d) виділяти

3) digital
a) цифровий   b) точний   c) інший   d) виділений

4) to exist
a) існувати   b) відновлювати   c) описувати   d) виділяти

5) different
a) цифровий   b) точний   c) інший   d) виділений

6) easy
a) цифровий   b) точний   c) інший   d) легкий

7) to highlight
a) існувати   b) відновлювати   c) описувати   d) виділяти

8) advantage
a) опис   b) перевага   c) недолік   d) існування

9) description
a) опис   b) перевага   c) недолік   d) існування

10) existence
a) існування   b) перевага   c) недолік   d) існування

3. Match the words with their meanings:

1) to restore	a) текстовий редактор
2) default	b) блимати
3) exactly	c) ряд
4) word processor	d) відновити
5) row	e) існувати
6) digit	f) показувати
7) to flash	g) недолік
8) disadvantage	h) за замовчуванням
9) to exist	i) цифра
10) to show	j) точно

4. Complete the sentences with the words:

1 pointer	4 folder	7 minimize
2 cursor	5 close	8 maximize
3 C: drive icon	6 drop-down menu	9 restore

1) Double-click the _____ to view a list of folders and files.
2) You will find the Undo command in the Edit _____ menu.
3) The _____ shows you where to type on the screen.
4) The mouse controls both the _____ and the cursor.
5) If you click _____, the window will cover all of the computer screen.
6) Clicking _____ changes the size and location of the window.

5. Reading
a) Read the text quickly and answer the question after it:

1. To make a new folder in the Windows OS, go to the desktop, find the My Computer icon with the pointer and double-click it using the left mouse button. The My Computer window appears, showing the different drives. Maximize the screen if necessary.

2. Double-click the C: drive icon. The C: drive window appears showing the folders in your C: drive, either in a row or in a list.

3. Move the pointer to the menu bar. Click on File and a drop-down menu appears. You can only click the words New or Close.

4. Move the pointer to the word New. Another menu appears with Folder at the top of the list.

5. Click on Folder. This creates a new folder that appears at the end of the list of folders on the C: drive. The words New Folder are highlighted. The cursor also flashes on and off to show you where to type.

6. Click on New Folder and type the name you want in the box. This can be up to 250 characters long, but you cannot use the characters '/ \ : * ? < > |' in your folder name.
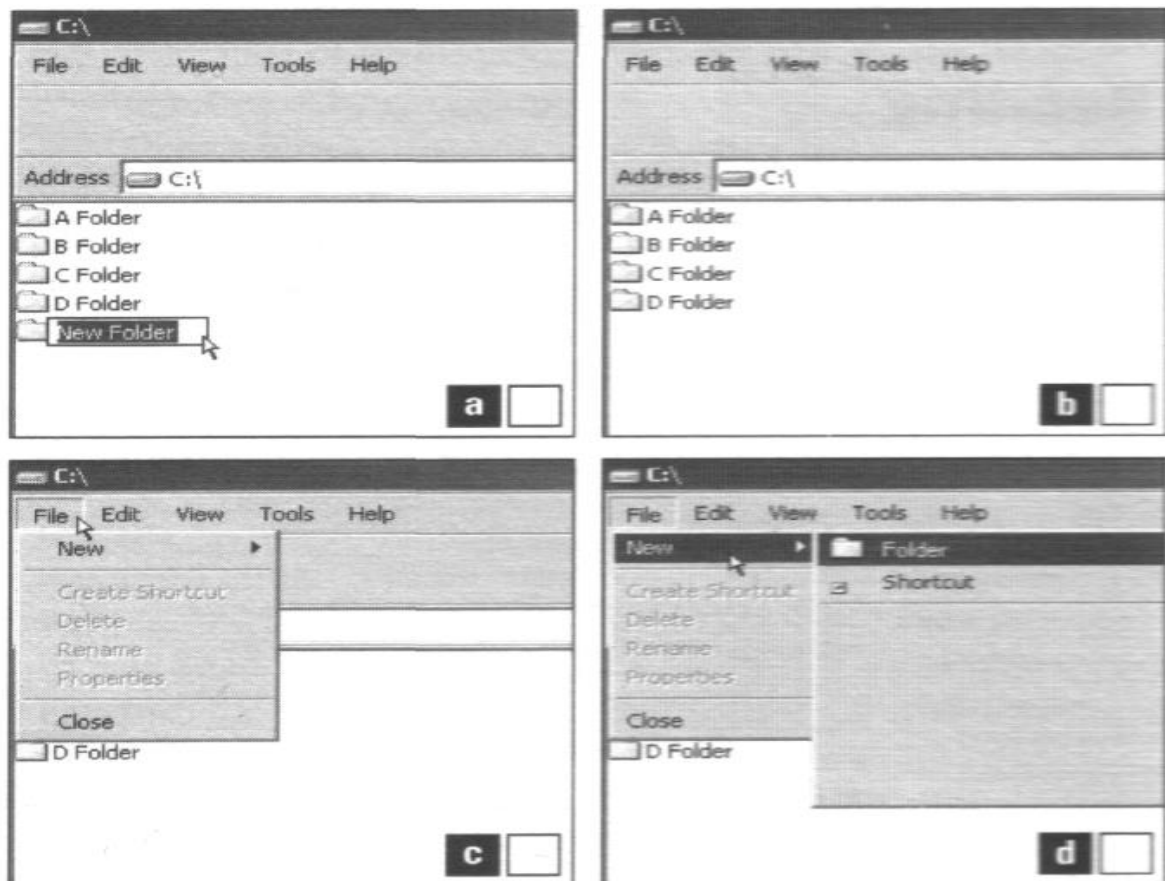
7. Click anywhere on the window to see your new folder name. If you do not click on the window, you will save your new folder as New Folder, not with the name you want.

8. Close the window.

9. Your new folder is now listed in the C: drive in alphabetical order.

Do you know any other way of creating a folder?

b) Match the diagrams (a-d) with the instruction numbers from Exercise a):

c) Before reading the text below, try to answer the questions:

How is it possible to lose files on a computer?
Have you ever lost your information? Why?

d) Read the text quickly and match the headings (a-e) with the paragraphs (1-5):
a Saving existing files   b Naming files c Saving new files   d Defaults

1. Programs that let you create files or save data have a Save command, usually in the File menu. When you save a new file, the Save As dialog box appears (see below). You can let the computer decide the location, the file name and the format, or you can choose these settings yourself. There are many different file formats and they all have advantages and disadvantages. You can save a word-processing document as a web page, for example, or you can save digital photographs in a JPEG format, a TIFF format or many others.
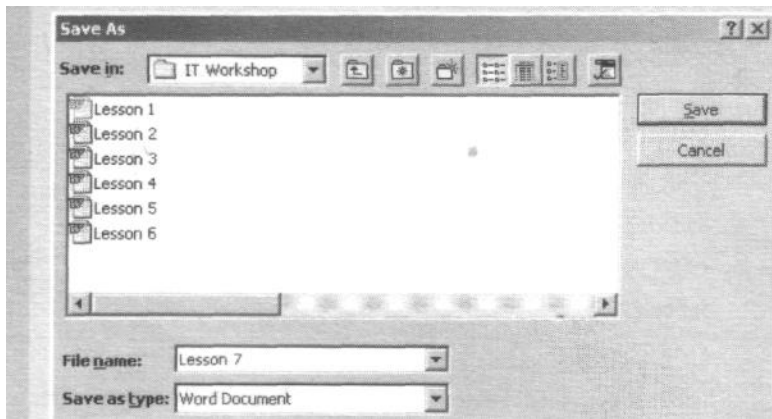
2. The Save As command is the default command for any new document so the Save As dialog box appears even if you click Save. If you do not give a new document a file name in a word-processing program, the file name will usually default to the first line in the document. The default file name in graphics programs is usually 'Untitled'.

3. If you work on an existing file and want to save changes, click Save, not Save As. You can use Save As to save an existing file in a different location, for example, in another drive or folder (using Save in) with a new name (using File name) or in a different format (using Save as type).

4. Having different folders helps you organize your files, but naming all the different files in one folder is not always easy. You should give files names that describe exactly what they contain so that you can find them easily.

e) Decide if the sentences are true (T) or false (F):

1. If you do not choose a location, a name, or a format when you save a new file, the computer will do it for you.	T/F
2. If you click Save on a new file, the Save As dialog box appears.	T/F
3. You can save files in one format only.	T/F
4. You can save existing files in more than one place on your computer.	T/F
5. The Save command only saves existing documents.	T/F
6. Most word-processing documents use 'Untitled' as the default name.	T/F
7. The Save As command cannot save existing documents.	T/F
8. To think of names for your files is easy.	T/F

f) Complete the sentences (1-6) with the words in bold and phrases in the text:

1 You can make back-up copies of_____ files on a floppy disk by using Save As.
2 I need a_____ camera because I want to save my pictures on my computer.
3 Graphics programs save files without names as _____by default.
4 Clicking _____will let you go to the A: drive, C: drive or D: drive.
5 Programs have _____ settings for all kinds of functions.
6 Click_____ in the Save As dialog box to change the file format.

6. Summing-Up

What steps do you follow to create and save a file?
Form of control over the performance of the work:
1. Poll

Control questions:
1. Does higher education help to develop your human potential and enrich your understanding of life? 2. What training do the future specialists get? 3. What can you say about the role of foreign languages in gaining higher education? 4. What is the role of scientific work in training future specialists? 5. What specialists does our country need? 6. Where do Academies and universities exist in our country?
The list of the used sources p. 126

Additional Reading

Lesia Ukrainka

Larissa Kossach (pen-name Lesia Ukrainka) was born in Novgorod-Volynsky on February 25, 1871 which is now in Zhytomir Region. Her father was a lawyer and her mother was a Ukrainian writer (pen-name Olena Pchilka). Her sister was married to Mykhailo Dragomanov, a scholar public figure and political figure, who was to play a great role in Lesia's life

When Lesia was nine, her parents moved to the town of Lutsk and

settled at an estate near Kovel. Because of weak health and the absence of school with instruction in the Ukrainian language, Lesia received education at home. She had a remarkable aptitude for the humanities.

Lesia's close ties with distinguished public and cultural figures of her time played a positive role in her formation as a poet. Apart from Dragomanov and Franko, the Kossaches friends included the composer M. Lysenko, the poet, playwright and one of the founders of the Ukrainian professional theatre

N. Starytsky, the bibliographer M. Komarov, and the poet V. Samiylenko. Such a milieu made Lesia try her hand at writing poetry early. At the age of nine she wrote her first verses, and at 13 her first poem was published in the Lviv magazine "Zoria". From then on her poetry appeared regularly in the Ukrainian, publications.

Unfortunately, the outset of her literary career coincided with the first symptoms of what was then an incurable disease tuberculosis of the bones. Her poor health made her travel from one warm country to another Vienna, Crimea, Italy, Georgia, Egypt.

In 1893 her book of verse, "On Wings of Songs", was published. It was favourably received both by the readers and critics. Then followed her books of verse "Thoughts and Dreams", "Responses", which earned her, alongside I. Franko, a leading place in Ukrainian literature at the turn of this century. Just then she toned to playwriting. Her first works of drama were based on subjects from the Bible. Among her best plays are "The Forest Song" and "The Stone Host".

Beginning with 1894 Lesia lived in Kyiv. Here she started learning foreign languages. Later on she read and spoke English as well as Ukrainian. With a full command of German, French Italian and English she could write not only prose, but also poetry in all these languages.

L. Ukrainka died on August 1, 1913 in Georgia, and was buried in Kyiv. Her works reveal the dominant feature of her talent exceptional public sensitivity and the ability to grasp and express in vivid images the idea and tendencies of her time.

OUTSTANDING PEOPLE OF UKRAINE

In the history of humanity there have always been people whose actions and ideas produced a great impact on the Jives of other people. The have made a great contribution to our country. For this reason they are called outstanding. There are a lot of outstanding people famous for

their contribution to our science. They are scientists, musicians, experienced and skilled workers of medicine and education.

Vladimir Vernadsky, for instance, was the first president of Ukrainian Academy of Sciences. He was born in 1863. Vladimir Vernadsky was the first in our country to introduce the spectral method for the solution of geochemical problems. He developed special study to the composition of the Earth's crust, the ocean and the atmosphere. Vladimir Vernadsky was the founder of the modern doctrine on the biosphere. His findings greatly contributed to the world science.

Eugene Paton is another great scientist whom we take pride in. He was born in 1870 in the family of a Russian ambassador and received his education abroad. In 1904 Paton moved to Kyiv to work and teach at the Kyiv Politechnical Academy. He was a professor and the head of the chair for nearly thirty years at the Academy. Eugene Paton was the first to apply electro-welding in bridge-construction. Under his guidance a welded bridge was built across the Dnipro river in Kyiv. It is now known as the Paton Bridge. It is 1.5 km long. In 1930 Paton organised the Research Academy of Electro-welding at the Academy of Science.

Nowadays the Academy of Science of Ukraine includes many outstanding scientists and research workers famous for their discoveries. Great success has been achieved by the Paton Research Academy of Electric Welding, the Research, Academy of Cybernetics, Super-hard Materials, and others.

Bohdan Khmelnytsky

Khmelnytsky, Bohdan (Fedir) Zinovii, was born in 1695-6, died 6 August 1657 in Chyhyryn. Hetman of the Zaporozhian Host from 1648 to 1657, founder of the Hetman state (1648-1782). By birth he belonged to the Ukrainian lesser nobility and bore the Massalski, and later the Abdank, coat of arms. His father, M.Khmelnytsky, served as an officer under the Polish crown hetman S. Zolkiewski and his mother, according to some sources, was of Cossack descent. Little Is known about Khmelnytsky's education. Apparently, he received his elementary schooling in Ukrainian and his secondary and higher education in Polish at a Jesuit college, possibly in Jaroslaw, but more probably In Lviv. He completed his schooling before 1620 and acquired a broad knowledge of world history and fluency in Polish and Latin. Later he acquired a knowledge of Turkish, Tatar and French. The Battle of

Cecora (1620), in which he lost his father and was captured by the Turks, was his first military action. After spending two years in Istanbul, he was ransomed by his mother and returned to Ukraine.

There is no reliable information about Khmelnytsky's activities from 1622 to 1637. Only one fact is certain — that in the 1620s he Joined the registered Cossacks. Sometime between 1625 and 1627 he married Hanna Somko, a Cossack's daughter from Pereiaslav, and settled on his patrimonial estate in Subotiv near Chyhyryn. By 1637 he attained the high office of military chancellor. By the Ordinance of 1638 the Polish, king revoked the autonomy of the Zaporozhian Host and placed the registered Cossacks under the direct authority of tire Polish military command in Ukraine. The office of military chancellor, which Khmelnytsky had held, was abolished and Khmelnytsky was demoted to a captain of Chyhyryn regiment. In the fall of 1638 he visited Warsaw with a Cossack delegation to petition King WIadyslaw IV Vasa to restore the former Cossack privileges.

In the next few years Khmelnytsky, devoted his attention mostly to his estates 1ft the Chyhyryn region, but in, 1645 he served with a detachment of 2.000-2.500 Cossack in France, and probably took part in the siege of Dunkirk. By this time his reputation for leadership was such that King WIadyslaw, in putting together a coalition of Poland, Venice, and other states against Turkey, turned to him to obtain the support of the Zaporozhian Cossacks. These events contributed to his reputation in Ukraine, Poland, and abroad, and provided him with wide military and political contacts.

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

At the and of December 1647 Khmelnytsky departed for Zaporlzhia with a small (300-500-man) detachment. There he was elected hetman. This event marked the beginning of a new Cossack uprising, which quickly turned into national revolution.

The great uprising of 1648 was one of the most cataclysmic events in Ukrainian history. It Is difficult to find an uprising of

comparable magnitude, intensity, and impact in the history of early modern Europe. A crucial element in the revolt was the leadership of Hetman B.Khmelnytsky, whose exceptional organizational, military, and political talents to a large extent accounted for its success.

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

Khmelnytsky's greatest achievement in the process of national revolution was the Cossack Hetman state of the Zaporothian Host (1648-1782). His statesmanship was demonstrated in all areas of state-building – in the military. administration, finance, economics and culture.

THE BRITISH EDUCATION SYSTEM

STATE EDUCATION IN BRITAIN

All state schools in Britain are free, and schools provide their pupils with books and equipment for their studies. Nine million children attend 35.000 schools in Britain. Education is compulsory from 5-16 years. Parents can choose to send their children to a
nursery school or a pre-school playgroup to prepare them for the start of compulsory education. Children start primary school at 5 and continue until they are 11. Most children are taught together, boys and girls in the same class. At 11most pupils go to secondary schools called comprehensives which accept a wide range of children from all backgrounds and religious and ethnic groups. Ninety per cent of secondary schools in England, Scotland and Wales are co-educational. At 16 pupils take a national exam called 'GCSE' (General Certificate of Secondary Education) and then they can leave school if they wish .This is the end of compulsory education. Some 16-year-olds continue their studies in the sixth form at school or at a sixth form college. The sixth

form prepares pupils for a national exam called 'A' level (advanced level) at 18. You need 'A' level to enter a university. Other 16-year olds choose to go to a college of further education to study for more practical (vocational) diplomas relating to the world of work, such as hairdressing, typing or mechanics. Universities and colleges of higher education accept students with 'A' levels from 18. Students study for a degree which takes on average three years of full-time study. Most students graduate at 21 or 22 and are given their degree at a special graduation ceremony.

PRIVATE EDUCATION

Seven per cent of British schoolchildren go to independent private schools called independent schools. There are 2.400 independent schools and they have been growing in number and popularity since the mid-1980s.

Parents pay for these schools, and fees vary from about J250 a term for a private nursery to J3.000 a term or more for a secondary boarding school (pupils board, i.e. live at the school). Most independent schools are called prep schools because they prepare the children for the Common Entrance Exam which they take at the age of 11. This exam is for entry into the best schools. The most famous schools are called 'public schools' and they have a long history and tradition. It is often necessary to put your child's name on a waiting list at birth to be sure he or she gets a place. Children of wealthy or aristocratic families often go to the same public school as their parents and their grandparents. Eton is the best known of these schools.

The majority of independent secondary schools, including public schools, are single-sex, although in recent years girls have been allowed to join the sixth forms of boys' schools. Independent schools also include religious schools (Jewish, Catholic, Muslim etc.) and schools for ethnic minorities.

BRITISH INDUSTRY

THE NORTH-SOUTH DIVIDE

The differences between the North and South have been linked to Britain's industrial past. Underline any sentences in the text which mention industrial factors. What other factors have added to this divide? Make a list using the text.

Are there any differences between regions in your country? Make

a list of the geographical and historical reasons for the variations.

Since the 1970s the steady decline of manufacturing industries has led to the deserted factories, depressed towns and high unemployment in the areas where they were located. By contrast, the more rural South has experienced the growth of light industries and an increase of clerical and professional jobs. Most of the service industries have developed in southern regions, as well as high-tech firms in London and Cambridge areas. The increasing affluence of the South during the 1980s contrasted with the problems in the industrial cities of the North and Midlands where school-leavers could not find work.

This regional disbalance has been called the North-South Divide and when it was getting worse the word 'gap' was used by the media to explain the great differences in the standard of living of Britons. In the 1980s the government set up 'enterprise zones' in depressed areas and offered companies financial incentives (money/lower taxes) to move to these areas and provide jobs to the unemployed .There was also growing concern that the Channel Tunnel would attract a lot of business and money to the South-East, near its location, whilst the northern areas would not benefit.

At the end of the 1980s the government declared that it has solved the North-South Divide but critics protested that the gap between the regions continued to be a problem. The 1990's economic recession hit the service industries badly, consumers stopped spending and this has more effect on the affluent South than the North. London, in particular, suffered heavy job losses in retail, financial and banking services. It seemed to be a reversal of the North-South situation. Nevertheless the debate still continues. Are all Britons able to share the same standard of living and job opportunities? Will the new Europe be closer to the South but too far from the North?

MANUFACTURING

Manufacturing, construction and services

About 250 British industrial companies each have an annual turnover of over J500 million. Annual turnover of the biggest company, British Petroleum (BP), makes it the 11th largest industrial group in the world and the second largest in Europe. Five British firms are among the top 20 EU companies in terms of capital employed.

Small businesses, though, are making an increasing contribution to the economy. Between 1980 and 1993 the number of businesses, a

large majority of them small firms, rose from 2.4 million to 3.6 million. Companies with fewer than 100 employees account for 50 per cent of the private sector workforce and 30 per cent of turnover. About 97 per cent of firms employ fewer than 20 people.

Manufacturing still has an important role in the economy. Britain excels in high-technology industries, such as pharmaceuticals, electronics, aerospace and offshore equipment, where British companies are among the world's largest and most successful. A selection of some of the major industries is described in this section.

Chemicals and Related Products

Britain's chemical industry is the third largest in Europe. Over half of its output is exported. Exports in 1994 were worth J18,700 million, compared with imports of J14,500 million. Traditionally, Britain has been a major producer of basic industrial chemicals, such as basic organic and inorganic chemicals, plastics and fertilisers. In recent years the most rapid growth has been in specialised chemicals, pharmaceuticals and cosmetics. ICI is the sixth largest chemical company in the world and the world's largest paint manufacturer.

Britain's pharmaceutical industry is the world's fourth biggest exporter of medicines, accounting for around 12 per cent of the world market. Glaxo Wellcome became the largest pharmaceutical company in the world when Glaxo took over Wellcome in 1995. British firms have discovered and developed 13 of the world's 50 best-selling drugs, including Glaxo Wellcome's ulcer treatment Zantac and Zeneca's beta-blocker Tenormin. Other major developments pioneered in Britain are semi-synthetic penicillins and cephalosporins (both powerful antibiotics) and new treatments for asthma, arthritis, migraine and coronary heart disease.

The British biotechnology industry is second only in pre-eminence to that of the United States. Biotechnology has enabled companies to manufacture products using genetic modification. Britain has made major advances in the development of drugs such as human insulin and interferons, genetically-engineered vaccines, the production of antibiotics by fermentation, agricultural products, such as infection-resistant crops, and medical diagnostic devices.

Mechanical Engineering

Machine-building is an area where British firms excel, especially

in construction and earth-moving equipment, wheeled tractors, internal combustion engines, textile machinery, medical equipment, fork-lift trucks, pumps and compressors. Britain is one of the world's major producers of tractors, which account for around three-quarters of the output of agricultural equipment. It is the world's eighth largest producer of machine tools.

Electronics

Britain has the fourth largest electronics industry in the world. Products include computers, communications equipment and a large range of components.

As well as an extensive range of computer hardware systems and associated equipment, British firms devise computer applications software and are particularly strong in specialist markets, such as artificial intelligence, computer-aided design, mathematical software, geographical information systems and data visualisation. Major advances are being made by British firms and academic institutions in the field of 'virtual reality', a three-dimensional computer simulation technique with a host of industrial and other applications.

Motor Vehicles

Overseas-owned car companies are responsible for most car production in Britain. These, however, provide work for many indigenous component firms; this sector consists of nearly 4,000 companies.

Car production has recovered strongly following the recession. In 1994 nearly 1.5 million cars were manufactured, the highest number for 20 years – 619,000 cars were exported. Car output is dominated by Rover, Ford, Vauxhall, Peugeot-Talbot and three Japanese companies – Nissan, Toyota and Honda. The latter have invested heavily and introduced new management techniques and production methods.

Aerospace

Britain's aerospace industry is the third largest in the Western world. Sales amounted to J12,000 million in 1994 with exports contributing J7,500 million.

As the leading British exporter of manufactured goods, British Aerospace (BAe) produces both civil and military aircraft, as well as guided weapons and components. The company has a 20 per cent share in Airbus Industrie, which manufactures a family of

Airbus airliners for which BAe designs and supplies the wings.

BAe is one of the world's top defence companies. Military aircraft include the vertical/short take-off and landing Harrier and the Hawk fast jet trainer. It is also a partner in multinational projects, including the Tornado combat aircraft and the Euro-fighter 2000, which had its maiden flight in 1994.

Among other manufacturers are Short Brothers of Belfast and Westland Helicopters. Over 1,000 West-land helicopters are in service in 19 countries.

Rolls-Royce is one of the world's three prime manufacturers of aero-engines. Over 50,000 Rolls-Royce engines are in service with more than 300 airlines in over 100 countries. Its latest large engine, the Trent, powers the new generation of wide-body twin-engined airliners, such as the Boeing 777 and the Airbus A330.

Around one-third of the aerospace industry consists of aviation equipment. British firms have made significant technological advances in areas such as flight-deck controls and information displays, flight simulators and ejection seats. GEC-Marconi is the world's largest manufacturer of head-up displays.

The largest British space company is Matra Marconi Space UK which, with its French partner, is one of the world's leading space companies. The industry is strong in communications satellites and associated Earth stations and ground infrastructure equipment, and in the area of Earth observation.

Food and Drink

Britain has a large food and drink manufacturing industry, which has accounted for a growing proportion of total domestic food supply. Frozen and convenience foods, yoghurts, dairy desserts and instant snacks are some of the fastest-growing sectors of the food market. Soft drinks, with an annual turnover of J6,000 million, is (lie fastest growing sector of the grocery trade, and many innovative products are being introduced.

Scotch whisky is one of Britain's top export earners. There are 110 distilleries in Scotland.

Other Manufacturing

Other manufacturing industries include mineral and metal products, shipbuilding and marine engineering, tobacco, textiles and clothing, and paper, printing and publishing. British Steel is the fourth

largest steel company in the world, producing about three-quarters of Britain's crude steel in 1994. In addition to its output of non-ferrous metals and their alloys, such as aluminium and copper, Britain is also a major producer of specialised alloys for the aerospace, electronic, petrochemical, nuclear and other fuel industries. It is the world's leading manufacturer and exporter of fine bone china.

The textile and clothing industries have around 13,000 firms, comprising a few large multi-process companies and two of the world's largest firms – Coats Viyella and Courtaulds Textiles - as well as a large number of small and medium-sized firms. Britain's wool textile industry is one of the most important in the world, and the country is also one of the world's leading producers of woven carpets.

CONSTRUCTION

Annual output of the construction industry is around J50,000 million. Most construction work is done by private firms, 98 per cent of which employ fewer than 25 people. A vast range of products is used in the construction process, from glass and bricks to tiles and bathroom fittings. Sales of construction materials were worth about J30,000 million in 1994, with exports amounting to J3,000 million. The most important recent construction project has been the Channel Tunnel the largest single civil engineering project ever undertaken in Europe.

British companies are engaged in many major projects throughout the world and have been in the forefront of innovative methods of management contracting and construction management. British contractors are undertaking, or have recently completed, work in 134 overseas countries. In 1994 they won new international business valued at J3,800 million. Important international contracts signed in 1994-95 included various joint ventures connected with the new airport in Hong Kong, a power station in Indonesia and city development contracts in Leipzig and Halle in Germany. British engineering consultants are engaged in projects in 130 countries.

SERVICE INDUSTRIES

Services account for two-thirds of Britain's GDP and over three-quarters of employment. The number of employees in services rose from over 13 million in 1983 to 16.5 million by June 1995.

Financial Services

Britain is a major financial centre, housing some of the world's

leading banking, insurance, securities, shipping, commodities, futures and other financial services and markets. The markets for financial and related services have grown and diversified greatly. The heart of the industry is the collection of markets and institutions in and around the 'Square Mile' in the City of London. 'The City' has:

• a banking sector accounting for about a fifth of total international bank lending, with a larger number of overseas banks than in any other financial centre;

• one of the world's biggest international insurance markets;

• one of the world's largest stock exchanges;

• the largest foreign exchange market in I lie world, with an average daily turnover of about $300,000 million;

• important markets for transactions in commodities; and

• a full range of legal, accountancy and management consultancy services, which contribute to London's strength as a financial centre.

Retailing and Wholesaling.

In June 1995 the retail and wholesale trades employed nearly 3.6 million people. During recent years the large multiple retailers have grown in size, reducing numbers of stores but increasing outlet size and diversifying their product ranges. Four of the ten largest food retailers in Western Europe are British. The biggest supermarket groups are Tesco, J. Sainsbury, Argyll (principally Safeway) and Asda. These accounted for 40 per cent of food and drink sold in 1994-95.

Many towns and cities have purpose-built shopping centres. One of the first regional

out-of-town shopping centres was the Metro Centre at Gateshead in Tyne and Wear, which is the largest of its kind in Europe.

Information technology has become increasingly central to distribution and retailing. Computers monitor stock levels and record sales figures through electronic point-of-sale (EPOS) systems which read a bar code printed on the retail product. Several major EFTPOS (electronic funds transfer at point of sale) systems, enabling customers to pay for purchases using debit cards that automatically transfer funds from their bank account, are well established. The number of EFTPOS terminals is growing rapidly.

Tourism

Britain is the world's sixth leading tourist destination. Tourism

contributes around J33,000 million a year to the economy and employs about 1.5 million people. In 1994 a record 21 million overseas visitors came to Britain and spent around J10,000 million. About 63 per cent of overseas visitors were from Europe and 17 per cent from North America.

The British Tourist Authority (BTA) promotes Britain overseas as a tourist destination. Tourist boards for England, Scotland, Wales and Northern Ireland encourage the development and promotion of tourism within Britain and work with the BTA overseas.

Other Services

Other service industries include vehicle, vehicle parts and petrol retailing; hotels and catering; and a broad range of business services, such as computer services, advertising, market research and franchising.

Hotels and catering employ about 2.4 million people in Great Britain. There are 52,000 hotels in Great Britain, ranging from large businesses (such as Forte) to numerous guest houses and small hotels with fewer than 20 rooms. Britain's 100,000 restaurants offer cuisine from virtually every country in the world. Chinese, Indian, Italian and Greek restaurants are among the most popular. 'Fast food' restaurants, specialising in hamburgers, chicken, pizza and a variety of other foods, are becoming more and more widespread. About 77,000 public houses sell beer, wines, soft drinks and spirits to adults for consumption on the premises; most also provide hot and cold food.

Britain is one of the world's three leading countries for international conferences. London and Paris are the two most popular conference cities.

Britain is a major centre for creative advertising. Leading companies include Abbott Mead Vickers, BBDO,J. Walter Thompson, Leo Burnett, and OgiIvy and Mather Advertising. Spending on advertising totalled J10,200 million in 1994, of which 55 per cent was placed in the press and 28 per cent on television. Campaigns are planned by around 2,000 advertising agencies. The largest advertising expenditure is on food, household durables, cosmetics, office equipment, motor vehicles and financial services. The public relations industry has grown rapidly and is now the most developed in Europe.

Britain's economy is based primarily on private enterprise, with the private sector accounting for 79 per cent of output and 85 per cent of employment.

ECONOMIC PERFORMANCE

From 19126 to 1989 the British economy experienced eight years of sustained growth at an average annual rate of over 3 per cent. Subsequently, Britain, in common with other major industrialised nations, was severely affected by recession. However, the economy has been growing again since 1992. Growth has taken place across a broad front, with a major contribution coming from exports and, more recently, investment. The economic climate in 1995 was also characterised by a revitalised manufacturing sector, coupled with inflation at historically low levels, falling unemployment, low average earnings growth and increased business confidence.

Inflation has declined substantially since the start of the 1990s. The Retail Prices Index (RPI), which records the price of goods and services purchased by households in Britain, was 2.9 per cent higher in January 1996 than a year earlier. Underlying inflation - RPI excluding mortgage interest payments-was 2.8 per cent. It has been below 3 per cent for almost two years, the longest period since the early 1960s.

Gross domestic product (GDP) rose by 3.9 per cent in 1994. The Government forecasts that GDP growth will slow to a more 'sustainable' rate, coming down to 3.25 per cent in 1995 and 2.75 per cent in 1996.

Growth in manufacturing output per head in Britain in the 1980s was faster than in all other leading industrialised countries, increasing by an average of 4.6 per cent a year. In 1994 it grew by 4.8 per cent and productivity in the economy as a whole rose by 3.5 per cent.

Employment is recovering following the recession. Between June 1993 and June 1995 the workforce in employment grew by 3126,000 to 25.7 million. The long-term trend has been for a fall in full-time employment and a growth in part-time employment. Self-employment is increasing again, following a decline during the recession. About 3.3 million people are self-employed, 19 per cent more than in 1985. Unemployment has dropped by over 770,000 since the end of 1992. The level of unemployment -7.9 per cent of the workforce (2.2 million people) in January 1996 - is below the EU average. The number of working days lost as a result of industrial disputes in 1994 was the lowest on record.

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