

МІНІСТЕРСТВО ОСВІТИ І НАУКИ УКРАЇНИ

**Центральноукраїнський державний педагогічний
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ІНОЗЕМНА МОВА ЗА ПРОФСТРЯМУВАННЯМ

**Навчально-методичний посібник для студентів
факультету філології та журналістики**

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У навчально-методичному посібнику представлено систему організації самостійно-дослідницької діяльності студентів I курсу факультету філології та журналістики з дисципліни «ІНОЗЕМНА МОВА» за професійним спрямуванням на немовних факультетах. Даний посібник містить систему лексичних, лексико-стилістичних, рефлексивних, творчих, граматичних та активізаційно-онлайн-ових завдань для організації самостійної роботи на базі текстів за професійним спрямуванням.

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ПЕРЕДМОВА

Основною метою навчання студентів англійської мови в педагогічному ЗВО є досягнення ними рівня практичного володіння цією мовою, що в умовах очної та заочної форм навчання означає розвиток вміння самостійно читати іноземні літературні джерела за своїм фахом з метою здобуття інформації. Ця програма передбачає, головним чином, самостійну роботу студентів (СРС). Робота під керівництвом викладача запланована тільки під час настановчих, контрольних-закріплюючих та консультативних занять.

Самостійна робота студентів під час вивчення професійної англійської мови відіграє провідну роль. Згідно з Положенням “Про організацію навчального процесу у вищих навчальних закладах”, самостійна робота студента є основним засобом оволодіння навчальним матеріалом у час, вільний від основної діяльності. У процесі навчання засвоюється 15 відсотків інформації, що сприймається органами слуху, 65 відсотків – органами слуху і зору. Якщо навчальний матеріал опрацьовується самостійно, а завдання опрацьовуються винятково до аналізу отриманих результатів, то засвоюється не менше 90 відсотків інформації. Метою такого виду роботи є формування самостійності особистості студента, що здійснюється опосередковано через зміст і методи всіх видів занять.

Одним із видів самостійної роботи є Індивідуальна робота. Під терміном *індивідуальна робота* можна розуміти обов’язкове для всіх, хто вивчає мову, додаткове по відношенню до підручника, постійне здійснення самостійно-індивідуальної роботи з метою отримання необхідної інформації. Індивідуальна робота повинна бути постійною, систематичною. Систематична та планомірна *індивідуально-самостійна робота* є важливим джерелом та засобом збільшення лексичного запасу та розвитку навичок усного мовлення студентів.

У рекомендаціях Ради Європи основною метою навчання іноземних мов є формування *комунікативної компетенції*, яка складається з мовного,

мовленнєвого та соціокультурного компонентів. Домашнє читання визначається необхідним елементом процесу вивчення іноземної мови. Важливість процесу читання у опануванні іноземною мовою зумовлюється тим, що він передбачає активну роль читача, спрямовану на сприйняття та осмислення як мовної, так і змістової інформації, яку містить у собі художній текст. Процес читання є тим специфічним видом діяльності, який синтезує у собі мимовільне засвоєння мовних явищ під час опосередкованої комунікації з автором, аналіз отриманої інформації, яка міститься у тексті, та емоційно-естетичне усвідомлення художнього слова.

Проте під час практичних занять з домашнього читання потенціал художнього тексту використовується недостатньо: текстуальна робота розглядається узагальнено, тільки як основа для збагачення лексичного запасу студентів та розвитку навичок усного мовлення. Однак, художній текст є водночас однією з важливих форм **комунікації**, що створює механізм становлення індивіда як соціальної особистості. Цей посібник рекомендується використовувати на першому курсі (в першому та в другому семестрах), але разом з тим він буде вагомим у арсеналі засобів навчання студентів старших курсів, які займаються самоосвітою та самовдосконаленням.

Запропоновані методичні рекомендації створені для **студентів факультету філології та журналістики** *Центральноукраїнського державного педагогічного університету імені Володимира Винниченка* очного та заочного відділень всіх спеціальностей та освітньо-професійних програм з метою забезпечити студентів і викладачів необхідним матеріалом для організації самостійної роботи студентів у руслі завдань, зазначених у програмі вивчення іноземних мов у Центральноукраїнського державного педагогічного університету імені Володимира Винниченка та Стратегією розвитку іноземної мови на немовних факультетах кафедри лінгводидактики та іноземних мов.

Поданий матеріал розрахований для студентів I курсу під час вивчення дисципліни «ІНОЗЕМНА МОВА». Методичні вказівки мають за мету

допомогти викладачам та студентам у організації СРС під час вивчення таких дисциплін у майбутньому: «Іноземна мова за професійним спрямуванням», «Практика усного та писемного мовлення», «Методика навчання англійської мови». Провідним завданням методичних вказівок є сприяння підвищенню якості викладання іноземної мови та більш ефективного засвоєння студентами іноземної мови.

Структура навчального посібника дає можливість викладачеві вибрати оптимальні шляхи організації як позааудиторної, так і самостійної роботи студентів з урахуванням рівня їх знань. Посібник складається з 10 юнітів (по 5 для кожного семестру) в яких робиться акцент на навчання студентів лексиці та термінології, що вводиться за допомогою автентичних текстів, залежно від теми кожного підрозділу. Посібник передбачає повторення граматичного матеріалу на рівні узагальнення та його подальше вивчення на мовному професійному матеріалі, системне повторення тем у процесі виконання комунікативно спрямованих вправ, використання матеріалу в розмовних формулах, виконання тестів та інших форм контролю та самоконтролю. Студентам пропонується вивчити значення нових слів у контексті. Пропоновані завдання лексичного типу сприяють розширенню та закріпленню загального й фахового словника студентів

Метою навчального посібника є ознайомлення студентів факультету філології та журналістики з фаховою літературою, формування лексичних навичок, критичного мислення, творчих умінь. Навчальний посібник містить вправи передтекстового та післятекстового характеру. Вони, в свою чергу, поділяються на завдання, які спрямовані на: розуміння змісту тексту, орієнтування в логіко-композиційних зв'язках, висловлення власного ставлення до тексту, творчо-рефлексивного характеру, граматичного спрямування. Однак зазначаємо, що основною задачею всіх вправ є **комунікативна складова**.

У цьому посібнику студентам пропонуються завдання для самостійної роботи 3 блоками: 1 блок – на розуміння тексту / комунікативні; 2 блок –

граматичні / комунікативні; 3 блок – рефлексивно-креативно-інноваційно / комунікативні; 4 блок – рефлексивно-інноваційні-онлайнові / комунікативні . Завдання 1 блоку спрямовані на розуміння тексту-модуля та на рефлексивно-комунікативне відтворення засвоєної інформації; завдання 2 блоку спрямовані на повторення граматичного матеріалу на основі тексту-модуля та на комунікативне відтворення здобутих знань; завдання 3 блоку рефлексивно-комунікативного характеру, студентам пропонуються вправи на основі різних інноваційно-комунікативних технологій (метанавчання, BYOD, бріколаж, метод проектів, метод моделювання висловлювань, анотація газетних та журнальних статей), завдання 4 блоку спрямовані на виконання вправ інноваційного характеру на платформах British Council та TED Ed а саме, студентам пропонується виконати онлайн-вправи, де вони зможуть покращити свої навички письма, слухання, говоріння та одразу перевірити свої результати.

Метанавчання (англ. **Learning to Learn**) – це процес аналізу організації навчання, способів досягнення освітніх результатів і особистісної динаміки цих дій самим студентом. Метанавчання передбачає саморефлексію студента (суб'єкта освіти) стосовно його навчання, тобто він вчиться навчатися, раціонально організовувати власну освітню траєкторію, ставити адекватні цілі і успішно досягати їх. Тобто студенти задумуються про те як вони навчаються і що для цього потрібно зробити з допомогою різноманітних он-лайн інструментів. Іншими словами, студенти самі оцінюють своє навчання та результати його (комунікативним характером).

BYOD (англ. **Bring Your Own Devices**) - педагогічний принцип в основі якого лежить використання різноманітних гаджетів (смартфон, ноутбук, планшет), які є у студента. Наголошуємо, що цей прийом економить фінансові витрати при технічному оснащенні аудиторій. Головне, забезпечити вай-фай, доступ до інтернету і заздалегідь обговорити зі студентами з якою метою гаджет буде використаний.

Бріколаж (фр. bricolage) – термін, що використовується в різних дисциплінах, в тому числі в образотворчому мистецтві і в літературі, і що означає створення предмета або об'єкта з підручних матеріалів, або власне цей предмет або об'єкт. Наприклад, в музиці - це дерев'яні ложки або пилка – в якості музичних інструментів; в образотворчому мистецтві - збірні колажі. *Бріколаж в освіті* - це використання для навчання всього, що завгодно, крім спеціально створених інструментів на зразок підручників. Бріколер - це той, хто творить сам, самостійно, використовуючи підручні засоби, не використовуючи кошти, передбачені навчальним процесом. Найпростішим прикладом цієї технології є досліди на уроках хімії, коли про закони хімії та різних реакцій студенти не тільки опрацьовують теоретично, а ще й можуть самі це випробувати. Існує два види цієї технології: 1 – брати те, що під руками і використовувати в іншій якості; 2 – творити нове із вже використаного в минулому.

Метод проектів (англ. Project Work) – основною метою використання методу проектів в навчанні іноземної мови є чітке оволодіння студентами комунікативною компетенцією, тобто практичному засвоєнню іноземної мови.

В поняття комунікативної компетенції входять: • *мовна компетенція* - створення можливості вияву комунікативних умінь високого рівня у всіх видах мовленнєвої діяльності: аудіювання, говоріння, читання, переказ в межах поданої теми; • *лінгвістична компетенція* - оволодіння студентами лексикою за темою в якості необхідної основи для набуття мовленнєвих умінь; • *соціокультурна компетенція* - надбання знань про культуру країн досліджуваної мови; • *методична компетенція* - проявляється в умінні самостійно працювати з довідковою літературою, самостійно здобувати необхідну інформацію з різних галузей знань.

Крім того, проектне навчання сприяє: • підвищенню особистої впевненості учнів; • розвиває "командний дух", розвиває комунікабельність та вміння співпрацювати; • забезпечує механізм критичного мислення, вміння

шукати шляхи вирішення проблеми; • розвиває в студентів дослідницькі вміння.

Ми виділяємо наступні проекти: проекти-повідомлення або дослідницькі проекти (Information and Research projects); • проекти-інтерв'ю (Survey projects); • проект-виробництво (Production projects); • проекти-рольові ігри та драматичні вистави (Performance and Organisational projects).

Метод моделювання висловлювань (Method of Simulating statements)

– цей метод відрізняється від використання загальновідомих логіко-синтаксичних схем тим, що студенти самі на основі розмовного тексту вибудовують зміст і логіку свого висловлювання. Найпростішим прикладом може бути те, що студентам пропонується розповісти про ставлення до спорту членів їх сімей, використовуючи слова *always, and, sometimes, but*. Знаючи значення цих слів, студенти без особливих зусиль виконують це завдання. Також гарним прикладом цієї технології може бути створення викладачем якоїсь ситуації, де одному учаснику потрібно або переконати інших або розповісти про переваги якось явища.

Анотація газетної чи журнальної статті (англ. Annotation) – газети і журнали, як засіб масової інформації, дуже важливі для студентів взагалі, і на заняттях англійської мови зокрема, тому що подають актуальну інформацію, інформуючи про все, що відбувається в світі і навколо нас, таким чином поглиблюючи і розширюючи світогляд студентів.

Робота з газетною чи журнальною статтею поділяється на 3 етапи:

1 етап - робота з газетною статтею до її прочитання. Студентам пропонується переглянути весь номер газети і сказати, які рубрики він містить і які з них привернули увагу, пояснити чому. Для обговорення виконаної роботи можна використовувати опорні схеми.

2 етап - ознайомлювальне читання. На цьому етапі студенти переглядають ту статтю газети, яка привернула їхню увагу. На цьому етапі розгляду газетної статті можна виконати такі вправи: визначити за ілюстрацією,

про що розповідається в статті; прочитати заголовок і підзаголовок і сказати, про що буде йти мова; прочитати перший абзац і сказати, яку інформацію передає вся стаття; прочитати останній абзац і сказати, який зміст може передувати йому; прочитати перші фрази абзаців і навести ті питання, які будуть розглядатися в тексті; знайти інтернаціональні слова і за ними визначити тему тексту. Для перевірки виконання завдання можна використовувати опорні схеми.

3 етап - робота з текстом статті. Пошукове читання. Для здійснення такого виду читання пропонуються завдання типу: знайти відповідь на питання: коли відбулася подія? де воно відбулося? в якій країні...? хто його головні учасники? в якому абзаці міститься основна думка тексту? Цей вид роботи сприяє підвищенню мотивації до вивчення англійської мови і є ефективним засобом формування іншомовної культурологічної компетенції.

Рефлексивно-активізаційні вправи 4 блоку, в свою чергу, також поділяються на:

- ✓ аудіо-вправи на покращення навичок письма (professional profile, post on a class forum, report and others);
- ✓ аудіо-вправи на покращення навичок слухання (for agreeing and disagreeing, for asking a favour, for giving instructions and others);
- ✓ аудіо-вправи на покращення навичок говоріння (the introduction of a psychology lecture, the phone call from a customer, the conversation between two old friend and others);
- ✓ відео-вправи на покращення навичок говоріння, слухання, письма, аудіювання передбачають (stages: “Think”, “Dig Deeper” and “Discuss”).

Наприкінці роботи надаються списки рекомендованої та використаної літератури.

Додатки містять інформацію (в таблицях) стосовно основних аспектів граматики англійської мови та різні схеми.

UNIT 1.

LANGUAGE AND MEDIA

Exercise 1. Write the transcription of the following words. Read and memorize the words. Make sentences with them.

Media	ЗМІ
Mediator	Посередник
Language	Мова
Refusal	Відмова
Transmitted	Передано
Appropriate	Доречний
Sociolinguist	Соціолінгвіст
Interactions	Взаємодії
Perceivable	Той, що сприймається
Intervene	Втручатися

Exercise 2. Read and translate the following words paying attention to the way they are built. Determine their parts of speech.

Example: to translate – перекладати (verb)

translation, translator, media, medium, mediator, mediated, communicate, communication, communicative, community, spirit, spiritual, spiritualism, introduce, introduced, introduction, appear, appearance.

Exercise 3. Read and translate the text. Make an outline.

Media is a key term for the Toronto School of Communication Theory. It is a plural form, derived from the Latin medium, which translates as "medium" or "mediator." It means a substance through which force or any other effect is transmitted; it is mainly used in the context of spiritualism and a number of spiritual and esoteric practices. This does not mean at all that in this case one should refuse to

translate media into Ukrainian, especially since the translation of media as a means of communication is not only correct, but also entered the Ukrainian language back in the 1960s, when the refusal to translate and, accordingly, the introduction of English media into the Ukrainian language as Ukrainian “media” simply could not have occurred to anyone. Currently, means of communication are a broad concept that includes the whole set of technological means and communication techniques that serve to convey an information message to a specific consumer in one form or another: text, music, image. As for the term "media" introduced into Ukrainian language - and this required the appropriate financial resources and political influence - as evidenced by the appearance in Ukrainian universities of the departments, in the name of which this word appears - it is more often part of such new formations as media text, mass media, media space, media competence, media data, media communication, media addiction, new media, alternative media, social media, and so on. Due to their initial obscurity, they create difficulties for the people who use them to understand the objects they are talking about. It is not surprising that people who do not know English well and are poorly versed in communication issues often uncritically combine the word "media" into a single whole with such concepts as mass media, telecommunications.

Media language has always attracted the attention of linguists, particularly applied linguists and sociolinguists. There are four practical and principled reasons for this interest.

First, the media provide an easily accessible source of language data for research and teaching purposes. Second, the media are important linguistic institutions. Their output makes up a large proportion of the language that people hear and read every day. Media usage reflects and shapes both language use and attitudes in a speech community. For second language learners, the media may function as the primary or even the sole source of native-speaker models. Third, the ways in which the media use language are interesting linguistically in their own right; these include how different dialects and languages are used in advertising, how

tabloid newspapers use language in a projection of their assumed readers' speech, or how radio personalities use language and only language to construct their own images and their relationships to an unseen, unknown audience. Fourth, the media are important social institutions. They are crucial presenters of culture, politics, and social life, shaping as well as reflecting how these are formed and expressed. Media 'discourse' is important both for what it reveals about a society and for what it contributes to the character of society.

Language and media have been central to the mediation of social relations of all sorts throughout millennia, from the earliest cuneiform to LOL cats and the meme, making their relationship of interest across subfields of anthropology. But as objects of study, questions emerge, both of type and of scale, regarding what counts as language and what counts as media. All linguistic interactions are mediated in some way. Signs of spoken language are perceivable through the medium of vibrating air, a medium often excluded when considering "media."

If it is unusual to consider vibrating air a "medium," what of the differences between a note on a bar napkin and news broadcast? Both convey linguistic messages beyond the limits of physical co presence through visual media, but clearly mobilize social orders of different scales. And what counts as language? Is language speech? Languages of the Deaf prove otherwise, as they are also complete linguistic systems operating within a visual-manual modality. Speech is language, but language is more than speech. While spoken language has often been privileged within linguistics at the expense of other modalities, language has alternately been a metaphor ("visual grammar," "the language of film," etc.) or simply left unexamined within scholarship on visual and aural media forms.

This bibliography brings together studies adopting theoretical and methodological approaches including linguistic anthropology, variations sociolinguistics, sociology of language, media and discourse studies that address the study of language and media, media here understood as textual (writing, print), aural (radio, music, sound), visual (television, film), and digital (computer-mediated

communication), and that address questions such as the following: What are the affordances and constraints of different media for linguistic expression? How do media figure into the standardization of linguistic norms? Despite expectations to the contrary, the spread of radio broadcasting did not erase regional linguistic variation in the 20th century. Whether and how new communicative technologies intervene in contemporary processes of linguistic innovation is a promising arena for research.

Exercise 4. Match English words with their Ukrainian translation.

Affordance	Як засіб
Constraint	Посібник
As a means of	Доступність
Assumed	Обмеження
Manual	Припускається

Exercise 5. Decide if the statements are T (True) or F (False). Correct false ones.

1. Speech is language, but language isn't more than speech.
2. Media language has always attracted the attention of linguists, particularly corrective linguists.
3. The introduction of English media into the Ukrainian language as Ukrainian "media" simply could not have occurred to anyone.
4. For second language learners, the media may function as only the additional source of native-speaker models.
5. All linguistic interactions are mediated in some way.

1	2	3	4	5
F	F	T	F	T

Exercise 6. Combine the beginning and the end of the sentence.

Despite expectations to the contrary,	is not only correct, but also entered the Ukrainian language back
Media ‘discourse’ is important both for	who use them to understand the objects they are talking about.
Especially since the translation of media as a means of communication	vibrating air, a medium often excluded when considering “media.”
Signs of spoken language are perceivable through the medium of	the spread of radio broadcasting did not erase regional linguistic variation in the 20th century
Due to their initial obscurity, they create difficulties for the people	what it reveals about a society and for what it contributes to the character of society

Exercise 7. Match the numbers to the letters:

1. media	a. a means of effecting or conveying something
2. medium	b. an electronic system of transmitting transient images of fixed or moving objects together with sound
3. mediator	c. one that mediates between parties at variance
4. television	d. the process, art, or business of making movies
5. film	e. a channel or system of communication, information, or

Exercise 8. Answer the questions.

1. How do media figure into the standardization of linguistic norms?
2. Does Media usage reflect and shape language use or attitude in a speech community?
3. There are 15 new formations of “media” in Ukraine, aren’t they?
4. Is Media ‘discourse’ important for what it reveals about a society?
5. What can you say about linguistic interactions?

Exercise 9. Ask your own questions (5).

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

Exercise 10. Show your definition of such phenomena as:

Language media, dialect, linguistic, to mobilize.

Exercise 11. Read and translate the text. Be ready to retell it.

Kobzar (literally the ‘kobza player’ or ‘minstrel’). Originally the title of the first collection of poems by Taras Shevchenko, consisting of eight poems, mainly Romantic ballads, published by P. Martos in Saint Petersburg in 1840. The title has, with time, been applied to Shevchenko's poetic works in general. It has acquired a meaning symbolic of the Ukrainian literary and national rebirth because of the national spirit of Shevchenko's poetry and of the fact that two other editions of his works incorporating the title ‘Kobzar’ but including newer works appeared during his lifetime: *Chyhyrynskii Kobzar* i

Haidamaky (The Chyhyryn Kobzar and Haidamaky, Saint Petersburg, 1844) and Kobzar Tarasa Shevchenka (The Kobzar of Taras Shevchenko, Saint Petersburg, 1860). Shevchenko's exile, when he was forbidden to write, and the strict censorship of his poetry made it impossible for a complete edition of his works to appear until after his death. Subsequently many editions of Kobzar were published, each of which included previously unpublished poems. The most notable are the Osnova (1861–2) and D. Kozhanchikov (1867) editions.

Attempts at publishing a complete and definitive version resulted in the five-volume Kyiv–Leipzig edition (1918–21); and the first ‘full’ edition in 14 vols (vols 2–15), edited by Pavlo Zaitsev and published by the Ukrainian Scientific Institute in Warsaw (1934–7, in 14 vols published by Mykola Denysiuk Publishers, Chicago, 1959–61). In Soviet Ukraine there appeared a censored jubilee edition (edited by Volodymyr Zatonsky, Andrii Khvylya, and Yevhen Shabliovsky, 2 vols, 1935, 1937) and an equally ‘selected’ academic edition (edited by Oleksander Korniichuk, Pavlo Tychyna, Maksym Rylsky, et al, 5 vols, 1939). During the Second World War a jubilee edition under Leonid Biletsky's editorship had been prepared, but only one volume appeared, in 1942 in Prague; the remaining volumes were issued as a revised edition in Winnipeg (4 vols, 1952–4). A full but censored Soviet 10-volume academic edition was published under the editorship of Oleksander Biletsky (1949–53). It was not until the six-volume collected works of Taras Shevchenko were published in Kyiv in 1964 that the first full, uncensored edition of Shevchenko's poetry appeared in Soviet Ukraine.

Kobzar has been translated into all of the world's major languages. The most comprehensive English version appeared in Canada as *The Poetical Works of Taras Shevchenko: The Kobzar* (translated by Constantine Andrusyshen and Watson Kirkconnell, Toronto 1964).

Exercise 12. Make a short summary of the text using the substitutional chart:

This text / story is devoted to ...

At the beginning it describes ...

Then we get to know ...

Finally it says ...

It is interesting for ...

Exercise 13. Express your attitude to the given topic.

Exercise 14. Using the technologies “Project work” and “BYOD” prepare a small video clip by your own gadget. The themes are the next: “Ukrainian language in my everyday life”, “Different languages of Media”, “New formations of Media”.

Exercise 15. Choose any newspaper or magazine article in English and make the annotation to it using the given scheme (see. Appendix).

Exercise 16. Using technology “learning to learn” assess your knowledge and results for this module. What was difficult /new/interesting? Use the key-phrases: *I think, I’m sure, It seems to me, I can prove, I can estimate my results as, despite.*

Exercise 17. Learn how to write a professional profile. Follow this link and do the preparation task first. Then read the text and tips and do the exercises. At the end of each task push “finish” button to see the result, make a screenshot of it and be ready to send all screenshots via e-mail.

<https://learnenglish.britishcouncil.org/skills/writing/intermediate-b1/a-professional-profile>

Exercise 18. Follow this link and listen to the language they use for agreeing and disagreeing and practise saying the useful phrases.

Do the preparations exercise first. Then watch the video and do the exercises to check your understanding and practise the language. At the end of each task push “finish” button to see the result, make a screenshot of it and be ready to send all screenshots via e-mail.

<https://learnenglish.britishcouncil.org/skills/speaking/intermediate-b1/agreeing-disagreeing>

Exercise 19. Follow this link and listen to a conversation at a chemist's to practice and improve your listening skills. Do the preparation task first. Then listen to the audio and do the exercises. At the end of each task push “finish” button to see the result, make a screenshot of it and be ready to send all screenshots via e-mail.

<https://learnenglish.britishcouncil.org/skills/listening/intermediate-b1/at-the-chemist>

Exercise 20. Follow this link. Watch video “Three anti-social skills to improve your writing - Nadia Kalman” as many times as you need. Make sure that you are through all stages: “Think”, “Dig Deeper” and “Discuss”. All necessary translations and thoughts you are welcome to take down into your copy-book.

<https://ed.ted.com/lessons/three-anti-social-skills-to-improve-your-writing-nadia-kalman>

UNIT 2.

UKRAINIAN LITERATURE MASTERPIECES IN ENGLISH

Exercise 1. Write the transcription of the following words. Read and memorize the words. Make sentences with them.

Masterpiece	Шедевр
Fiction	Художня література
Inferior	Неповноцінний
Brilliant	Блискучий
Avant-garde	Авангард
Identity	Особистість
Convergence	Конвергенція
Beehive	Вулик
Heritage	Спадщина
Abandoned	Покинутий

Exercise 2. Read and translate the following words paying attention to the way they are built. Determine their parts of speech.

Example: to discover – досліджувати (verb)

discovery, view, overview, poet, poetry, write, writer, writings, read, reader, metaphor, metaphorical, live, lives, East, Eastern, occupy, occupied, intellect, intellectuals, image, imagery.

Exercise 3. Read and translate the text. Make an outline.

Ukrainian fiction is still a terra incognita for many reading people worldwide. For one thing, most people outside of Ukraine simply don't speak the language. And there's also a post-colonial bias against Ukraine: many think that its literature is simply a part of Russian culture, and inferior in quality. But they're wrong.

Ukraine has a unique and distinguished literary tradition. Andrukhovych, Zhadan, Zabuzhko, Prokhasko, Izdryk, Vynnychuk are already living legends; Savka, Kiyanovska, Kalytko, Rafeenko, Sofiya Andrukhovych, Bondar, Maljartschuk, Deresh, Lyubka, Sniadanko, Lutsyshyna, Dnistrovyi, Tsilyk, Babkina and many other writers in their 30s and 40s show variety of style, topics and taste.

Not all of them can be read in English, however – at least, not yet. But if you'd like to discover Ukraine's literature for yourself, these English translations are a great place to start.

The following brief overview can give you an idea of what you can be reading in English today.

Serhiy Zhadan began his career as a brilliant poet. His verses in 1990 revolutionized Ukrainian poetry: they were less sentimental, reviving the style of 1920s Ukrainian avant-garde writers like Semenko or Johanssen.

Zhadan's writings drew upon his homeland: the industrial landscapes of East Ukraine.

His style, meanwhile, switches between street slang and explosive (often religious) metaphors that hypnotize his readers. His prose is laconic and dynamic, less metaphorical than his poetry - but again focused on the lives of the "forgotten", mostly young people in Eastern Ukraine.

Voroshilovgrad (the Soviet name for Luhansk, now occupied by pro-Russian separatists and Russian troops) tells a story of a young man called Herman who left his home city Starobilsk (in the Luhansk region) but who has to come back to his native lands to protect something that belongs to him. And maybe to protect himself and his identity too.

Oksana Zabuzhko is one of the most read Ukrainian intellectuals and writers. She combines fiction with her own unique imagery, style, and philosophical ideas. This convergence of artistry and intellectuality distinguishes her writing among Ukrainian authors.

Zabuzhko's fight for women's emancipation is no less important for her than her fight for the emancipation of Ukrainian culture from Russian and Soviet dogmas. Her discourse is feminist and post-colonial; she combines feminism with patriotism in a way that would probably astonish some Western readers; it is difficult to classify her writings within the standard left vs. right political divide.

Museum of Abandoned Secrets is, perhaps, the most epic novel written by Zabuzhko – perhaps, in scope, the most epic in recent Ukrainian literature. It travels between different epochs (World War II, Stalinist USSR, and contemporary Ukraine) and explores questions about how Ukraine can remember its past, and how it can revive its national culture after decades of cruel oppression from totalitarian regimes.

A novel about how Ukraine can remember its past, and how it can revive its national culture after decades of cruel oppression.

Yuri Andrukhovych is another iconic personality in contemporary Ukrainian literature.

One of the founders of the Bu-Ba-Bu group in late 1980s (Bu-Ba-Bu stands for "Burlesque, Balagan (chaos), Buffoonery), together with Oleksandr Irvanets and Victor Neborak, he was among those who gave new life to a still-emerging Ukrainian literature. Bu-Ba-Bu marked a serious breakaway from socialist realism – the "official" genre of Soviet Ukraine – and from the 19th century focus on the suffering of the "common people". Instead, it focused on provocative humor and satire, narratives focused on the writer's subjective experience, bold riffs on cultural clichés, etc.

Perverzion is certainly among Andrukhovych's best novels. It tells a story of a Ukrainian artist Stas Perfetskyi who travels to Venice for an art festival and finds himself involved in bizarre, mystical adventures. The novel gives a sense of how Ukrainian literature regarded itself in the mid-1990s: keen on engaging with Europe and its cultural heritage, and keen on developing new narratives and imagery.

Ukrainian literature is keen on engaging with Europe and its cultural heritage, and keen on developing new narratives and imagery.

Andrey Kurkov is, perhaps, the most well-known Ukrainian writer outside of Ukraine. He's more famous internationally than he is domestically. He writes in Russian, but considers himself a Ukrainian author; he has openly defended Ukraine during the Euromaidan and the fight against Russian aggression. He is also among leading figures of the Ukrainian branch of the PEN-club, an international association of writers.

The Grey Bees is his newest novel, which will soon appear in English. It is set in modern Ukraine during the war in the East and Russian occupation; it tells the story of an ordinary beekeeper who travels across the frontline with his beehives.

The Grey Bees is set in modern Ukraine during the war in the East and Russian occupation; it tells the story of an ordinary beekeeper who travels across the frontline.

Exercise 4. Match English words with their Ukrainian translation.

Keen on	Образність
Engage with	Упередженість
Bias	Захоплюватись
Verse	Взаємодіяти з
Imagery	Вірш

Exercise 5. Decide if the statements are T (True) or F (False). Correct false ones.

1. It tells the story of an usual beekeeper who travels around the frontline with his honeycombs.
2. She combines feminism with sexism in a way that would probably merry some Western readers.
3. The following brief overview can give you an opinion of what you can watch in English theatres today.
4. Ukrainian fiction is still a terra incognita for many reading people worldwide.
5. Ukrainian literature is keen on engaging with Europe and its cultural heritage.

1	2	3	4	5
F	F	F	T	T

Exercise 6. Combine the beginning and the end of the sentence.

It is set in modern Ukraine during	less metaphorical than his poetry.
It focused on provocative humor and satire, narratives focused on	Russian culture, and inferior in quality.
His prose is laconic and dynamic,	the war in the East and Russian occupation
But if you'd like to discover Ukraine's literature for yourself,	these English translations are a great place to start.
Many think that its literature is simply a part of	the writer's subjective experience, bold riffs on cultural clichés.

Exercise 7. Match the numbers to the letters:

1. metaphor	a. a writing that formulates a concentrated imaginative awareness of experience in language chosen and arranged to create a specific emotional response through meaning, sound, and rhythm
2. verse	b. an invented prose narrative that is usually long and complex
3. poetry	c. figure of speech in which a word or phrase literally denoting one kind of

	object or idea
4. cliché	d. the idea expressed by it
5. novel	e. metrical writing distinguished from poetry especially by its lower level of intensity

Exercise 8. Answer the questions.

1. How many Ukrainian poets and writers have been translated into English?
2. Was the the Bu-Ba-Bu group founded at late 1980s or in the mid-1990s?
3. Oksana Zabuzhko is one of the most read Ukrainian intellectuals and writers, isn't she?
4. Can Kurkov's works revive our national culture after decades of cruel oppression?
5. What writer began his career as a brilliant poet?

Exercise 9. Ask your own questions (5).

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

Exercise 10. Show your definition of such phenomena as:

Fiction, writing, heritage, identity.

Exercise 11. Read and translate the text. Be ready to retell it.

Lesya Ukrainka (her true name was Larysa Kosach-Kvitka) was a fin-de-siècle Ukrainian writer and one of the key modernizers of Ukrainian literature of the late 19th - early 20th century. The only woman in the Ukrainian pantheon of

literature (which also includes Taras Shevchenko and Ivan Franko), Lesya Ukrainka was, perhaps, the most philosophical among the three. She is also one of the "mothers" of Ukrainian feminism.

Her writing is definitively centered upon great topics of European culture : early Christianity and the Roman Empire (*Rufin and Priscilla*), ancient Troy (*Cassandra*), the Don Juan legend (*Kaminnyi Hospodar*, *The Stone Master*) and many others. Even as it is grounded in history, however, Ukrainka's writing is directly relevant to modern Ukraine. *Cassandra*, for example, is a story about how a person willing to tell an uncomfortable truth is marginalized by her own community: a brief parable against contemporary populism.

Forest Song (Lisova Pisnia), meanwhile, finds its sources not in European history, but in Ukrainian folklore. It is magical and beautiful, mystical and lyrical: you don't just read it, you feel it, breath it, and drink it in.

Forest Song is magical and beautiful, mystical and lyrical: you don't just read it; you feel it, breathe it, and drink it in.

Taras Prokhasko is one of Ukraine's most enigmatic writers. A biologist by education, he writes his texts as if they were penetrating into the very mysteries of life. He sits comfortably in the tradition of Western mystical writers like Meister Eckhart, and among European fin-de-siècle poets like Hofmannsthal, and in the French *nouveau roman* tradition with its non-linear structures and broken narration.

Unsimple tells a story of strange people living through wars - but "story" is hardly a proper word for this text. It is closer to a meditation, or a prayer.

It should be read silently, and slowly.

Unsimple is closer to a meditation, or a prayer. It should be read silently, and slowly

Mykhailo Kotsiubynskyi set the heritage of European culture in a local Ukrainian context. This early 20th century novella about the traditional customs and legends of *hutsuls* in the Carpathian Mountains has become famous all over the world thanks to a movie by the same name filmed by Sergey Paradzhanov in 1964.

“Shadows” has become famous all over the world thanks to a movie by the same name filmed by Sergey Paradzhanov in 1964.

For his efforts, Paradzhanov was persecuted by the Soviet authorities, along with dozens of other representatives of the Ukrainian intelligentsia.

If you find this movie astonishingly beautiful (as we do), read the book it was based on – and you'll find it no less powerful. *“Shadows”* tells a love story – a kind of *hutsul* Romeo and Juliet about two young lovers whose families are at odds with each other, and that ends tragically. Its plot is charming and beautiful, but it also details the *hutsul* life, its myths and legends, its magic, tenderness and cruelty.

Exercise 12. Make a short summary of the text using the substitutional chart:

This text / story is devoted to ...

At the beginning it describes ...

Then we get to know ...

Finally it says ...

It is interesting for ...

Exercise 13. Express your attitude to the given topic.

Exercise 14. Using the technologies “Project work” and “BYOD” prepare a small video clip by your own gadget. The themes are the next: “Ukrainian fiction in my life”, «Different genres and their characteristics”, “Styles of Literature”.

Exercise 15. Choose any newspaper or magazine article in English and make the annotation to it using the given scheme (see. Appendix).

Exercise 16. Using technology “learning to learn” assess your knowledge and results for this module. What was difficult /new/interesting? Use the key-phrases: *I think, I’m sure, It seems to me, I can prove, I can estimate my results as, despite.*

Exercise 17. Learn how to write a post on a class forum. Follow this link and do the preparation task first. Then read the text and tips and do the exercises. At the end of each task push “finish” button to see the result, make a screenshot of it and be ready to send all screenshots via e-mail.

<https://learnenglish.britishcouncil.org/skills/writing/intermediate-b1/a-class-forum>

Exercise 18. Follow this link and listen to the language they use for asking a favour and practise saying the useful phrases.

Do the preparation exercise first. Then watch the video and do the exercises to check your understanding and practise the language. At the end of each task push “finish” button to see the result, make a screenshot of it and be ready to send all screenshots via e-mail.

<https://learnenglish.britishcouncil.org/skills/speaking/intermediate-b1/asking-favour>

Exercise 19. Follow this link and listen to the phone call from a customer to practise and improve your listening skills. Do the preparation task first. Then listen to the audio and do the exercises. At the end of each task push “finish” button to see the result, make a screenshot of it and be ready to send all screenshots via e-mail.

<https://learnenglish.britishcouncil.org/skills/listening/intermediate-b1/a-phone-call-from-a-customer>

Exercise 20. Follow this link. Watch video “10 ways to have a better conversation - Celeste Headlee” as many times as you need. Make sure that you are through all stages: “Think”, “Dig Deeper” and “Discuss”. All necessary translations and thoughts you are welcome to take down into your copy-book.

<https://ed.ted.com/lessons/10-ways-to-have-a-better-conversation-celeste-headlee>

UNIT 3.

OUR UNIVERSITY

Exercise 1. Write the transcription of the following words. Read and memorize the words. Make sentences with them.

Graduates	Випускники
Literacy	Грамотність
Obtain	Отримати
Chair	Кафедра
Appointed	Призначений
Thesis	Дисертація
Master	Опанувати
Master	Магістр
Compete	Змагатися
Applicant	Абітурієнт

Exercise 2. Read and translate the following words paying attention to the way they are built. Determine their parts of speech.

Example: to open – відкривати (verb)

opened, opening, graduate, graduates, high, higher, educate, education, create, creating, organize, organized, reorganized, study, studying, studies, build, building, skills, skilled, head, headed, develop, development, research, researcher.

Exercise 3. Read and translate the text. Make an outline.

Teacher education has a long history in Kirovohrad region. As far back as 1881 the additional VIII-th teacher training class was opened at the Public Girls' Gymnasium of Yelysavethrad town (Zhinocha Himnaziya). Its graduates used to become primary school teachers or engaged in "free teaching". At the beginning of

the XX century a people's teacher could also get education at teacher training courses or seminary.

The first real step to creating a higher pedagogical institution on Yelysavethrad land was opening on 1 June 1921 of Higher Teacher Training Courses that prepared primary schools teachers. The fight against illiteracy expanded in the region then, there was a lack of teachers in schools, so teacher training courses graduates worked not only on the primary level, but often became the teachers of all high school subjects, they also did a large community and educational work among the population.

In 1925 Teacher Training Courses were reorganized into Zinovyevsk Pedagogical College, which continued to train teachers for primary schools. There was a lack of money, equipment, studies. In 1927 the Pedagogical College obtained a building of the former Girls' High School, which became home for many generations of graduates of our university.

On 1 September 1939 along with the Teachers' Institute, Pedagogical Institute was being restored too. It consisted of three departments: Physics and Mathematics, Geography, Language and Literature with Russian and Ukrainian ones. In pre-war years the Kirovohrad Institute had grown into a large educational complex, consisting of full-day and part-time Pedagogical and Teachers' Institutes and Extension Teachers' Institute. 12 research chairs worked there with 62 persons of the faculty. The Institute had one academic building, 5 laboratories, 9 studies, library with 80 thousand volumes, a botanical garden with a green-house, and 3 workshops. Moreover, the Workers' Department worked at the Institute. From 1929 to 1941 Pedagogical and Teachers' Institutes of Kirovohrad trained 2025 highly skilled school teachers.

Sydor Karpovych Korolyuk was appointed for a post of Director and headed the Institute since 1936. Not later than on March 25 1944 classes started, 382 students were welcomed again. There was a lack of qualified teachers; repressions had a great impact too. Yet for the first time a small body of teachers and researchers had formed

in the Institute then. The following people worked there: Doctor of Mathematics - Livshyts, four associate professors and candidates of science, two senior teachers committed to defending thesis.

The Institute was developing, the number of departments and chairs was growing, and the quality of education and training was improving too. In 1956 the Physical Education Teachers' Training College became the Physical Education Department of the Institute. In 1959 the Pedagogy Department started its work, training elementary school teachers with higher education. In 1962 the English Language Department opened, and in 1967 – the Music and Pedagogy Department. The History Department resumed their work since September of 1978.

In the early 70's nearly 4 thousand students were mastering teaching profession in Kirovohrad State Pedagogical Institute. In 1978 Oleh Yevhenovych Polyarush became the Rector of the Pedagogical Institute, who remained in office for a quarter of a century. The rapid development of a small provincial institute and its transformation into a true scientific and educational center of the region was confirmed in 1982 when the Institute staff won the Socialist Competition among Higher Pedagogical Institutions of the USSR.

In the mid 90's the Pedagogical Institute enters the new frontiers of its progress. There was created Educational and Scientific Production Complex "“Continuing Education”", which included the best secondary education establishments of the region, the regional branch of the Small Academy of Sciences began their work, Master's Degree Programme was originated. In April 4, 1997 by the decree of the Cabinet of Ministers of Ukraine, Kirovohrad State Pedagogical Institute was granted the status of the State Pedagogical University. This event marked a new phase in the history of the higher pedagogical establishment in Kirovohrad.

From May 2003 till April 2005 the rector's post was occupied by the Doctor of Pedagogy, Professor Valeriy Viktorovych Radul.

In November 2005 the Doctor of Philology, Professor Hryhoriy Dmytrovych Klochek, was elected to be the rector of the University. In December 2010 Professor Vitaliy Ivanovych Zavina was elected to be a rector, but he tragically died. In July 2011 the Doctor of Philology, Professor Oleh Anatoliyovych Semenyuk became a rector of Kirovohrad State Pedagogical University.

Nowadays, the aim of educational activities of the Volodymyr Vynnychenko Centralukrainian State Pedagogical University is training a new generation of professionals with educational level, worthy of the best universities in the world. They can work in conditions of Ukraine's integration into the global community and compete in the global labor market. In recent years the University has met wide recognition and prestige among applicants, teaching and research community.

Exercise 4. Match English words with their Ukrainian translation.

Originate	Підтвердити
Department	Займатися
Recognition	Кафедра
Engage in	Виникати
Confirm in	Визнання

Exercise 5. Decide if the statements are T (True) or F (False). Correct false ones.

1. From May 2003 till April 2005 the rector's post was occupied by the Doctor of Pedagogy, Professor Valeriy Viktorovych Radul.
2. In December 2010 Professor Vitaliy Ivanovych Zavina was elected to be a rector, but he tragically died.
3. In recent years the University has become the least prestigious among applicants.
4. The first real step to creating a higher pedagogical institution on Yelysavethrad land was opening on 1 June 1881.

5. In 1982 a small provincial institute was recognized as the biggest on the territory of the former USSR.

1	2	3	4	5
T	T	F	F	F

Exercise 6. Combine the beginning and the end of the sentence.

The Institute was developing, the number of departments and	get education at teacher training courses or seminary.
At the beginning of the XX century a people's teacher could also	mastering promising modern professions and unforgettable student years!
From 1929 to 1941 Pedagogical and Teachers' Institutes of Kirovohrad	chairs was growing, and the quality of education and training was improving too.
European educational standards, the latest teaching methods,	dormitories were being built.
The Institute was expanding, new academic buildings,	trained 2025 highly skilled school teachers.

Exercise 7. Match the numbers to the letters:

1. Dormitory	a. the field of study that deals mainly with methods of teaching and learning in schools
2. Rector	b. relating to, or befitting a teacher or education
3. Pedagogical	c. a large room containing numerous beds

4. Educational	d. something (such as a sport or technique) that may be studied or learned like systematized knowledge
5. Science	e. the head of a university or school

Exercise 8. Answer the questions.

1. How many faculties of our university do you know?
2. Were there 12 or 23 research chairs on 1 September 1939?
3. In 1963 the English Language Department started its work, didn't it?
4. Wasn't our university granted the status of the State Pedagogical University by the President's Decree?
5. What can you say about today's life at the university?

Exercise 9. Ask your own questions (5).

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

Exercise 10. Show your definition of such phenomena as:

Simultaneously, Military Chair, Labour Market, Provincial Institute

Exercise 11. Read and translate the text. Be ready to retell it.

The central region of Ukraine constantly lacked senior forms teachers of seven years study schools. The reorganization of the educational system, which began in 1929, led to the formation of the first departments within the Pedagogical College, which marked the beginning of its transformation into a social education institute with a three-year term of study.

In 1933 the Social Education Institute reorganized into the Pedagogical Institute with the departments of Physics and Mathematics and Chemistry and Biology available for four years education term. The number of teachers increased to 32, 7 chairs were in work. In 1935 the Teachers' Institute with two-year study term formed at the Pedagogical Institute of Kirovohrad. At that moment there were 9 chairs, employing 54 teachers. In July 1937 Kirovohrad Institute simultaneously graduated students of both Pedagogical and Teachers' Institutes, and early sent the third year study students to work. 508 required qualified teachers of mathematics, chemistry and biology, natural history and geography were sent to the regional schools.

In September 1937, the third department - Language and Literature, with two divisions: Russian and Ukrainian – was organized at the Teachers' Institute. At that time 530 students studied there. Studies and educational work was being provided by 10 chairs: Physics, Mathematics, Natural Sciences, Chemistry, Pedagogy, Geography, Military and Physical Training, Russian Language and Literature, Ukrainian Language and Literature. There were founded 9 education classrooms, 5 laboratories. The Institute was growing, the number of students and teachers was increasing, and the material and technical resources were improving.

The Institute was expanding, new academic buildings, dormitories were being built. Laboratories continued to open. Great contribution to the development of the Pedagogical Institute had been made by its rector Fedir Hnatovych Ovcharenko, who began working in 1967. His life motto was the service to the people and the chosen profession.

Since 1921 to the present day, Volodymyr Vynnychenko Central Ukrainian State Pedagogical University has always had a special attitude of teachers and staff to its mission - not only to train highly qualified specialists, but also to be a center of educational activities. Currently, Volodymyr Vynnychenko Central Ukrainian State Pedagogical University is an authoritative institution in the system of higher education of Ukraine, which trains specialists in pedagogical and prestigious

classical specialties; has glorious cultural and educational traditions and creates unique opportunities for self-realization of young people in cognitive, scientific, social and other spheres of activity. Those who want to get an education at our university are guaranteed a strong professional training, European educational standards, the latest teaching methods, mastering promising modern professions and unforgettable student years!

Exercise 12. Make a short summary of the text using the substitutional chart:

This text / story is devoted to ...

At the beginning it describes ...

Then we get to know ...

Finally it says ...

It is interesting for ...

Exercise 13. Express your attitude to the given topic.

Exercise 14. Using the technologies “Project work” and “BYOD” prepare a small video clip by your own gadget. The themes are the next: “My university life”, «Different faculties of the university”, “Faculty of Philology and Journalism”.

Exercise 15. Choose any newspaper or magazine article in English and make the annotation to it using the given scheme (see. Appendix).

Exercise 16. Using technology “learning to learn” assess your knowledge and results for this module. What was difficult /new/interesting? Use the key-phrases: *I think, I’m sure, It seems to me, I can prove, I can estimate my results as, despite.*

Exercise 17. Learn how to write a report. Follow this link and do the preparation task first. Then read the text and tips and do the exercises. At the end of each task push “finish” button to see the result, make a screenshot of it and be ready to send all screenshots via e-mail.

<https://learnenglish.britishcouncil.org/skills/writing/intermediate-b1/a-report-on-a-student-meeting>

Exercise 18. Follow this link and listen to the language they use for apologising and practise saying the useful phrases.

Do the preparation exercise first. Then watch the video and do the exercises to check your understanding and practise the language. At the end of each task push “finish” button to see the result, make a screenshot of it and be ready to send all screenshots via e-mail.

<https://learnenglish.britishcouncil.org/skills/speaking/pre-intermediate-a2/apologising>

Exercise 19. Follow this link and listen to a team meeting about diversity to practise and improve your listening skills. Do the preparation task first. Then listen to the audio and do the exercises. At the end of each task push “finish” button to see the result, make a screenshot of it and be ready to send all screenshots via e-mail.

<https://learnenglish.britishcouncil.org/skills/listening/intermediate-b1/a-team-meeting-about-diversity>

Exercise 20. Follow this link. Watch video “The benefits of good posture - Murat Dalkilinç” as many times as you need. Make sure that you are through all stages: “Think”, “Dig Deeper” and “Discuss”. All necessary translations and thoughts you are welcome to take down into your copy-book.

<https://ed.ted.com/lessons/the-benefits-of-good-posture-murat-dalkinic>

UNIT 4.

WHAT IS JOURNALISM?

Exercise 1. Write the transcription of the following words. Read and memorize the words. Make sentences with them.

Journalism	Журналістика
Website	Вебсайт
Magazine	Журнал
Enterprise	Підприємство
Editorials	Редакційні статті
Interview	Інтер'вю
Investigation	Дослідження
Degree	Ступінь
Employer	Роботодавець
Range	Рівень

Exercise 2. Read and translate the following words paying attention to the way they are built. Determine their parts of speech.

Example: to distinguish – розрізняти(verb)

distinguished, identify, identifiable, journalism, journalist, story, stories, cover, uncover, sign, signed, unsigned, observe, observation, observing, count, encounter, employ, employer, employment.

Exercise 3. Read and translate the text. Make an outline.

Journalism is the activity of gathering, assessing, creating, and presenting news and information. It is also the product of these activities.

Journalism can be distinguished from other activities and products by certain identifiable characteristics and practices. These elements not only separate journalism from other forms of communication, they are what make it indispensable to

democratic societies. History reveals that the more democratic a society, the more news and information it tends to have.

Journalism is a form of writing that tells people about things that really happened, but that they might not have known about already. People who write journalism are called "journalists." They might work at newspapers, magazines, websites or for TV or radio stations. The most important characteristic shared by good journalists is curiosity. Good journalists love to read and want to find out as much as they can about the world around them.

Journalism comes in several different forms:

I. News

A. *Breaking news*: Telling about an event as it happens. B. *Feature stories*: A detailed look at something interesting that's not breaking news. C. *Enterprise or Investigative stories*: Stories that uncover information that few people knew.

II. Opinion

A. *Editorials*: Unsigned articles that express a publication's opinion. B. *Columns*: Signed articles that express the writer's reporting and his conclusions. C. *Reviews*: Such as concert, restaurant or movie reviews.

Online, journalism can come in the forms listed above, as well as: *Blogs*: Online diaries kept by individuals or small groups. *Discussion boards*: Online question and answer pages where anyone can participate. *Wikis*: Articles that any reader can add to or change.

The best journalism is easy to read, and just sounds like a nice, smart person telling you something interesting.

III. Reporting

How do you get the facts for your news story? By reporting!

There are three main ways to gather information for a news story or opinion piece: *Interviews*: Talking with people who know something about the story you are reporting. *Observation*: Watching and listening where news is taking place. *Documents*: Reading stories, reports, public records and other printed material.

The people or documents you use when reporting a story are called your "sources". In your story, you always tell your readers what sources you've used. So you must remember to get the exact spelling of all your sources' names. You want everything in your story to be accurate, including the names of the sources you quote.

Often, a person's name is not enough information to identify them in a news story. Lots of people have the same name, after all. So you will also want to write down your sources' ages, their hometowns, their jobs and any other information about them that is relevant to the story.

Whenever you are interviewing someone, observing something happening or reading about something, you will want to write down the answers to the "Five Ws" about that source: *Who are they? What were they doing? Where were they doing it? When they do it? Why did they do it?*

Many good reporters got their start by keeping a diary. Buy a notebook, and start jotting down anything interesting you hear, see or read each day. You might be surprised to discover how many good stories you encounter each week!

IV. Writing

Here are the keys to writing good journalism: Get the facts. All the facts you can. Tell your readers where you got every bit of information you put in your story. Be honest about what you do not know. Don't try to write fancy. Keep it clear.

Start your story with the most important thing that happened in your story. This is called your "lead." It should summarize the whole story in one sentence.

From there, add details that explain or illustrate what's going on. You might need to start with some background or to "set the scene" with details of your observation. Again, write the story like you were telling it to a friend. Start with what's most important, then add background or details as needed.

When you write journalism, your paragraphs will be shorter than you are used to in classroom writing. Each time you introduce a new source, you will start a new paragraph. Each time you bring up a new point, you will start a new paragraph.

Again, be sure that you tell the source for each bit of information you add to the story.

Commas go inside the closing quote mark when you are providing attribution. Sometimes, you can "paraphrase" what a source says. That means that you do not use the source's exact words, but reword it to make it shorter, or easier to understand. You do not use quote marks around a paraphrase, but you still need to write who said it.

Exercise 4. Match English words with their Ukrainian translation.

Paraphrase	Огляд
Column	Особливість
Review	Парафраза
Feature	Щоденник
Diary	Стовпчик

Exercise 5. Decide if the statements are T (True) or F (False). Correct false ones.

1. Journalism is the activity of gathering news and interviewing.
2. It is not necessary for a real journalist to be smart.
3. There are three main ways to gather information for a news story or opinion piece.
4. You do not use quote marks around a paraphrase, but you still need to write who said it.
5. The people you use when reporting a story are called your "documents".

1	2	3	4	5
F	F	T	T	F

Exercise 6. Combine the beginning and the end of the sentence.

You might need to start with some	are valued by many employers.
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background or	
Start with what's most important,	to "set the scene" with details of your observation.
Journalism is a form of writing that tells people about things that really happened,	then add background or details as needed.
Each time you bring up a new point,	but that they might not have known about already.
The degree also gives you more general skills that	you will start a new paragraph.

Exercise 7. Match the numbers to the letters:

1.Website	a. a meeting at which information is obtained (as by a reporter, television commentator) from a person
2.Blog	b. a published work
3.Story	c. a group of pages usually containing hyperlinks to each other and made available online by an individual, company, educational institution, government, or organization
4.Publication	d. a fictional narrative shorter than a novel
5.Interview	e. a website that contains online personal reflections, comments, and often hyperlinks, videos, and

Exercise 8. Answer the questions.

1. How many forms of Journalism do you know?
2. Will your journalist's paragraphs be shorter than you are used to in classroom writing?
3. Many good reporters got their start by keeping a diary, didn't they?
4. Shouldn't the journalists work at the newspaper and magazines offices to become good professional?
5. What can you say about Ukrainian journalism?

Exercise 9. Ask your own questions (5).

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

Exercise 10. Show your definition of such phenomena as:

Breaking News, Features Stories, Discussion boards ,Wiki.

Exercise 11. Read and translate the text. Be ready to retell it.

What can I do with journalism degree? If your aim is to work directly within journalism, it's vital that you build up a portfolio of work and gain as much relevant experience as possible. Working on a student newspaper, magazine or radio station will be helpful. You could also start your own blog to develop your writing style and interview techniques. Take advantage of any work placements on your course to gain experience and make contacts within the industry. You could also find opportunities by contacting TV production studios, radio outlets, magazines and newspapers. Show an enthusiasm for their subject matter and ask if they have any work experience

schemes. Writing voluntarily for websites, print publications or other media outlets will also add to your portfolio and display your skills.

If you want to work within journalism, you can find *employment in a range of organizations* such as: national, regional and local newspapers (print and online); radio and television stations; magazines; media and broadcast companies; creative digital media companies.

Outside of journalism and media, there are plenty of options for you to use your creativity and communication skills. Typical employers can include: PR consultancies; corporate communications agencies; advertising and marketing companies; charities. Other *common employers* include the Civil Service and further and higher education institutions. You can also find work in law, management, public administration and politics.

A journalism degree provides you with a range of core journalistic skills including researching, investigating, interviewing, reporting and writing, in addition to technical skills such as video, editing, shorthand, audio, content management and web design.

The degree also gives you more general skills that are valued by many employers. These include: critical analysis; resourcefulness; self-management; interpersonal skills; leadership; a flexible, creative and independent approach; to tasks the ability to meet deadlines; the capacity to communicate information effectively and clearly; the ability to listen and work productively in a team.

If you're looking to enter other career areas, options for further study include teaching and law qualifications, or postgraduate courses in areas such as marketing or PR. When deciding what to study, consider your career plan, academic interests and the degree you've taken. Successful completion of a course doesn't guarantee entry into a particular area of work, but it can enhance your skills and chances of employment. Almost a fifth (17%) of journalism graduates are working as journalists, newspaper and periodical editors. Other jobs in the top five include public relations, marketing associate and arts officers, producers and directors.

Exercise 12. Make a short summary of the text using the substitutional chart:

This text / story is devoted to ...

At the beginning it describes ...

Then we get to know ...

Finally it says ...

It is interesting for ...

Exercise 13. Express your attitude to the given topic.

Exercise 14. Using the technologies “Project work” and “BYOD” prepare a small video clip by your own gadget. The themes are the next: “Journalism in my life”, «Different forms of journalism”, “Ukrainian journalism”, “Journalism degree”.

Exercise 15. Choose any newspaper or magazine article in English and make the annotation to it using the given scheme (see. Appendix).

Exercise 16. Using technology “learning to learn” assess your knowledge and results for this module. What was difficult /new/interesting? Use the key-phrases: *I think, I’m sure, It seems to me, I can prove, I can estimate my results as, despite.*

Exercise 17. Learn how to write a thank-you message to a colleague. Follow this link and do the preparation task first. Then read the text and tips and do the exercises. At the end of each task push “finish” button to see the result, make a screenshot of it and be ready to send all screenshots via e-mail.

<https://learnenglish.britishcouncil.org/skills/writing/intermediate-b1/a-thank-you-message>

Exercise 18. Follow this link and listen to the language they use for giving instructions and practise saying the useful phrases.

Do the preparation exercise first. Then watch the video and do the exercises to check your understanding and practise the language. At the end of each task push “finish” button to see the result, make a screenshot of it and be ready to send all screenshots via e-mail.

<https://learnenglish.britishcouncil.org/skills/speaking/pre-intermediate-a2/giving-instructions>

Exercise 19. Follow this link and listen to the English teacher talk about listening to practise and improve your listening skills. Do the preparation task first. Then listen to the audio and do the exercises. At the end of each task push “finish” button to see the result, make a screenshot of it and be ready to send all screenshots via e-mail.

<https://learnenglish.britishcouncil.org/skills/listening/intermediate-b1/an-interview-about-listening-skills>

Exercise 20. Follow this link. Watch video “We can help you master public speaking - Chris Anderson” as many times as you need. Make sure that you are through all stages: “Think”, “Dig Deeper” and “Discuss”. All necessary translations and thoughts you are welcome to take down into your copy-book.

<https://ed.ted.com/lessons/we-can-help-you-master-public-speaking-chris-anderson>

UNIT 5.

7 INTERESTING FACTS ABOUT UKRAINIAN LANGUAGE

Exercise 1. Write the transcription of the following words. Read and memorize the words. Make sentences with them.

Ukrainian	Українська
Widespread	Поширений
Successfully	Успішно
Alphabet	Алфавіт
Corresponding	Відповідний
Guttural	Гортанний
Sonorous	Дзвінкий
Borrowings	Запозичення
Diminutive	Зменшувальний
Onomatopoeias	Ономатопеї

Exercise 2. Read and translate the following words paying attention to the way they are built. Determine their parts of speech.

Example: to speak – говорити (verb)

speaker, spoken, Ukraine, Ukrainian, add, additional, additionally, success, successfully, develop, developing, borrow, borrowing, borrowed, respect, respectable, major, majority, cute, cutesy, un-cute, surprise, surprisingly.

Exercise 3. Read and translate the text. Make an outline.

The Ukrainian language is one of the most widespread Slavic languages in the world, second only to Russian. Ranked by the number of native speakers, Ukrainian is the 26th most spoken language in the world. It is native to around 37 million people, additionally; it's the second language for another 15 million.

You'll find it mostly spoken in Ukraine, Russia, Moldova, Belarus, Romania, Poland, Slovakia, Kazakhstan, Canada, USA, and Brazil. Modern Ukrainian, according to the dictionary of the National Academy of Sciences of Ukraine, has around 256,000 words and it is included in the list of languages that are successfully developing. The language even has its own holiday — November 9, which is “The Day of Ukrainian writing and language” in Ukraine.

Below, you'll find 7 more interesting facts about this beautiful language.

1. **Two kinds of “Г”.** The Ukrainian alphabet actually includes two versions of the letter “Г”. One character corresponding to the “ordinary” Slavic “Г г”, stands for a fricative sound between “Г” and “Х”, as in the words “говорити” or “гора”. A character in the form of a letter “Ґ ґ” is a voiced sound. There are almost no original Ukrainian words with the letter “Ґ”, only onomatopoeias (for example, “ґава” — crow) and foreign borrowings (“ґанок” — porch, from German “Gang”). The letter is also used for the transmission of foreign own names with a voiced G: Ґете, Вінніпер. However, according to the current spelling rules using “Ґ” is optional and can be replaced by more common “Г”. This unique character appeared in Ukrainian alphabet only in the 1990s.

2. **The most common letter in Ukrainian alphabet is “П”.** The largest number of words begins with this character. There are even whole stories consisting of words beginning with letter only “П” — Приїздить, пане Павле,- писав поважний правитель повіту Полікарп. The sentence that starts the story means Come visit us, Mr. Pavel, — wrote the respectable ruler of the county Polycarp. The character “Ф” is

the least used letter of the Ukrainian alphabet. In the majority of cases, words which begin with this letter came to Ukrainian from other languages.

3. Calling all gentlemen. Nouns in Ukrainian have seven cases. One of them is the vocative case or, literally, “the calling case” — кличний. Historically, the “calling” form was an element of the Indo-European system of cases and existed in Latin, Sanskrit, and Ancient Greek. For example, the word “пан” (master, sir) has a vocative case, even in the plural — “панове”, which corresponds to the appeal of “gentlemen”.

4. Ukrainian likes it cute and sweet. The language is immensely rich in diminutive forms — the way to make a word more cutesy and “small”. (Think “kitty” from “kitten” or “Timmy” from “Tim.”) All personal names in addition to a neutral informal “short” name have also a rude-familiar or friendly and diminutive forms. Perhaps surprisingly, even such categorically un-cute words like “enemies” have their diminutive forms. In this case, вороженьки. This word is present even in the national anthem of Ukraine — Згинуть наші вороженьки, як роса на сонці (Our enemies will vanish like a dew in the sun).

5. You can say it another way. Some claim that Ukrainian has over 5 million synonyms. According to the publication “Brief Dictionary of Synonyms of the Ukrainian Language”, in which 4279 synonymous series were developed, the word “бити” (beat, hit, fight) has the most synonyms in the language — a total of 45. If you want to, you’re free to try to learn all of them — бити, переіцати, парити, шпарити, сікти, стьобати, хльостати, хвоїти, хворостити, маніжити, хвиськати, чесати, чустрити, чухрати, кулачити, стусувати, дубасити, духопелити, бухати, бухкотіти, гатити, гамселити, гателити, гилити, гніздити, голомшити, гріти, жарити, клепати, колошматити, кресати, лупити, лупцювати, локшити, луцтити, молотити.

6. Surzhyk — the mix of Russian and Ukrainian. “Surzhyk” (суржик) refers to the non-normative speech of Ukrainians, which includes elements of the Russian language. These are primarily lexical and, to a lesser extent, morphological,

while phonetics and grammar remain Ukrainian. Surzhyk was formed in the rural population as a result of a mixture of Ukrainian dialects with Russian spoken language. Surzhyk is common in Ukraine, as well as in the neighboring regions of Russia and also in Moldova. According to the Kyiv International Institute of Sociology, up to 18% of the total population of Ukraine communicate in this variant of the language. For instance — Шо ти щас робиш? instead of Що ти зараз робиш? or Як діла? instead of Як справи?.

7. Ukrainian isn't only European. Outside of Europe, Ukrainian has a semi-official status in the United States, in Cook County, Illinois. In this district, there are about 5.5 million people, including the city of Chicago, together with the suburbs. According to the representatives of the county's government, they had more than 27.000 uploads of information in Ukrainian. That became the reason why Ukrainian, along with 22 other languages, was chosen as one of the most used languages in the area.

Exercise 4. Match English words with their Ukrainian translation.

Fricative	Фонетика
Vocative	Представник
Representative	Морфологія
Morphology	Окличний
Phonetics	Фрикативний

Exercise 5. Decide if the statements are T (True) or F (False). Correct false ones.

1. Surzhyk was formed in the rural population as a result of a mixture of Ukrainian dialects with Russian spoken language.
2. The Ukrainian language is the most widespread languages in the world.
3. The word “enemies” is present even in the national anthem of Ukraine.
4. Ukrainian, according to the dictionary of the National Academy of Languages of Ukraine, has around 2,000 words.
5. Historically, the “calling” form was an element of the Afro-American system of cases and existed in Latin, Sanskrit, and Ancient Italian.

1	2	3	4	5
T	F	T	F	F

Exercise 6. Combine the beginning and the end of the sentence.

Surzhyk is common in Ukraine, as well as	try to learn all of them.
If you want to, you're free to	in the neighboring regions of Russia and also in Moldova.
All personal names in addition to a neutral informal "short" name have also	the 26th most spoken language in the world
Ranked by the number of native speakers, Ukrainian is	a rude-familiar or friendly and diminutive forms.
The language even has its own holiday — November 9, which is “	The Day of Ukrainian writing and language” in Ukraine.

Exercise 7. Match the numbers to the letters:

Suburb	a "macaronic language"
Familiar	to a very great degree or extent
Transmission	an outlying part of a city or town
Surzhyk	an intimate associate
Immensely	the act or process of transmitting by names or sounds

Exercise 8. Answer the questions.

1. How many people in the world speak Ukrainian?
2. Are there about 200 000 or 500 00 words in Ukrainian language?
3. Surzhyk isn't world widespread language, is it?
4. Isn't Ukrainian one of the most melodic languages on our planet?
5. What can you say about the synonymous series in Ukrainian?

Exercise 9. Ask your own questions (5).

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

Exercise 10. Show your definition of such phenomena as:

Common language, informal language, foreign borrowing, diminutive form.

Exercise 11. Read and translate the text. Be ready to retell it.

The day of Ukrainian literature and language.

For every man its language – is the best, the most moving and this is a common knowledge. Language is an invaluable treasure of the people, the most important chronicle of life. To master this treasure, man must constantly strive to realize that exists a complex science of the native language.

1921-1933th years were characterized by active Ukrainianization of science and public administration in Soviet Ukraine. 4-10th of April 1923 at the VII Conference of the Communist Party (Bolsheviks) of Ukraine adopted a decision on Ukrainianization of government agencies.

Today is becoming prestigiously talk on polished Ukrainian language, there is an understanding that a thorough knowledge of the language - an important profессиogram of the people in different professions. The revival of the language is relevant and uncontested, which is targeted both on the historical perspective and on

the future of intellectual elite in a developed nation that would be felt by modern humans, especially worthy citizens of Ukraine and around the world.

Every year on November 9, Ukraine celebrates Day of Ukrainian Writing and Language. The holiday was established to honor the memory of St. Nestor the Chronicler, the Old-Russian writer, hagiographer and chronicler, the author of the Primary Chronicle.

Since 2000, the All-Ukrainian radio dictation of national unity is traditionally held on this day, its purpose is to unite all those who care around the Ukrainian word and to promote our native language.

A language plays an important role in the consolidation and self-identity of society; it is one of the main achievements of every nation's culture, as it reflects its historical path. The Ukrainian language stands out among other languages thanks to its melodiousness. Its sources date back to very old times. Ivan Kotlyarevsky is considered to be the founder of the modern Ukrainian literary language, but it is Taras Shevchenko who made the most significant contribution to the formation of the single linguistic and stylistic system of the Ukrainian language and who raised it to the national level. Today, the Ukrainian language is native for more than 40 million people living in Ukraine and abroad, and it is one of the most widespread Slavic languages.

Today is no exception as a number of radio stations aired the dictation live across the country. Anyone willing to have their spelling checked by professionals is invited to file their handwritten works at rd@ukr.radio until the end of the day on November 10.

Exercise 12. Make a short summary of the text using the substitutional chart:

This text / story is devoted to ...

At the beginning it describes ...

Then we get to know ...

Finally it says ...

It is interesting for ...

Exercise 13. Express your attitude to the given topic.

Exercise 14. Using the technologies “Project work” and “BYOD” prepare a small video clip by your own gadget. The themes are the next: “Geography in my life”, «Different global warming characteristics”, “Branches of Geography”.

Exercise 15. Choose any newspaper or magazine article in English and make the annotation to it using the given scheme (see. Appendix).

Exercise 16. Using technology “learning to learn” assess your knowledge and results for this module. What was difficult /new/interesting? Use the key-phrases: *I think, I’m sure, It seems to me, I can prove, I can estimate my results as, despite.*

Exercise 17. Learn how to write an email to invite someone to a job interview. Follow this link and do the preparation task first. Then read the text and tips and do the exercises. At the end of each task push “finish” button to see the result, make a screenshot of it and be ready to send all screenshots via e-mail.

<https://learnenglish.britishcouncil.org/skills/writing/intermediate-b1/an-email-to-invite-someone-to-a-job-interview>

Exercise 18. Follow this link and listen to the language they use for keeping a conversation going and practise saying the useful phrases.

Do the preparation exercise first. Then watch the video and do the exercises to check your understanding and practise the language. At the end of each task push “finish” button to see the result, make a screenshot of it and be ready to send all screenshots via e-mail.

<https://learnenglish.britishcouncil.org/skills/speaking/intermediate-b1/keeping-conversation-going>

Exercise 19. Follow this link and listen to the introduction of a psychology lecture to practise and improve your listening skills. Do the preparation task first. Then listen to the audio and do the exercises. At the end of each task push “finish” button to see the result, make a screenshot of it and be ready to send all screenshots via e-mail.

<https://learnenglish.britishcouncil.org/skills/listening/intermediate-b1/an-introduction-to-a-lecture>

Exercise 20. Follow this link. Watch video “Jabberwocky”: One of literature's best bits of nonsense” as many times as you need. Make sure that you are through all stages: “Think”, “Dig Deeper” and “Discuss”. All necessary translations and thoughts you are welcome to take down into your copy-book.

<https://ed.ted.com/lessons/jabberwocky-one-of-literature-s-best-bits-of-nonsense>

UNIT 6.

20 ARTISTIC TOOLS THAT MAKE UKRAINIAN LITERATURE BRIGHTER

Exercise 1. Write the transcription of the following words. Read and memorize the words. Make sentences with them.

Epithet	Епітет
Hyperbola	Гіпербола
Litotes	Літота
Metaphor	Метафор
Metonymy	Метонімія
Refrains	Рефрен
Antithesis	Антитеза
Assonance	Ассонанс
Panegyric	Панегирик
Oxymoron	Оксиморон

Exercise 2. Read and translate the following words paying attention to the way they are built. Determine their parts of speech.

Example: to understand – розуміти (verb)

understandable, differ, different, emotion, emotional, figure, figurative, poet, poetic, happy, happiness, rhythm, rhythmic, rhythmically, verb, verbal, exaggerate, exaggeration, possible, impossible, impossibility.

Exercise 3. Read and translate the text. Make an outline.

Literature is art! And in every art form people pay attention to something amazing, charming, beautiful. In the literature, this effect is achieved through the use

of artistic means. Applicants need not only to know them, but also to understand how they differ from each other.

1. **An epithet** is an artistic definition of an object or event that helps to express the essence and provides an emotional characteristic. It is also a poetic and figurative image. Epithets can be like nouns: the thrill of happiness, but most often epithets are adjectives: deep silence, golden happiness, a strong hand, a proud soul. Do not forget that adverbs can also be epithets: "the waters rhythmically, relentlessly carried him in their warm arms ...".

2. **Comparison** is a verbal expression of the comparison of two similar objects or phenomena in some characteristic in order to determine certain features of one of them through comparison with another. There are several types of comparisons: a) simple - in it one object or phenomenon is compared with one or more homogeneous features; a young man like a sycamore b) common, when an object or phenomenon is compared with several features simultaneously; c) connecting, in which the image is presented after the subject; d) negative - in this comparison there is an opposition of two objects.

3. **Allegory, alienation** - is the transfer of properties and characteristics of one object or phenomenon to another to better reflect the image. Thus formed a figurative meaning.

4. **Hyperbole** is an artistic exaggeration of real facts. For example, as in these examples: I've said it a thousand times! Fast as lightning!

5. **Litotes**- excessive minimization of phenomena in fiction. Litota is the antithesis of hyperbole, but is much less common than excessive exaggeration.

6. **Metaphor** (or *hidden comparison*) is a means of literature when words are intentionally used in their indirect meaning. On the one hand, the metaphor is very similar to a comparison, but it is harder to notice. After all, there are no words "like", "how" and others in the metaphor that indicates the comparison of objects. In order to correctly define a metaphor, it is necessary to have a good understanding of the semantics and vocabulary of artistic expressions. Metaphors are of 3 types: a) erased

- these metaphors have already lost their imagery; there are rumors, the eye of the needle b) figurative common language metaphors; warm atmosphere, time is running out c) individual-author figurative metaphors; torch sky blooms with pitchers of clouds.

7. **Metonymy** is a type of comparison of concepts in fiction, when one concept is used with the properties of another; there is a change of the name of one object or phenomenon to another due to the adjacency of some of their characteristics, but the similarity between these concepts is not observed. A kind of metonymy is synecdoche - a means of quantitative replacement of concepts, in which a single phenomenon is replaced by a quantitative or vice versa.

8. **Irony** is one of the ways of comic perception of reality, which contains hidden ridicule and cunning over facts or people. The main feature of the application of irony is that the author seeks to show the true opposite of meaning, which is hidden. To highlight the irony, you need to feel the double meaning of the expression.

9. **Refrains** - a means of literature, which uses repeated repetition of certain words or even expressions in order to emphasize their importance. Refrains include such literary means as anaphora, epiphora and tautology. *Anaphora* - a means of fiction, which expresses the only beginning. That is, it is a lexical repetition of the same expression, for example, at the beginning of each line of a poem or a periodic repetition of an expression throughout the work. *The epiphora* is an artistic means similar to the anaphora and opposite to it. After all, the use of the epiphora is determined by the repetition of endings in works of art. Epiphores are used in poetry as well as in prose and drama. *A tautology* is a repetition of a word close in meaning and sound.

10. **Rhetorical figures** are means of language expression that enhance the reader's attention to a particular expression. Rhetorical figures are divided into 4 types: a) rhetorical appeals are appeals to absent people or concepts that are abstract; b) rhetorical questions - those types of questions that do not require answers; c) rhetorical assumptions - is the answer to an imaginary question, which did not really

exist; d) rhetorical exclamation is a way of figurative expression of too strong feeling; e) rhetorical statement is a means of literature that shows the impossibility of denying the words spoken by the author.

11. **Antithesis** is a means of comparing objects. But unlike comparison, these objects must be opposite in their lexical meaning. The most common antithesis can be found in aphorisms, proverbs and sayings.

Exercise 4. Match English words with their Ukrainian translation.

Lightning	Явір
Sycamore	Однорідний
Homogeneous	Блискавка
Relentlessly	Суміжність
Adjacency	Невблаганно

Exercise 5. Decide if the statements are T (True) or F (False). Correct false ones.

1. The most common antithesis can be found in aphorisms, rhetorical questions.
2. Do not forget that verbs can also be epithets.
3. The main feature of the application of irony is that the author seeks to show the true opposite of meaning.
4. After all, there are no words "like", "how" and others in the metaphors that indicate the comparison of objects.
5. The use of the epiphora is determined by the repetition of beginnings in works of art.

1	2	3	4	5
F	F	T	T	F

Exercise 6. Combine the beginning and the end of the sentence.

A tautology is a repetition of	certain words or even expressions in
--------------------------------	--------------------------------------

	order to emphasize their importance.
Refrains - a means of literature, which uses repeated repetition of	in the literature, which combines words, each of which expresses the opposite meaning.
The most common antithesis can be found in	a word close in meaning and sound.
Applicants need not only to know them,	but also to understand how they differ from each other.
An oxymoron is an interesting tool	aphorisms, proverbs and sayings.

Exercise 7. Match the numbers to the letters:

Aphorism	a brief popular epigram or maxim
Proverb	a concise statement of a principle
Inversion	something that manifests, embodies, or symbolizes something else
Phenomena	a change in normal word order
Expression	an object or aspect known through the senses rather than by thought or intuition

Exercise 8. Answer the questions.

1. What artistic tool is most often used in Ukrainian?
2. Is it important to use such means of literature?
3. A tautology is a repetition of a word close in meaning and sound, isn't it?
4. Is Antithesis a means of comparing objects or calling them?
5. What do you think about paradoxes?

Exercise 9. Ask your own questions (5).

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

Exercise 10. Show your definition of such phenomena as:

Inverted order, sharp criticism, gradual increase, paradoxical nature.

Exercise 11. Read and translate the text. Be ready to retell it.

**20 ARTISTIC TOOLS THAT MAKE UKRAINIAN LITERATURE
BRIGHTER (continuation)**

12. **Alliteration** is a technique in the style of a work, in which the repetition of individual consonants is used for the purpose of emotional deepening.

13. **Assonance** is a stylistic device, very similar to alliteration, in which there is a repetition of vowel sounds. This tool enhances the musicality of poetic terms. For example, as here: "There was a thunderstorm, and thunder thundered, He loved to thunder so much, That he was trembling, that he was burning On the grass and on the flowers." (Mykola Vingranovsky)

14. **Inversion** is a change of word order to which we are so accustomed. Usually in the Ukrainian language the direct order of words is a movement from the

already known to the unknown, while the inverted order of words destroys the construction familiar to us.

15. **Graduation** - a means of literature, which is a gradual increase or, conversely, the suppression of emotional significance. The gradation becomes even more pronounced in combination with the anaphora. For example, let's remember the most popular expression of Julius Caesar "I came, I saw, I won.

16. **Invective** - is an ancient means of literature, which consists in a sharp satirical accusation of certain phenomena or persons. Unlike the irony of the invective, he openly ridicules some objects. These can be harsh speeches, accompanied by sharp criticism.

17. A **panegyric or solemn speech** is a sharp glorification of a person or phenomenon in literature. The panegyric is most often used where it is necessary to show the glorification of some remarkable event or feat of an incredible person. This term originates in the works of ancient Greece and Rome. This term of literature is easy to distinguish if you see the solemn praise of a person or even the whole nation.

18. **Symbol** - the replacement of an incomprehensible abstract concept concrete concrete symbolic image. The symbol reveals the essence of a concept, phenomenon or object, thus extending the common meaning of words.

19. An **oxymoron** is an interesting tool in the literature, which combines words, each of which expresses the opposite meaning. Readers are often attracted by the paradoxical nature of the phrase. There are many examples of oxymorons in modern literature: ringing silence, icy fire, squaring a circle.

20. **Parallelism** is a means of fiction in which the image of similar objects in parallel. In parallelism, the similarity of these objects is used and a clear analogy of the same phenomena in different spheres of life can be observed.

Exercise 12. Make a short summary of the text using the substitutional chart:

This text / story is devoted to ...

At the beginning it describes ...

Then we get to know ...

Finally it says ...

It is interesting for ...

Exercise 13. Express your attitude to the given topic.

Exercise 14. Using the technologies “Project work” and “BYOD” prepare a small video clip by your own gadget. The themes are the next: “Geography in my life”, «Different global warming characteristics”, “Branches of Geography”.

Exercise 15. Choose any newspaper or magazine article in English and make the annotation to it using the given scheme (see. Appendix).

Exercise 16. Using technology “learning to learn” assess your knowledge and results for this module. What was difficult /new/interesting? Use the key-phrases: *I think, I’m sure, It seems to me, I can prove, I can estimate my results as, despite.*

Exercise 17. Learn how to write a reflective text about a learning experience. Follow this link and do the preparation task first. Then read the text and tips and do the exercises. At the end of each task push “finish” button to see the result, make a screenshot of it and be ready to send all screenshots via e-mail.

<https://learnenglish.britishcouncil.org/skills/writing/intermediate-b1/reflective-writing>

Exercise 18. Follow this link and listen to the language they use for meeting face-to-face and practise saying the useful phrases.

Do the preparation exercise first. Then watch the video and do the exercises to check your understanding and practise the language. At the end of each task push “finish” button to see the result, make a screenshot of it and be ready to send all screenshots via e-mail.

<https://learnenglish.britishcouncil.org/skills/speaking/meeting-face-to-face>

Exercise 19. Follow this link and listen to the conversation between two students to practise and improve your listening skills. Do the preparation task first. Then listen to the audio and do the exercises. At the end of each task push “finish” button to see the result, make a screenshot of it and be ready to send all screenshots via e-mail.

<https://learnenglish.britishcouncil.org/skills/listening/intermediate-b1/arriving-late-to-class>

Exercise 20. Follow this link. Watch video “What do all languages have in common? - Cameron Morin” as many times as you need. Make sure that you are through all stages: “Think”, “Dig Deeper” and “Discuss”. All necessary translations and thoughts you are welcome to take down into your copy-book.

<https://ed.ted.com/lessons/what-do-all-languages-have-in-common-cameron-morin>

UNIT 7.

THE PROS AND CONS OF BLOGGING

Exercise 1. Write the transcription of the following words. Read and memorize the words. Make sentences with them.

Meanwhile	Тим часом
Bemused	Збентежений
Domain	Домен
Upfront	Наперед
Plumbing	Сантехніка
Bylines	Підказки
Monetize	Монетизувати
Compatibility	Сумісність
Entrepreneur	Підприємець
Misconceptions	Помилки

Exercise 2. Read and translate the following words paying attention to the way they are built. Determine their parts of speech.

Example: to establish – встановити (verb)

establishment, blog, blogging, blogger, believe, believer, unbelievable, unbelievably, necessary, necessity, necessarily, ad, advertising, plumbing, plumbers, pray, prayers, qualify, qualified.

Exercise 3. Read and translate the text. Make an outline.

Remember when blogging was just something teenagers did? Services like LiveJournal and Blogger made it so you didn't have to be a web designer to have your own blog, and were soon pushed out by newer platforms like WordPress, Tumblr, and Medium. Meanwhile, news blogs became known for their ability to break stories faster than older forms of media and grew into massively complex

operations like *The Huffington Post*. While newspapers that started in print were at first, many of them soon established blogs of their own.

The Pros of Blogging

1. Easier Than Ever. Services like WordPress.org and Medium allow every one of your posts to come out looking crisp, professional, and on-theme, while web page builders like Wix and Weebly make it unbelievably simple to build a great-looking blog on your own domain. Blogs can now be build from scratch with just a few clicks, allowing you to spend more time crafting great content.

2. Low Startup Costs. Lots of people think that to start a great blog, you have to drop a huge sum of money. Not true. Yes, there are plenty of chances to spend money on your blog as it grows: social media ads, marketing automation tools, and other investments can help establish you and boost traffic. But to make your first few posts, all you need is a platform, a keyboard, and something to say. Starting is free, and spending money upfront isn't necessarily a good idea. After all, you can't buy a loyal following. Only good content can do that.

3. Drives Traffic To Your Website. Web surfers might not necessarily want to visit your website on its own merits, awesome as it might be. If you're advertising plumbing services, for example, there's not much to set you apart from all the other plumbers in your area.

4. Builds a Community. One of the most exciting aspects of blogging is attracting loyal followers. Getting a real conversation going is more interesting than just one person talking, and there's no thrill like discovering your work has truly spoken to someone.

5. Showcases Your Work. Hoping to build a career writing on the internet, but haven't yet gotten any bylines? Blogging could be the answer to your prayers. One caveat: if you're going to use your blog as your portfolio, you have to pay twice as much attention to format, punctuation, grammar, and syntax. Imagine each post is a cover letter, but don't forget to have fun!

6. Easy to Monetize. There are whole plethoras of ways to make money from a blog once you've gotten one established. As we mentioned above, blogs can make money via subscriptions or Patreon donations, but can also be great tools for driving traffic to your online store — or your brick-and-mortar business. But the buck doesn't stop there. Selling ad space, promoting sponsored content, and earning commissions through affiliate links are all excellent ways you can turn your blog into a money-maker.

7. It's Fun. As much work as blogging takes to make everything go right, getting your content on the page can be a great time in its own right. Imagine coming back from your dream vacation and crafting the perfect post, complete with photos and videos that makes all your friends and followers feel like they were there too. A blog doesn't have to be just a tool — it can be a hobby as well!

The Cons of Blogging

1. A Crowded Market. According to GrowthBadger.com, there are over 600 million blogs currently online, or just under one for every ten humans on the planet. It's a sad truth that the best time to start a blog was yesterday, and everybody who writes one has to compete with the same overcrowded field. The good news is that it's still absolutely possible for a well-written blog to find an audience — but you can't rely on content alone.

2. Demands Consistency. Experts tend to agree: the only way to build an audience is to update consistently. Imagine two blogs on the same subject, written by equally qualified experts — but one updates like clockwork every Monday and Thursday, while the other puts out posts whenever the author feels like it.

3. Do Everything Yourself. It's not just keeping to a schedule. When you're starting out as a blogger, being the only one in charge of a web project can be exciting and freeing — but unless your blog is solely a personal hobby site, it also requires you to think like an entrepreneur.

4. Good Content Isn't Easy. Of course, you also have to think like a creator and have a strategy for content as well as marketing. Ask yourself how long you think you could continue generating posts on the topic you've chosen. If it's less than six months, you might need to shift or broaden your focus.

5. Potential Technical Issues. Depending on what platform you use to post your blog, you may be more or less likely to encounter technical problems. The general rule, though, is that the more you want to control how your blog looks and feels, the more likely you are to run into technical problems such as a slow loading website, blank screens, and plugin/theme compatibility issues.

Exercise 4. Match English words with their Ukrainian translation.

brick-and-mortar	безліч
plethora	партнерський
boost	прихильність
affiliate	цегляно-будівельний розчин
commitment	підсилення

Exercise 5. Decide if the statements are T (True) or F (False). Correct false ones.

1. There are more Pros than Cons of blogging.
2. It's easy to make money by blogging today than ever.
3. The more you want to control how your blog looks and feels, the more likely you are to run into money problems and problems with Government.
4. If you're advertising plumbing services, there's a great chance to create one general chat for all the other plumbers in your area.
5. The good news is that it's still absolutely possible for a bed-written blog to find an audience.

1	2	3	4	5
T	T	F	F	F

Exercise 6. Combine the beginning and the end of the sentence.

As much work as blogging takes to make everything go right,	getting your content on the page can be a great time in its own right.
When you're starting out as a blogger,	but don't forget to have fun!
Imagine each post is a cover letter,	being the only one in charge of a web project can be exciting and freeing.
A blog doesn't have to be just a tool	you may be more or less likely to encounter technical problems.
Depending on what platform you use to post your blog,	— it can be a hobby as well!

Exercise 7. Match the numbers to the letters:

1. Blog	a. a small piece of software that supplements a larger program (such as a browser)
2. Donation	b. current information for updating something
3. Hobby	c. a pursuit outside one's regular occupation engaged in especially for relaxation
4. Update	d. the making of a gift especially to a charity or public institution
5. Plugin	e. a website that contains online personal reflections, comments, and

	often hyperlinks, videos, and photographs provided by the writer
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Exercise 8. Answer the questions.

1. Why way does fun content influence the popularity of the blog in?
2. Shouldn't you keep well-writtn content in order to have good attitude in a blog community?
3. There is no chance to make money by blogging in Ukraine, is it?
4. Is blogging important for what it reveals about a society or about one's personality?
5. What do you think about blogging?

Exercise 9. Ask your own questions (5).

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

Exercise 10. Show your definition of such phenomena as:

Hyperlink, dedicated, subscription, to monetize.

Exercise 11. Read and translate the text. Be ready to retell it.

Should You Start a blog?

Starting and maintaining a blog can be a big undertaking, and there are a lot of pros and cons of blogging. Whether it's to creatively make money online or simply to establish the know/like/trust factor for potential clients, there can be a ton of value that comes out of blogging.

But before starting a blog, people often have misconceptions about what it's like:

- “Blogging's not hard; you just write some posts and publish them.” (It's actually a big commitment to do a regular blog that's making money online.)
- “No one will read what I write, so why bother?” (But people will read it if you write good content for your niche!)
- “Blogging sounds like too much work to get started.” (It's a lot of work but it can be worth it!)
- “I don't have any money, so I can't start a blog.” (Luckily, it doesn't cost much at all to get started.)

I thought it would be helpful to break down some of these misconceptions – specifically by taking a look at the pros and cons of blogging. These are all helpful to be aware of before or while starting your own blog!

Given all the work it takes and the huge amount of blogs already out there, do we recommend starting another one? Absolutely — so long as you can put in the work.

The truth is that blogs caught on 20 years ago, and have saturated the market since then, for a reason: they've never stopped being one of the most effective, efficient, and fun ways to get the word out about your brand.

No matter what its purpose, a good blog wins dedicated followers, people who incorporate it into their days in a way that never happens with even the best-targeted marketing campaigns.

Blogs add value to people's lives that doesn't cost them a cent (unless you count the internet connection), and sometimes, that's all they need to do — but if your blog is good at that, people will be willing to follow you further, and turn from readers to customers.

If you're planning to start a blog, pick your subject first, then decide how much control you want over design. Pick your platform based on that, then set about

making regular posts and interacting with other blogs to build a following. Don't start out focusing on monetization, but have a plan to evolve toward it if that's your goal.

And, of course, good luck — we're excited to see what you've got to offer the world!

Exercise 12. Make a short summary of the text using the substitutional chart:

This text / story is devoted to ...

At the beginning it describes ...

Then we get to know ...

Finally it says ...

It is interesting for ...

Exercise 13. Express your attitude to the given topic.

Exercise 14. Using the technologies “Project work” and “BYOD” prepare a small video clip by your own gadget. The themes are the next: “Ukrainian language in my everyday life”, “Different languages of Media”, “New formations of Media”.

Exercise 15. Choose any newspaper or magazine article in English and make the annotation to it using the given scheme (see. Appendix).

Exercise 16. Using technology “learning to learn” assess your knowledge and results for this module. What was difficult /new/interesting? Use the key-phrases: *I think, I'm sure, It seems to me, I can prove, I can estimate my results as, despite.*

Exercise 17. Learn how to write an email to give holiday advice. Follow this link and do the preparation task first. Then read the text and tips and do the

exercises. At the end of each task push “finish” button to see the result, make a screenshot of it and be ready to send all screenshots via e-mail.

<https://learnenglish.britishcouncil.org/skills/writing/intermediate-b1/an-email-giving-holiday-advice>

Exercise 18. Follow this link and listen to the language they use for showing interest and practise saying the useful phrases.

Do the preparation exercise first. Then watch the video and do the exercises to check your understanding and practise the language. At the end of each task push “finish” button to see the result, make a screenshot of it and be ready to send all screenshots via e-mail.

<https://learnenglish.britishcouncil.org/skills/speaking/pre-intermediate-a2/showing-interest>

Exercise 19. Follow this link and listen to two friends chatting about a television series to practise and improve your listening skills. Do the preparation task first. Then listen to the audio and do the exercises. At the end of each task push “finish” button to see the result, make a screenshot of it and be ready to send all screenshots via e-mail.

<https://learnenglish.britishcouncil.org/skills/listening/intermediate-b1/chatting-about-a-series>

Exercise 20. Follow this link. Watch video “The surprising connection between reading and rhythm” as many times as you need. Make sure that you are through all stages: “Think”, “Dig Deeper” and “Discuss”. All necessary translations and thoughts you are welcome to take down into your copy-book.

https://ed.ted.com/best_of_web/1wNQBADg

UNIT 8.

IS UKRAINIAN LANGUAGE ALIVE?

Exercise 1. Write the transcription of the following words. Read and memorize the words. Make sentences with them.

Unjust	Несправедливий
Suppression	Придушення
Decrypt	Розшифрувати
Dial up	Набрати номер
Collage	Колаж
Entirety	Цілісність
Newbie	Новачок
Chipping	Дроблення
Thug	БАНДИТ
Bonafide	Добросовісний

Exercise 2. Read and translate the following words paying attention to the way they are built. Determine their parts of speech.

Example: to categorize – класифікувати (verb)

categorized, category, just, unjust, dark, darkness, insane, insanity, school, schooler, preschooler, cute, cuteness, found, profound, history, historical, live, alive, individual, individuality, admire, admirable, diversity, diversion.

Exercise 3. Read and translate the text. Make an outline.

If language in Ukraine was like a relationship status on Facebook, it would be categorized: It's complicated.

I understand the unjust manipulation of the Ukrainian language and the attempted undermining of identity that comes through linguistic suppression. I understand how twisted the darkness of geopolitics and power works. How politicians

manipulate populations through their peoples' greatest fears; and how outside powers have dictated much of Ukraine's history.

This view of language in Ukraine is from personal and foreigner's perspective.

What I can gather from the streets of Kyiv is more people speak Russian than Ukrainian. Most people speak both. The language our parents spoke is the most natural for us. I speak English because I was told to; it was never my choice. Native language is never our choice.

Foreigners who come to Ukraine won't know the difference between Ukrainian and Russian if they don't have a background in either language. Many of the words are similar. It's impossible to decrypt between the two in the beginning. It's like a Ukrainian understanding the differences between Spanish and Portuguese with no history with either language.

To dial up the confusion, the streets of Kyiv are a linguistic collage. One person might speak Ukrainian, and the other might respond in Russian during a casual conversation. The entirety of the dialogue can go like this while both parties are laughing away. It took me months to figure this out. In a way it's impressive; in another way, it's a nightmare for a newbie.

At first, listening to sentences of Ukrainian or Russian sounded like one continuous word. Initially, it was just about breaking words apart from each other like chipping hard ice away with an ice pick. If you've traveled to Spain without knowing Spanish you'll know what I mean. I've been here long enough now. At a basic level, I know what words are Ukrainian and which ones are Russian. I can hear a difference in the sounds of the languages. I know the letter "i" will never be found in Russian.

Ukrainian and Russian grammar tables scare me more than an aggressive knife-wielding thug in the dark alleyways of Mexico City. But to my defense, Slavic languages are no carnival ride. If you're not born into them, dozens of ways to pluralize a noun is one form of insanity (English has "s" "es" and "i" that's used maybe once a year). No grown adult likes to sound like a preschooler without the cuteness of one; language learning is a humbling experience.

The bonafide reality in Ukraine is it's possible that somebody might speak Russian at home with their loved ones and be much more proud and connected to Ukraine than someone who speaks Ukrainian at home. The other reality is also true. But this highlights something quite profound and made me think about my own language. The flag or origin of the language doesn't mean it's an objective metric for an association to that country.

The historical context of Ukraine isn't comparable with the US, but even though the name England is in the title of my native language, and I see my language on paper or a screen with British flag next to it, I feel no connection to that flag or country.

Language is alive and always changing. The linguistic landscape of Ukrainian is building momentum. In Kyiv, it appears Ukrainian will far supersede Russian in time. This makes sense if the youth is learning Ukrainian, and the youth is the future.

Language builds national identity, and the Ukrainian language is important for Ukrainian's identity and individuality. I notice when I speak the little Ukrainian I know like "diakuyu" (thank you in Ukrainian) instead of "spasibo" (thank you in Russian) people respond with more energy.

I've met Ukrainians who've changed from their daily language of Russian to Ukrainian because they feel passionate about pushing the Ukrainian language forward. This isn't easy to do but is highly admirable and a mark of dedication for the future of their country.

I understand oppression and shame were the weapons of choice in the Soviet Union, but things have progressed. Forcing someone to change languages is like forcing someone to change religions. To do so without resentment it has to come naturally from the inside or through positive encouragement instead of demanded upon from the outside with weight. In a healthy society this should be a personal decision.

A mark of an interesting country is diversity and diversion from sameness. After living in the east of Ukraine last summer, and seeing the west of the country,

Ukraine ranges widely. I like America because San Francisco and Miami are very much two different worlds, just like Lviv and Kharkiv are.

I've learned that knowing Russian for a yoga class or startup event in Kyiv works best, but to get to the heart of most people, it's through Ukrainian.

Exercise 4. Match English words with their Ukrainian translation.

Spelling	Вимова
Tension	Заохочення
Alongside	Досягнення
Accomplishment	Поряд
Encouragement	Напруженість

Exercise 5. Decide if the statements are T (True) or F (False). Correct false ones.

1. The historical context of Ukraine can be compared with the US.
2. Forcing someone to change languages is like forcing someone to change sex.
3. Ukrainian is only spoken in Kyiv.
4. It's impossible to decrypt between the two in the beginning.
5. The flag or origin of the language doesn't mean it's an objective metric for an association to that country.

1	2	3	4	5
F	F	F	T	T

Exercise 6. Combine the beginning and the end of the sentence.

Language builds national identity, and the Ukrainian language is	I feel no connection to that flag or country.
I see my language on paper or a screen	and how outside powers have dictated

with British flag next to it,	much of Ukraine's history.
I like America because San Francisco and Miami are very much two different worlds,	important for Ukrainian's identity and individuality.
This makes sense if the youth is learning Ukrainian,	just like Lviv and Kharkiv are.
How politicians manipulate populations through their peoples' greatest fears;	and the youth is the future

Exercise 7. Match the numbers to the letters:

1. Start up	a. the distinguishing character or personality of an individual
1. Diversity	b. an act or instance of confusing
2. Linguistic	c. the condition of having or being composed of differing elements
3. Identity	d. the act or an instance of setting in operation or motion
4. Confusion	e. relating to language

Exercise 8. Answer the questions.

1. How many people have changed from their daily language of Russian to Ukrainian lately?
2. Can a foreigner understand English of Ukrainian population?
3. There are 150 different languages in Ukraine, aren't they?
4. Is Ukrainian language alive in Ukraine?
5. What can you say about the situation with national language in Ukraine?

Exercise 9. Ask your own questions (5).

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

Exercise 10. Show your definition of such phenomena as:

Bilingual, admirable, dialogue, to highlight

Exercise 11. Read and translate the text. Be ready to retell it.

KYIV OR KIEV?

I received my first linguistic back kicking with the word “Kiev.” Ever since day one, I knew Kyiv as Kiev, every foreigner does. Every map, flight board, weather report, mention in the media, chicken Kiev; every reference outside of Ukrainian borders has always gone this way.

When I landed at Boryspil and saw the word “Kyiv” for the first time, I didn’t know why it was spelled like so. I observed this briefly, but my focus quickly shifted to figuring out why I couldn’t get money out of the ATM machine, followed by judging if the shady looking guy saying “taxi” in a deep smokers voice was dangerous or not.

After week one or two the word Kyiv registered into my head dozens of times. In conversation, I’d sometimes say Kyiv instead of Kiev while talking to friends back home on the phone. They didn’t understand why I was saying Kyiv, and either did I. In retrospect as I write about this, it all seems so obvious now.

At this point, you the reader might say, “How could you not know this?” Well... it’s the same reason that you don’t know Bangkok is Krungthep. Thais don’t call it Bangkok. The outside world does. Bangkok is on every flight board, map,

external reference, song (outside of Thai). You've never heard of Krungthp; you'll only learn this after being on the ground in Thailand.

You realize in Kyiv, it's not linguistically simple.

I've also realized in the capital that nobody seems to have a problem with two languages flowing at the same time. I've never seen any tension on the streets over this. I've observed both languages living and breathing healthily alongside each other. The language here is like a flexible straw, people bend them, switch them, put them in different positions, but don't argue over them.

I also think it's a huge accomplishment to have linguistic peace in the capital city. This isn't always the reality in all bilingual cities around the world. The fact that people don't rip other people to shreds for speaking the language that comes most organically to them is a success. The language that our mother spoke to us as a child is always the most natural to us; our native language was never our choice.... As a foreigner traveling to Ukraine, the on-the-ground reality—not the online one—is that Ukrainians will be cool if you say Kyiv or Kiev. They will speak to you in either Ukrainian or Russian and will be more than understanding in helping you navigate the sometimes confusing, but the unique landscape of their beautiful country.

Exercise 12. Make a short summary of the text using the substitutional chart:

This text / story is devoted to ...

At the beginning it describes ...

Then we get to know ...

Finally it says ...

It is interesting for ...

Exercise 13. Express your attitude to the given topic.

Exercise 14. Using the technologies “Project work” and “BYOD” prepare a small video clip by your own gadget. The themes are the next: “Ukrainian language in my everyday life”, “Different languages of Media”, “New formations of Media”.

Exercise 15. Choose any newspaper or magazine article in English and make the annotation to it using the given scheme (see. Appendix).

Exercise 16. Using technology “learning to learn” assess your knowledge and results for this module. What was difficult /new/interesting? Use the key-phrases: *I think, I’m sure, It seems to me, I can prove, I can estimate my results as, despite.*

Exercise 17. Learn how to write a restaurant review. Follow this link and do the preparation task first. Then read the text and tips and do the exercises. At the end of each task push “finish” button to see the result, make a screenshot of it and be ready to send all screenshots via e-mail.

<https://learnenglish.britishcouncil.org/skills/writing/intermediate-b1/a-restaurant-review>

Exercise 18. Follow this link and listen to the language they use for talking about personal interests and practise saying the useful phrases.

Do the preparation exercise first. Then watch the video and do the exercises to check your understanding and practise the language. At the end of each task push “finish” button to see the result, make a screenshot of it and be ready to send all screenshots via e-mail.

<https://learnenglish.britishcouncil.org/skills/speaking/pre-intermediate-a2/talking-about-personal-interests>

Exercise 19. Follow this link and listen to a meeting in which colleagues make a decision to practise and improve your listening skills. Do the preparation task first. Then listen to the audio and do the exercises. At the end of each task push “finish” button to see the result, make a screenshot of it and be ready to send all screenshots via e-mail.

<https://learnenglish.britishcouncil.org/skills/listening/intermediate-b1/making-a-decision>

Exercise 20. Follow this link. Watch video “‘th’ ‘f’ ‘v’ are often confused | Learn how to use speech therapy” as many times as you need. Make sure that you are through all stages: “Think”, “Dig Deeper” and “Discuss”. All necessary translations and thoughts you are welcome to take down into your copy-book.

https://ed.ted.com/best_of_web/5zvY6Bt

UNIT 9.

TARAS SHEVCHENKO

Exercise 1. Write the transcription of the following words. Read and memorize the words. Make sentences with them.

Serf	Кріпак
Orphan	Сирота
Shepherd	Пастух
Manor	Садиба
Glorified	Прославлений
Testament	Заповіт
Exile	Вигнання
Entanglement	Заплутаність
Fluently	Вільно
Thuggish	Бандитський

Exercise 2. Read and translate the following words paying attention to the way they are built. Determine their parts of speech.

Example: to found– заснувати (verb)

founder, poet, poetry, poem, paint, painter, paintings, free, freedom, slave, slavery, late, later, happy, unhappy, glory, glorified, hero, heroic, tsar, tsarist, died, death, sponsor, sponsored, sponsorship, model, modeled, remodeled, government, antigovernment.

Exercise 3. Read and translate the text. Make an outline.

Taras Shevchenko is a great Ukrainian poet. He is the founder of the modern Ukrainian literary language. Shevchenko was born in the family of a serf in the village of Moryntsy in 1814. Young Taras became an orphan very early. He was a shepherd, a labourer to a priest and, when he was fourteen, his master took him into the manor house as a boy-servant — "kozachok". In 1829 Shevchenko's master

moved to Vilno and then — to St Petersburg. He took his boy-servant with him, too. Still in his early childhood Shevchenko was very fond of drawing and his master decided to make a serf painter of him. For this purpose he sent Taras to study painting. The boy was so talented that several Russian artists decided to free him from slavery. Karl Brulov, the great Russian artist, painted a portrait of Vasiliy Zhukovsky and sold it for 2 500 roubles. With this money they bought out Shevchenko from his master.

Later on the young painter continued his studies at the Petersburg Academy of Arts. Karl Brulov influenced Shevchenko greatly. Soon they became close friends. In 1838 Shevchenko wrote his first poems in Ukrainian. In 1840 he published his first book of poems which he named "Kobzar". His first poetical works are mainly examples of romanticism. The subject of many poems was unhappy love. He also wrote several poems about historical past of Ukraine. In these works he glorified the heroic struggle of the Ukrainian people against their oppressors and their fight for national liberation (the long poem "Gaidamaky"). In 1843 Shevchenko returned to Ukraine. He travelled a lot about the country and learned to know the heavy life of the Ukrainian serfs. In 1846 Shevchenko joined a revolutionary organisation — Cyril and Mephodyy Society, which aimed to liberate the serfs. He wrote several revolutionary poems directed against the tsarist despotism ("Dream", 1844, "The Caucasus", 1845, and his famous "Testament").

In 1847 he was arrested and exiled as a soldier to Orsk fortress in Kazakhstan. Here, being a soldier, he wrote several novels in Russian. He also painted several of his best pictures. In 1857 Shevchenko returned from the exile to St Petersburg. Here he published several of his masterpieces in which he criticised the tsarist regime and demanded liberty for serfs. In St Petersburg he made close friends with well-known Russian writers — N. Chernyshevskiy, N. Dobrolubov, N. Nekrasov and others. In 1859, when Shevchenko went to Ukraine, he was arrested and forced to return to St Petersburg — the tsarist government was afraid of the elderly poet.

On the 10th of March, Shevchenko died. His death was a great loss for Ukrainian literature and liberation movement — A. Gertsen published a big article on Shevchenko's death in his magazine "Kolokol" in London. Shevchenko is the favourite author of millions of Ukrainians, a real people's poet. His works are translated into many languages.

The life and career of Shevchenko mirrors this entanglement. Born in central Ukraine in 1814, he spent much of his life in St. Petersburg, after an envoy for the Russian tsar bought his freedom and sponsored his art studies there. He became a regarded artist and writer in its salons and wrote many of his famous lines in the Russian language.

Like many Ukrainians today, he spoke both Russian and Ukrainian fluently, though it is his contribution to Ukrainian literature that made him famous. In 1847, Tsar Nicholas I had him arrested and sent in exile to Central Asia for writing poems that spoke out against the empire's oppression of smaller nations, like Ukraine.

“Shevchenko united Ukraine because his message represents all of Ukraine,” says Andrei Kuznetsov, as he stood outside the recently remodeled National Shevchenko Museum in Kiev. Mr. Kuznetsov, a designer, said he had brought his young son to introduce him to a Ukrainian hero, one whose appeal transcends ethnic divisions.

“There are plenty of well educated people in the east who respect him. They aren't all idiot titushki out there,” he said, referring to thuggish pro-Russian protesters.

Four months after antigovernment protests first erupted here, the poet's mustached face is plastered on billboards and poles across the battle-scarred Maidan. To demonstrators who remain camped out on the streets, Shevchenko's legacy is clear: He's a true Ukrainian hero, whose writings about the country and devotion to the Ukrainian language should be the inspiration to the rebirth of a new, united Ukrainian nation.

“This new government is here because 1 million Ukrainians came out to Maidan and did what Shevchenko told us to do—fight for Ukraine,” Prime Minister Arseniy Yatsenyuk told a gathering today at the Shevchenko statue in central Kiev. “We won’t give up a centimeter of our land, and the Russian president should know this.”

Exercise 4. Match English words with their Ukrainian translation.

Transcend	Священник
Devotion	Здаватися
Rebirth	Відродження
Give up	Відданість
Priest	Перевищує

Exercise 5. Decide if the statements are T (True) or F (False). Correct false ones.

1. In 1857 Shevchenko returned from the exile to St Petersburg.
2. Born in central Ukraine in 1815, he spent much of his life in Lviv.
3. His death wasn’t a great loss for Ukrainian literature and liberation movement.
4. The boy was so talented that several Russian artists decided to sell him into slaver
5. His works are translated into many languages.

1	2	3	4	5
T	F	F	F	T

Exercise 6. Combine the beginning and the end of the sentence.

The couplet's passionate cry and the legacy of the man who	though it is his contribution to Ukrainian literature that made him famous.
Here he published several of his masterpieces in which he	wrote them are still in play in this deeply divided nation.
To demonstrators who remain camped out on the streets, Shevchenko's legacy is clear.	criticised the tsarist regime and demanded liberty for serfs.
Like many Ukrainians today,	and his master decided to make a serf painter of him.
Still in his early childhood Shevchenko was very fond of drawing	he spoke both Russian and Ukrainian fluently.

Exercise 7. Match the numbers to the letters:

1. Elderly	a. an act by which a person determines the disposition of his or her property after death
2. Opression	b. a movement seeking equal rights and status for a group
3. Liberation	c. rather old
4. Masterpieces	d. unjust or cruel exercise of authority or power
5. Testament	e. a movement seeking equal rights and status for a group

Exercise 8. Answer the questions.

1. How old was Shevchenko when he had been bought out from slavery?
2. Did Taras speak some languages fluently?
3. His works were translated into many languages, weren't they?
4. Isn't Taras Shevchenko the author of well-known "Kobzar"?
5. What can you say about his life and career?

Exercise 9. Ask your own questions (5).

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

Exercise 10. Show your definition of such phenomena as:

Exile, to protest, Shepherd, regime.

Exercise 11. Read and translate the text. Be ready to retell it.

SHEVCHENKO WILL UNITE UKRAINE

Taras Shevchenko, a 19th century poet, is a unifying figure for Ukraine, whose prime minister cited him today as inspiration for the Maidan protest movement. But the poet's legacy is more complex.

In 1845, the Ukrainian poet Taras Shevchenko wrote these stirring lines: "Fight!—you will prevail. God is helping you!"

The couplet's passionate cry and the legacy of the man who wrote them are still in play in this deeply divided nation, where thousands turned out today to celebrate the 200th anniversary of his birth. From the heart of Ukrainian nationalism in the western city of Lviv to Russian-occupied Crimea, wreaths were laid at the feet of memorials to the poet and artist. Even in the eastern city of Donetsk, where pro-

Russia passions run deep, bouquets of flowers were left at the base of the city's Shevchenko statue.

While the Maidan protest movement that last month ousted a president has claimed him as their own, Shevchenko never billed himself as a Ukrainian nationalist. In fact, his often-repeated couplet about noble resistance – a clarion call for today's revolutionaries – comes from a poem depicting the Russian empire's march into the Caucasus. The famous lines were written in support not of Ukraine but of the Circassian nation of the North Caucasus, which the Russian empire had crushed by 1865.

“Shevchenko didn't have a nationalist bone in his body,” said Rory Finnin, the director of the Center for Ukrainian Studies at Cambridge University. “For him, it wasn't a question of ethnicity. It was a question of who is powerful, and who is powerless, and the struggle for the little guys to overcome their oppressors. That theme points to the issues that are there today in Ukraine.”

It's not the first time Shevchenko's image has been manipulated. The Soviet Union also used his image—and sometimes the exact same couplet – during the Second World War to inspire Ukrainian Soviets to fight against Nazi Germany. Ukrainian school children were taught to recite his poems, and as a result, practically every city in Ukraine has a statue and street in his name.

“The story that this movement in Ukraine is about ethnicity is coming directly from the Kremlin,” Mr. Finnin said. “People have overly politicized Shevchenko and said he was fermented discord and division between Ukrainians and Russians. This is what the Kremlin is trying to do with the Ukrainian identity in general, by calling them nationalists.”

Kiev's largest memorial to Shevchenko depicts the poet in his later years, with a broad moustache and a furrowed brow. He stands facing the national university now named after him.

Exercise 12. Make a short summary of the text using the substitutional chart:

This text / story is devoted to ...

At the beginning it describes ...

Then we get to know ...

Finally it says ...

It is interesting for ...

Exercise 13. Express your attitude to the given topic.

Exercise 14. Using the technologies “Project work” and “BYOD” prepare a small video clip by your own gadget. The themes are the next: “Ukrainian language in my everyday life”, “Different languages of Media”, “New formations of Media”.

Exercise 15. Choose any newspaper or magazine article in English and make the annotation to it using the given scheme (see. Appendix).

Exercise 16. Using technology “learning to learn” assess your knowledge and results for this module. What was difficult /new/interesting? Use the key-phrases: *I think, I’m sure, It seems to me, I can prove, I can estimate my results as, despite.*

Exercise 17. Learn how to write about charts. Follow this link and do the preparation task first. Then read the text and tips and do the exercises. At the end of each task push “finish” button to see the result, make a screenshot of it and be ready to send all screenshots via e-mail.

<https://learnenglish.britishcouncil.org/skills/writing/intermediate-b1/describing-charts>

Exercise 18. Follow this link and listen to the language they use for responding to Noelia's news and practise saying the useful phrases.

Do the preparation exercise first. Then watch the video and do the exercises to check your understanding and practise the language. At the end of each task push “finish” button to see the result, make a screenshot of it and be ready to send all screenshots via e-mail.

<https://learnenglish.britishcouncil.org/skills/speaking/intermediate-b1/agreeing-disagreeing>

Exercise 19. Follow this link and listen to the conversation between two old friends to practise and improve your listening skills. Do the preparation task first. Then listen to the audio and do the exercises. At the end of each task push “finish” button to see the result, make a screenshot of it and be ready to send all screenshots via e-mail.

<https://learnenglish.britishcouncil.org/skills/listening/intermediate-b1/meeting-an-old-friend>

Exercise 20. Follow this link. Watch video “Adding '-ed' | Past tense verbs” as many times as you need. Make sure that you are through all stages: “Think”, “Dig Deeper” and “Discuss”. All necessary translations and thoughts you are welcome to take down into your copy-book.

https://ed.ted.com/best_of_web/sc5KvM3I

UNIT 10.

PRINT MEDIA IN CRISIS

Exercise 1. Write the transcription of the following words. Read and memorize the words. Make sentences with them.

Cityscape	Міський пейзаж
Survey	Опитування
Ongoing	Триваючий
Conspicuous	Помітний
Blatantly	Відверто
Inflated	Завищений
Regarded by	Розглядається
Praise	Похвала
Skimping	Скуплятися
Throughout	Протягом всього часу

Exercise 2. Read and translate the following words paying attention to the way they are built. Determine their parts of speech.

Example: to appear – з’являтися (verb)

appeared, disappeared, percent, percentage, lead, leading, leader, proper, property, continue, continued, discontinued, read, reader, readership, inhabit, inhabitants, bright, brighter, course, discourse, dependent, independent, own, owner, regional, supraregional.

Exercise 3. Read and translate the text. Make an outline.

Newspapers have for the most part disappeared from the Kyiv cityscape and there are hardly any newspaper kiosks left in the centre of the city. According to a survey carried out in March 2016 by the Gorshenin Institute only 12.5 percent of Ukraine’s citizens still read newspapers to keep up with current affairs. «The press is in freefall» says Oxana Romanyuk of the Institute of Mass Information (IMI).

Ukraine lacks a functioning advertising market and because of the ongoing economic crisis people have no money to buy newspapers, she tells us. The online media are the main beneficiaries of the newspaper crisis. Some regional papers are having more success with their online versions than with their print editions nowadays.

«Vesti is the only successful newspaper» says the director general of the First Channel Zurab Alasania. «People take anything they can get for free» This tabloid newspaper first appeared during the Euromaidan protests in Kiev and has been distributed free of charge in metro stations ever since. How Vesti was financed remained unclear for a long time, but its opposition to the post-Maidan government was conspicuous. The tabloid is put together in a professional way but according to local journalists its defining characteristic is a tendency to use anonymous sources and spread blatantly populist half-truths.

Whereas a leading tabloid like “Fakty i komentariyi” once had a circulation of over a million, media experts calculate that that figure has shrunk to just 150,000 copies. However, there is no reliable data on circulation and advertising trends. All the figures provided by the newspapers are considered inflated and are provided by the publishers themselves. There is no regulation or self-monitoring of circulation figures, and this hinders the development of a proper advertising market. The media companies have little interest in the real circulation figures or in monitoring the figures themselves.

Since 2014 newspapers and magazines like the business papers Kommersant and Kapital have either disappeared from the market entirely or, as with Ukrainska Pravda, have discontinued their print editions and now only appear online. On top of that many papers saw whole sections of their readership disappear after the loss of Crimea and the areas that belong to the self-proclaimed People’s Republic of Donetsk and People’s Republic of Luhansk. The Russian-language tabloid Segodnya, which used to be one of the country’s most popular papers, has seen its circulation, once estimated at several hundred thousand copies, drop to less than 100,000 copies, according to Lviv-based journalist and media expert Yuri Durkot.

Yet in the opinion of the director of the Academy of Ukrainian Press, Valeri Ivanov, there are still too many papers in Ukraine. He talks of between 6,000 and 8,000 titles across the country, some of which have a circulation of just 600 copies.

It is conspicuous that despite its 45 million inhabitants Ukraine no longer has a national newspaper that steers the public discourse and shapes political opinion. According to Ivanov, the weekly paper *Zerkalo Nedeli* is the only independent quality newspaper left in the country and is regarded by many Ukrainians as the one «bright spot» in the print media landscape. Yuri Durkot also praises the paper as critical and well informed, complaining that all the other newspapers are dependent on their owners and their owners' interests. Newspapers like *Den* and magazines like *Fokus* and *Novoye Vremya* also play an important role in the country's intellectual discourse, but with their low circulations their impact is very limited. It is the online media that are attracting more and more readers in Ukraine nowadays.

The forecasts for the newspaper market are far from optimistic. Media groups are responding to the crisis by reducing the content of their papers, cutting investments and skimping on quality. «Our situation follows the trend all over the world,» says publisher Stefan Kurpil about his Lviv-based regional paper *Vysoky Zamok*. With a circulation of around 100,000 copies the paper sees itself as a supraregional, reputable daily in Western Ukraine, but in the last few years it has had to lower its publishing frequency from five times to just three times a week. The paper's content has also shrunk from 32 pages to 24. «Surveys show that 30 percent of all readers of newspapers and magazines would like to continue reading them but no longer have the money to do so» Kurpil says commenting on the difficult situation.

Another problem is the state-run distribution of papers through the postal service, which is too slow to keep up with the pressure for news hot off the press. «If the paper appears in Kiev on Saturday the readers in Lviv don't get it until Tuesday» Durkot says describing the practical problems of distributing the Kiev-based weekly *Zerkalo Nedeli* to other parts of the country. This is another reason why online media

are gaining ground. Stefan Kurpil also complains about the slow delivery, which has a negative impact on regional papers too. But at least his publishing company still has the advantage of a functioning kiosk network with 60 kiosks spread throughout the city.

Exercise 4. Match English words with their Ukrainian translation.

Gain	ОЦІНЮВАТИ
Hinder	ПОВАЖНИЙ
Estimate	ПОСИЛЮВАТИ
Discourse	РОЗМОВА
Reputable	ПЕРЕШКОДЖАТИ

Exercise 5. Decide if the statements are T (True) or F (False). Correct false ones.

1. Since 2014 newspapers and magazines like the business papers Bulvar and Kirovohrad Segodnya have either disappeared from the market entirely.
2. According to a survey carried out in March 2016 by the Gorshenin Institute about 72.5 percent of Ukraine’s citizens still read newspapers to keep up with current affairs.
3. If the paper appears in Kiev on Saturday the readers in Lviv don’t get it until the end of the next week.
4. Ukrainska Pravda has discontinued its print editions and now only appear online.
5. This is another reason why online media are gaining ground.

1	2	3	4	5
F	F	F	T	T

Exercise 6. Combine the beginning and the end of the sentence.

But at least his publishing company still has the advantage of	the ongoing economic crisis people have no money to buy newspapers, she tells us.
Durkot says describing the practical problems of the country.	which has a negative impact on regional papers too.
There is no regulation or self-monitoring of circulation figures,	and this hinders the development of a proper advertising market.
Stefan Kurpil also complains about the slow delivery,	distributing the Kiev-based weekly Zerkalo Nedeli to other parts of
Ukraine lacks a functioning advertising market and because of	a functioning kiosk network with 60 kiosks spread throughout the city.

Exercise 7. Match the numbers to the letters:

1. Discontinued	a. a paper that is printed and distributed usually daily or weekly and that contains news, articles of opinion, features, and advertising
2. Impact	b. a similar section of a newspaper usually appearing on Sunday
3. Daily	c. no longer produced or provided
4. Newspaper	d. an impinging or striking especially of one body against another
5. Magazine	e. issued every day or every weekday

Exercise 8. Answer the questions.

1. Where is Fakty I Komentariyi published?
2. Was a survey by Gorshanin Institute carried out in March 2016 or May 2018?
3. There were 100 000 copies of tabloid Segodnya, weren't they?
4. Didn't Mr. Durkot describe the practical problems of distributing the Kiev-based weekly Zerkalo Nedeli?
5. What can you say about printed Media in Kirovohrad region?

Exercise 9. Ask your own questions (5).

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

Exercise 10. Show your definition of such phenomena as:

Print media, circulation, readership, press.

Exercise 11. Read and translate the text. Be ready to retell it.

The rebirth of Ukrainian literature and publishing.

In Ukraine, 2019 was the fifth consecutive year that book publishing in the Ukrainian language increased, while publishing in the Russian language decreased. The increase has been both in the number of titles and the number of copies.

The quantitative rebirth of Ukrainian literature is underpinned by the success of new Ukrainian authors, in Ukraine and worldwide. Contemporary Ukrainian authors are entering world competitions and they are placing within literary rankings. Authors are taking part in literary forums like the famed Frankfurter Buchmesse (Frankfurt Book Fair). Moreover, the Ukrainian Book Institute (since 2016), as well as the Ukrainian Cultural Foundation (since 2017), are actively supporting and funding the translation and promotion of Ukrainian books.

The government policy of an embargo on book imports from Russia has facilitated the development of Ukrainian-language books as well as Ukrainian publishing houses. A shift in reader preferences is also discernible.

So, what tendencies in literature, and which particular authors, are in the forefront?

The Ukrainian Book Institute has researched publishing in Ukraine. The year 2018 marked a record number of books published in Ukrainian, since independence – 16,857 titles and 38 million copies. These account for almost 81% of the total number of books published in Ukraine in 2018.

The increase in the number of copies of Ukrainian-language books during the last five years is partially explained by the number of education texts (printed mainly, but not solely, in Ukrainian). As such, these statistics do not exclusively reflect the actual demand by readers.

Nonetheless, the number of other Ukrainian-language books has increased as well. In particular, the increasing number of titles shows that more and more Ukrainian authors write in Ukrainian, and that more and more books are being published in Ukrainian and translated each year.

Researchers delved even further into the question of language. In 2013, roughly half were reading books that had been published in Russian, while only 26% were reading those published in Ukrainian. Today, the numbers are almost equal (24% vs 28%). For those who do not consider language an issue in the choice of books they read, the numbers have also increased.

Importantly, the creative sector in Ukraine overall (books, music, films, video) has gained significance, not only culturally but economically. In 2017, the share of the creative sector in Ukrainian GDP reached 4.4%. If before Ukraines import of cultural products was 5 times more than export, now the numbers are equal.

Exercise 12. Make a short summary of the text using the substitutional chart:

This text / story is devoted to ...

At the beginning it describes ...

Then we get to know ...

Finally it says ...

It is interesting for ...

Exercise 13. Express your attitude to the given topic.

Exercise 14. Using the technologies “Project work” and “BYOD” prepare a small video clip by your own gadget. The themes are the next: “Ukrainian language in my everyday life”, “Different languages of Media”, “New formations of Media”.

Exercise 15. Choose any newspaper or magazine article in English and make the annotation to it using the given scheme (see. Appendix).

Exercise 16. Using technology “learning to learn” assess your knowledge and results for this module. What was difficult /new/interesting? Use the key-phrases: *I think, I’m sure, It seems to me, I can prove, I can estimate my results as, despite.*

Exercise 17. Learn how to write an email to explain a problem with your accommodation. Follow this link and do the preparation task first. Then read the text and tips and do the exercises. At the end of each task push “finish” button to see the result, make a screenshot of it and be ready to send all screenshots via e-mail.

<https://learnenglish.britishcouncil.org/skills/writing/intermediate-b1/an-email-to-explain-an-accommodation-problem>

Exercise 18. Follow this link and listen to the language they use for talking about their jobs and practise saying the useful phrases.

Do the preparation exercise first. Then watch the video and do the exercises to check your understanding and practise the language. At the end of each task push “finish” button to see the result, make a screenshot of it and be ready to send all screenshots via e-mail.

<https://learnenglish.britishcouncil.org/skills/speaking/pre-intermediate-a2/talking-about-your-job>

Exercise 19. Follow this link and listen to a radio interview about maintaining a good work–life balance to practise and improve your listening skills. Do the preparation task first. Then listen to the audio and do the exercises. At the end of each task push “finish” button to see the result, make a screenshot of it and be ready to send all screenshots via e-mail.

<https://learnenglish.britishcouncil.org/skills/listening/intermediate-b1/work-life-balance>

Exercise 20. Follow this link. Watch video “Syllables!” as many times as you need. Make sure that you are through all stages: “Think”, “Dig Deeper” and “Discuss”. All necessary translations and thoughts you are welcome to take down into your copy-book.

https://ed.ted.com/best_of_web/6Oi2RjQz

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ДОДАТКИ

APPENDIX

Займенники (The Pronouns)

APPENDIX		
Займенники (The Pronouns)		
	Називний відмінок (Nominative Case)	Об'єктний відмінок (Objective Case)
1. особові (Personal)	I - я you - ти, Ви he - він she - вона it - він, вона, воно we - ми you - ви they - вони	me - мене, мені you - тебе, тобі, Вас, Вам him - його, йому her - її, їй it - його, її, йому, їй us - нас, нам you - вас, вам them - їх, їм
	I форма	II форма
2. присвійні (Possessive)	my - мій (я, -е, -ї) your - твій (-я, -е, -и), Ваш (а, -е, -и) his - його her - її its - його, її our - наш (а, -е, -ї) your - ваш (-а, -е, -ї) their - їхні (-я, -є, -ї) всі ці займенники також можна перекладати словом <u>свій</u>	mine - мій (я, -е, -ї) yours - твій (я, -е, -ї), Ваш (а, -е, -ї) his - його hers - її its - його, її ours - наш (-а, -е, -ї) yours - ваш (-а, -е, -ї) theirs - їхні (-я, -є, -ї)
3. зворотні та підсилювальні (Reflexive and Emphatic)	myself - (я) себе, сам (-а) yourself - (ти, Ви) себе, сам (-ї) himself - (він) себе, сам herself - (вона) себе, сама itself - (воно) себе, саме ourselves - (ми) себе, самі yourselves - (ви) себе, самі themselves - (вони) себе, самі	
4. взаємні (Reciprocal)	each other - один одного, один одному one another - один одного, один одному	
5. вказівні (Demonstrative)	this (these) - цей, це, ця, (ці) that (those) - той, те, та, (ті) such - такий	

	thesame - тойсамий, такий самий
6. питальні(Interrogative)	who (whom) - хто, (кого) whose - чий what - що, який which - котрий, який, що
7. відносні та сполучні (Relative and Conjunctive)	who (whom) - хто (кого), котрий (котрого) whose - чий, котрого what - що, який which - котрий, який, хто, що that - котрий
8. неозначені (Indefinite)	some -якийсь, декотрі, небагато (ств.речення) any - який-небудь, декотрі (у питальних і заперечних реченнях), будь-який one - дехто та їхні похідні з -body, -thing, -one
9. кількісні (Quantitative)	many, much – багато few, little – мало, a few, a little –кілька, трохи
10. означальні (Defining)	all – все, весь, вся, всі each – кожен every – всякий, кожний other – інший, інші another – інший both – обидва either – будь-який (із двох)
11. заперечні (Negative)	no – жоден, ні nobody –ніхто nothing - ніщо none - ніхто, ніщо neither - ані той, ані другий, ніхто, ніщо

Ступені порівняння прикметників			
	Основна форма	Вищий ступінь	Найвищий ступінь
Односкладові	long - довгий easy - легкий big - великий	longer –довший easier - легший bigger - більший	the longest найдовший the easiest найлегший the biggest найбільший
Багатоскладові	beautiful	more beautiful	the most beautiful

	красивий	красивіший	найкрасивіший
	good - хороший bad - поганий little - маленький many, much - багато far - далекий	better - кращий worse - гірший less - менше more - більше farther, further - далекіший	the best найкращий the worst найгірший the least найменший the most найбільший the farthest, furthest самий далекий

Таблиця для засвоєння часових форм дієслова в активному стані

Часова форма	Вживання	Допоміжні дієслова	Маркери	Приклади
Present Simple Vs/V	Для позначення дії, що відбувається регулярно	do does (he, she, it)	always, usually, often, never, seldom, every time (day, week, year)	I always <u>watch</u> this program. She usually <u>gets up</u> early. <u>Does</u> he <u>speak</u> Spanish?
Present Continuous am is + Ving are	Для позначення дії, що відбувається зараз	am (I) is (he, she, it) are (we, you, they)	now, nowadays, at this moment, still	I <u>am writing</u> an example. She <u>is reading</u> a rule. We <u>are learning</u> grammar.
Present Perfect have/has +VIII	Для позначення закінченої дії та її результату	have has (he, she, it)	just, yet, already today, this week (year), for, ever, never, since	She <u>has just methim</u> . I <u>haven't had</u> breakfast yet.
Present Perfect Continuous	Для позначення дії, яка частково завершилась до	have been	since, for	He <u>has been working</u> here for 6 years already.

have/has +been + Ving	теперішнього моменту, але в даний момент все ще триває	has been		
Past Simple VII/Ved	Для позначення дії, що відбувалась в минулому	did	yesterday, last (year), ... ago	Yesterday we <u>went</u> to the café. She <u>stayed</u> at home last week. <u>Did</u> you <u>talk</u> to him a day ago?
Past Continuous was/were +Ving	Для позначення дії, що тривала у минулому у певний проміжок часу	was were	yesterday at 5 from 5 till 6 the whole day	We <u>were watching</u> TV from 5 till 6. It <u>was raining</u> the whole day yesterday.
Past Perfect had + VIII	Для позначення дії, що повністю завершилась до певного моменту в минулому або до іншої минулої дії	had	by 3 o'clock by the time he came before smth happened	Before Mom came home, Liz <u>had cooked</u> dinner. I <u>had fallen</u> asleep by 9 o'clock.
Future Simple will + V	Для позначення дії, що відбудеться в майбутньому	will	tomorrow, next time (week, year)	The boy <u>will be</u> 7 next week.
Future Continuous will be +Ving	Для позначення дії, що буде тривати в майбутньому в певний проміжок часу	will be	at 5 tomorrow from Monday till Friday	I <u>will be working</u> at 5 tomorrow. He <u>will be staying</u> at the hotel from Monday till Friday.
Future Perfect will have +VII	Для позначення дії, що повністю завершиться до		by 5 o'clock before smth	She <u>will have written</u> the report by 5 o'clock. I <u>will have cleaned</u> the

	певного моменту в майбутньому або іншої майбутньої дії	will have	happens	apartment before he returns.
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Таблиця часових форм дієслова у пасивному стані

	PAST	PRESENT	FUTURE
SIMPLE	<p>was done</p> <p>were done</p> <p>The work <u>was done</u> last week. – Роботи було зроблено минулого тижня.</p>	<p>am asked</p> <p>is done</p> <p>are done</p> <p>DVD <u>are made</u> at this plant. – DVD виробляються на цьому заводі.</p>	<p>will be done</p> <p>The lesson <u>will be finished</u> in some minutes. – Урок буде завершено за кілька хвилин.</p>
CONTINUOUS	<p>was being done</p> <p>were being done</p> <p>Those baskets of apples <u>were being gathered</u> the whole morning. – Ті кошики яблук збирались увесь ранок.</p>	<p>am being asked</p> <p>is being done</p> <p>are being done</p> <p>Don't phone him. He <u>is being examined</u> by the doctor. – Не телефонуй йому. Його саме оглядає лікар.</p>	
PERFECT	<p>had been done</p> <p>The documents <u>had been signed</u> before he came. – Документи було підписано перш, ніж він прийшов.</p>	<p>have/has been done</p> <p>The road <u>has been</u> just <u>repaired</u>. – Дорогу було щойно відремонтовано.</p>	<p>will have been done</p> <p>The preparation for the trip <u>will have been finished</u> by tomorrow. – Підготовку до подорожі буде завершено до завтра.</p>
PERFECT			

CONTINUOUS			
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Слова автора в минулому часі. Правила узгодження часів.

ПРЯМА МОВА	НЕПРЯМА МОВА
Present Simple	Past Simple
Present Continuous	Past Continuous
Present Perfect	Past Perfect
Present Perfect Continuous	Past Perfect Continuous
Past Simple	Past Perfect
Past Continuous	Past Perfect Continuous
Future	Future-in-the-Past

Фрази для анотування статті англійською мовою

ANNOTATION PLAN	
1. The title of the article.	The article is headlined ... The headline of the article I have read is ... As the title implies the article describes ...
2. The author of the article, where and when the article was published.	The author of the article is ... The author's name is ... Unfortunately the author's name is not mentioned ... The article is written by ... It was published in ... (<i>on the Internet</i>). It is a newspaper (scientific) article (published on <i>March 10, 2012 / in 2010</i>).
3. The main idea of the article.	The main idea of the article is ... The article is about ... The article is devoted to ... The article deals (<i>is concerned</i>) with ... The article touches upon the issue of ...

	<p>The purpose of the article is to give the reader some information on...</p> <p>The aim of the article is to provide the reader with some material on...</p>
<p>4. The contents of the article. Some facts, names, figures.</p>	<p>The author starts by telling (the reader) that...</p> <p>The author (of the article) writes (<i>reports, states, stresses, thinks, notes, considers, believes, analyses, points out, says, describes</i>) that... / <i>draws reader's attention to...</i></p> <p>Much attention is given to...</p> <p>According to the article...</p> <p>The article goes on to say that...</p> <p>It is reported (<i>shown, stressed</i>) that ...</p> <p>It is spoken in detail about...</p> <p>From what the author says it becomes clear that...</p> <p>The fact that ... is stressed.</p> <p>The article gives a detailed analysis of...</p> <p>Further the author reports (<i>writes, states, stresses, thinks, notes, considers, believes, analyses, points out, says, describes</i>) that... / <i>draws reader's attention to...</i></p> <p>In conclusion the author writes (<i>reports, states, stresses, thinks, notes, considers, believes, analyses, points out, says, describes</i>) that... / <i>draws reader's attention to...</i></p> <p>The author comes to the conclusion that...</p> <p>The following conclusions are drawn: ...</p>
<p>5. Your opinion.</p>	<p>I found the article (rather) interesting (important, useful) <i>as / because...</i></p> <p><i>I think / In my opinion</i> the article is (rather) interesting (important, useful) <i>as / because...</i></p> <p>I found the article too hard to understand / rather boring <i>as / because...</i></p>

Навчальне видання

ЧЕРНЬОНКОВ ЯРОСЛАВ ОЛЕКСАНДРОВИЧ

Навчально-методичний посібник
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Вихідні дані видавництва