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імені Павла Тичини

ENGLISH FOR HISTORIANS

Навчальний посібник з англійської мови для студентів заочного відділу
історичних спеціальностей вищих навчальних закладів

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Укладач та автор:

Іванчук Г.П.	Кандидат педагогічних наук, доцент кафедри практики іноземних мов Уманського державного педагогічного університету імені Павла Тичини
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Рецензенти:

Білецька І.О.	Доктор педагогічних наук, професор, завідувач кафедри теорії та практики іноземних мов Уманського державного педагогічного університету імені Павла Тичини
Поліщук О.Л.	Доц., кандидат філологічних наук Черкаського національного університету імені Богдана Хмельницького

Рекомендовано до друку науково-методичною комісією факультету іноземних мов (протокол № 4 від 17.02. 2018 року)

ENGLISH FOR HISTORIANS. Навчальний посібник з англійської мови для студентів історичних спеціальностей вищих навчальних закладів / Укладач та автор: Іванчук Г.П. – Умань: ОМІДА, 2017. – 158с.

Підручник укладено на засадах кредитно-трансферної системи навчання. Мета посібника – навчання різним видам читання та реферування, удосконалення мовленнєвих навичок за допомогою створення професійно-орієнтованих ситуацій. Лексичне наповнення текстів відображає сучасні тенденції розвитку як розмовної так і академічної англійської мови.

Призначається для студентів вищих закладів педагогічної освіти.

ПЕРЕДМОВА

Шановний студент! В умовах сьогодення, коли становлення Української держави має зовнішні та внутрішні виклики, історична спадщина України нерозривно зв'язана з підтримкою міжнародної спільноти. Важко переоцінити значення англійської мови, мови націй та держав якої відіграють вирішальну роль в безпековій та економічній складових України.

Сучасний студент-історик для успішного осмислення історичного минулого повинен вільно орієнтуватися в сучасних політичних реаліях, які і формують історію країни. Серед нескінченного багатства історичних джерел немалу роль відіграють англійські публікації, які проливають дещо нове світло на екзистенціональні риси формування української нації, її місце на геополітичній карті світу. Вони дають можливість по-новому оцінити історичну спадщину спільну з країнами, культура деяких з яких домінувала протягом багатьох століть існування Української держави.

Навчальний посібник “English for Historians” створений для успішного оволодіння англійською мовою та усвідомлення унікальності та самодостатності Української держави та вільної інтеграції в глобальну спільноту передових націй світу.

В посібнику ви познайомитеся з основними епохами України, її місцем у світі в конкретний історичний період, починаючи з давніх часів до Київської Русі і слов'ян та хазар, України епохи Австро-угорської імперії, України в складі Радянського Союзу та історичного сьогодення після Майдану.

Навчальний посібник створений за модульним принципом; в кожному модулі поданий історичний текст, який відображає конкретну історичну епоху. Вправи з засвоєння лексики, необхідної для розуміння та перекладу текстів, наводяться до та після текстів. В основу кожного модуля покладено тематичний цикл – навчально-методичну одиницю, яка включає комплекс базових і додаткових текстів, тренувальних вправ та творчих завдань, об'єднаних за тематичним принципом.

Навчальний посібник має на меті виробити у Вас основні навички та вміння щодо читання та розуміння оригінальної літератури за спеціальністю, ознайомити Вас з історичною лексикою та забезпечити засвоєння і використання її у мовленнєвій діяльності.

Ви також підготуєтесь до читання та розуміння оригінальної літератури з фаху, розвиваючи таким чином уміння та навички іншомовного спілкування у визначених комунікативних ситуаціях та в межах передбаченої програмою тематики.

TEXTS FOR READING AND ANNOTATION

Text 1.

Historical Approaches to International Relations

By Dr. James R. Sofka

Faculty Member, International Relations at American Public University

When studying international relations, political scientists often rely on theoretical or conceptual models to understand political behavior. For example, realists often interpret politics in terms of a struggle for dominance between states in an anarchic world as well as flawed human nature. Conversely, liberals and constructivists typically view the world through the lens of shared economic and trade relationships. They emphasize institutions and values as a means of cooperation between nations. There are many advantages to using political models. However, history provides yet another prism to view international relations. It provides political scholars with a long view of the nature of conflict and consensus on the global stage.

History offers two principle uses to international relations scholars. First, it serves as a means for contextual understanding, particularly in conflict resolution or area studies analysis. It is also a measure of themes and patterns of state interaction over time. For example, it would be impossible to analyze the political dynamics in Northern Ireland or the former Yugoslavia without first undertaking an intense study of centuries of diplomatic history to grasp the core interests and narratives at play.

Secondly, the long-term analysis of trends and patterns can be equally insightful as scholars develop awareness of the differing regional perceptions of global political issues. Americans are notoriously future-oriented and tend to focus on tomorrow. In other parts of the world, what we see as history can be very much part of the present. While visiting China in 1972, Henry Kissinger engaged his Chinese counterpart, Foreign Minister Zhou En-Lai, about what he saw as the lessons of the French Revolution of 1789. “Oh, it’s much too early to tell,” Zhou replied. Kissinger, who had himself taught European history at Harvard, noted that this experience told him a great deal about the Chinese view of international politics.

Similarly, students of modern European politics have detected great parallels in the policies undertaken by Germany respecting Russia, Eastern Europe, and asserting its fiscal strength on the continent and those pursued by Bismarck in the late 19th century. Bismarck’s “Ostpolitik,” which was predicated upon close ties to Russia, echoes into Germany foreign policy in the 21st century—Germany is Russia’s primary trading partner—but natural gas pipelines and lucrative trade connections have replaced purely military alignments as measures of the balance of power.

While no historical similarity is ever exact, historical analysis does offer insight into understanding deeper motivations of states and how they have defined and pursued interests over time.

<http://onlinelearningtips.com/2013/01/31/historical-approaches-to-international-relations/>

Text 2.

Population

According to the census of 2001, there were 4.2 million people living in Ukraine. Over three-quarters, or 3.75 million inhabitants (77 percent), were ethnic Ukrainians, while the remaining 11 million inhabitants (23 percent) belonged to several ethnolinguistic or national minorities (see table 1.1). Although ethnic Ukrainians have traditionally made up the majority of the country's population, in the last two centuries there has been a great discrepancy between their numbers in rural and in urban areas. For instance, in 1897, ethnic Ukrainians made up only 30 percent of the urban population of Ukraine, a percentage that has steadily increased since then, reaching 67 percent in 2001. As for other peoples, the Russians live primarily in the urbanized industrial regions of eastern Ukraine, the Jews and Belarusians in urban areas throughout the country, and the Crimean Tatars mostly in cities and towns of the Crimea. The remaining groups mostly inhabit rural areas: the Moldovans live in areas adjacent to Moldova; the Poles in islets scattered throughout Volhynia and eastern Galicia; the Bulgarians in southern Bessarabia; the Magyars in southern Transcarpathia; the Romanians in northern Bukovina; and the Greeks along the shores of the Black Sea (near Odessa) and the Sea of Azov (near Mariupol').

Aside from the 37.5 million ethnic Ukrainians within the boundaries of Ukraine, in 2001 there were another 1.4 million Ukrainians living on contiguous ethnolinguistic territory in bordering countries (see table 1.2).

Table 1.2

Ukrainians beyond Ukraine

on contiguous ethnolinguistic territory, 2001

Russia (Kursk, Belgorod, Voronezh, Rostov, Krasnodar oblasts)	617,000
Moldova	600,000
Belarus (Brest and Homel oblasts)	108,000
Romania	52,000
Slovakia	11,000
Poland	6,000
total	1,394,000

In Belarus, Ukrainians live within the marshland of the Pripet River valley; in Poland, along its eastern border in the Podlachia, Chełm, San, and Lemko regions; in Slovakia, in the far northeast known as the Prešov region; in Romania, in the Maramurer district, southern Bukovina, and the Danube Delta; in Moldova, along its northern and eastern border; and in Russia, along the Don and Kuban River valleys.

Aside from Ukrainians living in areas contiguous to Ukraine, there are still another estimated 6.2 million Ukrainians in other parts of the former Soviet Union and the world (see table 1.3). They are the descendants of ethnic Ukrainians who migrated to those areas in the course of the nineteenth and twentieth centuries.

The above statistics indicate that there are 46.7 million Ukrainians worldwide.

Other sources suggest the figure might be as high as 51.8 million.

Text 3.

Trypillians and Ukrainians

Of all the archeological cultures in Ukraine, it is the Trypillian which has perhaps received the most attention by archeologists. More recently, and in particular since Ukraine gained its independence in 1991, the Trypillians have attracted the attention of popular writers and civic promoters who have used this pre-historic culture to propagate their own brand of modern Ukrainian patriotism.

The culture derives its name from a site uncovered in 1898 near the village of Trypillia, just southwest of Kiev, by the Czech archeologist active in Ukraine, Vikentii Khvoika (Chvojka). Subsequent archeological research determined the chronological and geographic extent of Trypillian culture. It lasted over two millennia from about 4500 to 2250 bce, and at its farthest extent covered, in modern-day terms, Ukraine west of the Dnieper River, most of Moldova, and Romania east of Carpathians. Western literature refers to the same phenomenon as the Cucuteni-Tripolye culture. Cucuteni, a village in present-day eastern Romania (near Iasi) and the first site in the western portion of the Trypillian sphere, was discovered in 1884 and excavated during the first decade of the twentieth century by the German archeologist Hubert Schmidt. The greatest concentration of Trypillian sites have been found along the upper and middle Prut and Seret rivers (northeastern Romania and northern Moldova) and in Ukraine along the middle Dniester River (southeastern Galicia and western Podolia), the triangle between the middle Southern Buh (east of Vinnytsia) and Syniukha rivers, and the region surrounding Kiev.

Scholars point to three periods of the development of Trypillian culture, which are characterized by an increase in the size of population that practiced primitive agriculture and animal husbandry. It seems that the social structure was characterized by a matriarchal-clan order in which women were responsible for

agricultural work, for the production of pottery and cloth, and for playing a leading role in social life.

In the early period, extended families shared a single dwelling, but later nuclear families had their own dwellings. The result was an enormous growth of large multi-roomed buildings as well as individual dwellings whose solid construction reflected a concern for maintaining good hygienic conditions.

Concentrations of population could range from 500 to several thousand inhabitants. During the middle and later periods, the Trypillians had large groundfloor workshops and they developed specialized manufactories for pottery and eventually for metal-working in copper. The most widespread artifacts that have come down to us are examples of ceramic pottery (with painted spiral and meander decorations of often high aesthetic quality) and small-scale stone figurines probably linked to an agrarian cult of fertility and prosperity.

Since the 1990s several writers (and some professional archeologists) have elaborated further on the artifacts that date from the Neolithic period and that are connected with Trypillian culture. There is even a Kolo-Ra Society based in Kiev that organizes tourist visits and that carries out archeological research and projects for the reconstruction of Trypillian sites. The archeological finds connected with Trypillians are likened to those of pre-historic Troy and Mycenae. The Trypillian "people" are credited with creating a male-female egalitarian society, inventing the wheel, domesticating the horse, and producing highly advanced metallurgical products. Their large settlements, among the most extensive of which was Talianky near the upper Syniukha River (with 15,000 inhabitants living in 3,000 houses), are described as towns, or even proto-cities, with two-story apartment-like buildings larger than residences in the better-known ancient civilizations of Mesopotamia and Egypt. An excess of enthusiasm has often gotten the better of those who are promoting the Trypillian "cause." There are writers who are convinced of a direct connection between the Trypillians and modern Ukrainians and Ukraine. The archeologist Viktor Petrov is among the leading proponents of the view that Trypillians are the ancestors of ethnic Ukrainians. And even those skeptical of such claims seem willing to accept that the basic features of Trypillian culture are reflected in the way houses were built and decorated by ethnic Ukrainians in later times and in the symbology and designs still found in Ukrainian embroidery and on painted Easter eggs. Some

patriotic writers (Iurii Kanyhin's 1997 book *Shliakh ariiv/The Arian Way* being the most widely read example) go further, arguing that the Trypillia zone coincides with the "state" of Arrata, mentioned in ancient Mesopotamian (Sumerian) records from the third millennium bce. Consequently, the earliest genealogy for modern Ukrainian statehood should begin not with ninth-century Kievan Rus', nor even with the fourth-century Antaen tribal federation, but rather with the four-to five-thousand-year-old "state" of Arrata-Trypillia.

Text 4.

The Original Homeland of the Slavs

Among the first historical accounts to define the original homeland of the Slavs is the early medieval Rus' *Primary Chronicle* (Slavonic: *Poviest' vremennykh liet*). It states that the Slavs first "settled beside the Danube, where the Hungarian and Bulgarian lands now lie," that is, along the middle and lower Danube valley, from the Pannonian Plain to the Black Sea. This view was accepted for many centuries, but later was replaced by the so-called Sarmatian theory, which considered the Slavic homeland to be on the Don River, thereby placing the Slavs in close relationship with the Iranian Scythians and Sarmatians. In the nineteenth century, scholars began to argue that the original Slavic habitat was either in the Carpathian Mountains or farther north, along the marshes of the Pripet River. Today, four views are current.

(1) The Czech archaeologist Lubor Niederle (1902) defined the Slavic homeland as centered in northwestern Ukraine, encompassing the upper Vistula and Buh valleys, the Pripet Marshes, and Right Bank Ukraine bounded by the Dnieper River in the east and the crest of the Carpathians in the south.

(2) The Slavic linguist Max Vasmer (1941) fixed the Slavic homeland somewhat farther east, centering it in north-central Ukraine where the Pripet and Desna Rivers meet the Dnieper. This territory includes, in the west, the Pripet Marshes and Right Bank as far as the upper valley of the Southern Buh River, and, in the east, the region of the upper Donets' and upper Don valleys.

(3) Several interwar and postwar Polish archaeologists - Jan Czekanowski, Tadeusz Lehr-Splawinski, Leon Kozlowski, Jozef Kostrzewski, and Tadeusz

Sulimirski - argued that the original Slavic homeland coincides with the area of the so-called Lusatian culture, which, on the evidence of archaeological finds, they identified as having been located between the Elbe River in the west and the Buh River in the east, and as spreading from the crest of the Carpathians northward all the way to the Baltic Sea. This territory coincides largely with the present-day boundaries of Poland.

(4) Post-World War II Soviet archaeologists (Petr N. Tret'iakov, Boris Rybakov), joined by Polish (Konrad Jazdzewski) and Czech archaeologists (Jan Filip, Jin Horak, and Zdenek Vana), argued that the area of Lusatian culture was only one part of the Slavic homeland, and the westernmost one at that, and that the territory should therefore be extended eastward as far as the lower Desna and Seim Rivers.

Whereas their emphases may differ slightly, modern scholars seem to maintain the common premise that the original homeland of the Slavs was north of the Carpathian Mountains and north of the line that divided the mixed forest-steppe from the open steppe. This territory extended from the upper reaches of the Oder River in the west across to the middle Vistula, Buh, Pripet, middle Dnieper, and Desna Rivers in the east; in contemporary terms, it was made up of north-central and western Ukraine, southwestern Belarus, and south-central and southeastern Poland.

Text 5.

The Pax Chazarica

Aside from the disappearance of the Antae, the seventh century proved to be an important turning point in the history of Ukraine. By the middle of that century, the warlike Avars had moved out of Ukrainian lands and westward across the Carpathians into the Pannonian Plain, while a new Turkic people, the Khazars, were establishing a powerful political and commercial center just east of Ukrainian territory between the lower Don, lower Volga, and Kuban-Terek River valleys. As for the East Slavic tribes, some went west beyond the Carpathians with

the Avars. In Ukraine, the Dulibian tribal union in Volhynia dissipated and was replaced by a new tribal union among the Polianians and Siverians along the middle Dnieper valley. Scholars maintain either that the Polianian-Siverian union, with centers such as Roden', at the conjunction of the Ros' and Dnieper Rivers, continued the tradition of East Slavic statehood (Soviet authors spoke of an early Rus' state in this region), or that it functioned as a tribal unit within the Khazar sphere.

The Khazar sphere was concentrated within the triangle formed by the lower Don, lower Volga, and Kuban-Terek Rivers. But Khazar influence was felt far beyond as well. By the early ninth century, several East Slavic tribes to the northwest (the Polianians, Radimichians, Siverians, Viatichians), and other peoples, including the Mordvinians, Cheremissians, and Volga Bulgars in the north, and the Magyars, Onogurs, Kasogians, and Alans in the south, were all under the hegemony of the Khazar Kaganate, or empire. From the eighth century, the Khazars also controlled much of the Crimea, where the Crimean Goths with their center at Doros came under their domination as well.

Within this vast territory were to be found some of the most lucrative international trading routes, especially the northern branch of the silk route from China, which passed the Aral Sea and skirted the northern Caspian Sea, ending in the Khazar capital of Itil', near the mouth of the Volga. From Itil', the Khazars traded southward across the Caspian Sea to Baghdad and the Persian, later Arab, Middle East, or westward down the Don River and across the Black Sea to Byzantium. Trade and commerce were of the greatest concern to the Khazars, and the control and protection of commercial routes was the highest priority of the empire's military forces. Customs duties levied on goods passing along the trade routes under their control provided the main source of Khazar wealth, which was supplemented by taxes collected from various peoples under their hegemony. In return for this lord-vassal relationship, the Khazars provided peace and stability in the region as well as possibilities for trade. These were the main characteristics of the new order known as the Pax Chazarica.

Because of their interest in trade and commerce, the Khazars, unlike their

nomadic predecessors and successors, preferred diplomacy and peace to war and plundering. Accordingly, in the north, even after the Volga Bulgars had become independent in the mid-eighth century, the Khazars maintained friendly relations with them. Toward the south, after a fierce struggle with the Persian Empire and, later, the Arab Caliphate during the seventh and eighth centuries, in about 750 the antagonists agreed it was useless to continue fighting. Both powers decided that the Caucasus Mountains should serve as their “natural” frontier.

Relations with Byzantium, the region’s major commercial emporium, were very favorable from the time of the initial rise of Khazar power in the seventh century. The Khazars served as allies of Byzantium, first against the Persians and later against the Arabs. The only potential threat to peaceful ties was in the Crimean Peninsula, where the Bosphoran Kingdom had been under Byzantine hegemony since the sixth century. The Khazars built a fortress, Tmutorokan’, at the site of the Greco-Bosphoran city Hermanossa (Tamatarcha), on the eastern shore of the Straits of Kerch. Taking advantage of civil strife between the Crimea and the Byzantine capital, the Khazars took control of most of the peninsula at the very end of the seventh century. It was not long, however, before the Khazars assuaged Byzantine fears. They agreed to divide the Crimea into a Byzantine sphere along the coast and a Khazar sphere in the hinterland behind the mountains.

Byzantine-Khazar relations were further strengthened in the eighth century by marital diplomacy (several Khazar princesses became wives of Byzantine emperors) and in the ninth century by a common defense against the increasingly restless nomadic Magyars and the newly arrived Varangian Rus’. The common defense took the form of the construction in the 830s by Byzantine architects of a second Khazar capital on the Don River at Sarkel (in Slavic, Bila Vezha) and the dispatch to the Khazars in the 860s of a “cultural” mission headed by the Byzantine Christian missionaries Constantine and Methodius.

The international commercial relations emphasized by the Khazars also transformed their empire into a fertile ground for cultural development, especially for religion. The Khazars were originally believers in Shamanism of the Altaic variety, but their ruling elite was receptive to other more advanced

religions. In fact, all three great religions were received favorably by the Khazar leadership:

(1) Islam, via Arab traders in the seventh century; (2) Judaism, via Jewish missionaries, among them Isaac Sangari in 767; and (3) Christianity, via Constantine and Methodius from Byzantium, the future “Apostles to the Slavs,” who lived in the Khazar capital of Sarkel in 860 and 861. Between 789 and 809, the Khazar ruler (kagan) and nobility embraced Judaism, and later, during the first half of the tenth century, the kaganate became a refuge for Jews fleeing persecution by the Byzantine emperor (Romanus Lecapenus, reigned 919–944). Although eventually the Khazar Kaganate was most influenced by Islam, it nonetheless is the only state in history to have converted to Judaism, for however brief a time. Its conversion has given rise to Jewish legend and to theories (the most recent treatment being Arthur Koestler’s *The Thirteenth Tribe*) adopted by various authors to prove that

eastern Europe’s Jews are descendants of the Khazars.

The Khazars are important because for two centuries – ca. 650 to 850 – their state fostered stability within a wide region, one surrounded by several cultures, between the Black Sea, the Caspian Sea, and the Caucasus Mountains. While the Khazar Kaganate was never the kind of impenetrable “bulwark of the steppe” against the East that is often suggested in traditional literature, it nonetheless served as a power center around which nomadic tribes and federations (the Bulgars, Alans, Magyars, East Slavs) gravitated and in which they found it more advantageous to trade and to live in peace than to provoke war and conflict.

Text 6.

DEKULAKIZATION AND THE GREAT FAMINE

Marxism-Leninism had always preached class war as an expression of the historical dialectic leading inevitably to world socialist revolution. Class war was

now to become part of the Soviet drive toward collectivization. In Soviet Ukraine as elsewhere in the Soviet Union (especially the rich agricultural regions of the Don, lower Volga, and Kuban River valleys, and the lowlands north of the Caucasus Mountains), the relatively well-to-do peasants who had expanded their landholdings after the pre-revolutionary tsarist reforms of 1906 were called kulaks (*kurkuli*). Now, because they were opposed to collectivization, they were branded by the Soviet regime “enemies of the people” and presented throughout the 1920s in government propaganda as wealthy land-grabbing exploiters of their fellow villagers. In lieu of such inflammatory but vague rhetoric, the Soviets attempted to provide a concrete definition of who qualified as a kulak. Accordingly, a decree in May 1929 defined a kulak as someone who had a minimum income of 300 rubles (or 1,500 rubles per household) and who used hired laborers and owned any kind of motorized farm machinery. According to these criteria, at the time of the decree there were 71,500 kulaks, representing a mere 1.4 percent of all households, in Soviet Ukraine. With respect to the so-called wealth of the kulaks, it should be kept in mind that the average income of an urban worker was the same as or greater than (300 to 500 rubles) the kulak minimum and included social security benefits not available to rural agriculturalists. Moreover, most of the farmsteads that used hired labor were headed by war invalids or widows, not well-to-do peasant entrepreneurs. In short, the term kulak and the even vaguer category of kulak henchmen (*pidkurkul’nyky*) had less to do with actual wealth than with the need of the Soviet authorities to have an all-purpose term with which to brand whomever they considered their enemy in the countryside.

The authorities set out to eliminate the kulaks. Beginning in 1927, they were made to pay heavy taxes. The following year, they were deprived of their franchise, as priests, former policemen, and other declared anti-Soviet elements had been deprived previously. The kulaks were also increasingly harassed by members of the local youth organization (Komsomol) and the so-called Committees of Poor Peasants, a state of affairs contributing to the “historically inevitable” class warfare. Finally, in January 1930 the Central Committee of the All-Union Communist party in Moscow ordered “the liquidation of the kulaks as a class.” They were physically rounded up – men first, women and children later – and shipped off to Central Asia, Siberia, and the Soviet Far East. During the forced transport and as a result of exposure to the elements at their place of exile where

they had no shelter, thousands died. This did not seem to matter to the Soviet authorities, since the elimination of a despised “class” was achieved. By March 1930, nearly 62,000 kulak households, or an estimated quarter million people, had been eliminated from Soviet Ukraine during the period known as dekulakization.

The kulaks were gone, but there remained the mass of the peasants. They proved especially problematic in the course of 1931 and 1932. These were years marked by resistance to collectivization in the form of refusals to deliver grain to the collectives and state farms. In the end, the collective farms themselves became centers of opposition, as their administrators argued that it was impossible to fulfill The Plan’s unreasonable crop quotas. This meant little, however, to Stalin and the central authorities, who were concerned only with the industrialization of the country. Neither he nor the All-Union Communist party hierarchy would tolerate either the ineffectiveness of local officials or the stubbornness of the peasantry, whose only value, as they perceived it, was to provide food for urban industrial workers – the true vanguard of the revolution. Accordingly, the party in Moscow called on urban workers to go into the countryside to implement the government’s decisions. These were the so-called 25,000 “best sons of the fatherland,” 7,000 of whom came from Soviet Ukraine itself. Between 1929 and 1931, there were as many as 10,000 of these “twenty-five thousanders” at work in the Ukrainian countryside, where they played a leading role in expropriating kulak property, organizing collectives, and supervising grain shipments. Backed by soldiers and the secret police, these party functionaries simply ordered that grain be seized. Anyone who protested was declared a kulak or kulak henchman and therefore an enemy of the revolution. Many such “new” kulaks were exiled to Siberia and other remote parts of the Soviet Union. Others were imprisoned or killed, or fled to the cities to hide. The actions of the twenty-five-thousanders accounted for the removal of approximately one million men, women, and children from the rural areas in 1931 and 1932.

The forced removal of the kulaks and a return to the policy of forced collectivization during the second half of 1930 had a negative effect on the harvest. The 1930 grain harvest of 21.1 millions tons (18.4 million metric tons) dipped in 1931 to 18.3 million tons (16.7 million metric tons), of which 30 to 40

percent was lost in the harvesting process because the new collective farms were poorly administered and were staffed by peasant laborers reluctant to work on land not their own. At the same time, the central government's quota for grain deliveries remained the same in both 1930 and 1931 – 7.7 million tons (7 million metric tons), over twice the figure demanded in the mid-1920s, when sociopolitical conditions in the countryside were relatively stable.

Government policy had indeed produced the “class war” the Bolsheviks had always predicted. This was a war in which poor peasants led by party officials and backed by the army were pitted against opponents of collectivization and requisitioning, who now were all lumped together under the opprobrious term *kulak*. The result was that by 1932, Ukrainian villages were in dire straits. Famine broke out in the spring, the grain harvest dropped to only about 15 million tons (13.7 million metric tons), and there was little seed to be planted for the next season. The situation continued to worsen, with the result that in the winter and spring of 1933 starvation in the countryside became the norm.

For their part, officials in Moscow argued that the peasants were simply hiding grain. Accordingly, a law on the inviolability of socialist property was passed in August 1932, whereby the act of taking anything from the collectives – even an ear of wheat or the broken root of a sugar beet – could and often did result in confiscation of property, a ten-year prison term, and even execution. Yet at the same time that famine was raging throughout the country's agricultural heartland – Dnieper Ukraine as well as the neighboring Kuban and northern Caucasus regions – the Soviet Union was exporting grain abroad. Put another way, officially a famine never occurred. This makes it impossible to know with even relative accuracy the exact cost in human lives. There is, moreover, great disagreement as to the cause of the famine. Was it the result of bureaucratic bungling during the collectivization campaign? Was it part of an explicit policy against recalcitrant peasants, regardless of nationality? Was it an attempt to eliminate nationalist opposition in all areas deemed critical to the Soviet Union (the famine occurred in the Kuban, in the Don Cossack-inhabited northern Caucasus, and in the German-inhabited middle Volga regions as well as in Soviet Ukraine)? Or was it an act of genocide directed specifically against ethnic Ukrainians?

Although conclusive answers regarding causation continue to elude researchers of the period, there is agreement that several million deaths did occur in Soviet Ukraine during the Great Famine of 1933. The most conservative estimate of the number of famine victims, either from starvation or from disease related to malnutrition, is 4.8 million people. This figure represents 15 percent of Soviet Ukraine's population at the time. Even according to such a conservative figure, this meant that during the spring and summer of that fateful year of 1933, 25,000 people died every day, or 1,000 people every hour, or 17 people every minute.

ENGLISH GRAMMAR. THEORY

THE PRESENT INDEFINITE (SIMPLE) TENSE TO BE		
+	?	-
I am lucky. You are lucky. He is lucky. She is lucky. It is lucky. We are lucky. They are lucky.	Am I lucky? Are you lucky? Is he lucky? Is she lucky? Is it lucky? Are we lucky? Are they lucky?	I am not/ I'm not lucky. You are not/aren't lucky. He is not/isn't lucky. She is not/isn't lucky. It is not/isn't lucky. We are not/aren't lucky. They are not/aren't lucky.

УТВОРЕННЯ 5 ТИПІВ ПИТАНЬ

Computers are an essential part of modern life.
1. Are computers an essential part of modern life?
2. a). What are an essential part of modern life ? b). What are computers ?
3. Are computers or books an essential part of modern life?
4. Computers are an essential part of modern life, aren't they?

THE PRESENT INDEFINITE (SIMPLE) TENSE TO HAVE		
+	?	-
I have/ I have got You have/ You have got He has/ He has got She has/ She has got It has/It has got We have/We have got They have/They have got	Do I have ?/ Have I got? Do you have?/ Have you got? Does he have? Has he got? Does she have? Has she got? Does it have? Has it got? Do we have? Have we got? Do they have? Have they got?	I do not/don't have/ I haven't got You do not/don't have/ You haven't got He does not/doesn't have/He hasn't got She does not/doesn't have/She hasn't got It does not/doesn't have/It hasn't got We do not/don't have/We haven't got They do not/don't have/They haven't got

УТВОРЕННЯ 5 ТИПІВ ПИТАНЬ

Children have a good time in summer.
1. Do children have a good time in summer?
2. a). Who has a good time in summer? b). When do children have a good time?
3. Do children have a good time in summer or in winter?
4. Children have a good time in summer, haven't they?
I have got a new car.
1. Have you got a new car?
2. a). Who has got a new car? b). What have you got?
3. Have you or they got a new car?
4. I have got a new car, haven't I?

THE PRESENT INDEFINITE (SIMPLE) TENSE
УТВОРЕННЯ

+	?	-
I work You work He work She work It work We work They work	Do I work ? Do you work? Does he work? Does she work? Does it work? Do we work? Do they work?	I do not/don't work You do not/don't work He does not/doesn't work She does not/doesn't work It does not/doesn't work We do not/don't work They do not/don't work

УТВОРЕННЯ 5 ТИПІВ ПИТАНЬ У
THE PRESENT INDEFINITE (SIMPLE) TENSE

We like classical music.

1. Do you like classical music?
2. a). Who likes classical music?
b). What music do you like?
3. Do you like classical or modern music?
4. We like classical music, don't we?

THE PRESENT INDEFINITE (SIMPLE) TENSE
ВИПАДКИ ВЖИВАННЯ

1. Регулярна, повторювана дія в теперішньому, факти, загальновідомі істини:	I often stay up till midnight. London is the capital of great Britain. Computers are an essential part of modern life.
2. Дія, яка відбувається у момент мовлення з дієсловами, які не вживаються в часах групи Continuous (Progressive):	She hates ice-cream. We like this idea. It sounds great. Everybody knows it. My brother owns this BMW.
3. Майбутня дія в підрядних реченнях часу і умови (після сполучників <i>when, until, till, as soon as, as long as, before, if, unless, provided that</i>)	As soon as the boss comes , we'll start. If I see John, I'll ask him about it. Unless you take the brake off the car won't move.
4. Запланована дія в майбутньому згідно розкладу, графіка тощо:	The football match is on Sunday. The bus leaves at 5 sharp.
5. Завершена дія з дієсловами <i>to see, to hear, to be told</i> (знати, розуміти, чути)	I hear he is in London now. I am told that it is an unusual film.

ОБСТАВИНИ, З ЯКИМИ ВЖИВАЄТЬСЯ
THE PRESENT INDEFINITE (SIMPLE) TENSE:

**always, ever, never, as a rule, every day (month, week, year),
now and then, generally, seldom, rarely, occasionally, usually,
regularly, sometimes, from time to time**

**THE PRESENT CONTINUOUS (PROGRESSIVE) TENSE
УТВОРЕННЯ**

AM/ IS /ARE+ V4-ing

+	?	-
I am/ I'm working You are/ you're working He is /he's working She is /she's working It is /it's working We are/ we're working They are/ they're working	Am I working? Are you working? Is he working? Is she working? Is it working? Are we working? Are they working?	I am not/ I'm not working You are not/ you're not working He is not /he's not working She is not/she's not working It is not /it's not working We are not/ we're not working They are not/ they're not working

**УТВОРЕННЯ 5 ТИПІВ ПИТАНЬ У
THE PRESENT CONTINUOUS (PROGRESSIVE) TENSE**

We are doing a project on pollution.

- Are we doing a project on pollution?
- a). Who is doing a project on pollution?
b). What project are we doing ?
- Are we doing or completing a project on pollution ?
- We are doing a project on pollution, aren't we?

**THE PRESENT CONTINUOUS (PROGRESSIVE) TENSE
Випадки вживання**

1. Незавершена дія, яка відбувається у момент мовлення:	Be careful! You are driving too fast! Something smells good. Are you making a cake?
2. Дія, що: а) охоплює певний період часу в теперішньому (today, this term, this year) б) характеризує зміни, які відбуваються навколо:	We are working hard today. Sam is staying in a hotel until he finds a flat. My English is getting better. The climate is getting warmer.
3. Емоційно забарвлена, як правило, негативна характеристика людини:	Ann is constantly drinking coffee. John is sitting at his computer all days long!
4. Запланована дія в майбутньому: а) особисті домовленості, з дієсловами руху: б) to be going to do sth. - збиратися щось робити, мати намір щось виконати, ймовірність дії у майбутньому:	Are you doing anything special on weekend? We are moving to the new house. She is going to tell us the truth. Look at the sky! It's going to rain!
5. Тривала дія, яка відбувається одночасно з іншою дією (Present Simple) у підрядних реченнях умови й часу після сполучників when, while, as long as, if, in case, unless	She never talks when she is working . I always give presents when I am visiting my parents.

**ОБСТАВИНИ, З ЯКИМИ ВЖИВАЄТЬСЯ
THE PRESENT CONTINUOUS (PROGRESSIVE) TENSE:
always, now, at the moment, constantly, right now, still**

**ДІЄСЛОВА, ЯКІ НЕ ВЖИВАЮТЬСЯ У ФОРМАХ
CONTINUOUS (PROGRESSIVE)**

1. Дієслова, що позначають розумову діяльність:	believe, guess, imagine, know, realize, remember, recognize, suppose, understand
2. Дієслова, що позначають почуття:	like, dislike, love, hate, prefer
3. Дієслова, що позначають сприйняття:	hear, see, smell, taste, touch
4. Дієслова, що позначають абстрактні відношення:	be, depend on/upon, concern, consist of, cost, fit, include, involve, deserve
5. Дієслова, що позначають враження:	astonish, impress, please, satisfy, surprise
6. Дієслова, що позначають бажання:	need, want, wish, object, agree, refuse
7. Дієслова, що позначають приналежність:	belong, have, own, possess

**THE PRESENT PERFECT TENSE
УТВОРЕННЯ
have/has + V3-ed**

+	?	-
I have done the task You have done the task He has done the task She has done the task It has done the task We have done the task They have done the task	Have I done the task? Have you done the task? Has he done the task? Has she done the task? Has it done the task? Have we done the task? Have they done the task?	I have not/haven't done the task You have not/haven't done the task He has not/hasn't done the task She has not/hasn't done the task It has not/hasn't done the task We have not/haven't done the task They have not/haven't done the task

**УТВОРЕННЯ 5 ТИПІВ ПИТАНЬ У
THE PRESENT PERFECT TENSE**

We have known each other since 2007.

1. Have you known each other since 2007?

2. a). Who has known each other since 2007?

b). Since when have you known each other since 2007?

3. Have you known each other since 2007 or 2008?

4. We have known each other since 2007, haven't we?

**THE PRESENT PERFECT TENSE
ВИПАДКИ ВЖИВАННЯ**

1. Завершена дія, пов'язана з теперішнім через її результат:	I have bought a new CD. Let's listen to it! The police haven't found the burglar yet.
2. Дія, яка почалась в минулому, тривала якийсь час і все ще триває або щойно завершилась (з дієсловами, які не мають форм CONTINUOUS (PROGRESSIVE)):	They have owned this firm since 2005. He's been in love for 2 months. We have had a lot of good luck recently.
3. Завершена дія у підрядних реченнях часу після сполучників when, before, as soon as, ill, until, after :	We'll go for a walk as soon as we have finished supper. Your friends believe you only after you have told them the truth.
4. Дія в минулому, життєвий досвід (Have you ever ...? - I have never ...):	Have you ever been to Disneyland? She has never ridden a camel.

**ОБСТАВИНИ, З ЯКИМИ ВЖИВАЄТЬСЯ
THE PRESENT PERFECT TENSE:**

already, just, yet, ever, never, today, since, for, lately, so far, for ages, up till now

**THE PAST INDEFINITE (SIMPLE) TENSE
TO BE**

+	?	-
I was lucky. You were lucky. He was lucky. She was lucky. It was lucky. We were lucky. They were lucky.	Was I lucky? Were you lucky? Was he lucky? Was she lucky? Was it lucky? Were we lucky? Were they lucky?	I was not/ I wasn't lucky. You were not/weren't lucky. He was not/wasn't lucky. She was not/wasn't lucky. It was not/wasn't lucky. We were not/weren't lucky. They were not/weren't lucky.

УТВОРЕННЯ 5 ТИПІВ ПИТАНЬ

Lyn was in Paris in 2005.

1. Was Lyn in Paris in 2005?

2. a). Who was in Paris in 2005?
b). When was Lyn in Paris?

3. Was Lyn in Paris or in Kyiv in 2005?

4. Lyn was in Paris in 2005, wasn't she?

**THE PAST INDEFINITE (SIMPLE) TENSE
УТВОРЕННЯ
V2-ed**

+	?	-
I met him long ago. You met him long ago. He met him long ago. She met him long ago. It met him long ago. We met him long ago. They met him long ago.	Did I meet him long ago? Did you meet him long ago ? Did he meet him long ago ? Did she meet him long ago? Did it meet him long ago? Did we meet him long ago? Did they meet him long ago?	I did not/ didn't meet him You did not/ didn't meet him He did not/ didn't meet him She did not/ didn't meet him It did not/ didn't meet him We did not/ didn't meet him They did not/ didn't meet him

**УТВОРЕННЯ 5 ТИПІВ ПИТАНЬ У
THE PAST INDEFINITE (SIMPLE) TENSE**

It rained a lot last summer.

1. Did it rain a lot last summer?

2. a). What happened a lot last summer?
b). When did it rain a lot?

3. Did it rain a lot last summer or winter?

4. It rained a lot last summer, didn't it ?

THE PAST INDEFINITE (SIMPLE) TENSE ВИПАДКИ ВЖИВАННЯ	
1. Минула дія, яка не пов'язана з теперішнім:	I bought the computer in 2000. He found a purse in the street last week
2. Ряд послідовних дій в минулому:	They left the hotel, took a taxi and went to the airport.
3. Дія, яка тривала протягом певного періоду часу в минулому і завершилась (йдеться про факт, а не момент):	Sam studied hard for five years to become a manager. She walked in the forest for an hour yesterday.
4. Регулярна, повторювана дія в минулому:	We attended all the lectures regularly last term. Every weekend she went to her dacha and rested there.
5. Повторювана дія, що відбувалась в минулому виражається конструкцією used to + Infinitive	We used to discuss all our problems. Did he use to smoke when he was young?
ОБСТАВИНИ, З ЯКИМИ ВЖИВАЄТЬСЯ THE PAST INDEFINITE (SIMPLE) TENSE	
yesterday, the day before yesterday, last week(month, year), ago, long ago, the other day, in 2007	

ПОРІВНЯЛЬНА ТАБЛИЦЯ ВЖИВАННЯ THE PAST INDEFINITE (SIMPLE) TENSE та THE PRESENT PERFECT TENSE	
THE PAST INDEFINITE (SIMPLE) TENSE Випадки вживання	THE PRESENT PERFECT TENSE Випадки вживання
1. Минула дія, яка не пов'язана з теперішнім: I bought the computer in 2000. He found a purse in the street last week	1. Завершена дія, пов'язана з теперішнім через її результат: I have bought a new CD. Let's listen to it! The police haven't found the burglar yet.
2. Вживається з обставинами, які позначають завершений період часу: Did you see her this morning?(ранок закінчився)	2. Вживається з обставинами, які позначають незавершений період часу: I've seen the dean in the library this morning.(зараз 10 ранку)
3. У спеціальних питаннях, які починаються словами When? How? When and how did you meet your first love? В інших спеціальних питаннях: What happened last week? Where was Jane on Sunday?	3. У спеціальних питаннях, крім тих, що починаються словами When? How? What has happened to you? Where has she been all this time?
4. У реченнях з for-фразами, якщо період, протягом якого відбувалась дія, відноситься до минулого і не пов'язаний з теперішнім: They stayed in Lviv for two months in 2007. I studied English for seven years as a schoolgirl.	У реченнях з for-фразами, якщо період, протягом якого відбувалась дія, безпосередньо пов'язаний з теперішнім (включає або виключає його): He's been here for a week and he's going to leave. They have known her for ten years and like her very much.

ОБСТАВИНИ, З ЯКИМИ ВЖИВАЄТЬСЯ
THE PRESENT PERFECT CONTINUOUS (PROGRESSIVE) TENSE
already, since, for

THE PAST CONTINUOUS (PROGRESSIVE) TENSE
УТВОРЕННЯ

WAS /WERE+ V4-ing

+	?	-
I was working You were working He was working She was working It was working We were working They were working	Was I working? Were you working? Was he working? Was she working? Was it working? Were we working? Were they working?	I was not/ wasn't working You were not/ weren't working He was not /wasn't working She was not/wasn't working It was not /wasn't working We were not/ weren't working They were not/ weren't working

УТВОРЕННЯ 5 ТИПІВ ПИТАНЬ У
THE PAST CONTINUOUS (PROGRESSIVE) TENSE

He was always working on weekends.

1. Was he always working on weekends?
2. a). Who was always working on weekends?
b). What was he always doing on weekends?
3. Was he always working or resting on weekends?
4. He was always working on weekends, wasn't he?

THE PAST CONTINUOUS (PROGRESSIVE) TENSE
ВИПАДКИ ВЖИВАННЯ

1. Тривала дія, яка відбувалася у певний момент в минулому:	I was playing tennis at 5 p.m. When we came, she was setting the table.
2. Дія, що охоплювала певний період часу в минулому:	It was snowing all night. I knew that he was writing his course paper.
3. Двох одночасних дій в минулому:	While I was washing up, my friend was tidying up the house.
4. Емоційно забарвленої, як правило, негативної характеристики людини:	My husband was always working on weekend. She was constantly talking about her boyfriend.
5. Незвичного, нехарактерного для людини стану в певний момент в минулому (з дієсловами, які, як правило, не мають форм CONTINUOUS (PROGRESSIVE))	They couldn't believe what they were seeing and hearing . Mother was looking great in her new dress.

ОБСТАВИНИ, З ЯКИМИ ВЖИВАЄТЬСЯ
THE PAST CONTINUOUS (PROGRESSIVE) TENSE
at that moment, at 7 yesterday, always, constantly, when, while

5. recently у значенні not long ago (“нещодавно”): They met quite recently.	5. 3 recently у значенні for a short period of time before the present moment (“останнім часом”): I haven't heard from her recently.
6. 3 just now : Ann was here just now.	6. 3 just : Ann has just been here.

Інші способи вираження звичних, повторюваних дій в минулому

Спосіб	Приклади
1. Зворот used to+ Infinitive	He used to smoke in his youth. Did she use to live in Paris? My granny and I used to discuss our problems.
2. Модальне дієслово would + Infinitive	When he worked as a driver he would always get up at 5. As he grew older, he would often talk about his experience of dealing with difficult situations.

**THE PRESENT PERFECT CONTINUOUS (PROGRESSIVE) TENSE
УТВОРЕННЯ**

+	?	-
I have been working since 9 You have been working He has been working She has been working It has been working We have been working They have been working	Have I been working ? Have you been working ? Has he been working ? Has she been working ? Has it been working ? Have we been working ? Have they been working?	I have not/haven't been working You have not/haven't been working He has not/ hasn't been working She has not/ hasn't been working It has not/ hasn't been working We have not/haven't been working They have not/haven't been working

**УТВОРЕННЯ 5 ТИПІВ ПИТАНЬ У
THE PRESENT PERFECT CONTINUOUS (PROGRESSIVE) TENSE**

I have been learning to drive for a month.

1. Have you been learning to drive for a month?

2. a). Who has been learning to drive for a month?

b). What have you been learning for a month?

3. Have you or they been learning to drive for a month?

4. I have been learning to drive for a month, haven't I?

**THE PRESENT PERFECT CONTINUOUS (PROGRESSIVE) TENSE
ВИПАДКИ ВЖИВАННЯ**

1. Дія, яка почалась в минулому, тривала якийсь час і все ще триває.
Since – з, for – протягом

It **has been raining** since the very morning.
I **have been studying** English for seven years.

2. Дія, яка почалась в минулому, тривала якийсь час і щойно або нещодавно завершилась:

Your eyes are tired. **Have you been sitting** at the computer?
Here you are. We **have been looking** for you everywhere.

THE PAST PERFECT TENSE УТВОРЕННЯ had + V3-ed		
+	?	-
I had done the task by 5 You had done the task He had done the task She had done the task It had done the task We had done the task They had done the task	Had I done the task by 5? Had you done the task? Had he done the task? Had she done the task? Had it done the task? Had we done the task? Had they done the task?	I had not/hadn't done the task by 5 You had not/hadn't done the task He had not/ hadn't done the task She had not/ hadn't done the task It had not/ hadn't done the task We had not/hadn't done the task They had not/hadn't done the task

**УТВОРЕННЯ 5 ТИПІВ ПИТАНЬ У
THE PAST PERFECT TENSE**

Mom had cooked supper by 6 p.m.

- Had Mom cooked supper by 6 p.m?
- a). Who had cooked supper by 6 p.m?
b). What had Mom cooked by 6 p.m?
- Had Mom cooked supper or dinner by 6 p.m?
- Mom had cooked supper by 6 p.m, hadn't she?

**THE PAST PERFECT TENSE
ВИПАДКИ ВЖИВАННЯ**

1. Дія, яка відбулась раніше іншої минулої дії або моменту в минулому:	When we came to the party, she had already left. I didn't go to the cinema, because I had seen this film before.
2. Дія, яка почалась до певного моменту в минулому і ще тривала в той момент (з дієсловами, що не мають форм CONTINUOUS (PROGRESSIVE))	We knew that old friends hadn't seen each other for many years. When we bought the house, it had been empty for several years.
3. Дві дії в минулому, одна з яких була в процесі (у PAST CONTINUOUS (PROGRESSIVE)), а інша завершилась до початку першої (у PAST PERFECT)	The sky had cleared and the sun was shining. Tim had translated the text and was watching football.
4. У складнопідрядних реченнях часу після сполучників <i>hardly...</i> , <i>when</i> , <i>scarcely</i> , <i>when</i> , <i>no sooner ...</i> , <i>than</i> (для стилістичного ефекту дієслово had ставиться пред підметом):	<i>Hardly had</i> we entered the forest, <i>when</i> we saw a beautiful bird on the oak tree. <i>Scarcely had</i> the thief left the shop, <i>when</i> the police caught him.

**ОБСТАВИНИ, З ЯКИМИ ВЖИВАЄТЬСЯ
THE PAST PERFECT TENSE**
already, for, by then, as soon as, never... before, hardly..., when, scarcely, when, no sooner ..., than

**THE PAST PERFECT CONTINUOUS (PROGRESSIVE) TENSE
УТВОРЕННЯ**

+	?	-
I had been working You had been working He had been working She had been working It had been working We had been working They had been working	Had I been working ? Had you been working ? Had he been working ? Had she been working ? Had it been working ? Have we been working ? Had they been working ?	I had not/hadn't been working You had not/hadn't been working He had not/ hadn't been working She had not/ hadn't been working It had not/ hadn't been working We had not/hadn't been working They had not/hadn't been working

**УТВОРЕННЯ 5 ТИПІВ ПИТАНЬ У
THE PRESENT PERFECT CONTINUOUS (PROGRESSIVE) TENSE**

Ann had been working as a doctor for two years when I first met her.

1. Had Ann been working as a doctor for two years when I first met her?
2. a). Who had been working as a doctor for two years when I first met her?
b). How long had Ann been working as a doctor when I first met her?
3. Had Ann been working as a doctor for two or five years when I first met her?
4. Ann had been working as a doctor for two years when I first met her, hadn't she?

**THE PAST PERFECT CONTINUOUS (PROGRESSIVE) TENSE
ВИПАДКИ ВЖИВАННЯ**

1. Дія, яка почалась до певного моменту або дії в минулому і все ще тривала в той момент:	When we met she had been working as a teacher for ten years. The team had been playing for five years when I joined it.
2. Дія, яка почалась до певного моменту або дії в минулому і закінчилась в той момент чи незадовго до нього:	I felt tired because I had been jogging . We had been waiting for half an hour when the bus came.

**ОБСТАВИНИ, З ЯКИМИ ВЖИВАЄТЬСЯ
THE PAST PERFECT CONTINUOUS (PROGRESSIVE) TENSE
all day, for ten years**

**THE FUTURE INDEFINITE (SIMPLE) TENSE
УТВОРЕННЯ**

+	?	-
I shall translate the text You will translate He will translate She will translate It will translate We shall translate They will translate	Shall I translate the text? Will you translate the text? Will he translate the text? Will she translate the text? Will it translate the text? Shall we translate the text? Will they translate the text?	I shall not/shan't translate the text You will not/won't translate the text He will not/won't translate the text She will not/won't translate the text It will not/won't translate the text We shall not/shan't translate the text They will not/won't translate the text

**УТВОРЕННЯ 5 ТИПІВ ПИТАНЬ У
THE FUTURE INDEFINITE (SIMPLE) TENSE**

Adam will meet you at the station.

1. Will Adam meet you at the station?

2. a). Who will meet you at the station?

b). Where will Adam meet you?

3. Will Adam meet you at the station or at the airport?

4. Adam will meet you at the station, won't he?

**THE FUTURE INDEFINITE (SIMPLE) TENSE
ВИПАДКИ ВЖИВАННЯ**

1. Дія, яка відбудеться в майбутньому:

We shall meet you at the airport tomorrow.
She will help you as soon as she is free.

2. Повторювана дія в майбутньому:

The students will have tests every term.
They will meet every Sunday.

**ОБСТАВИНИ, З ЯКИМИ ВЖИВАЄТЬСЯ
THE FUTURE INDEFINITE (SIMPLE) TENSE**
tomorrow, the day after tomorrow, one of these days, next week (month, year), in the near future, soon, as soon as possible, some day, in an hour

**THE FUTURE CONTINUOUS (PROGRESSIVE) TENSE
УТВОРЕННЯ**

+	?	-
I shall be doing You will be doing He will be doing She will be doing It will be doing We shall be doing They will be doing	Shall I be doing? Will you be doing? Will he be doing? Will she be doing? Will it be doing? Shall we be doing? Will they be doing?	I shall not/shan't be doing You will not/won't be doing He will not/won't be doing She will not/won't be doing It will not/won't be doing We shall not/shan't be doing They will not/won't be doing

**УТВОРЕННЯ 5 ТИПІВ ПИТАНЬ У
THE FUTURE CONTINUOUS (PROGRESSIVE) TENSE**

The children will be playing in the garden tomorrow at 5 p.m.

1. Will the children be playing in the garden tomorrow at 5 p.m.?
2. a). Who will be playing in the garden tomorrow at 5 p.m.?
b). What will the children be doing in the garden tomorrow at 5 p.m. ?
3. Will the children be playing in the garden tomorrow at 5 p.m. or at 6 p.m.?
4. The children will be playing in the garden tomorrow at 5 p.m., won't they?

**THE FUTURE CONTINUOUS (PROGRESSIVE) TENSE
ВИПАДКИ ВЖИВАННЯ**

1. Дія, яка буде тривати в певний момент в майбутньому:	At this time next Sunday we shall be flying to Paris. In an hour they will be having a party.
2. Дія, яку мовець передбачає в майбутньому:	I must go now or my parents will be worrying about me. He is sure she will be talking about her work again.

**ОБСТАВИНИ, З ЯКИМИ ВЖИВАЄТЬСЯ
THE FUTURE CONTINUOUS (PROGRESSIVE) TENSE
the whole day, all day long, at that time, at the moment, soon, when you come**

**THE FUTURE PERFECT TENSE
УТВОРЕННЯ**

SHALL/WILL HAVE + V3-ed

+	?	-
I shall have saved You will have saved He will have saved She will have saved It will have saved We shall have saved They will have saved	Shall I have saved ? Will you have saved ? Will he have saved ? Will she have saved ? Will it have saved ? Shall we have saved ? Will they have saved ?	I shall not/shan't have saved You will not/won't have saved He will not/won't have saved She will not/won't have saved It will not/won't have saved We shall not/shan't have saved They will not/won't have saved

**УТВОРЕННЯ 5 ТИПІВ ПИТАНЬ У
THE FUTURE PERFECT TENSE**

My grandfather will have retired by the year 2017.

1. Will my grandfather will have retired by the year 2017?
2. a) Who will have retired by the year 2017?
b) What will my grandfather have done by the year 2017?
3. Will my grandfather have retired or quitted by the year 2017 ?
4. My grandfather will have retired by the year 2017, won't he?

**THE FUTURE PERFECT TENSE
ВИПАДКИ ВЖИВАННЯ**

- | | |
|--|--|
| 1. Дія, яка завершиться до певного моменту в майбутньому | We shall have passed the exams by July.
By the end of the year she will have saved 10,000 \$. |
|--|--|

**ОБСТАВИНИ, З ЯКИМИ ВЖИВАЄТЬСЯ
THE FUTURE PERFECT TENSE**

by that time, by then, by Monday, by the end of the month, by the time he comes

**THE FUTURE PERFECT CONTINUOUS (PROGRESSIVE) TENSE
УТВОРЕННЯ**

SHALL/WILL HAVE BEEN + V4-ing

+	?	-
I shall have been reading You will have been reading He will have been reading She will have been reading It will have been reading We shall have been reading They will have been reading	Shall I have been reading? Will you have been reading? Will he have been reading? Will she have been reading? Will it have been reading? Shall we have been reading? Will they have been reading?	I shall not/shan't have been reading You will not/won't have been reading He will not/won't have been reading She will not/won't have been reading It will not/won't have been reading We shall not/shan't have been reading They will not/won't have been reading

**УТВОРЕННЯ 5 ТИПІВ ПИТАНЬ У
THE FUTURE PERFECT CONTINUOUS (PROGRESSIVE)TENSE**

By the end of the year he will have been teaching Maths for ten years.

1. Will he have been teaching Maths for ten years by the end of the year?
2. a) Who will have been teaching Maths for ten years by the end of the year?
b) What subject will he have been teaching for ten years by the end of the year?
3. Will he have been teaching Maths or History for ten years by the end of the year?
4. He will have been teaching Maths for ten years by the end of the year, won't he?

THE FUTURE PERFECT CONTINUOUS (PROGRESSIVE) TENSE
ВИПАДКИ ВЖИВАННЯ

<p>1. Дія, яка почалась в минулому або почнеться до якогось моменту в майбутньому і все ще буде в процесі розвитку до того моменту включно:</p>	<p>Next year I shall have been living in Uman for three years. When he is forty, he will have been teaching English for twenty years. I shall have been staying here for a year this July.</p>
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Інші способи вираження майбутніх дій
в англійській мові

Спосіб	Випадки вживання	Приклади
<p>1. <i>to be going to</i> + Infinitive</p>	<p>Намір виконати дію у найближчому майбутньому</p> <p>Ймовірна дія у майбутньому</p>	<p>I'm going to read this book. They are going to build a new highway here.</p> <p>Look at the clouds! It's going to rain. It's going to take a long time to look through these papers.</p>
<p>2. Модальне дієслово <i>to be to</i> + Infinitive</p>	<p>Запланована дія у найближчому майбутньому</p> <p>У наказах</p>	<p>She is to be married next month. You are to deliver these flowers before 10.</p> <p>No one is to leave this building without the permission of the police.</p>
<p>3. Present Continuous</p>	<p>Запланована дія у майбутньому (особисті домовленості та з дієсловами руху)</p>	<p>He's arriving tomorrow morning on the 15.30 train. We are spending next summer in Moscow.</p>
<p>4. Present Simple</p>	<p>Запланована дія у майбутньому згідно розкладів, графіків, програм тощо</p>	<p>The bus leaves at 12.00. What time does the performance begin?</p>
<p>5. <i>to be about</i> + Infinitive</p>	<p>Дія у найближчому майбутньому</p>	<p>He is about to jump in the pool himself. (Він готовий сам уже стрибнути в басейн.)</p>
<p>6. <i>to be on the point of</i> + Gerund</p>	<p>Дія у найближчому майбутньому</p>	<p>She is on the point of screaming. (Вона от-от закричить)</p>

swim [swim]	swam [swæm]	swum [swʌm]	swimming ['swimiŋ]	плавати
swing [swiŋ]	swung [swʌŋ]	swung [swʌŋ]	swinging ['swiŋiŋ]	гойдатися
take [teik]	took [tuk]	taken ['teikn]	taking ['teikiŋ]	брати
teach [ti:tʃ]	taught [to:t]	taught [to:t]	teaching [ti:tʃiŋ]	вчити
tear [tɛə]	tore [to:]	torn [to:n]	tearing ['tɛəriŋ]	рвати
tell [tel]	told [tould]	told [tould]	telling ['teliŋ]	казати
think [θɪŋk]	thought [θo:t]	thought [θo:t]	thinking ['θɪŋkiŋ]	думати
throw [θrou]	threw [θru:]	thrown [θroun]	throwing ['θrouiŋ]	кидати
thrust [θrʌst]	thrust [θrʌst]	thrust [θrʌst]	thrusting ['θrʌstiŋ]	штовхати
tread [tred]	trod [trod]	trodden ['trodn]	treading ['trediŋ]	ступати
understand [, ʌndə 'stand]	understood [, ʌndəs'stu:d]	understood [, ʌndə'stu:d]	understanding [, ʌndə 'standiŋ]	розуміти
undergo [, ʌndə'gou]	underwent [, ʌndə'went]	undergone [, ʌndə'gʌn]	undergoing [, ʌndə'gouiŋ]	витримувати, переносити
undertake [, ʌndə'teik]	undertook [, ʌndə'tu:k]	undertaken [, ʌndə'teiken]	undertaking [, ʌndə'teikiŋ]	починати, братися; брати на себе
upset [ʌp'set]	upset [ʌp'set]	upset [ʌp'set]	upsetting [ʌp'setiŋ]	перскидати(ся) розладнувати
wake [weik]	woke [wouk]	woken [woukn]	waking ['weikiŋ]	прокидатися
wear [weə]	wore [wo:]	worn [wo:n]	wearing ['weəriŋ]	носити
weave [wi:v]	wove [wouv]	woven ['wouvŋ]	weaving ['wi:viŋ]	ткати
weep [wi:p]	wept [wept]	wept [wept]	weeping ['wi:piŋ]	плакати
win [win]	won [wʌŋ]	won [wʌŋ]	winning ['winiŋ]	перемагати
wind [waind]	wound [waund]	wound [waund]	winding ['waindiŋ]	заводити
withdraw [wið'dro:]	withdrew [wið'dru:]	withdrawn [wið'dro:n]	withdrawing [wið'droiŋ]	відкликати; скасовувати
withhold [wið'hould]	withheld [wið'held]	withheld [wið'held]	withholding [wið'houldiŋ]	відмовляти, утримуватися
withstand [wið'stænd]	withstood [wið'stu:d]	withstood [wið'stu:d]	withstanding [wið'hstændiŋ]	вистояти, витримати
wring [riŋ]	wrung [rʌŋ]	wrung [rʌŋ]	wringing ['riŋiŋ]	скручувати
write [rait]	wrote [rout]	written ['ritn]	writing ['raitŋ]	писати

Test 1 in English

Course I Group _____
The Department of History
Variant I

I. Утворіть 3 форми наступних дієслів, перекладіть їх:

Infinitive				Translation
To have				
to work				
to study				
to buy				
to hear				
to feel				
to eat				
to catch				
to translate				
to do				

II. Утворіть форму множини іменників.

Singular	Plural	Singular	Plural
A hat		a knife	
a fox		a fish	
a baby		a species	
a workmate		a foot	
a dictionary		a forget-me-not	
a potato		a manservant	

III. Перекладіть словосполучення англійською мовою.

Ukrainian	English
Син мого друга	
авто родини Браун	
кімната моїх дітей	
тижнева відпустка	
дах будинку	

IV. Розкрийте дужки, вживаючи вищий або найвищий ступінь прикметників та прислівників.

1. I wonder what his _____ step is going to be (near).
2. _____ the weather is, _____ I feel (hot), (bad).
3. His house is _____ in the street (far).
4. My _____ sister is 2 years _____ than me (old), (old).
5. Yesterday was _____ day of the summer (hot).

V. Вставте прийменники замість крапок, якщо це потрібно:

- 1 the 16-th – 18-th centuries a number ... schools were set up ... National religious-educational communities.
- 2 Ukraine post-secondary education is provided ... many different institutions.
3. I left school ... the age ... 17.
4. The University is accredited ... the Accrediting Commission ... the Ministry ... Education.

V. Поставте речення у питальну та заперечну форми.

1. Every school has a lot of visual aids.

2. It is a quite modern building.

3. All the windows face the school yard.

VII. Перекладіть речення англійською мовою.

1. Жителі міста тісно пов'язані з університетом.

2. Університет пропонує численні навчальні курси з різних спеціальностей.

3. Відмінна репутація університету привабила багатьох визначних вчених з різних галузей науки.

4. В університеті навчаються 4 або 5 років, а у школі – 11.

Test 2 in English

**Course I Group _____
The Department of History**

Variant I

I. Утворить 3 форми наступних дієслів, перекладіть їх:

Infinitive				Translation
To tell				
to hold				
to cast				
to burst				
to supervise				
to begin				
to become				
to graduate				
to obtain				
to consider				

II. Замість крапок вставте прийменники та сполучники, якщо потрібно.

1. Well over 400,000 people work ... school teachers.
2. The statutory system itself has been described ... "national service", locally administrated, and this means that what happens ... the one side ... the county boundary may be vastly different ... what happens ... the other.
3. Before the introduction ... comprehensive schools children ... the age ... 11 had to pass the 11 plus examination.
4. They train teachers ...posts ... primary schools.

III. Поставте різні типи запитань до наступних речень:

1. Family life is changing rapidly.

2. I have often thought of changing my job.

3. My friend taught English for twenty-five years.

4. She carried a big leather bag.

IV. Розкрийте дужки, вживаючи інфінітив у потрібній формі.

1. _____ you _____ (to hear) from Jane lately? – Yes, _____ (to get) a message from her last night.

2. He _____ (to study) hard for 6 years to become a doctor.

3. They _____ (to own) this cottage since the _____ (to build) it.

4. Where _____ you _____ (to put) my keys? I can't find them.

5. Look. His father _____ (to watch) TV.

6. My sister usually _____ (to rest) after school. But today _____ (not to have) a rest. She _____ (to write) her course paper.

7. We _____ (to look for) you for half an hour.

V. Перекладіть речення англійською мовою.

1. Головними типами державних середніх шкіл є граматична, середня сучасна технічна та загальноосвітня школи.

2. Початкові школи дають дітям елементарні знання і навички.

3. Вивчення курсів (предметів) подальшої освіти, на відміну від курсів вищої освіти, не ведуть до отримання наукових ступенів.

4. Допомогати дітям зростати – основне завдання учителів.

Test 3 in English

Course I Group _____
The Department of History
Variant I

I. Перекладіть інфінітиви, додайте їхні форми Past Indefinite, Past Participle та Present Participle:

Translation	Infinitive	Past Indefinite	Past Participle	Present Participle
навчати				
аналізувати				
дозволяти				
розвивати				
виховувати				
писати				
співати				
дути				
копати				
трясти				

II. Замість крапок вставте прийменники та сполучники, якщо потрібно.

1. According ...the Rus Primary Chronicle, the brothers Kyi, Shchek and Khoryv were the founders ... Kyiv.
2. Kyi was the Prince ... the Polian tribe and lived the 7-th century.
3. Only half ... the Indians live ... reservations today.
4. ... the next two centuries the raids turned ... settlement, a number ... small kingdoms were established.

III. Поставте різні типи запитань до наступних речень:

1. She will be cooking all day tomorrow.

2. They had written the composition by 7.

3. I shall buy a camera next week.

4. He had been waiting for an hour when the bus came.

IV. Розкрийте дужки, вживаючи інфінітив у потрібній формі.

1. _____ you _____ (to enjoy) your game of tennis? – No, I _____ (not to play) as _____ (to rain).
2. Don't leave. We _____ (to have) tea soon.
3. There are a lot of mistakes in this document. – All right. I _____ (to type) it again.

IV. Змініть речення, виразивши ту ж ідею в пасивному стані:

1. Somebody is cleaning the room now.

2. The police arrested two people last night.

3. John will make a report at the conference.

4. The company was developing a new project.

5. When the fire brigade came, the fire had destroyed the building.

V. Перекладіть речення англійською мовою.

1. Сучасний національний герб України - тризуб.

2. Володимир розширив кордони Київської Русі та перетворив її на могутню державу.

3. У 1833 році Британія скасувала рабство в усіх своїх колоніях.

4. Дискримінація індіанців, небажання пристосовуватися до нових умов життя і недовіра уряду утримують їх від злиття з сучасним світом.

Test 4 in English

Course II Group _____ The Department of History

Variant I

I. Перекладіть інфінітиви, додайте їхні форми Past Indefinite, Past Participle та Present Participle:

Translation	Infinitive	Past Indefinite	Past Participle	Present Participle
міряти				
комбінувати				
приклеювати				
базуватися				
поринати				
залежати				
мати				
казати				
використовувати				
тримати				

II. Замість крапок вставте прийменники та сполучники, якщо потрібно:

1. Most ... the overseas Ukrainians no longer speak Ukrainian, but they still ... their own churches and are aware ... their origin.
2. His real greatness lay ... the arts ... peace.
3. ... 1931 Canada became a sovereign nationthe Commonwealth.
4. There followed cultures ... had produced such notable monuments ... circles ... Avebury and Stonehenge.

III. Поставте різні типи запитань до наступних речень:

1. Oranges are imported into Ukraine.

2. The book is still being published.

3. I was asked a lot of questions about my private life.

IV. Перебудуйте речення, змінюючи пряму мову на непряму, дотримуючись узгодження часів.

1. Ann said, "I'm going to work in England next week."

2. Dan told us, "I have to get back to work now."

3. The photographer asked, "Smile and say Cheese."

4. She asked, "Can you kiss me goodbye?"

5. His boss asked, "How long have you been working for the company?"

V. Перекладіть речення англійською мовою.

1. Ви щойно порушили закон і вам доведеться відповідати за це.

2. Не треба було нам брати так багато їжі на пікнік.

3. Цю мелодію можна чути скрізь, вона дуже популярна.

4. Ми можемо спілкуватися завдяки компютеру.

5. Ми повинні були зустрітися перед лекцією, але Денис, як завжди, забув про це.

Test 1 in English

Course I Group _____
The Department of History

Variant II

I. Утворіть 3 форми наступних дієслів, перекладіть їх:

Infinitive				Translation
To be				
to come				
to fall				
to break				
to start				
to give				
to like				
to hide				
to consider				
to dream				

II. Утворіть форму множини іменників.

Singular	Plural	Singular	Plural
A story		a person	
a roof		a deer	
a watch		a bee	
a fireman		a lady	
a means		a mother-in-law	
a child		a formula	

III. Перекладіть словосполучення англійською мовою.

Ukrainian	English
Жіночі журнали	
сторінка книги	
собака моїх сусідів	
сьогоднішня газета	
романи Ільфа і Петрова	

IV. Розкрийте дужки, вживаючи вищий або найвищий ступінь прикметників та прислівників.

1. Bicycles are _____ than cars. (noisy)
2. This summary is _____ of the two presented. (good)
3. Why are you talking? Please be _____.(quiet)
4. The _____ you read, the _____ for you. (much), (good)
5. She is _____ girl in our group. (smart)

V. Вставте прийменники замість крапок, якщо це потрібно:

1. ... the turn of the 18-th century the level of public literacy placed Ukraine ahead of ... a number ... countries.
2. ... Ukraine ... vocational training schools students are taught the curriculum of secondary education.
3. I started school ... the age ... 16.
4. Professional training is carried out ... the post graduate courses ... Pedagogy, the Ukrainian language, Methods ... Teaching.

VI. Поставте речення у питальну та заперечну форми.

1. The ground floor is for junior pupils.

2. The Academic Division and Science Division administer graduate and post graduate courses.

3. The Pedagogical University has 4 institutes.

VII. Перекладіть речення англійською мовою.

1. Уманський державний педагогічний університет був заснований у 1998 році.

2. Навчальний відділ контролює навчальну діяльність університету, а науковий керує дослідженнями на всіх факультетах.

3. Студенти відбираються за результатами іспитів.

4. У школі заняття починаються о 8.30, а в університеті о 8.00.

Test 2 in English

**Course I Group _____
The Department of History**

Variant II

I. Утворіть 3 форми наступних дієслів, перекладіть їх:

Infinitive				Translation
To hide				
to fly				
to catch				
to bring				
to strike				
to dream				
to date				
to work				
to wring				
to forget				

II. Замість крапок вставте прийменники та сполучники, якщо потрібно.

1. The children who passed the exam would be sent ... the grammar schools wh provided education ...an academic type; the other children would then go ... secondary modern schools which gave a secondary education ... a practical bias.
2. Selection ... such an early age ... 11 was strongly criticized ... educationalists.
3. The grammar school is a school ... an academic type, which prepares pupils higher education.
4. There are three main ways ... which people become teachers ... England.

III. Поставте різні типи запитань до наступних речень:

1. They carried out a huge survey.

2. They have been in this business for 10 years.

3. He is always coming up with new ideas.

4. I was playing tennis at 5 yesterday.

IV. Розкрийте дужки, вживаючи інфінітив у потрібній формі.

1. By the time we _____ (to arrive), the party
_____ (to finish).

2. Why _____ you _____ (to make) so many mistakes
in the last test? – I _____ (to think) about my
boyfriend.

3. I am afraid I'm not quite ready. – Never mind. I _____ (to
wait).

4. In an hour we _____ (to fly) over the ocean.

IV. Змініть речення, виразивши ту ж ідею в пасивному стані:

1. People don't use this road often.

2. While I was on holiday somebody stole my camera.

3. I will have answered all the business letters by noon.

4. Don't come in. The professor is examining the students.

5. It was noisy. Nobody was listening to him.

V. Перекладіть речення англійською мовою.

1. Уряд – це група людей, які керують країною.

2. Володимир Великий прийняв християнство у грудні 987 року.

3. Лише половина індіанців живуть сьогодні в резерваціях.

4. Конституція гарантує американцям свободу віросповідання, слова та преси.

B

Test 4 in English

Course II Group ____
The Department of History

Variant II

I. Перекладіть інфінітиви, додайте їхні форми Past Indefinite, Past Participle та Present Participle:

Translation	Infinitive	Past Indefinite	Past Participle	Present Participle
складатися з				
ділити				
називати(ся)				
кусати				
починати				
замерзати				
пити				
запалювати, засвічувати				
повідомляти				
поливати				

II. Замість крапок вставте прийменники та сполучники, якщо потрібно.

1. English is the common language ... use, but it is not the national language ... law
2. The main figure is attached ... an iron framework designed ... Gustave Eiffel builder ... France's Eiffel Tower.
3. Admiral lord Nelson won a great victory ...the French fleet ... Trafalgar ... 1805
4. The Roman rule lasted ... over 300 years ... AD 43.

III. Поставте різні типи запитань до наступних речень:

1. Ihor Sikorsky was born in Kiev.

2. Dresses are made of cotton in hot countries.

3. The bicycle has just been stolen.

IV. Перебудуйте речення, змінюючи пряму мову на непряму, дотримуючись узгодження часів.

1. They said, "The company has open an office in Paris."

2. My friend asked, "Why do you want to leave?"

3. The doctor asked, "Open your mouth wide and say R."

4. She asked, "What's the good news?"

5. He said, "I can't meet you at the airport."

V. Перекладіть речення англійською мовою.

1. Доведеться визнати, що вона має рацію.

2. Ви могли б і не поливати квіти. Скоро буде дощ.

3. Ми не змогли приїхати вчасно, автобус запізнився.

4. Він знає англійську найкраще у нашій групі. Напевне, він закінчив спеціалізовану школу.

5. Можливо, я візьму відпустку на наступному тижні.

Test 1 in English

Course I Group _____
The Department of History

Variant III

I. Утворіть 3 форми наступних дієслів, перекладіть їх:

Infinitive				Translation
To climb				
to select				
to cast				
to break				
to supervise				
to begin				
to become				
to graduate				
to obtain				
to consider				

II. Утворіть форму множини іменників.

Singular	Plural	Singular	Plural
A computer		a mouse	
a datum		a baby	
a person		a bird	
a loaf		a ship	
a window		a roof	
a merry-go-round		a phenomenon	

III. Перекладіть словосполучення англійською мовою.

Ukrainian	English
Будинок його батьків	
триденний візит	
вчорашня газета	
пальто Олени	
дитяча книжка	

IV. Розкрийте дужки, вживаючи вищий або найвищий ступінь прикметників та прислівників.

1. That is _____ story I have ever read. (incredible)
2. Mary is _____ of the two girls. (tall)
3. He plays tennis _____ than she. (well)

4. You look a lot _____ than you did last time I saw you. (sad)
5. I want to buy a car - _____ one you have. (powerful)

V. Вставте прийменники замість крапок, якщо це потрібно:

1. There is a variety ... creative and recreational extra curricular activities open .
the University community all year round.
2. My mother works ... a doctor... the hospital.
3. To be a good teacher you must be interested ... what you are doing.
4. ... the end ... each term students take credits and examinations, and most ... they
pass them.

VI. Поставте речення у питальну та заперечну форми.

1. Some students of our University write wonderful poetry.

2. University life is a complicated and exiting experience.

3. The students have a five-year course.

VII. Перекладіть речення англійською мовою.

1. Мій брат на 8 років старший за мене.

2. Багато студентів нашого університету беруть участь у поетичних читаннях і публікують свої твори в університетській газеті.

- 3.Ця професія вимагає від учителя міцних знань з психології, педагогіки, обраної науки, любові до дітей, наполегливої праці та терпіння.

4. Професія вчителя – це постійний потік рішень, це виклик твоїм здібностям і таланту.

2. There were a lot of disasters in the 20-th century.

IV. Розкрийте дужки, вживаючи інфінітив у потрібній формі.

1. –When _____ he _____ (to arrive)? – He _____ (arrive) at 5 p.m.

2. We _____ (to have) three exams this term.

3. What _____ (to be) your favorite subject? How long _____ you _____ (to study) it?

4. I _____ (to buy) this book a month ago.

5. Listen! What _____ they _____ (to talk) about?

6. The students _____ (to be) at the party now. They _____ (to dance) and _____ (to sing).

7. _____ the basic stage of school _____ (to cover) 5th forms?

V. Перекладіть речення англійською мовою.

1. Якісне навчання - основна турбота викладачів, студентів та адміністрації

2. Більшість школярів у США відвідують державні школи, але приватні школи набувають все більшого поширення серед заможних людей.

3. Зарахування до американської середньої школи відбувається автоматично після закінчення початкової школи.

4. Для вступу в Каліфорнійський університет ви повинні відповідати певним вимогам щодо предметів, стипендії та іспитів.

Test 2 in English

Course I Group ____
The Department of History

Variant III

I. Утворіть 3 форми наступних дієслів, перекладіть їх:

Infinitive				Translation
To complete				
to found				
to sink				
to hold				
to admit				
to study				
to divide				
to see				
to require				
to smell				

II. Замість крапок вставте прийменники та сполучники, якщо потрібно

1. ... the Constitution ... the USA each state has its own education administration
2. All ... pupils ...independent schools follow ... individual plans ... study.
3. The College ... Education came ... existence ... 1973.
4. Higher education ... the USA is quite different ... that ... Europe.
5. All schools ... the country are divided ...two groups.

III. Поставте різні типи запитань до наступних речень:

1. You are looking so healthy at the moment.

2. We have been friends since 1997.

1. She has been learning English for 5 years.

Test 3 in English

Course I Group _____
The Department of History

Variant III

I. Перекладіть інфінітиви, додайте їхні форми Past Indefinite, Past Participle та Present Participle:

Translation	Infinitive	Past Indefinite	Past Participle	Present Participle
любити				
купувати				
приспосуватися				
ділити				
називати				
імітувати				
організовувати				
літати				
складати (іспити)				
бути				

II. Замість крапок вставте прийменники та сполучники, якщо потрібно.

1. During the reign ...Volodymyr the Great the city consisted ...two parts – the fortified Upper city and Podil inhabited ... artisans, merchants and fishermen.
2. ...the 1000-s Kyiv was one ... Europe's greatest centers ...commerce and culture and known ... the rival ... Constantinople.
3. King Alfred did much ... educating people, opening schools ... the nobility asking scholars to translate English masterpieces ... world literature.
4. ... people admired Diana ... managing to get ... her problems.

III. Поставте різні типи запитань до наступних речень:

1. This time tomorrow I'll be working.

2. They had discussed the article by 5 in the afternoon.

3. I'll have done it by that time.

4. Jane was having a shower at 8 in the evening.

IV. Розкрийте дужки, вживаючи інфінітив у потрібній формі.

1. She _____ (to talk on) the phone when I came in.
2. John felt tired because he _____ (to play) football.
3. This time tomorrow I _____ (to lie) on the beach.
4. He thought that he _____ (to see) this movie somewhere before.
5. _____ you _____ (to arrange) everything by tomorrow?

IV. Змініть речення, виразивши ту ж ідею в пасивному стані:

1. There is somebody behind us. Somebody is following us.

2. Tom gets a higher salary now. His chief promoted him.

3. I'm sure we'll settle the matter easily.

4. You will have received the papers by Monday.

5. They had painted the house by his arrival.

V. Перекладіть речення англійською мовою.

1. Американці мають право носити зброю.

2. Археологічні знахідки тризуба в Україні сягають 1 століття нашої ери.

3. Пам'ятники Володимирі Великому є в Києві та Лондоні.

4. Перша українська бібліотека – це бібліотека князів, що містилась у соборі Святої Софії.

Test 4 in English

Course II Group _____
The Department of History

Variant III

I. Перекладіть інфінітиви, додайте їхні форми Past Indefinite, Past Participle та Present Participle:

Translation	Infinitive	Past Indefinite	Past Participle	Present Participle
ВИГОТОВЛЯТИ				
ЗМІНЮВАТИ				
З'ЄДНУВАТИ				
ІНДИКУВАТИ, ПОКАЗУВАТИ				
ОПЕРУВАТИ				
ВИНАХОДИТИ				
СКРУЧУВАТИ				
СТУПАТИ				
ДУМАТИ				
ШТОВХАТИ				

II. Замість крапок вставте прийменники та сполучники, якщо потрібно.

1. Great Britain went .. war with France ... 1793, because the French had taken the area that is now Belgium and threatened ... to conquer other areas.
2. King Alfred ... the Saxon kingdom ... Wessex first took part ... the battles when he was a boy ... sixteen.
3. Language is the leading emblem ... distinctness ... Quebec Province today.
4. Any person born ... American soil automatically has the right ... American citizenship.

III. Поставте різні типи запитань до наступних речень:

1. His views were echoed by modern Oxford historians.

2. The doctor has just been sent for.

3. Toyotas are manufactured in Japan.

IV. Перебудуйте речення, змінюючи пряму мову на непряму, дотримуючись узгодження часів.

1. Jane said, "We'll be having tea soon."

2. My granny said, "Tastes differ and you shouldn't be so choosy."

3. She warned, "Don't cheat!"

4. The manager asked, "How old are you?"

5. My sister said, "Up till now I have been very successful in my career."

V. Перекладіть речення англійською мовою.

1. Можливо, його книги з історії відомі в усьому світі.

2. Не може бути, щоб вони були одружені вже двадцять років.

3. Я загубив книгу з бібліотеки і мені доведеться сплатити штраф.

4. Напевне, ціни дуже зросли за останні три місяці.

5. Тобі слід розмовляти з дорослими чемніше.

Test 1 in English

Course I Group _____
The Department of History

Variant IV

I. Утворіть 3 форми наступних дієслів, перекладіть їх:

Infinitive				Translat
To choose				
to buy				
to administer				
to provide				
to look				
to serve				
to catch				
to practice				
to admit				
to bring				

II. Утворіть форму множини іменників.

Singular	Plural	Singular	Plural
A formula		a glass	
a tooth		a sheep	
a room-mate		a baby-sitter	
a leaf		a shop	
a country		an office	
a noun		a device	

III. Перекладіть словосполучення англійською мовою.

Ukrainian	English
Дім Петра та Анни	
доповідь президента	
п'ятикілометрова відстань	
дитячі іграшки	
Московські вулиці	

IV. Розкрийте дужки, вживаючи вищий або найвищий ступінь прикметників та прислівників.

1. The diamond is _____ mineral in the world. (hard)
2. Which is _____, Lake Michigan or Lake Superior? (deep)
3. _____ you take the medicine, _____ you will fill. (soon), (go)
4. My new job is _____ paid than the previous one. (good)
5. His _____ brother is a manager. (old)

V. Вставте прийменники замість крапок, якщо це потрібно:

1. The University offers a variety ... ways that you can obtain advice or help solving your problems.
2. My cousin works ... a teacher ... school.
3. Most ... the students receive stipends but some students have to look ... work experience related ... their majors.
4. A good teacher catalyzes ... his pupils.

VI. Поставте речення у питальну та заперечну форми.

1. Pavlo Tychyna Uman State Pedagogical University provides living accommodations to students.

2. A lot of students are very good at painting and drawing.

3. The University has two large assembly halls.

VII. Перекладіть речення англійською мовою.

1. Моя тітка на 6 років молодша за мого дядька.

2. Багато студентів нашого університету входять до складу оркестру, хору, гуртка народного танцю чи драматичного гуртка.

3. Щоб бути хорошим учителем, ти повинен бути зацікавленим у тому, чим займаєшся.

4. Діти у класі не просто хлопчики та дівчатка, кожен з них – індивідуальність.

Test 2 in English

Course I Group ____
The Department of History

Variant IV

I. Утворіть 3 форми наступних дієслів, перекладіть їх:

Infinitive				Translation
To grow				
to pass				
to know				
to include				
to increase				
to take				
to earn				
to encourage				
to follow				
to borrow				

II. Замість крапок вставте прийменники та сполучники, якщо потрібно.

1. The school structure is different ... different districts ... the USA.
2. The cost ... tuition ... private schools is paid ... the parents ... pupils.
3. Education ... public schools is free ... charge.
4. To be eligible ... admission ... the University you must complete ... least 15 high school units.
5. An applicant must earn a grade ... C or better ... all high school courses.

III. Поставте різні типи запитань до наступних речень:

1. Someone stole a van in Baker Street last night.

2. Mr. Stone has been our family doctor for years.

3. He is talking to his friend on the phone.

4. I have been painting my room all day.

IV. Розкрийте дужки, вживаючи інфінітив у потрібній формі.

1. How's Jack? When _____ you _____ (to see) him? – Oh, I _____ (not to meet) him for ages!
2. I _____ (to live) in London for seven years and now I miss it a lot.
3. It's the most delicious cake I ever _____ (to taste). When and where _____ you _____ (to buy) it?
4. He _____ (to pass) the exam and he's happy.
5. Listen. Somebody _____ (to play) the piano in the next room. – It _____ (to be) my neighbor.
6. Where _____ (to be) my keys? You _____ (to hide) things from me again?
7. She _____ (to play) tennis since the childhood.

V. Перекладіть речення англійською мовою.

1. Всі школи у США поділяються на дві групи: громадські (або державні) приватні (або незалежні).

2. Вища освіта у Сполучених Штатах значно відрізняється від вищої освіти Європі.

3. Відповідно до конституції США кожен штат має свої власні органи управління освітою.

4. Різноманітні програми допомагають викладачам удосконалювати педагогічну майстерність.

Test 3 in English

Course I Group _____
The Department of History

Variant IV

I. Перекладіть інфінітиви, додайте їхні форми Past Indefinite, Past Participle та Present Participle:

Translation	Infinitive	Past Indefinite	Past Participle	Present Participle
доводити				
розвивати				
рости				
зникати				
зустрічати				
знаходити				
ламати, розбивати				
знати				
бігти				
коштувати				

II. Замість крапок вставте прийменники та сполучники, якщо потрібно.

1. The independent princes undermined the authority ..the Grand Duke ... Kyiv a led ... disintegration.
2. Volodymyr Monomakh called ... the unity ...Kyiv Rus.
3. Diana was shy and unsophisticated ... first but the public took ... her because s seemed so human..
4. Volodymyr expanded the borders ... Kyiv Rus and turned it ... a powerful state.
5. The city was founded ... Slavic people, possibly ... early ... at 400-s A.D.

III. Поставте різні типи запитань до наступних речень:

1. They had reached the town before the sun set.

2. She will have retired by the year 2010.

3. I had been waiting for two hours when her friends came.

4. He will be teaching at Cambridge all term.

IV. Розкрийте дужки, вживаючи інфінітив у потрібній формі.

1. We _____ (to arrive) at Miami airport at exactly this time tomorrow morning.

2. By my sixteen birthday, I _____ (to smoke) cigarettes and _____ (to decide) that I was never going to smoke again.

3. After I _____ (to have) my cup of tea, I went back to the library.

4. When I _____ (to turn on) television, the weatherman was giving the weekend forecast for Europe.

IV. Змініть речення, виразивши ту ж ідею в пасивному стані:

1. The room looks nice. Somebody has cleaned it.

2. The waiter is serving her now.

3. By his arrival they had repair his computer.

4. He will make a new discovery soon.

5. We looked through all the advertisements very attentively.

V. Перекладіть речення англійською мовою.

1. Брати Кий, Щек та Хорив заснували місто на пагорбах і назвали його на честь найстаршого брата.

2. Найбільш суттєві зміни було внесено до Конституції США впродовж двох років від її прийняття.

3. Індіанці жили в Північній Америці задовго до того, як туди прибули європейці.

4. Синьо-жовтий прапор – символ Всеукраїнської єдності.

Test 4 in English

Course II Group _____
The Department of History

Variant VI

I. Перекладіть інфінітиви, додайте їхні форми Past Indefinite, Past Participle та Present Participle:

Translation	Infinitive	Past Indefinite	Past Participle	Present Participle
спати				
псувати				
стрибати				
розвивати				
включати				
засновувати				
плакати				
підніматися				
ловити, схоплювати				
приходити				

II. Замість крапок вставте прийменники та сполучники, якщо потрібно.

1. The statue was intended to commemorate a century ... amity ... France and the United States.
2. ... 1991 a centenary ... Ukrainian emigration ... Canada was celebrated.
3. Quebec is three times the size ... France and seven times larger ... Great Britain.
4. Parliament passed the Act ... Union ... 1707, joining Scotland ... England and Wales, and the two kingdoms became one.

III. Поставте різні типи запитань до наступних речень:

1. Papers are delivered usually at 8 a.m.

2. Your problems will be settled soon.

3. Last night huge trees were uprooted by the storm.

IV. Перебудуйте речення, змінюючи пряму мову на непряму, дотримуючись узгодження часів.

1. Jack said, "I hope my friends will come and visit me in New York."

2. My groupmate asked, "What school did you go to?"

3. My grandfather advised, "Make haste slowly."

4. He told, "I am terribly sorry for the things I have done."

5. Pete declared, "I have owned the firm since I started it in 1990."

V. Перекладіть речення англійською мовою.

1. Вам не треба поспішати, ви маєте ще дві години.

2. Наступного тижня ми маємо розпочати роботу над новим проектом.

3. Чи треба нам повторювати весь модуль?

4. Напевно, він дуже щедрий чоловік, якщо витрачає так багато грошей на благодійність.

5. Не може бути, щоб наші сусіди купили нове авто.

Test 2 in English

Course I Group _____
The Department of History

Variant V

I. Утворіть 3 форми наступних дієслів, перекладіть їх:

Infinitive				Translation
To mix				
to keep				
to shut				
to spell				
to rebuild				
to prove				
to weep				
to stick				
to agree				
to try				

II. Замість крапок вставте прийменники та сполучники, якщо потрібно.

1. It is both the best ... times and the worst ... times ... today's children.
2. Every stable society transmits values ... one generation ... the next.
3. ... medieval times laws generally did not distinguish ... childhood and adult offences.
4. In contemporary society the development and well-being ... children capture ... public attention.
5. The goal ... child-rearing was to remove sin ... the child's life.

III. Поставте різні типи запитань до наступних речень:

1. English philosopher John Locke proposed the tabula rasa view.

2. Her parents are both working.

3. I haven't met my classmates for 7 years.

4. Alex has been working here for 5 months.

IV. Розкрийте дужки, вживаючи інфінітив у потрібній формі.

1. We _____ (not to meet) them for four years. We _____ they (to be) now? I last _____ (to see) them in 2000.

2. - _____ you _____ (to see) Jack yesterday? – Yes I did. _____ (to be) such a pleasure to see him again.

3. When parents came the children _____ (to sleep).

4. Parenting _____ (to be) a very important profession.

5. Look out of the window. It _____ (not to snow) now.

6. It often _____ (to snow) in winter.

7. I _____ (to be) tired. I _____ do) this exercise for half an hour.

V. Перекладіть речення англійською мовою.

1. Ця проблема привернула увагу громадськості давно.

2. Раніше діти не отримували інформацію про СНІД, самогубство, наркотики, алкоголь в школі.

3. Ростити дітей нелегко.

4. Хороший батьківський нагляд часто визначає дорослі характеристики.

Test 3 in English

Course I Group _____
The Department of History

Variant V

II. Перекладіть інфінітиви, додайте їхні форми Past Indefinite, Past Participle та Present Participle:

Translation	Infinitive	Past Indefinite	Past Participle	Present Participle
розуміти				
перемагати				
присягати				
поширювати				
тримати, зберігати				
позичати				
рвати				
будувати				
гнути				
давати				

II. Замість крапок вставте прийменники та сполучники, якщо потрібно.

1. Yaroslav the Wise (978-1054) was prince ...Kyiv ...1019.
2. ... the central and eastern Ukrainian lands the Testament ... Taras Shevchenko was used ... many years ...a national anthem.
3. ... 882 Prince Oleh ... Novhorod, having seized Kyiv, was known to have said "This will be the mother ... all Russian towns!"
4. Some ... the early British colonists had come ... the New World ... hopes ... enriching themselves.
5. The colossal statue ... "Liberty Enlightening the World" has symbolized America ... millions ... eager newcomers.

III. Поставте різні типи запитань до наступних речень:

1. We'll be spending the summer in the country.

2. She had already left when I rang.

3. They will have earned 5,000 \$ by the end of the year.

4. John was constantly talking about football.

IV. Розкрийте дужки, вживаючи інфінітив у потрібній формі.

1. The programmer _____ (to do) the work by 6 o'clock.
2. He _____ (to retire) by the year 2010.
3. I hope you _____ (to like) my present.
4. Next year I _____ (to live) in Uman for twenty years.
5. Everybody looked happy. They _____ (to discuss) their Christmas presents.

IV. Змініть речення, виразивши ту ж ідею в пасивному стані:

1. They have already cleaned the room.

2. They spoke to him about his promotion yesterday.

3. He will have finished the book by the end of the year.

4. They are solving a difficult problem now.

5. She sent them for a taxi.

V. Перекладіть речення англійською мовою.

1. Гімн України «Ще не вмерла Україна» написаний поетом П. Чубинським композитором М.Вербицьким.

2. Саме індіанці Північної Америки були першими американцями.

3. Київ був одним із найбільших європейських центрів торгівлі та культури в 11 столітті.

4. До конституції США було внесено 26 поправок з 1789 року.

Test 4 in English

Course II Group ____
The Department of History

Variant V

I. Перекладіть інфінітиви, додайте їхні форми Past Indefinite, Past Participle та Present Participle:

Translation	Infinitive	Past Indefinite	Past Participle	Present Participle
підніматися				
відділяти				
змішувати				
розташовувати				
шити				
опановувати				
дзвонити				
відвідувати				
виконувати				
варіюватися				

II. Замість крапок вставте прийменники та сполучники, якщо потрібно.

1. The British Empire reached its greatest power the reign ... Queen Victoria who brought prosperity and expanded empire ... Asia and Africa.
2. ...their many differences, most Indians shared the belief that people should live ... harmony ... nature.
3. American schoolchildren participated ... a nationwide drive to raise funds ... the pedestal.
4. ...the end of her life Diana did a lot ... work ... the International Red Cross.

III. Поставте різні типи запитань до наступних речень:

1. The United States has often been called "a nation of immigrants."

2. A new book will have been written by the end of the year.

3. You are advised to wear sensible shoes in winter.

IV. Перебудуйте речення, змінюючи пряму мову на непряму, дотримуючись узгодження часів.

1. The teacher told us, "There aren't any unknown islands left on the Earth."

2. Diana explained, "When I left school, Bill was already studying at the university."

3. The girl said, "I'm sorry to say that I don't believe you and I never will."

4. Parents asked, "Is spanking a good way to discipline children?"

5. My friend advised, "You ought to call the doctor."

V. Перекладіть речення англійською мовою.

1. Напевне, футбольний матч перенесли через дощ.

2. Не може бути, щоб студенти нашої групи не відвідували заняття в аудиторіях і читальному кабінеті.

3. Не може бути, щоб ця передача була такою популярною серед студентів.

4. Нам завтра знову доведеться працювати в читальному залі.

5. Мені не потрібно заводити будильник, мій папуга будить мене о сьомій.

Test 1 in English

Course I Group ____
The Department of History

Variant VI

I. Утворить 3 форми наступних дієслів, перекладіть їх:

Infinitive				Translation
To freeze				
to lay				
to book				
to mistake				
to lead				
to let				
to pay				
to overdo				
to put				
to like				

II. Утворить форму множини іменників.

Singular	Plural	Singular	Plural
A thief		a factory	
a goose		a word	
a nucleus		a kilo	
a photo		a class	
a fly		a prize	
a commander-in-chief		a sister-in-law	

III. Перекладіть словосполучення англійською мовою.

Ukrainian	English
Мама Олега і Ігоря	
жіночі шляпи	
атмосфера землі	
семестр тривалістю вісім тижнів	
ніжка стола	

IV. Розкрийте дужки, вживаючи вищий або найвищий ступінь прикметників та прислівників.

1. This matter is _____ than that one. (urgent)
2. The Queen must be _____ woman in the world. (rich)

3. _____ the book, _____ you read it. (interesting), (fast)
4. Mother was _____ of seven daughters. (beautiful)
5. Computers are becoming _____.(expensive)

V. Вставте прийменники замість крапок, якщо це потрібно:

1. Compulsory education in Ukraine begins ... the age ... 7.
2. The basic link ... the chain ... public education ... Ukraine is “general education (grade) school”.
3. The system is the same ... all rural and urban areas.
4. The students have practice ... the best agricultural enterprises.

VI. Поставте речення у питальну і заперечну форми.

1. The University has all necessary facilities.

2. There are boarding schools in our country where pupils study and live.

3. The students study various academic subjects.

VII. Перекладіть речення англійською мовою.

1. Вища освіта включає університети, академії, консерваторії та інші заклади.

2. Кожна школа охоплює три етапи: початковий, середній та старший.

3. Оксфордський університет, заснований у 12 столітті, найстаріший у світі.

4. Університет має всі необхідні можливості (засоби, приміщення), аудиторії, хімічні, фізичні, біологічні, лінгафонні кабінети, майстерні, спортивну залу.

Test 2 in English

Course I Group _____
The Department of History

Variant VI

I. Утворіть 3 форми наступних дієслів, перекладіть їх:

Infinitive				Translation
To sing				
to rob				
to blow				
to carry				
to remember				
to travel				
to forecast				
to misgive				
to quit				
to knit				

II. Замість крапок вставте прийменники та сполучники, якщо потрібно.

1. Day-care arrangements do not provide high-quality alternatives ... parents.
2. Though parenting is very important no test ... fitness ... it is ever taken.
3. Each ... you take seriously ... importance ... rearing ... your children.
4. The innate goodness view was presented ... John Locke.
5. Rich conception ... child-rearing were held ... old times.

III. Поставте різні типи запитань до наступних речень:

1. The goal of child-rearing was to provide salvation.

2. Our view of children has changed dramatically.

3. We hear about pressures on contemporary families.

4. We have been writing invitation cards all morning.

IV. Розкрийте дужки, вживаючи інфінітив у потрібній формі.

1. When _____ you _____ (to see) them? –Oh, we _____ (to meet) them two years ago.

2. _____ the University _____ (to have) faculty for concerts and theatre performances? – Yes, it does.

3. The students _____ (to stage) a play at the assembly hall tomorrow. They _____ (to rehearse) now.

4. _____ the students of our group _____ (to attend) classes regularly?

5. We _____ (to have) three exams this term.

6. _____ you ever _____ (to cheat) in an exam?

7. We _____ (to work) in the garden now. We _____ (to work) there for 3 hours but _____ (not to plant) all the trees yet.

V. Перекладіть речення англійською мовою.

1. СНІД, самогубство, наркотики і алкоголь – це фатальні спокуси дорослого світу.

2. Передача цінностей від одного покоління до іншого не проста

3. Інтерес до розвитку дітей був нерівномірний.

4. На жаль, батьки не здають тест на відповідність.
