

English for Students Majoring in History

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Навчальний посібник підготовлено для здобувачів вищої освіти спеціальностей 032 Історія та археологія та 014.03 Середня освіта (історія). Метою видання є формування іншомовної комунікативної компетентності студентів на рівні володіння мовою B2, який є стандартом для освітньо-кваліфікаційного рівня «бакалавр» та забезпечення розвитку, удосконалення умінь і навичок усного та писемного мовлення на професійному та культурологічному рівнях, що становить зміст і специфіку навчання іноземної мови у вищих навчальних закладах.

Посібник підготовлено з урахуванням інноваційних технологій навчання іноземних мов, що сприяє розвитку пізнавальної та творчої активності студентів, містить цікавий виклад інформації, ефективну систему вправ, спрямованих на використання різноманітних способів інтеграції мовленнєвих умінь та мовних знань в рамках теорії та ситуативного контексту відповідно до академічної та професійної сфер студента.

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ПЕРЕДМОВА

Входження вищої школи України в європейський освітній та науковий простір вимагає вирішення багатьох проблем як на державному рівні, так і в кожному окремому вищому навчальному закладі. Однією з таких є запровадження в навчальному процесі системи академічних кредитів, що аналогічна ECTS (європейська кредитно-трансферна система), як засобу підвищення якості підготовки студентів загалом та іншомовної підготовки зокрема.

Враховуючи рекомендації програми АМПС (англійська мова професійного спілкування) щодо рівнів володіння англійською мовою, при розробці навчального посібника з англійської мови “English for Students Majoring in History” для здобувачів вищої освіти спеціальностей 032 Історія та археологія та 014.03 Середня освіта (історія), автори орієнтувались на рівень B2 (Незалежний користувач), який є базовим рівнем володіння мовою для бакалавра.

В основу праці покладені скорочені й адаптовані тексти з монографії Paul Kubicek “The History of Ukraine” / Paul Kubicek: Westport, Connecticut. – The Greenwood Presss, 2008. – 221 p.

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

- активізації та подальшого розвитку комунікативних навичок студентів у важливих типових ситуаціях спілкування;
- надання та закріплення необхідного професійного лексичного мінімуму з англійської мови для роботи з автентичними неадаптованими текстами з історичної проблематики.

Структура і зміст навчального посібника відповідають вимогам до організації повноцінної аудиторної та самостійної роботи студентів в умовах кредитно-трансферної системи навчання у вищих навчальних закладах.

Кожний змістовий модуль являє собою, з одного боку, тематично закінчену навчальну одиницю, а з іншого, – він інтегровано пов’язаний з тематикою решти модулів. Такий підхід має перевагу в проектуванні освітнього змісту педагогічного процесу, оскільки дозволяє вирізнити і структурувати смислові опори в процесі пізнавальної діяльності студентів.

Автори

Unit 1. History and Historians or History As A Science

Lesson 1-2. History as a Science.

VOCABULARY



Key-Words:

1. envisage – передбачати, уявляти собі, розглядати
2. set – набір
3. entire communities – цілі громади
4. consider – вважати, розглядати
5. perception – сприйняття, усвідомлення, перцепція, відчуття
6. ability – здатність
7. grasp – розуміння
8. essence – сутність, суть, існування
9. reliability – надійність
10. evidence – докази
11. reduce – зменшити
12. sink – тонути
13. oblivion – забуття
14. revive – відроджувати, оновляти
15. invention – винахід
16. division – класифікація, поділ, розподіл
17. artificially – штучно
18. fixing broadcasting – фіксації мовлення
19. evolve – розвивати, розвиватися, виділяти, виявляти, еволюціонувати
20. mode – спосіб, метод, форма
21. nation-state – національна держава
22. national identity – національна ідентичність
23. affect – впливати

1. Reading.

1.1. Look at the title of the text and say what you think the text is about. Get all the information you need about History as a science and add your characteristic of this discipline.

History as a Science

History as a science is **envisaged** as the development of nature and society. History Society is a **set** of different specific actions, a behavior of individuals and **entire communities** who are interconnected. History is generally **considered** part of the humanities. It is a discipline alongside literature, languages, philosophy and the arts. The subject of the study of history is the work and actions of people, and the totality of relations in society. The content of history as a separate science serves as a historical process.

Historical science deals with facts that form the basis of any historical knowledge. The **perception** and explanation of historical reality, the **ability** to **grasp** the **essence** of the historical process depends on the **reliability** of **evidence**. Usually history is defined as the science of past reality, and that ever happened to a man, people or society as a whole. So the history is **reduced** to a simple analysis of the events, processes and states that somehow have **sunk** into “**oblivion**”. But history always **revives** the old, the past, re-opening and reconstructing it for today. Humanistic history science focuses on the interpretation of the written word and cultural **artifacts** created by humans in ages past.

The **invention** of writing observes the **division** between “history” and “pre-history”. Writing is **artificially** created system of fixing **broadcasting**, which lets you use graphics to transmit speech information on distance and **consolidate** it in time. Developing in Mesopotamia and Egypt beginning around 3200 BC, in the Indus Valley around 2200 BC, in China around 1300 BC, and in Mesoamerica around 600 BC, writing **evolved** originally in the service of agriculture and trade, as well as political and religious elites. With the appearance of printing press, people had the opportunity to share their experience to future generations, and the descendants were able to hear the “voice of the past”. New transport and communicational **modes**, the rise of the **nation-state** and teaching of history in general was put in the service of creating **national identities**. And it **affected** the acceleration of the development of science, technology, culture, and generally the whole of civilization.

1.2. Answer the questions and check your understanding:

1. What does the historical science envisage?
2. Is history considered a “social science” or part of the “humanities”?
3. Where and when did writing develop?
4. How did writing evolve?
5. What does the practice and teaching of history typically trace?

1.3. Tell whether the statement is true or false. If it’s false, correct the sentence to make it true.

1. History Society is a collection of different specific actions and behavior of entire communities that are unconnected.
2. The subject of history study is the work and actions of society, and the totality of relations in communities.
3. The perception of the ability to grasp the essence of the historical process depends on the reliability of evidence.
4. With the appearance of printing press, people had the hopelessness and desperation to share their experience to descendants.
5. With the printing press, new modes of transportation and communication, and the fall of the nation-state, the teaching of astronomy was put in the service of creating national identities.

1.4. Match the words and their definitions.

- | | |
|-----------------|--|
| 1. history | a) a political unit consisting of an autonomous state inhabited predominantly by a people sharing a common culture, history, and language |
| 2. invention | b) the study of the characteristics of human populations, such as size, growth, density, distribution, and vital statistics |
| 3. pre-history | c) a new device, method, or process developed from study and experimentation |
| 4. discipline | d) something observed in a scientific investigation or experiment that is not naturally present but occurs as a result of the preparative or investigative procedure |
| 5. nation-state | e) the action of separating something into parts, or the process of being separated |
| 6. acceleration | f) increase in the rate or speed of something |
| 7. oblivion | g) history of humankind in the period before recorded history |
| 8. demography | h) the state of being unaware or unconscious of what is happening |
| 9. division | i) the practice of training people to obey rules or a code of behavior, using punishment to correct disobedience |
| 10. artifact | j) branch of knowledge that records and analyzes past events |

1.5. Fill in the gaps with appropriate words from the suggestion box.

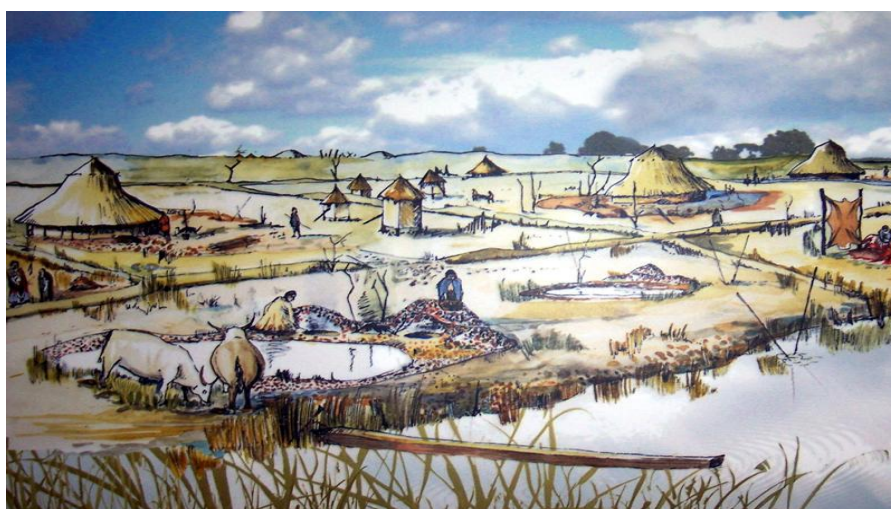
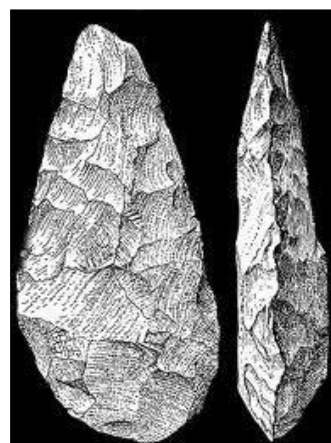
Society, arts, trade, evidence, writing, elites, history, artifacts, humanistic

1. History is envisaged as the development of nature and
2. History is a discipline alongside literature, languages, philosophy and
3. The explanation of historical reality depends on the reliability of
4. Humanistic history science focuses on the interpretation of the written word and cultural
5. ... is artificially created system of fixing broadcasting.
6. Writing evolved originally in the service of agriculture and ... , as well as political and religious
7. Teaching of ... was put in the service of creating national identities.
8. History approach also involves ... interpretation.

2. Vocabulary exercises.

2.1. Review vocabulary words with the help of pictorial vocabulary game (the picture-based word game).

Try to identify specific terms from the list of Key-Words.



2.2. Give the English equivalents of the following words:

a) гуманістичні науки b) винахід писемності c) фіксація мовлення d) політичні еліти e) майбутні покоління f) національна ідентичність g) наукові факти h) художній витвір.

2.3. Translate the text-fragments using some terms in brackets.

1. Історія – це наука про минуле та сучасність людського суспільства (human society), наука про закономірності розвитку суспільного життя в конкретних формах (specific forms), в просторово-часових вимірах (space-time

dimensions). 2. Минуле є активним фактором змін, які відбуваються сьогодні. 3. Змістом історії є історичний процес, який розкривається (to be revealed) в подіях життя людини. 4. Ці події стосуються (to be related) розвитку господарства, внутрішньої і зовнішньої політики держави, міжнародних стосунків, діяльності історичних осіб. 5. Історія як наука є багатогалузевою (to be diversified). 6. Вона складається з цілої низки самостійних (distinct) галузей історичного знання, а саме: історії економічної, політичної, соціальної, суспільної, воєнної, історії держави і права.

3. Writing.

3.1. Make up a history essay. Choose one of the following topics.

1. Excite your friend's curiosity of historical science.
2. Write your friend a letter informing him about your impressions of history as science and historiography.
3. Write a paragraph about one of the ancient historians.

4. Listening.

4.1. Watch video 1-1. Tell whether the statement is true or false.

1. This video is for all you students or anyone else who wants to know why does history matter.
2. I think if we try and understand what happened to people before us we can understand what got us to this point in history that we're living in now.
3. Those who cannot learn from history are doomed to repeat it.
4. History is nothing but assisted and recorded memory.
5. When we look at history we can learn from other people's mistakes.
6. I think that learning our history reminds us of those things we've lost, but we should go further.
7. Learning history reminds us that we are part of a history that defines our past and shapes who we are.
8. History allows us to touch another dimension.
9. History helps us understand people and societies.
10. History repeats itself.

5. Speaking.

5.1. Discuss the problems with your groupmate.

1. When and why did you become interested in history?
2. What is the perception of history as a science?
3. What is the etymology of history?
4. What is historical correlation with other sciences?
5. From what sources can people today find out the information about the past?

6. Grammar.

6.1. State whether the nouns in bold type are proper or common.

1. The Imperial State Crown of the Queen of England is normally kept at **the Tower**.
2. This church has **a tower** attached to it.
3. **The English Channel** is the narrow area of water between England and France.
4. The main **channels** had been

closed by enemy submarines. 5. You are like **a Figaro**. One minute here, another there. 6. I've bought **a Kodak**, but I don't know how it works. 7. In the art circles he was known as **a Metsenat**. 8. **Wellington** defeated Napoleon's army in the battle of **Waterloo**. 9. **Wellingtons** are rubber boots. Americans call them galoshes. 10. What had happened, became **a Waterloo Bridge** for him.

6.2. Translate into English.

1. Яка чудова людина! Справжній Монтекрісто! 2. Вона така романтична! Справжня . 3. – Я бачу, що твій приятель – майстер на всі руки. – Так, і нічого не робить справно. 4. Він справжній Казанова. Чому вона його не залишить? 5. – Які смачні цукерки! – Так, це Моцарт. 6. – Що це за парфуми? – Це Кензо. 7. На цій парковці стоїть кілька машин: Мерседес, Хонда, Лінкольн, Форд і старенький Рено. 8. – Тобі подобається ця картина? – Це Пікассо. 9. На стінах його кабінету розвішано зброю: кольт, вінчестер, браунінг, Калашников. 10. Англієць Ватман винайшов папір, яка назвоно його ім'ям.

6.3. Make up exclamatory sentences according to the model.

Model: competent advice – What competent advice! good question –

What a good question!

1. original advice great idea
2. beautiful nature difficult character
3. fashionable furniture big refrigerator
4. modern equipment ancient fortress
5. unexpected money great fortune
6. wonderful music sentimental tune
7. hitting news strange call
8. good progress big success
9. heavy traffic busy line
10. miserable weather nasty day
11. deep knowledge excellent certificate
12. difficult work pleasant job
13. Russian linen linen towel
14. leafy foliage beautiful leaf

6.4. Give the plural of the following nouns.

A. A pin, a hat, a fox, a baby, a day, potato, a volcano, a piano, a photo, a knife, a roof, a half, a leaf, a cliff, a chief, a life, a family, a queue, a bath, a berry, a valley, a century, a salmon, a taxi, a person, a penny, a watch, a virtuoso, a lily, a woodworm.

B. A man, a woman, a German, a foot, a tooth, a sheep, a ship, a fish, an ox, a fox, a child, a fireman, a mouse, a swine, a house, a louse, a goose, a mongoose, a deer, a means, a series, a species, an aircraft, an offspring, a Swiss, a Japanese, a Maltese, a Portuguese, a Chinese, a Milanese.

C. A passer-by, a mother-in-law, a room-mate, a forget-me-not, a merry-go-round, a fellow-worker, a man-of-war, a school-inspector, a commander-in-chief, a boy-messenger, a personnel-manager, a woman-driver, a man-servant, a hanger-on, a face-lift, a spoonful, a cupful, a boyfriend, a grown-up, an office-block, a workmate.

6.5. Fill in the correct plural forms of the given words.

singular	plural	singular	plural
country		set	
sky		ability	
highway		evidence	
kilo		invention	
pencil		state	
teacher		identity	
prize		science	
nose		community	
half		wolf	
fork		woman	

UNIT 1. History and Historians or History as a Science

Lesson 3-4. Why it is Important to Study History.

VOCABULARY



1. a candidate for a job – кандидат на посаду;
2. average wages – середня зарплатня;
3. conditions of the job – умови роботи
4. to be employed by... – бути взятим на роботу
5. to be unemployed – бути безробітним;
6. to get a job – отримати роботу;
7. to be fired (to get the sack) – бути звільненим;
8. to have a master's degree in something – мати ступінь магістра в ...;
9. to make (a/your/his) living – заробляти на життя;
10. to stay in the job – продовжити кар'єру;
11. to turn down (an/the/their) offer – відмовитись від пропозиції;
12. to work for somebody/something – працювати на когось;
13. to work on something – працювати над чимось.
14. a part-time work – робота на неповний день
15. a full-time work – робота з повним робочим днем
16. a well-paid job – добре оплачувана робота
17. fascinate – зачарувати;
18. influence – вплив;
19. a warrior – воїн;
20. enable – робити можливим;
21. an event – подія;
22. existence – існування;
23. ancestor – предок;
24. deep-rooted – глибоко вкорінений;
25. to judge – судити;
26. to serve – служити;
27. behave – поводитися;
28. bias – упередження;
29. ultimately – в кінцевому підсумку;
30. consequences – наслідки;
31. provide – забезпечити;
32. prediction – передбачення.

1. Reading.

1.1. Read and translate the following text.

Why It Is Important To Study History

I, for person, haven't studied history for long but way back in school history was surely one subject that **fascinated** me the most. Like everyone who studies

history, I was also very interested in knowing about the past. History is a great treat into the past; it lets us live in an era where we aren't present. It helps us relate to people whose actions **influenced** the shape of the present day. History is very important because it takes us back into the times of kings, princesses, horses, **warriors**, geniuses, wars, **inventions** and discoveries. Here I have listed 5 reasons to study history.

1. History helps us to understand the world and tells us who we are: it **enables** us to understand how the world worked then and how it works now. It takes us closer to happenings and **events** in the past we can know about and learn how things have changed ever since, and who were the figures and personalities that helped change the scenario. History is a story of the past happenings, events and transformations. **Therefore** study history to understand the origin of our **existence**. It helps us understand who we are? Where our **ancestors** came from? What was the society and culture that they lived in? It helps us understand everything about our past.

2. History helps understand cultures:

History is a **deep-rooted** knowledge and study of the past. We can learn the types of cultures and traditions people followed as well as their way of living. All cultures that we know of today have their roots in the cultures of the past.

3. History helps us **judge** wisely:

History **serves** as a laboratory that helps us experiment with the past. The past serves as evidence in our quest to know why people **behave** in a particular manner. Therefore, decision makers have to resort to history to make factual judgments based on the happenings of events and related facts. By understanding the past behavior, one can analyze the present behavior without **bias**.

4. Learning about history can change how you think:

Through history classes, you can experience a shift in the way you think. Called a paradigm shift, this means that you look at things from a new angle, as you understand the world in a new way. Many college courses can cause this, and it's important to developing minds to be able to consider problems from different angles.

5. Learning from the past prevents future mistakes:

The idea that history repeats itself is rooted in truth. From wars to fashion to political trends, historians are often able to make **predictions** about the future based upon the past.

1.1. Read and comment upon the following quotations about history or make up a short story of your own illustrating its moral. Think over why do we study history?

1. The more you know about the past, the better prepared you are for the future (Theodore Roosevelt). 2. Study the past if you would define the future (Confucius). 3. History never repeats itself. Man always does (Voltaire). 4. If you want to understand today, you have to search yesterday (Pearl Buck). 5. History is philosophy teaching by examples (Thucydides).

1.2. Tell whether the statement is true or false. If it's false, correct the sentence to make it true.

1. History is a possibility to analyze the present. It lets us to see an era where we aren't present.
2. History is very important because it takes us back into the times of kings, princesses, horses, warriors, geniuses, wars, inventions and discoveries.
3. Here you can read 6 reasons to study history.
4. History enables us to understand how the world worked then and how it works now.
5. Studying history helps us to understand the origin of our existence.
6. By understanding the past behavior, people can analyze the present behavior, but have a lot of bias.
7. The term a paradigm shift means that you look at things from in details and understand the world using old facts.
8. Learning about history develop minds to be able to consider problems from different angles.
9. A history degree will teach you where to go for information when you need it.
10. Historians are often able to make predictions about the future based upon the past.

1.3. Answer the following questions.

1. What can we learn by studying history?
2. What is the point in studying history?
3. Why do we need to study history in school?
4. Do you like to learn history?
5. Where do we learn about history?
6. What should we learn from history?
7. How does history help understand cultures?

2. Vocabulary exercises.

2.1. Complete the sentences using the words from the box.

Invention, events, fascinated, deep-rooted, warriors, provide, consequences, bias, influence, behave.

1. I worked on this because this problem really _____ me.
2. The plane was the _____ that helped shrink the world and brought distant lands within easy reach of ordinary people.
3. We _____ you with privacy, independence and a homely atmosphere.
4. Before making our choice, let us weigh the _____; let us consider the effects of our decisions.
5. However, the _____ problems of the country will still need action by the international community.
6. Apaches are _____, not farmers.

7. Shall we do so without double standards, without _____, without discrimination and without favouritism?
8. I have attended these important United Nations _____ in the past.
9. We have _____ globally and locally.
10. The law merely requires that people _____ like adults.

2.2. Look at phrases and Word Combinations and complete the sentences of your own.

To apply for a job (for a situation, for a place, for a post, for a position); to apply for membership (for payment, etc.).

To pay wages; to be paid in some manner; to pay in/by/into something - in cash (in ready money, in silver, etc.); to pay in full (in part); to pay in/by installments; to pay in advance; to pay into somebody's account; to pay by cheque (check); to pay by the hour. To work overtime; to work thirty hours a week; to work in one's spare hours; to work late into the night; to work late at night; to work by day/night; to work in shifts; to work for a company (for a firm); to work at one's profession; to work one's way through college.

2.3. Translate into English.

Ти повинен знайти роботу на неповний робочий день. На жаль він втратив престижну й високооплачувану роботу. Якщо хочеш мати гарну самооцінку – не втрачай можливості, працюй творчо і будь упевненим. Щоб отримати посаду в нашій фірмі, ви повинні відповідати усім необхідним вимогам. Для цієї роботи мені необхідно вільно володіти англійською мовою. Французьку знати бажано. Ця тимчасова робота допомагає мені оплатити навчання.

3. Listening.

3.1. Listen to Nancy Mann being interviewed for the job. Do you think she will get it? Why/Why not?

3.2. Listen to the first part of Nancy's interview. Complete the sentences with do, did, or have.

D. Who do you work for now, Nancy?

N. I work for Intertec Publishing.

We publish international business magazines.

D. I see. And how long _____ you worked for them?

N. I _____ worked there for nearly five years. No, exactly five years.

D. And how long _____ you been in charge of Eastern Europe publications?

N. For two years

D. And what _____ you do before you were at Intertec?

N. I worked for the BBC World Service.

3.3. Listen and complete the second part of the interview.

D. As you know, this job is based in Geneva. _____ you _____ lived abroad before?

N. Oh yes. Yes, I _____

D. And when _____ you _____ abroad?

N. Well, in fact, I _____ born in Argentina and I _____ there until I was eleven. Also, I lived in Berlin for one year, when I _____ working for the BBC.

D. That's interesting. _____ you _____ a lot?

N. Oh yes, yes, absolutely. I _____ to most countries in South America and many countries in Europe. I _____ also _____ to Japan a few times.

D. Oh yes? And why _____ you _____ Japan?

N. It was for Intertec. I _____ there to interview some Japanese business leaders.

4. Writing.

4.1. Read the following recommendations and write your own resume (use examples in appendix).

How to Write Resume in English

Writing a resume in English can be very different than in your native tongue. The following article outlines how to write a resume.

Here's How:

1. First, take notes on your work experience - both paid and unpaid, full time and part time. Write down your responsibilities, job title and company information. Include everything!

2. Take notes on your education. Include degree or certificates, major or course emphasis, school names and courses relevant to career objectives.

3. Take notes on other accomplishments. Include membership in organizations, military service and any other special accomplishments.

4. From the notes, choose which skills are transferable (skills that are similar) to the job you are applying for - these are the most important points for your resume.

5. Begin resume by writing your full name, address, telephone number, fax and email at the top of the resume.

6. Write an objective. The objective is a short sentence describing what type of work you hope to obtain.

7. Begin work experience with your most recent job. Include the company specifics and your responsibilities - focus on the skills you have identified as transferable.

8. Continue to list all of your work experience job by job progressing backwards in time. Remember to focus on skills that are transferable.

9. Summarize your education, including important facts (degree type, specific courses studied) that are applicable to the job you are applying for.

10. Include other relevant information such as languages spoken, computer programming knowledge etc. under the heading: Additional Skills

11. Finish with the phrase: REFERENCES Available upon request

12. Your entire resume should ideally not be any longer than one page. If you have had a number of years of experience specific to the job you are applying for, two pages are also acceptable.

13. Spacing: ADDRESS (center of page in bold) OBJECTIVE double space EXPERIENCE double space EDUCATION double space ADDITIONAL SKILLS double space REFERENCES. Left align everything except name/address.

5. Grammar.

5.1. Consult the table and give the plural of the following foreign words.

	Ending	Regular plural	Latin/Greek plural
	-us	-uses	-i
	-a	-as	-ae
	-um	-urns	-a
	-ex	-exes	-ices
	-ix	-ixes	-ices
	-is	-ises	-es
	-on	-ons	-a

- cactus, fungus, radius, stimulus, genius;
- alga, formula (in science), vertebra, antenna;
- bacterium, curriculum, datum, medium, memorandum, stratum, millennium;
- index (in mathematics, in books);
- appendix (in books, in medicine);
- analysis, axis, basis, crisis, diagnosis, hypothesis, oasis, parenthesis, thesis;
- criterion, phenomenon.

5.2. Complete each sentence by choosing the correct word.

- There is so (many, much) smoke coming out of the chimney.
- There are (plenty of, a large amount of) fish in the pond.
- (A little, A few) minutes is all it takes for him to shave.
- The postman put (a great deal of, a lot of) letters into the bag.
- He threw (a little, some) nuts to the monkeys.
- She uses only (a few, a little) cooking oil in her cooking.
- My hens lay (a large amount of, several) eggs very day.
- (A great deal of, A large number of) dust has collected on the desk.
- We saw (a large amount of, many) cows grazing in the field.
- The butcher sells (a large amount of, a large number of) meat.

5.3. Translate into English.

1. Я пам'ятаю всі ваші поради. Вони завжди були у пригоді. 2. Це прекрасна новина. 3. Сьогодні чудова погода. 4. Уся інформація в комп'ютері. 5. – Чиї це гроші? – Вони мої. 6. Яка нудна робота! 7. Що нового? 8. Кожен журналіст знає, як важко добувати новини, особливо сенсаційні. 9. Успіх, як правило, залежить від наполегливої праці і удачі. 10. Фільм мав великий успіх. 11. Твої успіхи дуже всіх радують. 12. Його знання дуже глибокі.

5.4. Replace the of-phrase by the noun in the possessive case.

1. The friend of my mother. 2. The speech of the President. 3. The farm of old McDonald. 4. The novels by D. Steel. 5. The hobbies of the children. 6. The poems by Burns. 7. The duties of a man. 8. A conference of doctors. 9. The life of a bodyguard. 10. The policy of France. 11. The streets of London. 12. The bank of the river. 13. The rays of the sun. 14. The way of nature. 15. The teas of India. 16. The history of the world. 17. The difficulties of the companies. 18. The crew of a ship. 19. A holiday for a week. 20. A break for five minutes.

6. Speaking.

6.1. Work in pairs. One of you is the interviewer and the other is the candidate for these jobs:

- working in at school
 - working as a tour guide
 - working in a museum
- Use the notes to prepare for the interviews.

6.2. Complete the following sentences using the text or your own ideas.

1. Selecting a career path is...
2. If you want to inspire and instruct the next generation...
3. Good teaching is...
4. Teaching is a very interesting job because...
5. Pupils do not allow teachers to...
6. Teaching is a stressful job, because...
7. Kids should feel...

6.3. Work in pairs. Student A: You are the interviewer.

Your instructions are below. *Student B*: You are the applicant.

Student A

You own a restaurant. You have placed this advert in the paper and are going to interview Student B, who has applied for the job.

Headwaiter required to work in our busy family restaurant. The Bay Tree. Experience of restaurant work essential. The successful applicant will be friendly, flexible and hard-working, able to work with and motivate an international team of waiters and kitchen staff. Ability to speak other European languages would be an advantage.

Read this extract from the applicant's application form.

Job applied for:

Qualifications:

Languages:

Previous work experience:

Head waiter Matura

Polish. English, some German three months as waiter in a restaurant

Work in pairs with another student A to prepare questions.

- Check the applicant's name (use their real name) and the job they are applying for.
- Check the applicant's qualifications. Find out how good their knowledge of English and German is.
- Ask about the applicant's previous work experience. Find out what kind of restaurant it was. what the applicant did, and if he/she enjoyed It.
- Ask why the applicant wants to do the job he/she is applying for.
- Ask if the applicant has any other questions. Be prepared to answer.

6.4. Exchange your opinions on what you consider to be: an interesting part-time job; well-paid work; full-time employment; a poorly paid occupation; your vocation.

Unit 2. Kievan Rus: the Foundation of Ukrainian Culture

Lesson1-2. Pre-Slavic Ukraine

VOCABULARY



1. Claim – вимагати, заявляти, претендувати;
2. trace – простежувати, слід;
3. habitation – житло, поселення;
4. expand – розширюватися, поширюватися;
5. suitable – придатний;
6. The first mention – перша згадка;
7. inhabitant – мешканець;
8. refer – посилатися, приписувати;
9. piece – шматок, об'єднувати;
10. skilled – досвідчений;
11. settle – оселитися;
12. fierce – запеклий, лютий, шалений;
13. tribal – племінний;
14. blood – кров;
15. military – військовий;
16. decline – занепад;
17. remnants – залишки, пережитки;
18. precisely – точно, саме так, саме в цьому;
19. adhere to the view – дотримуються думки;
20. to spread out – розтягуватися, поширюватися.

1. Reading.

1.1. Look at the title of the text and say what you think the text is about. Get all the information you need about the history of Pre-Slavic Ukraine.

Pre-Slavic Ukraine

Even though Ukraine is a newly independent state, it has a long history. Although various peoples can **claim** the mantle as the “first Ukrainians,” most accounts date the beginnings of Ukraine to the mid-to-late 800s with the founding of the kingdom of Rus, whose capital was Kiev.

The earliest **traces** of human **habitation** in present-day Ukraine date back approximately 150,000 years. By 5000–4000 b.c.e. , the first agricultural peoples settled southwestern Ukraine. Little is known about these early agrarian peoples – the so-called Trypillian culture – who lived in large villages and, by 2700 b.c.e., had **expanded** eastward to form settlements along the Dnieper River near Kiev. Some Ukrainians, seeking to have claimed that the Trypillians invented the wheel, writing, and agriculture.

In any event, it would be difficult to call such people Ukrainians – they did not speak Ukrainian, had no conception of “Ukraine,” and obviously were not Christians. Archaeological **evidence** suggests that the Trypillians disappeared by

2000 b.c.e. , replaced by various nomadic tribes who found the climate and soils of Ukraine **suitable** for raising their herds.

The first mention in literature of any **inhabitants** of Ukraine comes from Homer's Odyssey, which **refers** to the "land of the Cimmerians" on the northern shore of the Black Sea. Homer, however, tells us no more about the Cimmerians, although scholars have **pieced** together evidence that the Cimmerians were **skilled** horsemen and introduced the Iron Age to Ukraine.

Much more is known about the Scythians, who **settled** in what is now southern Ukraine (in Crimea and along the Black Sea coast) in the seventh century b.c.e . In the fifth century b.c.e. , Herodotus, the Greek father of history, visited Scythia and described them as **fierce**, nomadic **tribal** people who ritually drank human **blood**, spoke a Persian language, and were ruled by a type of **military** aristocracy.

After the **decline** of the Scythians, the Sarmatians, another Persian-speaking tribe from the east, were the major presence in southern Ukraine, although there were still **remnants** of the Scythians as well as Greek colonies along the Black Sea coast. Like the Scythians, the Sarmatians were fierce warriors, although they also had trading relationships with peoples as far away as China.

The roots of what might be called Ukrainian community or a Ukrainian nation therefore are to be found in the origins of the Slavic peoples or, more **precisely**, the eastern Slavs. Most scholars **adhere to the view** that the Slavs, composed of various tribes, originally inhabited lands near the Carpathian Mountains in modern-day Poland and western Ukraine. From there, particularly in the seventh century c.e. , they **spread out** in all directions, moving into new lands (e.g., the Balkans, modern Russia) as colonists. As they migrated, their language evolved into three subgroups: western Slavic (from which Polish and Czech developed); south Slavic (a precursor to languages such as Serbian and Bulgarian), and east Slavic (the root of Ukrainian, Belorussian, and Russian).

1.2. Tell whether the statement is true or false. If it's false, correct the sentence to make it true.

1. Ukraine is a newly independent state, it has very interesting, but not very long history.

2. The earliest traces of human habitation in present-day Ukraine date back approximately 100,000 years.

3. Little is known about these early agrarian peoples – the so-called Trypillian culture – who lived in large villages and, by 2700 b.c.e., had expanded eastward to form settlements along the Dnieper River near Kiev.

4. It is easy to call Trypillian people Ukrainians because they lived on the territory of Ukraine by 2700 b.c.e., had expanded eastward to form settlements along the Dnieper River near Kiev.

5. After the decline of the Scythians, the Sarmatians were the major presence in southern Ukraine.

6. The roots of what might be called Ukrainian civilization or a Ukrainian nation therefore are to be found in the origins of the German peoples.

1.3. Finish the sentences.

1. Ukraine has a....
2. The earliest traces of human habitation in present-day Ukraine date back....
3. Trypillians did not....
4. The first mention in literature of any inhabitants of Ukraine comes from....
5. The Cimmerians were skilled...
6. Scythians settled in...
7. Sarmatians were....
8. The roots of Ukrainian nation are....
9. The Slavs originally inhabited....
10. In the seventh century c.e. the Slavs spread out...

1.4. Answer the following questions.

1. When did people settle this territory (we mean the territory of modern Ukraine)?
2. Name the earliest agricultural tribes at this territory.
3. What are the most famous facts about Trypillians?
4. Which nomadic tribes came to these lands after Trypillians?
5. How was our land mentioned in Homer's Odyssey?
6. Who were the Sarmatians?
7. What are the roots of what might be called Ukrainian community or a Ukrainian nation?
8. Where did the Slavic peoples spread out in the seventh century c.e.?
9. How many groups did the old Slavic language evolved into?

2. Vocabulary exercises.

2.1. Look, identify and translate the word from lesson vocabulary. Complete the sentences of your own.

claim	denceevi
trace	tionmen
habitation	bitantina
expand	cepie
evidence	blesuita
suitable	ledskil
mention	dnapxe
inhabitant	itationhab
piece	mialc
skilled	oobdl
settle	ecrat
blood	ttels

2.2. Read and translate the following words and word combinations into Ukrainian. Create your own sentences orally.

Fierce, fierce battle, fierce regional conflicts, fierce disputes, tribal, a tribal society, government officials described the conflict as tribal, military, military courts, military purposes, the principle of military necessity, decline, economic decline, environmental decline, remnants, the last remnants of the Cold War, precisely, that is precisely the main goal of the plan, adhere to the view, to spread out, we could spread out, start looking for, the population is spread out over 11 communities.

2.3. Fill in the blanks with the appropriate word listed below.

Military, traces, spread out, habitation, adhere to the view, settle, suitable, expand, tribal, settled.

1. It also provided for _____ tribunals with jurisdiction over those members of the military who were responsible for military crimes.
2. We _____ that the Israeli occupation of the territory of Palestine and other Arab lands is illegal.
3. Responsibility for sustainable development, poverty, population, education and the environment is _____.
4. This place fit for human _____?
5. A _____ candidate was identified but subsequently declined the position.
6. The state had bought the territory so that former slaves could ____ there.
7. These programmes will when the security situation has further improved.
8. The Roma, also known as Gypsies, are a _____ people who are nomadic by nature.
9. Those who _____ in Canada had an important and lasting effect on our society.
10. The earliest _____ of human civilisation discovered so far at Perperikon, one of the biggest and most significant Thracian centres, were dated to the late Neolithic Period, 6th-5th millennium BC.

3. Writing.

3.1. Write a brief essay on one of the following topics.

Archaic cultures at the territory of Ukraine.

Trypillian culture and its remains in contemporary Ukrainian culture.

Syncretism of Scythian culture.

Early beliefs and mythology of East-Slavic tribes.

4. Speaking.

4.1. Imagine you are a tourist guide. Tell the tourists about Ukrainian early history.

5. Listening.

5.1. Watch video 2-1. Tell whether the statement is true or false. If it's false, correct the sentence to make it true.

1. For thousands of years, the lands known today as Poland and Ukraine were inhabited by the Scythians.

2. The only record nomadic tribes and mysterious Bronze Age cultures left were their graves. In the great open grasslands of the south, the steppe, they buried their chieftains beneath huge mounds called kurgans.

3. The land, where the Scythians lived, was then settled by the Slavs.

4. The Slavs shared some language and culture, but were divided into many different tribes.

5. Vikings from Russia, known in the east as Varangians, rowed up Russia's long rivers on daring raids and trading expeditions.

6. According to legend, the East Slavs asked a Varangian chief named Rurik to be their prince and unite the tribes.

7. The Rurikids, would rule Russia for 800 years.

8. Rurik's successor, Olha, captured Kiev, making it the capital of a new state, Kievan Rus.

9. Volodymyr the Great adopted Orthodox Christianity in his country.

10. Yaroslav the Wise codified laws and conquered new lands. His reign marked the worst age of Kievan Rus.

6. Grammar.

6.1. Translate into English.

1. Завтрашня програма дуже напружена. 2. Едвард один із близьких друзів моєї сестри. 3. Я зазвичай зустрічаюся зі своїми родичами в будинку у бабусі і дідуся. 4. Ця дівчина – одна з студенток моєї мами. 5. У нього маленькі ноги, як у жінки. 6. Йому дуже потрібна була машина, і він вос-користувався машиною свого боса. 7. Вона вдягнула мимину сукню. 8. Мій проект відхилили так само, як і проект Джона. 9. Як же мені не подобається цей новий друг Бесс! 10. Це не мої підручники, вони Макса.

6.2. Add s/ 's/ s ' where necessary.

1. Student grades depend on their tests. 2. Charles met Helen at my parents house. 3. We all went to Charles wedding. 4. The Brown painted their cottage green. 5. The Brown cottage is shining like a new pin. 6. The juror gave a fair verdict. 7. The juror verdict was fair. 8. Tedd is driving someone else car today. 9. Let's drop in at "The Smith". 10. Women fashions change more frequently than men. 11. Their house stood on the water edge. 12. The sun rays give us light, warmth and energy.

6.3. Open the brackets and choose the proper form of the verb to be.

1. I feel that the jury already (have/has) thought that you are innocent. 2. The government (was/were) not able to pursue the policy which had been promised before the elections. 3. The police (is/are) investigating the case now. 4. The crew of the plane (consist/consists) of four people. 5. His company (was/were) founded in 1996. 6. The party (was/were) in full swing. The music was playing, the company

(was/were) eating and drinking. 7. My family (is/are) early risers, so at 11 o'clock p.m. the family (is/are) always in bed. 8. The cattle (is/are) in the field next to it. 9. The committee (is/are) full of enthusiasm. 10. Such an organization as the board of directors (is/are) elected by stockholders.

6.4. Fill in the blanks with the appropriate form of the verb *to be*.

1. The crew ___rescued by our boat, 2. Her clothes ___very fashionable. 3. Your advice___always welcome. 4. The information he gave us___very useful. 5. A little money___better than nothing. 6. That species of spiders ___commonly seen in deserts of North Africa. 7.I think her hair___dyed. 8. No news.___good news. 9.I don't want to work here. The equipment___too complicated. 10. There___a lot of sheep in the field. 11.I think this ___detailed research. 12. Where___my spectacles? 13. The phenomena___unusual. 14. Mathematics___difficult, but physics___more difficult to my mind. 15. The castle ___up the hill.

6.5. Write sentences. Use the correct form of be.

I/young
She / clever
You / not old
You / sleepy
We / not naughty
She / not short
It / rainy
They / unhappy
He / not hungry
They / tidy
He / handsome

Unit 2. Kievan Rus: the Foundation of Ukrainian Culture

Lesson 3-4. Foundation of Rus.

VOCABULARY



1. Rapidly – швидко;
2. an issue shrouded by controversy – дискусійне питання;
3. founder – засновник;
4. settlement – поселення;
5. the sole ruler – єдиний правитель;
6. dispatch – відправляти;
7. to obtain – отримувати;
8. hard to discern – важко розібратися;
9. to push – штовхати, натискати;
10. an invitation – запрошення;
11. to compile – складати; укладати;
12. contradictions and inaccuracies – суперечності та неточності;
13. achievement – досягнення;
14. adoption – прийняття;
15. concubine – наложниця;
16. cruelty – жорстокість;
17. to reject – відкидати;
18. circumcision – обрізання;
19. abstinence – стриманість;
20. austere – суворий;
21. fealty – вірність.

1. Reading.

1.1. Look at the title of the text and say what facts of Rus foundation you remember. Read the following text and get all the information you need to do the exercises below.

Foundation of Rus

By the early eleventh century Kyiv was the capital of a powerful principality that was **rapidly** becoming one of the most developed societies in all of Europe: Rus. The rise of Kievan Rus, however, is **an issue shrouded by controversy**.

The central question is this: Who were the **founders** of Kievan Rus? One version, the so-called Scandinavian or Viking theory, is found in the Russian Primary Chronicle. The remainder of the tale informs us that Riurik, the oldest brother, ruled in Novgorod, a **settlement** in what is now northwestern Russia that became known as “land of the Rus.” After the death of his two brothers, he became **the sole ruler** among the Rus and **dispatched** colonists to other towns inhabited by Slavs. Askold and Dir, members of the Novgorod nobility, (boyars) **obtained**

permission from Riurik to sail down the Dnieper, where they became rulers over the Polianians in Kiev.

Their rule was cut short, however. Riurik died in 879 and Oleh (Helgi in Scandinavian), a pagan who served as regent for Riurik's young son Ihor (Ingvar in Scandinavian), attacked Kiev, killed Askold and Dir in 882, and set himself up as prince of Kiev, establishing it as the new capital for the Rus and declaring that it should be, according to the Chronicle, the "mother of all Russian cities."

The reasons why this tale is controversial are not **hard to discern**. It suggests that the unruly Slavs could not govern themselves and invited Scandinavians to come and rule them. Most historians do not take this rendering at face value and argue that the Scandinavians **pushed** into Slavic lands not because of **an invitation** but because they were after resources (e.g., furs and precious metals) and sought control over trade routes leading south to Constantinople and the Middle East via rivers such as the Dnieper and the Volga.

Noting that the Russian Primary Chronicle was **compiled** centuries after these events, some believe it may have been based on earlier self-serving Scandinavian legends and is full of **contradictions and inaccuracies**, and thus are apt to dismiss this story all together.

In 980, Volodymyr, assisted with military force from the Varangians, overthrew his brother Yaropolk and consolidated power in his hands. His rule (980–1015) would usher in a new epoch in the history of Rus.

Economic and cultural development took center stage and over time Rus expanded its borders to become, territorially, the largest state in Europe. The most lasting **achievement** of Volodymyr was his **adoption** of Orthodox Christianity in 988. Before this event, there were Christians among the Rus, including Olha, Volodymyr's grandmother. Volodymyr himself came to power as a pagan, promoting worship of Perun. Early in his reign he was known for his **cruelty** as well as his collection of hundreds of **concubines**. According to the Russian Primary Chronicle, Volodymyr decided that he needed to modernize his new empire, which, among other things, meant the adoption of a new religion. He considered several options.

Islam was **rejected** because it meant **circumcision and abstinence** from pork and alcohol. "Drinking," he allegedly said, "is the joy of the Russes and we cannot exist without that pleasure." Judaism lacked sufficient prestige. Catholic ceremonies were too **austere**, and, besides, becoming Catholic would mean he would have to pledge **fealty** to the Pope. Finally, Orthodox Christianity, as practiced by the Byzantine Empire, proved to be most impressive, both for the splendor of its churches and the wonders of their services.

1.2. Answer the following questions.

1. Who were the founders of Kievan Rus?
2. Who became rulers over the Polianians in Kiev?
3. Who became the sole ruler among the Rus and dispatched colonists to other towns inhabited by Slavs?
4. When did Riurik die?
5. What was the Scandinavian variant of the name of Riurik's young son?

6. Who established Kyiv as the new capital for the Rus and declared that it should be the “mother of all Russian cities?” how did he do it?
7. Why is the tale about Rus foundation controversial?
8. How can you characterize the reign of the prince Volodymyr?
9. Why did Volodymyr choose Orthodox Christianity?
10. Why was Islam rejected?
11. When did Kyiv Rus adopt Christianity?
12. What was the result of Volodymyr’s religious reform?

1.3. Decide whether the statements are true or false. Correct false ones.

1. By the early tenth century Kiev was the capital of one of the weakest societies in all of Europe.
2. There is only one version which tells us who were the founders of Kyiv.
3. Primary Chronicle informs us that Riurik was the sole ruler among the Rus.
4. Askold and Dir became rulers over the Polianians in Kiev.
5. Askold and Dir ruled very long period of time and their rule was justified and peaceful.
6. Riurik’s young son Ihor (Ingvar in Scandinavian), attacked Kiev, killed Askold and Dir in 882.
7. Most historians think that Scandinavians attacked Slavic lands because they needed resources and control over trade routes leading south to Constantinople and the Middle East via rivers such as the Dnieper and the Volga.
8. Volodymyr’s rule had a great success. Economic and cultural development took center stage and over time Rus expanded its borders to become, territorially, the largest state in Europe.
9. The most lasting achievement of Volodymyr was his adoption of Orthodox Christianity.
10. Early in his reign Volodymyr was known for his kindness.

1.4. Choose the right variant.

1. What peoples did the Kievan Rus originally come from?
 - a. Franks
 - b. Moors
 - c. Mongols
 - d. Vikings
 - e. Saxons
2. What modern day countries were originated from the Kievan Rus?
 - a. England and Ireland
 - b. Poland and Germany
 - c. Russia and Ukraine
 - d. Austria and Italy
 - e. Spain and Portugal
3. What city was the capital city of the Kievan Rus?
 - a. Kiev

- b. Moscow
 - c. Constantinople
 - d. Novgorod
 - e. Rome
4. What ruler of the Kievan Rus converted the nation to Christianity?
- a. King Rurik
 - b. Vladimir the Great
 - c. Oleg
 - d. Yaroslav the Wise
 - e. Justinian I
5. What was Yaroslav the Wise known for as king of the Kievan Rus?
- a. A written code of law
 - b. Promoting education
 - c. Building a library in Kiev
 - d. All of the above
 - e. None of the above
6. What nation invaded the Kievan Rus and brought the empire to an end?
- a. Franks
 - b. Vikings
 - c. Moors
 - d. Visigoths
 - e. Mongols
7. True or False: The Kievan Rus was always a very small state compared to the rest of Europe.
- a. TRUE
 - b. FALSE
8. What empire did much of the laws of the Kievan Rus come from?
- a. Byzantine
 - b. Greek
 - c. Egyptian
 - d. Spanish
 - e. English
9. True or False: The Kievan Rus reached their peak under the leadership of Yaroslav the Wise.
- a. TRUE
 - b. FALSE
10. About how long did the Rurik Dynasty rule over the Rus people?
- a. 100 years
 - b. 300 years
 - c. 500 years
 - d. 900 years
 - e. 2000 years

2. Vocabulary exercises.

2.1. Review vocabulary words. Give a word or a phrase for the following definitions.

1. Prolonged public disagreement or heated discussion.
2. A place, typically one which has previously been uninhabited, where people establish a community.
3. Very quickly.
4. Get, acquire, or secure (something).
5. A person who establishes an institution or settlement.
6. Send off to a destination or for a purpose.
7. Recognize or find out.
8. A written or verbal request inviting someone to go somewhere or to do something.
9. A combination of statements, ideas, or features which are opposed to one another.
10. Behaviour which causes physical or mental harm to another, especially a spouse, whether intentionally or not.

2.2. Rearrange the words to make complete sentences.

1. the human rights situation \the invasion \ Following \deteriorated \ rapidly
2. of \was \He \ modern \the founder \Costa Rica
3. western Europe \Viking \was \one of the oldest \in\ This town \ settlements
4. was \At 21\ the\ Cleopatra \sole \ Egypt\ ruler \of
5. to \dispatched \The government \ police \restore\ order\
6. between \discern \I \ can \no difference \the two \customs\ old
7. for\ to write \gets \ He \invitations \articles \ his\ local paper \of war\ on\ the horrors
8. achievement \That\ should be \and \shared\ recognized\ in writing
9. has \The Irish Medical Organisation\ this\ rejected\ request
10. concubines \women \loved \ He \many \and \had \and \ a multitude of wives.

2.3. Fill in the blanks with the appropriate word from the lesson vocabulary.

Rejects, achievement, pushed away, invitation, discerned, adoption, austere, fealty

1. Many symbols have been _____ in his pictures.
2. The workers were _____ by federal and military police squads.
3. He went on to say that another _____ for a meeting was made in February.
4. This was perhaps its greatest_____.

5. The judge _____ a media request to open more of jury selection to the public.
6. The Scottish executive plans to legislate to change the law, extending rights of _____.
7. He seems a somewhat _____ and unsympathetic figure.
8. The Anglo-Saxons used oaths not only to swear _____ to feudal lords, but also to ensure honesty during legal proceedings and transactions.

3. Writing.

3.1. Work in small groups, divide a sheet of paper into two columns:

1. Positive features of Volodymyr the Great and his contribution to the development of Kyiv Rus.
 2. Negative features of Volodymyr the Great. What were his mistakes?
- B. Riurik as a controversial person. Should we believe legends?

4. Speaking.

4.1. Read the information below and discuss it with your partner. Make a dialogue between Kyi, Shchek, Khoriv and Lybid.

Kyi, Shchek and Khoryv (Ukrainian: Кий, Щек, Хорив) are the three legendary brothers, sometimes mentioned along with their sister Lybid (Ukrainian: Либідь), who, according to the Primary Chronicle, were the founders of the medieval city of Kyiv – now the capital of Ukraine. The legend is widely recognized as a source of Kievan mythology and urban naming.

5. Listening.

5.1. Watch video 2-2. Tell whether the statement is true or false. If it's false, correct the sentence to make it true.

1. The revolt against Byzantine power had broken out in Rome. It was led by the sons of a provincial governor in Macedonia.
2. The youngest of the sons (Samuel) finally assumed the leadership.
3. In 986 Samuel proclaimed himself emperor.
4. The next emperor Basil offered his sister Anna to Volodymyr the Great as his bride on the condition that Volodymyr and his people accept a baptism from Constantinople.
5. The Byzantine princess were offered to foreigners twice before Vladimir.
6. Both leaders convinced that such cooperation would be mutually beneficial.
7. Vladimir realized that alliance with the Byzantine Empire provided important benefits for the consolidation of his own domestic power and the cultural advancement of the principality.
8. In 989 Volodymyr made of military show of force in Chariton and the marriage was sealed.
9. Sophia went to Constantinople with Volodymyr to conclude an agreement.

10. During his Christian reign, Vladimir lived the teachings of the Bible through acts of charity. He would hand out food and drink to the less fortunate, and made an effort to go out to the people who could not reach him.

6. Grammar.

6.1. Use the necessary form of the indefinite article (a or an).

... academy, ... album, ... bright album, ... actor, ... great actress, ... arch, ... marble arch, ... chance, ... unlucky chance, ... dove, ... ear, ... elf, ... tiny elf, ... horse, ... hour, ... long hour, ... institute, ... lemon, ... mill, ... obelisk, ... opera, ... Italian opera, ... owl, ... paper, ... rabbit, ... quarter, ... train, ... wing, ... voyage, ... year.

6.2. Fill in the blanks with the appropriate article where necessary.

1. I saw ___ man in ___ armchair at ___ window. He was reading ___ newspaper.
2. ___ boy said that he wanted two candies. 3. Is there anybody else in ___ waiting-room? — Yes, ___ man wants to speak to you. 4. Where is ___ brief-case? I put it on ___ table. 5. Is there ___ enquiry office at this airport? 6. Could you open ___ door, please? I see ___ girl knocking. 7. Let's make ___ speech at ___ reception. 8. ___ advice you gave me helped ___ lot. 9. I like to be in ___ centre of everything. 10. At ___ night I had ___ terrible headache after I had drunk ___ lot of ___ wine in ___ evening. 11. Look out! There is ___ dangerous bend in the road. 12. Mrs. Patsy is ___ last person I'd like to meet. 13. Tom's planning to take ___ boat to go fishing on ___ Sunday. 14. Could you phone later, please? Kate's having ___ bath. 15. The rent is 150 dollars ___ month.

6.3. Fill in the blanks with the appropriate article where necessary.

A Geographical names.

1. They travelled by car around ___ Europe last month. 2. ___ Great American Lakes are ___ Lake Huron, ___ Lake Superior, ___ Lake Ontario, ___ Lake Michigan and ___ Lake Erie. 3. ___ north of ___ Scotland is known for its wild beauty. 4. Are ___ Urals higher or lower than ___ Alps? 5. It was Burns who wrote "My heart's in ___ Highlands". 6. ___ Mediterranean Sea washes ___ Europe, ___ Asia and ___ northern coast of ___ Africa. 7. What oceans does ___ Panama Canal connect? — I suppose ___ Atlantic and ___ Pacific Oceans. 8. ___ Seine flows through ___ Paris to ___ Atlantic Ocean. 9. We get coffee mostly from ___ Brazil and ___ Columbia. 10. ___ Alaska is the biggest and coldest state in ___ USA.

B Abstract nouns and names of materials.

1. ___ life is impossible without ___ water and ___ air. 2. You can't swim in the river, ___ water isn't warm enough. 3. She hurried in and found ___ coffee almost boiled away. 4. ___ oil is lighter than ___ water. 5. He has ___ deep knowledge in mathematics. 6. You can't do any work without ___ knowledge. 7. ___ life is ___ complicated matter. 8. ___ Browns lived ___ quiet life somewhere in South Carolina. 9. The Moslems don't eat ___ pork. 10. ___ water is precious in deserts and can be found in oases.

6.4. Fill in the blanks with the appropriate article where necessary.

A School, college, etc.

1. He had a headache and didn't go to ___work yesterday. 2. "What did you get in ___, literature?" the mother asked her daughter when she came ___home from ___school. 3. It was twelve o'clock

but Andrew was still in ___bed. 4. Could you give me a lift to ___college? 5. In summer they seldom go to ___college. 6. I like to stay at ___home on cold evenings. 7. Have you heard anything from John lately? — Yes, he graduated from ___Cambridge University. 8. The queen is going to open ___new hospital in the capital next week. 9. Mom came to ___school to see my teacher yesterday. 10. "You must do this exercise at ___school and that one at ___home," said our teacher in a loud voice.

B. Proper names.

1. ___Mall is a wide avenue leading from ___Trafalgar Square to ___Buckingham Palace, the residence of the English kings. 2. The centre of ___City is represented by three buildings: ___Mansion House, ___Royal Exchange and ___Bank of ___England. 3. When will he arrive at ___Heathrow airport? 4. ___Bolshoi Theatre is famous for its ballet performances. 5. What is on at ___"Pushkinsky"? 6. ___Princess Diana stayed at ___Hilton Hotel. 7. People coming to London often do shopping in ___Oxford Street. 8. ___London Zoo is situated in ___.

Regent Park in London. 9. If you are interested in churches and historical places, you should by no means see ___Westminster Abbey, ___Houses of Parliament, ___St. Paul's Cathedral and ___Tower. 10. ___British Museum is famous for its library, one of the richest in the world.

C. Nouns denoting parts of the day and names of seasons.

1. It was ___evening. 2. It was ___warm summer evening. 3. ___evening was very pleasant. 4. Let's meet in ___evening, I'll be very busy in ___afternoon. 5. It was ___early morning. 6. It snowed at ___night. 7. We started early in ___morning. 8. We were shivering though it was ___warm night. 9. They got up at ___dawn. The sun was shining brightly, there were no clouds in the sky. But they started off late in ___morning. 10. What do you usually do in ___autumn?

Unit 3. The Polish-Lithuanian Period and the Rise of the Cossacks

Lesson 1-2. Ukraine under the Polish-Lithuanian Commonwealth.

VOCABULARY



1. commonwealth – співдружність;
2. to separate – розділяти, відділяти;
3. leadership – керівництво;
4. the dominion of the Cossacks – панування козацтва;
5. rebellion – повстання;
6. to appeal – звертатися;
7. to enshrine – закріпити;
8. to devastate – спустошити;
9. invasion – вторгнення;
10. internal disputes – внутрішні суперечки;
11. decisive – вирішальний;
12. challenge – виклик, проблема;
13. to spread – поширювати;
14. noble – благородний;
15. faith – віра;
16. to involve – залучати, втягувати;
17. to lose – втрачати;
18. to preserve – зберегти;
19. entity – існування, суб'єкт господарювання;
20. to determine – визначати.

1. Reading.

1.1. Read the following text.

Ukraine under the Polish-Lithuanian Commonwealth

A. More than 400 years, from 1240 to the 1660s, Ukrainian lands **were separated** from Russia, which developed its own state under the **leadership** of the princes of Moscow. During this time, most of Ukraine was ruled by either Lithuania or Poland, which joined together in 1569 to form the Polish-Lithuanian Commonwealth. Under the Polish-Lithuanian Commonwealth, parts of Ukraine became **the dominion of the Cossacks**, a group that many Ukrainians claim as heroes. Their greatest **rebellion**, however, ended when the Cossack leadership **appealed** to the Russian tsar for help. That decision, **enshrined** in the 1654 Treaty of Pereiaslav, would help link much of Ukraine with Russia for nearly 350 years.

B. By the early 1300s, there was a severe power vacuum in the central Ukrainian lands. Kiev had been **devastated** by the Mongol **invasion** in 1240, and in 1299 its religious authorities moved to the city of Vladimir in the northeast and eventually settled in Moscow. For extended periods of time Kiev did not even have a resident prince. Most Ukrainian principalities were technically under the control

of the Mongols, but **internal disputes** among different Mongol groups prevented them from exercising **decisive** or lasting control in Ukraine.

C. One of the first groups to take advantage of this situation was the Lithuanians, a pagan people who lived along the Baltic Sea. In the 1350s, the Lithuanians gained control over several Left Bank settlements, and in 1362 they occupied Kiev. By the end of 1300s, their control extended as far as the Black Sea, making Lithuania, today a very small country, the largest political entity in Europe.

D. The same time that Lithuanians were moving into the central Ukrainian lands around Kiev, Poles occupied the Kingdom of Galicia. The Polish invasion occurred in 1340. Polish rule was **challenged**, however, by both local nobles and the Lithuanians. In 1366, fighting between the Poles and the Lithuanians stopped, with the Poles gaining all of Galicia and part of Volhynia.

E. Polish rule, however, proved problematic. Intent to **spread** Catholicism and grant **noble** privileges only to those who would convert, the Poles were less tolerant of the Orthodox **faith** and rights of Ruthenians than the Lithuanians had been. For example, in Polish-ruled Galicia, Latin, not Ruthenian, was the official language, and Catholic nobles were given land grants in the region in return for supporting the Polish crown.

F. In 1522, Lithuania lost Chernihiv and Starodub to Moscow. Raids from the Crimean Tatars continued. From 1562 to 1570, Lithuania was **involved** in another war with Moscow. Facing the prospect of **losing** much of their territory, the Lithuanians turned to Poland for assistance. The Poles agreed, but only if Poland and Lithuania had a common monarch but de facto **preserved** much Lithuanian autonomy, joined together as a single political **entity**. Despite misgivings, Lithuanian and Ruthenian leaders eventually agreed to Polish demands. The result, created by the Union of Lublin in 1569, was the Polish-Lithuanian Commonwealth (Rzeczpospolita). It had a common, elected king; a common parliament (Sejm) elected by the nobility (szlachta), which was **determined** by heredity and/or military service; and a single currency and foreign policy. To the extent that the Commonwealth had a constitutional government, an elected monarchy, and relatively broad political representation, it was a rather progressive system.

1.2. Look through the text. Match the headings with the paragraphs A-F. There is one heading you do not need.

1. The Polish-Lithuanian Commonwealth.
2. Challenging Polish rule.
3. A power vacuum in the central Ukrainian lands.
4. The advantages of the Lithuanians.
5. Ukrainian lands under the separated reign of the Polish-Lithuanian Commonwealth and Russia.
6. The Polish invasion.
7. Ukrainian land under the rightful Polish power.

1.3 Answer the following questions.

1. When were Ukrainian lands separated from Russia?
2. When did Lithuania and Poland join together?
3. Who are the Cossacks?
4. When did Kiev religious authorities move to the city of Vladimir? Why did they eventually settle in Moscow?
5. Who were the Lithuanians?
6. When did the Poles occupy the Kingdom of Galicia?
7. Why was Polish rule problematic for the Galicians?
8. When was Lithuania involved in another war with Moscow? What was the result?

1.4. What events do these dates refer to.

- from 1240 to the 1660s _____
- 1569 _____
- 1654 _____
- 1240 _____
- 1299 _____
- 1350s _____
- 1366 _____
- 1522 _____
- 1569 _____

1.5. Make up a plan of the text and retell it briefly according to this plan. Use just the most important facts.

2. Vocabulary exercises.

2.1. Match the bold words in the text with the definitions below.

1. An act of armed resistance to an established government or leader.
2. The action of leading a group of people or an organization.
3. Destroy or ruin.
4. Become detached or disconnected; move apart.
5. Sovereignty or control.
6. Preserve (a right, tradition, or idea) in a form that ensures it will be protected and respected.
7. An instance of invading a country or region with an armed force.
8. Settling an issue; producing a definite result.
9. Distribute in a specified way.
10. Belonging by rank, title, or birth to the aristocracy.

2.2. Translate the following words and word combinations.

A. separate and move away, strong and dynamic leadership, to establish dominion over nature, the authorities put down a rebellion, they have 48 hours to appeal the decision, that decision was enshrined, Napoleon's disastrous invasion of Russia in 1812, internal disputes, a decisive battle, to lose much of their territory.

В. відокремлювати, державне керівництво, світове панування, підняти повстання, вони повстали проти польського панування, зберегти традицію, місто було зруйноване, монгольське завоювання, поширювати, благородний пан, зберігати довгий час, він дійсно був аристократом.

2.3. Fill in the blanks with the appropriate word from the lesson vocabulary.

Leadership(2), devastated, invasion, faith, separated, dominion, rebellions, noble, determine.

1. The British North America Act created the _____ of Canada by 1867.
2. Governments have to show _____ that their populations can follow.
3. It is about two best friends who are _____ when one moves away.
4. National _____ and continued international support would be crucial.
5. Colombia has also had constant _____ against government for the last fifty years.
6. The city had been _____ by the Mongol invasion.
7. Nostradamus also claimed that a man from Greater Arabia would lead his forces on an _____ through Europe.
8. His mother came from a _____ family.
9. Religion is based on _____, which my dictionary defines as ‘strong belief without proof’, so it cannot be based on reason.’
10. These factors help _____ the type of punishment or disciplinary measure.

3. Speaking.

3.1. Divide into two groups (for and against) and discuss the following situation.

Kiev religious authorities moved to the city of Vladimir in the northeast and eventually settled in Moscow. What were the reasons? What effect did it have on people? What should they do on your opinion?

4. Writing.

Write a mini-story in the first person. Start a paragraph with, “I remember...” and create an imaginary story about the events described in the text “Ukraine under the Polish-Lithuanian Commonwealth”.

5. Listening.

5.1. Watch video 3-1. Tell whether the statement is true or false. If it’s false, correct the sentence to make it true.

1. Polish-Lithuanian Republic was an extraordinary state by any standards in European history.
2. It functioned from 1570 to until 1793-95 and consisted of three parts.
3. The nobles formed just 2 % of the population of the country.
4. Instead of the Emperor people of the country wanted a chief executive who was elected and dependent only on the citizens.
5. Commonwealth contained and protected a great variety of religions.
6. People of the country spoke more than one language.
7. The country had very large Jewish population.
8. In 1572 in the year of Saint Bartholomew's Eve the terrible illness came to the country.
9. Cossacks from Ukraine and of course muscovite armies from the east attacked the country between 1648 and 1668.
10. Half of the population was killed by Swedish armies and cossacks.

6. Grammar.

6.1. Choose the correct form of pronouns in brackets.

1. What colour is the shirt? It is so far that I can't see (it's/its/it) colour. 2. They rarely drive to (their/them/ theirs) office. They live near (it's/it/its). 3. Look at (me/ mine/my) new watch. Do you like (it/them/its)? 4. These books are (her/hers). Give (them/their/theirs) to (hers/ her). 5. Do you like (you/your/yours) new car? — Oh, (it's/it/its) has never let me down yet. 6. (Theirs/Their/ Them) work is much more difficult than (you/yours/ your) or (me/mine/my). 7. Why are (you/your/yours) sitting here? It is not (you/your/yours) desk, it is (me/ mine/my). 8. This tape recorder of (her/hers/she) is always out of order. — But so is (you/your/yours)! 9. She has not read a line of (you/your/yours), how can she criticize (you/your/yours) books? 10. The clock has stopped. Something may be wrong with (it's/it/its) spring.

6.2. Translate the sentences into English.

1. Хто там? – Відкрийте, це я. 2. Мій будинок на правій стороні вулиці, а їхній – на лівій. 3. Їх човен був швидше нашого. 4. Як звати вашого собаку? – Його звать Квін. 5. У цьому районі побудована дорога. Її довжина понад триста кілометрів, 6. Це ваша ручка, а це його, але де ж моя? 7. Вона взяла мої ключі замість своїх. 8. Найкращий план – ваш. 9. Чию роботу будуть перевіряти (слікер уп) – Джоначи Кет? 10. Його автомобіль невеликий, але мотор (engine) у нього потужний.

6.3. Fill in the blanks with some, any, no.

1. Unfortunately, they have got ___ money, 2. She wanted ___ stamps, but there were not ___ in the machine. 3. Is there ___ salt on the table? — No, there isn't. 4. I'd like to buy ___ new clothes, but I haven't ___ money, 5. When would you like to come? — ___ day would suit me. 6. If you had ___ sense you wouldn't have left your car unlocked. 7. She did not answer all the letters because she had ___ time. 8. Do you have ___ small change? — Hardly ___. 9. He returned home without ___ money. 10. Could you help me? I have ___ problems with my research.

6.4. Choose the appropriate pronoun.

1. She was said that (someone/anybody) was waiting for her in the street. 2. He was standing by the window and was looking (nobody/somewhere) on the right. 3. I don't remember (someone/anyone) else. 4. Have you read (something/anything) by Oscar Wilde? 5. Could you give me (something/anything) to eat? 6. If (someone/anyone) comes, let me know immediately. 7. I haven't heard from her for a month. I am afraid, (nothing/something) has happened to her. 8. Have you read (something/anything) about this author? — No, I've read (something/nothing). 9. She refused to say (something/anything) because she thought she was being treated unfairly. 10. What's the matter? Why are you crying? Has (anything/something) happened to your mother? She told me she'd had a heart attack yesterday.

Unit 3. The Polish-Lithuanian Period and the Rise of the Cossacks

Lesson 3-4. The Emergence of the Cossacks And The Great Revolt of Bohdan Khmelnytsky

VOCABULARY



1. emerge – з'являються;
2. serf – кріпак;
3. runaway – утікач;
4. refugee – біженець
5. disaffected noblemen – незадоволені дворяни;
6. complaint – скарга;
7. the richness – багатство;
8. remoteness – віддаленість;
9. plunder – грабунок;
10. stave off – стримувати;
11. decimate – знищити; спустошити;
12. assembly – законодавчий орган;
13. to elect – обирати;
14. a potent military force – сильна військова сила;
15. to burn – палати;
16. rescue – відбити, рятувати, звільняти;
17. spurred – спонукати;
18. hostility – ворожість;
19. defender – захисник;
20. gentry – шляхта;
21. to smash – розбити.

1. Reading.

1.1. Read the following text.

The Emergence of the Cossacks And The Great Revolt of Bohdan Khmelnytsky

The feudal estate system of the Polish-Lithuanian Commonwealth did not extend to its farthest corners. Along the lower reaches of the Dnieper River, in the so-called Wild Field (dyke pole) along the periphery of Poland-Lithuania, Moscovy, and the Crimean Khanate, a new group of people **emerged**: the Cossacks.

Derived from the Turkic word qazaq, Cossacks were free men, a collection of **runaway serfs**, religious **refugees**, **disaffected noblemen**, and common criminals that were beyond the effective control of any governmental authority.

First mentioned in 1492 in a **complaint** by the Crimean khan (king) about an attack on a Tatar ship, the Cossacks took advantage of **the richness** and **remoteness** of the land (also called Ukraina, meaning “on the border”) to become fishermen,

farmers, trappers, and, perhaps above all else, bandits. Often supported by Polish and Russian authorities, they launched raids to the south against the Tatars and Turks to win **plunder** and **stave off** Tatar raids that had previously **decimated** much of central Ukraine. Largely left to administer themselves for several decades, the Cossacks along the Dnieper formed their own sichts (forts), and by the 1550s, the main Sich (open to entry to any Christian male, barred to any woman) was located on an island in the Dnieper River in Zaporizhzhia (literally, “beyond the rapids”). This Sich had its own **assembly** (called a rada, the modern Ukrainian term for parliament) and elected its own rulers, or hetmans.

Cossacks are celebrated today as Ukrainian freedom fighters. Without question, however, the Cossacks became **a potent military force**. Cossacks served with Polish forces in campaigns along the Baltic and against Moscow in the early 1600s. Cossack forces launched major naval raids along the Black Sea between 1600 and 1620, taking several Ottoman strongholds and even managing **to burn** the suburbs of Istanbul (formerly Constantinople) in 1615 and in 1620. In 1621, the Cossacks **rescued** the Poles from certain defeat by the Turks at the Battle of Khotyn.

Significant Cossack rebellions occurred in 1591, 1594–1596, 1625, 1635, and 1637. These uprisings, portrayed by some as an effort to promote “Ukrainian” rights, were **spurred** by several, at times inconsistent, reasons: Polish **hostility** to Orthodoxy and the Cossacks’s perception that they were the true **defenders** of Orthodoxy; the desire of the Cossacks to achieve the rights of the Polish **gentry**; disputes over ownership of land; inconsistent treatment of the Cossacks by the Poles, who, in peacetime, often failed to make good on their wartime promises; and desire for more political autonomy.

In 1648, Cossacks launched their greatest revolt under the leadership of Hetman Bohdan Khmelnytsky, who ranks as one of the leading and most mythologized figures in Ukrainian history. Khmelnytsky and the Cossacks initially had great success. They **smashed** a Polish force at the Battle of Yellow Waters in April 1648 and prevailed over Polish forces as they marched toward Warsaw.

They won much support throughout the Ukrainian countryside, and many peasants took advantage of the rebellion to attack both their Polish landlords and Jews, who were both a cultural and an economic target.

1.2. Answer the questions.

1. What does the word “Cossack” mean?
2. What is the origin of the Cossacks and what exactly separated the cossacks from what came before them?
3. Why did the Cossacks turn to raiding/plundering?
4. Did the Cossacks live in communes?
5. Who served with Polish forces in campaigns along the Baltic and against Moscow in the early 1600s?
6. When were the significant Cossack rebellions?
7. What did the Cossacks want to achieve?
8. Whowas the leadership of their greatest revolt?
9. What did the Cossacks win in 1648?

10. Did Khmelnytsky make the right decision in transferring vassalage to Russia from Poland and did he have much choice?

1.2. Here are some sentences about the Cossacks And Bohdan Khmelnytsky. Match the beginnings 1-10 with the endings a-j.

1. The Cossacks took advantage of the richness and remoteness of the land to become

2. Ukrainian Cossacks used to be a predominant driving force in Ukrainian history for more than 3 centuries,

3. The Cossacks defended Ukraine's frontier population from Tatar incursions, conducted their own campaigns into Crimean territory, and,

4. The Cossacks along the Dnieper formed their own siches (forts), and by the 1550s,

5. The Cossack uprisings (also rebellions, revolts) were a series of military conflicts between the Cossacks and the states claiming dominion over the territories the Cossacks lived in,

6. In 1648, Cossacks launched their greatest revolt under

7. The Khmelnytsky Uprising also known as the Cossack-Polish War,

8. The Cossacks defeated a Polish force

9. In January–November 1648 a series of brilliant Cossack victories aroused

10. Bohdan Khmelnytsky turned the idea of Cossack as “protector of the Christian people”

a. the main Sich was located on an island in the Dnieper River in Zaporizhzhia.

b. in their flotillas of light craft, even raided Turkish coastal cities in Anatolia.

c. particularly from 1489 till complete liquidation in 1775.

d. fishermen, farmers, trappers, and, perhaps above all else, bandits.

e. namely the Polish–Lithuanian Commonwealth and Russian Empire.

f. was a Cossack rebellion within the Polish-Lithuanian Commonwealth in 1648–1657, which led to the creation of a Cossack Hetmanate in Ukrainian lands.

g. the leadership of Hetman Bohdan Khmelnytsky.

h. on its head by agreeing to pay the Khan of Crimea with jasyr or Christian captives.

i. at the Battle of Yellow Waters in April 1648.

j. the whole Ukrainian people and won wide support for Bohdan Khmelnytsky.

1.4. Read the whole text quickly again to remind the main ideas. Then try to summarise what each paragraph is about. Write a summary of the text.

2. Vocabulary exercises.

2.1. Review vocabulary words and look at the words below. Find pairs of synonyms.

Emerge, the richness, destroy, something stolen, copious, remoteness, escaped, appear, runaway, fend off, accusation, protector, meanness, disaffected, alienated, complaint, distance, plunder, stave off, decimate, hostility, defender.

2.2. Review vocabulary words. Give a word or a phrase for the following definitions.

1. A person who has been forced to leave their country in order to escape war, persecution, or natural disaster.
2. The state of existing in or containing plentiful quantities of something desirable.
3. The armed forces of a country.
4. Kill, destroy, or remove a large proportion of.
5. A statement that something is unsatisfactory or unacceptable.
6. Move out of or away from something and become visible.
7. An agricultural labourer bound by the feudal system who was tied to working on his lord's estate.
8. The state of being distant from something else, in particular from the main centres of population.
9. The violent and dishonest acquisition of property.
10. A group of people elected to make laws or decisions for a particular country or region.

2.3. Translate into English.

З'являються нові державні навчальні заклади, звільнення кріпаків, кріпацькі повстання, біженці, незадоволені селяни, велика кількість скарг, багаті землі, віддалені поселення, незважаючи на віддаленість, грабунки, стримувати загарбників, загарбники регулярно спустошували наші землі, військові сили нашої держави, палити будинки, ворожість литовців, захисники, польська шляхта, розбити військові сили ворогів.

3. Speaking

3.1. Look at the articles from The Hebrew Chronicles on Bohdan Khmel'nyts'kyi. Choose one, express your own opinion and discuss it with your partner.

Tatars killed and enslaved Ukrainians, sometimes with Khmelnytsky's permission. Cossacks robbed and killed Ukrainians:

Two of the chroniclers also allude to Ukrainians victimized by the Tatars, Meir of Szczebrzeszyn mentions that the Tatars killed Ukrainian villagers as they left after the Zboriv agreement, while Hanover has a longer story in this vein. He

tells of the "forceful revenge" the Tatars took on "Ukrainians in the towns and villages" in Volhynia and Podillia; "Some of them they killed by the sword and tens of thousands they took prisoner. There remained only those who hid in the woods and marshes." When speaking about the situation after the Zboriv agreement, Hanover also points out the troubles of the Ukrainians. He maintains that the poor Ukrainians "died in the thousands and tens of thousands" from hunger "since the Cossacks and the Tatars robbed them of all their money and possessions." (Weinryb, 1977, p. 175)

The information about Tatars killing Ukrainians apparently reflects both the actual facts and the peasants' resentment of Khmel'nyts'kyi because he allowed the Tatars to kill and take prisoners among them: Mykhailo Hrushevs'kyi reported a reflection of this in a Ukrainian folk song (see his *Istoriia Ukrainy-Rusy*, vol. 9 (New York, 1957), pp. 552, 663, 895 ff.). (Weinryb, 1977, p. 175)

Khmelnytsky sold out the Ukrainian peasants:

Meir of Szczebrzeszyno emphasizes that the strongest opposition to the Zboriv agreement came from the peasants, who "heard about the compromise and trembled. They had revolted against their lords and the latter had been forced to move away. But should the lords return, they will take revenge on the peasants." (Weinryb, 1977, p. 176)

Khmelnytsky was taken prisoner by the Tatars, and had to pay a high ransom to win his own release — but this was only because he first betrayed them:

The Polish army prevailed and reinforced ... they struck a severe blow at the Tatars and Ukrainians. The Tatar king escaped to his land... He took the oppressor (*Chmiel*) with him into captivity because the latter did not inform him of the strength of the Polish king's army. [...] [Later Hanover relates how Khmel'nyts'kyi paid the Tatars a high ransom for his release]. (The first three

sentences are Hanover's; the last sentence in square brackets is Weinryb's, 1977, p. 169)

3.2. Prepare the essay about life and achievements of Bohdan Khmelnytsky and perform it to your group. You can use Power point presentation or video.

4. Writing.

4.1. Write down a list of memories (8-10 sentences) of Bohdan Khmelnytsky (Tatar warrior, ordinary Cossack). Try to be as specific as possible.

After writing go back and try to figure out why each memory is important. What did the moment mean, and why did it stay with you? Is there a secondary memory that goes along with it? Is there a way to see the situation differently now than when you experienced it?

5. Listening.

5.1. Watch video 3-1. Tell whether the statement is true or false. If it's false, correct the sentence to make it true.

1. A tiny island in the middle of the Black sea played an important role in Ukrainian history.

2. Khortytsia helped defining Ukrainian identity.

3. Cossacks were a group of predominantly East Slavic-speaking people who became known as members of democratic, self-governing, semi-military communities, predominantly located in South-Eastern Ukraine.

4. Khortytsia is the birthplace of the national icon – the Zaporizhzhian Cossacks.

5. The history of the Ukrainian Cossacks has three distinct aspects: their struggle against the Tatars and the Turks in the steppe and on the Black Sea; their participation in the struggle of the Ukrainian people against socioeconomic and national-religious oppression by the Polish magnates; and their role in the Ukrainian trade.

6. In the 15th century men came to Sich in search of freedom, democratic self-rule and independence.

7. Banding together for mutual protection, the Cossacks by the mid-16th century had developed a military organization of a peculiarly democratic kind, with a general assembly (rada) as the supreme authority and elected king.

8. Cossacks struggled against the Tatars and the Turks in the steppe and on the Black Sea and designed their own ships weapon.

9. Sich was the best example of a democratic State in Europe in the 17th century.

10. Ukrainian Cossacks initiated the establishing a national state.

6. Grammar.

6.1. Use the right form of the pronouns **this** or **that**.

1. ... gloves are of the best quality. 2. I'll sign all the papers ... morning. 3. – We can meet at 10.30. – ... will be fine. 4. ... was a really terrible air crash last week. 5. Think of all ... people who need our help. 6. ... particular ' ... students are extremely bright. 7. ... is something one has to consider. 8. I don't think very much ... days. 9. "... way, sir." 10. I am sorry to barge on you like II. ... whole business worries me. 12. The prices ... days are absolutely astronomical. 13. ... was a wrong thing to do. 14. Any chance of you getting away ... summer? 15. ... was ages ago!

6.2. Choose the right variant.

1. There/It comes a time when you start to remember your youth. 2. I suppose there/it will snow tomorrow. 3. Look, there/it is snow on the ground. 4. There/It remains nothing to be done. 5. He is right, there/it no doubt about it. 6. Is there/it anything the matter? 7. There/It is windy outside. 8. There/It is a strong wind today. 9. Once upon a time there/it lived a princess. 10. There/It is light in the room. Turn on the light, please. 11. The traffic is heavy in this street. There/It is a lot of noise. 12. There/It is very noisy in this street because there/it is heavy traffic. 13. They are happy, there/it goes without saying. 14. There/ It follows that there/it is no solution to the problem. 15. There/It is a light in the distance.

6.3. Put the following into the correct order.

- 1) suede / Italian / new / red / soft / shoes
- 2) elderly / tall / Englishman
- 3) oval / Venetian / ancient / valuable / glass
- 4) shiny / large / expensive / brown / leather / case
- 5) square / wooden / old / nice / table
- 6) modern / stone / large / beautiful / cottage
- 7) porcelain / tea / blue / thin / old / cup
- 8) young / blonde / handsome / tall / man
- 9) old / several / English / beautiful / castles
- 10) pretty / French / young / a lot of / girls

6.4. Read and translate the sentences. Comment on the words in bold type. Translate into English part B.

A. 1. Anybody can sing if they really want to. 2. Everybody is here, aren't they? 3. Nobody likes to be told what to do, do they? 4. Somebody has left his umbrella here, didn't they? 5. Nobody called, did they? 6. Every candidate said that they thought the interview was too long.

B. 1. Щось не так? Я бачу, що щось турбує тебе. 2. Ніхто не може бути в безпеці в цій гарячій точці (a trouble spot). Все що завгодно може трапитися в будь-який момент. 3. Ніщо не може бути краще, ніж чашка гарячого чаю. 4. Їй абсолютно нікуди піти. Ні сім'ї, ні друзів. 5. Він живе десь біля Києва.

Unit 4. Ukraine Under the Russian Empire

Lesson 1-2. The Cossack Hetmanate.

VOCABULARY



1. chaos – хаос;
2. subsequent period – наступний період;
3. subside – вщухає; меншає;
4. treaty – договір;
5. gain – здобувати, вигравати;
6. sovereignty – суверенітет, верховна влада;
7. retain – зберегти;
8. the reassertion of control – повторне підтвердження контролю;
9. more densely populated – більш густо заселені;
10. the Cossack government – козацький уряд;
11. income – дохід, заробіток;
12. a peasant – селянин;
13. bulk – маса; кількість;
14. to suffer – страждати;
15. dragged on interminably – тягнеться безперервно;
16. debt – борг;
17. meager holdings – мізерні запаси;
18. labor demands – трудові вимоги;
19. tenant – орендар;
20. tension – напруга;
21. disgruntled – невдоволений.

1. Reading.

1.1. Read the following text.

The Cossack Hetmanate

After the **chaos** created by Khmelnytsky's revolt (1648–1654) and the **subsequent period** of the Ruin **subsided**, Ukrainian lands were divided in two. In 1686, Poles and Russians affirmed the terms of the **Treaty** of Andrusovo (1667), whereby Poland **gained** most of Right Bank (western) Ukraine and Russia had dominion over Left Bank (eastern) Ukraine and Kiev. The Russian tsar held formal **sovereignty** over Left Bank Ukraine, but the Cossacks did **retain** some form of self-government. There were actually three self-governing Cossack territories: the Hetmanate, the Zaporizhian Sich, and the Sloboda ("Free") Ukraine. Of the three, the Hetmanate was the largest and most politically significant.

As a result of **the reassertion of control** of the Right Bank by Poland and the autonomy still enjoyed by the Zaporizhian Sich, the Cossack Hetmanate of the late 1600s occupied only about one-third of the territory once controlled by Khmelnytsky. Its administrative capital was the town of Baturyn, located to the

northeast of Kiev. The Hetmanate, called Malorossiiia by the Russian tsars, bordered Russia to the north and east and was **more densely populated** than the lands to the south.

The Hetmanate's basic political structure did not markedly change from the time of Khmelnytsky. It was run by the Cossack military and land-owning elite, the starshyna. This elite expanded its power by appropriating office-related lands held by the Hetmanate, depriving **the Cossack government** of **income**. Most residents of the Hetmanate were poor **peasants**. Data suggest that less than 1% of the population controlled over half the land, leaving little for the **bulk** of the population. Moreover, the average peasant **suffered** because he was expected to be both a farmer and a soldier, a problem when military conflicts, such as Peter I's Great Northern War (1700–1721), **dragged on interminably**.

Many Cossacks fell into **debt** and had to sell their **meager holdings** to their starshyna creditors. Landlords also gradually increased **labor demands** on their **tenants**, and the average peasant also lost rights to elect military officers and participate in decision-making councils.

Tensions between the starshyna and the “rabble” (chern) were exploited on multiple occasions by Russian authorities, and many peasants from the Hetmanate fled to the south. In 1692, a **disgruntled** official from the Hetmanate fled to the Zaporizhian Sich and organized a revolt against the “blood-sucking” starshyna in order to “tear away our fatherland Ukraine from Muscovite rule.” The Tatars, employed on behalf of the rebellion, turned on the Cossack population instead, however, and this revolt petered out.

1.2. Answer the following questions.

1. When were Ukrainian lands divided in two parts?
2. What did Poland gain affirmed the terms of the Treaty of Andrusovo?
3. Why did the Russian tsar hold just formal sovereignty over Left Bank Ukraine?
4. What was the administrative capital of the Cossack Hetmanate?
5. What was the Hetmanate's basic political structure?
6. Why did the average peasant of the Hetmanate suffer?
7. Why had many Cossacks to sell their meager holdings?
8. Why did many peasants from the Hetmanate flee to the south?
9. What revolt was in 1692?

1.3. The title of the text is The Cossack Hetmanate. Sentences B-H are in the wrong order. Decide on the correct order of the sentences, and write the letter next to the number bellow. The first and the last sentence are correct.

1. _____ 4. _____ 7. _____
2. _____ 5. _____
3. _____ 6. _____

A. *The Hetmanate or Zaporizhian was the Cossack state in the Central Ukraine between 1649 and 1782.*

B. This division caused a civil war in Ukraine between various parties of Cossacks that lasted till the end of the 17th century.

C. The Treaty of Andrusovo of 1667, however, was conducted without any representation from the Cossack Hetmanate and concluded the borders between Polish and Russian states, dividing the Hetmanate in half along the Dnieper.

D. Later the documents of the treaty (articles) were rewritten numerous times for reorganization purposes.

E. The Hetmanate was founded by first Ukrainian hetman Bohdan Khmelnytsky during the Khmelnytsky Uprising (1648–1657).

F. In 1654 it pledged its allegiance to Muscovy during the Council of Pereyaslav, while being a constituency of the Polish-Lithuanian Commonwealth.

G. A regional referendum concluded the fall of the region under the protection of the Russian monarchy that guaranteed sovereignty of the region in fight against the Polish Crown.

H. In the 18th century the territory of the Hetmanate was limited to Left-bank Ukraine.

I. In 1782 the autonomy of the Cossack state was officially abolished by Catherine II of Russia, though the Kiev Governorate had already been established on most of this territory by 1708.

1.4. Match the beginnings of the following sentences 1-10 with their endings a-j.

1. Ukrainian lands were
2. In 1686 Poland and Russia signed an agreement that
3. In 1686 the Cossacks had
4. There were three self-governing Cossack territories: the Hetmanate, the Zaporizhian Sich, and the Sloboda Ukraine.
5. The Cossack Hetmanate of the late 1600s occupied only
6. Baturyn was
7. The Hetmanate bordered Russia to the north and east and
8. The Cossack Hetmanate was run

9. The average peasant suffered because
10. In 1654 the Hetmanate pledged its allegiance to Muscovy during the Council of Pereyaslav,
 - a. while being a constituency of the Polish-Lithuanian Commonwealth.
 - b. divided in two parts.
 - c. by the starshyna but most residents of it were poor peasants.
 - d. he was expected to be both a farmer and a soldier.
 - e. Poland gained most of Right Bank Ukraine and Russia got Left Bank Ukraine and Kiev.
 - f. was more densely populated than the lands to the south.
 - g. some form of self-government.
 - h. about one-third of the territory once controlled by Khmelnytsky.
 - i. the administrative capital of the Cossack Hetmanate.

2. Vocabulary exercises.

2.1. Read the words and word combination and try to explain their meaning in English.

Subsequent period, to gain, sovereignty, more densely populated, the Cossack government, a peasant, meager, tenant.

2.2 Match word 1-10 to their antonyms a-j.

Chaos	cost
treaty	to enjoy
to gain	order
debt	disagreement
demand	friendliness
tension	to lose
to suffer	borrow
peasant	ОТКЛОНЯТЬ
to retain	noble
income	leave

2.3. Put the following into the correct order.

1. Khmelnytsky's \happened \This\ after \the \ created \by \ revolt\ chaos
2. war \chaos \was\Everyone \ survive \trying \to \ in \the \after \the
3. parts \lands \ the Ruin\ Ukrainian \were \two \When\subsided\ divided
\in
4. force \treaty \The\ entered\ into \ never
5. is \Berdiansk \a \ densely populated\ town\ small\ touristic
6. low \was \income \peasant \Average \household \in \1654 \very
7. suffer \of\ poverty \peasants\ the effects
8. into \More \and \of \Cossacks \debt\ more\ fell

9. future lives \for \asked \They\ were \to have a care \ the \ of \their \tenants.
10. receive \Judges \ letters \from\ members \of \ disgruntled\ the public

3. Writing.

3.1. Write a brief essay for one of the following topics:

Brave warriors who cherished their freedom (10-12 sentences about Cossacks)

Specific peculiarities of The Cossack Hetmanate.

4. Speaking.

4.1. Read the following statement. What do you think? Prepare arguments to support your opinion, then discuss the issue with your partner, responding to their counter-arguments, as well.

At different point Cossacs seem to be a tribe of bandits, freedom fighters, a professional warrior class.

5. Listening.

5.1. Watch video 4-1. Tell whether the statement is true or false. If it's false, correct the sentence to make it true.

1. For hundreds of years, a tiny island in the Dnipro River provided sanctuary to a legendary group of warriors - Ukraine's Zaporozhian Cossacks.

2. Khortytsia is the birthplace of the national war and scientific traditions.

3. For centuries Khortytsia was a spiritual refuge for many Ukrainians, a symbol of Ukrainian identity. It is also one of the islands where started the national pride – Zaporozhye Cossacks.

4. The men moved to Khortytsia in the 15th Century in search of freedom and democracy.

5. Cossacks defended their faith and became the rulers of the country.

6. Modern Cossacks try to find the assence of what ancient Cossacks had and transfer it to modern people.

7. The ship of Cossack design was found near Khortytsia in 2002.

8. People keep pagan traditions and sometimes conduct ceremonies on the island Khortytsia.

9. The foundation for Zaporizhian Sich was laid out on Khortytsia in 1552-56 by a Hetman of the Ukrainian Cossacks Sirko. He built here a castle, from which he set out on campaigns against Turkey.

10. Both ancient traditions and modern history are preserved on the island.

6. Grammar.

6.1. Insert a lot (of), lots of, plenty of, much, many, a great deal of.

1.1 wish you all ... good luck. 2. Is there ... oil in the Caspian sea? 3. We bought ... food for the barbecue. 4. Do you have ... homework to do for Saturday? 5. – How ... exams did you have to take? – Quite 6. My sister drinks too ... coffee. 7. He is so fat because he eats too ... sandwiches. 8. These days people get...

information from (the) Internet. 9. – Oh, Mother, I love him so – I think you love him too 10. ... and ... refugees came to Spain and Italy. 11. There are ... daffodils in England in spring. 12. The earthquake caused ... damage to the country. 13. ... of the exhibition was devoted to his later works. 14. It was a big house with ... windows. 15. – Feeling a bit better? – ... Doctor. ... better.

6.2. Choose the right variant.

1. Martin was the (more talented/most talented) of the two brothers. 2. Of the three shirts I like the blue one (better/best). 3. My dog is the (prettier/prettiest) of the two. 4. This summary is the (better/best) of the two presented. 5. There are nine planets in our solar system and Pluto is the (farther/farthest). 6. Mary is the (tallest/taller) of the two girls. 7. The boss likes my plan (better/ best) of the two. 8. This is the (less difficult/least difficult) of the four cases. 9. This knife is the (sharpest/sharper) of the two. 10. Mother was the (more/most) beautiful of seven daughters.

6.3. Give degrees of comparison of the following words if possible.

I. angry, brave, bad, convenient, dry, dead, final, good, heavy, narrow, perfect, Persian, right (left), square, important, white, yellow, unique, little

II. absent-minded, easy-going, fine-looking, good-natured, high-flown, high-heeled, kind-hearted, much-spoken, narrow-minded, old-fashioned, strong-willed, well-bred.

III. absolute, able, authentic, helpful, empty, effective, left, mild, middle, medical, vacant, round, wooden, immortal, real, late.

6.4. Translate into English.

1. Хто з цих двох кращий учень? 2. Вона приміряла (try on) свої дві сукні і одягла нарядніше (smart). 3. Він оглянув усі комп'ютери та купив найсучасніший (modern). 4. Хто найвищий студент в групі? 5. З двох іграшок хлопчик вибрав найяскравішу. 6. Хоча у нас були найгірші місця, нам дуже сподобався спектакль (performance). 7. Де найближче поштове відділення? 8. Останній поїзд прибував опівночі. 9. Останні вісті були зовсім нецікаві. 10. Вони отримали додаткові відомості з цього питання.

Unit 4. Ukraine Under the Russian Empire

Lesson 3-4. Mazepa's Revolt and the End of Cossack Autonomy and Russification of the "Little Russians"

VOCABULARY



1. rebellion – повстання;
2. to serve – служити;
3. confidence – довіра, впевненість;
4. to capture – захоплювати силою, брати в полон;
5. pursue – переслідувати, дотримуватися;
6. predecessor – попередник;
7. to augment – збільшити;
8. one of the wealthiest men – один з найбагатших людей;
9. a patron – покровитель;
10. aforementioned – вищезгаданий;
11. to quip – уципливо глузувати;
12. narrow – вузький, тісний, близький;
13. a self-interested opportunist – корисливий пристосуванець;
14. support – підтримка;
15. destruction – руйнування;
16. to resurrect – воскресити;
17. later generations – пізніші покоління;
18. to distinguish – розрізняти, відрізняти;
19. to inspire – надихати;
20. signs of strain – ознаки деформації;
21. jeopardy – загроза, ризик;
22. insecure – невпевненість.

1. Reading.

1.1. Read the following text.

Mazepa's Revolt and the End of Cossack Autonomy and Russification of the "Little Russians"

The most significant Cossack **rebellion** in the post-Khmelnysky period was directed by the Hetmanate against Russian rule. The leader of this revolt was Ivan Mazepa, who was born into a Right Bank Ukrainian noble family in 1639 and had been educated in both Kiev and Warsaw. He **served** as an emissary from the Polish king to Cossack Ukraine in the 1660s. He was **captured** by the Zaporizhian Cossacks but managed to win their **confidence** and, in the 1680s, established good relations with the Russians. With their support, he was elected Hetman in 1687.

He **pursued** the policies of his **predecessors**, issuing more land grants to the starshyna and cultivating good ties with Russian tsars, which allowed him **to**

augment his own land holdings to become **one of the wealthiest men** in Europe. He was a **patron** of the arts, building Orthodox churches in the Cossack or “Ruthenian” Baroque throughout the Hetmanate. He put down the **aforementioned** peasant-based revolt in 1692 and lent his support to the campaigns of Tsar Peter I (1682–1725, referred to as “Peter the Great”) against the Ottomans and Tatars. He became a close advisor of Peter, leading Cossack officers **to quip**, “The tsar would sooner disbelieve an angel than Mazepa” and Russian officials to declare, “There has never been a hetman so helpful and beneficial to the tsar as Ivan Stepanovych Mazepa.”

For many in Ukraine, Mazepa is a romantic hero, and his rebellion and the Cossack Hetmanate an example of Ukrainians’ desire for freedom. Others, however, note that the Hetmanate served the interest of a **narrow** elite and that Mazepa was only a **self-interested opportunist**, whose revolt could not marshal the **support** of the majority of Cossacks. Certainly, Mazepa’s actions were a failure, and, short term at least, led to the **destruction** of their autonomy. Longer term, however, the Hetmanate provided more material for the Ukrainian national idea, and a white-washed version of freedom-loving Cossacks would **be resurrected** by **later generations to distinguish** themselves from Russians and **inspire** demands for Ukrainian independence.

In 1703, during a Cossack revolt in Polish-controlled Ukraine, Mazepa won Peter’s approval to send in his own forces to occupy the Right Bank. Mazepa was thus able to unify many of the Ukrainian lands. Mazepa’s alliance with Peter, however, began to show **signs of strain**. The Great Northern War, whose main antagonists were Russia and Sweden, began in 1700; and, after a series of defeats, Peter launched reforms to centralize his authority. Much of the autonomy promised to the Cossacks was placed in **jeopardy**. Cossacks, who traditionally fought on the southern front against Tatars, Ottomans, and Poles, were sent north to fight against the Swedes. Given the superior military technology of the Swedes, the results were often disastrous for the Cossacks. Although both the starshyna and average peasants felt the burdens of war, Mazepa himself felt **insecure** amid rumors that the tsar intended to replace him with a Russian or foreign general.

The final blow came in 1708 when Peter I refused to defend Ukraine against invasion from the Polish allies of Sweden.

1.2. Answer the following questions.

1. Who was the leader of the most significant Cossack rebellion against Russian rule?
2. Where had Ivan Mazepa been educated?
3. When was Ivan Mazepa born?
4. What is he famous for?
5. How was he elected Hetman in 1687?
6. How can you characterize his work?
7. Was Mazepa’s alliance with Peter successful? How did it influence on Ukrainian people?

1.3. Comment on the statement:

“One can hardly find any national hero who was so strongly persecuted as Mazepa,” says V. Shevchuk. “For centuries he was cursed in all temples of the Russian Church, he who had done so much for the Orthodox Church; for centuries he was cursed, blackmailed, hurt by the most offensive epithets by not only Russian ideologists and historians but also their Ukrainian flatters.”

1.4. What events do these dates refer to.

- 1639 _____
- 1680s _____
- 1660s _____
- 1687 _____
- 1692 _____
- 1725 _____
- 1703 _____
- 1700 _____
- 1708 _____

2. Vocabulary exercises.

2.1. Read the words and word combination and try to explain their meaning in English.

to serve, to capture, predecessor, to augment, one of the wealthiest men, a patron, to put down, to quip, narrow, a self-interested opportunist, to resurrect,

2.2. Review vocabulary words. Give a word or a phrase for the following definitions.

1. Make a witty remark.
2. Take into one's possession or control by force.
3. An act of armed resistance to an established government or leader.
4. Perform duties or services for (another person or an organization)
5. A person who held a job or office before the current holder.
6. The action or process of causing so much damage to something that it no longer exists or cannot be repaired.
7. Denoting a thing or person previously mentioned.
8. Of small width in relation to length.
9. Motivated by one's personal interest or advantage, especially without regard for others.
10. Recognize or treat (someone or something) as different.

2.3. Put the following into the correct order.

1. among / the great / going to get / You're / one / of / historic / rebellions /working Ukrainians.
2. with / had hoped / He / to serve / the Medical Corps.
3. have never / confidence / say / I can / with / that / I / before / driven up /this street.

4. summer income / He / his / by painting / houses / augmented.
5. one / of / the / He / men / wealthiest / is.
6. patron / was / Mazepa / a / of / arts / the.
7. of / supported / their / hetman / The majority / Cossacks.
8. historical monuments / resurrecting / has spent / Peter Bowler / years / old and forgotten.
9. later generation / philosophy / His / inspired / a / of / historians.
10. jeopardy / whole / The / peace process /is /in

3. Speaking.

3.1. Make notes about your opinions of Ivan Mazepa. Think of reasons to support your opinions (He was an excellent politician/very intelligent, etc).

Practice saying your opinions (Personally, I think he was...)

3.2. In pairs discuss the following:

- 1) How would you describe this person? (appearance and features of character)
- 2) What kind of person was he?
- 3) What are the most famous things he achieved in his life?
- 4) What impressed you most of all?

4. Writing.

4.1. Write a brief essay for one of the following topics (10-12 sentences):

- Who Betrayed Ivan Mazepa?
- Hetman Ivan Mazepa and Zaporizhian Sich: from misunderstanding to the union.
- Hetman Ivan Mazepa as the reformer of the Cossacks' State.

5. Listening.

Watch video 4-2. Tell whether the statement is true or false. If it's false, correct the sentence to make it true.

1. A long time ago the hetman of the Zaporozhzhia army Ivan Mazepa stayed in the tower you have seen in the video.
2. Originally the tower was conceived as a small cross shaped church of one dome. It was built from money donated by Mazepa in the 19th century.
3. Ivan Mazepa got an excellent education having gained his knowledge in Lviv Academy and abroad.
4. Ivan Mazepa spent the night in the tower when he came to the Lavra as a holy place.
5. People plan to restore the tower as a modern museum of Ivan Mazepa.
6. Museum will have only two rooms. It will tellvisitors about the personal life of a headman and his political activity.

7. The tower is a massive object for restoration which requires the use of state funds.
8. Mazepa himself was a philanthropist. He lived in a stone house but he built Ukrainian culture and history through fortresses and churches.
9. Ivan Mazepa was born on the 20 of March in 1739.
10. Ivan Mazepa was admired by Polish kings, Russian tsars, Crimean khans, but he served only his own purposes. He composed songs (a lot of them became folk) that people sang for 100 years after his death.

6. Grammar.

6.1. Complete the sentences by putting in the verbs. Use the present simple. You have to decide if the verb is positive or negative.

- ? Claire is very sociable. She knows (know) lots of people.
? We've got plenty of chairs, thanks. We don't want (want) any more.
1. My friend is finding life in Paris a bit difficult. He... (speak) French.
 2. Most students live quite close to the college, so they... (walk) there.
 3. My sports kit is really muddy. This shirt ... (need) a good wash.
 4. I've got four cats and two dogs. I (love) animals.
 5. No breakfast for Mark, thanks. He...(eat) breakfast.
 6. What's the matter? You (look) very happy.
 7. Don't try to ring the bell. It...(work).
 8. I hate telephone answering machines. I just (like) talking to them.
 9. Matthew is good at badminton. He.... (win) every game.
 10. We always travel by bus. We..... (own) a car.

6.2. Use the right form of the verbs in brackets.

1. This man (know) from his experience what it (mean). 2. Nothing (happen) by accident. 3. As man (grow) older, he (tend) to be more sceptical. 4. My mother often (tell) me that you not (leave) your problems behind you when you (go) to another place. Pain and heartache (travel) well. And indeed they (do). 5. Mrs. Osborne (own) this business, and she (run) it herself. 6. He (be) a complete mystery to me. 7. What he (do) for a living? 8. In Rome every building (tell) its own story. 9. When the weather (heat) up and you (need) to cool down, a lake, a river, a pool — is what your body and soul (need). 10. My great-grandmother is very old, but she (hear, see and understand) everything quite well.

6.3. Translate into English.

1. Хто говорить, що життя нудне? Тільки не я! 2. Життя триває. 3. Коли мені погано, то найкращі ліки для мене – Моцарт або Вівальді. 4. Що б не сталося, мій бос ніколи не втрачає холонокровності (to lose one's cool). 5. Він завжди допомагає людям порадами і грошима. 6. – У травні в Осло іноді йде сніг. – Так, погода підносить нам сюрпризи. 7. Ці телевізійні новини дають точні і вірні відомості. 8. Вітряна погода зводить мене з розуму. 9. Про такі речі прямо не говорять. 10. Коли температура піднімається, вологість зазвичай падає.

6.4. Open the brackets and put the verb into the Present Simple or the Present Continuous Tense.

1. Be quiet, please. We (work) at the translation and you (make) a lot of noise.
2. He always (go) for a walk in the evening.
3. Where is Jack? – He (meet) his girlfriend at the station.
4. She (come) at 12 o'clock.
5. She (cry). Is something wrong?
6. In the morning I (have) little time, so I (take) a shower in the evening.
7. A decade (describe) a period of ten years.
8. Her brother (work) in Canada at present.
9. She always (dream) but (do) nothing to realize her dreams.
10. He (be) so suspicious to me at the moment. I wonder why.
11. Hurry up, Jane! We all (wait) for you.
12. Turn off the gas. Don't you see the kettle (boil)?
13. The children are still ill but they (get) better gradually.

Unit 5. Western Ukraine under the Habsburg Empire

Lesson 1-2. National Awakening: From Ruthenians to Ukrainians

VOCABULARY



1. diversity – різноманітність, відмінність;
2. prudent dynastic marriages – династичні шлюби з розрахунку;
3. military conquest – військове завоювання;
4. partition – розділ;
5. to squeeze – стискати, затискати;
6. rapacious – загарбницький, жадібний;
7. overwhelmingly – переважна більшість;
8. a merchant – торговець;
9. to retain – зберегти;
10. lack – відчувати нестачу;
11. clergy – духовенство;
12. ideological conversion – ідеологічне перетворення;
13. previous – попередній;
14. self-destination – самовизначення;
15. moniker – назва, прізвисько;
16. commonality – спільність;
17. to exist – існувати.

1. Reading.

1.1. Read the following text.

National Awakening: From Ruthenians to Ukrainians

A. From the 1500s until the end of World War I, Austria, ruled by the Habsburg Dynasty, was a major European power. Although Germans were the dominant group within the empire, they were not a majority, as the Habsburgs ruled over numerous national groups (e.g., Poles, Czechs, Ukrainians, Hungarians, Croats, Jews, Italians) and displayed, especially compared to the Russian Empire, a respect for **diversity**. Thanks in part to **prudent dynastic marriages** and in part to **military conquest**, the Habsburgs expanded their rule across Central Europe and into the Balkans.

B. The Habsburgs became rulers of some Ukrainian lands as a result of the **partitions** of Poland in the late 1700s. Poland was weak and **squeezed** among three **rapacious** powers: Prussia, Russia, and Austria.

C. The Ukrainian-speaking inhabitants were known as Rusyns or, in the English version, as Ruthenians. As with Ukrainians in the Russian Empire, they were **overwhelmingly** peasants, as the urban residents, which made up only 10% of the population, were primarily Germans, Jews, and Poles. Most of the Ukrainian peasants were quite poor, farming on small plots and subject to exploitative rule by the nobility, who were largely Polish.

D. Ukrainians **lacked** their own landed nobility or **merchant** classes. The Austrians brought in some German speakers to help administer Galicia and Bukovyna, but local landowners, Poles and Romanians, respectively, **retained** much of their traditional powers. Commerce was handled mostly by Jews and German speakers. Ukrainians were largely denied access to political or economic power. The closest thing they had to an elite was their **clergy**. In western Ukraine, much of this clergy was associated with the Greek Catholic (Uniate) Church.

E. Toward the end of the nineteenth century, Ukrainians began to experience an important “**ideological conversion**,” as the cultural intelligentsia, which had been growing throughout the nineteenth century, abandoned its **previous ethnic self-destination** as Rusyns, or Ruthenians, and began using a new **moniker**, Ukrainians. This new term was important, as it stressed the **commonality** of Ukrainian-speaking peoples in both Austria-Hungary and Russia.

F. This renaming marked a victory of a more modern Ukrainian identity that claimed Ukraine as a nation like Czechs, Slovaks, and Poles as opposed to previous cultural formulations or national “projects” that had **existed** earlier in the century. During the 1890s, Ukrainian activists, admittedly a small percentage of the population, developed the idea of Ukrainian independence as the ultimate goal of the Ukrainian national movement.

1.2. Answer the questions and check your understanding.

1. Who was a major European power until the end of World War I?
2. What national groups did the Habsburgs rule over until the end of World War I?
3. How did the Habsburgs expand their rule across Central Europe and into the Balkans?
4. How were the Ukrainian-speaking inhabitants known in the late 1700s?
5. How many urban residents were in Ukrainian lands in the late 1700s?
6. Did local landowners of Galicia and Bukovyna (the Poles and the Romanians) retain much of their traditional powers?
7. Did Ukrainians have access to political or economic power?
8. When did Ukrainians begin to experience an important “ideological conversion” and start using a new moniker, Ukrainians?
9. What was the ultimate goal of the Ukrainian national movement?
10. How do you understand the sense of the title of the text “National Awakening: From Ruthenians to Ukrainians”? Express your opinion.
11. What social groups played a leading role in the Ukrainian national movement?
12. Did Western ideas influence the Ukrainian national movement?

1.3. Tell whether the statement is true or false. If it’s false, correct the sentence to make it true.

1. From the 1600s until the end of World War I, Austria was a major European power.

2. Germans were the dominant group within the empire, they were not a majority, but ruled over numerous national groups
3. The Habsburgs became rulers of some Ukrainian lands as a result of the partitions of Poland in the late 1700s.
4. Poland was weak and squeezed among three rapacious powers: Prussia, Ukraine, and Austria.
5. As with Ukrainians in the Russian Empire, they were overwhelmingly workers.
6. The Ukrainian-speaking inhabitants were known as Russians.
7. The Ukrainian-speaking inhabitants were overwhelmingly peasants.
8. Commerce was handled mostly by Jews and Polish speakers.
9. In western Ukraine, much of this clergy was associated with the Catholic Church.
10. During the 1880s, Ukrainian activists, admittedly a small percentage of the population, developed the idea of Ukrainian independence as the ultimate goal of the Ukrainian national movement.

1.4. Look through the text. Match the headings with the paragraphs A-F. There is one heading you do not need.

1. The birth of Ukrainian identity.
2. The Habsburgs like a major European power.
3. The partition of Poland.
4. The Rusyns.
5. From Ruthenians to Ukrainians.
6. Ukrainians are not allowed to political and economic power.
7. Poor life of Ukrainian peasants in the Russian Empire.

2. Vocabulary exercises.

2.1. Match the words or phrases with their definitions.

Diversity, military conquest, to squeeze, overwhelmingly, a merchant, to retain, lack, ideological conversion, a monkier, to exist.

1. A range of different things.
2. To a very great degree or with a great majority.
3. The subjugation and assumption of control of a place or people by military force.
4. A person or company involved in wholesale trade, especially one dealing with foreign countries or supplying goods to a particular trade.
5. The state of being without or not having enough of something.
6. Extract (liquid or a soft substance) from something by compressing or twisting it firmly.
7. Have objective reality or being.
8. Continue to have (something); keep possession of.
9. Conversion, based on or relating to a system of ideas and ideals, especially concerning economic or political theory and policy.

10. A name.

2.2. Find the following words in the puzzle and explain their meaning.

Diversity, clergy, lack, exist, merchant, rapacious, commonality, squeeze, marriage, retain, moniker, serve, patron.

s	d	i	v	e	r	s	i	t	y	e
q	l	b	c	l	e	r	g	y	m	x
u	a	r	e	t	a	i	n	z	e	i
e	c	s	e	r	v	e	z	x	r	s
e	k	p	a	t	r	o	n	m	c	t
z	p	r	e	v	i	o	u	s	h	r
e	m	o	n	i	k	e	r	c	a	a
j	m	a	r	r	i	a	g	e	n	z
c	o	m	m	o	n	a	l	i	t	y
k	r	a	p	a	c	i	o	u	s	c

2.3. Translate into English.

Династія Габсбургів правила Австрією, домінуюча група, Габсбурги стали керувати частиною українських земель, в результаті розподілу Польщі, україномовне населення було відоме як русини, переважна більшість українців була селянами, німецькомовне населення, місцеві землевласники, наприкінці 19 століття, ідея української незалежності, торгівля була зосереджена переважно в руках євреїв та німців, українцям бракувало власних торговців, політична та економічна влада.

3. Speaking.

3.1. Agree or disagree with the following statements about Ukraine and the birth of Ukrainian nation.

1. A nation that hasn't had the chance to grow – was strangled at birth by the more developed cultures of Muscovy and Poland.

2. The native Ukrainian culture was at the same level as its neighbors in the 12th century, but then the nascent culture was destroyed. Under the Tartars (harvesting of the steppes), the area was depopulated and never grew beyond small agricultural communities.

3. When it got stability in the 1700s after Catherine the Great's, Moscow and Poland had already reached high culture (literature, arts, theatre, music etc.) so the renewed Ukrainian culture was throttled.

4. In the 1800s there was a brief flowering of Ukrainian culture and sense of nationhood, but this was destroyed by late 1800s Russification, WWI, the Holodomor, Stalin, WWII and then the Soviet era of Russification.

5. Ukrainian is setting down its roots as a culture, but is still difficult to differentiate between it and the common "East Slavic culture" of Belarus, Russia and Ukraine.

6. In 12th century, the land is first mentioned as Ukraine. Russia does not exist.

7. Ukrainians lacked their own peasant and merchant classes.

8. Trade was handled mostly by Jews and German speakers.

9. Greek-Catholic church survived only in the area which was under Austro-Hungarian rule (in 1772-1918).

10. The Ukrainian awakening was supported by an impressive group of intellectuals. Most significant was Mikhaylo Hrushevsky (1866-1934), a Russian citizen from eastern Ukraine, who was hired in 1894 as the first professor of Ukrainian history at Lviv University.

4. Listening.

4.1. Watch video 5-1. Tell whether the statement is true or false. If it's false, correct the sentence to make it true.

1. For most Austrians Galicia is an exotic, foreign and a distant territory.

2. German was an official language in Galicia.

3. Any Austrians until the end for most civil servants or officers to be sent to Galicia was equivalent to being banished being sent to a parent colony.

4. Galicia was a small kingdom of Volhynia and later a crown land of German.

5. In 1773, Galicia had about 26 million inhabitants in 280 cities.

6. The Austrian officers in the Garrison's along the border with Russia were prone to be sucked up and destroyed by this dangerous strange world.

7. Galicia was the metaphor for laziness idleness for roads and villages drowning in mud but also for the endemic corruption.

8. The experience of the Second World War confirmed negative stereotype about Galicia.

9. Everything in Galicia was built from wood even the churches.

5. Writing.

5.1. Write a review for a student historical magazine about people who played an important role in Ukrainian awakening in the 19th century.

Your reviews should include the following information about a personality:

- the title

- several facts from the biography
- a brief outline of his/her participation in national awakening
- what you think the best aspects are
- who you would recommend it to.

Write 150-200 words.

6. Grammar.

6.1. Read and translate the following sentences. Explain the use of the Present Progressive.

1. Family life is changing rapidly. 2. These days many people are complaining that life is too tough. 3. I can't understand what he is talking about. 4. He is always coming up with new ideas. 5. Look here, Michael, I'm not being critical of you. 6. You're looking strange, Teddy. What's the matter? 7. You're looking so very healthy at the moment. 8. She scanned the scenery. "What I don't understand is why we're not seeing the river." 9. And so... Am I understanding this correctly? 10. I'm hoping I'll feel better by lunchtime. 11. Forgive me! I am being thoughtless. How is your son? 12. She is feeling dead guilty. Forgive her. 13. Maxim's jaw dropped, he was unable to absorb the things he was hearing. 14. Isn't he being just a little bit unfair? 15. I am only agreeing to this ridiculous decision of yours because there is no other way out.

6.2. Use the right form of the verb in brackets.

1. Oh, darling, pay no attention to Mr. Wonka! He (lie) to you. 2. "I (starve), and my feet (kill) me. I (want) to have a rest," complained Grandma. 3. "Watch the road!" cried the policeman. "Something (happen) there." 4. – You (kid)? – No, I not (joke), sir. I'm dead serious. 5. Now, children, we (go) to the most wonderful place in the world. 6. You (think) of selling this house? I not (think) it's the right time to do it. 7. We still can't understand what he (talk) about. 8. She (show) the latest collection of new designs tonight. 9. Today in this country we (face) a lot of problems. 10. – Why you (cry), Nicky? – Can't you see I (cut) onions? 11. Listen, you and Eric (come) for Sunday's barbecue? 12. – You (feel) better, darling? – Yes, I (do) fine, thank you.

6.3. Translate into English

1. У них зараз другий сніданок. У них є проблема. Вони обговорюють її зараз. 2. – На Джулії сьогодні новий капелюх. Вона здорово виглядає. – Так, капелюшок міняє жінку. 3. Клара пробує морозиво. 4. Вона торкається оксамиту. Він такий м'який. Вона відчуває себе щасливою. 5. Я думаю про тебе. Я вважаю, що ти диво, дівчина моєї мрії. 6. Я правильно вас розумію, що я пройшов співбесіду? 7. – Як ти себе почуваєш зараз? 8. Моя бабуся постійно робить мені подарунки. 9. Він працює як раб. Іспити наближаються. 10. Подивися на цю фотографію. Це моя родина. Ми відпочиваємо на морі. Дівчинка, яка тримає собаку, моя дочка, Євгенія. Моя дружина, Луїза, сидить праворуч. Ліворуч стоїть мій син, Денис. Хлопчик, який стоїть в центрі, мій племінник. Вдалині видно яхта, яка пливе по морю. Тут здорово!

6.4. Put the verbs in brackets into the simple present or the present continuous tense.

1. Cuckoos (not build) nests. They (use) the nests of other birds.
2. You can't see Tom now: he (have) a bath.
3. He usually (drink) coffee but today he (drink) tea.
4. What she (do) in the evenings? ~ She usually (play) cards or (watch) TV.
5. I won't go out now as it (rain) and I -(not have) an umbrella.
6. The last train (leave) the station at 11.30.
7. He usually (speak) so quickly that I (not understand) him.
8. Ann (make) a dress for herself at the moment. She (make) all her own clothes.
9. Hardly anyone (wear) a hat nowadays.
10. I'm afraid I've broken one of your coffee cups. – Don't worry. I (not like) that set anyway.