**План прохождения дисциплины «Иностранный язык (английский)»**

**и задания для студентов исторического факультета**

**специальности 1-02 01 01 «История и обществоведческие дисциплины»**

**заочной формы обучения**

***1 семестр:*** 8 аудиторных часов

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| №№ | Название темы | Количество аудиторных часов |
| 1 | A New Stage in my Life. I am a Student Now. | **2** |
| 2 | Brest State University. My Studies at the University. | **2** |
| 3 | Social and Political Portrait of the Republic of Belarus. Brest. | **2** |
| 4 | The United Kingdom of Great Britain and Northern Ireland. Places of interest in Great Britain. | **2** |

1. *Подготовить устные высказывания по темам:*
2. Our University. My studies at the University.
3. The Republic of Belarus (general information: geographical position, population, political system, places of interest, outstanding representatives, etc.).
4. The United Kingdom of Great Britain and Northern Ireland (general information: geographical position, population, political system, places of interest, outstanding representatives, etc.).
5. *Прочитать и перевести тексты* “From the history of Belarus” *и* “From the history of Britain”*, составив словарь незнакомых слов. Ответить на вопросы после текстов.*
6. *Составить аннотацию текста* “Sequoyah”.

**Topic 1: OUR UNIVERSITY**

Brest State University was founded in 1945. It was called the Teachers’ Training Institute then. In 1995 it became a university. Its full name is Brest State A.S. Pushkin University.

The University occupies several academic buildings: an old building, the sports complex with gymnasiums, a swimming pool, several lecture halls and tutorial rooms, and a seven-storey building with a canteen, a library, reading halls, laboratories, lecture halls and subject rooms. At the disposal of students there are four hostels, a winter garden, a garden of successive blossoming, an agricultural and biological station. The University has museums of biology, of geology, and of the history of physical culture and sport.

The University educates about 3,500 students at the day-time department and about 3,000 students acquire higher education at the correspondence department. There are 11 faculties at the University: Philology, Foreign Languages, Psychology and Pedagogics, Social Pedagogics, Geography, Biology, Physics and Mathematics, Physical Education and Sport, History, Law, and Pre-University Education. Students are educated in 45 specialities.

Teaching is maintained at a high level. About 400 professors, associate professors and tutors teach students at the University.

The course of study lasts four-five years. Each year consists of two terms (autumn and spring) with examination periods at the end of each term. The term is divided between theoretical and practical work: students have a few weeks of lectures followed by seminars. When students have seminars, they spend a lot of time in the reading room revising the material. Fortunately, the Internet helps now a lot. The main form of work for external students is independent work at home.

Students do not only study, they are also engaged in various forms of research work. They write course papers and diploma theses, participate in scientific conferences and publish their articles. This work helps them to better understand the subjects they study and the current requirements of the national economy, to see the results of their work put into practice.

**Topic 2: THE REPUBLIC OF BELARUS**

Belarus is situated in Central Europe. The Republic borders on Russia, the Ukraine, Poland, Lithuania and Latvia. Its territory is 207,600 square kilometres and the population is about 10 million people. Most of the people live in cities, the largest of which are Minsk (the capital), Gomel, Brest, Vitebsk, Grodno and Mogilev.

Belarus is a bilingual republic: the official languages are Belarusian and Russian. The total population of the country is literate. The main religion is Eastern Orthodox (80 %), others include Roman Catholic, Protestant, Jewish and Muslim.

Belarus is a broad plain. One third of the territory is covered with woods and forests. The largest of them are called pushchas, the most famous are the Belovezhskaya and the Nalibockskaya. Other national reserves are Braslavsky and Narochansky National parks, Berezinsky Reserve, etc. They have rich flora and fauna some of which have survived only in Belarus.

There are about 20,000 rivers and brooks in the republic. They flow into the Baltic Sea or into the Black Sea. Seven rivers are more than 500 kilometres long each. They are the Dnieper, the Neman, the Western Dvina, the Pripyat, the Berezina, the Sozh and the Viliya. There are also more than 10,000 lakes in Belarus. The largest of them are Braslav Lakes and Lake Naroch, the pride of the republic. The swamps of Belarus deserve a special mention. These unique natural ecosystems take up nearly a quarter of the country. In general 6 % of the country is officially viewed as specially protected natural territories.

The climate in the republic is moderate continental with comparatively mild and humid winters, warm summers and rainy autumns. The breathing of the Baltic Sea is felt here.

Belarus has a well-developed industry and economy. The main sectors of the economy are industry, agriculture, services. Belarusian industry produces tractors, heavy trucks, combine-harvesters, automatic lines, metal-cutting machine tools, electronic equipment, computers, refrigerators, television sets, bicycles, motorcycles, watches, chemical fibres, fertilizers and textiles. Agriculture specializes in cattle breeding and crops growing. The main crops cultivated here are potatoes, grain, flax, medical herbs, sugar beets, vegetables and fruits. Our nation today faces a crucial task of how to compete in a global economy.

Since 1991 the Republic of Belarus has been a sovereign state, which independently carries out its domestic and foreign policy. The state system of the republic is very much like that of other European states. There are three branches of power – legislative (Parliament), executive (Council of Ministers) and judicial (Supreme Court). The bicameral Parliament, i.e. the National Assembly of the Republic of Belarus, consists of the Council of the Republic and the Chamber of Representatives. The Government, i.e. the Council of Ministers of the Republic of Belarus, is the central body of state management, the executive power in the Republic of Belarus. In its activities, the Government is subordinated to the President and reports to the Parliament. The judicial power in the Republic of Belarus belongs to courts. The control over correspondence of standard laws in the State to the Constitution is performed by the Constitution Court.

Belarus is a member of many international organizations including the United Nations organization.

**Topic 3: THE UNITED KINGDOM OF GREAT BRITAIN**

**AND NORTHERN IRELAND**

The United Kingdom of Great Britain and Northern Ireland is situated on the British Isles which contain more than 5,000 small islands. It consists of four parts: England, Wales, Scotland and Northern Ireland. The capital of Scotland is Edinburgh, the capital of Wales is Cardiff, the capital of Northern Ireland is Belfast, and the capital of England and the whole of the UK is London. England, Wales and Scotland occupy the territory of Great Britain. Northern Ireland is situated in the northern part of Ireland.

The territory of the United Kingdom is about 244,800 square kilometres. The population is more than 60 million. About 80 % of the population is urban.

Great Britain is surrounded by seas on all sides (the North Sea, the Irish Sea and the Atlantic Ocean). It is separated from the continent by the English Channel which is 34 km wide in its narrowest point.

The surface of Great Britain varies greatly. The northern and western parts of the country are mountainous and called the Highlands. All the rest (south, east and centre) is a vast plain which is called the Lowlands. The mountains are not very high. The highest mountain peaks are Ben Nevis in Scotland and Snowdon in Wales. The rivers are not long. The most important of them are the Thames, the Mersey, the Severn, the Clyde, the Trent. There are many beautiful lakes in the mountainous parts of the country.

The mountains, the Atlantic Ocean and the warm waters of the Gulf Stream influence the climate of Great Britain. It is mild the whole year round. The weather in Britain is very changeable and people like to say that they have no climate but only weather.

Great Britain is a highly developed industrial country. It is famous first of all for its heavy and textile industries. Britain is one of the world’s largest producers and exporters of iron and steel products, machinery and electronics, chemicals and textile, aircraft and navigation equipment. One of the chief industries of the country is shipbuilding. 7 % of the population is engaged in farming. The biggest industrial cities are London, Glasgow, Liverpool, Sheffield, Birmingham, Manchester.

Great Britain is a country of old cultural traditions and customs. It has the world known educational centres such as Oxford and Cambridge universities. They are considered to be the intellectual centres of Europe.

The United Kingdom is a parliamentary monarchy and the Queen is the head of the state (since 1952 – Elizabeth II). She summons and dissolves Parliament. She normally opens the sessions of Parliament with the speech from the throne. But in practice Britain is ruled by the elected government with a Prime Minister at the head. He/she has a great deal of power in contrast to that of Monarch. Number 10, Downing Street is the official residence of the British Prime Minister.

The legislative branch of power is the British Parliament which consists of two chambers: the House of Lords and the House of Commons. The Parliament sits in the House of Parliament in Westminster. It makes new laws, gives authority for the government to spend state money, keeps a close eye on the government activities.

There are three main political parties in Great Britain: the Labour, the Conservative and the Liberal parties. There’s no written constitution in Great Britain, they act only on precedents and traditions.

**Text for reading: FROM THE HISTORY OF BELARUS**

The first written documents of the Belarusian statehood go as far back as 980 AD when Prince Rogvolod began his reign on Polotsk lands, which are the historic and religious center of the Belarusian nation and culture.

From the 13th till the 16th century the territory of contemporary Belarus was the center of a medieval polyethnic state – the Grand Duchy of Litva. The lands of contemporary Belarus, Lithuania, the Ukrainę and a part of Russia comprised this state.

The period that started in the 15th century, when the crusaders’ expansion was crushed in the west, and lasted until the middle of the 17th century, when Moscow launched its widescale aggression, is considered the Golden Age in Belarusian history. This period was marked with significant evolutionary processes in the culture and economy of Belarusian people.

In 1569 the Grand Duchy of Litva and the Polish Kingdom established a political union according to which the Litva-Poland confederation – Rzecz Pospolita – emerged. As a result of three divisions of Rzecz Pospolita in 1772, 1793 and 1795 between three empires – Russia, Austria and Prussia – the Belarusian lands were incorporated into the Russian Empire.

During the Franco-Russian war of 1812 the Belarusian lands were the war areans of the two armies when the „Grand Armee” under Napoleon’s command marched to Moscow and when it was in retreat.

But under the pressure of numerous oppressed peoples that inhabited the Russian Empire at the beginning of the 20th century various political changes started. In December 1917 the All-Belarusian Congress opened in Mińsk. On March 25, 1918 during the German ocсupation the Executive Committee of the All-Belarusian Congress declared the creation of the Belarusian People’s Republic (BPR). On January 1, 1919 on the initiative of Belarusians in the Russian Communist Party of Bolsheviks the Belorussian Soviet Socialist Republic (BSSR) was created.

On March 18, 1921 according to the Riga Peace Treaty signed by Poland and Russia Belarus was divided into two parts. The Western part of Belarus was given to Poland. This part of Belarus was given back to the USSR in 1939 and became part of BSSR.

On December 30, 1922 the Communist governments of Belarus, Russia, the Ukrainę and Caucasus created the Union of Soviet Socialist Republics, which included the major part of the former Russian Empire. On August 1991 Belarus declared its independence, contributing to the collapse of the USSR in December.

1. What were the names of Belarus during its history?
2. When did Belarus declare its independence?

**Text for reading: FROM THE HISTORY OF BRITAIN**

Britain has been many centuries in the making. The first inhabitants of the island were the Iberians. This race is supposed to have arrived from the Iberian Peninsular (the North of Spain). Soon after 700 BC Britain was invaded by the Celts. In the 1st century B.C. when the Celts still lived under the primitive communal system, the Roman Empire became the strongest slave-owning state in the Mediterranean. The Romans ruled all the civilized world and in the 1st century AD they conquered Britain. Britain was a province of the Roman Empire for about four centuries.

There are today many things in Britain to remind the people of the Romans: towns, roads, wells and the words.

After the departure of the Romans Britain was attacked by the Germanic tribes of the Jutes, the Saxons and the Angels. The conquerors are generally referred to as the Anglo-Saxons. The Anglo-Saxons made up the majority of the population in Britain. The Anglo-Saxon language, or English, has been the principal language of the country since then.

In 793 the Danes from Denmark and the Northmen from the Scandinavian peninsular (frequently called as the Vikings) carried out their first raids in Britain. At last all England was in their hands. The Kingdom of Wessex alone was left to resist them. King Alfred (ruled 871–901) gathered his men and defeated the Danes.

In the 11th century England was invaded by the Normans. This was the fifth and the last invasion of England. The pretext for the invasion was the claims of Duke of Normandy, William, to the English throne. He gathered a numerous army and landed in the south of England. The battle between a numerous army and the Anglo-Saxons took place in 1066 at a little village near the town now called Hastings. The Anglo-Saxons were defeated. Thus, the Norman Duke became king of England – William the Conqueror. He ruled England for 21 years (1066–1087). The Normans had to put down many rebellions in different parts of the country and the rebels were punished severely.

Gradually the Normans mixed with the Anglo-Saxons and the Danes and from this mixture the English nation finally emerged. For many centuries, this country was simply known as England. To the west and north, Wales and Scotland fought for their independence so passionately that it took hundreds of years to bring them under English domination.

1. When was Britain under the Roman rule?
2. When did the Normans conquered Britain?

**Text for annotation: SEQUOYAH**

Sequoyah was a young Cherokee Indian, son of a white trader and an Indian squaw. At an early age, he became fascinated by “the talking leaf,” an expression that he used to describe the white man’s written records. Although many believed this “talking leaf” to be a gift from the Great Spirit, Sequoyah refused to accept that theory. Like other Indians of the period, he was illiterate, but his determination to remedy the situation led to the invention of a unique 86-character alphabet based on the sound patterns that he heard.

His family and friends thought him mad, but while recuperating from a hunting accident, he diligently and independently set out to create a form of communication for his own people as well as for other Indians, in 1821, after twelve years of work, he had successfully developed a written language that would enable thousands of Indians to read and write.

Sequoyah’s desire to preserve words and events for later generations has caused him to be remembered among the important inventors. The giant redwood trees of California, called “sequoias” in his honor, will further imprint his name in history.

***2 семестр:*** 8 аудиторных часов

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| №№ | Название темы | Количество аудиторных часов |
| 1 | History as a science.  | **2** |
| 2 | What historians study. | **2** |
| 3 | Divisions of history. | **2** |
| 4 | An epoch of special interest for me. | **2** |

*I. Подготовить устные высказывания по темам:*

1. History as a science.

2. Divisions of history. An epoch of special interest for me.

*II. Прочитать и перевести тексты* “What Historians Study” *и* “The Renaissance”, *составив словарь незнакомых слов. Ответить на вопросы после текстов.*

*III. Составить аннотацию текста* “State system of the United Kingdom.”

**Topic: HISTORY**

History is the study of the human past. Historians study records of past events and prepare new records based on their research. These records, as well as the events themselves, are also commonly called history.

The past has left many traces, including traditions, folk tales, works of art, archaeological objects, and books and other written records. Historians use all these sources, but they mainly study the past as it has been recorded in written documents. As a result, history is generally limited to human events that have taken place since the development of writing about 5,000 years ago.

Historians study all aspects of past human life – social and cultural conditions as well as political and economic events. Some historians study the past simply to understand better how people of other times acted and thought. Others seek to draw lessons from those actions and thoughts as a guide for decisions and policies today. However, historians disagree about the lessons of history, and so there are many different interpretations of the past.

History became a field of study in many schools during the 1800’s. Today, students throughout the world study history in school. They learn about the past chiefly from textbooks, but also through such activities as field trips to historical sites and visits to museums. Most nations require schools to teach their country's heritage as a means of developing patriotism. History is thus used not only to tell students how their national way of life developed, but also to justify and support national ideals and institutions.

**Topic: DIVISIONS OF HISTORY**

The field of history is so vast that historians have traditionally split it into divisions. The three main divisions of history are based on period, nation, and topic.

Periods of time form the chief divisions in the study of history. Historians divide Western history into three periods: ancient times, from about 3000 B.C. to the A.D. 400s; medieval times, the 400's to the 1500's; and modern times, the 1500's to the present. Scholars, in turn, may divide these periods into many shorter ones. For example, a historian may study a particular century or a certain period, such as the High Middle Ages (about the 1200’s) or the Age of Reason (1700’s).

The division of history into periods helps historians organize and focus their studies. However, this division may distort the evidence presented by history. For years, historians considered the medieval era as a period of superstition and disorganization that came between two supposedly better periods of history. This viewpoint prevented them from realizing that the Middle Ages had a vitality of its own and formed the basis of modern European civilization.

The division of history into ancient, medieval, and modern periods applies only to European societies. Historians who study Asian or African societies base their work on entirely different periods. Even the dating system differs because Western society uses the birth of Jesus historians to deal with particular aspects of past human activity. Many historians study economic, social, and intellectual history in addition to studying traditional political history. Some historians focus on such specialized topics as the history of science, of an ethnic group, or of a city.

**Text for reading: WHAT HISTORIANS STUDY**

Until the 1800’s, historians primarily studied political events. They wrote almost exclusively about diplomacy, wars, and affairs of state. Today, historians also study-many other subjects. Some examine economic and social conditions. Others trace the development of religions, the arts, or other elements of culture.

History is often classified as one of the social sciences, along with such fields as economics, psychology, and sociology. However, historians differ from other social scientists in the way in which they study social processes. Other social scientists seek to develop general laws by examining patterns of behaviour that recur throughout time. In contrast, historians study the conditions or events of a particular time. Historians may use theories from the other social sciences to help explain these conditions, and events. But historians rarely attempt to develop general laws.

Many historians study economic, social, and intellectual history in addition to studying traditional political history. Some historians focus on such specialized topics as the history of science, of an ethnic group, or of a city.

The study of history involves many processes and techniques, but most historians follow a few basic steps in their work. First, they select for study an issue or person from some period of the past. Next, they try to read a variety of source materials – everything written by or about the subject. Then they interpret the information obtained from these sources. Finally, they write a narrative history or a biography.

Historians use two main types of sources in their research, primary sources and secondary sources. Primary sources consist of documents and other records produced during the period being studied. They include books, diaries, letters, and government records. Films and tape recordings may serve as primary sources for events of the 1900’s. Secondary sources are materials prepared later by people who studied the primary sources.

Historians choose documents that reveal most accurately the facts they wish to know. Therefore, they prefer primary sources to secondary ones, and confidential reports to public ones. Historians who study recent events use a special type of source. They go to participants in those events and record their oral testimony. Such oral history supplements documentary history.

The scarcity of sources is a great problem for historians, whose work sometimes resembles that of detectives. Many activities and thoughts of ordinary people, plus other useful data, were never recorded. Much that was written down has been lost or destroyed through the years. Also, historians often must rely on the writings of only a few people. Such writings are mere fragments on which to base a reconstruction of the past.

Historians analyze the documents with which they work to determine the reliability of these sources. They compare documents with other sources and also check for such flaws as errors in the order of events or variations in writing style. In addition, the historian must determine whether the author's account of events can be trusted.

Basic historical facts are data generally accepted by all historians because the evidence for them seems unquestionable. However, historians often disagree about the meaning and significance of such facts. These experts try to be as unbiased as possible, but their own beliefs and prejudices influence their interpretation. For example, a historian's social, economic, and religious views help determine what he or she accepts as "normal" in another person. This judgment, in turn, determines what the historian accepts as reliable testimony or as a likely sequence of events. Such interpretation explains why historians who use the same data may disagree about events and their significance. As the last step in interpretation, a historian prepares a written account of events. The writing of history is part of a field called historiography. Some of the best historians use the techniques of the novelist and dramatist to entertain as well as inform.

What sources do historians use in their research?

**Text for reading: THE RENAISSANCE**

The Renaissance is the period of about 250 years in western civilization that marks the end of what we call the Middle Ages. It is the era of European culture that saw the death of feudalism and the growth of nationalism. It witnessed the end of unilateral power of the medieval church and the beginning of the modern nation-state. Yet the word renaissance is French for “rebirth”, and in examining the Renaissance we must first consider what was reborn.

Firstly, many of the ideas and attitudes of classical Greece and Rome were reborn. Secondly, an interest in the physical world itself was reborn. The medieval European had been deeply concerned with preparing for the afterlife. The Renaissance European, while still aware of spiritual concerns, was also fascinated by the realities of this world – how objects really looked, how nature really functioned, how things really worked. This interest gave rise to the third rebirth – interest in the sciences and humanities, indeed in all learning. Scholarship in medieval monasteries had been concerned with one subject – Christianity – and written in one language – Latin, the language of the Church. In contrast, the Renaissance European explored many subjects and often wrote in the vernacular, or language of the people – Italian, French, Spanish, and German.

This development brings us to the most important rebirth of all, the revival of an interest in human nature itself. For the Renaissance was an age of great confidence of human beings, an age that applauded human diversity and believed the world could be improved through human efforts.

At the same time nationalism flourished, characterized by strong monarchs who unified their countries and promoted national trade interests. We see new nationalism in the Hundred Years’ War. We also see it in the strength of the English Monarchy under Henry VII, who ended the War of the Roses in 1485.

Another antimedieval movement, the Protestant Reformation swept northern Europe and Britain. The Protestants were against the huge authority of the Church in Rome and wanted to reform it.

It was the time of expeditions, voyages and great discoveries. It was when Nicolas Copernicus proposed that the earth revolved around the sun, a theory that was considered heresy at the time but was proved in the early 1600s by an Italian scientist Galileo.

The Renaissance is generally considered to have begun in Italy and Florence was the centre of the early Renaissance, for the city’s artists were supported by the wealthy Medici family. It was in this country where Michelangelo painted the ceiling of the Sistine Chapel in Vatican and Raphael blended religious vision, scientific accuracy, and human warmth in his works. It was there where the Italian writer Petrarch – sometimes called the father of the Renaissance – gave the first impetus to the new scholarship by reconciling pagan classical cultures with Christianity.

The Renaissance ultimately affected every country – and every succeeding age as well. Even after its historical end, its ideas and attitudes, its energy and way of thinking about human nature, remain alive.

*Who were the greatest representatives of the Renaissance?*

**Text for annotation: STATE SYSTEM OF THE UNITED KINGDOM**

The United Kingdom of Great Britain and Northern Ireland is a parliamentary democracy, with a constitutional monarch, Queen Elizabeth II, as head of State. The organs of government are: Parliament, the executive and the judiciary.

The legislature, Parliament, is the supreme authority. It comprises two chambers – the House of Lords and the House of Commons – together with the Queen in her constitutional role. The Queen has no real power, she reigns, but does not rule.

The executive consists of the central Government – that is the Prime Minister and the Cabinet and other ministers, who are responsible for initiating and directing the national policy, government departments, local authorities and public corporations.

The judiciary determines common law and interprets status and is independent of both the legislature and the executive.

The Government derives its authority from the elected House of Commons. A general election, for all seats in the House of Commons, must be held at least every five years. The Government is normally formed by the political party which wins the majority of seats in the House of Commons. The party's leader is the Prime Minister appointed by the Queen. He chooses a team of ministers, of whom 20 or so are in the Cabinet. The second largest party becomes Her Majesty's Loyal Opposition with its own leader and 'Shadow Cabinet'. The House of Commons comprises members from the constituencies in England, Scotland, Wales and Northern Ireland who represent people whose history and traditions differ.

The House of Lords is a hereditary chamber.

In Great Britain there is no written constitution, only customs, traditions and precedents.

***3 семестр:*** 10 аудиторных часов

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| №№ | Название темы | Количество аудиторных часов |
| 1 | Religion in people’s lives.  | **2** |
| 2 | World religions. | **2** |
| 3 | Forms of government. | **2** |
| 4 | Political regimes. | **2** |
| 5 | Major events of the 20th century. | **2** |

*I. Подготовить устные высказывания по темам:*

1. World religions.

2. Forms of government.

3. Major events of the 20th century.

*II. Прочитать и перевести тексты* “Religion in Great Britain” *и* “State system of Belarus”, *составив словарь незнакомых слов. Ответить на вопросы после текстов.*

*III. Составить аннотацию текста* “The Berlin Wall”.

**Topic: WORLD RELIGIONS**

Religion is a system of thought, feeling, and action that is shared by a group and that gives the members an object of devotion; a code of behaviour by which individuals may judge the personal and social consequences of their actions; and a frame of reference by which individuals may relate to their group and their universe.

Belief systems, or religions are perhaps the strongest force in society. All of these beliefs are important to each religion in their own way. They’re what make each religion individual and special. Each of these religions had its own beliefs and sacred texts, though all shared some concepts. In the Middle East, the three great world religions – Judaism, Christianity, and Islam had both share some similarities and differences.

Judaism, a monotheistic religion, so as Christianity and Islam, originally came from the Hebrews. The Hebrews believed that God was their special protector and was everything, the most powerful, and present everywhere. Like the other two religions, Judaism also has a holy book called the Torah. The Torah is a sacred recording of laws and events in Jewish history. The Jews believe that God gave them the Ten Commandments through Moses, which he was called “the Lawgiver”. According to the Jewish tradition, God made a covenant, or agreement with Abraham, the founder of Judaism. One similarity between the Christianity and Judaism is that they both fast at a certain designated times of the year. Not only does Judaism had similarities between the two religions, the other two religions – Christianity and Islam were strongly influenced by Judaism.

Christianity has the largest world’s cultural, religious and political development. As same as Judaism and Islam, Christianity is also monotheistic. People who follow the religion Christianity are known as Christians. Christians follow the teachings of a man named Jesus, who was born in Palestine in about AD 30. Through the belief in Jesus, people believe that humanity can achieve salvation. Judaism and Christianity are quite similar. The teachings of Jesus were rooted in Jewish tradition. For example, Jesus accepted the Ten Commandments that God had given to the Jews through Moses; he preached new ideas at the same time. Also, like the Torah from Judaism, the Bible was the Christianity’s holy book. Although there are a lot of differences between the Islam and the Christianity, there is, still, a little similarity.

The founder of Islam was Mohammad who was born in Mecca in AD 570. Islam, also a monotheistic religion, has a book similar to that of the Holy Bible. It is called the Quran. To Muslims, the Quran contains the sacred text as spoken to Muhammad from god. The Quran not only teaches about God, but about how to lead a good, faithful, and life. The followers of Islam are called Muslims. Muslims believe in one all-powerful, compassionate God, whose name in Arabic is Allah. Prophet of Islam, all Muslims accept five basic duties, known as the Five Pillars of Islam. The teaching of Islam appealed to many because it emphasized honesty, generosity, and social justice.

There are some similarities and differences among the three religions – Christianity, Judaism, and Islam. Jews, Christians, and Muslims all believe in one God, and their holy writings share many themes and ethics. Each of these religions had its own beliefs and sacred texts, though all shared some concepts.

**Topic: FORMS OF GOVERNMENT**

A form of government, or form of state governance, refers to the set of political institutions by which a government of a state is organized (synonyms include “regime type” and “system of government”). Forms of government are categorized by the power source and power structure of any given state.

Democracy is a form of government in which all eligible citizens have an equal say in the decisions that affect their lives. Direct democracy is a form of democracy in which people vote on policy initiatives directly. This is different from a representative democracy, in which people vote for representatives who then vote on policy initiatives. Representative democracy is a variety of democracy founded on the principle of elected people representing a group of people. For example, representative democracy is used in the United States of America and the United Kingdom.

Unlike democracy, authoritarianism and totalitarianism are forms of government where an individual or a single-party concentrates all power. An authoritarian government is characterized by highly concentrated and centralized power maintained by political repression and the exclusion of potential challengers. It uses political parties and mass organizations to mobilize people around the goals of the regime.

An autocracy is a system of government in which a supreme political power is concentrated in the hands of one person; by contrast, a single-party state is a type of party system government in which no other parties are permitted to run candidates for election.

Totalitarianism is an extreme version of authoritarianism – it is a political system where the state holds total authority over the society and seeks to control all aspects of public and private life wherever necessary. The term ‘an authoritarian regime’ denotes a state in which the single power holder – an individual ‘dictator,’ a committee or a junta or an otherwise small group of political elite – monopolizes political power. A totalitarian regime attempts to control virtually all aspects of the social life, including economy, education, art, science, private life, and morals of citizens.

A dictatorship is defined as an autocratic form of government in which the government is ruled by an individual: a dictator. In contemporary usage, dictatorship refers to an autocratic form of absolute rule by leadership unrestricted by law, constitutions, or other social and political factors within the state.

For some scholars, a dictatorship is a form of government that has the power to govern without consent of those being governed (similar to authoritarianism), while totalitarianism describes a state that regulates nearly every aspect of public and private behavior of the people. In other words, dictatorship concerns the source of the governing power and totalitarianism concerns the scope of the governing power. In this sense, dictatorship (government without people’s consent) is a contrast to democracy (government whose power comes from people) and totalitarianism (government controls every aspect of people’s life) opposes pluralism (government allows multiple lifestyles and opinions).

Some nondemocratic governments can be classified into categories such as monarchies, oligarchies, theocracies and technocracies.

A monarchy is a form of government in a state is ruled by an individual who typically inherits the throne by birth and rules for life or until abdication.

Oligarchy is a form of power structure in which power effectively rests with a small number of people. These people could be distinguished by royalty, wealth, family ties, education, corporate, or military control.

Aristocracy is a form of government in which a few elite citizens rule; this is usually contrasted with democracy, in which all citizens are able to rule.

Theocracy is a form of government in which religious leaders acting in the place of God rule the state.

Technocracy is a form of government in which experts in technology would be in control of all decision making. Scientists, engineers, and technologists who have knowledge, expertise, or skills, would compose the governing body, instead of politicians, businessmen, and economists.

Theocracy is a form of government in which official policy is governed by immediate divine guidance or by officials who are regarded as divinely guided, or is pursuant to the doctrine of a particular religion or religious group. An Islamic state is a state that has adopted Islam, specifically Sharia (Islamic Law), as its foundations for political institutions, or laws, exclusively, and has implemented the Islamic ruling system and is therefore a theocracy. Sharia is the official basis for state laws in Yemen, Afghanistan, Somalia, Sudan, Saudi Arabia, Mauritania, Oman and Iran.

**Topic: MAJOR EVENTS OF THE 20TH CENTURY: WORLD WAR II**

World War II (often abbreviated to WWII or WW2), also known as the Second World War, was a global war that lasted from 1939 to 1945, although related conflicts began earlier. The start of the war in Europe is generally held to be 1 September 1939, beginning with the German invasion of Poland; Britain and France declared war on Germany two days later. It is generally accepted that the war ended with the formal surrender of Japan (2 September 1945). Many people living in independent countries that emerged after the fall of the Soviet Union celebrate the Day of Victory on the 9th of May. It was the end of the Great Patriotic War, which was a part of the World War II, in which the Soviet Union was involved on its own territory and, after expelling the Nazi army from its territory, on the territory of Europe, including Germany, and Berlin, its capital of that time. It lasted from 22 June 1941, when the Nazi Germany invaded the Soviet Union, to 9 May 1945 when the unconditional surrender was signed in Berlin by remaining Nazi leaders (after the suicide of Hitler and escape of some other Nazi leaders).

World War II involved the vast majority of the world's countries – including all of the great powers – eventually forming two opposing military alliances: the Allies and the Axis. It was the most widespread war in history, and directly involved more than 100 million people from over 30 countries. In a state of total war, the major participants threw their entire economic, industrial, and scientific capabilities behind the war effort, erasing the distinction between civilian and military resources.

World War II was the deadliest conflict in human history, marked by 50 million to 85 million fatalities, most of which were civilians in the Soviet Union. It included massacres, the deliberate genocide of the Holocaust, strategic bombing, starvation, disease and the first use of nuclear weapons in history.

**Text for reading: RELIGION IN GREAT BRITAIN**

British religion used to be closely connected with kings, queens and politics. England was a Roman Catholic country until 1534. In 1525 King Henry VIII decided to divorce his queen, Catherine of Aragon, because he fell in love with Anne Boleyn. But when Henry asked the Pope for permission to divorce Catherine, he refused. Henry was so angry with the Pope that he ended all contact between England and Rome. He divorced Catherine of Aragon without the Pope's permission and married Anne Boleyn. In 1534 Parliament named Henry head of the Church of England.

This was the beginning of the Anglican Church. The Anglican Church did not start as a Protestant Church and Henry certainly did not regard himself as a Protestant. However, the Protestant movement in Europe was growing very strong at that time. When Henry quarrelled with Rome and ordered the Bible to be translated into English, the way was open for Protestantism to spread in England. Over the next years many people changed to this new religion. In 1553 Mary, Henry’s daughter by Catherine of Aragon, became Queen of England. The country re-entered the Roman Church, because she was a Roman Catholic. Protestants were glad when Mary died, because while she was Queen, many Protestants were burned for their beliefs. After Marry, Elizabeth became head of the Anglican Church and Roman Catholicism was never again the official religion in England. The Church of England is still the established church in England nowadays. But in spite of the great variety of forms of worship, only a minority of people regularly go to church in Britain today. Most people see Sunday more as a day for relaxing with the family or for doing jobs around the house and the garden.

1. Who was the first to be the head of the Church of England?
2. Who is the head of the Church of England now?

**Text for reading: STATE SYSTEM OF BELARUS**

Belarus is a presidential republic. State power in the Republic of Belarus is formed and realized through three main branches – legislative, executive and judicial.

According to the Constitution of 1994 and its modifications in 1996, a two-chamber parliament is the supreme standing and exclusive legislative body of state power in the Republic of Belarus. The President of the Republic of Belarus is the chief of the state.

The executive branch is represented by the Council of Ministers headed by the prime minister. The local management and self-management is carried out through the local councils of deputies, executive and directive organs, bodies of self-management, referenda, assemblies, etc.

Courts perform the judicial power in the republic. The Constitutional Court fulfills the control over the constitutional compliance of normative acts in the country. The supervision of the exact and uniform execution of laws by all the bodies of state management, local councils and other legal and also physical persons is carried out by the General Public Prosecutor of the Republic of Belarus.

The control over the fulfillment of the republican budget, the State Control Committee carries out the utilization of state property, the execution of parliamentary acts regulating the relations with state property, economic, financial and tax relations.

Now the National Meeting of the Republic of Belarus numbers 174 deputies and is divided into two Chambers: the Chamber of Representatives and the Soviet of the Republic. The Chamber of Representatives numbers 110 deputies elected by direct poll in the electoral districts. The Soviet of the Republic is the body of territorial representation. It has 64 members according to the administrative division of the Republic of Belarus.

According to the Constitution the head of the state and the chief executive is the President of the Republic of Belarus. To organize the executive powers in the fields of economy, foreign policy, defense, national security and other spheres of the state the President of the Republic of Belarus creates the Council of Ministers. The members of the Council are appointed and dismissed by the President. The Prime Minister, his deputies, Minister of Foreign Affairs, Minister of Finance, Minister of Defense, Internal Affairs Minister, KGB Chairman are appointed and dismissed by the President with approval of the Parliament. The Prime Minister governs the activities of the Council of Ministers.

1. What is the name of the parliament in Belarus?
2. Who is the Prime Minister of the country?

**Text for annotation: THE BERLIN WALL**

Just after midnight on Sunday, August 13, 1961, trucks rolled through the silent streets of East Berlin. At the border with West Berlin soldiers jumped out and blocked the streets with coils of barbed wire. By morning they had closed off all but 12 of the 80 crossing points to West Berlin. Within days workmen were replacing the barbed wire with a lasting barrier of concrete. The Berlin Wall had been born.

To understand why the Berlin Wall was built we have to go back to the late 1940s. Since its formation in 1949 West Germany had prospered. By 1961 its people were among the best-off in the world. East Germany was less fortunate. Their wages were lower. They had less to buy in the shops, less chance to speak their minds. Millions fled to the West. The easiest way to do this was to catch a train from East to West Berlin and not to bother to come back.

By July 1961, the number of East Germans making these one-way trips had risen to 10,000 a week. Many were highly skilled workers – engineers, doctors, scientists. East Germany’s rulers knew that their country could never prosper without such people. They built the Wall to stop any more from leaving.

President Kennedy was not prepared to risk war by demolishing the Berlin Wall. But he made it clear that the United States would not let the communists take over West Berlin.

For almost 30 years Berlin became two separate cities. It was not until 1989 that its people tore down the Wall as a first step towards re-uniting their city.

***4 семестр:*** 10 аудиторных часов

|  |  |  |
| --- | --- | --- |
| №№ | Название темы | Количество аудиторных часов |
| 1 | Leadership.  | **2** |
| 2 | Outstanding political, religious leaders, representatives of science and culture. | **2** |
| 3 | Teaching as a career. | **2** |
| 4 | Careers for History students. | **2** |
| 5 | My Future profession. | **2** |

*I. Подготовить устные высказывания по темам:*

1. Outstanding personality.

2. My future profession.

*II. Прочитать и перевести тексты* “Herodotus” *и* “Middle Ages: ordinary people in country and town”, *составив словарь незнакомых слов. Ответить на вопросы после текстов.*

*III. Составить аннотацию текста* “Robin Hood”.

**Topic: OUTSTANDING PERSONALITY: WINSTON CHURCHILL**

Sir Winston Leonard Spencer-Churchill (30 November 1874 – 24 January 1965) was a British [politician](http://en.wikipedia.org/wiki/Politician) and [statesman](http://en.wikipedia.org/wiki/Statesman) known for his leadership of the United Kingdom during the [Second World War](http://en.wikipedia.org/wiki/World_War_II). He is widely regarded as one of the great wartime leaders. He served as [Prime Minister](http://en.wikipedia.org/wiki/Prime_Minister_of_the_United_Kingdom) twice (1940–[45](http://en.wikipedia.org/wiki/UK_general_election%2C_1945) and [1951](http://en.wikipedia.org/wiki/UK_general_election%2C_1951)–[55](http://en.wikipedia.org/wiki/UK_general_election%2C_1955)). A noted statesman and orator, Churchill was also an [officer](http://en.wikipedia.org/wiki/Officer_%28armed_forces%29) in the British Army, a historian, a writer, and an artist. He is the only [British prime minister](http://en.wikipedia.org/wiki/List_of_Prime_Ministers_of_the_United_Kingdom) to have received the Nobel Prize in Literature, and he was the first person to be made an [honorary citizen of the United States](http://en.wikipedia.org/wiki/Honorary_citizen_of_the_United_States).

Churchill was born into the aristocratic family of the Dukes of Marlborough. His father, Lord Randolph Churchill, was a charismatic politician who served as Chancellor of the Exchequer; his mother, [Jenny Jerome](http://en.wikipedia.org/wiki/Jenny_Jerome), an American socialite. As a young army officer, he saw action in British India, and the Second Boer War. He gained fame as a war correspondent and through books he wrote about his campaigns.

At the forefront of politics for fifty years, he held many political and cabinet positions. Before World War I, he served as [President of the Board of Trade](http://en.wikipedia.org/wiki/Secretary_of_State_for_Business%2C_Innovation_and_Skills), [Home Secretary](http://en.wikipedia.org/wiki/Home_Secretary) and First Lord of the Admiralty as part of the [Asquith](http://en.wikipedia.org/wiki/H._H._Asquith) [Liberal government](http://en.wikipedia.org/wiki/Liberal_Government_1905%E2%80%931915). During the war, he continued as First Lord of the Admiralty until the disastrous [Gallipoli Campaign](http://en.wikipedia.org/wiki/Gallipoli_Campaign), which he had sponsored, caused his departure from government. He then served briefly on the Western Front, commanding the 6th Battalion of the Royal Scots Fusiliers. He returned to government as [Minister of Munitions](http://en.wikipedia.org/wiki/Minister_of_Munitions), [Secretary of State for War](http://en.wikipedia.org/wiki/Secretary_of_State_for_War), and [Secretary of State for Air](http://en.wikipedia.org/wiki/Secretary_of_State_for_Air). After the War, Churchill served as Chancellor of the Exchequer in the Conservative (Baldwin) government of 1924–29.

Out of office and politically "in the wilderness" during the 1930s, Churchill took the lead in warning about the danger from Hitler and in campaigning for rearmament. On the outbreak of World War II, he was again appointed First Lord of the Admiralty. Following the resignation of Neville Chamberlain on 10 May 1940, Churchill became [Prime Minister](http://en.wikipedia.org/wiki/Prime_Minister_of_the_United_Kingdom). His steadfast refusal to consider defeat, surrender or a compromise peace helped inspire British resistance, especially during the difficult early days of the War when Britain stood alone in its active opposition to Hitler. Churchill was particularly noted for his speeches and radio broadcasts, which helped inspire the British people. He led Britain as Prime Minister until victory had been secured over Nazi Germany.

After the Conservative Party lost the 1945 election, he became [Leader of the Opposition](http://en.wikipedia.org/wiki/Official_Opposition_%28United_Kingdom%29). In 1951, he again became Prime Minister, before retiring in 1955. Upon his death, The Queen granted him the honour of a [state funeral](http://en.wikipedia.org/wiki/State_funeral), which saw one of the largest assemblies of world statesmen ever.

**Topic: MY FUTURE PROFESSION**

When I entered this faculty some of my friends and relatives wondered, what I would do with a major in history. Historians do not perform heart transplants, improve highway design, or arrest criminals. In a society that quite correctly expects education to serve useful purposes, the functions of history can seem more difficult to define than those of engineering or medicine. People live in the present. They plan for and worry about the future. History, however, is the study of the past. Why bother with what has been?

Still, history is not only memorizing a long list of dates or the causes of events like the Second World War, but also trying to understand how we came to where we are. Why we dress the way we do, why we speak in a certain way, and why we celebrate particular holidays, all are influenced by events that took place in the past. The blind Czech historian Milan Hubl gave perhaps the best explanation for importance of history: "The first step in liquidating a people is to erase its memory. Destroy its books, its culture, its history, then have somebody write new books, manufacture a new culture, invent a new history. Before long the nation will begin to forget what it is and what it was. The world around it will forget even faster." (Source: Milan Kundera, The Book of Laughter and Forgetting).

Fundamentally, historians attempt to answer important questions about past human activity and experience, to share the answers they discover and develop with others, and to explain the relevance of those findings for the benefit of contemporary society.

After the graduation, I will become a teacher of history. Being a teacher is a lot like being a parent because it includes a lot of responsibility. Being a teacher of history adds another burden: it's like being a parent in charge of memory, in this case, society's memory.

A graduate with a major in history but who is not interested in teaching as a career can make a career in many other fields: as an archivist, a diplomat, an editor, a public relations specialist, a historical preservation-reservation specialist, an education administrator, a TV and radio personality, and even a writer. Sometimes you will need an additional degree or certificate. Historians working in consulting firms or government agencies that deal with environmental issues may need knowledge of, and skills in, interpreting historic preservation laws and the technical ability to work with geographic information systems. Historians working in archives and museums may need knowledge and skills related to the special preservation and conservation needs of the objects under their care.

I place priority on higher education because it means better career prospects for me. I do my best to become a professional after the graduation.

**Text for reading: HERODOTUS**

Herodotus (484 B.C. – 425 B.C.) was the first Greek writer who succeeded in writing a large-scale historical narrative that has survived the passage of time.

In the lifetime of Herodotus the writing of history, and indeed of prose of any sort, was still something of a novelty. The earliest writings in prose had been the work of Greek intellectuals from Asia Minor who, from about 550 B.C. onward, wrote works on science and philosophy or on historical subjects. However, at this early date there was no clear-cut distinction between the various disciplines, and historical writing included much that today would be regarded rather as the concern of the geographer, the anthropologist, or the economist. Herodotus was heir to this tradition, and he was greatly influenced by his few predecessors, and especially by Hecataeus of Miletus.

Herodotus's Life

Little is known of Herodotus's life beyond what can be deduced from his writings. He was born in 484 B.C., or perhaps a few years earlier, in Halicarnassus, a small Greek city on the coast of Asia Minor. His family was wealthy and perhaps aristocratic, but while he was still quite young they were driven from the city by a tyrant named Lygdamis. Herodotus lived for several years on the island of Samos and later, is said to have returned to Halicarnassus to take part in the overthrow of the tyrant, but he did not remain there.

Herodotus spent several years in unusually extensive traveling. One early trip was to the Black Sea, where he appears to have sailed along both the south and west coasts. Later he went by sea to the coast of Syria, then overland to the ancient city of Babylon, and on his way back he may have traveled through Palestine to Egypt. He certainly visited Egypt at least once, probably after 455 B.C. It is possible that he went on his travels primarily as a trader, for in his writings he shows great interest in the products and methods of transport of the countries he describes, and few Greeks of his generation could have afforded to make such lengthy journeys purely for pleasure. He made excellent use of his opportunities, inquiring everywhere about the customs and traditions of the lands through which he passed and amassing a great store of information of all kinds.

About 450 B.C. Herodotus went to live for a time in Athens. During his stay there he is said to have become a close friend of the poet Sophocles. Another tradition, that he also became intimate with the great Athenian statesman Pericles, is much less reliable. After a time, however, Herodotus migrated to the Athenian colony of Thurii in southern Italy, which remained his home for the rest of his life. The date of his death is uncertain; the latest events he mentions in his writings took place in 430 B.C., and it is usually supposed that he died not long afterward.

The writing of Herodotus's great work, the Histories (the name is simply a transliteration of a Greek word that means primarily "inquiries" or "research"), must have occupied a considerable portion of his later life, but we do not know when, where, or in what order it was written. In its final form it could not have been completed until the last years of his life, but parts were undoubtedly written much earlier, as we are told that he gave public readings from it while he was living in Athens.

It is possible that he originally wanted to tell about the Persian attack on Greece made in 480, an event of his own boyhood, but in the end, he embraced the whole history of the relations between the Greek world and Persia and the other kingdoms of Asia. There are also several long digressions on the habits of the Persians and their subjects, on the customs and early history of Egypt. There are also several sections devoted to the history of some of the Greek states, and in particular Herodotus gives us what is virtually a continuous history of Athens from 560 B.C. onward. He also covers the Ionian Revolt (499-494 B.C.) and the subsequent Persian expedition that was defeated by the Athenians at Marathon (490 B.C.), and there are many digressions on contemporary events in the Greek states.

In compiling the materials for his Histories Herodotus depended mainly on his own observations, the accounts of eyewitnesses on both sides, and, for earlier events, oral tradition. There was very little in the way of official records available to him, and few written accounts. The results of modern archeological investigations show that he was a remarkably accurate reporter of what he saw himself. But when he depended on others for information, he was not always critical enough in deciding what was reliable and what was not.

Herodotus was particularly uncritical in dealing with military operations, since he had no personal experience of warfare and therefore could not always assess accurately the military plausibility of the stories he heard. At the same time it is clear that he did not always believe what he was told and sometimes related stories of doubtful reliability because it was all he had, or because they were such good stories that he could not resist them. It is also sometimes said that he did not take enough care over matters of chronology, but it was very difficult indeed for anyone to work out and present a detailed and accurate chronological scheme in an age when every little Greek city-state had its own way of counting years and, often, its own calendar.

Herodotus's chief weakness, however, lies in his often naive analysis of causes, which frequently ascribes events to the personal ambitions or weaknesses of leading men when, as his own narrative makes clear, there were wider political or economic factors at work.

Herodotus had a remarkable gift for telling a story clearly and dramatically, often with an ironic sense of humor; the best of his stories have delighted, and will continue to delight, generations of readers. But Herodotus was much more than a mere storyteller. He was the first writer successfully to put together a long and involved historical narrative in which the main thread is never completely lost, however far and often he may wander from it. Moreover, he did this with a remarkable degree of detachment, showing hardly any of the Greeks' usual bias against the hereditary enemy, Persia, or of their contempt for barbarian peoples.

He is truly considered to be “the father of history”.

1. What countries did Herodotus visit and describe in his work?
2. Why is Herodotus considered to be the father of history?

**Text for reading: MIDDLE AGES:**

**ORDINARY PEOPLE IN COUNTRY AND TOWN**

In the Middle Ages many people still lived in the countryside.

Life in countryside was hard. Most of the population still lived in villages in southern and eastern parts of England. In the north and west there were fewer people, and they often lived apart from each other, on separate farms. Most people lived in the simplest houses. They ate cereals and vegetables most of the time, with pork meat for special occasions. They worked from dawn till dusk, until they were unable to work any longer. Until a man had land of his own he would usually not marry. However, men and women often slept together before marriage, and once a woman was expecting a child, the couple had no choice but to marry.

The poor were divided from their masters by the feudal class system. The basis of this “manorial system” was the exchange of land for labor. The landlord expected the villagers to work a fixed number of days on his own land, the homeland. The rest of the time they worked on their small strips of land on which they grew food for themselves and their family. The Doomsday Book tells us that over three-quarters of the country people were serfs. They were not free to leave their lord's service or his land without permission. However, a serf’s life, under his lord's protection, was better than life of an unprotected wanderer. Order and protection, no matter how hard life might be, was always better than disorder, when people would starve. Though many people continued living in the countryside it was at that time when towns and cities were becoming more and more popular.

At that time international trade was rather developed in England, the main product exported abroad was wool.

England had always been famous for its wool. The demand for wool stayed high and no other country could match the high quality of English wool, that’s why English exporters could charge a high price for it and wool business had become the most profitable one in England. Towns became popular, as their fairs were important places where traders and producers met and deals could be made.

At that very time towns had also become valuable centers to nobles who wanted to sell their produce and to kings who wanted to benefit from the increase of national wealth. Kings realized that towns could become effective centers of royal authority, to balance the power of local nobility. The king therefore gave “charters of freedom” to many towns, freeing the inhabitants from feudal duties. These charters, of course, had to be paid for. However, it was really worth the money.

By 1250 most of England’s towns were already established and inside the town walls, people were able to develop social and economic organizations free from feudal rule. It was the beginnings of a middle class and a capitalist economy.

1. How did people live in Britain in the Middle Ages?
2. What was the most profitable business in Britain then?

**Text for annotation: ROBIN HOOD**

One of the most romantic of all legendary heroes is the bold Robin Hood of England. The old ballads tell us that Robin Hood with his merry men lived near Nottingham, in the centre of England. They lived a mirthful life, passing time in games of archery, hunting the king’s deer and levying toll on proud churchmen and cruel nobles.

Was Robin Hood a real person? It is possible that there is some historical basis for the legends. They say that Robin Hood lived from 1160 till 1247. Most of the legends say that he died in Yorkshire, and there is a grave which people suppose to be Robin’s.

Some believe that the inscription, which is in 18th century lettering, is a copy from an earlier and genuine stone, but most scholars doubt this. An argument against the existence of the hero is the fact that no historian of the 12th –13th centuries mentioned him. In the 15th century and later the May-day celebrations in England were called “Robin Hood’s Festivals”.

Whether Robin Hood was a semi-historical character or only a mythical figure, he represents the ideal of the common people in England in the later Middle Ages. He stands for liberty and the rights of the people against oppressive laws and the tyranny of the nobles.

**ГРАММАТИЧЕСКИЙ МАТЕРИАЛ**

**ДЛЯ САМОСТОЯТЕЛЬНОГО ИЗУЧЕНИЯ**

*Рекомендуемые учебники для изучения грамматического материала:*

1. Murphy, Raymond. English Grammar in Use / Raymond Murphy. – Cambridge University Press, 2003. – 350 с.
2. Практическая грамматика английского языка для среднего и продвинутого уровней. Под ред. Л.М. Лещёвой. В 3-х ч. – Минск: Акад. упр. при Президенте Респ. Беларусь, 2004.
3. Христорождественская, В.Н. Intermediate English (в 2-х ч.) / В.Н. Христорождественская – Минск : ООО «Плопресс», 1998.

Существительное: множественное число существительных, притяжательный падеж.

Определенный, неопределенный, нулевой артикль.

Личные, притяжательные, указательные, относительные, вопросительные, неопределенные местоимения.

Прилагательные, степени сравнения прилагательных.

Наречие, степени сравнения наречий.

Формальные признаки сказуемого: позиция в предложении (повествовательном, вопросительном).

Временная система изъявительного наклонения.

Согласование времен изъявительного наклонения.

Условное наклонение.

Неличные формы глагола: причастия настоящего и прошедшего времени, отглагольное прилагательное, деепричастие, герундий.

Строевые слова – средства связи между элементами предложения.

Побуждение к действию / просьба – глагол в повелительной форме.

Средства выражения долженствования / необходимости / желательности.

Структура сложноподчиненного предложения.

Причинно-следственные отношения – придаточные предложения (причины, следствия).

**GRAMMAR TEST**

**Active Voice Tense forms in comparison**

**1. Open the brackets putting the verbs into the appropriate form.**

**(A)**

I am a doctor and I have to drive a lot. I (1) (to drive) for twenty years. For all that time the police never (2) (to stop) me. But last Tuesday police officers (3) (to catch) me for speeding. It was afternoon. I (4) (to drive) fast because I (5) (to be) late. I (6) (to go) to the airport to meet a friend. I was late because a patient (7) (to telephone) before I (8) (to leave) the house. The police (9) (to wait) at the side road outside town. When they (10) (to see) me go past, they (11) (to follow) me and (12) (to stop) me. They (13) (to tell) me 1 was booked for speeding. I (14) (to try) to explain to them that my friend's plane (15) (to land) a few minutes before and he (16) (to wait) for me, but they (17) (not to want) to listen to my excuse. They (18) (to say) 1(19) (to have) to pay $50 the next day. I paid, of course. But since then I never (20) (to violate) traffic rules.

**(B)**

David William (21) (to have) such a terrible time this year that he ought to be in the Guiness Book of Records.

The trouble (22) (to start) one morning last January when David (23) (to find) that his car (24) (to disappear) from outside his house. He (25) (not to see) it ever since.

In March he (26) (to buy) a new car, but he (27) (not to have) it for more than a week when someone (28) (to crash) into the back of it. These disasters (29) (to continue) for more than a year right up to the present time. Two days ago David (30) (to sit) on a seat that someone (31) (to finish) painting only some minutes before. He (32) (to wear) a new suit he (33) (to buy) only the previous week.

The worst thing happened in August. David (34) (to spend) 3 days of his holiday at airports because of strikes. When he (35) (to arrive) home finally, he (36) (to discover) that someone (37) (to break) into his house. The burglars (38) (to steal) his video-recorder and TV-set. David doesn't know what he (39) (to do) to deserve all this bad luck. But he (40) (to hope) his luck will change soon.

**(C)**

1) Two days ago I (41) (to put) an ad in the local newspaper so that I could find a buyer for my old car. Yesterday I (42) (to sell) it. A man who (43) (to look) for an old car (44) (to buy) it. Today a friend of mine told me that he (45) (to want) to buy my old car, but he was too late. By the time he (46) (to talk) to me, I already (47) (to sell) my car.

2) After the teacher (48) (to return) the test papers to the students in class tomorrow, the students (49) (to receive) their next assignment.

3) Ever since they (50) (to build) the Taj Mahal three centuries ago, it has always been described as the most beautiful building in the world. A Turkish architect (51) (to design) it and it (52) (to take) 20.000 workers 20 years to complete it. Though it is so ancient, I'm sure, people always (53) (to like) it.

**(D)**

"Dear Sirs,

I (54) (to want) to complain to you about some fashion boots I (55) (to buy) from your Westborough branch last Wednesday. When I (56) (to put) them on for the first time at the weekend, it (57) (to rain) and after a few minutes the boots (58) (to let) the water in. The next day I took the boots to your shop and asked the assistant who (59) (to sell) them to me to replace the boots. But she said she (60) (not to replace) the boots because I (61) (to wear) already them. But how could I have seen the defect without wearing them? I can't believe that boots are made to wear in dry weather only! And I (62) (not to want) the boots which (63) (not to be) waterproof. I'll be grateful if you (64) (to send) me a replacement pair that will not let water in.

Look forward to your response.

Sincerely yours

Mary Crawford."

**(E)**

It (65) (to rain) when I (66) (to wake) up last Saturday. It always (67) (to rain) when I am not working. We (68) (to plan) to go to the seaside but in the end we (69) (to decide) to go to the theatre instead. We (70) (to miss) the bus and (71) (to arrive) late. We (72) (to arrange) to meet Joe outside the theatre and he (73) (to wait) for twenty minutes when we (74) (to get) there. The play already (75) (to start) when we (76) (to go) in.

It's Monday again today, and I (77) (to work) as usual. I (78) (to sit) here in the office for the last two hours, but I (79) (not to do) much work yet -1 (80) (to feel) I am fed up with work. I already (81) (to have) my holiday this year. I (82) (to go) to Scotland in July and, of course, it (83) (to rain) every day. Tomorrow I (84) (to book) a holiday for next April in Spain.

**(F)**

Will Kelogg, famous for Kelogg's cornflakes, was taken out of school at thirteen because he (85) (to be) a slow learner. Since he (86) (to fail) as a salesman, his brother, a doctor, (87) (to give) him a job in his hospital. He (88) (to shine) shoes for ten years when a fortunat» baking accident in the hospital kitchen (89) (to give) him an idea for Kelogg's cornflakes. This breakfast cereal already (90) (to become) one of the most successful business ideas. Every morning thousands of people (91) (to have) cornflakes for breakfast.

**(G)**

Mrs Winfred Weave (92) (to get involved) in politics ever since she (93) (to be) a student. She (94) (to go) to Hull University, where she (95) (to study) agriculture. She (96) (to have) a distinguished career in politics and (97) (to represent) her constituency for 30 years.

For the past few months she (98) (to write) her memoirs, although she insists her political career (99) (not to finish) yet. Who knows, maybe in some years she (100) (to become) a prominent politician.

**GRAMMAR TEST**

**Passive Voice Tense forms in comparison**

**1. Choose the correct variant:**

1) Nylon … since 1938 and today it … in many things.

A) has been produced; is being found

B) has produced; is found

C) has been produced; is found

D) has been produced; has been found

2) Wait for a while .He … now.

A) is being interviewed C) has been interviewed

B) is interviewed D) will be interviewed

3) She … about the results of the research as soon as it ….. .

A) will have been informed; is finished

B) will be informed; will be finished

C) will be informed; is finished

D) will have been informed; will have been finished

4) The Houses of Parliament … between 1849 and 1857.

A) were being built C) were built

B) was built D) had been built

5) Acid rain … by burning coal or oil

A) is caused C) has been caused

B) is being caused D) has caused

6) Boss says I ….. a pay-rise.

A) was giving C) will given

B) will be given D) was be given

7) Two million books ….. to America every year.

A) are being sent C) were being sent

B) will send D) are sent

8) The students of our Institute ….. every opportunity to master the language.

A) give C) had been given

B) was being given D) are given

9) The room ….. for a month.

A) hasn't lived in C) has not been lived in

B) is not lived in D) is not being lived in

10) By the time she comes, the problem ….. .

A) will have discussed C) will have been discussed

B) will being discussed D) will be discussed

11) By the time Mr. Brown returned, the old fireplace ….. .

A) had been taken out C) was taken out

B) had taken out D) has been taken out

12) The cats ….. hen Mary entered the room.

A) were fed C) had fed

B) fed D) were being fed

13) The new night club ….. by the council last week.

A) was closed C) closed

B) had been closed D) had closed

14) I'm going home now because all the work ….. .

A) is doing C) does

B) has been done D) has done

15) Jim's house is very modern. It …... only 2 years ago.

A) had been built C) was being built

B) built D) was built

16) This piece of music ….. yet. I have just composed it.

A) hasn't been recorded C) hasn't recorded

B) wasn't recorded D) wasn't being recorded

17) This tree is very old. It ….. in the 19-th century.

A) had been planted C) was planted

B) planted D) was being planted

18) The house ….. at this time yesterday.

A) was painting C) was being painted

B) had been painted D) was painted

19) A valuable painting ….. from the Art Gallery last night.

A) was stolen C) stole

B) had been stolen D) had stole

20) By the time I arrived, all the tickets ….. .

A) had been sold C) were sold

B) had sold D) sold

21) The garages ….. every day

A) are being cleaned C) are cleaned

B) clean D) will clean

22) Two hundred people ….. to the wedding last week.

A) were invited C) were being invited

B) invited D) have been invited

23) A new spaceship ….. by our scientists now.

A) is being examined C) has examined

B) is examined D) has been examined

24) After the work ….. , they went home.

A) was finished C) was being finished

B) had finished D) had been finished

25) This letter recently ….. by the secretary.

A) has brought C) is brought

B) has been brought D) was brought

26) The meal … now.

A) is preparing C) will prepare

B) has been prepared D) is being prepared

27) By the time I returned from work, my new washing machine ….. .

A) had been delivered C) has been delivered

B) was delivered D) was being delivered

28) We ….. all the time we were there

A) were watched C) watched

B) had been watching D) were being watched

29) A plan to build a helicopter near Westminster ... last year.

A) was considered C) had been considered

B) considered D) has been considered

30) The burglar ….. yesterday.

A) arrested C) was arrested

B) had been arrested D) was being arrested

31) They didn't leave the restaurant until the bill ….. .

A) was paid C) had been paid

B) had paid D) was being paid

32) When I entered the room, the politician ….. .

A) was being interviewed C) had been interviewed

B) interviewed D) has interviewed

33) The prisoners ….. to prison now.

A) are taken C) take

B) are being taken D) will be taken

34) When I returned, I noticed that the dog ….. yet.

A) wasn't fed C) hadn't fed

B) hadn't been fed D) fed

35) The window ... now.

A) is being replaced C) will have replaced

B) will replace D) will being replaced

36) Millions of pounds' worth of damage ….. by a storm which swept across the north

of England last night. (refer to the Present)

A) has been caused C) caused

B) had been caused D) were caused

37) Too many offices ….. in London over the last 10 years.

A) were built C) have been built

B) are building D) had been built

38) When she discovered that all the biscuits ….. she got angry.

A) were eaten C) had eaten

B) had been eaten D) ate

39) I hope that the missing money ….. soon.

A) will be found C) is found

B) has been found D) will find

40) The antique car ….. by an expert, at the moment

A) is restored C) is being restored

B) is restoring D) has been restored

**2. Open the brackets. Use the proper tense and voice form.**

41) The new proposal (to discuss) at our next meeting.

42) The man (to send) to prison for 6 months after he (to find) guilty of fraud.

43) Much of London (to destroy) by the fire in the 17-th century.

44) The Government is apparently winning the fight against inflation. A steady fall (to record) over the last 6 months.

45) The builders will start work as soon as the plans (to approve).

46) The motorist (to disqualify) some five years ago.

47) They say this book (to publish) next year.

48) The naughty boy (to teach) a good lesson by his friends.

49) The meat must be nearly ready. It (to cook) for nearly an hour.

50) I read in the paper a few weeks ago that Richard (to make) Vice-president of the company.

51) Their behaviour was so outrageous that we (to force) to leave the house.

52) The letter (to hand) to Lord Henry on the day of his departure.

53) Mind, you (to punish) if you disobey my orders.

54) The preparations for the party just (to finish) and the guests are arriving.

55) When I came into the kitchen I smelt something delicious. My favourite cookies (to bake) in the oven.

56) You can't use the fax now. It (to fix) at the moment.

57) Many towns (to destroy) by the earthquake in Japan last year.

58) You ever (to teach) how to play chess?

59) The exposition (to open) when we drove up to the picture gallery.

60) I can't believe my eyes! My book (to publish) already!

61) The helicopter (to construct) in Russia many years ago.

62) You'll have your copy soon, the contract (to type) now.

63) The sportsmen (to give) instructions before the match.

64) I'm happy as 1 just (to allow) to stay here for an extra day.

65) I wonder, when my project paper (to publish) (refer to the Future).

66) We felt happy that the car (to repair) the next day.

67) When they joined us, we already (to show) a lot of places of interest.

68) The house (to repaint) since they moved out.

69) She greatly (to impress) by the size and beauty of our capital every she visits Minsk.

70) He escaped when he (to move) from one prison to another.

71) They invited Jack, but Tom (not to invite).

72) The escaped convict (to arrest) in a few days.

73) After a million pounds (to spend) on the project, they decided that it impracticable and gave it up.

74) He said he (to involve) in an accident that month.

75) The bomb (to carry) to a safe place when it exploded.

76) The water level (to check) every week.

77) A whistle (to blow) if there is an emergency.

78) Your shoes (to mend) at the moment.

79) The children already (to tell) about the party.

80) The outside of the ship (to paint) when the accident happened.

**GRAMMAR TEST: MODAL VERBS**

**l. Supply the modal verbs *can*, *could*, *to be able to*,or *managed to*.**

1) A good 1500-metre runner ... run the race in under four minutes.

2) Bill is so unfit he ... run at all!

3) Our baby is only nine months and he ... stand up.

4) When I was younger, I ... speak Italian much better than I... now.

5) ... she speak German well? - No, she ... speak German at all.

6) He ... draw or paint at all when he was a boy, bat now he is a famous artist.

7) After weeks of training, I ... swim a length of the baths underwater.

8) It took a long time, but in the end Tony ... save enough to buy his car.

9) Did you buy any fresh fish in the market?- No, I ... get any.

10) For days the rescuers looked for the lost climbers in the snow. On the forth day they saw them and ... reach them without too much trouble.

**2. Rewrite these sentences using the modal verb *can/could*.**

11) Do you see that man over there?

12) I smell something burning.

13) I understood what he said.

14) Did you understand what he said?

15) I don't hear anything!

**3. Rewrite these sentences so that each sentence contains the modal verb *can* and the meaning remains the same.**

16) I knew how to skate before I was five.

17) I hope one day we will meet again in more favourable circumstances.

18) It is still very cold here in March.

19) Some supermarket beef tends to be rather tough.

20) In the end we managed to communicate with sign language.

21) If you don't feel you'll make a contribution, just say so.

**4. Fill in the gaps using the modal verbs *can* or *to be able to*.**

22) They asked if they ... go.

23) I ... solve her problems for her.

24) I'd like to ... write as well as that.

25) ... you speak Spanish?

26) I might... help you.

**5. Insert the modal verbs *may* or *can* into each gap.**

27) The engines don't seem to be working properly. There ... be some ice in them.

28) Planes flying in cold countries in winter ... have problems because of ice on the wings.

29) Both engines have failed. I'll try to find a place to land. We haven't much chance of surviving, but we ... be lucky.

30) The engines were not working properly. The pilot said he thought there ... be some ice on the wings.

31) He said there wasn't much chance of surviving, but we ... be lucky.

32) He told me that planes flying in cold countries in winter ... have problems because of ice on the wings.

**GRAMMAR TEST: CONDITIONALS**

**1. Choose the correct answer.**

1) If she ... not so slowly she would enjoy the party. A) were B) is C) will be

2) If you ... my library book I will have to buy a new one. A) will lose B) lost C) loose

3) If she ... you were in hospital she would have visited you.

A) had known B) knew C) would have known

4) I wish I ... rich. A) would be B) were C) had been

5) I wish I ... his opinion before. A) would know B) had known C) knew

6) I wish I ... to the Tower when I was in London. A) had gone B) went C) would go

7) I wish I ... much yesterday. A) didn't eat B) hadn't eaten C) were not eating

8) If she ... not so slowly she would enjoy the party. A) were B) is C) will be

**2. Match the two parts of the sentences.**

9) He wouldn't have become so strong;... a) ... I wouldn't be worried now.

10)They would have come... b) ... I would have gone to the library.

11) If they had been ready the day before... c) ... we wouldn't have come so early.

12) If I hadn't needed the book... d) ... unless he had done sports.

13) If they had had a city map... e) ... they wouldn't have been lost.

14) If you had warned us... f) ... if Jane had invited them.

15) He wouldn't know much... g) ... unless you had agreed with us.

16) We wouldn't have wasted so much time... h) ... unless he had read much.

17) If you had sent me a telegram... i) ... they would have taken their exam.

18) We had never done this ... j) if you have bought everything beforehand

**3. Correct the errors, if necessary.**

19) If I knew her well I will visit her.

20) If I were you I would have visited Jane yesterday.

21) If I have a computer I would learn Computer Studies.

22) If the weather would be nice tomorrow we'll go on excursion.

23) You did not miss the plane if you had taken a taxi.

24) I wish you have a car.

25) I wish things were different in the past.

26) I wish the weather were warmer.

27) I wish I did not decide to work in New York.

28) I wish I did not go to bed early yesterday.

**4. Complete the following radio programme by putting the verbs in brackets into the correct form.**

**Interviewer:** Welcome once again to our weekly programme in which we ask the questions "If you (29) \_\_\_ (be) alone on a tropical island for a month, what two items (30) \_\_\_ you \_\_\_ (choose) to take with you and why?" My two guests are racing driver Charles Brown and journalist Helen Howk, Charles?

**Charles:** Well, I think (31) \_\_\_ (get) very bored on this island if I (32) \_\_\_ (not have) anything to do. So, I (33) \_\_\_ (take) a knife and a ball of string. Then I (34) \_\_\_ (be able) to make useful things to catch food, and, maybe, build some kind of house to live in.

**Interviewer:** (35) \_\_\_ you \_\_\_ (try) to escape from the island?

**Charles:** If I (36) \_\_\_ (manage) to make a boat, I think I (37) \_\_\_ (try).

**Interviewer:** Helen, what about you?

**Helen:** Well, I definitely (38) \_\_\_ (not try) to escape. I'm totally impractical. So, if I (39) \_\_\_ (try) to make anything, I'm sure it (40) \_\_\_ (fall) to pieces very quickly. No, if I (41) \_\_\_ (have) to spend a month on the island, I (42) \_\_\_ (want) to have a good book and a pair of sunglasses.

**Charles:** But how (43) \_\_\_ you \_\_\_ (catch) things to eat if you (44) \_\_\_ (not have) any tools?

**Helen:** Oh, I expect there (45) \_\_\_ (be) plenty of fruit on the island. And I'm sure it (46) \_\_\_ (not hurt) me if I (47) \_\_\_ (not eat) meat or fish for a month.

**Interviewer:** (48) \_\_\_ either of you \_\_\_ (be) lonely?

**Charles:** Definitely. I (49) \_\_\_ (find) it very difficult if I (50) \_\_\_ (not speak) to anyone for a month.

**Helen:** I think (51) \_\_\_ (enjoy) the peace and quiet at first, but after a couple of weeks, yes, I (52) \_\_\_ (begin) to feel lonely.

**Interviewer:** Charles and Helen, thank you very much.

**5. Make up sentences.**

53) She / it / so / have / had / fallen / slippery / been / wouldn't / if/ not

54) had /1 / you / chosen / would /1 / have / If/ been / green / been / the / one

55) lot / if / would / trained / the / they / have / had / Our / won / a / team /

game

56) would / to / ill / place / have / your / if/ been / had / He / come / not / he

57) lay / would / gone /country / had / if / not / a / have / it / I / the / been / nasty / to

58) it / were / wish / now / summer /1

59) I / had /1 / been / wish / so / not / modest

60) redundant / been / made / If /1 / only / hadn't

**GRAMMAR TEST: VERBALS**

**1. Put in the correct form of the Infinitive choosing from А, В or С**

1) There was nothing now … for.

A) to wait B) to be waiting C) to be waited

2) She put on her wedding dress and turned round … .

A) to be admired B) to be abmiring C) to admire

3) He appeared to have plenty of money, which was said … for a couple of years at that company.

A) to be saved B) to save C) to have been saved

4) Stan seemed … silence intently, waiting for Susan to dismiss the subject.

A) to keep B) to be keeping C) to have been keeping

5) For the last few days she happened … to nobody but strange men.

A) to talk B) to be talking C) to have been talking

6) He is said … away a small fortune. So, he is safe.

A) to put B) to have put C) to be put

7) She couldn't help but … thankful for what her uncle had done for her sake.

A) to feel B)feel C) be feeling

8) You'd better … me back to my parents at once, or they' 11 be really angry with you.

A) take B) to take C) be taken

9) I'd rather … than ask him for another penny.

A) die B) to die C) to be dying

10) Jackie felt her blood in her veins when she saw what was left of the house.

A) to freeze B) freeze C) have frozen

**2. Complete the sentences choosing the verbs from А, В or С**

11) We … to leave the building as soon as possible.

A) hoped B) succeeded C) dreamed

12) Fred … in solving the problem.

A) failed B) succeeded C) looked forward

13) I … to going away next week.

A) hope B) am thinking C) am looking forward

14) Mary … to buy me a drink.

A) promised B) insisted C) objected

15) The police … the criminal lie on the ground.

A) forced B) allowed C) made

**3. Complete choosing the right preposition from A, B or С**

16) The President began his speech … explaining his point of view on the situation in the area.

A) in B) by C) with

17) Rachel seemed upset … hearing the news.

A) after B) before C) by

18) Melany left the company after her unsuccessful interview … being confused.

A) by B) without C) with

19) In many countries of the Middle East husbands prevent their wives … taking a job outside their homes.

A) against B) of C) from

20) Furious with his employees … turning up late each morning, the director decided to have a serious talk with them.

A) at B)for C) on

21) Nothing is gained … delaying.

A) without B) in C) by

22) The Foreign Minister was accused … interfering in the political affairs of another state.

A) of B)for C) with

23) Mary wouldn't dream … going to Spain.

A) of B) about C) on

24) We were warned … signing any contract with the company without a lawyer.

A) about B) against C) from

25) … discussing the future contract a lot of factors are to be taken into consideration.

A) in B) by C) at

**4. Complete with the correct form of the Verbals choosing them from A, В or С**

26) When Paul went out he remembered … the letter. He put it into the mail box.

A) posting B) having posted C) to post

27) Jane regrets … the firm after twenty years.

A) to leave B) leaving C) having been left

28) After approving the agenda we went on ... finance.

A) to discuss B) discussing C) discuss

29) Angela enjoys … tricks at people.

A) to play B) to have played C) playing

30) Julia has been ill but now she is beginning … better.

A) to get B) getting C) be getting

31) You are looking great. You seem … weight.

A) to lose B) losing C) to have lost

**5. Complete the sentences using the correct form of Participles from the verbs in brackets.**

32) … seven hundred miles, he was now near the border of the United States. (travel)

33) There was a silly smile … about the corners of his mouth. (play)

34) He had a beautiful house, and … a man of taste he had furnished it admirably. (be)

35) … him by his figure and his movements, he was still young. (judge)

36) … by the beauty of the twilight, he strolled away from the hotel. (stir)

37) For a moment the trio stood as if … to stone. (turn)

38) Cecilia had heard very little … in her own thoughts. (absorb)

39) … he went out. (dine)

40) If … to myself, I shouldn't lose my chance. (leave)

41) Thus absorbed, he would sit for hours … no interruption. (want)

42) She considered herself … to Mr Bennet. (engage)

43) It … now too dangerous to stay in the car any longer, Mark was waiting for a chance to escape. (be)

44) He sat with his feet … on the chair. (put)

45) If … , she slammed the door. (annoy)

46) When … , she never objected. (tell)

47) Douglas … to prove that he was right, reminded him of the promise. (determine)

48) She looked at Mike as if … of his manners. (disapprove)

49) While … the message she thought what she should tell the manager. (read)

50) Let them have the details … .(settle)

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