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Иностранный язык (английский): электронный учебно-методический комплекс с креативным компонентом для специальности 6-05-0232-01 «Белорусская филология», 6-05-0232-02 «Русская филология», 6-05-0232-03 «Славянская филология» / БГУ, Филологический фак., Каф. германского языкознания; сост. Кривогина Т. В. – Минск: БГУ, 2025. – 131 с. – Библиогр.: 130–131.

Электронный учебно-методический комплекс (ЭУМК) с креативным компонентом по учебной дисциплине «Иностранный язык (английский)» предназначен для студентов 1 курса филологического факультета специальности 6-05-0232-01 «Белорусская филология», 6-05-0232-02 «Русская филология», 6-05-0232-03 «Славянская филология». ЭУМК включает базовые сведения по всем разделам программы, а также творческие, исследовательские и тестовые задания для формирования иноязычной коммуникативной компетенции, позволяющей использовать иностранный язык как средство профессионального и межличностного общения. ЭУМК может быть использован для самостоятельной и аудиторной работы.

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ПОЯСНИТЕЛЬНАЯ ЗАПИСКА

Электронный учебно-методический комплекс по дисциплине «Иностранный язык (английский)» адресован студентам 1 курса специальности 6-05-0232-01 «Белорусская филология», 6-05-0232-02 «Русская филология», 6-05-0232-03 «Славянская филология». Он составлен в соответствии с учебным планом, Образовательным Стандартом Высшего Образования. Первая ступень. Специальность 6-05-0232-01 «Белорусская филология», 6-05-0232-02 «Русская филология», 6-05-0232-03 «Славянская филология». Назначение данного комплекса заключается в обеспечении непрерывности и полноты процесса подготовки студентов к использованию английского языка в профессиональной деятельности специалиста в области филологии, педагогики и перевода как источника информации, необходимой для непосредственной работы по специальности, средства коммуникации с коллегами, учениками, студентами и клиентами в профессиональной сфере.

Методическое построение ЭУМК учитывает такие программные принципы обучения иностранным языкам, как сочетание практической направленности с систематизацией языкового и речевого материала; взаимосвязанное обучение всем видам речевой деятельности; активизация познавательной деятельности обучающихся, акцент на формирование способности студента анализировать и синтезировать полученные знания на основе творческой переработки информации; использование инновационных технологий в обучении и мониторинге результатов обучения. В процессе изучения предложенных тем студенты осуществляют личностно-значимые открытия, демонстрируют многообразие решений поставленных перед ними профессиональных задач, творчески подходят и реализовывают себя при создании собственных образовательных продуктов.

Содержание ЭУМК с креативным компонентом учитывает следующие основные подходы:

- личностно-ориентированный (каждый студент реализует свою образовательную траекторию, имеет возможность детальнее изучить те темы, в которых он больше нуждается);
- системно-деятельностный (содержание ЭУМК нацелено на системное овладение знаниями и умениями, навыками решения учебных и профессиональных задач, способствует развитию у обучающихся логического, аналитического и креативного мышления);
- интерактивный (содержание заданий нацелено на организацию активного взаимодействия между преподавателем и обучающимися, а также между самими обучающимися, большое внимание уделяется групповой работе);

- эвристический (изучение каждой темы раздела предполагает и нацелено на осуществление студентами личностно-значимых открытий, творческую самореализацию обучающихся в процессе создания индивидуальных образовательных продуктов).

В результате изучения учебной дисциплины студент должен

знать:

- основные фонетические, грамматические и лексические нормы, позволяющие использовать иностранный язык как средство общения;
- приемы и методы межкультурной коммуникации на изучаемом иностранном языке;
- особенности профессионально-ориентированной письменной и устной речи;

уметь:

- понимать тексты на темы, связанные с профессиональной деятельностью;
- находить необходимую информацию общего и профессионального характера в разнообразных иноязычных печатных и электронных источниках;
- резюмировать полученную информацию и грамотно излагать содержание прочитанного текста;
- продуцировать высказывания на разнообразные темы из области личных и профессиональных интересов;
- пользоваться первичными навыками деловой переписки и оформления документации с использованием современных технологий;
- переводить аутентичные тексты по специальности (литературно-художественные и научно-популярные) с иностранного языка на русский или белорусский язык с использованием словаря и справочников;

владеть:

- всеми видами чтения для работы со специализированной аутентичной литературой;
- навыками и умениями профессионально-ориентированной диалогической и монологической речи;
- навыками работы со справочными изданиями и словарями по соответствующей отрасли науки.

ЭУМК включает четыре раздела: теоретический, практический, раздел контроля знаний и вспомогательный разделы.

В содержании теоретического раздела ЭУМК представлены материалы для изучения по учебной дисциплине «Иностранный язык (английский)», в составе которых информация по истории и литературе английского языка и перечень лексических единиц для профессионального общения на английском языке, а также базовые сведения о грамматике в объеме, предусмотренном учебной программой данной дисциплины.

Креативный компонент данного ЭУМК реализуется главным образом за счёт практического раздела. Он включает в себя: материалы с текстовыми заданиями, направленными на формирование и развитие языковых и коммуникативных умений студентов, творческие и эвристические задания, способствующие креативной активности и развитию критического мышления

студентов. Для формирования навыков творческой деятельности предлагается выполнение творческих заданий с применением технологии «flipped classroom (перевернутого класса)», технологии развития критического мышления обучающихся, технологии исследования. В результате студенты выходят на высокий уровень познания, самостоятельной деятельности и развития нового проблемного видения, освоение исследовательских процедур.

Обучение происходит в форме творческого поиска: от видения и постановки проблемы – к выдвижению гипотез, их проверке, познавательной рефлексии над результатами и процессом познания. Применение проектной методики позволяет самостоятельно приобрести знания в процессе решения практических задач или проблем, требующего интеграции знаний из различных предметных областей. Метод проектов учит вести исследовательскую работу, вести диалог, решать проблемы, работать в команде. Выполнение творческих заданий (заданий открытого типа) предусмотрено при изучении каждого тематического раздела с целью совершенствования коммуникативной компетенции специалистов-филологов.

Раздел контроля знаний ЭУМК содержит тесты различной тематики для оценки приобретенных языковых и грамматических умений, список вопросов для зачёта и экзамена. Данный блок обеспечивает возможность самоконтроля обучающегося, его текущей и итоговой аттестации.

Вспомогательный раздел содержит фрагменты учебной программы, список рекомендуемой литературы и электронных ресурсов.

1. ТЕОРЕТИЧЕСКИЙ РАЗДЕЛ

1.1. Язык и коммуникация. Роль английского языка как средства международного общения в современном мире.

Modern English

Since the time of Shakespeare, English has continued to change. Settlers from Britain moved across the world – to the USA, Australia, New Zealand, India, Asia and Africa, and in each place, the language changed and developed, and took in words from other local languages. For example, 'kangaroo' and 'boomerang' are native Australian Aborigine words, 'juggernaut' and 'turban' came from India.

With the increase in communication, travel, radio and television, all these different types of English have mixed. So, in Britain now, because of American and Australian TV programming, we use many parts of Australian and American English. And words from many other languages – French, German, Spanish, Arabic, even Nepali – have been borrowed. So, English continues to change and develop, with hundreds of new words arriving every year. For better or worse, it has truly become the world's international language. It has become the language of science, air traffic control, the world of computers, and most of the Internet. And in many countries, where there are other competing languages and people groups, English has been chosen as a common second language. This has happened in Nigeria and Ghana.

This may not seem fair to other important and valuable languages which are also international! For example, those of us who know and love France, realize that the French regret the way their language may not be so much of an international language as it used to be. And it is sad that English people are often lazy, and don't bother to learn other languages! So, for many jobs and situations, English has become an essential gateway. If you are learning it – best wishes and we hope you enjoy it!

Features of the English language

English has changed so much in the last 1500 years that it would now be hardly recognizable to the Anglo- Saxons who brought the language across the North Sea. Although they would be able to recognize many individual words, they would not recognize the way those words are put together to make sentences.

SIMPLICITY OF FORM. Old English, like modern German, French, Russian and Greek, had many inflections to show singular and plural, tense, person, etc., but over the centuries words *have been simplified*. Verbs now have very few inflections, and adjectives *do not change* according to the noun.

FLEXIBILITY. As a result of the loss of inflections, English has become, over the past five centuries, a very flexible language. Without inflections, the same word can operate as many different parts of speech. Many nouns and verbs have the same form, for example *swim, drink, walk, kiss, look, and smile*. We can talk about *water* to drink and *to water* the flowers; *time* to go and *to time* a race; *a paper* to read and *to paper* a bedroom. Adjectives can be used as verbs. We *warm* our hands in front of a fire, if clothes are *dirtied*, they need to be *cleaned* and *dried*. Prepositions too are

flexible. A sixty-year-old man is *nearing* retirement; we can talk about *a round of golf, cards, or drinks*.

Another strength is the flexibility of function of individual words. Look at these uses of the word 'round':

There was a round table (adjective)

He bought a round of drinks (noun)

He turned round (adverb)

He ran round the field (preposition)

The car tried to round the bend too quickly (verb)

OPENNESS OF VOCABULARY. This involves the free admissions of words from other languages and the easy creation of compounds and derivatives. A lot of world languages have contributed words to English. The new words have made English what it is today, an effective medium of international communication.

English today

Approximately 450 million people speak English as their first language and about the same number use it as a second language. It is the language of aviation, international sport and pop music. 75% of the world's mail is in English, 60% of the world's radio stations broadcast in English and more than half of the world's periodicals are printed in English. It is an official language in 44 countries. In many others it is the language of business, commerce and technology. There are many varieties of English, but Scottish, Texan, Australian, Indian and Jamaican speakers of English, in spite of the differences in pronunciation, structure and vocabulary, would recognize that they are all speaking the same basic language.

English *has become* a world language because of its establishment as a mother tongue outside England, in all the continents of the world. This exporting of English *began* in the seventeenth century, with the first settlements in North America. Above all, it is the great growth of population in the United States, assisted by massive immigration in the nineteenth and twentieth centuries. That has given the English language its present standing in the world.

1.2. Употребление видовременных форм английского глагола. Действительный залог.

В английском, как и в русском, три основных времени: Present (настоящее), Past (прошедшее) и Future (будущее). В каждом выделяют четыре группы, которые добавляют контекст:

- Simple описывает регулярное или разовое действие;

- Continuous выражает действие, которое происходит в определённый момент или в течение ограниченного периода времени;
- Perfect показывает результат или опыт;
- Perfect Continuous подчёркивает, что действие продолжалось на протяжении какого-то времени и завершилось или завершится к определённому моменту.

Существует также группа времён Future in the Past, которую используют в косвенной речи при согласовании времён для выражения будущих действий. Следует отметить, что отдельно эта группа, как правило, не изучается, так как по значению очень близка Future.

Времена группы Simple

Используйте их, когда хотите рассказать о событии без лишних подробностей.

Present Simple (Простое настоящее) используется для:

- 1) описания регулярного, повторяющегося действия.

Пример: I have dance classes twice a week. — Я хожу на танцы два раза в неделю.

- 2) рассказа о каком-то факте.

Пример: The water boils at 100 degrees Celsius — Вода закипает при 100 градусах Цельсия.

- 3) выражения будущего времени, если речь идёт о действии, которое происходит по расписанию.

Пример: The film starts at 10. — Фильм начнётся в 10.

Маркеры: usually (обычно), often (часто), never (никогда), always (всегда), sometimes (иногда), every day (каждый день), rarely (редко).

Форма образования: Основная форма глагола V1

Past Simple (Простое прошедшее) используется для:

- 1) рассказа о том, что случилось в прошлом, если точно известно, когда это произошло.

Пример: I bought this book yesterday. — Я купила эту книгу вчера.

- 2) описания действия, которое повторялось в прошлом. Например, когда вы говорите о привычках или рутине.

Пример: I rode my bike to work every day. — Каждый день я ездил на работу на своём велосипеде.

- 3) рассказа историй.

Пример: He viewed my profile on LinkedIn. Soon afterwards, I received a message with an invitation for an interview. — Он просмотрел мой профиль на LinkedIn. Вскоре после этого я получил сообщение с приглашением на собеседование.

Маркеры: yesterday (вчера), an hour ago (час назад), last week (на прошлой неделе), the other (day на днях), in 2023 (в 2023 году).

Форма образования: V2 (-ed)

Future Simple (Простое будущее) используется для:

- 1) описания событий, которые мы ожидаем с разной степенью уверенности.

Пример: I will probably go to Europe next year. — В следующем месяце я отправлюсь в Европу.

2) того, чтобы подчеркнуть спонтанность своего решения.

Пример: I will have pizza and juice. — Я буду пиццу и сок.

3) обещаний или прогнозов.

Пример: I will call you tomorrow. — Обещаю, что позвоню тебе завтра.

Маркеры: tomorrow (завтра), tonight (сегодня вечером), soon (скоро), next time (в следующий раз), in five years (через пять лет), in 2025 (в 2025 году).

Форма образования: will + V1

Времена группы Continuous

Эти времена пригодятся вам, чтобы рассказать о действии, которое находится в процессе в момент времени, о котором идёт речь.

Present Continuous (Настоящее продолженное) используется для:

1) описания того, что происходит прямо сейчас или в данный период.

Пример: I'm covering for Lana this week because she's sick. — Я подменяю Лану на неделе, потому что она болеет.

2) Чтобы рассказать о конкретных планах на будущее.

Пример: I am going on vacation in September. — Я поеду в отпуск в сентябре.

3) Чтобы говорить про текущие изменения или развитие.

Пример: The edtech market is growing rapidly — EdTech-рынок растёт стремительно.

4) Чтобы выразить своё раздражение по поводу чьих-то действий.

Пример: She's always trying to make me do her job for her. — Она всегда пытается заставить меня делать за неё её работу.

Маркеры: all day (весь день), this week (на этой неделе), all the time (всё время), always (всегда), constantly (постоянно).

Форма образования: to be + Ving.

Past Continuous (Прошедшее продолженное) используется для:

1) описания действия, которое длилось определённое время в прошлом.

Пример: I was reading this book all day yesterday. — Я вчера целый день читала эту книгу.

2) того, чтобы показать, что действие находилось в процессе в момент времени в прошлом.

Пример: I was debugging yesterday at 7 p.m. — Вчера в 7 часов вечера я исправлял баги.

Маркеры: all day (весь день), all the time (всё время).

Форма образования: was/were + Ving.

Future Continuous (Будущее продолженное) используется для:

1) того, чтобы рассказать о действии, которое будет длиться в определённый момент в будущем.

Пример: Tomorrow morning I will be taking the English exam. — Завтра утром я буду сдавать экзамен по английскому языку.

Маркеры: tomorrow morning (завтра утром), all day tomorrow (целый день завтра), next week (на следующей неделе).
Форма образования: will be + Ving.

Исключения.

В форме Continuous не употребляются stative verbs — они выражают не действие, а состояние или положение:
физическое: to see — видеть, to hear — слышать;
эмоциональное: to hate — ненавидеть, to like — нравится;
желание: to want — хотеть, to wish — желать;
мыслительную деятельность: to understand — понимать, to know — знать, to believe — верить; принадлежность или отношение: to belong — принадлежать, to require — требовать.

Некоторые глаголы имеют несколько значений и могут выражать, как действие, так и состояние. Например, to have может показывать принадлежность: I have a Siamese cat — у меня есть сиамский кот или действие: I'm having lunch — Я обедаю.

Времена группы Perfect

Понадобятся вам, чтобы рассказать о том, что уже завершилось или завершится к какому-то периоду времени.

Present Perfect используется для:

1) описания личного опыта.

Пример: I have been to Italy twice. — Я два раза была в Италии.

2) рассказа о результате.

Пример: My car has broken down. — Моя машина сломалась.

3) описания достижений.

Пример: He has won 15 gold medals. — Он завоевал 15 золотых медалей.

4) описания действия или состояния, которое началось в прошлом и не закончилось до сих пор.

Пример: I've lived here since 2015 — Я живу здесь с 2015 года.

Маркеры: never (никогда), yet (ещё), already (уже), recently (недавно).

Форма образования: have/has + V3 (-ed)

Past Perfect используется для:

1) того, чтобы рассказать о действии, которое закончилось к определённом моменту в прошлом или перед началом другого действия в прошлом.

Пример: She had returned home by the time they woke up. — Она вернулась домой к моменту, когда они проснулись.

Маркеры: before (до), by that time (к тому времени), by August (к августу).

Форма образования: had + V3 (-ed)

Future Perfect используется для:

1) описание действия, которое завершится к определённому моменту

будущем.

Пример: I will have finished my essay by tomorrow. — Я завершу своё эссе к завтрашнему дню.

Маркеры: by tomorrow (к завтрашнему дню), by August (к августу)

Форма образования: will have + V3 (-ed)

Времена группы Perfect Continuous

Подчёркивают, что действие продолжалось или повторялось на протяжении какого-то времени к определённом моменту.

Present Perfect Continuous используется для:

1) описания действия, которое началось в прошлом, продолжалось и завершилось или продолжается к настоящему моменту.

Пример: I have been waiting for two hours.

Маркеры: for (в течение), since (с)

Форма образования: has/have been + Ving

Past Perfect Continuous используется для:

1) описания действие, которое началось в прошлом, продолжалось какое-то время и закончилось перед неким моментом в прошлом.

Пример: I had been waiting for two hours when he called me. — Я ждала уже два часа, когда он позвонил мне.

Маркеры: for (в течение) и since (с тех пор).

Форма образования: had been + Ving

Future Perfect Continuous используется для:

1) используется для описания действия, которое начётся и будет продолжаться в течение некоторого времени до определённого момента в будущем:

Пример: She will have been reading a book for three hours by the time I come home. — Она будет читать книгу уже как три часа к тому моменту, когда я приду домой.

Маркеры: for (в течение) и since (с тех пор).

Форма образования: will/shall + have been + Ving

1.3. Современный английский и его диалекты

Origin and evolution.

English is a West Germanic language that arose in the Anglo-Saxon kingdoms of England and spread into what was to become south-east Scotland under the influence of the Anglian medieval kingdom of Northumbria. Following the extensive influence of Great Britain and the United Kingdom from the 18th century, via the British Empire, and of the United States since the mid-20th century, it has been widely dispersed around the world, becoming the leading language of international discourse and the lingua franca in many regions. It is widely learned as a second language and used as an official language of the European Union and many Commonwealth countries, as well as in many world organizations. It is the third most natively spoken language in the world, after Mandarin Chinese and Spanish. It is the most widely spoken language across the world.

Historically, English originated from the fusion of languages and dialects, now collectively termed Old English, which were brought to the eastern coast of Great

Britain by Germanic (Anglo-Saxon) settlers by the 5th century – with the word English being derived from the name of the Angles, and ultimately from their ancestral region of Angeln (in what is now Schleswig-Holstein). A significant number of English words are constructed and based on roots from Latin, because Latin in some form was the lingua franca of the Christian Church and of European intellectual life. The language was further influenced by the Old Norse language due to Viking invasions in the 8th and 9th centuries.

The Norman conquest of England in the 11th century gave rise to heavy borrowings from Norman-French, and vocabulary and spelling conventions began to give the superficial appearance of a close relationship with Romance languages to what had now become Middle English. The Great Vowel Shift that began in the south of England in the 15th century is one of the historical events that mark the emergence of Modern English from Middle English.

Owing to the assimilation of words from many other languages throughout history, modern English contains a very large vocabulary. Modern English has not only assimilated words from other European languages but also from all over the world, including words of Hindi and African origin. The Oxford English Dictionary lists over 250,000 distinct words, not including many technical, scientific, or slang terms, or words that belong to multiple word classes.

English as an international language.

English is the most widely spoken language in the world. It is spoken throughout the United Kingdom and, altogether, by an estimated 500 million to 1.8 billion people worldwide. (There are approximately 300-400 million people worldwide who speak English as a first language, and anywhere from 200 million to 1.4 billion people who speak English as a second language worldwide.) English is the international language of business and politics, too.

Derived from the Germanic tongue of Anglo-Saxon and modified by strong Latin, Greek and French influences, modern English has evolved from Old English-spoken until around 1100-and Middle English, which was in use from then until the late 1400s. Just as there are many types of English worldwide, so there are also many different dialects and regional accents throughout England itself; for instance, the speech of a person from Liverpool differs considerably from that of someone from Newcastle-upon-Tyne. The "Queen's English," the kind of English that foreigners learn and which BBC newsreaders speak, is a sanitized form of that which is spoken in the southeast of England and London. Furthermore, differences in education and class background can show up between speakers who live in the same region. Class-based speech differences among Londoners were memorably dramatized in George Bernard Shaw's play *Pygmalion* and its musical version, *My Fair Lady*.

Although Americans speak English, in addition to differences in pronunciation, Americans may have difficulty understanding the speech of the English because the people of their respective countries refer to many of the same things using different terms.

1.4. Страдательный залог (Passive voice)

Страдательный залог указывает на то, что подлежащее в предложении является объектом действия. Следует помнить, что только переходные глаголы могут употребляться в страдательном залоге. Passive voice образуется с помощью вспомогательного глагола to be в нужном времени и третьей формы основного глагола. В этом разделе рассмотрим формулы пассивного залога для каждого английского времени и для каждого типа предложений (утвердительного, отрицательного и вопросительного), а примеры — только для утверждений, чтобы было проще запомнить.

Давайте же рассмотрим, как строится пассивный залог в английском языке, подборка формул ниже поможет нам в этом.

Passive voice в английском.

—
Present Simple

S + am/is/are + V3

S + am not / is not / are not + V3

Am/is/are + S + V3?

The film is directed by Robert B. Weide. — Фильм снят Робертом Б. Уайди.

Past Simple

S + was/were + V3

S + was not / were not + V3

Was/were + S + V3?

This house was built in the 19th century. — Этот дом был построен в 19-м веке.

Future Simple

S + will be + V3

S + will not be + V3

Will + S + be + V3?

The crimes will be investigated. — Преступления будут расследованы.

Present Continuous

S + am/is/are + being + V3

S + am/is/are not + being + V3

Am/is/are + S + being + V3?

Right now I am being told lies. — Прямо сейчас мне говорят неправду.

Past Continuous

S + was/were + being + V3

S + was/were not + being + V3

Was/were + S + being + V3?

His car was being repaired the whole day yesterday. — Вчера его машину ремонтировали целый день.

Present Perfect

S + have/has been + V3

S + have/has not been + V3

Have/has + S + been + V3?

The meeting has already been held. — Собрание уже проведено.

Past Perfect

S + had been + V3

S + had not been + V3

Had + S + been + V3?

The meeting had been held before you came to work. — Собрание было проведено до того, как ты пришел на работу.

Future Perfect

S + will have been + V3

S + will not have been + V3

Will + S + have been + V3?

The project will have been completed by Thursday. — Проект будет завершен к четвергу.

Заметили, что в таблице не хватает нескольких времен? Это потому, что страдательный залог в английском языке не используется во временах Future Continuous, Present Perfect Continuous, Past Perfect Continuous и Future Perfect Continuous.

1.5. Кельтская мифология

About three thousand years B.C. many parts of Europe, including the British Isles were inhabited by a people, who came to be known as the Iberians; some of their descendants are still found in the North Spain. We know little about those early people because they lived in Britain long before word of their history was written, but something can be learnt from their skeletons their weapons and the remains of their dwellings.

During the period from the 8th to the 3rd century B.C. a people called Celts spread across Europe from the east to the west. More than one Celtic tribe invaded Britain and the Iberians were unable to fight back the attacks of the Celts. Most of them were killed in the conflict, the others probably mixed with the Celts.

Powerful tribes, the Britons, occupied most of the country and the southern half of the island was named Britain after them.

The tribes of Scots settled in the Northern part and in time the name of Scotland was given to that country. All those tribes belonged to the Celtic race and the language they spoke was Celtic. Some traces of the Celtic language can still be found in Modern English and most of them are geographical names. Many rivers, hills and towns are still called by their old Celtic names. In England there are several rivers called Avon which in Celtic means "a river", some rivers have the name of Derwent, which in Celtic means "clear water". The Celts were governed by a class of priests called the Druids who had a great power over them.

Like all the ancient people the Celts made up many legends about their gods and heroes. The legends were written down only in the Middle Ages but they describe far older times when the tribal way of life was predominated among the Celts. The chronicles and writers translated the Celtic legends into Modern English and called them the "Celtic Sagas". The heroes of the Sagas and their adventures were imaginary. However, they give an idea of the Celts way of life, their occupations, tools, weapons, customs and religion. The greatest hero of the Celtic heroic sagas was Cuchulain. He was invincible in battles and his life was a series of wonderful deeds.

The earliest writer who described the country and its inhabitants was Julies Caesar, the Roman general, statesman and writer. In his "Commentaries on the Gallic War", a book written in Latin, he describes the island and the Celts against whom he fought. But the Roman books tell us mainly about the Celts of south-eastern Britain because the Romans knew very little about the Celts who lived in Wales, Scotland and Ireland. That is why Celtic mythology is a valuable source of information about the early inhabitants of the British Isles.

Topical vocabulary:

include, v – включать

inhabit, v – населять

descendant, n – потомок

weapons, n – оружие

remains, n – остатки

dwellings, n – жилище

govern, v – править

priest, n – жрец

ancient, adj – древний

generation, n – поколение

describe, v – описывать

predominate, v – доминировать

century, n – век	invincible, adj – непобедимый
invade, v – вторгаться	exploit, n – подвиг
mix, n – смешиваться	valuable, adj – ценный
powerful, a – могущественный	source, n – источник
settle, v – заселить, обосноваться	the Druids, n – друиды

1.6. Согласование времён

Согласование времен (Sequence of Tenses) — это грамматическое правило, которое определяет изменение времени глагола в придаточном предложении в зависимости от времени глагола в главном предложении. Это особенно важно при использовании косвенной речи (Reported Speech), когда мы пересказываем слова других людей.

Пример:

Прямая речь:

She says, "I am happy."

Она говорит: "Я счастлива."

Косвенная речь:

She said that she was happy.

Она сказала, что счастлива.

Здесь глагол в главном предложении said (прошедшее время), поэтому глагол в придаточном предложении am (Present Simple) меняется на was (Past Simple).

Общее правило:

Когда глагол в главном предложении стоит в прошедшем времени, время глагола в придаточном предложении также обычно меняется на прошедшее согласно следующим правилам:

Present Simple (Настоящее простое время) → Past Simple (Прошедшее простое время)

Прямая речь:

He said, "I live in London."

Он сказал: "Я живу в Лондоне."

Косвенная речь:

He said that he lived in London.

Он сказал, что жил в Лондоне.

Present Continuous (Настоящее длительное время) → Past Continuous (Прошедшее длительное время)

Прямая речь:

She said, "I am working."

Она сказала: "Я работаю."

Косвенная речь:

She said that she was working.

Она сказала, что работает.

Present Perfect (Настоящее совершенное время) → Past Perfect (Прошедшее совершенное время)

Прямая речь:

They said, "We have finished our work."

Они сказали: "Мы закончили нашу работу."

Косвенная речь:

They said that they had finished their work.

Они сказали, что закончили свою работу.

Past Simple (Прошедшее простое время) → Past Perfect (Прошедшее совершенное время)

Прямая речь:

He said, "I bought a car."

Он сказал: "Я купил машину."

Косвенная речь:

He said that he had bought a car.

Он сказал, что купил машину.

Past Continuous (Прошедшее длительное время) → Past Perfect Continuous (Прошедшее совершенное длительное время)

Прямая речь:

She said, "I was reading a book."

Она сказала: "Я читала книгу."

Косвенная речь:

She said that she had been reading a book.

Она сказала, что читала книгу.

Will → Would

Прямая речь:

They said, "We will come tomorrow."

Они сказали: "Мы придем завтра."

Косвенная речь:

They said that they would come the next day.

Они сказали, что придут на следующий день.

Исключения:

1. Вечные истины и факты: если придаточное предложение выражает факт или истину, время может не меняться.

Прямая речь:

The teacher said, "The sun rises in the east."

Учитель сказал: "Солнце встает на востоке."

Косвенная речь:

The teacher said that the sun rises in the east.

Учитель сказал, что солнце встает на востоке.

2. Условные предложения: в некоторых случаях времени не меняются, особенно в условных предложениях второго и третьего типов.

3. Модальные глаголы: некоторые модальные глаголы (might, could, would, should, ought to) не меняются.

1.7. Прямая и косвенная речь

Прямая речь (direct speech) подходит для дословной передачи чужой реплики. Здесь имеет место цитирование – говорим буквально так, как слышали. Когда пишем, выделяем прямую речь кавычками по аналогии с русским языком.

Пример direct speech:

Rachel stated, «I want a burger and fries. » – Рейчел заявила: «Я хочу бургер и картошку фри»

Косвенная речь (reported speech, indirect speech) передаёт чужие слова обобщённо, без цитат. Нет разницы, как именно человек это сказал, тут первостепенен смысл. Выражаемся в третьем лице и добавляем что-то от себя, если нужно.

Та же фраза, только в indirect speech:

Rachel stated that she wanted a burger and fries – Рейчел заявила, что хочет бургер и картошку фри.

Смысл фраз одинаковый, но структура стала другой: поменяли I на she, добавили that, а время глагола изменилось с Past Simple на Past Perfect.

Как трансформировать прямую речь в косвенную за 4 шага

В обоих типах высказываний мы передаём чужое мнение, поэтому фраза всегда делится на две половинки: reporting clause и reported clause. Первая – это вставка от автора: уточняем, кто именно сообщил, сказал, подумал. Вторая – само предложение, мысль, которую требуется пересказать.

Reporting clause Reported clause

Direct speech Rachel stated, «I want a burger and fries.»

Indirect speech Rachel stated... that she wanted a burger and fries

Основная часть предложения (reporting clause) при переводе в косвенную речь остаётся без изменений, а вот придаточная меняется. Разберём, как откорректировать её за 4 шага.

Шаг 1. Изменить действующее лицо

В косвенной речи рассказываем историю не о себе, а о других, поэтому местоимения переходят в третье лицо:

I → he, she;

You → I, he, she;

My → his, her;

We → they.

В примере выше Рейчел сказала, что хочет бургер и картошку, а потом мы передали её слова официанту, поэтому говорим о ней she (она).

Строгих правил здесь нет – слово подбирается к контексту. Главное, чтобы предложение звучало логично.

The courier warned, «I will bring the package in a couple of days. » → The courier warned me that he would bring the package in a couple days.

Курьер предупредил: «Я привезу посылку через пару дней» → Курьер предупредил, что он привезёт посылку через пару дней

Шаг 2. Согласовать времена глаголов

Реплику в виде косвенной речи всегда пересказываем уже после того, как её слышали. Например, сначала слышим от коллеги: «Я не смотрела Гарри Поттера», а позже кому-то удивлённо говорим: «Анна сказала, что не смотрела Гарри Поттера!».

В английских предложениях такую разницу времён показывают через грамматическую структуру. Чтобы точнее передать информацию, меняем времена глаголов таким образом:

любые Present переходят в Past;

Past Simple трансформируются в Past Perfect;

Future переходит во Future in the Past;

Past Perfect оставляем в исходном формате.

Так мы используем для перевода прямой в косвенную речь в английском правило согласования времён. Подчиняясь ему, всегда «уходим на шаг назад», в ближайшее прошлое. Past Perfect не трансформируется, потому что отступить некуда – это уже прошедшее совершённое время.

Чтобы было нагляднее, рассмотрим примеры ниже.

Прямая Косвенная

Present Simple → Past Simple

«I'm a courier, » muttered the young man at the door. «Я курьер», пробормотал юноша за дверью The young man at the door muttered that he was a courierЮноша за дверью пробормотал, что он курьер

Present Perfect → Past Perfect

Jessica confessed, «I have watched that cartoon three times. »Джессика призналась: «Я три раза смотрела этот мультик» Jessica confessed that she had watched that cartoon three timesДжессика призналась, что три раза смотрела этот мультик

Past Simple → Past Perfect

«I patented my robot in 2000, » the scientist recalled. «Я запатентовал своего робота в 2000 году», — напомнил учёный The scientist recalled he had patented his robot in 2000. Учёный напомнил, что запатентовал своего робота в 2000 году.

Future Simple → Future Simple in Past

«I will be at the gym by 7 o'clock, » Jessica vowed. «Я приду в спортзал к 7 часам», поклялась Джессика Jessica vowed she would be at the gym by 7 o'clock Джессика поклялась, что придёт в спортзал к 7 часам

Но бывают исключения, когда форма глагола остаётся неизменной. Например, когда будущее, обсуждаемое при цитировании, ещё не наступило.

Jessica stated that she will watch this anime when the last episode is released – Джессика заявила, что посмотрит это аниме, когда выйдет последняя серия. (В ту минуту, когда пересказываем слова Джессики, серия ещё не вышла, а значит, форма остаётся прежней).

Шаг 3. Изменить наречия времени и места

Время в непрямой речи поменялось, поэтому обстоятельства времени и места тоже меняются:

This → that (это → то);

Here → there (здесь → там);

Now → at that time (сейчас → на тот момент);

Tonight → that evening (нынешним вечером → тем вечером);

Yesterday → just before (вчера → накануне).

Здесь тоже всё варьируется по конкретной ситуации. Так, если в цитате кто-то высказывает мнение о том, что происходит «сейчас», то в косвенной речи подставляем «тогда», ведь «сейчас» уже осталось в прошлом.

Шаг 4. Вставить связку that, убрать кавычки

С кавычками понятно – при переводе их просто не ставят, а вот с союзом that всё неоднозначно. Его можно добавить, как связку между основным и добавочным предложением, а можно опустить. На смысл фразы это никак не повлияет:

Arthur admitted (that) he had broken your favorite kitty mug! – Артур признался, что разбил твою любимую кружку с котиками!

Связка уместна в формальных диалогах, в разговорном общении её убирают. Но можно оставить, если хотите сформулировать в голове дальнейшую мысль и немного потянуть время.

1.8. Римское влияние в Британии

Romans in Britain

In the first century B.C. while the Celts were still living in tribes the Romans were the most powerful people in the world. The Roman Empire was the last and the greatest of the civilizations of the ancient world.

In 55 B.C. a Roman army of 10,000 men crossed the Channel after the eight – year war in France, or Gaul as it was then called, and invaded Britain. The Celts saw their ships approaching and with loud shouts rushed to attack the invaders in the sea as they were landing. And the well-armed invincible Romans under one of the greatest generals of that time, Julius Caesar had to return to Gaul. His second visit to Britain a year later was more successful but the real conquest of Britain by the Romans began nearly a hundred years after Caesar's visits to the island. In 43 A. D. a Roman army invaded Britain and conquered the South-East. The Celts fought fiercely against the Romans who never managed to become masters of the whole island and had to encamp troops all over the country to defend their province which consisted only of the southern part of the island.

The Romans remained in Britain for about four centuries and during that time Britain was governed by Roman governors and protected by Roman legions. As the result of the conquest signs of Roman civilization spread over Britain. There had been no towns in Britain before the Romans conquered it but as soon as Romans settled in its territory the towns, splendid villas, public baths as in Rome itself began to grow over the country. London (Lindinium at that time) which had been a small trading settlement before the conquest now became a centre for trade both by road and river. Being great road-builders the Romans built the roads which connected all parts of the country. Roman roads, bridges and walls have remained to this day.

But together with a high civilization the Romans brought exploitation and slavery to the British Isles. The free Celts were not turned to slaves but they had to pay heavy taxes to the conquerors and were made to work for them.

Besides, many words of Modern English have come from Latin. The words which the Romans left in the language of Britain are for the most part the names of the things which they taught the Celts. Thus, the word street came from the Latin *strata* which means "road", port from the Latin *portus*, wall from the *vallum*. The Latin word – "castra" – camp became a suffix and was later pronounced as /stoa/. The names of many English towns never dropped the Latin ending (Manchester, Doncaster, Winchester).

But the Romans and the natives of Britain did not become one nation because all that the Romans wanted was to make them work for themselves. The Roman way of life influenced only the south-eastern part of the country. Only among the Celts of the South and East the tribal chiefs became rich and adopted the mode of life of their conquerors. They spoke Latin, the language of the Romans, all the other natives of the country spoke their native Celtic tongue and they did not understand the language of the rulers.

Early in the 5th century (407 A.D.) the Roman legions were recalled from Britain to defend the central provinces of the Roman Empire from the attacks of the barbarian tribes. They never returned to Britain again and the Celts were left alone in their land but not for long.

Topical vocabulary:

Empire, n – империя	remain, v – оставаться
conquer, v – завоевать	protect, v – защищать
approach, v – подходить	sign, n – примета, знак
fight, v – бороться	spread, v – распространять
fiercely, adv – отчаянно	settlement, n – поселение
manage, v – удаваться	connect, v соединять
troops, n – войска	native, adj – местный
chief, n – вождь	influence, n – влияние

1.9. Имя существительное (The Noun)

Существительные могут выражать предметы живые и неживые, личность, идею, понятие, вещество, явление. Существует несколько разрядов английских существительных. Знание классификации английских существительных способствует их правильному употреблению и является ключом к пониманию артиклей в английском языке.

Nouns are words that display a person, thought, place, or idea. It serves as the subject or object of a sentence, providing context and giving substance to our language.

Different Types of Nouns:

1) Common Noun: Common nouns are generic names used for people, places, or things. These words do not specify any particular person, place, or thing.

For Example; doctor, singer, teacher, phone, or friend.

2) Proper Noun: Proper nouns are specific names given to individuals, places, or organizations, starting with a capital letter.

For Example; John, Paris, Microsoft, Mount Everest, Taj Mahal.

3) Collective Noun: Collective nouns refer to groups of people, animals, or things.

For Example; team, flock, herd, family, army.

4) Abstract Noun: Abstract nouns represent ideas, qualities, or emotions that cannot be perceived through the senses.

For Example; love, happiness, courage, freedom, justice.

5) Countable Noun and Uncountable Noun: Countable nouns can be quantified and have both singular and plural forms. Uncountable nouns have only singular form. They denote liquids, abstract ideas, food and substances, mass nouns, states of being.

For Example; apple (apples), chair (chairs), book (books), student (students), cat (cats); milk, rice, advice, furniture, hair, chaos, money, education.

Additional Types of Nouns:

6) Compound Noun: A compound noun is formed by combining two or more words to create a new word with a distinct meaning.

For Example; sunflower, football, swimming pool, blackboard, firefly.

7) Concrete Noun: Concrete nouns represent things that can be perceived through the senses, such as objects, animals, or people.

For Example; car, tree, dog, house, beach.

8) Verbal Noun: A verbal noun is derived from a verb and acts as a noun, often referring to an action or a process.

For Example; swimming, writing, running, singing, painting.

9) Regular Noun: Regular nouns form their plural by adding “-s” or “-es” to the singular form.

For Example; cat (cats), book (books), dog (dogs), student (students), house (houses).

10) Irregular Noun: Irregular nouns have different spelling or pronunciation when forming their plural.

For Example; child (children), man (men), tooth (teeth), mouse (mice), foot (feet).

Nouns are important elements in language. They provide names for people, places, things, and ideas. By understanding the various **types of nouns**, we can enhance our ability to communicate effectively. The different types of nouns include compound nouns, concrete nouns, verbal nouns, regular nouns, and irregular nouns.

1.10. Артикль

The Use of Articles

A and an

A or an means one person or thing. We use a or an:

1) before singular nouns: I've been to a concert. We had a great day and we saw an elephant.

2) before the name of a job:

My sister wants to be an engineer.

A or an?

Use a before consonant sounds: a chair, a horse, a laptop

This includes letters u or eu when they are pronounced y (/j/): a university, a euro

Use an before vowel sounds. These words usually start with a, e, i, o, u: an architect, an idea, an umbrella

Also use an with words that start with the letter h when the h is not pronounced: an hour, an honour

The

We use the:

1) before singular nouns that we have already mentioned with a/an:

We saw an elephant. The elephant was standing under some trees.

2) before singular, plural or uncountable nouns when we say exactly which person or thing we mean:

The people who live next door are really nice.

Where's the brown sugar?

Note that we don't use the before plural and uncountable nouns when we are talking about things in general:

Children need plenty of exercise and fresh air. (Children in general)

Sugar isn't good for you. (Sugar in general)

3) We also use the before singular, plural or uncountable nouns when it is clear which person or thing we mean:

I'm going to the supermarket. (The one we always go to)

The children are upstairs. (our children)

Could you shut the door? (the door of this room)

4) We use the before nouns when there is only one:

The sun is shining and there aren't any clouds in the sky.

5) We use the with superlatives:

You're the best dad ever!

6) We use the in many expressions with 'of'

In the middle of the night

The Kingdom of Saudi Arabia

At the end of my holiday

The or zero article?

Here are some rules:

Use the with

- Countries with plural names or with Republic or Kingdom in the name: The United Arab Emirates, The Netherlands, The United Kingdom

- Geographical areas in noun phrases: I live in the north-west of Egypt, in the east

- The names of rivers, seas, oceans and mountain ranges: The Mississippi, The Black Sea, The Atlantic, The Urals
- Parts of the day: in the morning/afternoon/evening
- Most prepositional phrases of position and place: at the top, on the left, at the office/bank/cinema

Use zero article (-) with

- The names of most countries, cities and continents: Saudi Arabia, Argentina, Warsaw, Beijing, Europe, Asia
- Geographical areas in adjective phrases: I live in (-) north-west Egypt, (-) eastern France
- The names of single mountains and lakes: Mount Kilimanjaro, Lake Titicaca
- Exact days, months and times: on (-) Friday, in (-) March, at (-) 7 o'clock
- Some prepositional phrases of place: at (-) home, at (-) work, in (-) bed, at (-) sea

Take note: school/university, etc.

There is a special rule for these places: school, university, college, hospital, prison, church. Compare these examples:

The children go to school by bus. I go to the school to help twice a week.

Ben's studying maths at university. He works in the canteen at the university.

She was in hospital for three weeks. Is there a shop in the hospital?

If someone is at the place because they are a student / are sick / a prisoner, etc, we don't use the. If they are there for another reason, or we are talking about the building, we use the.

Articles and adjectives

Adjectives go between articles and nouns: What a great place this is! I went on an amazing trip. We went to the famous Bondi beach.

Pronouncing articles

We usually pronounce a/an with a weak vowel sound /ə/ ('uh'). It sounds like the vowel sound in fun, and not the vowel sound in cat.

Before consonants and the letters u or eu when they are pronounced y (/j/), we pronounce the with this weak sound /ə/, too.

the doctor, the party, the uniform

But when the is before a vowel sound, we pronounce the with the long ee sound in see.

the afternoon, the ice, the open door, the upstairs rooms

1.11. Англосаксонский период.

The spread of Christianity was of great importance for the growth of culture in Britain and particularly literature. Christianity began penetrating into the British Isles in the 3rd century. This was the time when many Christians escaped from Roman persecution to Britain which was a colony of Rome at that time. In the year 306, the Roman emperor, Constantine the Great, made Christianity the official religion of Rome. It was brought to all countries belonging to the Roman Empire. All Christian churches were centralized in the city of Constantinople, which was made the capital of the Roman Empire. The religion was called the Catholic Church ("catholic" means "universal" and the Latin language became the language of the Church all over Europe).

In the middle of the 5th century the Germanic tribes of Angles, Saxons and Jutes from the continent invaded Britain. They destroyed the Roman civilization in the country the city of Londinium lay in ruins for more than nine centuries. In the course of the conquest many of the Celts were killed, some of them had to go to the west of the island called Wales now. They called the Celts "Welsh" which means "foreigners" as they didn't understand their language.

The Angles, Saxons and Jutes were close skin in speech and customs and in the course of a few centuries they became one nation – Anglo-Saxons. They made up the majority of the population in Britain and their customs, religion and language became predominant. They called their speech English and their country England – that is the land of the English.

By the time the Angles and Saxons conquered Britain they already had letters of their own called "runes" which they carved on stones and wood, but they had no written literature yet. We know very little of this period from literature. In those early days songs called epics were created in many countries. The epics tell about the most remarkable events of a people's history and the deeds of one or more heroic personages.

At the end of the 6th century (in 597) the Roman Pope sent about 40 monks to Britain to convert the Anglo-Saxons who were pagans to the new faith – Christianity. The monks landed in Kent and built the first church in the town of Canterbury, that is why the Archbishop of Canterbury is the Head of the Church of England up to this day.

The spread of Christianity promoted the revival of learning, Roman civilizations poured in the country again, Latin words entered the language of the Anglo-Saxons. The religious books that the Roman monks had brought to England were all written in Latin. The monasteries became the centers of learning and education in the country. Poets and writers imitated those Latin books about early Christians and also made up stories of their own about saints. The Latin language was again heard in Britain. It was of international importance at that time as it was used by learned people in all countries. Such English words of Greek origin as "mathematics, theatre, geography" and words of Latin origin such as school, paper, candle reflect the influence of Roman civilization on English.

The greatest scholar writing in Latin was the monk named Bede, the author of about 40 books on theology, history and science. His "History on the English People" was studied by educated people in Europe as it was the only book on Anglo-Saxon history. Christian poems and epics in heroic style soon supplanted Germanic pagan poetry. Most of these works are associated with Caedmon and Cynewulf, the earliest-known English poets. During the reign of Alfred, the Great (898 – 901), called the "Father of the English Prose", his kingdom Wessex was the intellectual center of England. Alfred translated the Church history of Bede from Latin into Anglo-Saxon, the native language of his people. To him the English owe the famous "Anglo-Saxon Chronicle" which may be called the first history of England written by his order by learned monks and kept at various English monasteries. It was continued for 250 years after the death of Alfred. "Anglo-Saxon Chronicle" was the first prose in English literature and it was called the most important work in English before the Norman Conquest.

The literature of the early Middle Ages and the church taught that man was an evil being and his life on earth was a sinful life, he had to prepare himself for the after-life by subduing his passions and disregarding all earthly cares.

The first masterpiece of English literature was the epic poem "The Song of Beowulf". It may be called the foundation stone of the British poetry. The poem was composed by an unknown author, many parts were added later. The whole poem was written down in the 10th century by an unknown scribe. It describes the historical past of the land from which the Angles, Saxons and Jutes came. It tells of some events from a people's history, sings the heroic deeds of a man, his courage and his desire of Justice, his love for his people and self-sacrifice for the sake of his country.

Topical vocabulary:

penetrate, v – проникать

convert, v – обращать

pagan, n – язычник

desire, n – желание

alliteration, n – аллитерация

personage, n – персонаж

supplant, v – вытеснять

duke, n – герцог

monarchy, n – монархия

romance, n – рыцарский роман

compose, v – сочинять

fabliau (-x), n – фэблио

masterpiece, n – шедевр	bestiary, n – басня
describe, v – описывать	character, n – персонаж
sing, v – воспевать, восхвалять	Renaissance, n – Эпоха Возрождения
rhyme, n – рифма	plaque, n – чума
repetition, n – повтор	spirit, n – дух, вдохновение
consonant, n – согласный звук	reflect, v – создавать образ
syllable, n – слог	care, v – забота

1.12. Англо-нормандский период

In the year 1066, in the Battle of Hastings, the Anglo – Saxon king's army was defeated by William, Duke of Normandy, who became King of England. A strong feudal monarchy was established in the country. The power of the Catholic Church had become very great. The Normans came from the north-west of France. They brought with them the culture of their country and the French language. Thus three languages were spoken in England. The language of the nobility was French; the churchmen used Latin and common people spoke Anglo-Saxon.

The three social classes of the country had their own literature. The Normans brought the romance to England. The romance told of love and adventure. Among the best known romances are the legends of King Arthur and his Knights of the Round Table. The literature of the Church was scholastic, moralizing, and it supported the feudal system. The Anglo-Saxons composed their own popular poetry. The main genres were the fabliaux – funny stories about townspeople, and the bestiaries – story in which the characters were animals. Though the English became an oppressed nation, the Anglo-Saxon dialects were not suppressed in the country. Communication in three languages went on during the following 200 years. These factors account for the absence of any memorable English literature in the first century of the Middle English period.

Many French words came into the language. Under the Influence of French the pronunciation of the people changed. There appeared many new vowels (diphthongs) in their native language. The newly formed pronunciation was nearing that of Modern English. French suffixes – ment (government, agreement) and – age (courage, marriage) began to be used with words of Anglo-Saxon origin.

The struggle for supremacy between French and English words went on the following way: a) if the French word meant a thing or idea for which there was no name in English, then the French word came into the language. Such words were those relating to government, church, court, food, art, pleasure; b) if the object or idea was clearly expressed in English, then the English word remained; c) if both words remained, then it was because of a light but clear-cut difference in the meaning. An interesting example is to be found in the first chapter of "Ivanhoe" by W. Scott, Wambo, a Saxon serf, tells the swineherd Gurth that his swine will be turned into Norman before morning. The Anglo-Saxon word "swine" means the living animal, while the French word "pork" is the name of the food.

As a result of this process there appeared a large store of synonyms. Each of them has its own shade of meaning. The use of one or other of these synonyms makes all the

difference between the written and the spoken language. The words of Anglo-Saxon origin are used in conversations, while the words of French origin are used in formal speech.

to give up – to abandon

to come in – to enter

to give in – to surrender

to go on – to continue

Before the 12th century people thought that books and any kind of learning belonged to the Church only. But with the development of such sciences as medicine and law corporation of general study called "universitas" appeared in Italy and France.

Paris was the great center of higher education for English students. In 1168 schools were founded in Oxford which formed the first university, the second university was formed in 1209 in Cambridge, to which a large group of students migrated from Oxford. The graduates were awarded degrees: Bachelor, Master and Doctor.

1.13. Язык и литература Англии 14-15 веков

The 14th century was a difficult time for England. The country was waging the Hundred Year's War with France. At the same time England suffered from three epidemics of the plague. This was a real tragedy for the country, because half of its population died from the "black death".

Norman-French and Anglo-Saxon were molded into one national language only towards the beginning of the 14th century. During this stormy century the English nation was being formed, English became the spoken language of the country, English literature was born.

The London dialect was the central dialect and could be understood throughout the country. That's why it was the London dialect from which the national language developed. Sir Gawain and Green Knight (c.1373) is a treasure of the period. Written by an unknown author it is rich in details about the manners, dress and sports of the time. The scholastic Latin Church literature still ranked high, but a new spirit was already noticeable in the cultural life of the country. The new spirit was marked by an optimism unknown to the Middle Ages. It was best reflected in the works by Geoffrey Chaucer, the last poet of the Middle Ages and the first poet who paved the way for English realistic literature, free of the influence of the Church.

The 15th century is known in English literature as the century of folklore. Many songs, called ballads, were composed then by the common people of the country. The ballads were songs in verses of four lines, called quatrains: the second and fourth lines of the verse rhymed. Among them there were historical and legendary ballads. Some were humorous and others were lyrical.

A favorite legendary hero of the English people is Robin Hood. Many ballads have been composed about him and his friends. Some historians say that there really was such a person Robin Hood, but that is not certain.

Popular ballads show Robin Hood as a tireless enemy of the Norman oppressors, of the Church and the tradesman. They sing about his courage, his readiness to help the poor and the needy. They tell about the love of the poor people for their legendary hero, and their deep gratitude to him.

These melodious ballads were sung from generation to generation. In the 18th century they were collected and printed for the first time. Thus, they became part of the wealth of English literature.

Topical vocabulary:

defeat	наносить поражение
establis h	устанавливать
knight	рыцарь
to	подавлять
suppres s	
vowel	гласная
diphtho ng	дифтонг
to	выражать
express	
suprem acy	верховенство, превосходство
to	покидать
abando n	
to	уступать, сдаваться
surrend er	
bachelo r	бакалавр
master	магистр
to wage	вести, проводить
to	
mould	формировать
treasure	сокровище

1.14. Geoffrey Chaucer

Geoffrey Chaucer was the greatest writer of the 14th century. He was born in London in the family of wine merchant. From the age of 18 he was connected with the Court of the King of England. During his life he visited France and Italy several times. In Italy he got acquainted with the works of Dante, Petrarch and Boccaccio. What they wrote was full of new, optimistic ideas and love of life and had a great influence on his future works, the most important of which was The Canterbury Tales, which is considered to be the masterpiece of the English medieval poetry. The Canterbury Tales is a collection of stories in verse told by people of different social standing. Chaucer

had planned 120 stories but wrote only 24, because death broke off his work. The stories are preceded by a Prologue, in which the characters that will tell the stories are described. Short prologues to each story connect then into one work.

The Canterbury Tales was the first great work in verse in English literature. Chaucer painted a vivid picture of English society, as it was in his day: each of his characters was given as an individual, typical of his country and his time. Among the pilgrims there was a doctor, a merchant, a student from Oxford, a carpenter, a miller, a lawyer, a sailor, a cook. There were also some women, some monks and a pardoner among the company. The pilgrims tell their stories according to their rank of standing. Thus, the knight tells romance, the miller – a fabliau, the pardoner – a moralizing tale.

The great poet contributed to the formation of the English literary language. His works were written in the London dialect which, at the time, was becoming the spoken language of the majority of the people.

Chaucer also worked out a new form of versification, which replaced alliteration. This was called metrical form. It was based on rhythmical arrangement of the accents, of the length of the verse of stanzas.

Geoffrey Chaucer showed life as it was: as a great artist and humanist he gave an equally masterly description of Good and Evil. The great writer believed in Man and was optimistically full of hope for the future.

1.15. Прилагательные и наречия.

Adjectives and adverbs

Meaning and use

Adjectives and adverbs are words that we use to describe or modify other words.

Adjectives are used to tell us about nouns or pronouns. They give us information about what someone or something is like.

- *Can you pass me the yellow pen please?*
- *Are you happy?*

Adverbs tell us about verbs, adjectives or other adverbs. They give us information about how someone does something or the way that something happens.

- *He walked slowly to his car.* (This tells us about the verb 'to walk'. It tells us how he walked.)
- *It was a very sunny day.* (This refers to the adjective 'sunny'. It tells us how sunny it was.)

- *He finished the exam really quickly.* (This tells us about the adverb 'quickly'. It tells us how quickly he finished.)

Form - Adjectives

Most common adjectives have no particular form. There is nothing about their structure that shows they are an adjective.

happy, sad, light, green, quick, busy, large

Some adjectives are made by adding a suffix to a noun or verb.

- Fun – funny
- Week - weekly
- Child – childlike
- Fool – foolish
- Care – careful
- Accept – acceptable

Form – Adverbs

Like adjectives there is no regular structure to adverbs.

Soon, well, never, quite, often, already, just

Many adverbs can be made by adding the suffix –ly to an adjective.

- Sad – sadly
- Serious – seriously
- Quiet – quietly
- Total – totally

- Careful - carefully
- Sleepy - sleepily
- Slow -slowly

Take Note: -ly

Not all words that end in -ly are adverbs. There are many other word types that end in -ly.

- That was a silly thing to do. (Adjective)
- He was a bully at school. (Noun)
- You have to apply for the job. (Verb)

Take note: 'irregular' forms

Some adjectives have adverbial forms that are irregular or even identical. There may not be -ly forms of these words and if there are, they have unconnected meanings.

Good / well

- She is a good player. (Adjective)
- He played well tonight. (Adverb)

There were a goodly number of people there. (Adjective, old-fashioned, means large or high in terms of number of people and is not a positive comment about someone's ability or skill.)

Late / Late

- Sorry I was late. (Adjective)
- He arrived late. (Adverb)

Lately you've been doing really well. (Adverb – lately means recently and does not refer to punctuality.)

Fast / Fast

- I like fast cars. (Adjectives)
- She likes driving fast. (Adverb)

Hard / hard

- It was a hard exam. (Adjective)
- He works and plays hard. (Adverb)

He hardly goes to school. (Adverb – here it means 'not very often' and is not related to difficulty or intensity.)

Degrees of comparison: comparatives and superlatives.

Meaning and use

We use **comparatives** to compare one person or thing with another person or thing.

*My new phone is **smaller than** my old phone.*

*The film is **more exciting than** the book.*

*He's **better than** me at tennis.*

We use **superlatives** to compare one person or thing with several other people or things of the same kind. Superlatives tell us which thing or person is the greatest in some way.

*It's **the smallest** room in the house.*

*We've got **the cutest** dog in the world.*

*Antarctica is **the coldest place** on Earth.*

Comparatives

We make comparatives in two ways: by adding **-er** to an adjective or by putting **more** in front of the adjective. We often use the word **than** after the comparative, but not always.

*David is **older than** Juan.*

*Who is **more famous** – Brad Pitt or Benedict Cumberbatch?*

We add **-er** to adjectives with one syllable, but if the adjective ends in **-e**, just add **-r**.

*old – **older***

*small – **smaller***

*nice – **nicer***

*wide – **wider***

If an adjective ends in one vowel and one consonant, **double the consonant** and add

-er (except when the final consonant is ‘w’).

*hot – **hotter***

*big – **bigger***

*new – **newer***

*few – **fewer***

If an adjective has two syllables and ends in **-y**, change the **y** to **i** and add **-ier**.

*happy – **happier***

*noisy – **noisier***

*easy – **easier***

We put **more** before other adjectives with two or more syllables.

*Sit in the chair – it’s **more comfortable** than the sofa.*

*A tablet is **more useful** than a desktop.*

Take note: (not) as ... as

To say that two things or people are similar in some way, use **as + adjective + as**.

*I think that skiing is **as dangerous as** snowboarding.*

We can use **not as + adjective + as** to say that two things or people are not equal in some way.

*Isabel is not **as successful as** her sister.*

Superlatives

We make superlatives in two ways: by adding **-est** to an adjective or by putting **most** in front of the adjective. We usually use **the** before the superlative.

*Usain Bolt is probably **the fastest** man in the world.*

*It's **the cheapest** restaurant in town.*

If an adjective has one syllable, add **-est** to form the superlative, but if the adjective already ends in **-e**, just add **-st**.

high – highest

small – smallest

nice – nicest

wide – widest

If an adjective ends in one vowel and one consonant, **double the consonant** and add

-est (except when it ends in **-w**)

hot – hottest

big – biggest

new – newest

If an adjective has two syllables and ends in **-y**, **change the 'y' to 'i'** and add **-est**

happy – happiest funny – funniest

We put **most** before adjectives with two or more syllables.

*It's **the most beautiful painting** I've ever seen.*

Take note: superlative and present perfect

We often use the superlative with the present perfect.

*It's **the most delicious meal** I've ever had.*

*Anna is **the friendliest** girl he's ever met.*

Remember!

After superlative adjectives, we usually use **in**, not **of**.

*He was **the tallest person in** his family.*

Take note: irregular comparatives and superlatives

Some adjectives have irregular comparative and superlative forms.

good – better – best

bad – worse – worst

*It's the **best** film I've seen in a long time.*

*It's the **worst** winter in history.*

1.16. Модальные глаголы

Might, may, could, must and can't

Meaning and use

We can use the modal verbs **might, may, could, must** and **can't** for talking about what we think is possible or true in the present. We don't know for sure, so we make guesses and suggestions using the information that we have. Usually you can use **might, may** and **could** in the same way.

- *There **might/may/could be** life forms on Mars.*
- *There's some gas on the planet that **may/might/could suggest** this.*

We can also use **might, may** and **could** for talking about what we think was possible in the past.

- *NASA says it **may/might/could have been** suitable for life in the past.*

Might not (mightn't) and **may not** are used for talking about negative possibility.

- *Their information **might not/may not be** correct.*
- *They **mightn't have got** correct data.*

But **couldn't** is different. It means that something is completely impossible.

- *Other scientists say that there **couldn't be** life on Mars.*
- *The gas **couldn't be coming** from living organisms.*

We use the modal verbs **must** and **can't** in the present and the past when we believe strongly that something is certain.

- *Oh, it **can't be true!*** (I believe strongly that it isn't true).
- *There **must be** another explanation.* (I believe there's another explanation.)
- *They **must have made** a mistake!* (I believe they have made a mistake.)

Form

Present positive

The present positive is **might / may / could / must** + the infinitive of the verb **be** or another verb. Or the continuous **be + verb-ing**.

- *The information **might be** correct.*
- *They **must know** that it isn't possible.*
- *Bacteria-like organisms **could be producing** the gas.*

Present negative

The present negative is **might not / mightn't / may not / can't / couldn't** + the infinitive of the verb **be** or another verb. Or the continuous **be + verb-ing**.

- *Their information **may not be** correct.*
- *They **can't have got** the correct data.*
- *The gas **couldn't be coming** from living organisms.*

Past positive

The past positive is **might / may / could / must** + **have + been** or the past participle of another verb. Or the continuous **been + verb-ing**.

- *There **must have been** water on Mars in the past.*

- *Something **might have existed** there.*
- *Who knows what **could have been living** in that lake?*

Past negative

The past negative is **might not** / **mightn't** / **may not** / **can't** / **couldn't** + **have** + **been** or the past participle of another verb. Or the continuous **been** + **verb-ing**.

- *There **may not have been** anything in the lake.*
- *Scientists **can't have found** anything definite.*
- *They **mightn't have been looking** in the right area.*

Take note: questions

We don't usually form questions about what is possible or true with **might**, **may** or **must**. It's more common to use **Could** or **Do you think ...?**

- ***Could** the data **be incorrect**? **Do you think** it's incorrect?*

Take note: can't and couldn't

We can use **can't have** and **couldn't have** in the same way.

- *They **can't/couldn't have found** anything definite.*

Take note: mustn't

We don't use **mustn't** to make guesses about what is possible or true. We use **can't** instead.

- *These figures **don't add up**. They **can't be** correct.*

NOT: *They **mustn't be** correct.*

1.17. Литература Ренессанса.

In the 15th – 16th centuries capitalist relations began to develop in Europe. The former townspeople became the bourgeoisie. The bourgeoisie fought against feudalism

because it held back the development of capitalism. The decay of feudalism and the development of capitalist relations were followed by a great rise in the cultural life of Europe. There was an attempt at creating a new culture, which would be free from the limitations of the feudal ideology of the Middle Ages. The epoch was characterized by a thirst for knowledge and discoveries, by a powerful development of individuality. The invention of the printing press contributed to the development of culture in all European countries. Universities stopped being citadels of religious learning and turned into centers of humanist study. There was a revival of interest in the ancient culture of Greece and Rome ("Renaissance" is French for "rebirth"). The progressive ideology of the Renaissance was Humanism, Human life, the happiness of people and the belief in man's abilities became the main subjects in fine arts and literature. The power of the Church over men's minds was defeated, The Renaissance gave mankind such great men as Michelangelo and Leonardo da Vinci, Petrarch and Durer, Cervantes and Shakespeare.

English humanism was both anti-feudal and anti-bourgeoisie. It was directed against the ignorance and oppression of feudal against the grabbing and self-interested character of the bourgeoisie. It was the ideology of the most progressive people of the epoch. These ideas were best expressed by the first English humanist Tomas More (1478-1535) in his book Utopia, which is the Creek for "nowhere", is a story about an imaginary island where all people are equal and free. More's Utopia marked the first period of English humanist literature.

The second period which lasted from the middle of the 16th century up to the beginning of the 17th century, saw the flourishing of the English drama. The theatre became a favorite amusement of people, especially in towns. At the end of the century there were about 10 theatres in London. The theatres performed the plays written by the English dramatists of the time. Among the playwrights of the period were John Lyly, Robert Creene, Christopher Marlowe, Ben Johnson and others. The most outstanding dramatist of the period, as well as of all times, was William Shakespeare.

WILLIAM SHAKESPEARE

(1564–1616)

The last half of the 16th and the beginning of the 17th centuries are known as the golden age of English literature. It was the time of the English Renaissance, and sometimes it is even called "the age of Shakespeare".

The great English playwright and poet William Shakespeare was born in the small town of Stratford-upon-Avon, about seventy-five miles from London. In spite of his fame, we know very little about his life. The things that we know about Shakespeare's life begin with the date when he was baptized in the church of Stratford, on April 26, 1564, when he was only a few days old. So, he is believed to have been born on April 23. He was the son of a tradesman. His mother, Mary Arden, was a farmer's daughter. When a boy he went to Stratford Grammar School, where Latin and Greek were almost

the only subjects. Life Itself, contact with people and his acquaintance with the rich English folklore gave him more than the scholastic methods used at school. William lived in Stratford until he was about twenty-one, when he went to London. We do not know why he left Stratford-on-Avon. Later Shakespeare, became an actor and a member of one of the chief acting companies. Soon he began to write plays for this company and in a few years became well-known author. The theatre at that time was more closely connected with the people than any other art. All kinds of Londoners went to the theatre and were very fond of it.

Shakespeare's experience as an actor (although he usually acted only small parts like the Ghost in Hamlet) helped him greatly in the writing of his plays. His knowledge of the stage and his poetical genius made his plays the most wonderful once ever written.

Shakespeare is the author of 2 poems, 37 plays and 154 sonnets. The sonnet is a poem consisting of 14 lines divided into three quatrains and final couplet (English sonnet). He introduced new contents into the traditional form of 14 lines. His sonnets are real dramas in miniature because they are no less deep in thought and feeling than his plays are. They are all built on contrast which reflects the struggle of conflicting emotions in the poet's soul. All his sonnets are full of feeling, of philosophical meditations on life. His creative work is usually divided into three periods.

The first period that lasted from 1590 to 1600 was marked by the optimism so characteristic of all humanist literature. It is best reflected in his nine brilliant comedies. The Comedy of Errors, The Taming of the Shrew, The Merchant of Venice, Love's Labor's lost, A Midsummer Night's Dream, Much Ado About Nothing, The Merry Wives of Windsor, As You Like it, Twelfth Night, or, What you Will.

The comedies describe the adventures of young men and women, their friendship and love, their search for happiness. The scene is usually laid in some southern country. The comedies are based on some misunderstanding that creates comic situation. They are full of fun. But the laughter is not a mockery directed against the people and their vices. Shakespeare never moralizes in his comedies. He laughs with people, but not at them. His comedies are full of humanist love for people and the belief in the nobleness and kindness of human nature.

The historical chronicles form another group of plays written by Shakespeare in the first period. They are: King Henry VI (parts 1, 2, 3), The tragedy of King Richard II, The Life and Death of King John, King Henry IV (parts 1,2), The life of King Henry V.

Historical chronicles are plays written on subjects from national history. Shakespeare's chronicles cover a period of more than three hundred years of English history. However, the main subject, of the chronicles is not lives and fates of kings but history itself and the development of the country. The drama The Merchant of Venice and the two early tragedies Romeo and Juliet and Julius Caesar, also written in the 90s,

show a change in the playwright's understanding of life, whose approach to reality becomes more pessimistic.

The main works written by Shakespeare during the second period (1601–1608) are his four great tragedies Hamlet, Prince of Denmark, Othello, The Moor of Venice, King Lear, Macbeth. The tragedies reflect the deep, insoluble contradictions of life, the falsehood, injustice and tyranny existing in society. They show people who perish in the struggle against Evil.

The tragedies, like the chronicles, are also based on real events but there is a considerable difference between the two genres. The playwright raised great problems of God and Evil in both. But in the chronicles, they are mostly linked with political themes – the questions of the state and public life of the period described. In the tragedies which are centered round the life of one-man Shakespeare touched on the moral problems of universal significance – honesty, cruelty, kindness, love, vanity and others, that is why his tragedies are of great interest to every new generation. The plays of the third period (1609-1612) differ from everything written by Shakespeare before. The playwright still touches upon important social and moral problems.

He introduces romantic and fantastic elements. The works of this period – Cymbeline, The Winter's Tale and The Tempest are called romantic dramas.

All Shakespeare's plays are written in easy-flowing verse and light, tripping prose. The text is full of jokes and puns which came from his works into the English language as sayings and quotations and have become a part of it. In his plays he could write equally well funny scenes, and scenes of fear and excitement. The characters in Shakespeare's plays do not seem "characters in a book", but as if they were real people whom we could recognize at once if we met them in ordinary life instead of in the play.

Shakespeare did not point out any definite means towards the achievements of his ideals, which were rather vague, he could give no concrete answer to the problems he put forth, but he was a truly great inquirer, and his penetration into life gives us an opportunity to answer his questions better than he could himself.

Most of Shakespeare's plays were not published in the lifetime. So, some of them may have been lost in the fire when the "Globe" burned down in 1613. His works are truly immortal, and will retain their immortality as long as the human race exists. It is only natural that the greatest minds of the world admired Shakespeare and acknowledged his unsurpassed merit; among them were Goethe, Pushkin, Victor Hugo and many others.

A writer is a true classic, if every new generation finds new and hitherto unperceived aspects of his works, such is the case with Shakespeare. His popularity all over the world grows from year to year.

1.18. Образование в Беларуси.

Belarus has a well-regarded education system, including universities and further education institutions that attract numerous foreign students.

The Human Development Index (HDI) of the United Nations Development Program positioned Belarus at 69 out of 193 countries and territories in 2023/2024. Educational attainments play a huge role in this. The literacy rate of the adult population is one of the world's highest (99.7%), while 98% of the country's population completed at least nine years of schooling. At present compulsory education requires eleven years spent in school.

Belarus has a three-tier education model:

- **general education** (pre-school education, secondary education, secondary vocational education, post-secondary vocational education, higher learning and science post-graduate education);
- continuing education for children, young people; continuing education for gifted children and youth, continuing education for adults;
- special needs education for people with special needs.

Pre-school education

Pre-school education is not compulsory in Belarus but around 70% of children do attend nursery or kindergarten before they start school.

School education in Belarus

Most children in Belarus start school at the age of 6.

All pupils must follow the **basic education curriculum up to the age of 15**, and the vast majority of pupils stay at school until they finish their high school education at 18.

At the age of 15, pupils that have successfully completed basic education can attend college or professional technical institutions where they can focus on completing their high school education and work toward a professional certificate.

Completion of a high school or professional certificate allows students to apply to continue their education at the university level.

There are two **official languages** within the education system in Belarus, Russian and Belarusian.

Further education in Belarus

Belarus has one of the highest student-to-population ratios in Europe. The higher education system in Belarus is seen as prestigious due to its high quality and affordability.

There are four main types of higher education establishments to choose from, which can be either private or state operated:

- classical university
- profile university or academy
- institute

In 2003, university admission tests were replaced by **Centralized Testing (CT)**. It is held on certain days of June-July according to the schedule approved by the Education Ministry. To enter a university, an applicant needs to present up to three test certificates in different academic disciplines. The number of certificates depends on the chosen specialty and presence of internal exams.

During the period of transition to Centralized Testing, the Education Ministry developed uniform admission rules taking into account the training programs of educational institutions. Other important reforms included the launch of the Classifier of Specialties and Qualifications, the higher education standards, and a 10-grade scale. The final stage was the adoption of the **Education Code (2011)**.

In 2023, Belarus approved a **new wording of the rules for the admission to general higher education institutions and specialist higher education institutions**. The changes are aimed at improving the system of selection of applicants – talented and motivated young people will get additional opportunities. The main innovation is the introduction of **Centralized Exams (CE)** which serve as school graduation exams and at the same time as university admission exams.

This will significantly cut the number of tests an applicant has to take within several months. Two centralized exams – one in the Belarusian / Russian language and the other in a discipline of choice – will be mandatory for all school graduates. **Centralized Testing (CT)** will remain in place, but it will be mandatory only for those who want to enter a higher learning institution. The **CE and CT** will have the same form and level of complexity. Thus, to be enrolled at a higher learning institution, an applicant will need to present test certificates in three (two) academic disciplines. The average score of the school certificate will also be taken into account, and universities will be able to conduct their own internal exams or interviews.

Most **courses run for 4-6 years**. Aspiring students can choose one of several forms of learning. They can study during the day or evening, in-class or by distance education.

Grants are available for full-time students and **scholarships** are awarded to very gifted students.

All higher education establishments are governed by the Ministry of Education in Belarus.

1.19. Английская литература эпохи Просвещения

The 17th and 18th centuries are known in the history of European culture as the period of Enlightenment. The central problem of the Enlightenment ideology was that of man and his nature. In England the period of Enlightenment followed the bourgeois revolution, while in other countries it came before the revolution (the French Bourgeois Revolution took place at the end of the 18th century); therefore, the aims of the English Enlighteners were not so revolutionary as those of French Enlightenment.

The English Enlighteners were not unanimous in their views. Some of them spoke in defense of the existing order, considering that a few reforms were enough to improve it. They were the moderates, represented in literature by Daniel Defoe, Joseph Addison, Richard Steele and Samuel Richardson. Other, the radicals, wanted more democracy in the ruling of the country. The most outstanding representatives of the radicals were Jonathan Swift, Henry Fielding, Oliver Goldsmith, Richard B. Sheridan.

In the epoch of Enlightenment, the poetic forms of the Renaissance were replaced by prose. The moralizing novel was born and became the leading genre of the period. The Enlighteners idealistically hoped to improve the morals of the people and of society in general. The Enlightenment epoch in England literature may be divided into three periods:

Early Enlightenment (1688-1740)

This period saw the flourishing of journalism. Numerous journals and newspapers appeared at that time. Most popular were the satirical moralizing journals *The Tattler*, *The Spectator*, *The Englishman* edited by Joseph Addison and Richard Steels. In their essays – short compositions in prose – these two writers touched on various problems of political, social and family life.

Mature Enlightenment (1740-1750)

The social moralizing novel was born in this period. It was represented by the works of such writers as Samuel Richardson (*Pamela, or Virtue Rewarded*, *Clarissa, or the History of a Young Lady*), Henry Fielding (*The History of Tom Jones, a Foundling and other novels*), and Tobias Smollett (*The Expedition of Humphrey Clinker and other novels*). Henry Fielding's works were the summit of the English Enlightenment prose. In the novel *The History of Tom Jones, a Foundling* the author created an all-embracing picture of the 18th century England. Fielding also worked out the theory of the novel. In the introductory chapters to the eighteen parts of *The History of Tom Jones* he put forward the main requirements that the novel should meet: to imitate life, to show the variety of human nature, to expose the roots and causes of man's shortcomings and to indicate the ways of overcoming them.

Late Enlightenment (Sentimentalism) (1750-1780)

The writers of this period, like the Enlighteners of the first two periods, expressed the democratic bourgeois tendencies of their time. They also tried to find a way out of

the difficulties of the existing order. However, while their predecessors believed in the force of intellect, they considered feelings (or sentiments) most important. The principal representatives of sentimentalism in the genre of the novel were Oliver Goldsmith (The Vicar of Wakefield) and Lawrence Sterne (Tristram Shandy, The Sentimental Journey) and in drama – Richard Sheridan (School for Scandal and other plays)

1.20. Неличные формы глагола

Как уже выяснилось выше, личная форма глагола не только характеризует действие, но и выражает отношение к исполнителю и времени самого действия, что позволяет ей быть полноценным сказуемым. Однако неличные формы не обладают подобными возможностями – у них нет лица и числа, а видовременные конструкции с ними неизменяемые.

Чтобы узнать больше об особенностях их употребления, рассмотрим подробнее основные неличные формы глагола – герундий, инфинитив и причастие.

Инфинитив (Infinitive)

Изначально инфинитив – своего рода база, на основе которых образуются как неличные, так и личные формы глагола. Инфинитив употребляется в предложениях с частицей *to* или без нее - последнее характерно для следующих случаев:

- с модальными глаголами;
- глаголами, выражающими чувства и ощущения (*hear, see, smell, feel*);
- с глаголами *let, make, have, will*;
- в сочетании с *would rather* и *had better*.

Примеры:

Indefinite Active

I plan to visit my parents. – Я собираюсь навестить родителей.

Indefinite Passive

I want to be loved. – Мне хочется быть любимым.

Continuous Active

I happened to be looking through her luggage when you came in. – Я как раз просматривал ее багаж, когда ты вошел.

Perfect Active

They'd better have asked me first. – Им стоило сначала спросить меня.

Perfect Passive

The bag could have been found by anybody. – Сумку мог найти кто угодно.

Perfect Continuous Active

You seem to have been making too many mistakes in your life. – Кажется, ты делал много ошибок в жизни.

Конструкции с инфинитивом категории Continuous, Perfect и Perfect Continuous встречаются довольно редко из-за их сложности и громоздкости. Именно поэтому сегодня чаще всего используют активный простой инфинитив.

Герундий (Gerund)

Герундий – это неличная форма глагола, которая обладает процессуальным значением и наделена некоторыми признаками существительных. Образуется путем добавления к основе глагола окончания – ing. В предложении может выступать как подлежащее, дополнение, определение или обстоятельство, а в переводе на русский может оказаться и глаголом, и существительным.

He hates waking up so early – Он ненавидит вставать так рано.

Jogging is good for your physical conditions. – Бег трусцой поможет тебе держать себя в форме.

Как и причастие с инфинитивом, герундий не изменяется по лицам и числам – однако и у него есть видовременные формы.

Indefinite Gerund (простой герундий)

She left without saying a word. – Она ушла не сказав ни слова.

Perfect Gerund (перфектный герундий)

Jill felt better after having told with her doctor. – Джилл почувствовала себя лучше после разговора с доктором.

Passive Gerund (пассивный герундий)

Their game was interrupted by the sound of a window being shut loudly. – Их игра была прервана звуком хлопнувшего окна.

Perfect Passive Gerund (неperfektnyy passivnyy gerundiy)

In the evening she was already sorry for having been so frustrated at their last breakfast together. – Вечером она уже пожалела, что была так подавлена во время их последнего совместного завтрака.

Простой герундий используется в английской речи чаще всего. Перфектные формы употребляют значительно реже - в основном для того, чтобы выразить действие, предшествующее моменту говорения в прошлом.

Причастие (Participle)

В английском языке причастие выполняет функции глагола и одновременно с этим наделены свойствами наречий и прилагательных. Чаще всего становятся частью сложных составных сказуемых для времен Perfect и Continuous. По временному признаку выделяют две группы причастий.

Participle I

Образуется путем добавления окончания –ing к глагольному инфинитиву. В такой форме они могут выступать в качестве определения или стать частью сказуемого.

Mary has been cleaning her house for 5 hours. – Мэри делала уборку 5 часов.

He couldn't take his eyes off his dancing daughter. – Он не мог отвести глаз от танцующей дочери.

Participle II

Причастие прошедшего времени. У правильных глаголов образуется с помощью прибавления к основе окончания – ed, у неправильных это третья форма, которая указывается в глагольных таблицах. В предложениях используется для формирования пассивного залога, сложного сказуемого или самостоятельного определения.

She put on a diamond necklace made 60 years ago. – Она надела бриллиантовое ожерелье, сделанное 60 лет назад.

My boss has just left the office. – Мой босс только что ушел из офиса.

The decision is already announced. – Решение уже озвучено.

Использование неличных форм глагола в английской речи не представляет особой сложности. Самое важное – знать основные простые конструкции и ситуации, в которых их использование уместно.

1.21. Из истории английской литературы 19 века.

The English romantic poets of the first half of the 19th century included five major poets in the history of English literature:

1) William Wordsworth who treated the themes of ordinary life and nature (“Lyrical Ballads”, “The Excursion”, “Ode on the Intimation of Immortality”) about 500 sonnets, among which “The World Is Too Much with Us”.

2) Samuel Taylor Coleridge combined weird, supernatural themes with philosophic ideas (“Kubla Khan”, “The Rime of the Ancient Mariner”, “Christabel”). His prose works include “Biographia Literaria” and lectures on Shakespeare.

3) George Gordon Byron, famous for his gloomy, melancholy poems who influenced all European poets (“Childe Harold’s Pilgrimage”, “The Bride of Abydos”, “Manfred”, “Don Juan”).

4) Percy Bysshe Shelley, rebelled not only intellectually but personally against conventional religion and morality (“The Revolt of Islam”, “Prometheus Unbound”, a poetic drama, “Adonais”, a lament on the death of John Keats, “Ode to the West Wind”, “Ode to a Skylark”).

5) John Keats’ poetry is characterized by rich imagery and of great musical quality (sonnets “When I have Fears That I May Cease to Be”, “Ode to a Nightingale”, “Ode on a Grecian Urn”; romance “Eve of St Agnes”; ballad “La Belle Dame Sans Merci”).

Among the other poets of this period were Robert Southey.

Sir Walter Scott’s poetic work deal with the legendary and historical part of England and Scotland (“The Lay of the Last Minstrel”, “The Lady of the Lake”). But his most important place in English literature is due to his historical novels (“Guy Mannering”, “Ivanhoe”, “The Talisman”).

Jane Austen is master of character and realistic depiction (“Sense and Sensibility”, “Pride and Prejudice”, “Northanger Abbey”, “Persuasion”).

The writers of nonfiction include Charles Lamb (“Essays of Elia”). William Hazlitt (“Table Talk or Original Essays on Men and Manners”). Thomas De Quincey (“The Confessions of an English Opium Eater”, “Joan of Arc”); A lyric poet Walter Savage Landor (“Imaginary Conversations of Literary Men and Statesmen”, “Imaginary Conversations of Greeks and Romans”).

The second part of the 19th century is called the Victorian Age and is characterized by adherence to conventions in manners and intellectual outlook. On the whole the literature had didactic and moral aims.

Victorian literature reflected the social problems that arose with industrialization of the country and conflicts between science and religion that was caused by Charles Robert Darwin's "On the Origin of Species by Natural Selection.

In Victorian days there were two opposing points of view on English political and social life. One held that the British institutions were perfect. The writings of Thomas Babington Macaulay supported the optimistic view ("Critical and Historical Essays", "History of England from the Accession of James II"). The other point of view on English life urged reforms and their works they undertook critical study of the society. Thomas Carlyle, advocate of reforms, wrote "The French Revolution", "On Heroes, Hero-Worship", and "The Heroic in History", "Past and Present". John Ruskin wrote about the conditions of English working class. He is also known for his art criticism "Modern Painters". To Ruskin the esthetic element was as important as the moral element.

Matthew Arnold in his essays criticized educational standards and religion "Essays in Criticism, First Series", "God and the Bible".

Two major poets are noted in the Victorian period. Alfred, Lord Tennyson, who reflected the conflict between faith and reason. He set forth the idea that out of wrong or evil conditions destiny will ultimately bring beneficial for the English empire order "The Lotus-Eaters", "Locksley Hall", "In Memoriam", "Idylls of the King". The latter is a romantic narrative derived from Marlow's Arthurian romances.

Robert Browning had less devotion to perfect forms, but more realistic and understanding treatment of human character ("Pippa Passes", "The Ring and the Book", "Dramatic Idylls", "My Last Duchess").

Five novelists dominate the Victorian period:

1. Charles Dickens is known for his attacks on social evils and vivid characters, humour and pathos "The Adventures of Oliver Twist", "Bleak House", "Hard Times", "Little Dorrit", "A Tale of Two Cities", "Great Expectations", etc.

2. William Makepeace Thackeray devoted himself to the depiction of upper-middle-class life ("Vanity Fair", "The History of Henry Esmond", "The Virginians").

3. Mary Ann Evans known by the pen name of George Eliot described rural and provincial life ("Adam Bede", "Mill on the Floss", "Silas Marner", "Daniel Deronda").

4. Thomas Hardy wrote novels pervaded by tragic destiny coming from the society and from within the characters themselves ("Far from the Madding Crowd",

“The Return of the Native”, “Tess of the D’Urhervills”, “Jude the Obscure” and many poems).

5. Charlotte Bronte (“Jane Eyre”).

The other novelists were Elizabeth Gaskell; the Bronte sisters, Emily and Ann; Wilkie Collins, Richard D. Blackmore, George Meredith, Rudyard Kipling, Robert Louis Stevenson, Oscar Wilde, Samuel Butler and others.

1.22. Условное наклонение

Употребление условного наклонения представляет определённую трудность для русскоязычных студентов в том случае, если отсутствует чёткое представление об основных типах и значении условных предложений. (Conditionals). В английском языке существует 3 основных типа условных предложений, также используется нулевой тип (Zero conditional) и условные предложения смешанного типа (Mixed Conditionals).

Первый тип условных предложений. First Conditional (Real):

If S + V (Present Simple), S + V (Future Simple).

Мы используем первый тип, когда мы строим планы, обещаем что-то или пытаемся дать прогноз на какое-то событие в будущем:

If it doesn't rain tomorrow, we'll go to the beach. — Если завтра не будет дождя, мы пойдём на пляж.

Spartak will be top of the league if they win. — «Спартак» будет в топе лиги, если победит.

When I finish work, I'll call you. — Я позвоню тебе, когда закончу работу.

Часто в таких предложениях используют частицы unless, as long as, as soon as, in case вместо if:

I'll leave as soon as the babysitter arrives. — Я уеду, как только приедет няня.

Второй тип Second Conditional (Unreal Present):

If S + V (Past Simple), S + V (would/could/might+infinitive)

Его используют, чтобы говорить о нереалистичных событиях. Например, не только о вторжении марсиан на Землю, но и о любых условиях, обстоятельствах

и прогнозах развития событий, которые противоречат реальному положению дел.

If I inherited a billion dollars, I would travel to the moon. — Если бы мне достался миллиард долларов, я бы полетел на Луну.

If I owned a zoo, I might let people interact with the animals more. — Если бы я владела зоопарком, то позволяла бы посетителям больше контактировать с животными.

Третий тип Third Conditional (Unreal Past):

If S + V (Past Perfect), S + V (would have + Past Partiviple)

Его используют, когда говорят о вещах, которые могли пойти иначе, если бы некие события сложились по-другому.

If you had brought me the broken bike, I would have repaired it a hundred years ago. Instead, you'll have to wait for a month for it to be ready at the repair. — Если бы ты притащил мне свой сломанный велосипед раньше, я бы давно его починила. Вместо этого ты сейчас месяц будешь ждать, пока с ним не закончат в мастерской.

If she had studied, she would have passed the exam. — Если бы она училась, она бы сдала экзамен.

If he had taken the job, he would have moved to another city. — Если бы он согласился на эту работу, он бы переехал в другой город.

Mixed Conditionals: правило и примеры смешанного типа условных предложений

Мы можем использовать смешанные условные предложения — Mixed Conditionals, — когда представляем себе какую-то переменную в прошлом, оказавшую бы влияние на настоящее.

Third Conditional + Second Conditional

В таких предложениях мы пытаемся представить, что могло бы случиться иначе и как это повлияло бы на настоящее:

If I hadn't got the job in Tokyo, I wouldn't be with my current partner. — Если бы я не получил работу в Токио, я бы не встретил своего партнёра.

Структура: If + Past Perfect >> would + инфинитив.

I would be fluent now if I had learned French as a child. — Я бы свободно говорил, если бы начал учить французский в детстве.

Second Conditional + Third Conditional

Эти конструкции тоже нужны для того, чтобы вообразить себе другую ситуацию в прошлом. Только мы представляем это из настоящего:

If she were here right now, she would have solved the problem immediately. — Если бы она была здесь, она бы немедленно решила проблему.

Мы описываем, как проблема в настоящем могла бы решиться, будь другой человек рядом.

Структура: If + Past Simple >> would + Past Perfect.

If I knew how important this meeting was, I would have prepared more thoroughly. — Если бы я знал, насколько важна эта встреча, я бы подготовился более тщательно.

Second Conditional + First Conditional

Последний тип Mixed Conditional нужен, чтобы описать ситуацию с условием в прошлом и результатом в будущем.

Например, вы не можете дозвониться до друга и гадаете, куда он мог пропасть. Кто-то говорит:

If his phone battery died, he won't call you until he gets home. — Если у него сел телефон, он не позвонит, пока не будет дома.

Структура: If + Past Simple >> Future Simple.

If he brought his dog with him, we won't get to that restaurant. They're not dog-friendly. — Если он привёз с собой собаку, мы не попадём в тот ресторан. Они не дог-френдли.

1.23. Высшее образование в Великобритании

Each country in the United Kingdom has a separate education system.

The secretary of State for Education and Skills is responsible to the UK Parliament for education in England, though the administration and funding of state schools is the responsibility of Local Education Authorities. Universal state education in England and Wales was introduced for primary level in 1870 and secondary level in 1900. Education is mandatory from ages five to sixteen.

In Scotland, the Cabinet Secretary for Education and Lifelong Learning is responsible to the Scottish Parliament for Education, with administration and funding of state schools being the responsibility of Local Authorities. Scotland legislated for universal provision of education in 1696.

The assemblies in Wales and Northern Ireland have responsibilities for education in Wales and Northern Ireland respectively.

The majority of children are educated in state-sector schools, only a small proportion of which select on the grounds of academic ability. Despite a fall in actual numbers, the proportion of children in England attending private schools has risen to over 7 %: the figure in Scotland is just over 4 % though it too has been rising slowly in recent years. Just over half of students at the leading universities of Cambridge and Oxford had attended state schools. State schools which are allowed to select pupils according to intelligence and academic ability can achieve comparable results to the most selective public schools: out of the top ten performing schools in terms of GCSE results in 2016 two were state-run grammar schools.

Some of the UK's 138 university level institutions are internationally renowned, especially those of Cambridge, Oxford and London.

Great Britain has a long history and ancient traditions of training of foreigners in the higher educational institutions. The British education gives qualification of the international level and has the highest quality on the broad audience of subjects. All educational institutions of Great Britain have accreditation of the British Council or other authorized organizations. The level of teaching is very high, and more than 90% of students successfully finish universities and institutes.

Higher education in Britain is traditionally associated with universities, though education of university standard is also given in other institutions such as colleges and institutes of higher education, which have the power to award their own degrees.

The term "higher education" in Great Britain concerns programs, whose purpose is award of a degree: the bachelor, the master or the doctor. It is possible to receive degrees the bachelor in high schools and to continue it in postgraduate study. It is possible to receive master in high schools, some higher education colleges or comprehensive establishments.

In the entire UK there are about 115 universities and another 140 colleges of such specialties as fine arts, music and drama, technology or education. A typical British university enrolls from 6000 to 12000 students. The exception is Britain's Open University, a non-residential institution, which serves more than 20000 students.

The students who go on to college are very well-prepared to do so. During the last two years of high school, they specialize in college preparatory courses and then they take special national examinations (A-level exams) or Scottish leaving examinations in Scotland in order to qualify to compete for acceptance to a university program.

Good A-level results in at least two subjects are necessary to get a place at a university. However, good exam passes alone are not enough. Universities choose their students after interviews. For all British citizens a place at a university brings with it a grant from their local education authority.

The minimal age of entrants usually makes 18 years. The majority of the future students enter the university just after school, but the number of more adult students who act after the ending of college of professional or further training has increased recently.

The university is like a federation of colleges. It arranges courses, lectures, exams and awards the degrees. University teaching combines lectures, practical classes and small group teaching in either seminars or tutorials.

English universities greatly differ from each other. They differ in date of foundation, size, history, tradition, general organization, methods of instruction, and way of students' life.

University degree courses generally last 3 or 4 years though in medicine 5 or 6 years are required. The first degree of Bachelor is awarded on the completion of such a course depending on satisfactory examination results. Further study of research is required at modern universities for the degree of Master and by all universities for that of Doctor. Universities are centers of research as well as teaching and many postgraduates are engaged in research for higher degrees, usually Doctorates.

The majority of university rates last from two till four years. Rates with a break for practice can increase this term by one year, and medical and veterinary rates last five years. It is the basic rate after which students receive a degree of bachelor. In England and Wales for reception of a degree of bachelor it is required three years of study, in Scotland – four. In a case when for reception of any degree it is required not only study, but also an industrial practice (Sandwich courses), the general term will accordingly be extended.

Students who obtain their Bachelor degree can apply to take a further degree course, usually involving a mixture of exam courses and research. There are two different types of post-graduate courses – the Master's Degree (MA or MSc), which takes 1 or 2 years, and the higher degree of Doctor of Philosophy (PhD), which takes 2 or 3 years. Funding for post-graduate courses is very limited, and even students with first class degrees may be unable to get a grant. Consequently, many post-graduates have heavy bank loans are working to pay their way to a higher degree.

British universities are independent, autonomous, self-governing institutions. Although they all receive financial support from the state, the Department of Education and Science has no control over their regulations, curriculum, examinations, and appointment of staff or the way in which money is spent.

There are about one hundred universities in Britain. The oldest and best-known universities are located in Oxford, Cambridge, London, Leeds, Manchester, Liverpool, Edinburgh, Southampton, Cardiff, Bristol, Birmingham.

Oxford and Cambridge are the oldest and most prestigious universities in Great Britain. They are often called collectively Oxbridge. Both universities are independent. Most of their students are former public-school leavers. Oxford and Cambridge universities each have over 10000 full-time students. Oxford is older than Cambridge, more philosophical, classical and theological. Cambridge on the other hand, is more scientifically based. Oxford and Cambridge universities consist of a number of colleges. Each college is different but in a number of ways they are alike. Each college is governed by a Master. The larger ones have more than 400 members; the smallest

colleges have less than 30. Each college offers teaching in a wide range of subjects. Within the college one will normally find a chapel, a dining hall, a library, rooms for undergraduates, fellows and the Master, and also rooms for teaching purposes.

Oxford University has a reputation of a privileged school. Many prominent political figures of the past and present times got their education at Oxford. Outstanding scientists work in the numerous colleges of the University teaching and doing research work in physics, chemistry, mathematics, cybernetics, literature, modern and ancient languages, art and music, psychology.

Cambridge University started during the 13th century and grew until today. Now there are more than 30 colleges. The University was only for men until 1871, when the first women's college was opened. In the 1970s most colleges opened their doors to both men and women. Almost all colleges are now mixed. Lots of great men studied at Cambridge, among them Desiderius Erasmus, the great Dutch scholar, Roger Bacon, the philosopher, Milton, the poet, Oliver Cromwell, the soldier, Newton, the scientist, and Kapitza, the famous Russian physicist.

1.24. Из истории английской литературы 20 века

The English novel flourished immensely in the 20th-century although it started in the latter half of the 18th century. A vast reading of public fiction encouraged numerous writers to try their hands at fiction. Many of them succeeded though not all of them could establish themselves as novelists. Those who became famous as novelists are: Stevenson, George Gissing, George Moore, Rudyard Kipling, Henry James, Joseph Conrad, Maddox Ford, H. G. Wells, John Galsworthy, Arnold Bennett, Somerset Maugham, E.M. Forster, Virginia Woolf, George Orwell, Graham Greene, William Golding D.H. Lawrence, and James Joyce. Among them, the most widely read novelists are Joseph Conrad, E.M. Forester, Virginia Woolf, George Orwell, William Golding, D.H. Lawrence, and James Joyce.

Joseph Conrad (1857-1924) was a Polish but later learned English in his career as a sailor and wrote novels in English. His famous novels are *An Outcast of the Island*, *The Nigger of the Narcissus*, *Nostromo*, *The Secret Agent*, *Under Western Eyes*, and a few others. In Conrad's novels, the settings are closely related to sea voyages. His novels are studies of human psychology and imperialism. In *Heart of Darkness*, Conrad presents the brutality, hypocrisy, and meanness of the imperialists. His narrative is retrospective in this novel. The language is very poetic. There is a symbolic pattern that has been used very successfully to convey the intended meaning. Very few non-natives can achieve the excellence that Conrad had as an English novelist.

E.M. Forster, another famous name in modern English fiction was born in India under British rule in an English family. He had his education in England but worked in India for quite a long time. Among his novels *Where Angels Fear to Tread*, *The Longest Journey*, *A Room with a View*, *Howards End* and *A Passage to India* are well-known. Forster's novels are marked by his liberal attitude to human relationships. He was a very keen observer of human relationships. His best novel, *A Passage to India*,

portrays the relationship between the ruling English and the native Indians. The hatred, mistrust, and master-servant attitudes which embittered the relationship between the rulers and the ruled have been presented in this novel. Forster's attitude to them is objective and honest.

The feminist voice first sounded by a female novelist in the modern fiction is Virginia Woolf. Being a woman, she had the advantage of understanding female predicaments from the viewpoint of a woman and expressing them in her preferred language. Mrs. Woolf made use of 'stream of consciousness' as her narrative technique. The structures of her novels stand on the revelation or expansion of the mind. Her characters reveal the working of their inner worlds. Her famous works of fiction are *Mrs. Dalloway*, *To the Lighthouse*, *The Wave*, and *Between the Acts*.

George Orwell is another remarkable novelist of the modern age. His real name was Eric Blair he worked in the East for quite a long time. His celebrated fictional works are: *Keep the Aspidochelone Flying*, *Animal Farm*, and *Nineteen Eighty-Four*. His most popular novel *Animal Farm* is a political allegory. The characters in this novel are animals, as found in a fable, who behave like people in politics. In this allegory, Orwell satirizes the despotism in socialism and the degeneration of socialist ideals. His language is very simple and lucid but it has a unique cutting edge.

William Golding, an analyst of human nature, studied evil in his novels. His well-known novels are *Lord of the Flies*, *The Inheritors*, *Pincher Martin*, *Free Fall*, *The Spire*, *The Pyramid*, *Darkness Visible*, and *Fire Down Below*. His novels reflect his penetrative vision and nature symbolism. In *Lord of the Flies*, he raises the question of whether human beings are basically evil. The novel presents a group of children who fight among themselves for the lust for power proving that man is instinctively attracted by evil rather than by good.

D. H. Lawrence, another great talent in modern English fiction treats sex psychology in his novels. A kind of psychological probing pervades his novels. His famous novels are *Sons and Lovers*, *The White Peacock*, *Lady Chatterley's Lover*, and *The Rainbow*. Apart from the psychological interpretation of human behavior, his novels are remarkable for his use of symbols and stream-of-consciousness narrative technique.

The most famous novelist of the 20th century is James Joyce. He perfected the stream of conscious technique in his narratives. His *Ulysses* has been considered the best English novel of the 20th century. This novel does not have any conventional plot structure. It records the inner working of the mind covering only one specific day. It studies the flow of thoughts of the three characters who roam around the city. Joyce's other novel, *A Portrait of the Artist as a Young Man* is autobiographical in nature and it also records the inner working of the mind of the protagonist. His *Finnegans Wake* is also famous for the use of stream of consciousness technique.

Thus, the major novelists of the 20th century are quite different from their predecessors. The subjects of fiction in the modern age are related to psychological discoveries. The narrative methods also have undergone a change. In this period the novelists used stream-of-consciousness technique instead of conventional methods. Similarly, feminist voice and symbolism characterized modern fiction.

1.25. Структура профессиональной деятельности

Philology is a humanitarian subject which emerged in the period of the Renaissance establishment, and it studies the history of languages and literature. The word “philology” is originated from the Greek word “φίλος (phílos) that means “love”, and λόγος (lógos) that means “language”.

Apart from the historic development of languages, philology also studies their structure, interrelations, as well as their influence on the culture of people. Philology includes a number of independent sciences, e.g. literature studies, ethnography, folklore studies, and linguistics. Let’s have a closer look at a philologist’s profession.

A philologist is a specialist who studies different languages, their structure, and history. A philologist also deals with the analysis of texts and other literary works. Philologists have a vast sphere of activity.

Every philologist has to have a complete command of a few languages. It should be mentioned that philologists are not only creative people, but they are also good journalists, successful translators and interpreters, writers, critics, editors, and script writers. Nowadays, a philologist’s profession is extremely diverse. This job involves:

- To carry out research

A philologist’s job involves studying texts and other works written in different times. A philologist determines various changes in words and the language, as many words have changed their meanings in course of time.

- To collect folklore information

Philologists have to travel a lot, in order to collect the information in the places where they can find the initial form of the language.

- To prepare the material for publication

Philologists always carry out the in-depth analysis of the information they obtained.

- Teaching activity

Most frequently philologists work as teachers of languages or literature. Their skills of delivering information to other people as well as their ability to make people interested in what they say are irreplaceable.

- Editing

Education in the area of philology is one of the advantages of any editor, as it ensures a high level of literacy.

- Compiling dictionaries
- Translations

Undoubtedly, a philologist's profession is not suitable for everyone, because such a specialist must have many qualities, such as diligence and love to read, as the work of this specialist involves a long reading, then correction, translation and editing of various texts in any language. A philologist also has to be extremely attentive so not to miss any tiny detail.

In addition, a philologist has to be a good public speaker, as the majority of philologists work as teachers, and this skill is essential for them.

To be a philologist is to have a large number of opportunities which will let you find your place in various spheres of activity.

Being in demand. Philologists have a perfect command of languages; therefore, they can occupy any post.

Knowledge of foreign languages helps find a job abroad. A philologist's job is a hard work that requires diligence, rich imaginations, communicative skills, and literacy skills.

2. ПРАКТИЧЕСКИЙ РАЗДЕЛ

2.1. Язык и коммуникация. Роль английского языка как средства международного общения в современном мире

Read the text below and make a mind map Properties of Language.

Language is the principal method of Community used by human beings. Languages consist of spoken sounds in spoken languages and written symbols that are used for written languages. Language is the conventional speaking system through which we can communicate with others and express our ideas, feelings, and information. Language is the most important aspect of our life because it allows us to create cultural ties, friendships, and relationships by spreading our thoughts and ideas.

But language is not only a verbal thing, but written words (letters), gestures also act as language. That is, language is a symbolic means of communication through gestures, spoken words or written words, capable of conveying meaning.

Properties of LANGUAGE:

There are basically six properties of language that makes human language different from animal language. These properties are some kinds of features that are unlikely to be found in the languages of other living creatures. Here, the properties are given below.

1. *Displacement:*

This property allows us to communicate about those events that are currently absent from the environment (like I did the work yesterday, what is your plan for this vacation or I will get the job in the next month). It allows us to make up stories and think about both the past and the future.

2. *Productivity:*

It resembles the infinity of unique words/sentences and the combination of the words. It is linked to the fact that the potential number of utterances in human languages is infinite.

3. *Arbitrariness:*

It basically presents that no natural connection between a linguistic form and its meaning exists. That means the words or symbols used to make the right perception about the objects are not inherently interconnected to those objects they symbolize.

4. *Discreteness:*

This property ensures that the sounds used in languages are meaningfully distinct and those sounds are considered our own with our distinct meaning.

5. Duality:

At one stage of language, we find two kinds of simultaneity of language, one is discrete sounds and another is discrete meanings.

We can combine the letters l, a, k, and e in two different ways: lake and leak. These two words means two different meanings even though they are comprised of the same four sounds.

6. Cultural Transmission:

Language is learned through culture with other speakers and not from parental genes.

Characteristics of Language:

There are basically 10 characteristics of language. Some of the are major characteristics and some of them are minor characteristics. Again, some of them are relatable to the properties of language mentioned before.

Here, the characteristics are given below:

1. Language is a social phenomenon:

Language should be considered a social phenomenon considering Its uses, importance and its unique value. Language exists in our human society and plays a big role in nursing and developing culture and establishing good relations between human beings.

2. Language is the main means of human communication:

It is a universal acknowledgment that language is the main means of communication among human beings. Although there are also some means of communication is exists among us like nods, winks, mathematical symbols, sirens, maps, codes, horns, etc. But all of this commutation system is too much limited to language. They are not as appropriate as language is.

3. Language is basically vocal:

Language is primarily made up of vocal sounds which are produced by the vocal cord, an articulatory organism of the human body. Initially, it must have come out as sounds only and writing mostly come much later. During the lifetime of a human being, he/she must speak more than he/she writes.

4. Language is unique, complex, creative, and modifiable:

Language is a unique substance on the planet. There are no other talking species in the world without human beings. Human being has their own way to communicate. Again, each language is unique in its own sense. Though there are similarities among languages, each language has its own particularities. Language is changing each and every moment and new languages are being created with time. The old English language is not the same as the modern English. So, language is also modifiable.

5. Prolapse:

Man can talk about situations, stories, and certainty without the presence of that situation & environment. Man can talk about the past or about the future. Language allows us to think in that way. We can talk in absence of someone with the mean of language.

Besides these major characteristics, some minor characteristics are also given below:

6. Productivity:

Whatever we create is productivity. Speaking itself is also a type of productivity. We can talk about topics that are displaced or we can talk about the things that may be present or not, or talk about anything in the past, present, or future. We can make a story that doesn't exist.

7. Language is Social:

Language is a set of conventional communicative symbols used by humans for communication in society. In this sense, language is a possession of a social group, comprising an indispensable set of rules which permits its members to share thoughts with each other, communicate with each other, and cooperate with each other; it is a social institution. Moreover, Language exists in society; it is the means of nourishing and developing culture and establishing human relations.

8. Language is systematic:

Despite being symbolic, the symbols of the language are arranged in specific systems. All languages have their individual & unique arrangement of plans. Each language is an arrangement of systems.

9. Language is a symbolic system:

Language is signified as a symbolic system. It consists of different types of symbols based on sound for concepts, things, ideas, thoughts, objects, etc. Language has specific sounds and words according to their symbols.

The words in a language are not just patterns or images but symbols that have meaning. The core value of a language is sometimes founded by the true explanation of these symbols.

10. Language is non - instinctive and conventional:

No language was made in a single day. Language is the result of the advancement of culture and tradition. Every age transmits this tradition to the following.

Like every single human organization or system, languages may also be changed and passed on, developed, modified, and extended. So, we can consider language as non-instinctive because naturally it is acquired and modified by us.

Components of Language

If any language of the world is analyzed, basically four parts are found as basic elements. They are- sound, word, sentence, meaning.

Sound is the most basic or core element of language. Sound is basically the verbal expressive element of the language, and the written symbol of this verbal element is the letter.

Words are formed by combining multiple sounds. However, when several words are formed according to the rules of grammar, sentences are produced from them and which mainly make language in terms of expression, which mainly conveys meaning to us.

There is no accurate estimate of the exact number of languages currently spoken in the world. However, according to linguistic scientists, there are currently more than 3,500 languages use in the world.

2.2. Употребление видовременных форм английского глагола. Действительный залог

Use the proper tense forms: Present Simple, Present Continuous, Present Perfect or Past Simple

1. In the morning, coming downstairs, Rosemary (see) Tony lying in the sitting room: What you (do) here? — I (sleep) here. — I am sorry we (take) your room. 2. He's a night watchman. He works at night and (sleep) in the daytime. It's noon now, and he still (sleep). 3. I first (meet) Richard a month ago, and I (meet) him several times since then. 4. I usually (go) to bed before midnight. 5. I (sit) here all night and I swear I (not/doze) for a moment.

What's your brother doing? — He (play) tennis with our neighbour, they (play) it every

day.

He wants to buy a car, but first he must learn how to drive, so he (take) driving lessons.

I (write) to my parents a fortnight ago, but I've not had a reply, so I just (write) again.

Where is my daughter? — She (talk) to a policeman. — What (happen)? — She has been driving without a license. 10. It's 3 p.m. and he (not/eat) anything today, but he (eat) a good dinner last night. 11. Is Mary ready to come out? — No, she still (dress). 12. I (read) this book several times. I first (read) it in 1990. 13. He often (read) detective stories; he (read) a very good one now. 14. She (not/have) a holiday since 1996, but she (have) a very long holiday in 1995. 15. We (stay) here for nearly a week. — I hope you (not/think) of leaving

Use the proper tense forms: Past Simple, Past Continuous, Present Perfect or Present Perfect Continuous

1. Greg (return) at last. Mary (wait) for him so long. 2. Margaret, you (read) my letters. Don't deny it. 3. When I (come) home, Mother (make) breakfast and Father (have) his morning tea. 4. When you (discuss) it? I never (hear) the subject mentioned. 5. No, you can't go to the Smiths'. You (be) there twice this week. 6. Why, you (not/change) at all. I (recognize) you the moment I (see) you. 7. Terry (go) shopping already? 8. When you (go) to bed? 9. I (offer) to buy them out. 10. My dear girl, you (overeat) for years. You (lose) your looks, you (lose) your figure. You can't get back to normal overnight. Remember what doctor Lecter (tell) you on Monday. 11. I (see) her when I (drive) past their house on my way to work. 12. He (not/say) a single word to me yet and he (get) that letter on Sunday. 13. The children (talk) of nothing else for weeks. 14. And we (sing) together ever since that time. 15. Where he (be)? — He (sit) at his desk. He (not/move) since she (leave).

2.3. Современный английский и его диалекты

1. Read the information about Cockney English.

The cockney dialect is an English dialect spoken in the East End of London, although the area in which it is spoken has shrunk considerably. It is typically associated with working class citizens of London, who were called cockneys, and it contains several distinctive traits that are known to many English speakers, as the dialect is rather famous. Some students of linguistics have become concerned that the cockney dialect may fall out of spoken English, due to the influence of multicultural immigrants in London who have added their own regional slang and speech patterns to the dialect.

The term “cockney” comes from a Middle English word, cokenei, which means “city dweller.” It is probably derived from a medieval term referring to the runt of a litter or clutch of eggs, which was used pejoratively to refer to people living in the then crowded, disease ridden, and dirty cities. The distinctive accent of working-class Londoners, especially those living in the East End, was remarked upon by observers as long ago as the 17th century.

The primary characteristics of cockney dialect include the dropping of the letter “H” from many words, the use of double negatives, contractions, and vowel shifts which drastically change the way words sound. In addition, many consonants or combinations are replaced with other sounds, as is the case in “frushes” for “thrushes.” In some cases, the final consonant of a word is also dropped, for example “ova” for “over.” Many of the traits of cockney speech suggest the lower classes to some observers; for example, the use of “me” to replace “my” in many sentences is usually associated with a less than perfect understanding of the English language.

One of the more unique aspects of cockney speech is cockney rhyming slang. Although rhyming slang is not used as extensively as some fanciful individuals might imagine, aspects of it are certainly used in daily speech. In cockney rhyming slang, a word is replaced with a phrase, usually containing a word which rhymes with the original word, for example “dog and bone” for “telephone.” Often, a word from the phrase is used as shorthand to refer to the initial word, as is the case with “porkies” for “lies,” derived from the rhyming slang “porkies and pies.”

Cockney speech can be extremely difficult to understand, especially for Americans, as it is littered with word replacements thanks to rhyming slang, cultural references, and shifts in vowels and consonants which can render words incomprehensible to the listener. Like other unique dialects, a thick cockney accent can seem almost like another language. Care should also be taken when attempting to mimic it, as the cockney dialect can be very slippery, especially when it comes to the use of rhyming slang, and native users may be confused or amused by the attempts of a non-native.

2. Watch the episodes from My Fair Lady and find the characteristics of Cockney in Elisa's Speech

2.4. Страдательный залог (Passive Voice)

Supply the proper tenses of the verbs in the Passive.

1. Meg (look) upon as a perfect wife for a clergyman. 2. After his brother's departure Paul sat for a long time thinking about what (say). 3. “I'm not prepared,” my father said, “to listen to your suggestions that you never (treat) fairly at school.” 4. “Remember I (pay) by an hour,” grumbled the driver. 5. But there were signs that order (restore) in the town. 6. Well, what (do) about it, Ted? 7. He went into the bedroom. The bed (turn) down for the night by the maid many hours before. 8. Please find out if our father (see) to leave. 9. She could have gone to Cambridge if she had wanted, she (offer) a scholarship. 10. On Friday she (give) two weeks' notice at the Works. 11. Then the voice announced that the passengers (ask) to pass through the Customs. 12. I wondered to what extent she (influence) by his name to accept his offer. 13. Such are the matters that (deal) with in Mr. Burroughs's book. 14. I found the idea of going to

Hereford very upsetting because I (promise) a very nice job a couple of weeks before. 15. Not far away she noticed the film manager in whose office she once (make) to feel so ridiculous. 16. “. You must be very prosperous, Eustace, to own a car like that.” — “This car (lend) to me by an American woman.”

Supply the proper tenses of the verbs in the Passive.

1) The reception was all that (expect). When we arrived, we (show) into some kind of hall where we (detain) with the rest of the actors. Apparently, we (not/allow) yet to mingle with the other crowd. As the guests assembled in the room, it was plain to me that they (choose) carefully. Looking around I recognized Anthony Blanche. He (point) out to me often in the streets. I (interrupt) in my observation by a woman reporter whom the manager had led up to me. I (warn) against the dangers of being interviewed by strangers. As we (introduce) I made up my mind to avoid it at any cost.

2) It was Saturday night and Pete sat watching TV. People (kill) for an hour on the screen. Policemen (shoot) in the line of duty, gangsters (throw) off roofs, and an elderly lady slowly (poison) for her pearls, and her murderer (bring) to justice by a cigarette company after long discussions which (hold) in the office of a private detective. Villains holding guns (leap at) by brave, unarmed actors, and ingenues (save) from deaths by the quick-thinking young men.

3) The Connolly children (find) lurking under the seats of a carriage when the train (empty). They (drag) out and (stand) on the platform. Since they could not (leave) there, they (include) in the party that (send) by bus to the village. From that moment their destiny forever (connect) with that of the village. Nothing ever (discover) about the children's parents.

Use the required tenses in Active or Passive.

1) I once (know) a village teacher who (be) partially blind. He (deprive) of one eye as the result of infection. His blind eye (take) out, and a glass one (insert) in its socket instead.

One day the teacher (need) to leave his class of small children alone for half an hour or so. But he (hold) back by one consideration. The children of the class (be) really unruly. He (know) that if they (leave) alone for any length of time they (become) violent and complaints (make) by their parents.

Suddenly he (strike) by an idea. In a moment his glass eye (take) out of its socket, and (place) on the table.

"Now, children," he said, "I (go) out for a few minutes but you (observe) all the time by my eye. If anything (do) which (not approve) by me it (see) by my eye, and the child (punish) when I (return)."

The children (impress) very much, and the teacher (go) off.

But when he (return) an hour later it (seem) that a hurricane (pass) through the classroom. The teacher (astound). "Evidently", he thought, "I (outwit). I wonder how."

In the classroom the tables (overturn), the walls (spatter) with ink from ink-bombs which (throw) during the battle which still (fight) out as a manifestation of high spirits. In fact, a good time (have) by all.

The teacher (wonder) why the presence of his glass eye (not respect). He (look) round for it and (see) that it (cover) by a hat.

Use the proper forms of the verbs Active or Passive

2) At the last glow of sunset, they (board) the airplane in inverse order of seniority beginning with the sergeant and ending with General Spitz. The plane they (provide) with was luxurious for the wartime. It (fit) with seats. Little lights (glow) along the roof. Soon the doors (shut). The lights (go) out. It (be) now completely dark. What once (be) windows (paint) out. The roar of the engine (impose) silence on the party. Dan, who (put) himself next to the cockpit, (long) for a forbidden cigarette and (try) to compose himself for sleep, though it (be) far from his normal bedtime. He (wear) the same shirt all day without a chance of changing. In the hot afternoon it (be) damp with sweat. Now in the chill upper air it (cling) to him and (set) him shivering. It (not occur) to him to bring his greatcoat. It (be) an unsatisfactory day. He (wander) about the streets of the old town with the Lieutenant. They (lunch) at the club and (order) to report at the airfield two hours before they (need). He (not dine) and (see) no hope of doing so. He (sit) in black boredom and discomfort until, after an hour, sleep (come).

2.5. Кельтская мифология

Say whether the following statements are true or false?

1. About three thousand years B.C. many parts of Europe were inhabited by the Russians.
2. Nothing can be learnt about their history from their skeletons, their weapons and the remains of their dwellings.
3. The Iberians were able to fight back the attacks of the Celts and to build their own powerful state.
4. The Britons and the Scots belonged to the Celtic race and the language they spoke was Celtic.
5. There are a lot of old Celtic names in Modern English.
6. The Celts were governed by a class of priests called the Druids who had a great power over them.
7. Celtic legends were written down in the Ancient Times and that's why modern scholars can't translate them.

8. Celtic sagas don't give any idea of the Celtic way of life, their occupation, tools, weapons, customs and religion because the heroes and the adventures were imaginary.
9. The greatest Celtic hero was Asterix who was invincible in battles and his life was a series of wonderful deeds.
10. Julius Caesar described Celts who lived in Wales, Scotland and Ireland in his "Commentaries on the Gallic War".

Answer the questions.

1. What do you know about the Iberians?
2. When did the Celtic tribes invade the territory of the British Isles?
3. Can you explain the origin of the names "Britain" and "Scotland"?
4. Are any Celtic words still used in Modern English?
5. How were the Celtic tribes governed?
6. What is a valuable source of information about the early inhabitants of the British Isles?
7. Who was the greatest hero of the Celtic heroic sagas?
8. Who was the first to describe Britain and its inhabitants?
9. Why is Celtic mythology a valuable source of information about early Britain and its inhabitants?

DRUIDS

by Th. Bulfinch

The Druids were the priests or ministers of religion among the ancient Celtic nations in Gaul, Britain, and Germany. The information respecting them is borrowed from notices in the Greek and Roman writers, compared with the remains of Welsh and Gaelic poetry still extant.

The Druids combined the functions of the priest, the magistrate, the scholar, and the physician. They stood to the people of the Celtic tribes in a relation closely analogous to that in which the Brahmans of India, the Magi of Persia, and the priests of the Egyptians stood to the people respectively by whom they were revered.

The Druids taught the existence of one god, to whom they gave a name "Be' al", which Celtic antiquaries tell us means "the life of everything", or "the source of all beings".

The Druids observed two festivals in each year. The former took place in the beginning of May, and was called Beltane or "fire of God". On this occasion a large fire was kindled on some elevated spot, in honor of the sun, whose returning beneficence they thus welcomed after the gloom and desolation of winter. Of this custom a trace remains in the name given to Whit-Sunday in parts of Scotland to this day.

The other great festival of the Druids was called "Samh' in", or "fire of peace", and was held on Hallowe'en (the eve of the first of November), which still retains this designation in Scotland. On this occasion the Druids assembled in solemn conclave, in the most central part of the district, to discharge the judicial functions of their order. All questions, whether public or private, all crimes against person or property, were at

this time brought before them for adjudication. With these judicial acts were combined certain superstitious usages, especially the kindling of the sacred fire, from which all the fires in the district, which had been beforehand scrupulously extinguished, might be relighted. This usage of kindling fires on Hallowe'en lingered in the British islands long after the establishment of Christianity.

Besides these two great annual festivals, the Druids were in the habit of observing the full moon, and especially the sixth day of the moon. On the latter they sought the Mistletoe, which grew on their favorite oaks, and to which, as well as to the oak itself, they ascribed a peculiar virtue and sacredness. The discovery of it was an occasion of rejoicing and solemn worship. "They call it", says Pliny, "by a word in their language which means 'heal-all', and having made solemn preparation for feasting and sacrifice under the tree, they drive thither two milk-white bulls, whose horns are then for the first time bound. The priest then, robed in white, ascends the tree, and cuts off the mistletoe with a golden sickle. It is caught in a white mantle, after which they proceed to slay the victims, at the same time praying that God would render his gift prosperous to those to whom he had given it". They drink the water in which it has been infused, and think it a remedy for all diseases. The mistletoe is a parasitic plant, and is not always nor often found on the oak, so that when it is found it is the more precious.

The Druids were the teachers of morality as well as of religion. Of their ethical teaching a valuable specimen is preserved in the Triads of the Welsh Bards, and from this we may gather that their views of moral rectitude were on the whole just, and that they held and inculcated many very noble and valuable principles of conduct. They were also the men of science and learning of their age and people. Whether they were acquainted with letters or not has been disputed, though the probability is strong that they were, to some extent. But it is certain that they committed nothing of their doctrine, their history, or their poetry to writing. Their teaching was oral, and their literature (if such a word may be used in such a case) was preserved solely by tradition. But the Roman writers admit that "they paid much attention to the order and laws of nature, and investigated and taught to the youth under their charge many things concerning the stars and their motions, the size of the world and the lands, and concerning the might and power of the immortal gods".

Their history consisted in traditional tales, in which the heroic deeds of their forefathers were celebrated. These were apparently in verse, and thus constituted part of the poetry as well as the history of the Druids. In the poems of Ossian we have, if not the actual productions of Druidical times, what may be considered faithful representations of the songs of the Bards.

Read and translate the article about the traditions of Celtic paganism. Make a presentation about the traditions of Old Slavic paganism.

2.6. Согласование времён

Use the required tenses observing The Sequence of tenses.

1. She scarcely realized what (to happen). 2. Oh, Jane! I didn't think you (to be) so unkind. 3. Mary (to return) to the room. Al (to sit) beside the gas fire and (to take off)

his shoes. 4. Her eyes (to be) puffed, and she obviously (to cry) that afternoon. 5. She realized that he (to try) to tell her how lonely he (to be). 6. His cheek (to be) cut. When she (to see) it she (to say), "Oh, you (to fight) again." 7. I thought I (to sleep) well, being tired. 8. She (to make) me promise to say nothing about it till she (to have) a chance of breaking the news to her father gradually. 9. She asked if Mr Clennam (to tell) her where he (to live). 10. As we (to drive), her eyes (to stare) rigidly out of the car window. 11. Sir Wilfred knew, from the frequency with which she used her handkerchief, that tears (to run) down her cheeks. 12. Delany (to sit) up in bed and (to eat) his dinner when Jack (to come) into the room. His complexion (to be) ruddy. Obviously, he (to be) shaved. He (to have) a glass of red wine with his meal. He (to wave) his fork as he (to see) Jack. 13. He (to remain) in his seat, as though studying his programme, till the three (to pass) out into the foyer. 14. Darkness (to fall) when he finally (to return) to the hotel. He (to say) nothing to Pat except that he (to turn) down the job. He (cannot) give her any explanation until he completely (to understand) the meaning of what (to happen). 15. I (to sit) there for about ten minutes, pretending to read, when someone (to sit) down at my table. 16. She (to look) up at him from where she (to sit). Her make up things (to lie) in front of her. She (to do) her face. 17. While his wife (to read) the letter, he (to cross) to the window. 18. As Hugh and I (to come) down the steps we nearly (to run) into my father.

Explain how the rules of the Sequence of tenses work in these sentences

1. She called my mother to say that they had just got a telegram from Baston announcing that Henry's brother had been married in Germany. 2. I knew she was itching to tell me what had happened. 3. He knew that his mother would think he was seriously ill and would probably speak to the teacher. 4. He wanted to return to the house to see how Billy was doing and tell him that he would be going out to California in two or three days. 5. Rudy decided that he would have to tell Bogart that it was impossible for him to appear before the board the next day, but that he would offer to do so any other day.

Explain why the rules of Sequence of tenses are not observed in the following sentences

1. He says he is free tomorrow. 2. He spoke with the satisfaction of a competent workman who knows his job from A to Z. 3. He sought pleasure in the simple and natural things that life offers to everyone. 4. Monty told me that he had no permit for the gun, and that in England it is illegal to own a gun without a permit. 5. I knew I should go; but we sat there because it is difficult to go without any particular reason for leaving. 6. Billy folded his arms and leaned back. "I told you I don't like milk."

2.7. Прямая и косвенная речь

Choose the correct verb.

1. My grandmother always _____ me about her childhood. (says/tells)

2. "Don't do that!" she ___ them. (said/told)
3. Did she ___ you where she had put my books? (say/tell)
4. When I was introduced to the actor, he ___ a few words to me. (said/told)
5. That little boy is very bad. He _____ a lot of lies. (says/tells)
6. She _____ to me she didn't know what to do. (said/told)
7. He often _ things like that. (says/tells)

Put the following sentences into Indirect Speech.

1. Mother asked Jane, "What are you doing here?"
2. Margaret asked Richard, "Where are you going for your holidays?"
3. Ann asked Mary, "What do you usually have for breakfast?"
4. The inspector asked, "Who caused the accident?"
5. The teacher asked Bob, "When did you learn to swim?"
6. Mary's mother asked her, "Where have you put your shoes?"
7. "John always comes home to luncheon," said Martha.
8. "I don't think anyone can accuse me of not being frank," said Martha.
9. "I'm learning French," said Florrie.
10. "The taxi is waiting," Bently said to Constance.
11. "Florrie, you'll be all right in a minute," said Bessie.
12. "I'll go in and see him before I go to bed," said Stella.
13. "You won't be able to see me on Tuesday," she said to Jack.
14. "We shall not do that," he said.
15. "I shall wait for Sheppey," said Bolton.
16. "Whatever the future may have in store I shall never forget your courage, your self-sacrifice, and your patience," Mrs Tabret said to Stella.
17. "I'm deeply grateful for all you've done for Maurice," Mrs Tabret said to Stella.

Put the verbs into correct past forms.

1. She (hear) the band playing and she (know) that in a few moments the curtain (go) up.
2. Myra (think) he (prefer) to be by himself.
3. I (hear) from your mother that you (be) late and so I (order) coffee and sandwiches.
4. Mrs. Streep (ask) him if he (have) dinner there.
5. The old man (ask) me if I (have) parents.
6. He (be) very sorry for Jennie, and he (tell) his wife that he (have) to go out and see her.
7. And the other day I (have) a letter from him saying he (be) in Moscow soon.
8. I (say) I (be) back by nine o'clock.
9. You (promise) you (try) to persuade him to stay on for a bit.
10. In a few words I (tell) him what (happen).
11. She (ask) me if I (live) long in that town.
12. When I (ring) her that evening she (say) she (not like) to discuss those problems on the phone.
13. That evening she (tell) me (be) at the hotel number, and about half past eight I (dial) that number, but there (be) no answer.
14. I (put) the papers back where they (belong), (tell) the manager I (do) no clipping or tearing, (return) to the hotel, (treat) myself to a glass of milk in the coffee shop, and (go) to bed.
15. He (write) that he (come) to lunch the following day.

2.8. Римское влияние в Британии

Answer the following questions

1. When did the Romans conquer Britain?
2. How did the Roman way of life influence the life of the Celts?
3. What traces did the Romans leave in Britain?
4. Can you name any English words of Latin origin?
5. Why did the Romans and the natives not become one nation?
6. Who adopted the Roman mode of life and the language of the rulers?
7. Why did the Romans leave Britain?

Fill in the gaps using the correct forms of the verbs given below. Then read the passage again and learn about Boadicea [boudi'si] (or Boudica [bou'dika]), one of the Celtic queens, who tried to revolt against the Romans.

Boadicea's husband was the chief of a Celtic tribe (Iceni [ai'seni]). When he ... the Romans began to mistreat his family though at death he ... half his wealth to them. Boadecea who ... the Queen of Iceni ... to lead the local tribes in an uprising against the Romans. Her warriors ... London, Colchester ['koult ista] and St. Albans. They ... many Romans and their allies. London was reduced to ashes and seventy thousand Romans... At first, she had the Romans on the run, but then the Romans, being outnumbered, ... her. She killed herself by taking poison so that the enemies could not capture her. So, the Romans ... to crash this revolt. She ... in AD 60.

die, leave, become, decide, destroy, kill, massacre, defeat, manage, die

Read Rudyard Kipling's poem "A Pict Song" and answer the questions that follow.

Cultural Notes and Vocabulary:

Pict – a Roman term for a member of the people of Northern Scotland. They were united with the Celtic Scots under the rule of Kenneth MacAspin in 844.

the Little Folk = Picts (Picts were very small people).

drag – move along while touching the ground, move along slowly and with difficulty.

tread – to step.

hoof (hooves) – a foot with curved horny casing that protects the ends of the digits of a horse or a cow.

sentry – a guard, watch.

horde – a large moving crowd.

rot – an area of rotten growth.

Pict song

By R. Kipling

Rome never looks where she treads.
Always her heavy hooves fall
On our stomachs, our hearts or our heads;
And Rome never heeds what we bawl.
Her sentries pass on – that is all,
And we gather behind them in hordes,
And plot to reconquer the Wall,
With only our tongues for our swords.

We are: the Little Folk – we!
Too little; to love or to hate.
Leave us alone and you'll see
How we can drag down the State!
We are the worm in the wood!
We are the rot at the root!
We are the taint in the blood!
We are the thorn in the foot!

Mistletoe killing an oak —
Rats gnawing cables in two —
Moths making holes in a cloak —
How they must love what they do!
Yes — and we Little Folk too,
We are busy as they —
Working our works out of view —
Watch, and you'll see it some day!

No indeed! We are not strong,
But we know Peoples that are.
Yes, and we'll guide them along
To smash and destroy you in War.
We shall be slaves just. the same?
Yes, we have always been slaves,
But you – you will die of the shame,
And then we shall dance on your graves!

Questions:

1. Are there any historical echoes or influences in the poem?
2. Is the poem written in the first or third person?
3. Say what the word ROME stands for in the text?
4. What people are addressing the Romans? What is their attitude to the Roman Empire? Cite from the poem.
5. How do they describe themselves?
6. What image of the Picts does Kipling create in his poem? What is true, what is half true and what can hardly be true to the fact?

7. What kind of prophesy do Picts make in the poem?

Translate the poem and learn some lines from it.

2.9. Имя существительное

Give the plural of the following nouns:

A

Toe, city, hero, piano, calf, cliff, proof, chief, stitch, bath, belief, life, shelf, berry, valley, roof, pen, window, wall, week, clock, ship, library, watch, dress, country, glass, day, party, play, bus, leaf, life, colony, fox, half, mass, eye, language, place, key, thief, ray, bush, mouth, journey;

B

foot, boot, ox, fox, man, woman, month, mouse, child, ship, goose, deer, cheese, sheep;

C

crisis, phenomenon, datum, nucleus, basis, apparatus, criterion, series, analysis, formula;

D

room-mate, fellow-worker, court-martial, man-of-war, boy-messenger, onlooker, passer-by, sister-in-law, postman, son-in-law, fisherman, schoolgirl, text-book, pocket-knife, statesman, editor-in-chief.

Change the number of the nouns in italics

1. Boy drove *the sheep* to the village. 2. I have hurt my *foot*. 3. This is *a lady-bird*. 4. Where is the *knife*? 5. This *factory* has a good *laboratory*. 6. The last *leaf* fell from the *tree*. 7. This *story* is very long. 8. The *speech* was very interesting. 9. He left the *key* on the *table*. 10. Where is the *brush*? 11. I like his new *play*. 12. The *roof* of the *house* was covered with snow. 13. The *wife* of the *sailor* stood on the shore. 14. My aunt has *a goose*.

Paraphrase using apostrophe

The books for children. These are children's books.

This bag belongs to my friend.

He described the career of the actress.

This is the signature of Mr. Brown.
The mistakes which students make.
This is a club for women.
It's a school for girls.
The room is for the guests.
This umbrella belongs to James.
I liked the dinner we had yesterday at the cafe belonging to Mike.

Make nouns using suffixes

She is very beautiful. Everybody admires her beauty.
Don't be so excited. Control your ____
He is my bosom friend. This is a strong ____
We all want to be happy. We all seek ____
The Club refuses to admit anyone not wearing a tie. The Club refuses _
Who discovered this? Who made this ____?
This firm produced a lot in recent years. It increased its __
I was a child then. That was in my ____
He is a journalist. His profession is __
Be more efficient. Improve your ____
We'll arrive at noon. We informed about our ____
Plants and factories pollute our plant. You should fight __
Can you explain it? Is there an _?
He has been studying music for years. He is a ____

2.10. Артикль

Insert the articles where it is necessary

1. No _ conversation was heard in __ parlor.
2. ___ room itself was filling up, so was ___ staircase.
3. Not _____ word was spoken, not __ sound was made.
4. ___ sky outside __ window was already dark, secretaries had gone home, all was quiet.
5. I tell you; he is as brave as __ man can reasonably be.
6. You know I never cared for _ drama.
7. He looks older than he is, as dark men often do.
8. Roger looked at him, without _____ word, took out his wallet and gave him _____ ten-shilling note.
9. As _____ man sows, so shall he reap.
10. It was Sunday afternoon, and _____ sun, which had been shining now for several hours, was beginning to warm _ earth.
11. It was _ cottage built like __ mansion, having __ central hall with __ wooden gallery running round it, and _____ rooms no bigger than ____ closets.
12. He was _ short, plump man with __ very white face and _____ very white

- hands. It was rumored in London that he powdered them like ___ woman.
13. To him she would always be ___ loveliest woman in ___ world.
14. Even ___ strongest have their hours of depression.
15. Her aunt, in ___ straw hat so broad that it covered her to ___ very edges of her shoulders, was standing below with two gardeners behind her.
16. ___ rich think they can buy anything.
17. ___ room has three doors; one on the same side as ___ fireplace, near ___ corner, leading to ___ best bedroom.
18. ___ Willowbys left town as soon as they were married.
19. This wasn't ___ Beatrice she knew.
20. ___ father and ___ daughter appeared at last.
21. ___ professor Keitel is man to whom you'll be responsible for your undergraduate teaching.
22. This Pat wasn't like ___ Pat of his memories.
23. If you are ___ Napoleon, you'll play ___ game of ___ power, if you're ___ Leonardo you'll play for ___ knowledge.
24. Elsie said she would ring up ___ Doctor Hitchcock.
25. ___ poor Edward muttered something, but what it was nobody knew.
26. ___ gentle, tender-hearted Amelia sadly was ___ only person to whom Becky could attach herself.
27. I am ___ Mr Keaton to whom you were to come.

2.11. Англосаксонский период

Do the following quiz. Find the facts from the history of the period.

1. The ancient Romans left Britain

- a) by AD 410
- b) by AD 500
- c) by BC 50

2. The tribes who started settling in Britain after AD 430 were:

- a) Celtic tribes
- b) the Iberians
- c) the Angles, Jutes and Saxons

3. The tribes who started settling in Britain around 700 BC were:

- a) Celtic tribes
- b) The Iberians
- c) The Angles, Jutes and Saxons
- d) The Vikings

4. The writer(s) who told us about their history was/ were:

- a) monks
- b) Venerable Bede
- c) university scholars

5. Which of the days of the week in Britain were named after Germanic Gods?

- a) Monday
- b) Tuesday
- c) Wednesday
- d) Thursday
- e) Friday
- f) Saturday
- h) Sunday

6. What does the ending *ing* mean in the names of English places that were family villages in the Anglo-Saxon times, e. g. in Reading, Hasting?

- a) Farm
- b) Settlement
- c) Family

7. What part of Britain was given the name of "the land of Angles" by the Anglo-Saxon migrations?

- a) Scotland
- b) Wales
- c) England

8. What part of modern Britain was called by the Saxons as "the land of the foreigners"?

- a) Scotland
- b) Wales
- c) England

9. The person who defeated the Anglo-Saxons at the Battle of Hastings was:

- a) Edward the Confessor
- b) William, Duke of Normandy
- c) Harold II

Fill in the gaps in the passage about Bede using the correct forms of the verbs in the frame: *teach, die, be, sing, write, move, study*

The Venerable Bede ... an Anglo-Saxon monk. At the age of nine he ... to one of the monasteries in England where he ... and ... for the rest of his life. His books on a wide variety of subjects ... a great source of knowledge of early English History. The most famous one is *Ecclesiastical History of the English People* (finished 731). After Bede ... in 735, his disciple Cuthbert... in a letter that the dying man... the verse of St. Paul the apostle telling of the fearfulness of falling into the hands of the God.

Time for projects!

- Join two or three other students and choose one of the topics:
 - “The Song of Beowulf – the foundation stone of the English Literature”;
 - “Alfred the Great – the father of the English prose”;
 - “The Spread of Christianity and the development of Culture”.
- Work in groups, organize brain storming meetups and represent a video presentation on the chosen theme.
- Show it in class and discuss with other students.

2.12. Англо-нормандский период

Say whether the following sentences are true or not:

1. In the year 1066, in the battle of Hastings, the Anglo-Saxon king's army was defeated by William, Duke of Normandy, who became King of France.
2. The power of Catholic Church had become unlimited by the 12th century.
3. There languages were spoken in England: the language of nobility was Anglo-Saxon; the churchmen spoke French and the common people used Latin.
4. Among the best-known romances are the legends of King Henry and his Knights of the Round Chair.
5. The literature of the Church was romantic, talking about love and adventure.
6. The struggle for supremacy between French and English didn't take place at all.
7. The use of synonyms makes all the difference between the written and the spoken language.
8. Londinium was a great center of higher education for English students.
9. The 14th century was a difficult time for England.
10. The Welsh dialect was the central dialect and could be understood throughout the country, that's why it became the basement of a national language.
11. The romantic Latin Church literature still ranked high, but a new scholastic spirit was already noticeable in the cultural life of the country.
12. Geoffrey Chaucer was the first poet who paved the way for English realistic literature, free of the influence of the Church.

Ask the GPT chat about the following issues:

1. The defeat of the Anglo-Saxons king's army.
2. The origin of the Normans and their influence on the Anglo-Saxons' culture.
3. The literature of three social classes.
4. New factors appeared in language with the Norman conquest.
5. The result of the struggle for supremacy between French and English words.
6. The use of words of different origins in people's speech.
7. Centers of education for English students and degrees (for graduates).
8. The people's life during the 14th century.
9. The development of English languages and the treasure of English literature of the period.
10. A new spirit already noticeable in the cultural life of the country.
11. The last poet of the Middle Ages, who paved the way for English realistic literature.
12. The explanation of the terms "epic", "romance", "fabliaux", "bestiaries", "scholastic".

Then compare and complete the information with the facts from the textbook.

The Legends of King Arthur and his knights of the Round Table.

Have you heard about King Arthur before? Legends about him began to appear in the 12th century. Find more information and choose the relevant facts.

(More than one answer may be appropriate)

1. The name *Arthur* is possibly of:

- a) Germanic origin
- b) Roman origin
- c) Celtic origin

2. King Arthur's historicity:

- a) is always regarded as certain
- b) is sometimes regarded as certain
- c) is always denied

3. In many battles King Arthur defeated:

- a) the barbarians
- b) the Romans
- c) the knights who tried to rebel in his kingdom against him

4. The saga was built up over the centuries and Celtic traditions of Arthur reached the Continent over:

- a) Britain
- b) Brittany
- c) France

5. The writer's name who produced a huge *Arthuriad* in the 15th century and whose book is regarded as the standard "history" of Arthur is:

- a) Edward Malone
- b) Christopher Marlowe
- c) Sir Thomas Malory

6. Arthur was son of:

- a) Duke of Cornwall whose name was Gorlous of Cornwall
- b) King of Britain whose name was Pendragon (Chief dragon)
- c) Duke's wife

7. Arthur was brought up by:

- a) Duke of Cornwall
- b) Pendragon
- c) A person who raised the boy in ignorance of his true family

8. He became King of Britain after:

- a) Merlin had him crowned
- b) he had pulled the sword from the stone
- c) he put down eleven rulers who rebelled against Arthur as King of Britain

9. When Arthur married Guinevere, he was given the Round Table:

- a) by Merlin
- b) by Guinevere's father
- c) by Pendragon

10. The Round Table in Celtic legends is:

- a) the institution of knighthood set up by Arthur at the behest of Merlin
- b) the table at which Arthur seated his knights to avoid quarrels over precedence
- c) a meeting place for those who desired to exchange news of their adventures and details of outlaws, monsters and evil customs to overcome

11. The knights of the Round Table were dedicated to the service of the Round Table code of chivalry:

- a) right against wrong
- b) good against evil
- c) loyalty to King Arthur

12. When Lancelot's intrigue with the queen, Arthur's wife, came to light:

- a) Lancelot and Guinevere fled
- b) Guinevere was sentenced to death
- c) Lancelot rescued the Queen and took her to his Continental Realm

13. While Arthur was making war on Lancelot in the Continental Realm

- a) he left Mordred, his natural son, in charge of Britain
- b) the Knights of the Round Table were in charge of Britain
- c) he left Merlin in charge of Britain

14. Arthur's last battle was on Salisbury Plain where he killed violently:

- a) Lancelot
- b) Mordred
- c) Gawain

15. The date of Arthur's death is:

- a) the 15th century
- b) the 6th century
- c) the 3rd century

16. The following verse is said to have been written on Arthur's tomb:

HIC JACET ARTHURUS REX QUONDAM REXQW FUTURUS.

It means:

- a) Here lies King Arthur
- b) Here lies the once and future King of Britain
- c) Here lies King Arthur, the once and future King

17. The GRAIL is:

- a) a symbol of spiritual search and aspiration in Celtic legends
- b) a sacred vessel which was sought by the Knights of the Round Table and which contained the potentiality of all wisdom and knowledge
- c) a cup which was used by Jesus at the Last Supper and in which the last drops of Jesus's blood were gathered at the Cross; a symbol or the reward for Christian purity

18. The Excalibur is:

- a) the sword in the stone by which Arthur was inaugurated a King of Britain
- b) a magical sword which was received from the Lady of the Lake and which preserved its bearer from wounds
- c) such a sword which in the hands of nobleman bursts into flame from hilt to tip

Read the text to obtain more details about King Arthur.

KING ARTHUR

The legends of King Arthur began to appear in the twelfth century, and it is possible that they are based on a Celtic leader in the fifth or sixth century who defended his country against Saxon invasion. King Arthur was the son of Pendragon, and was born in Tintagel in Cornwall. He was brought up by Merlin, an old Celtic magician, and became king of Britain when he was fifteen. He proved his right to be king when he managed to pull a sword from a rock. He had to fight many lords, and when, with Merlin's help, he defeated them, he received the magic sword *Excalibur* from the Lady of the Lake. He married Guinevere and lived in a castle at Camelot. His knights sat at a round table so that they were all equal – nobody was sitting at the head of the table. Many of the stories in the legends are about the adventures of the knights, among them Lancelot, Perceval, Gawain, and Galahad. They spent their time hunting wild pigs, having feasts, and singing ballads. They often had to kill dragons and giants. At all times they behaved very correctly, with respect, honor, and compassion.

Arthur went to Rome to fight the emperor, Lucius, and he left his kingdom in the hands of his nephew, Mordred. As he was entering Rome, Arthur learned that Mordred had taken control of the kingdom and had captured Guinevere. He came back to England and defeated his nephew, but in the battle was seriously wounded. Arthur told Sir. Belvedere, the last surviving knight, to throw *Excalibur* into the water of a lake. He did this, and the sword was caught by a hand which came out of the water and then took the sword below the surface.

Arthur was then taken to the Isle of Avalon to get better. We understand that he did not die, but lives on and will return when his country needs him. The legend says that the following verse is written on his tomb:

HIC IACET ARTHURUS,
REX QUONDAM
REXQUE FUTURUS

(Here lies Arthur, the once and future King)

2.13. Язык и литература Англии 14-15 веков

Study the facts from the article below

The 14th Century saw the rise of the peasant classes in England and the implementation once again of the English language (which had been in major disuse since the Norman Conquest). In this century English becomes the official language of the courts, parliaments and schools. And interestingly, these social changes were introduced because of the Black Death or Black Plague which devastated England financially and socially around 1350. England lost half of its population and the Black Death respected no social classes. It ravaged the land and claimed people of all social classes.

The population was so decimated that the nobility found it difficult to find laborers. Deaths among the peasants left a lot of land available and no laborers to tend it. The nobility still had so much surplus land that it gave rise to a “middle class” or the “gentry” These were non-aristocrats who would lease or buy the land from the nobility to use it for a profit. All the laborers that were left were able to charge higher wages

for a day's work. As the laborers and the middle class began to grow, literacy began to spread. They had to know the language to administer their business. In 1362, English became the official language of the courts for the first time since the Norman Conquest. As English became widespread, it began to be used in creative writing as well. Chaucer was one of the first writers to use English vernacular in his works.

During the 1340's and the 1380's the purchasing power of laborers increased by about 40 percent. Some of this was due to many of them training in specialized crafts which put them in higher demand. However, in 1362, King Edward introduced a poll tax to pay for his Hundred Years War and also enacted sumptuary laws to prevent the peasant class from consuming expensive items that were formerly only available to the upper classes. These laws were not effective. All of these taxes and laws, especially on the peasant class led eventually to the Peasants Revolt of 1381. While it was not entirely successful, it planted the thought in the lower classes that they were indeed, a powerful force when united and that they needed to continue to demand equity and fair laws.

The other characteristic of this time, was that the people began to question the authority of the Roman Church. They became more aware of the widespread corruption that was occurring within the ranks of the clergy. John Wycliffe, an Oxford professor and a Roman Catholic, began to contend that the Bible was the "supreme authority" and not the clergy. He stated that there was no such thing as "transubstantiation" which was considered a heresy at the time. Wycliffe translated the Bible into Middle English and it was the first such translation to be available for all people to read. His questioning of the church and its teachings led to the formation of the "Lollard Movement" which came to eventually mean "heretic". But the word itself had vague origins and possibly meant "a mumblor" or someone who was perhaps dull or simple. Some of the "Lollard Knights" as followers of Wycliffe's philosophy came to be known, were reported to be friends of Chaucer. One example of social protest against the church was the work of *Piers Plowman*, the allegorical work of William Langland.

Yet, this century of skepticism with the Church led to some of the most astonishing spiritual writing. It was as if Christians were yearning for a personal relationship with God without the trappings of the Church itself. Julian(a) of Norwich's writings were filled with accounts of her mystical visions and they were written with elegance and power. Richard Rolle (1300-1349) was a student at Oxford and Paris and his Latin spiritual works were widely read as well during this time. *The Cloud of Unknowing* (14th century) was a deeply profound work in which God is met not as a personality, or as a human but as an emergent Source with no earthly definition. Its author is unknown. In some way, the visions and works of the spiritual writers of the 14th century were perhaps a harbinger of the Reformation which was to follow in the next century.

It was in this melee of social changes, in the questioning of the Church as ultimate authority and the rise of the peasant classes that fostered these beautiful high lofty spiritual works alongside some very English vernacular works such as those of Chaucer

and his contemporaries. The 14th century managed to reach to the highest heavens with its feet firmly planted on *terra firma*.

15th Century

The fifteenth century was marked by the famous “War of the Roses” which was the legendary thirty-year war between the House of Lancaster and the House of York which broke out in 1455. It was a dispute for the succession to the English throne. In the end, Henry VII defeated and killed Richard III at the Battle of Bosworth in 1485. Henry was crowned as King, thereby establishing him the first Tudor monarch.

It was also in this century that both Columbus and Vasco da Gama began their explorations of the “New World”. William Caxton introduced the printing press into England and the first printed book was published around 1476.

Many scholars refer to the 15th century as a “barren time” for English literature, but that is not necessarily true. Chaucer’s *oeuvre* had been such a monumental contribution in the century before that anything written afterwards seemed to pale in significance.

The fifteenth century was called the “Century of the Ballad” as Chaucerians (or followers of Chaucer’s work) both in England and Scotland composed some beautiful ballads including the “Ballad of Chevy Chase” and the Robin Hood Ballads. It was the Scottish poets (King James I of Scotland, Robert Henryson, William Dunbar and Gavin Douglas) that emerged from this period. The English Chaucerians of note were John Lydgate, Thomas Hoccleve and John Skelton.

Though there were no great poets of note as in the previous century, dramatic plays began to take more important a part in literature of the times. There were the miracle plays, the morality plays and the mystery plays. The miracle plays were simply liturgical dramas on scriptural subjects or perhaps episodic sequences in the life of a saint which were enacted usually in an outside square or venue for everyone to view. The mystery plays were plays that were enacted by the clergy and were of biblical themes. The morality play was usually a play where virtue and vice were personified as characters. There was also the introduction of the “Interlude” play. This was a short work that was lighthearted and was usually placed between the acts of a longer morality or miracle play. The interlude was a device that was introduced by John Heywood and his *Four P’s* was very popular with audiences. Though the plays during this period were mostly plays with religious messages, they were to give way to more sophisticated and secular works in the century to follow.

Despite the fact that this century was not distinguished by great poetry, toward the end of the century it produced one of the greatest prose works of early English literature: *Le Morte d’Arthur* by Thomas Malory. This is considered to be the first novel ever written in the English language. The interesting fact about this novel is that

it was probably written in prison where Malory was serving time for various and sundry offenses he had committed (some that were reportedly connected to the Lancaster-York war). He was indeed a “knight” who came from a noble background and the power of this novel is in how he is able to create this magical world from a prison and how despite his own life being the antithesis of chivalric, he crafted a work based on truth, fealty, honor and glory. Malory’s work has inspired countless modern novels and movies. His influence is still evident centuries after he penned a novel while serving time.

Read and retell the text devoted to Robin Hood. Make up your own story about one of the national legendary heroes (Russian or Belarusian legends)

ROBIN HOOD

Robin Hood is a legendary hero who lived in Sherwood Forest, in Nottingham, with his band of followers. Stories about him and his adventures began to appear in the fourteenth century, but the facts behind the legend are uncertain. One writer thinks Robin was born in 1160, at a time when there were many robbers living in the woods, stealing from the rich but only killing in self-defense.

Everyone knows that Robin Hood robbed the rich to give to the poor. He chose to be an outlaw, that is, someone who lives 'outside the law', but he had his own idea of right and wrong. He fought against injustice, and tried to give ordinary people a share of the riches owned by people in authority and the Church. He had many qualities – he was a great sportsman, a brave fighter, and was very good with his bow and arrow.

He dressed in green, lived in the forest with his wife, Maid Marion, and his men, among them Friar Tuck, Allen a Dale, Will Scarlet, and Little John. For food, they killed the King’s deer, and many days were spent eating, drinking, and playing games. He robbed, the rich by capturing them as they traveled through the forest and inviting them to eat with him. During the supper, someone looked in their bags to see how much money they had. When it was finished, Robin asked them to pay for the meal, and of course, he knew how much to ask for!

His main enemy was the Sheriff of Nottingham, who was always trying to capture Robin but never managed to do it. Some stories say that he killed Robin by poisoning him. In his dying moments, he shot a final arrow from his famous bow, and asked Little John to bury him where the arrow landed.

2.14. Geoffrey Chaucer

Here is some detailed information on Chaucer's life. Work in groups. Choose one of texts for each of the groups. Read the text, make up a mind map together, present it and tell each other what you've learnt.

Vocabulary:

Page — in medieval times a young man being trained for knighthood

vintner — a person who sales wine

squire (= esquire) — a young aspirant to knighthood serving as an attendant and arm bearer to a knight

Picardy — a region in N. France, formerly a province

doge — the chief magistrate in the former republics of Venice and Genoa
Genoa — a seaport in Italy
Genoese — a native or inhabitant of Genoa
Petrarch — Italian poet and scholar (1304—1374)
Boccaccio — Italian writer and poet, (1313—1375)
JP — Justice of the Peace (or Magistrate)

Text A

Geoffrey Chaucer was born in or near 1343. He was a page in the household of Elizabeth, Countess of Ulster, wife of Duke Lionel, Edward III's third son. This was at Hatfield, in Yorkshire. John Chaucer, his father, was relatively wealthy, a vintner and collector of wool duties.

When Chaucer was about 15, he was in France as a squire, on a military operation in which he was taken prisoner. The king paid £ 16 towards his ransom. He held a number of positions at court and in the king's service, and travelled abroad on numerous diplomatic missions. French would have been the accepted language at court; the Queen, Philippa of Hainault, was a Frenchwoman. When 25 he accompanied John of Gaunt (the King's fourth son, and with the death of the Black Prince, probably the most powerful man after the King), on a raid in Picardy.

Then in 1372 Chaucer went on a more important and, for his vocation as a poet, very significant journey to Italy. The purpose of the visit was to negotiate with the Doge of Genoa a port of entry in England for Genoese merchants. He went to Florence on the King's business and probably other places — he is reported to have met Petrarch in Padua. Italian literature from then on took its place as a major influence on Chaucer's developing art: the whole of *Troilus and Criseyde* and several of *The Canterbury Tales* have their origins in Boccaccio's work, whom he might also have visited.

After this, Chaucer moved from Westminster to the City, where he became Controller of Customs of wool, skins and hides in the Port of London. His connection with John of Gaunt's household was particularly strong, as his wife's sister became the Duke's third wife, in 1396. Chaucer had probably known John of Gaunt since boyhood, from the time of his service at Hatfield. They were more or less the same age. John of Gaunt's first wife, Blanche, had died in 1368, and Chaucer wrote his first major poem, *The Boke of the Duchesse*, in her honor, shortly afterwards. As John was extremely attached to Blanche, the poem was clearly designed to please him.

In 1382 he was made Controller of the Petty Customs on wines and other goods, and in 1385 on wool; he was made a JP and member of Parliament as a Knight of the Shire of Kent. From 1374 he lived in a house over Aldgate, in the east wall of the City. There he read and wrote, after his day's work at the wool wharf near the Tower.

In 1386 he lost his job due to a change of favor under the new young King Richard II, John of Gaunt's nephew. John of Gaunt was out of the country and new men were in favor, opposed to the king's powerful uncle. Then Chaucer's wife died, and the poet began to devote himself and the rest of his life to organizing and completing *The Canterbury Tales*. In 1389 Richard II decided to favor the poet, making him Clerk of the King's Works responsible, that is, for the building and repair of all the King's properties (the Tower of London, Westminster Palace and eight royal manors). He

performed this duty for two years, and then received the sinecure of a forestry officer for Petherton in Somerset. He was over 50, and virtually in retirement. The last year of his life was spent in a new house close to Westminster Abbey, where he died on 25 October 1400, and was buried in the Poets' corner.

Vocabulary:

Inner Temple (the) — one of the four voluntary legal societies (Lincoln's Inn, Inner Temple, Middle Temple and Gray's Inn) which have the exclusive privilege of calling candidates to the English bar after they have received such instructions and taken such examinations as the Inns provide

allegory — a symbolical narrative

Boethius — Roman philosopher and statesman (475—525)

King Richard II — king of England (1377—1399)

Wycliffe — English theologian, religious reformer and Biblical translator (1320 - 1384)

Text B

Chaucer, Geoffrey (1340? —1400). Poet. Born in London, son of John Chaucer, a prosperous wine-merchant, and his wife Agnes. He was in the household of Prince Lionel, Duke of Clarence, by 1357, fought in France 1359—1360, was taken prisoner and ransomed. During the 1360s he probably studied at the Inner Temple and may have visited Spain. About 1366 he married Philippa, whose sister Katherine Swynford was mistress and later third wife of Lionel's brother, John of Gaunt. An esquire of the royal household in 1367, in 1368 he went to France and in 1372—1373 to Italy (where he may have met Petrarch) on diplomatic missions which brought him into contact with continental and Renaissance culture. He had probably begun to write with a translation (some of which survives) of the great French model of psychological allegory, *Le Roman de la Rose*: but his earliest certainly dateable work is *The Book of the Duchess*, an elegy for John of Gaunt's beloved first wife Blanche, who died in 1369. Italian influence appears in *The House of Fame* (?1379—1380). Living in London over Aldgate in 1374—1386, he was first Controller of the customs for wool, and in 1382 also Controller of the petty custom on wines, with a permanent deputy. In 1386 he lost these posts, but represented Kent in Parliament. During these years he translated the classic medieval work on free will and predestination, time and eternity, Boethius's *Consolation of Philosophy*, and wrote a number of works, including *Troilus and Criseyde* and *The Parliament of Fowls*, and some drafts of stories later to appear in *The Canterbury Tales* — whose prologue he seems to have begun in 1387, when it was probably first conceived as a single work. In 1387 he was in trouble for debt, but in 1389 he was appointed (perhaps by the direct influence of King Richard II, who assumed control of affairs in that year) Clerk of the King's Works, a post in which he was active, and in the performance of which he was assaulted and twice robbed. In 1390, he composed for his 10-year-old son Lewis (a student at Oxford) a scientific work, his *Astrolabe*. In 1391 he resigned the Clerkship, but was made deputy forester in the royal forest of Petherton in Somerset. He was in some trouble for debt between then and his death, but also received a number of grants from Richard II and from John of Gaunt's son Henry IV. He probably died on 25 October 1400, in a house leased by

him in the gardens of Westminster Abbey, and he was buried in the Abbey. His son Thomas was also later a distinguished public servant.

Chaucer's interests were all-embracing: he knew the world and read omnivorously. Among his personal friends were such great men as John of Gaunt, poets such as the Frenchman Eustace Deschamps, John Gower and the philosopher-poet Ralph Strode. His face in a contemporary portrait seems shrewd, benevolent and quizzical. He portrays himself in his books as shy, naive, a lover of solitude and daisies, bookish and unhappy in love and marriage. But though this may represent an aspect of him, the very techniques he uses in self-mockery reveal underlying it a sophisticated artist, a subtle psychologist and a brilliant thinker and master of words. To understand the irony with which he treats himself is to begin to appreciate the humility, sympathy and humour with which he treats the rest of humanity, and indeed the whole universe. As in other books of his time (e. g. *Sir Gawain and the Green Knight*) this vision has a religious basis in the theology of penitence and self-knowledge: and it issues ultimately in a kind of humor of the sublime.

2.15. Прилагательные и наречия

Give the comparative and superlative of the following adjectives:

polite, happy, glad, complete, grey, honorable, shy, dry, just, free, recent, merry, uncomfortable, joyful, hot, thin, accurate, narrow, real, sweet, right, wicked, yellow, cozy, merciful, bad, fat, cheap, big, clumsy, stupid, far, miserable, narrow, virtuous, simple, regular, expensive, low, deep, sad, significant, bitter, intimate, lazy, old, serious, tiny, clever, little, considerate, good, much, dark, beautiful, dear, fit, well-known, fine-looking, short-sighted, good-natured, wide-spread, kind-hearted, old-fashioned, light-minded, well-read, high-pitched, strong-willed, much-travelled, narrow-minded .

Choose the correct variant

1. Is the station much (further/farther)?
2. You'll find the explanation (further/farther) on.
3. Your record is (worse/worst) than mine.
4. It's the (less/lesser) of two evils.
5. She always wears the (last/latest) fashion.
6. We have no (further/farther) information.
7. Nick skates (good/well).
8. His (latest/last) words were: "The end."
9. She is the (oldest/eldest) member of our family.
10. My flat is (littler/smaller) than yours.
11. I've got (less/lesser) patience than you.
12. He is much (older/elder) than his wife.
13. This is the (more/most) beautiful picture I've ever seen.
14. His English is (best/better) than mine.

15. She is (better/best) now.
16. It's the (furthest/farthest) point west.
17. It's the (oldest/eldest) building in the city.
18. He's my (older/elder) brother.
19. I'm not hurt in the (least/less)!
20. It is the (more/most) I can do for you.

2.16. Модальные глаголы

Put “can”, “may”, “must”, “should”, “ought to”, “have to”, “be to”, “be able to” (or the negative forms) and “needn’t” in the spaces.

1. “Oh, Nurse, ___ I stay here?” - “Stay here? Of course, you ___.”
2. A man _____ help his parents when they become old.
3. There are no buses or taxis, so we _____ walk.
4. No, Moira, you _have another potato. You've had two already.
5. We _____ live without food and water. We _____ eat and drink.
6. I _____ get up too early tomorrow, so I _____ go to bed late tonight.
7. You _____ not walk all the way to the station. You _____ take a bus round the corner.
8. Tom's father told him that he _____ ask silly questions.
9. You _____ switch off the light if you are afraid of the dark.
10. The matter _____ be discussed in tomorrow's debate.
11. You _____ sit there in your wet clothes; you will catch cold if you do.
12. They _____ do all the exercises; it will be sufficient if they do four of them.
13. You _____ do whatever you like.
14. Sooner or later one _____ choose.
15. I _____ read to the end of the story, because I want to see who gets the treasure.
16. Go right in. You _____ report at once.
17. She _____ sing quite well.

Express strong doubt. Use the appropriate form of the infinitive

1. Can it (be) so late now?
2. Can he (tell) the truth then?
3. Surely it can't (be) Jim. I know him quite well.
4. But she can't (say) it. I am sure she didn't mean it.
5. I'll try to do it myself. It can't (be) so difficult after all.
6. Who told you about it? You can't (know) about it before.
7. It seems strange. Can somebody (work) against us?
8. I can't believe it. Can he (resent) it?
9. Could it (be) a joke? She felt rather hurt.
10. You can't (see) him at the meeting. He was ill then.
11. He can't (forget) your address, he has visited you several times.
12. Could they (win) the game? They are just an amateur team.

2.17. Литература Ренессанса.

Choose the right variant:

1. In the 15th – 16th centuries capitalist relations _____ to develop in Europe.
 - a) begins;
 - b) had begun;
 - c) began
2. The decay of feudalism _____ by a great rise in the cultural life of Europe.
 - a) follows;
 - b) was followed;
 - c) had followed.
3. The epoch _____ by a thirst for knowledge and discoveries.

- a) was characterized; b) characterizes; c) characterized
4. The invention of the printing press _____ to the development of culture.
a) was contributed; b) contributed; c) had been contributed.
5. The power of the Church over man's minds _____
a) defeated; b) defeats; c) was defeated.
6. English humanism _____ against the oppression of feudal and the grabbing of the bourgeoisie.
a) directs; b) had directed; c) was directed.
7. Humanistic ideas _____ by Thomas More in his book "Utopia".
a) were expressed; b) are being expressed; c) are to express.
8. At the end of the 17th century _____ about 10 theatres in London.
a) there is; b) there was; c) there were.
9. English humanism was _____ anti-feudal _____ anti-bourgeois.
a) neither ... nor b) both ... and; c) either ... or.
10. Humanism was the ideology of _____ people of the epoch.
a) progressive; b) more progressive; c) the most progressive.

Read the text about Shakespeare's life and work. It is based on conventional (Stratfordian) version. Complete it with some facts about the life of great dramatist after 1610

WILLIAM SHAKESPEARE
(1564–1616)

The last half of the 16th and the beginning of the 17th centuries are known as the golden age of English literature. It was the time of the English Renaissance, and sometimes it is even called "the age of Shakespeare".

The great English playwright and poet William Shakespeare was born in the small town of Stratford-upon-Avon, about seventy-five miles from London. In spite of his fame, we know very little about his life. The things that we know about Shakespeare's life begin with the date when he was baptized in the church of Stratford, on April 26, 1564, when he was only a few days old. So, he is believed to have been born on April 23. He was the son of a tradesman. His mother, Mary Arden, was a farmer's daughter. When a boy he went to Stratford Grammar School, where Latin and Greek were almost the only subjects. Life itself, contact with people and his acquaintance with the rich English folklore gave him more than the scholastic methods used at school. William lived in Stratford until he was about twenty-one, when he went to London. We do not know why he left Stratford-on-Avon. Later Shakespeare, became an actor and a member of one of the chief acting companies. Soon he began to write plays for this company and in a few years became well-known author. The theatre at that time was more closely connected with the people than any other art. All kinds of Londoners went to the theatre and were very fond of it.

Shakespeare's experience as an actor (although he usually acted only small parts like the Ghost in Hamlet) helped him greatly in the writing of his plays. His knowledge of the stage and his poetical genius made his plays the most wonderful ones ever written.

Shakespeare is the author of 2 poems, 37 plays and 154 sonnets. The sonnet is a

poem consisting of 14 lines divided into three quatrains and final couplet (English sonnet). He introduced new contents into the traditional form of 14 lines. His sonnets are real dramas in miniature because they are no less deep in thought and feeling than his plays are. They are all built on contrast which reflects the struggle of conflicting emotions in the poet's soul. All his sonnets are full of feeling, of philosophical meditations on life. His creative work is usually divided into three periods.

The first period that lasted from 1590 to 1600 was marked by the optimism so characteristic of all humanist literature. It is best reflected in his brilliant comedies. The Comedy of Errors, The Taming of the Shrew, Love's Labor's lost, A Midsummer Night's Dream, Much Ado About Nothing, The Merry Wives of Windsor, As You Like it, Twelfth Night, or, What you Will.

The comedies describe the adventures of young men and women, their friendship and love, their search for happiness. The scene is usually laid in some southern country. The comedies are based on some misunderstanding that creates comic situation. They are full of fun. But the laughter is not a mockery directed against the people and their vices. Shakespeare never moralizes in his comedies. He laughs with people, but not at them. His comedies are full of humanist love for people and the belief in the nobleness and kindness of human nature.

The historical chronicles form another group of plays written by Shakespeare in the first period. They are: King Henry VI (parts 1, 2, 3), The tragedy of King Richard II, The Life and Death of King John, King Henry IV (parts 1,2), The life of King Henry V.

Historical chronicles are plays written on subjects from national history. Shakespeare's chronicles cover a period of more than three hundred years of English history. However, the main subject, of the chronicles is not lives and fates of kings but history itself and the development of the country. The drama The Merchant of Venice and the two early tragedies Romeo and Juliet and Julius Caesar, also written in the 90s, show a change in the playwright's understanding of life, whose approach to reality becomes more pessimistic.

The main works written by Shakespeare during the second period (1601–1608) are his four great tragedies Hamlet, Prince of Denmark, Othello, The Moor of Venice, King Lear, Macbeth. The tragedies reflect the deep, insoluble contradictions of life, the falsehood, injustice and tyranny existing in society. They show people who perish in the struggle against Evil.

The tragedies, like the chronicles, are also based on real events but there is a considerable difference between the two genres. The playwright raised great problems of God and Evil in both. But in the chronicles, they are mostly linked with political themes – the questions of the state and public life of the period described. In the tragedies which are centered round the life of one-man Shakespeare touched on the moral problems of universal significance – honesty, cruelty, kindness, love, vanity and others, that is why his tragedies are of great interest to every new generation. The plays of the third period (1609-1612) differ from everything written by Shakespeare before. The playwright still touches upon important social and moral problems.

He introduces romantic and fantastic elements. The works of this period – Cymbeline, The Winter's Tale and The Tempest are called romantic dramas.

All Shakespeare's plays are written in easy-flowing verse and light, tripping prose. The text is full of jokes and puns which came from his works into the English language as sayings and quotations and have become a part of it. In his plays he could write equally well funny scenes, and scenes of fear and excitement. The characters in Shakespeare's plays do not seem "characters in a book", but as if they were real people whom we could recognize at once if we met them in ordinary life instead of in the play.

Shakespeare did not point out any definite means towards the achievements of his ideals, which were rather vague, he could give no concrete answer to the problems he put forth, but he was a truly great inquirer, and his penetration into life gives us an opportunity to answer his questions better than he could himself.

Most of Shakespeare's plays were not published in the lifetime. So, some of them may have been lost in the fire when the "Globe" burned down in 1613. His works are truly immortal, and will retain their immortality as long as the human race exists. It is only natural that the greatest minds of the world admired Shakespeare and acknowledged his unsurpassed merit; among them were Goethe, Pushkin, Victor Hugo and many others.

A writer is a true classic, if every new generation finds new and hitherto unperceived aspects of his works, such is the case with Shakespeare. His popularity all over the world grows from year to year.

Time for projects.

For more than 500 year the personality of William Shakespeare has been the most mysterious in the History of English Literature. Some facts from his biography, his identity and authorship of the plays and sonnets are strongly doubted. This uncertainty gave birth to alternative opinion and versions. Search for the information and make reports "W. Shakespeare: famous bard from Stratford or great mystification?" to present in class and discuss them.

Read and translate the extract below:

ALL THE WORLD'S A STAGE

(The Seven Ages of Man)

All the world's a stage,
And all the men and women merely players:
They have their exits and their entrances;
And one man in his time plays many parts,
His acts being seven ages.
At first the infant,
Mewling and puking in the nurse's arms;
And then the whining school-boy, with his satchel
And shining morning face, creeping like snail
Unwillingly to school.
And then the lover,
Sighing like furnace, with a woeful ballad

Made to his mistress' eyebrow.
 Then a soldier,
 Full of strange oaths, and bearded like the pard,
 Jealous in honour, sudden and quick in quarrel,
 Seeking the bubble reputation
 Even in the cannon's mouth.
 And then the justice,
 In fair round belly with good capon lin'd,
 With eyes severe, and beard of formal cut,
 Full of wise saws and modern instances;
 And so he plays his part.
 The sixth age shifts
 Into the lean and slipper's pantaloon,
 With spectacles on nose and pouch on side;
 His youthful nose, well saved, a world too wide
 For his shrunk shank; and his big manly voice
 Turning again toward childish treble, pipes
 And whistles in his sound.
 Last scene of all,
 That ends his strange eventful history,
 Is second childishness and mere oblivion
 Sans teeth, sans eyes, sans taste, sans everything.
 (*From "As You Like It", Act II, Scene 7*).

Commentary:

1. mankind, n — человечество
2. estimation, n — суждение, оценка
3. property, n — собственность
4. destiny, n — судьба
5. plague, n — чума
6. to spare, v — беречь, щадить
7. bosom, n — грудь
8. weed, n — сорняк
9. to take it for granted — принимать как должное
10. a keen perception — острое восприятие
11. acquisition, n — приобретение
12. to decline, v — отклонять
13. to push one's fortune — испытать судьбу, попытаться счастья
14. on an average — в среднем
15. to mew, v — попискивать
16. to puke, v — срыгивать
17. a snail, n — улитка
18. a furnace, n — печь
19. cannon's mouth, n — дуло пушки

20. oblivion, n — забвение

Answer the questions:

1. Is it a difficult or simple verse to understand on first acquaintance? Do you usually have any difficulties to understand Shakespeare's poems?
2. What type of a poem is it? Is it a lyric, a ballad, a sonnet, an ode, an epic poem, an elegy, a satire, a nonsense poem, a limerick?
 - a) lyric — expressing the writer's emotions, usually briefly;
 - b) a ballad — slow sentimental poem or song narrating a popular story;
 - c) a sonnet — a poem of 14 lines with a fixed rhyme-scheme and usually ten syllables per line;
 - d) an ode — a lyric poem of exalted style and tone;
 - e) an epic poem — a long poem narrating the adventures or deeds of one or more heroic or legendary figures;
 - f) an elegy — a sorrowful poem or song, especially for the dead;
 - g) a satire — ridicule, irony, used to expose folly or vice;
 - h) a limerick — a humorous five-line verse.
3. Is it in rhyme or blank verse? Has it a regular pattern of rhythm or is it a combination of rhythms?
4. blank verse — unrhymed verse
5. What emotions does the poem chiefly appeal to? Is it light or humorous or satirical or serious?
6. What does the poet say in the poem? (Outline only what he actually says not what he implies or hints.) What deeper meaning is there in the poem?
7. What does the poem say about the ways of life in the times of Shakespeare?
8. What universal truth does the poem say?
9. How well has the poet chosen his words? Is the vocabulary simple or difficult? Has he used any words in individual or unusual manners?
10. What topical groups can these words be put in?
11. Is the grammatical structure simple or difficult? Does he use the language of his time? How has he used grammar to get his meaning more effectively?
12. What devices does the poet use to convey his particular vision of human life to the reader? Is there any symbolism or imagery in the poem? What is it? How effective is this? Is it obvious or concealed? What devices of the language does he use (epithets, simile, metaphor, alliteration, personification, etc)? Do they move the reader's emotions?
13. How far do you think the poem has succeeded in conveying its message to the reader? Does the poem appeal to you personally, or not and for what reason?

2.18. Образование в Беларуси

My Alma mater in facts and figures:

The Belarusian State University is the leading scientific, educational, innovative and cultural center of the Republic of Belarus. The Belarusian State University (BSU) was founded on October 30, 1921. It uses its potential, based on the best national and international experience, to meet the intellectual, cultural and social needs and interests of individuals, society and the state, and contributes to the sustainable development of the country. The university's strategy is based on the creative collaboration of school and students and is aimed at:

- Implementation of educational, research and innovation programs;
- Formation of the favorable conditions for the development of the intellectual and creative potential of the person;
- Preserving and upholding the best traditions of classical university education;
- Assurance of a worthy place in the world educational space.

BSU in international ratings

According to the international QS World University Rankings BSU is among the top 300 best universities in the world. Since 2017 BSU is the only one representing Belarus in the Shanghai ARWU subject ranking in physics (group 351-400). BSU's digital library is ranked 12th among the world's best open access repositories (Transparent Ranking of Repositories).

BSU complex

BSU complex includes 16 faculties, 11 educational institutes and educational institutions, 16 academic buildings, 41 research laboratories at the faculty, 6 research institutes and centers, 6 enterprises, 3 training and experimental stations, 1 startup center, 7 museums, 1 science and technology park, 10 dormitories.

Academic Community

The university's academic community consists of school members, researchers, students, and graduate students. Today BSU has over 3,000 faculty members who hold full-time teaching positions in the main schools and institutes of the university. Among them there are 8 academicians and 9 corresponding members of the National Academy of Sciences of Belarus, 300 doctors of sciences and over 1000 candidates of sciences. There are about 25 500 undergraduate, graduate and postgraduate students. Belarusian State University offers a variety of educational programs at all levels of education. The higher education programme is organized at the main BSU faculties and educational institutions in 81 specializations. BSU offers master's degree programs in more than 44 specialties. The PhD program, designed to train highly qualified PhD researchers, is offered in 136 postgraduate majors and in 122 doctoral majors in various branches of science.

Today at BSU there are more than 5,000₉₈ international students from more than 50

countries of the world. BSU received its first foreign students in 1961. Many of them are now highly qualified specialists, world-class scientists, businessmen and entrepreneurs. Over nearly a century of its history BSU has trained over 160,000 graduates, more than 10,000 of them for foreign countries. More than 30 well-known foreign scientists and politicians are honorary professors at BSU. Outstanding graduates of Belarusian State University include ministers, scientists and teachers, political leaders working in many countries of the world. There are more than 4,500 candidates and more than 670 doctors of sciences among BSU graduates.

Analyze the information and write an essay “What makes the BSU so special for me?”

1.19. Английская литература эпохи Просвещения.

Read the text about Daniel Defoe

Daniel Defoe is rightly considered the father of the English and the European novel.

Daniel Defoe's life was complicated and adventurous. He was the son of London butcher. His father, being a puritan, wanted his son to become a priest. Daniel was educated at a theological school. However, he never became a priest, he became a merchant. He traveled in Spain, Germany, France and Italy on business. Though his travels were few they, however, gave him, a man of rich imagination, material for his future novels. Defoe's business was not very successful and he went bankrupt more than once.

He took an active part in the political life of Britain. After years of political ups and downs, including imprisonment for his attacks against the Church, he died at the age of 71 having written numerous works.

In the early 90s Defoe turned to literature. His first literary works were satirical poems dealing with the urgent problem of the time. In 1697 he published *An Essay on Projects*, a typical enlightener's work in which he suggested all kinds of reforms in different spheres of social life. He paid much attention to public education.

In 1702 Defoe published a satirical pamphlet written in support of the protestants, or dissenters, persecuted by the government and the Church. He was arrested and sentenced to imprisonment

In order to disgrace Defoe, the Government had him thrice pilloried - on the 29,30,31 of July 1703. Before being pilloried he wrote his *Hymn to the Pillory* which at once became known all over London. While he was pilloried, with his head and wrists in the stocks, people came, threw flowers to him and sang the Hymn.

His first and most popular novel *The Life and Strange Surprising Adventures of Robinson Crusoe* was written in 1719 when Defoe was about 60. It was followed by *Captain Singleton*, *Moll Flanders*, *Roxana* and other novels of adventure.

The popularity of the novel *The Life and Strange Surprising Adventures of Robinson Crusoe* was due to the fact that Robinson Crusoe was a typical nature and his common sense was the feature most characteristic of the English bourgeoisie. He was

the first character of a bourgeois ever created in world literature. Through him Defoe asserted the superiority of the new class over the idle aristocracy.

He was typical in his manner of thought, in his thriftiness. He saved the money he found in the wrecked ship, although he understood that it could hardly be of any use to him on the island.

Crusoe was religious and any work he started; he began with a prayer just as any puritan would.

Defoe wrote his novels in the form of memories, which made them look like stories about real people. The detailed descriptions of Crusoe's labor - making a boat, cultivating the land and other - were just as interesting for the reader, as those of his adventures.

Defoe's books were written in the living tongue of the epoch. He addressed the wide public and tried to make himself understood by the readers of all the layers of society.

As a true Enlightener he set himself the task of improving people's morals: that was why he provided his books with a moralizing comment. The novel *Robinson Crusoe* praised the creative labor of man, his victory over nature.

The influence of his work on the literary process as well as the minds of the readers can hardly be overestimated. An English critic once said that without his we should all be different from what we are.

Give the definition of the following words: puritans, Protestantism, pamphlet, satire, novel.

Read the extract from the novel about *Robinson Crusoe*

After I had been there about ten or twelve days, it came into my thoughts, that I should lose my reckoning of time for want of books, and pen and ink, and should even forget the Sabbath days from the working days;

but to prevent this, I cut it with my knife upon a large post, in capital letters, and making it into a great cross, I set it up on the shore where I first landed, viz., "I came on shore here the 30th of September 1659". Upon the sides of this square post, I cut every day a notch with my knife, and every seventh notch was as long again as the rest, and every first day of the month as long again as that long one; and thus, I kept my calendar, or weekly, monthly, and yearly reckoning of time.

In the next place we are to observe that among the many things which I brought off the ship in the several voyages which, as above mentioned, I made to it, I got several things of less value, but not all less useful to me, which I omitted setting down before; as in particular, pens, ink, and paper, several parcels in the captain's, mate's, gunner's, and carpenter's keeping, three or four compasses, some mathematical instruments, dials, perspectives, charts, and books of navigation, all which I huddled together, whether I might want them or no; also I found three very good Bibles, which came to me in my cargo from England, and which I had packed up among my things;

some Portuguese books also, and among them two or three Popish prayer-books, and several other books, all which I carefully secured. And I must not forget that we

had in the ship a dog and two cats, of whose eminent history I may have occasion to say something in its place; for I carried both the cats with me; and as for the dog, he jumped out of the ship of himself, and swam on shore to me the day after I went on shore with my first cargo and was a trusty servant to me many years; I wanted nothing that he could fetch me, nor any company that he could make up to me; I only wanted to have him talk to me, but that would not do. As I observed before, I found pen, ink, and paper, and I husbanded them to the utmost; and I shall show that while my ink lasted, I kept things very exact; but after that was" gone, I could not, for I could not make any ink by any means that I could devise.

And this put me in mind that I wanted many things, notwithstanding all that I had amassed together; and of these, this of ink was one, as also spade, pickaxe, and shovel, to dig or remove the earth; needles, pins, and thread; as for linen, I soon learned to want that without much difficulty.

This want of tools made every work I did go on heavily, and it was near a whole year before I had entirely finished my little pale, or surrounded habitation. The piles, or stakes, which were as heavy as I could well lift, were a long time in cutting and preparing in the woods, and more by far in bringing home, so that I spent sometimes two days in cutting and bringing home one of those posts and a third day in driving it into the ground;

for which purpose I got a heavy piece of wood at first, but at last bethought myself of one of the iron crows, which, however, though I found it, yet it made driving those posts or piles very laborious and tedious work.

But what need I have been concerned at the tediousness of anything I had to do, seeing I had time enough to do it in? Nor had I any other employment if that had been over, at least that I could foresee, except the ranging the island to seek for food, which I did more or less every day.

I now began to consider seriously my condition, and the circumstance I was reduced to; and I drew up the state of my affairs in writing, not so much to leave them to any that were to come after me, for I was like to have but few heirs, as to deliver my thoughts from daily poring upon them, and afflicting my mind; and as my reason began now to master my despondency, I began to comfort myself as well as I could, and to set the good against the evil, that I might have something to distinguish my case from worse; and I stated it very impartially, like debtor and creditor, the comforts I enjoyed, against the miseries I suffered, thus:

Evil

I am cast upon a horrible desolate island, void of all hope of recovery.

I am singled out and separated, as it were, from all the from all the world to be miserable.

I am divided from mankind, a solitaire,

one banished from human society.

I have no clothes to cover me.

I am without any defense or means to resist any violence of man or beast.

I have no soul to speak to, or relieve me.

Good

But I am alive, and not drowned, as all my ship's company was.
But I am singled out too from ship's crew to be spared from death;
and He that miraculously saved me from death can deliver me from this
condition.

But I am not starved and perishing on a barren place, affording no sustenance

But I am in a hot climate, where if I had
clothes, I could hardly wear them.

But I am cast on an island, where I see no wild beasts to hurt me, as I saw
on the coast of Africa. And what
if I had been shipwrecked there?

But God wonderfully sent the
ship in near enough to the shore, that I have gotten out so many
necessary things as will either supply
my wants, or enable me to supply
myself even as long as I live.

Translate in writing the part where he analyzed his situation. Use this model for the
analysis of your current issues.

1.20. Неличные формы глагола

Translate into Russian

1. The river is supposed to flow in this direction. 2. His childhood is said to have been very difficult. 3. You are expected to know these things. 4. He didn't seem to know you. 5. The situation seems to have become difficult. 6. He is said to have owned a very good library. 7. He was told to have organized the whole business. 8. The man doesn't seem to recognize you. 9. She seems to have done it especially for you. 10. You're not supposed to mark other people's books. 11. The actress is said to be very beautiful. 12. She was said to have a wonderful collection of china. 13. This doesn't seem to be the right decision. 14. The man seems to be a stranger here. 15. She seems to be used to the thought that they'll have to move to another flat. 16. It seems to be an interesting comparison.

Use the proper form of the infinitive

1. He seems (to be satisfied) with the results. 2. It seemed it would take not less than a page (to put) it into words. 3. The book is likely (to publish) and (to appear) on sale pretty soon. It is sure (to sell) well and (to sell) out in no time. 4. The man appears (to know) practically all European languages; he is said (to learn) them while travelling. 5. The river was reported (to overflow) the banks and (to advance) towards the suburbs of the city. 6. You seem (to look) for trouble. 7. The committee is said (to revise) the programme and (to work out) a plan of its realization. 8. The man seemed (to study) me and I felt uneasy in his presence. 9. The book was believed (to lose) until the librarian happened (to find) it during the inventory. 10. The strength of the metal proved (to over-estimate) by the designer. The engineer claimed (to warn) against its use for the purpose as it was likely (to deform) under great load. 11. We seem (to fly) over the sea for quite a time and there is yet no land (to see). 12. We don't seem (to acquaint), at least I can't remember having ever met him.

Translate into Russian. Mind the use of the Complex Object

1. Seeing her enter the room he rose to greet her. 2. Did you feel the bridge shake? 3. I don't like you to say such things. 4. Put on a thicker coat, I don't want you to catch cold. 5. We knew him to be very brave. 6. Nobody said anything, we just watched him put it away in his case. 7. You could have heard a pin drop. 8. She wouldn't explain, just urged me to use my own eyes. 9. Well, tell him to see us tomorrow morning, will you? 10. After lunch he begged me to accompany him home. 11. By the way, did she ask you to sign any papers yesterday? 12. Her visit agitated the patient so much that the doctor advised her not to come again. 13. There is no harm, I think, in letting you know. 14. I understood you to say that you had received no letter from your brother since he left England.

1.21. Из истории английской литературы 19 века

Study the key facts from Jane Austin's life and work.

While the literary art of Jane Austen is remarkable, the facts of her biography, at first glance, are not. The contrast has long intrigued Austen readers and scholars, and interest in her life is today almost as keen as interest in her works. Sources of information about her life dating back to her own time, when Austen's first four novels were published anonymously, still exist, including some of her letters (those her sister, Cassandra, did not destroy after Jane's death) and A Memoir of Jane Austen, written by her nephew J. E. Austen-Leigh in 1869. These sources reveal that Austen did lead the quiet life of an unmarried clergyman's daughter. She found early encouragement for her art within her family circle, and a starting point for her novels in her personal and family history. Born in 1775 to George and Cassandra Austen in the English village of Steventon, Jane Austen grew up in a highly literate family. Austen's father was an Oxford-educated clergyman, and her mother was a humorous, aristocratic woman. Of

Jane's six brothers, two were also educated at Oxford and two became admirals in the Royal Navy. (Her older sister, Cassandra, never married.) Educated only briefly outside of her home, Austen read freely in her father's library of 500 books, which left her better educated than most young girls of the time. While her family never anticipated that she would be a published writer (not considered an appropriate profession for a young lady of her background), within the walls of their household she was encouraged to write. In this lively, intellectual atmosphere the 15-year-old Austen began writing her own novels, and by age 23 she had completed the original versions of *Northanger Abbey*, *Sense and Sensibility*, and *Pride and Prejudice*. In 1801, the family moved to Bath when George Austen retired. When Jane received a proposal in 1802 from the wealthy brother of a close friend, for whom she felt no affection, she initially accepted him, only to turn him down the next day. This was a painful decision for her, as she understood deeply that marriage was the sole option women had for social mobility. She further understood the vulnerability of single women without family estates, who depended on wealthy relatives for a home. This subject is at the heart of *Sense and Sensibility*. After Austen's father died in 1805, Jane, her mother, and Cassandra lived in a small house, provided by her brother Edward, in the village of Chawton. Encouraged by the success of *Sense and Sensibility* (published anonymously in 1811), Austen went on to publish three more novels: *Pride and Prejudice* (1813), *Mansfield Park* (1814), and *Emma* (1815). Two additional novels, *Northanger Abbey* and *Persuasion*, were published posthumously in December 1817. Her health began to fail in 1816 and on July 18, 1817, Jane Austen died at the age of 41, possibly from Addison's disease. Austen never wrote a memoir, sat for an interview, or recorded whether she had herself felt the joys and disappointments of love. The biographical facts may never adequately explain the quick wit, sharp insight, and deep emotional intelligence she brought to her novels. Her works continue to transcend mere facts and to appeal to our hearts and minds.

Read Chapter 2 from *Pride and Prejudice* by Jane Austen

The dance and after

The Bennets were not rich, but they lived comfortably with servants at Longbourn, their house in the country. Mr. Bennet received 2000 pounds a year in rent from his land, and his wife had a little money of her own.

However, the situation was worse than it seemed because of a lawyer's agreement, made years before by Mr. Bennet's grandfather. Since Mr. Bennet had no son, the property, when he died, would pass to a distant cousin. His daughters would have nothing unless they married. This explains the great hopes of Mrs. Bennet.

So, when Bingley left for London, she was alarmed. Was he not coming to the dance, then? Her friend, Lady Lucas, calmed her. He had only gone, she said, to gather a party for the dance. The next report was that he was bringing twelve ladies – bad news for the ladies of Meryton. But he finally arrived at the dance with only four other people: his two sisters, the husband of one of them, a Mr. Hurst – and another gentleman.

Mr. Bingley was certainly good-looking and very friendly. But his companion,

Mr. Darcy, attracted more attention. He was not only better-looking, but also (as people said) had 10000 pounds a year. At first people admired him. But then they noticed he was proud. He danced once with each of Bingley's sisters, but showed no interest in any other ladies. How different from Mr. Bingley who danced every dance and made himself popular with everybody – and particular with Mrs. Bennet. For he danced with her elder daughter, Jane, not just once, but twice.

Her sister, Elizabeth, was not so lucky. Because there were not enough gentlemen, she had to sit down for two dances. During this time Mr. Bingley left the dance-floor to speak to Darcy, who was standing near.

"Why aren't you dancing?" he asked. "I've never seen so many attractive girls in all my life."

"You're already dancing with the only really attractive one," Darcy replied, looking towards Jane.

"That may be true," said Bingley, "but one of her sisters sitting just behind you is also very pretty."

Darcy turned. "Bearable," he said, "but why should I dance with a girl nobody else wants to dance with?"

When his family arrived home, Mr. Bennet had to listen to his wife describing every lady's dress who Mr. Bingley had danced with dance by dance. "If only," he said, "he'd broken his leg in the first dance!"

But Mr. Bennet just had to mention Mr. Darcy. "You should have seen him standing there alone, thinking himself so important. 'Bearable', indeed!"

Next morning, Jane expressed her surprise at Bingley asking her to dance a second time.

"It was no surprise to me, since you were by far the prettiest girl in the room," replied Elizabeth. "He seems very pleasant. You've liked worse men."

"Dear Lizzy, you shouldn't say such things."

"It's true," said Elizabeth, "you have such good sense, but you don't seem to see people's faults. Do you like his sisters?"

"They're very pleasant, when you talk to them."

Elizabeth *had* talked to them, and didn't agree.

They were fashionable London ladies who could be charming when they liked. But they were proud. They looked down on the country society of Meryton.

A week after Elizabeth talked about Jane to Charlotte Lucas, her closest friend. Mr. Bingley's admiration for Jane was growing. Jane liked him too. But as usual she hid her feelings under the same cheerful friendliness that she showed to everyone.

"A woman may often want to hide her feelings for a man," said Charlotte, "to stop people talking. But if she hides them too well, she'll lose him."

"But Mr. Bingley must see that Jane likes him."

"He doesn't know her like you. She should try harder to attract him. Then, when she is sure of him, there'll be time enough to fall in love with him."

"That may be a good plan for a girl who only wants to get married," Elizabeth said. "But Jane isn't like that. She'd never marry somebody she didn't love. Just now she doesn't know him, or her own feelings."

“I don’t think one *can* know a man before marriage, and it’s better that way. If people knew all about the person they were going to marry, they wouldn’t do it.”

“You say that,” said Elizabeth, laughing, “but you know you’d never act like that yourself.”

But while Elizabeth was twenty, Charlotte was twenty-eight, and like her friend had little money to expect from her family. And also, she was not so pretty. She sometimes felt she was getting too old to find a husband.

From that time Elizabeth watched her sister and Mr. Bingley closely. Perhaps because of this she hardly noticed that someone was watching her. But one evening at a party at the Lucas’s house it became quite clear. Whoever she spoke to, Mr. Darcy was always nearby.

“What does he mean by listening to my conversation?” she said to Charlotte. “If he continues, I’ll let him know what I think. He’s listening for things he can make joke about with Mr. Bingley’s sisters.”

The truth was different. As Darcy saw more of Elizabeth, his ideas began to change: she might not be exactly beautiful, but she had nice eyes. As for her conversation, it was not like fashionable London talk. But there was something very attractive in her easy, laughing manner. Later that evening, as he was talking to Sir William Lucas, she happened to pass by.

“Miss Eliza,” said Sir William to Elizabeth, “you’re not dancing. Mr. Darcy, you can’t refuse.” He took her hand to give to Darcy. He, though surprised, was very willing to take it. But she pulled it away.

“Please, Sir William,” she said, “I don’t want to dance. Mr. Darcy is only being polite.”

“This is hardly politeness,” Sir William said, “for who would refuse a chance to dance with Miss Bennet?”

Elizabeth smiled as she remembered another time and moved away. Sir William also walked off leaving Darcy looking thoughtful. Just then Miss Bingley came up. “I think I can guess what you are thinking,” she said. “You are thinking how unpleasant it would be to spend many evenings in this kind of company.”

“You are quite wrong,” said Darcy. “I was actually thinking how attractive a certain young woman is.”

“Indeed?” said Miss Bingley in a softer voice. She smiled and looked into his eyes. “And who is she?”

“Miss Elizabeth Bennet.”

“Miss Elizabeth Bennet? I’m astonished. How long has she been a favorite? When’s the wedding to be?”

“That’s exactly what I expected you to say,” said Darcy. “A lady’s thought jumps straight from admiration to love, and from love to marriage.”

Characterize the personages of the chapter and try to reconstruct the plot of the novel.

Make a presentation on Jane Austin’s biography.

Supply the necessary forms of the verbs

1. If I (to realize) it was to be like this, I (not to come). 2. If he (not to tell) us that himself I never (to believe) that. 3. He (to agree) never with you, even if he (be) wrong. 4. I (to be) grateful if you (to keep) the news to yourself. 5. If anyone (to ask) me what his specific gift was, I (not to know) how to answer. 6. She said she (to be) pleased if my mother (to allow) me to spend a month with them. 7. Mary is staying with them. I think it (to be) a good thing if you (to come) and (to see) her. 8. If we ever (to happen) to meet again I (to act) as if this letter never (to write).

Use the correct form of the verb

1. If it (to be) all the same to me, I (not to come) and (to talk) with you. 2. If there (to be) some more of us, it (to take) only a few days to get through with it. 3. If anyone (to call), I shall give him the telephone number so that he (to get in touch) with you. 4. Leave a message for me if you (not to find) me in. 5. He (not to understand) it even if he (to be given) a broad hint which none other would miss. 6. If you (to come across) an expression that you do not know, write it out, please. 7. You (not to find) the house even if you (to ask) for directions: it has been pulled down recently.

Use proper forms of the verbs. Make both real and unreal conditionals

1. If Ed (to learn) about it, he probably never (to speak) to me again. 2. I (to be) in the drawing-room in case there (to be) a telephone call for me. 3. He wondered how he (to feel) if his former wife (to come) into the room. 4. Philip says they (to miss) me if I (to leave) before their wedding. 5. In case any crisis (to arise), let me know. 6. You (to do) it differently, if you (have to do) it over again? 7. If this (to be) our last meeting for some time, I (not to like) you to remember this talk. 8. It (to be) awkward if she (to refuse) to co-operate. 9. What his mother and father (to think) if they (to hear) of what he has done? 10. If the situation (not to change) by Saturday I (to be) in trouble. 11. I (not to be) surprised if he (to offer) an important post under the next government.

1.23. Высшее образование в Великобритании

Read the information below:

The nature of higher education in Great Britain has changed significantly over the past 30 years. The number of students studying at universities and colleges has increased dramatically, with over 2 million students at higher education institutions today. The age of undergraduates has changed too. Formerly these were largely school leavers studying full-time. The student population now includes large numbers of mature and part-time students. Higher education is part of 'lifelong learning', which is not limited to the compulsory school years, but extends through an adult's working life and sometimes into retirement. Higher education is available at universities, colleges,

institutions of higher and further education.

Higher education colleges vary in size, mission, subject mix and history. Like universities, they are self-governing and independent. Colleges range in size from small specialist institutions with 500 students to large multi-discipline institutions of 13,000 students. Many colleges cover a wide range of subjects, while some specialize in one or two areas.

Universities are also diverse, ranging in size, mission, subject mix and history. They are self-governing and independent. All universities in England and Wales are state universities. Universities have their own degree-awarding powers. They range in size from under 4,700 students to over 32,000 students. Universities in the UK may be divided into three types:

- The old established universities, such as Oxford (founded 1249), Cambridge, Edinburgh, London, Liverpool, Durham, Edinburgh, Bristol, Cardiff.
- The 19th century "*redbrick universities*" such as London and Manchester (they were called so because that was the most favorable material of the time). These Universities were created to fill local needs, to provide a liberal education for the poorer boys, and to give technological training. Currently they offer a full range of courses.
- The "*new universities*" established after World War II, such as Essex, Lancaster, the New University of Ulster. Among this group there are also universities often called 'newer civic' universities. These were originally technical colleges set up by local authorities in the first half of this century.

The most interesting innovations are the Open University and the University of the Third Age. The Open University provides awards by distance learning (the formal qualifications GCSE and A-Levels are not necessary). About 150,000 students are following its courses now. Over the last forty years the Open University has become Britain's largest University. It offers people a chance to study without sacrificing work or family commitments. People study at home using specially written texts, videos, TV and radio programs and computers. The University of the Third Age is for the retired who just want to study without receiving any diplomas or degrees.

The normal minimum age for an undergraduate to start a course is 18 or 17 in Scotland. Students are admitted largely on the basis of their performance in the examinations for the General Certificate of Secondary Education at ordinary (GCSE) and advanced levels (GCE A-level). To get a place the students should have "A-level" results in at least two subjects. The selection procedure is rather complicated.

A student who wants to go to university usually applies for admission before he takes his advanced level examinations. First, he must write to the Universities Central Council on Admissions (UCCA), and they send him a form, which he has to complete. On this form, he has to write the names of six universities in order of preference. He may put down only two or three names, stating that if not accepted by these universities he would be willing to go to any other. This form, together with an account of his out-of-school activities and two references, one of which must be from the headmaster of his school, is then sent back to the UCCA.

The UCCA sends photocopies of the form to the universities concerned. Each applicant is first considered by the university admission board. In some cases, the board sends the applicant a refusal. This may happen, for example, if the board receives a

form in which their university is the applicant's sixth choice and the university already has many candidates. If there are no reasons for immediate refusal, the university admission officer passes the candidate's papers on to the academic department concerned. One or two members of this department will then look at the candidate's application: see what he says about himself, look at his marks at the ordinary level examinations, and see what his headmaster and the other referee say about him. Based on those, the department may make the candidate an offer (either a definite offer or a conditional one) or send him a definite rejection.

As a rule, the department makes a conditional offer. This means that the candidate will be accepted by the university if he fulfills the requirements stated in the offer. In his turn, the student may accept the offer conditionally.

When the Advanced level examination results come out in August, the university admissions department sees whether the candidate has fulfilled his conditions and, if he has, sends him a definite offer. The candidate must accept or refuse within 72 hours.

First degree courses generally take three years in England, Wales and Northern Ireland. Sandwich courses, which include periods of practical work in organizations outside the university or college, usually last four years, as do certain specialist courses. Some vocational degrees are longer, for example in medicine, dentistry and architecture.

The main undergraduate qualification awarded by higher education institutions is the first or bachelor's degree, for example, B.A., B.S. Other undergraduate qualifications include: Higher National Diploma (HND), Higher National Certificate (HNC) and Diploma in Higher Education (DipHE) which usually take one or two years to complete. The Foundation Degree is a vocational qualification introduced by the government of the United Kingdom in September 2001, which is available in England, Wales and Northern Ireland. It is similar in level to the associate's degree awarded in the United States. Courses are typically two years long and are offered both by universities and colleges of higher education. Foundation degrees are intended to give a foundation in a subject, thus the name, which enables the holder to go on to employment in that field.

A high proportion of graduates go on to do further training after university. Postgraduate studies lead to higher degrees most of which are Master's or Doctor's degrees. Postgraduate students are granted the Master's degree by thesis or examination after a minimum of one or two years of advanced studies. The Doctorate (Doctoral /Doctor's degree) generally requires outstanding proficiency in some specialized branch of research. It is regarded as the highest degree.

Traditionally, the UK academic year runs from September or October to June, divided into 3 terms of eight to ten weeks, with four weeks' vacation at Christmas and Easter and three months' vacation in the summer. Higher education courses are increasingly being offered on a modular basis. On completing a module, the student is awarded a credit or credits. Students are awarded a degree after accumulating the appropriate number of credits in appropriate combinations.

For taught courses, lectures and seminars provide the basis of study at various classes between 9 a.m. and 5 p.m. Although lecture audiences can be very large –

(perhaps over a hundred students) – there is usually an opportunity to ask questions. Seminars and tutorials provide more opportunity for discussion in smaller groups. The size of a seminar group may vary considerably. Some universities retain a tradition of one-to-one work, while others rarely have groups smaller than 20. Students are sometimes asked to write essays which are then discussed in the group – this is a good opportunity to develop your skills in presentation and discussion. This work is supported by reading and individual study.

The higher education is mostly managed and funded by several government agencies; student tuition fees also comprise a significant element of university funding. For all British citizens a place at the university brings with it a grant from their Local Education Authority. The grants cover tuition fees and some of the living expenses. The amount depends on the parents' income. If the parents do not earn much money, their children will receive a full grant, which will cover all their expenses

Universities and other higher educational institutions are autonomous and enjoy complete academic freedom, appointing their own staff and deciding which students to admit. Each university can decide on the qualification level at which they will accept student applicants. The universities determine the length and the content of their courses. They are legally independent corporate institutions responsible only to their governing councils.

In most universities students organize clubs and societies covering various areas such as sport, drama, debating, music, politics, and religion. Every university has a students' union, which organizes recreational facilities and entertainments. It also deals with the administration representing student interests. The union is required to have a written constitution approved by the governing body. The reports of the union are published annually. The National Union of students represents student interests. Its members are drawn from the students' unions of different universities and colleges.

Answer the questions:

1. How has the nature of higher education changed over the past 30 years?
2. What are the typical features of British colleges?
3. What are the typical features of British universities?
4. What are three types of universities in Britain? What are the differences between them?
5. In which way are the Open University and the University of the Third Age different from other universities?
6. What are the admission requirements in Great Britain?
7. Where should British school leavers apply to if they want to go to university? What papers are applicants supposed to provide?
8. What university groups consider the applications for admission? What decisions can be taken by universities?
9. What is the most common degree awarded in Great Britain? How long does take to get it?
10. What is a sandwich course?
11. What are the most common undergraduate degrees?

12. What is the difference between undergraduates, graduates and postgraduates?
 13. What is the normal route for the award of a Master's Degree and a research degree (a Doctor's Degree)?
 14. What does the typical UK academic year look like?
 15. What are the most typical methods of teaching at a British college or university?
 16. Do all the students in Great Britain have to pay for their education?
 17. What does the autonomy of a British university mean?
 18. What are some of the peculiarities of British students' life?
- Time for projects!

Join 2 Or 3 other students, discuss in groups and work out a common concept "Universities for better Education". Make a mind map and present in class.

1.24. Из истории английской литературы 20 века

Have you read "The Hobbit" and "The Lord of the Rings"? Are you a fan of Tolkien, like many other people in different countries? Read the text to find out about the author. While reading, put down the notes about the most important events in his life.

In 1998 several hundred English and American people were asked to name the best books of the 20th century. The list of 100 books was made, at the head of which was *"The Lord of the Rings" by J.R.R. Tolkien*. The author's other book *"The Hobbit, or There and Back Again"* was also at the top of the list.

J.R.R. Tolkien was born in Orange Free State (now South Africa). When he was three, his mother took him and his brother to England. She was a well-educated woman: she knew Latin, German and French, she could draw and paint, and she could play the piano. Ronald inherited her talents: he fell in love with languages from the moment he met them (Latin and French) and he could draw and paint so well that many years later he illustrated his own books. The boy was an avid reader, especially of the myths and tales of American Indians and fairy tales. It seems another talent of his mother was teaching because under her guidance he was well prepared to pass exams and study at the best grammar school in Birmingham.

When Ronald was 12, the brothers were orphaned and went into care of their mother's confessor Father Morgan. He was a faithful friend and carefully managed the little fortune the boys' mother had left them, often adding something from his own small income.

Tolkien wanted to study at Oxford, but the only way for a poor young man to get admitted was to win a scholarship. With his talent, determination and hard work he managed to do it. At Oxford he studied linguistics, Anglo-Saxon, Middle English dialects, Old Norse, Spanish, Gothic and other languages. He didn't just like languages as certain systems, he loved words of which these languages were made, and he deeply felt the meaning of each word. As the linguist Waclaw Lednicki said: "Each language represents centuries of tragic efforts on the part of human beings to find an adequate expression of their feelings and thoughts about the universe. Indeed, every language

is a unique mirror of the landscape, of the air, of the sky — of all the natural surroundings in which it has developed." That's why Tolkien loved to read the most important texts in each language — its epics. When he discovered Finnish with the epics of Kalevala and Sampo, he invented his own new language based on it, which eventually appeared in the "Lord of the Rings" as "high-elven".

Wherever Tolkien studied, he always formed clubs of like-minded friends who shared their intellectual and creative enthusiasms: they recited from the Old and Middle English poems "Beowulf," "Sir Gawain and the Green Knight" and others; later the Old Norse heroic tales — sagas; and by all means they read and discussed each other's unpublished works. In the friendly, supportive, beer- and tobacco-filled atmosphere of these gatherings Tolkien absorbed the environment which would convey his sense of good in his fantasies.

In 1915, after Tolkien took a First-Class degree in English, he entered the Army. He participated in the battle of Somme, one of the bloodiest tragedies of World War I, which took away the lives of 60,000 Englishmen. He himself was wounded and returned home with "trench fever".

In 1918 Tolkien joined the staff of the Oxford English Dictionary, which was an honor. At the age of 37 he was named Professor of English Language at Oxford. To be named to a professorship at any British university is a great honor, for there is usually only a single professor in each subject, other teachers are readers and lecturers. To be a professor at Oxford is an honor compounded. Besides, he was the youngest professor there.

Tolkien had three sons and a daughter. Like many orphans, he was a loving and dedicated family man creating for his children the deep sense of home, which had been denied to him. He enjoyed taking his children for walks through his beloved midlands countryside, willingly helped them with homework, entertained by making up stories. "The Hobbit" was one of those stories, first told to his children and never meant for publishing. The only existing manuscript was read by lots of his friends and his friends' friends, till at last it got into the hands of a publisher. When in 1937 "The Hobbit" was brought out, it was an immediate success and Tolkien was asked to continue writing. That's how he started thinking of the work which would be later called "The Lord of the Rings".

He finished it in 1948 — three thick volumes, which he wanted to publish without any cuts. However, it was very expensive, and the publisher made Tolkien an unusual offer: he said he wouldn't pay him anything till all the expenses were met, but after the book had paid for itself; they would share in the profits equally. This deal turned out a wonderful bit of luck for Tolkien as the book was a tremendous success and made him financially free. It was immediately translated into Dutch, Polish and Swedish, and later into many other languages, including Russian.

In 1972 Tolkien was awarded a Commander of the British Empire.

When he died, one of his students said: "He belonged to that very rare class of linguists, now becoming extinct, who could understand and recapture the glamour of the word."

"In the beginning was the Word, and the Word was with God, and the Word was God."

*Do you remember what "quest" means? Who went on quests in mediaeval books?
Read the text and answer the questions that follow.*

Tolkien's Two Most Famous Books

"The Hobbit" is a tale of high adventure, undertaken by a company of dwarves, in search of dragon-guarded gold. The reluctant partner in this perilous quest is Bilbo Baggins, a comfort-loving, unambitious hobbit. Encounters with trolls, goblins, elves and giant spiders, conversations with the dragon, and a rather unwilling presence at the battle of the Five Armies are some of the adventures that befall Bilbo. But there are lighter moments as well: good fellowship, welcome meals, laughter and song.

The theme of the book is increasing maturity. Bilbo changes from a frightened, passive lover of domestic comfort to a brave, active planner of events willing to take responsibility for himself and others.

Bilbo is not a legendary, mythical hero capable of great deeds, he is the hero who is no better than we are. A very important idea of the book is that not everything is destined. Both God and man have a hand in shaping all that happens: God through His grace, which Tolkien calls "luck", and man through his physical and intellectual excellencies, bravery and sense, which, at their best, represent the God-like in man.

Like traditional fairy tales, "The Hobbit" is less concerned with the broad conflict between good and evil than with the personal growth of the hero.

"The Lord of the Rings" is long but it does not sprawl; the number of characters is large but each one has a vivid and memorable existence for the reader. The book's theme is the unending struggle of good and evil, but it is different from "The Hobbit" in many ways.

The first difference is its far more serious tone. The whole life of man is a quest, marked for all men by two great events: the coming of adulthood, with all its rights and privileges, and the coming of death. "The Hobbit" is about the first event, "The Lord of the Rings" is about both.

Tolkien's three great themes are the hero, the nature of good and evil, and the function of the language.

Tolkien's heroes are only in part traditionally conquering heroes. They are, above all, suffering heroes who persevere.

They have mercy, that is the ability to feel and understand the pain and suffering of others.

They are selfless in their love for their companions, they care for the health, safety and happiness of others.

The evil in the book is enduring and insidious. It is a hydra-headed monster that takes whatever form the time requires. If something is born of evil, it cannot be made good, even by good. The ultimate defeat then, according to Tolkien, is not simply to lose the battle with evil, but to become incorporated into it.

Tolkien is extremely linguistically creative in the book. He delights in names and naming (Samwise, Ferny, Merry, Strider, Fatty Lump-kin, etc.). This reaffirms the existence of the good, and continually recreates it. There is a tendency not to name evil at all, if it can be helped, for to name is to create.

The proverbs used in the book refer to Anglo-Saxon and Middle English sources.

Tolkien creates a variety of languages. Hobbits speak the Common Speech. The vocabulary of the elves is the most musical of the languages in Middle Earth, with a high proportion of l's, r's and front vowels. The Rohans' language and culture resemble those of old Anglo-Saxon. The language of Ores and other forces of evil looks and sounds dark and horrid, we can feel its physical ugliness.

Discussion.

1. What is “high adventure”?
2. What is “The Hobbit” about?
3. Why do we say that the theme of the book is increasing maturity? Do you know any other books with the same theme?
4. Is Bilbo an ordinary fairy-tale hero? What is the difference between the two?
5. Do you agree that not everything in our life is destined?
6. It must be difficult to read such a long book with so many characters? Why is “The Lord of the Rings” so popular?
7. What kind of quiz does every person take in his\ her life?
8. Why do we say that tone of “The Lord of the Rings” is far more serious than that of “The Hobbit”?
9. What are Tolkien’s three great themes?
10. What is characteristic of Tolkien’s heroes?
11. How does Tolkien see evil?
12. When does evil win, according to Tolkien? Do you agree with that?
13. What was peculiar to Tolkien’s naming people and objects? What do you think about it?
14. Do you think it’s easy to create a new language?
15. What does it tell you of Tolkien’s talent?

Write an essay The linguistic phenomena of Tolkien’s books.

1.25. Структура профессиональной деятельности

Read the recommendations:

When you write a resume, you need to summarize your work history, showcase your achievements, and sell your skills, all while showing that you fit into the modern workplace. This may sound like a difficult job, but with the right strategy you can write the resume that scores your next interview in no time.

A resume is a short document that summarizes your work history, education, and professional skills. Job-seekers send resumes to employers when they apply for jobs. Employers then use the resumes to decide which applicant to invite to a job interview.

A great resume is more than just a boring list of past jobs, however. It’s your sales pitch to an employer. You can think of it as a marketing document that sells you as a skilled worker and a dedicated employee. Your resume is the first thing about you that an employer sees, and you need to leave a good impression.

Use your resume to present the best and most professional version of yourself and your career. With your most useful skills, your most relevant work experience, and your most impressive achievements, you can sell yourself as a great candidate for a job.

The most common resume formats are reverse-chronological resumes, functional resumes, and combination resumes. The reverse-chronological resume is best for most job-seekers, but each resume format has pros and cons to consider before you make your choice. Reverse-chronological resumes list past jobs in reverse-chronological order. This means that the Work History section begins with the most recent position at the top and works backwards through your career. The Work History section is the most important section on a reverse-chronological resume, taking up most of the space on the page. The Skills and Education sections are secondary.

This is the most common resume format, and the one most employers expect. They are simple, easy to read, and prioritize your work history. If you have a fairly typical work history, you should use the Reverse-chronological resume format.

The Functional resume format, sometimes called a skills-based resume, emphasizes skills and abilities over work experience. In a functional resume, the Skills section is largest and most prominent instead of the Work History section.

In a Functional resume, the Skills section takes up most of the space on the page. This allows your abilities to take center stage, so you can emphasize your skill set instead of your work history. This can be useful for job-seekers with impressive skills that are difficult to demonstrate in a Work History section.

The Work Experience section, by contrast, is short. Descriptions are brief, and the section may only contain the job titles, company names, and dates for each item. Further, the Work History section isn't organized reverse-chronologically. Instead, items in the Work Experience section are sorted by topic, either with the most relevant at the top or into groups of related jobs.

The Functional resume format may be useful for job-seekers with an unconventional career history. By emphasizing skills instead of providing a career timeline, things like job-hopping, long gaps, and career changes will be less obvious.

However, this resume format is a risky choice. Employers are less familiar with it, and the lack of a clear career timeline can make them suspicious. While there's nothing wrong with emphasizing skills instead of previous positions, you don't want to seem like you're hiding something.

The Combination resume format combines the best features of the Reverse-chronological and Functional resume formats. In a Combination resume, the Skills section is the largest section and a smaller Work History section lists past jobs reverse-chronologically.

Like a functional resume, the combination resume format prioritizes skills. The Skills section will be the largest and most prominent part of the resume. Unlike the functional resume, however, it retains a reverse-chronological Work History section. The section can be shorter and less detailed than in a Reverse-chronological resume, but it should be easy to read and provide a clear timeline of your career.

This format allows you to emphasize skills without obscuring your work history. You can display the most important things first, your abilities, while remaining honest about your career path. When your skills are impressive, potential red flags like gaps or job-hopping won't matter.

It's best to be truthful, and the combination resume allows you to do this while ensuring that your skills are given the prominence they deserve. If you prefer not to use a Reverse-chronological resume format, the Combination format is your best choice.

Filling up a resume is hard enough when you've been working for years. When you don't have much experience, it's even harder. How can you write a resume when you don't have anything to write about?

Fortunately, you can still write a resume that gets you the job. Everybody's career has to start somewhere, and employers filling entry-level positions know that most applicants won't have much experience. Whether you're in high school, graduated recently, or are simply entering the workforce for the first time, you have what it takes to score an interview.

If you need to write a resume when you don't have experience, use one or all of these three strategies to get started. 1.If you're in high school, or graduated recently, you may think that you don't have any experience to write about. This probably isn't true. Just because you haven't had any paid work doesn't mean you don't have experience.

Clubs, associations, and teams can all be used on your first resume. Think of any group you've been involved in and any clubs you've held a position in. Student council, yearbook club, the school newspaper, or school volunteer groups are all organizations that can be used in your resume. As long as you've participated in your school community, you have more experience than you think. 2. Even if you don't have work experience, you probably have some skills you can showcase in your resume.

Try to think of the skills you've developed, whether in school or elsewhere. They may seem too simple to mention, but sometimes the simple skills are the most important ones. The abilities you already have can help you get an entry-level job.

Soft skills that you learned in school, like time management, written and verbal communication, and teamwork are all important skills in the workplace. 3. When all of your life experience is in school, not work, you can center your resume on your

education. Allow your education section to take up the largest portion of your resume, and focus on the projects and courses you undertook there.

If you're a high school student, there may not be much to talk about. However, if you have any relevant courses, like computer courses or shop class, you can emphasize these in your resume. Important class projects you've worked on can also be a source of skills and experience.

Use all the tips to design a resume for the position of a receptionist/a baby-sitter/a tourist guide.

3. РАЗДЕЛ КОНТРОЛЯ ЗНАНИЙ

3.1. Материалы текущего контроля и аттестации

Перечень рекомендуемых средств диагностики и методика формирования итоговой отметки

Объектом диагностики компетенций студентов являются знания, умения, полученные ими в результате изучения учебной дисциплины. Контрольно-оценочные мероприятия проводятся на основе текущего контроля и промежуточного с использованием рейтинговой шкалы оценки. Диагностика уровня учебных достижений и результата коммуникативной деятельности осуществляется:

- в устной форме (ответ на практическом занятии, деловая игра, учебная дискуссия, коллоквиум, презентация, дебаты);
- в письменной форме (составление таблиц / ментальных карт), контрольная работа, письменный перевод, сочинение, диктант, тест и др.);
- комбинированной форме (открытые эвристические задания, проекты, интерактивные задания в онлайн формате на базе ресурсов технологий Web2.0 и образовательной платформы Moodle и т.д.). Рекомендуемые средства диагностики раскрывают основные критерии оценивания деятельности студентов и соотносятся с формами контроля знаний.

Оценка за ответы на практических занятиях может включать в себя полноту ответа, наличие аргументов, примеров из практики и т. д.

Письменные тесты по аудированию, чтению и лексике рекомендуется оценивать по десятибалльной системе (от 1 до 10), согласно которой 10 баллов выставляется при условии правильного выполнения 100 - 96% работы. 3, 2, 1 балл соответствуют менее 66% правильно выполненных заданий. В случае отсутствия работы или отказа от выполнения работы выставляется 0 баллов.

Оценка сочинения может формироваться на основе следующих критериев: оригинальность (новизна) постановки проблемы и способа ее интерпретации/решения, самостоятельность и аргументированность суждений, грамотность и стиль изложения и т.д. Оценка проекта может включать актуальность исследуемой проблемы, корректность используемых методов исследования, привлечение знаний из различных областей, организация работы группы, практическое применение полученных результатов.

Требования к написанию контрольных работ:

1. Студент должен быть подготовлен к выполнению работы: хорошо усвоить материал, по которому будет осуществляться контроль.

2. Работа должна быть написана и сдана в отведенное преподавателем время. Соблюдение временного интервала является важнейшим условием адекватности результатов по контрольной работ.

Работа должна быть выполнена грамотно, без орфографических ошибок.

3. Работа должна быть написана разборчивым почерком и содержать, по возможности, как можно меньшее число помарок.

Пример контрольной работы

The Sequence of Tenses

1. She admitted that she the job here a month before.
a) started b) starts c) had started d) would start
2. Jane asked if anybody to the party tonight.
a) go b) would go c) went d) had gone
3. I couldn't believe that Pete English for a year.
a) learns b) learnt c) is learning d) had been learning
4. We got a letter confirming that they to transfer the money as soon as possible.
a) were planning b) plan c) have planned d) would have planned
5. He assured us that the contract the day before.
a) concluded b) was concluded c) had been concluded
6. Jane told me that every summer she English in London, so she had to leave me.
a) studied b) was studied c) will study d) had studied
7. I was worried that the little kid sick after so much sweets.
a) gets b) would get c) will get d) would have got
8. I heard they for our department for three weeks.
a) worked b) have worked c) had been working d) are working

9. It was obvious that he lonely here, with no relatives or friends.
a) is feeling b) was feeling c) feels d) had felt
10. They faxed us informing that they to accept our proposal.
a) decided b) are deciding c) had decided d) have decided
11. A week ago Joe thought that he never In love again. But now it happened.
a) fell b) would fall c) falls d) will fall
12. Ann had to admit that she about that a week before.
a) was informed b) informs c) was informing d) had been informed
13. Yesterday he mentioned they this project at that moment.
a) are supporting b) supported c) were supporting d) had supported
14. I felt he what he had told.
a) regrets b) will regret c) regretted d) had been regretted
15. He admitted that he had committed the crime
a) six months ago b) six months before
16. He answered that he couldn't find him
a) here b) there
17. They promised that letters would be delivered next morning.
a) these b) those
18. I knew that the concert had taken place
a) yesterday b) the previous night
19. I could find out that they were developing a new project
a) at that moment b) now
20. They officially informed us that our father died
a) two months ago b) two months before

Формой промежуточной аттестации по дисциплине «Иностранный язык» учебными планами предусмотрены зачёт и экзамен.

При формировании итоговой отметки используется рейтинговая система оценки знаний студента, дающая возможность проследить и оценить динамику процесса достижения целей обучения. Рейтинговая система предусматривает использование весовых коэффициентов в ходе проведения контрольных мероприятий текущей аттестации. Примерные весовые коэффициенты, определяющие вклад текущей аттестации в отметку при прохождении промежуточной аттестации:

- ответы на практических занятиях, коллоквиумы, выполнение презентаций, ведение дискуссий – 25 %;
- выполнение письменных переводов, написание диктантов / составление таблиц / ментальных карт – 25 %;
- написание сочинений и проектов, выполнение открытых эвристических заданий – 25 %;
- выполнение контрольных работ / тестов – 25 %.

Итоговая отметка по дисциплине рассчитывается на основе отметки текущей аттестации (рейтинговой системы оценки знаний) – 50% и экзаменационной отметки - 50%.

3.2. Итоговые вопросы и задачи для контроля освоения курса

1. The role of The English language today. English as an international language. Features of the English language.
2. From the history of the English language. English dialects.
3. Anglo-Saxon period.
4. Anglo-Norman period.
5. Geoffrey Chaucer.
6. Literature of the Renaissance.
7. William Shakespeare.
8. Literature of the Enlightenment. 3 periods of the Enlightenment. Daniel Defoe.
9. English literature of the 19th century. Romanticism. Critical realism.
10. From the history of literature of the 20th century.
11. Higher Education in our country.
12. The BSU.
13. Educational system of Britain. Higher education in the UK.
14. My future profession.

3.3. Примерное содержание экзамена по дисциплине «Иностранный язык (Английский)»

1. Собеседование по прочитанному тексту.

2. Беседа на социокультурные и профессиональные темы согласно содержанию курса. Задача данного этапа экзамена заключается в проверке умений монологической и диалогической речи.

3. Перевод предложений на английский язык с использованием изученных лексических единиц и грамматических явлений

4. Перевод неадаптированного художественного текста объёмом 550-600 печатных знаков с иностранного языка на родной с использованием словаря.

Экзамен призван оценить уровень практического владения иностранным языком в пределах требований, определенных учебной программой. Экзамен проводится в устной форме

4. ВСПОМОГАТЕЛЬНЫЙ РАЗДЕЛ

4.1. Структура дисциплины

Дисциплина изучается в I и II семестрах. Всего на изучение учебной дисциплины «Иностранный язык» (Английский) в очной форме получения высшего образования отведено 228 часов, из них 124 часа аудиторных, в том числе:

специальность 6-05-0232-01 «Белорусская филология»

I семестр:

всего 120 часов, в том числе аудиторных 72 часа, из них: практические занятия – 68 часов, управляемая самостоятельная работа (далее – УСР) – 4 часа (ДОТ).

Трудоемкость учебной дисциплины составляет 3 зачетные единицы. Форма промежуточной аттестации – зачет.

II семестр:

всего 108 часов, в том числе аудиторных 52 часа, из них: практические занятия – 48 часов, УСР – 4 часа (ДОТ).

Трудоемкость учебной дисциплины составляет 3 зачетные единицы. Форма промежуточной аттестации – экзамен.

Специальности: 6-05-0232-02 «Русская филология», 6-05-0232-03 «Славянская филология»

I семестр:

всего 120 часов, в том числе аудиторных 72 часа, из них: практические занятия – 64 часа, УСР – 8 часов (ДОТ).

Трудоемкость учебной дисциплины составляет 3 зачетные единицы. Форма промежуточной аттестации – зачет.

II семестр:

всего 108 часов, в том числе аудиторных 52 часа, из них: практические занятия – 48 часов, УСР – 4 часа (ДОТ).

Трудоемкость учебной дисциплины составляет 3 зачетные единицы. Форма промежуточной аттестации – экзамен.

4.2. Содержание учебного материала

1 семестр

1. Язык и коммуникация. Роль английского языка как средства международного общения в современном мире.

2. Употребление видовременных форм английского глагола. Действительный залог. 3. Современный английский и его диалекты

4. Страдательный залог (Passive voice)

5. Кельтская мифология

6. Согласование времён

7. Прямая и косвенная речь

8. Римское влияние в Британии
 9. Имя существительное (The Noun)
 10. Артикль
 11. Англосаксонский период.
 12. Англо-нормандский период
 13. Язык и литература Англии 14-15 веков
 14. Geoffrey Chaucer
 15. Прилагательные и наречия.
- 2 семестр
16. Модальные глаголы
 17. Литература Ренессанса.
 18. Образование в Беларуси.
 19. Английская литература эпохи Просвещения
 20. Неличные формы глагола
 21. Из истории английской литературы 19 века.
 22. Условное наклонение
 23. Высшее образование в Великобритании
 24. Из истории английской литературы 20 века
 25. Структура профессиональной деятельности

4.3. Учебно-методическая карта дисциплины

1 семестр

Номер раздела, темы	Название раздела, темы	Количество аудиторных часов			Количество часов УСП	Форма контроля знаний
		Лекции	Практические занятия	Иное		
1	2	3	4	5	6	7
1.1.	Язык и коммуникация. Факторы, влияющие на положение языков в мире. Роль английского языка в современном обществе.		2			Учебная дискуссия
1.2.	Характеристики английского языка в динамике и статистике, перспективы развития.		2			Презентация
1.3.	Живые и мёртвые языки. Искусственные языки. Понятие “искусственный язык”, причины возникновения искусственных языков. Эсперанто.		2			Проект
2.1.	Употребление видовременных форм английского глагола. Действительный залог. Времена группы Indefinite. Present Indefinite. Past Indefinite. Употребление конструкций used to do, would do		2			Контрольная работа
2.2.	Времена группы Continuous		2			Тест
2.3.	Употребление времён Perfect и Perfect Continuous.		2			Тест
2.4.	Способы выражения будущих действий. Future tenses. Обороты to be going to, to be to, to be due to, to be about to		2			Составление таблицы
3.1.	Современный английский язык и его диалекты Английский на карте мира. Англоязычные страны и их население. Качественный и количественный состав носителей английского языка.				2 (ДОТ)	Презентация
3.2.	Понятие «литературный английский». Standard English. Британский и американский английский.		2			Открытое эвристическое задание
3.3.	Диалекты английского в Британии и за её пределами. Социальные диалекты английского. Кокни — известный лондонский диалект. 125		2			Составление ментальных карт
4.1.	Страдательный залог.		2			Тест

	Грамматическая категория страдательного залога. Особенности употребления страдательного залога. Понятие переходных и непереходных глаголов					
4.2.	Образование видовременных форм глагола в страдательном залоге.		2			Анализ таблицы
4.3.	Преобразование страдательного залога в действительный и наоборот.		2			Контрольная работа
5.1.	Кельтская мифология. Ранняя история Британских островов. Кельтское завоевание Британии.		2			Опрос
5.1.	Язык, традиции, культура и религия древних кельтов.		2			Устный опрос.
5.3.	Друиды. Героические саги древних кельтов.				2 (ДОТ)	Письменный перевод
6.1.	Согласование времён. Особенности согласования времён в сложноподчинённых предложениях.		2			Составление таблицы
7.1.	Прямая и косвенная речь Правила передачи повествовательных предложений в косвенной речи.		2			Пересказ текста
7.2.	Правила передачи побудительных и вопросительных предложений в косвенной речи.		2			Тест
8.1.	Римское влияние в Британии. Завоевание римлянами Британии		2			Устный опрос
8.2.	Римская провинция в Британии. Влияние культуры и цивилизации Рима в Британии. Заимствования из латинского языка.		2			Открытое эвристическое задание
9.1.	Имя существительное. Исчисляемые и неисчисляемые существительные. Число существительных. Образование множественного числа.		2			Диктант
9.2.	Притяжательный падеж. Категория рода.		2			Тест
10.1.	Артикль. Основные случаи употребления определённого, неопределённого и нулевого артикля.		2			Составление таблицы
10.2.	Правила употребления артикля с различными категориями существительных.		2			Тест
10.3.	Особые случаи употребления артиклей. Артикль в идиоматических выражениях. Артикль с именами собственными.*		4		4 (ДОТ)	Проект
11.1.	Англо-саксонский период. Германское завоевание Британии. Язык и культура англосаксов и ютов.		2			Устный опрос

11.2.	Эпическая поэма. Песнь о Беовулфе.		2			Реферирование текста
12.1.	Англо-нормандский период. События в Англии после битвы при Гастингсе 1066 года. Ситуация в языке, культуре. Заимствования в английской лексике.		2			Составление ментальных карт
12.2.	Жанры литературы. Рыцарский роман. Легенды о короле Артуре.		2			Письменный перевод
13.1.	Язык и литература Англии в 14-15 веках. Формирование английской нации и английского языка. Лондонский диалект.		2			Коллоквиум
14.1.	Джеффри Чосер – основоположник литературного английского языка. Биография и творчество Чосера.		2			Составление ментальных карт
14.2.	Кентерберийские рассказы.		2			Учебная дискуссия
15.1.	Разряды английских прилагательных. Словообразование.		2			Диктант
15.2.	Степени сравнения прилагательных и наречий.		2			Составление таблицы

*Изучение данной темы студентами специальности «Белорусская филология» проходит на практических занятиях, а студентами специальностей «Русская филология» и «Славянская филология» - в ходе выполнения заданий УСР с использованием ДОТ.

2 семестр

Номер раздела, темы	Название раздела, темы	Количество аудиторных часов			Количество часов УСР	Форма контроля знаний
		Лекции	Практические занятия	Иное		
1	2	3	4	5	6	7
16.1.	Модальные глаголы и их эквиваленты. Модальные глаголы, выражающие возможность		2			Тест
16.2.	Модальные глаголы, выражающие долженствование.		2			Диктант
16.3.	Модальные глаголы, выражающие вероятность и предположение.		2			Письменный перевод
16.4.	Употребление модальных глаголов с различными формами инфинитива.		2			Составление таблицы
17.1.	Английский Ренессанс. 2 периода английского Возрождения.		2			Составление ментальных карт
17.2.	Творчество Шекспира – жемчужина английского Ренессанса.		2			Открытое эвристическое задание
17.3.	Загадка Шекспира: мифы и реальность.				2(ДОТ)	Проект
18.1.	Система образования в Республике Беларусь. Высшее образование в РБ.		2			Презентация
18.2.	Белорусский государственный университет–ведущее учреждение высшего образования.		2			Сочинение
19.1.	Английская литература эпохи Просвещения. 3 периода английского Просвещения.		2			Коллоквиум
19.2.	Творчество Даниэля Дефо.				2(ДОТ)	Письменный перевод
19.3.	Творчество Джонатана Свифта.		2			Опрос
20.1.	Неличные формы глагола. Употребление инфинитива, герундия, причастия (обобщение).		2			Составление таблицы.
21.1.	Из истории английской литературы 18 и 19 веков. Вехи, жанры и направления английской литературы конца 18 и 19 века.		2			Проект
21.2.	Поэзия Роберта Бёрнса.		2			Опрос

21.3.	Английский романтизм. Поэты «Озёрной школы».		2			Опрос
21.4.	Творчество Джорджа Гордона Байрона.		2			Опрос
21.5.	Реализм. Творчества Чарльза Диккенса.		2			Презентация
21.6.	Эстетизм в литературе. Творчество Оскара Уайльда.		2			Открытое эвристическое задание
22.1.	Условное наклонение. Типы условных предложений.		2			Заполнение таблицы
22.2.	Условные предложения смешанного типа.		2			Контрольная работа
23.1.	Высшее образование в Британии. Британская система образования		2			Коллоквиум
23.2.	Британские университеты. Оксфорд – старейший университет Великобритании.		2			Составление ментальных карт
24.1.	Из истории английской литературы 20го века. Выдающиеся английские литераторы 20го века и современности.		2			Проект
25.1.	Профессиональная деятельность и её структура. Занятость и трудоустройство. Выбор профессии. Перспективы для филологов. Специализация. Научно-исследовательская работа.		2			Деловая игра
25.2.	Профессия педагога. Современные методики обучения языкам.		2			Учебная дискуссия

4.4. Рекомендуемая литература

Основная

1. Практическая грамматика английского языка = Practical English Grammar: учебник для студентов учреждений высшего образования по специальностям "Современные иностранные языки (по направлениям)", "Лингвистическое обеспечение межкультурных коммуникаций (по направлениям)" / [авт.: Е. Б. Карневская и др.]; под ред. Е. Б. Карневской, З. Д. Курочкиной. - 6-е изд., пересмотр. - Минск: Аверсэв, 2020. - 477 с.

2. Семёнова, Н. П. Практика английской речи = English Speech Practice: учебное пособие для студентов учреждений высшего образования по специальности "Современные иностранные языки (по направлениям)": в 2 частях. Часть 1/ Н. П. Семёнова, И. Н. Смоглей, А. В. Филатова. - 4-е изд. - Минск: Лексис, 2021–2022. – 172 с.

3. Семёнова, Н. П. Практика английской речи = English Speech Practice: учебное пособие для студентов учреждений высшего образования по специальности "Современные иностранные языки (по направлениям)": в 2 частях. Часть 2/ Н. П. Семёнова, И. Н. Смоглей, А. В. Филатова. - 4-е изд. - Минск: Лексис, 2021–2022. – 256 с.

Дополнительная

1. Thomson, A. J. A Practical English Grammar / A. J. Thomson, A. V. Martinet. - 4-th ed. - Oxford: Oxford University Press, 2011. - 383 с.

2. Английский язык для студентов университетов: Чтение, письменная и устная практика: учебник для студ. фак. иностр. яз. и гуманитар. фак. вузов / Е. М. Меркулова, О. Е. Филимонова, С. И. Костыгина и др. - СПб. : Союз, 2002. - 383 с.: ил. - (Серия "Изучаем иностранные языки"). - Загл. взято с оборота тит. л. - На обл. и тит. листе загл.: English for University Students: Reading, Writing and Conversation.

3. Английский язык. Стратегии понимания текста: учеб. пособие. В 2 ч. Ч. 1/ Е.Б. Карневская [и др.]; под общ.ред. Е.Б. Карневской. – Минск: Вышэйшая школа, 2017.–320с.

4. Вихрева, И. Н. Видовременные формы английского глагола в действительном и страдательном залоге / И. Н. Вихрева, Н. В. Горбачева. - Минск: Лексис, 2017. - 207 с.; 21x14 см. - Загл. обл. на англ. яз. - Библиогр.: с. 207. - Текст на рус. и англ. яз.

5. Хведченя, Л. В. Грамматика английского языка: учебник для студ. учреждений высшего образования / Л. В. Хведченя. - Минск: Народная асвета, 2017. - 390 с.; 29x20 см. - Библиогр.: с. 385. - Текст на рус. и англ. яз.

6. Рогачевская, Марина Станиславовна. Современный роман в литературе англоязычных стран = Contemporary Novel in English in the Context of Time: учебное пособие для студентов учреждений высшего образования по специальности "Современные иностранные языки (с указанием языков)" / М. С. Рогачевская; Министерство образования Республики Беларусь, Минский государственный лингвистический университет. - Минск: МГЛУ, 2023. - 227 с.;

28x21 см. - Библиогр.: с. 224–227. - Текст, обл. и корешок на англ. яз., тит. л. на рус. и англ. яз.

7. Сборник заданий по чтению на английском языке: Учеб. пособие для студ. филол. фак. (бакалаврский уровень) / Авт.-сост. Н.Н.Нишнева и др. - Мн.: БГУ, 2003. – 107с. – Библиогр.: с.107. [Электронный ресурс]. – Режим доступа: <https://scholar.google.com/scholar?cluster=3363534383052895062&hl=en&oi=scholar>. - Дата доступа: 24.06.25.

4.5. Электронные ресурсы

1. Образовательный портал БГУ [Электронный ресурс]. – Режим доступа: <http://dl.bsu.by>. – Дата доступа: 06.06.2025.

2. Портал для создания интеллект-карт онлайн MindMeister [Электронный ресурс]. – Режим доступа: <https://www.mindmeister.com>. – Дата доступа: 21.06.2025.