



**PRACTICAL**

**ENGLISH**

**COURSE**

**ПІДРУЧНИК**  
**для здобувачів напрямків**

- ▶ *Міжнародні відносини, суспільні комунікації та регіональні студії*
- ◀ *Інформаційна, бібліотечна та архівна справа*
- ▶ *Культурологія*

НАЦІОНАЛЬНИЙ УНІВЕРСИТЕТ «ОДЕСЬКА ПОЛІТЕХНІКА»

# PRACTICAL ENGLISH COURSE

Підручник для здобувачів напрямків  
«Міжнародні відносини, суспільні комунікації та регіональні студії»,  
«Інформаційна, бібліотечна та архівна справа», «Культурологія»

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Даний підручник призначений для використання на практичних заняттях з англійської мови для здобувачів напрямків «Міжнародні відносини, суспільні комунікації та регіональні студії», «Інформаційна, бібліотечна та архівна справа», «Культурологія». Методичні матеріали — автентичні тексти та оригінальні вправи — допомагають формувати загальні та професійно орієнтовані комунікативні мовленнєві компетенції (лінгвістичну, соціолінгвістичну і прагматичну) для забезпечення ефективного спілкування в професійному середовищі. Підручник дає можливість підвищити рівень практичного володіння англійською мовою за напрямком.

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## Передмова

Підручник «Practical English Course» призначений для здобувачів немовних вузів наступних напрямків «Міжнародні відносини, суспільні комунікації та регіональні студії», «Інформаційна, бібліотечна та архівна справа», «Культурологія».

Метою підручника є взаємозв'язане формування у здобувачів вмінь та навичок в різних видах мовної комунікації (читання, письма та говоріння англійською мовою) відповідно до Програми за тематикою включених напрямків.

За рахунок тренування в читанні текстів і виконання завдань комунікативного характеру здобувачі підвищують рівень практичного володіння англійською мовою за напрямком з рівня B1 до рівня B2 (за критеріями Документа Ради Європи «Загальноєвропейські компетенції володіння іноземною мовою: Вивчення, викладання, оцінка» - CEFR), що дає можливість:

- вільно читати оригінальну літературу іноземною мовою у відповідній галузі знань;
- оформляти витягнуту з іноземних джерел інформацію у вигляді перекладу або резюме;
- робити повідомлення і доповіді іноземною мовою на теми, пов'язані з науковою роботою майбутнього фахівця;
- вести бесіду за напрямком.

Підручник містить 3 основних цикли (Units), об'єднаних за тематикою вказаних напрямків і ідентичними у структурному відношенні. Кожний цикл складається з автентичних текстів та комплексу мовних вправ, які розраховані на удосконалення навичок активізації словарного і граматичного мінімуму професійного спрямування.

Лексична наповненість підручника забезпечує підготовку до міжнародного усного і письмового спілкування англійською мовою, що має за

мету оволодіння лексичними і стилістичними навичками, а також уміння розмовляти, читати, листуватися, перекладати, конспектувати, згортати і розгортати усну і письмову англомовну інформацію наукового функціонального стилю, що передбачено вимогами Програми вивчення іноземних мов у нефілологічному вузі.

В кінці підручника відповідно до сучасних методичних норм знаходиться додаток – ключі (Keys) до більшості завдань і вправ.

## ЗМІСТ

Передмова .....	3
UNIT I .....	7
INTERNATIONAL RELATIONS, PUBLIC COMMUNICATIONS AND REGIONAL STUDIES.....	7
Text 1.....	7
THE RISE OF THE SOVEREIGN STATE.....	7
Text 2.....	14
SOVEREIGN STATE DURING REFORMATION.....	14
Text 3.....	21
THE WESTPHALIAN SYSTEM.....	21
Text 4.....	28
AN INTERNATIONAL SYSTEM.....	28
Text 5.....	35
NATIONALISM IN THE FIRST PART OF THE NINETEENTH CENTURY .....	35
Text 6.....	42
GLOBAL POVERTY AND WEALTH.....	42
Text 7.....	49
GLOBALISATION AND THE WEALTH–POVERTY DYNAMIC .....	49
Text 8.....	56
DEFINING POVERTY .....	56
Text 9.....	64
CHANGE IN A GLOBALISING WORLD.....	64
Text 10.....	71
WHAT IS TRANSNATIONAL TERRORISM? .....	71
UNIT 2.....	78
INFORMATION, LIBRARY AND ARCHIVAL STUDIES.....	78
Text 1.....	78
SECRETARY (PART I).....	78
Text 2.....	83
SECRETARY (PART II).....	83
Text 3.....	87
RECORDS MANAGEMENT.....	87
Text 4.....	93
OFFICE OF THE FUTURE.....	93

Text 5 .....	97
ENTERPRISE CONTENT MANAGEMENT (ECM).....	97
Text 6 .....	102
SECRETARIAL .....	102
Text 7 .....	107
BUSINESS LETTERS .....	107
Text 8.....	112
THE PSYCHOLOGY OF BUSINESS (PART I).....	112
Text 9 .....	117
THE PSYCHOLOGY OF BUSINESS (PART II).....	117
Text 10.....	122
AGENCIES.....	122
UNIT 3.....	127
CULTURAL STUDIES.....	127
Text 1 .....	127
THE DAWN OF ENGLISH LITERATURE .....	127
Text 2 .....	131
THE RENAISSANCE.....	131
Text 3 .....	136
ENLIGHTENMENT .....	136
Text 4.....	141
ROMANTICISM.....	141
Text 5 .....	145
ENGLISH LITERATURE IN THE SECOND HALF OF THE 19 <sup>TH</sup> CENTURY.....	145
Text 6 .....	151
ENGLISH LITERATURE IN THE 20 <sup>TH</sup> CENTURY .....	151
Text 7 .....	155
ENLIGHTENMENT IN AMERICA.....	155
Text 8 .....	159
AMERICAN LITERATURE IN THE 19-TH CENTURY. ROMANTICISM. ....	159
Text 9 .....	163
AMERICAN LITERATURE IN THE 20-TH CENTURY.....	163
KEYS.....	169

**UNIT I**  
**INTERNATIONAL RELATIONS, PUBLIC COMMUNICATIONS AND**  
**REGIONAL STUDIES**

Text 1

**THE RISE OF THE SOVEREIGN STATE**

THE READING MODULE

***I. Read the text:***

In medieval Europe international politics consisted of a complicated pattern of overlapping jurisdictions and loyalties. Most of life was local and most political power was local too. At the local level there was an enormous diversity of political entities: feudal lords who ruled their respective estates much as they saw fit, cities made up of independent merchants, states ruled by clerics and smaller political entities such as principalities and duchies. There were even brotherhoods – such as the Knights Hospitaller, a military order – who laid claims to a political role. There were also, especially in northern Europe, many peasant communities that were more or less self-governing. There were kings too of course, such as the kings of France and England, but their power was limited and their poverty looked like wealth only in comparison with the conditions of the near-destitute members of the peasant class underneath them.

In medieval Europe there were two institutions with pretensions to power over the continent as a whole – the (Catholic) Church and the Empire. The Church was the spiritual authority, with its centre in Rome. Apart from a small Jewish minority, all Europeans were Christian and the influence of the Church spread far and penetrated deeply into people's lives. As the custodian, from Roman times, of institutions like the legal system and the Latin language, the Church occupied a crucial role in the cultural and intellectual life of the Middle Ages. The Empire – known as the Holy Roman Empire – was established in the tenth century in central, predominantly German-speaking, Europe. It also included parts of Italy, France and



today's Netherlands and Belgium. It too derived legitimacy from the Roman Empire, but had none of its political power. The Holy Roman Empire is best compared to a loosely structured federation of many hundreds of separate political units.

The political system of medieval Europe was thus a curious combination of the local and the universal. Yet, from the fourteenth century onward this system was greatly simplified as the state emerged as a political entity located at an intermediate level between the local and the universal. The new states simultaneously set themselves in opposition to popes and emperors on the universal level, and to feudal lords, peasants and assorted other rulers on the local level. This is how the state came to make itself independent and self-governing.

The process started in Italy where northern city-states such as Florence, Venice, Ravenna and Milan began playing the pope against the emperor, eventually making themselves independent of both. Meanwhile, in Germany, the pope struggled with the emperor over the issue of who of the two should have the right to appoint bishops. While the two were fighting it out, the constituent members of the Holy Roman Empire took the opportunity to assert their independence. This was also when the kings of France and England began acting more independently, defying the pope's orders. Between 1309 and 1377, the French even forced the pope to move to Avignon, in southern France. In England, meanwhile, the king repealed the pope's right to levy taxes on the people.

***II. Read the text again to decide if the following statements are true (T) or false (F). Correct the false ones with the facts from the text.***

1. Most of life was local and most c power was local too.
2. There were also, especially in northern Europe, many workers' communities that were more or less self-governing.
3. In medieval Europe there were two institutions with pretensions to power over the continent as a whole – the (Orthodox) Church and the Empire.

4. The political system of medieval Europe was thus a curious combination of the local and the universal.
5. The new states simultaneously set themselves in opposition to popes and emperors on the universal level.
6. City-states such as Florence, Venice, Ravenna and Milan began playing the duchies against the emperor, eventually making themselves independent of both.

***III. Complete the sentences with the answer a, b or c which you think fits best according to the text:***

1. At the local level there was \_\_\_\_\_ of political entities.
  - a) an enormous diversity
  - b) a big difference
  - c) a great similarity
2. There were kings too of course, such as the kings of France and England, but their power \_\_\_\_\_.
  - a) was created
  - b) was broken
  - c) was limited
3. The Church was the \_\_\_\_\_, with its centre in Rome.
  - a) civil right
  - b) real impact
  - c) spiritual authority
4. The Church occupied \_\_\_\_\_ in the cultural and intellectual life of the Middle Ages.

a) a central place

b) a crucial role

c) a minor influence

5. The Holy Roman Empire \_\_\_\_\_ from the Roman Empire, but had none of its political power.

a) took advantage

b) derived legitimacy

c) depicted rules

6. The political system of medieval Europe was \_\_\_\_\_ as the state emerged as a political entity located at an intermediate level between the local and the universal.

a) greatly simplified

b) absolutely crashed

c) significantly improved

***IV. Match the words with their definitions:***

1	entity	a	extremely important or necessary
2	overlapping	b	the fact of many different types of things or people being included in something; a range of different things or people
3	poverty	c	an amount of money, such as a tax, that you have to pay to a government or organization

4	diversity	d	the quality of being reasonable and acceptable
5	custodian	e	the condition of being extremely poor
6	legitimacy	f	someone who tries to protect particular ideas or principles
7	crucial	g	something that exists apart from other things, having its own independent existence
8	levy	h	covering something partly by going over its edge, or covering part of the same space

***V. Fill the gaps with the words below.***

**crucial custodian diversity entity legitimacy levy overlapping poverty**

1. Helping to alleviate (1) \_\_\_\_\_ in developing countries also helps to reduce environmental destruction.
2. The exhibition is designed to reflect the (2) \_\_\_\_\_ of the nation and its regions.
3. A (3) \_\_\_\_\_ or trustee is appointed to oversee the debtor's property to protect it from loss.
4. Modern political philosophy locates all (4) \_\_\_\_\_ in the modern nation-state.
5. The ability to separate out reusable elements from other waste is (5) \_\_\_\_\_.
6. Historically, the most compelling idea concerning meaning has been that meaning is some sort of (6) \_\_\_\_\_ or thing.
7. California's political map is a chaotic mess of (7) \_\_\_\_\_ cities, counties and school districts.

8. Domestic rates will be abolished and, in their place, local authorities will (8) \_\_\_\_\_ a poll tax.

## THE WRITING MODULE

*VI. Read the text below and choose the correct word for each space. For each question, mark the correct letter A, B, C or D.*

### San Francisco

Whatever you (1) ..... for from a visit to San Francisco in the USA, you won't be disappointed. The hills are just as steep as you imagined they would be, and the Golden Gate Bridge is just as spectacular. It's no (2) ..... then that the city is among the world's (3) ..... tourist destinations. (4) ..... many people live there, San Francisco (5) ..... more like a small town than a city of more than 4 million people. Its (6) ..... on the water, its parks, and its hills all (7) ..... that you can never see further than a few blocks.

One of the most (8) ..... trips is a drive across the Golden Gate Bridge. This is a journey (9) ..... should be saved for a sunny day so that you can (10) ..... the fantastic view, and Golden Gate Park has wonderful gardens, (11) ..... addition to being great for a picnic.

1. A hope      B decide      C want      D expect

2. A guess      B excuse      C question      D surprise

3. A complete      B top      C proper      D full

4. A Although      B Besides      C Unless      D Despite

5. A shows      B fits      C seems      D makes

6. A location      B point      C landscape      D scene

7. A allow      B mean      C let      D intend

8. A amazed            B popular    C interested    D positive

9. A who    B where    C which    D what

10. A admire            B approve    C accept    D attract

11. A in    B as                    C on                    D by

***VII. For each question, complete the second sentence so that it means the same as the first.***

***Use no more than three words.***

1. Restaurant Nicole is popular because of its central location.

Restaurant Nicole is popular because it is situated in .....  
of town.

2. Restaurant Nicole opened five years ago.

Restaurant Nicole has ..... open for five years.

3. Restaurant Nicole can take groups of a maximum of thirty people.

Restaurant Nicole can take groups of up .....  
thirty people.

4. The chef creates special menus at certain times of year.

Special menus ..... by the chef at certain times of  
year.

5. Some guests like to listen to live music during their meal.

Some guests enjoy ..... to live music during their  
meal.

6. Customers often ask if the restaurant has any vegetarian dishes.

Customers often want to know if ..... are any  
vegetarian dishes at the restaurant.

## Text 2

# SOVEREIGN STATE DURING REFORMATION

## THE READING MODULE

### *I. Read the text.*

With the Reformation in the sixteenth century the notion of a unified Europe broke down completely as the Church began to split apart. Before long the followers of Martin Luther, 1483–1546, and John Calvin, 1509–1564, had formed their own religious denominations which did not take orders from Rome. Instead, the new churches aligned themselves with the new states. Or rather, various kings, such as Henry VIII in England or Gustav Vasa in Sweden, took advantage of the religious strife in order to further their own political agendas. By supporting the Reformation, they could free themselves from the power of Rome. All over northern Europe, the new ‘Protestant’ churches became state-run and church lands became property of the state. Yet, the new divisions were cultural and intellectual too. With the invention of the printing press, power over the written word moved away from the monasteries and into the hands of private publishers who sought markets for their books. The biggest markets were found in books published not in Latin but in various local languages.

From the early eighteenth century onwards Latin was no longer the dominant language of learning. As a result, it was suddenly far more difficult for Europeans to understand each other. In this climate, the increasingly self-assertive states were not only picking fights with universal institutions but also with local ones. In order to establish themselves securely in their new positions of power, the kings rejected the traditional claims of all local authorities. This led to extended wars in next to all European countries. Peasants rose up in protest against taxes and the burdens imposed by repeated wars. There were massive peasant revolts in Germany in the 1520s with hundreds of thousands of participants and almost as many victims. In the

latter part of the sixteenth century, there were major peasant uprisings in Sweden, Croatia, England and Switzerland.

In France, in the middle of the seventeenth century, the nobility rose up in defense of its traditional rights and in rebellion against the encroachments of the king. Medieval kings were really quite powerless. They had no proper bureaucracies at their disposal, no standing armies and few ways of raising money. In fact, there were few good roads, ports and not many large cities. These, however, soon came to be constructed. From the sixteenth century onwards, the states established the rudiments of an administrative system and raised armies, both in order to fight their own peasants and in order to defend themselves against other states. Since such state-building was expensive, the search for money became a constant concern. The early modern state was more than anything an institutional machinery designed to develop and extract resources from society. In return for their taxes, the state provided ordinary people with defense and a rudimentary system of justice. If they refused to pay up, state officials had various unpleasant ways to make them suffer.

***II. Read the text again to decide if the following statements are true (T) or false (F). Correct the false ones with the facts from the text.***

1. By supporting the Reformation, they could free themselves from the power of Vatican.
2. The biggest markets were found in books published not in English but in various local languages.
3. As a result, it was suddenly far more difficult for Europeans to understand each other.
4. Medieval kings were really quite powerless.
5. In fact, there were few good roads, ports and many large cities.



6. Since such state-building was expensive, the search for money became a constant concern.

***III. Complete the sentences with the answer a, b or c which you think fits best according to the text:***

1. Instead \_\_\_\_\_ aligned themselves with the new states.

- a) the states
- b) the new markets
- c) the new churches

2. With the invention of the printing press, power over the written word \_\_\_\_\_ from the monasteries.

- a) took away
- b) moved away
- c) was limited

3. In the latter part of \_\_\_\_\_, there were major peasant uprisings in Sweden, Croatia, England and Switzerland.

- a) the early eighteenth
- b) in the 1520s
- c) the sixteenth century

4. Medieval kings \_\_\_\_\_ really quite powerless.

- a) were
- b) was
- c) are

5. These, however, soon came \_\_\_\_\_.

a) to be developed

b) to be constructed

c) to be returned

6. If they refused to pay up, state officials had \_\_\_\_\_ to make them suffer.

a) various pleasant ways

b) various unpleasant things

c) various unpleasant ways

***IV. Match the words with their definitions:***

1	denominations	a	the ability to protect against attack or harm
2	defense	b	the system of laws in a country that judges and punishes people
3	justice	c	a religious group that has slightly different beliefs from other groups that share the same religion
4	securely	d	action against those in authority, against the rules
5	rebellion	e	positioned or fastened firmly and correctly
6	claim	f	the act of gradually taking away someone else's rights
7	encroachment	g	to say that something is true or is a fact, although you cannot prove it

8	resource	h	a useful or valuable possession or quality of a country, organization or person
---	----------	---	---

*V. Fill the gaps with the words below.*

**justice    denominations    agendas    property    burdens    revolts    defense  
resources**

1. The early modern state was more than anything an institutional machinery designed to develop and extract (1) \_\_\_\_\_ from society.

2. In return for their taxes, the state provided ordinary people with defense and a rudimentary system of (2) \_\_\_\_\_ .

3. Or rather, various kings, such as Henry VIII in England or Gustav Vasa in Sweden, took advantage of the religious strife in order to further their own political (3) \_\_\_\_\_ .

4. In France, in the middle of the seventeenth century, the nobility rose up in (4) \_\_\_\_\_ of its traditional rights and in rebellion against the encroachments of the king.

5. Before long the followers of Martin Luther, 1483–1546, and John Calvin, 1509–1564, had formed their own religious (5) \_\_\_\_\_ which did not take orders from Rome.

6. All over northern Europe, the new ‘Protestant’ churches became state-run and church lands became (6) \_\_\_\_\_ of the state.

7. There were massive peasant revolts (7) \_\_\_\_\_ in Germany in the 1520s with hundreds of thousands of participants and almost as many victims.

8. Peasants rose up in protest against taxes and the (8) \_\_\_\_\_ imposed by repeated wars.

## THE WRITING MODULE

*VI. Read the text below and choose the correct word for each space. For each question, mark the correct letter A, B, C or D.*

### **Filming Everest**

Film-maker David Breashears (1) ..... already climbed Mount Everest three times when he

(2) ..... to make a film, so that audiences could share his (3) .....

He set off on this nine-week adventure the following spring, with his photographic equipment and

with six climbers from (4) ..... the world. (5) ..... the conditions were hard and

dangerous, with temperatures of -40 °C, the climbers made good (6) ..... Then, when they

were just one thousand metres from their goal, there was a terrible (7) ..... The team didn't

give (8) ..... however. They hid in a tent on the mountainside until it passed. Thirteen days

later they (9) ..... the top.

'I was so tired that it was (10) ..... to enjoy our success at first,' said David.

'Climbing Everest

is difficult enough but filming made it (11) ..... harder. I am really proud we did it in the end!'

- |              |           |               |               |
|--------------|-----------|---------------|---------------|
| 1. A had     | B has     | C was         | D did         |
| 2. A invited | B decided | C organised   | D requested   |
| 3. A acts    | B events  | C occupations | D experiences |
| 4. A along   | B above   | C about       | D around      |

5. A Although      B Because      C Since      D Unless
6. A improvement      B progress      C increase      D development
7. A climate      B storm      C weather      D air
8. A out      B back      C away      D up
9. A arrived      B landed      C reached      D entered
10. A impossible      B unable      C unfit      D improbable
11. A ever      B more      C even      D as

***VII. For each question, complete the second sentence so that it means the same as the first.***

***Use no more than three words.***

1. As a child in Michigan, Madonna took ballet and singing lessons.

As a child in Michigan, Madonna took lessons in ballet

..... as singing. As well

2. Madonna was the eldest of eight children.

Madonna had seven ..... brothers and sisters.

3. She moved to New York in order to find singing work.

She moved to New York ..... she wanted to find singing work.

4. It didn't take her long to become famous.

She ..... famous very quickly.

5. She has had a long and successful career in singing.

She has been a successful ..... for a long time.

6. Madonna is possibly the most famous woman in the world.

Madonna is possibly ..... than any other woman in the world.

### Text 3

## THE WESTPHALIAN SYSTEM

### THE READING MODULE

#### *I. Read the text.*

The European states emerged in the midst of struggle and strife, and struggle and strife have continued to characterise their existence. Yet, in early modern Europe it was no longer the competing claims of local and universal authorities that had to be combated but instead the competing claims of other states. The Thirty Years' War, 1618–1648, was the bloodiest and most protracted military confrontation of the era. As a result of the war Germany's population was reduced by around a third. What the Swiss or the Scottish mercenaries did not steal, the Swedish troops destroyed. Many of the people who did not die on the battlefield died of the plague. The Thirty Years' War is often called a religious conflict since Catholic states confronted Protestants.

Yet, Protestant and Catholic countries sometimes fought on the same side and religious dogma was clearly not the first thing on the minds of the combatants. Instead the war concerned which state should have hegemony (or dominance) over Europe. That is, which state, if any, would take over from the universal institutions of the Middle Ages. The main protagonists were two Catholic states, France and Austria, but Sweden – a Protestant country – intervened on France's side and in the end no dominant power emerged.

The Treaty of Westphalia, 1648, which concluded the 30 years of warfare, has come to symbolise the new way of organising international politics. From this point onwards, international politics was a matter of relations between states and no other political units. All states were sovereign, meaning that they laid claims to the exclusive right to rule their own territories and to act, in relation to other states, as they themselves saw fit. All states were formally equal and they had the same rights and obligations. Taken together, the states interacted with each other in a system in which there was no overarching power. Sovereignty and formal equality led to the problem of anarchy. Within a country ‘anarchy’ refers to a breakdown of law and order, but in relations between states it refers to a system where power is decentralised and there are no shared institutions with the right to enforce common rules. An anarchical world is a world where everyone looks after themselves and no one looks after the system as a whole. Instead, states had to rely on their own resources or to form alliances through which the power of one alliance of states could be balanced against the power of another alliance.

Yet, as soon became clear, such power balances were precarious, easily subverted, and given the value attached to territorial acquisitions, states had an incentive to engage in aggressive wars. As a result, the new international system was characterised by constant tensions and threats of war – which often enough turned into actual cases of warfare. At the same time various practices developed which helped regulate common affairs. The foremost example was the practice of diplomacy as exemplified by the way peace treaties were negotiated.

***II. Read the text again to decide if the following statements are true (T) or false (F). Correct the false ones with the facts from the text.***

1. The Thirty Years’ War, 1618–1648, was the bloodiest and most protracted military confrontation of the era.
2. As a result of the war the population of France was reduced by around a third.

3. Many of the people who did not die on the battlefield died of the smallpox.
4. That is, which state, if any, would take over from the universal institutions of the Middle Ages.
5. All states were formally equal and they had the different rights and obligations.
6. The foremost example was the practice of diplomacy as exemplified by the way peace treaties were negotiated.

***III. Complete the sentences with the answer a, b or c which you think fits best according to the text:***

1. The Thirty Years' War, 1618–1648, was the bloodiest and most protracted military confrontation\_\_\_\_\_.
  - a) of the Middle Ages
  - b) of the era
  - c) of the population
2. The Thirty Years' War \_\_\_\_\_ a religious conflict since Catholic states confronted Protestants.
  - a) is often named
  - b) is often called
  - c) is often organized
3. \_\_\_\_\_ various practices developed which helped regulate common affairs.
  - a) at the same time
  - b) at once
  - c) simultaneously



4. The foremost example was the practice \_\_\_\_\_ as exemplified by the way peace treaties were negotiated.

- a) of justice
- b) of defense
- c) of diplomacy

5. Sovereignty and formal equality \_\_\_\_\_ the problem of anarchy.

- a) led to
- b) had
- c) was

6. The main protagonists were \_\_\_\_\_, France and Austria, but Sweden – a Protestant country – intervened on France’s side and in the end no dominant power emerged.

- a) two Protestant states
- b) three Catholic states
- c) two Catholic states

***IV. Match the words with their definitions:***

1	struggle	a	The process of getting something
2	acquisition	b	A member of the parts of the Christian Church that separated from the Roman Catholic Church
3	protestant	c	To cause worry, pain, or difficulty to someone or something over a period of time

4	alliance	d	To experience difficulty and make a very great effort in order to do something
5	plague	e	A group of countries, political parties, or people who have agreed to work together
6	protagonist	f	A king or queen
7	sovereign	g	A situation in which there is no organization and control, especially in society
8	anarchy	h	One of the main characters in a story or a play

***V. Fill the gaps with the words below.***

**confrontation    diplomacy    instead    anarchical    institutions    population  
anarchy    obligations**

1. The Thirty Years' War, 1618–1648, was the bloodiest and most protracted military (1) \_\_\_\_\_ of the era.
2. That is, which state, if any, would take over from the universal (2) \_\_\_\_\_ of the Middle Ages.
3. (3) \_\_\_\_\_ the war concerned which state should have hegemony (or dominance) over Europe
4. Sovereignty and formal equality led to the problem of (4) \_\_\_\_\_.
5. The foremost example was the practice of (5) \_\_\_\_\_ as exemplified by the way peace treaties were negotiated
6. All states were formally equal and they had the same rights and (6) \_\_\_\_\_.

7. An (7) \_\_\_\_\_ anarchical world is a world where everyone looks after themselves and no one looks after the system as a whole

8. As a result of the war Germany's (8) \_\_\_\_\_ was reduced by around a third.

## THE WRITING MODULE

*VI. Read the text below and choose the correct word for each space. For each question, mark the correct letter A, B, C or D.*

### **Jacqui Swift**

Jacqui Swift has (1) ..... as a journalist for newspapers, a music magazine and TV programmes. At the (2) ..... she is writing for a music website (3) .....

started last month.

'I (4) ..... to write for the internet because this is where you find the very latest information about bands. I love the speed of the internet. I can write a piece in the morning

and see it (5) ..... on the website in the afternoon. The same story won't be in the

newspapers (6) ..... the next day. It may (7) ..... up to six weeks before you see it

in some magazines.

I am a (8) ..... of a team. We have to work fast and mustn't make any (9) ..... so it

can be stressful. But we all get along (10) ..... with each other. I find it really exciting to

think that our work (11) ..... read all round the world!'

1. A worked B earned C operated D employed
2. A period B time C moment D date
3. A which B what C who D when
4. A thought B persuaded C imagined D decided
5. A show B appear C attend D display
6. A over B during C towards D until
7. A take B last C stay D remain
8. A worker B colleague C member D person
9. A faults B mistakes C accidents D failures
10. A good B strongly C well D happy
11. A is B will C has D does

***VII. For each question, complete the second sentence so that it means the same as the first.***

***Use no more than three words.***

1. Last year, I was given a guitar by my father.

Last year, my father..... a guitar.

2. My friend Martina asked me if I wanted to join her band.

Martina asked me 'Would you .....join my band?'

3. Martina's band started playing concerts two years ago.

Martina's band has played in concerts ..... two years.

4. Her new band is better than her old one.

Her old band was not ..... as her new one.

5. Martina's band has six people in it.

There ..... in Martina's band.

6. The tickets for their concerts are free.

You don't ..... pay anything to get into their concerts.

#### Text 4

### AN INTERNATIONAL SYSTEM

#### THE READING MODULE

##### *I. Read the text.*

The early modern state was a coercive machinery designed to make war and to extract resources from society. Yet at the end of the eighteenth century, this machinery came to be radically transformed. Or rather, the 'state' was combined with a 'nation' forming a compound noun – the 'nation-state' – which was organised differently and pursued different goals. A nation, in contrast to a state, constitutes a community of people joined by a shared identity and by common social practices. The nation added an interior life to the state, we might perhaps say; the nation was a soul added to the body of the early modern state machinery.

The revolutions that took place in Britain's North American colonies in 1776, and in France in 1789, provided models for other nationalists to follow. 'We the People of the United States' – the first words of the Preamble to the US Constitution – was a phrase which itself would have been literally unthinkable in an earlier era. In France, the king was officially the only legitimate political actor and the people as a whole were excluded from politics. In addition, the power of the aristocracy and the church remained strong, above all in the countryside where they were the largest landowners. In the revolution of 1789, the old regime was overthrown and with it

the entire social order. The French nation was from now on to be governed by the people, the nation, and in accordance with the principles of *liberté, égalité et fraternité* – liberty, equality and brotherhood.

Already in 1792, confrontation began between the revolutionary French nation and the kings of the rest of Europe. The wars were to go on for close to 25 years, most ferociously during the Napoleonic Wars of the early nineteenth century named after the French general, Napoleon Bonaparte, who made himself emperor of France. In contrast to the kings of the old regimes, the revolutionary French government could rely on the whole people to make contributions to the war due to the power of patriotism. This allowed first the revolutionaries, and later Napoleon, to create a formidable fighting machine which set about conquering Europe. Germany was quickly overrun and its sudden and complete defeat was a source of considerable embarrassment to all Germans. The Holy Roman Empire, by now in tatters, was finally dissolved in 1806 in the wake of Napoleon's conquest. Yet, since there was no German state around which prospective nationalists could rally, the initial response was formulated in cultural rather than in military terms.

Nationalist sentiment focused on the German language, German traditions and a shared sense of history. Before long a strong German nation began looking around for a unified German state. The goal was eventually achieved in 1871, after Germany – appropriately enough, perhaps – had defeated France in a war. The Congress of Vienna of 1815, where a settlement was reached at the end of the Napoleonic Wars, was supposed to have returned Europe to its pre-revolutionary ways.

***II. Read the text again to decide if the following statements are true (T) or false (F). Correct the false ones with the facts from the text.***

1. At the end of the eighteenth century, machinery came to be radically restored.
2. A nation constitutes a community of people joined by a different identity and by common social practices.

3. In France the people as a whole were excluded from politics.
4. The French nation was from now on to be governed by the people.
5. In 1792, negotiations began between the revolutionary French nation and the kings of the rest of Europe.
6. Nationalist sentiment focused on the German language, German traditions and a shared sense of liberty.

***III. Complete the sentences with the answer a, b or c which you think fits best according to the text:***

1. The nation added an interior life to the state, we might perhaps say; the nation was a soul added to the body of the early modern state machinery.
  - a) late modern
  - b) early modern
  - c) real modern
2. The power of the aristocracy and the church remained strong, above all in the countryside where they were the largest landowners.
  - a) remained strong
  - b) remained weak
  - c) remained absolute
3. The wars were to go on for close to 25 years, most ferociously during the Napoleonic Wars of the early nineteenth century.
  - a) most ferociously
  - b) less ferociously
  - c) mainly ferociously

4. In contrast to the kings of the old regimes, the revolutionary French government could rely on the whole people to make contributions to the war due to the power of patriotism.

- a) the rich people
- b) the poor people
- c) the whole people

5. Germany was quickly overrun and its sudden and complete defeat was a source of considerable embarrassment to all Germans.

- a) complete victory
- b) complete defeat
- c) complete contribution

6. Before long a strong German nation began looking around for a unified German state.

- a) a divided German state
- b) a unified German region
- c) a unified German state

***IV. Match the words with their definitions:***

1	nation	a	who a person is, or the qualities of a person or group that make them different from others
2	state	b	a fight or argument
3	identity	c	the freedom to live as you wish and go where you want
4	liberty	d	a large group of people of the same race who share the same language,



			traditions, and history, but who might not all live in one area
5	equality	e	the fact of losing against someone in a fight or competition, or when someone or something is made to fail
6	confrontation	f	the right of different groups of people to have a similar social position and receive the same treatment
7	defeat	g	the act of conquering a country, area, or situation
8	conquest	h	a country with its own government

***V. Fill the gaps with the words below.***

**confrontation conquest defeat equality identity liberty nation state**

1. The state has paced the whole (1)\_\_\_\_\_ in the economical reform.
2. The parish boundaries were often indistinct until after the Norman (2)\_\_\_\_\_, but there may have been 150 of these by 1066.
3. Women have yet to achieve full (3)\_\_\_\_\_ with men in the workplace.
4. The (4)\_\_\_\_\_ has a duty to protect its citizens against external enemies.
5. Turning away under a strong attack is a sure recipe for (5)\_\_\_\_\_.
6. Needing proof of his (6)\_\_\_\_\_, the man presented his driver's license to the bank teller.
7. There was a head-on (7)\_\_\_\_\_ between management and unions.
8. The sum of behaviour is to retain a man's own dignity, without intruding upon the (8)\_\_\_\_\_ of others.

## THE WRITING MODULE

*VI. Read the text below and choose the correct word for each space. For each question, mark the correct letter A, B, C or D.*

### **James Cook**

James Cook sailed around the world in the late 18th century and (1) ..... famous as an explorer.

He first went to sea in 1746. Eleven years later, he (2) ..... the navy. He was a very good sailor

and (3) ..... was not long before he was given his own ship.

In 1768, the Royal Society (4) ..... a scientific voyage to Tahiti. Cook was asked to command

the ship, Endeavour, and to take a group of scientists (5) ..... board. The voyage lasted three years.

Cook made (6) ..... that his sailors ate fresh fruit. In this way, he was able to (7) ..... them

from the terrible illnesses (8) ..... by a bad diet.

Cook was the first European to draw maps of New Zealand and to (9) ..... eastern Australia.

He also sailed to Antarctica and drew maps of the Pacific and its (10) ..... islands. In 1779, he died (11) ..... a fight in Hawaii.

1. A became      B changed      C reached      D earned

2. A connected      B met      C joined      D added

3. A there      B it      C that      D he

4. A developed      B fetched      C organised      D performed

5. A at      B on      C for      D with

- 6. A true            B real            C exact            D sure
- 7. A avoid            B mind            C save            D help
- 8. A caused            B supplied            C appeared            D happened
- 9. A realise            B know            C learn            D discover
- 10. A most            B more            C much            D many
- 11. A while            B during            C since            D until

***VII. For each question, complete the second sentence so that it means the same as the first.***

***Use no more than three words.***

1. Our trip to the new shopping centre was enjoyable.

We ..... our trip to the new shopping centre.

2. The new shopping centre has been open for a week.

The new shopping centre ..... a week ago.

3. We spent half an hour driving to the centre.

It took us half an hour .....to the centre.

4. The car park had five lifts.

There were five lifts .....he car park.

5. The first shop was so big that we got lost in it.

We got lost in the first shop .....it was so big.

6. It was 4.30 p.m. when we left the centre.

We didn't leave the centre ..... 4.30 p.m.

## Text 5

# NATIONALISM IN THE FIRST PART OF THE NINETEENTH CENTURY

## THE READING MODULE

### *I. Read the text.*

Nationalism in the first part of the nineteenth century was a liberal sentiment concerning self-determination – the right of a people to determine its own fate. This programme had far-reaching implications for the way politics was organised domestically, but it also had profound ramifications for international politics. Most obviously, the idea of self-determination undermined the political legitimacy of Europe's empires. If all the different peoples that these empires contained gained the right to determine their own fates, the map of Europe would have to be radically redrawn.

In 1848 this prospect seemed to become a reality as nationalist uprisings quickly spread across the continent. Everywhere the people demanded the right to rule themselves. Although the nationalist revolutions of 1848 were defeated by the political establishment, the sentiments themselves were impossible to control. Across Europe an increasingly prosperous middle-class demanded inclusion in the political system and their demands were increasingly expressed through the language of nationalism. The Finns wanted an independent Finland; the Bulgarians an independent Bulgaria; the Serbs an independent Serbia, and so on. In 1861 Italy too – long divided into separate city-states and dominated by the Church – became a unified country and an independent nation.

Yet it was only with the conclusion of the First World War in 1918 that self-determination was acknowledged as a right. After the First World War most people

in Europe formed their own nation-states. As a result of the nationalist revolutions, the European international system became for the first time truly 'inter-national'. That is, while the Westphalian system concerned relations between states, world affairs in the nineteenth century increasingly came to concern relations between nation-states. In fact, the word 'international' itself was coined only in 1783, by the British philosopher Jeremy Bentham. In most respects, however, the inter-national system continued to operate in much the same fashion as the Westphalian inter-state system. Nation-states claimed the same right to sovereignty which meant that they were formally equal to each other.

Together, they interacted in an anarchical system in which power was decentralised and wars were a constant threat. Yet, the addition of the nation changed the nature of the interaction in crucial ways. For one thing, leaders who ruled their countries without at least the tacit support of their national communities were increasingly seen as illegitimate. This also meant that newly created nation-states such as Italy and Germany were automatically regarded as legitimate members of the European community of nations. They were legitimate since the people, in theory at least, were in charge. There were also new hopes for world peace. While kings wage war for the sake of glory or personal gain, a people is believed to be more attuned to the aspirations of another people. Inspired by such hopes, liberal philosophers devised plans for how a 'perpetual peace' could be established. For some considerable time, these assumptions seemed quite feasible. The nineteenth century – or, more accurately, the period from 1815 to 1914 – was indeed an uncharacteristically peaceful period in European history.

***II. Read the text again to decide if the following statements are true (T) or false (F). Correct the false ones with the facts from the text.***

1. The idea of self-determination improved the political legitimacy of Europe's empires.

2. In 1848 this prospect didn't seem to become a reality as nationalist uprisings quickly spread across the continent.
3. Across Europe an increasingly prosperous middle-class demanded inclusion in the political system.
4. It was only with the conclusion of the First World War in 1918 that self-determination was acknowledged as a right.
5. The elimination of the nation changed the nature of the interaction in crucial ways.
6. Italy and Germany were legitimate since the people, in theory at least, were in charge.

***III. Complete the sentences with the answer a, b or c which you think fits best according to the text:***

1. Although the nationalist revolutions of 1848 were defeated by \_\_\_\_\_, the sentiments themselves were impossible to control.
  - a) the national establishment
  - b) the military establishment
  - c) the political establishment
2. In 1861 Italy too became \_\_\_\_\_ country and an independent nation.
  - a) a destroyed country
  - b) a divided country
  - c) a unified country
3. After the First World War most people in Europe \_\_\_\_\_ their own nation-states.
  - a) formed

b) developed

c) reformed

4. While the Westphalian system concerned relations between states, world affairs in the nineteenth century increasingly came to \_\_\_\_\_ between nation-states.

a) complicated relations

b) concern relations

c) ambivalent relations

5. Leaders who ruled their countries without at least \_\_\_\_\_ of their national communities were increasingly seen as illegitimate.

a) the loud support

b) the tacit support

c) the missing support

6. Liberal philosophers \_\_\_\_\_ for how a 'perpetual peace' could be established.

a) changed plans

b) broke plans

c) devised plans

***IV. Match the words with their definitions:***

1	sentiment	a	the important and powerful people who control a country or an organization, especially those who support the existing situation
2	ramification	b	brought together, combined, or united

3	legitimacy	c	the possible result of a decision or action
4	establishment	d	an occasion when two or more people or things communicate with or react to each other
5	independent	e	a thought, opinion, or idea based on a feeling about a situation, or a way of thinking about something
6	sovereignty	f	not governed or ruled by another country
7	interaction	g	the power of a country to control its own government
8	unified	h	the fact of being allowed by law or done according to the rules of an organization or activity

***V. Fill the gaps with the words below.***

**establishment    independent    interaction    legitimacy    ramifications  
sentiment    sovereignty    unified**

1. The politicians find themselves unusually (1)\_\_\_\_\_ on everything from tax policy to foreign affairs.
2. Business (2)\_\_\_\_\_ is showing signs of recovery.
3. Several judges expressed doubts as to the (3)\_\_\_\_\_ of the tribunal.
4. There's not enough (4)\_\_\_\_\_ between the management and the workers.
5. Most traditional news outlets focused primarily on military tactics and the political (5)\_\_\_\_\_ of the attacks.
6. Critics said judges were on the side of the (6)\_\_\_\_\_.



7. Pakistan came into existence as an (7) \_\_\_\_\_ country after the war.
8. The declaration proclaimed the full (8) \_\_\_\_\_ of the republic.

### THE WRITING MODULE

**VI. Read the text below and choose the correct word for each space. For each question, mark the correct letter A, B, C or D.**

#### **Chocolate**

When the Spanish explorer Cortez (1) ..... Mexico in the sixteenth century, he found the people there using a drink they (2) ..... chocolate. It tasted quite strong (3) ..... it had pepper in it. To (4) ..... its taste better, the Spanish added sugar to it. When chocolate first came to Europe in the seventeenth century, people started to drink it with milk, (5) ..... of water. Nowadays, tonnes of chocolate and cocoa are (6) ..... to factories, where they are turned (7) ..... many popular sweets and cakes. (8) ..... chocolate and cocoa come from the fruit of the cacao tree. Cacao trees (9) ..... only be grown in hot countries, as they need a warm climate. Cacao is an American plant, (10) ..... still grows wild in the northern part of South America. Countries in Central and South America were the first to grow it, but today Africa (11) ..... the world with the most chocolate.

1. A reached      B arrived      C got      D went
2. A announced    B told      C called    D declared
3. A while        B because    C so        D whether

4. A let            B cause            C allow            D make
5. A apart            B except            C rather            D instead
6. A delivered    B directed            C prepared    D produced
7. A down            B into            C off            D over
9. A ought            B can            C have            D might
10. A what            B which            C who            D whose
11. A brings            B fetches            C supplies    D gives

***VII. For each question, complete the second sentence so that it means the same as the first.***

***Use no more than three words.***

1. I was given a new camera for my birthday by my uncle.

My uncle ..... a new camera for my birthday.

2. So far, I haven't taken many photographs with it.

So far, I've only taken a ..... photographs with it.

3. My uncle asked me if I would show him my photographs.

My uncle said, 'Please would .....your photographs?'

4. He suggested trying a different film.

He said, 'Why ..... try a different film?'

5. It would be good if I went on a photography course.

I really ought ..... on a photography course.

6. My uncle is finding out how much a two-week course costs.

My uncle is finding out the .....a two-week course.

## Text 6

# GLOBAL POVERTY AND WEALTH

## THE READING MODULE

### *I. Read the text.*

Poverty and wealth are often found side by side. They are two dimensions in our world that are interrelated because they affect each other and influence both the willingness and capacity of states to ensure a stable global system. Traditional approaches to IR are premised on the notion of state sovereignty. But, sovereignty as an absolute concept that reinforces separation between states has been tempered through the many processes of globalisation, including economic agreements and the establishment of international organisations, as well as with the emergence of human rights thinking as captured through the Universal Declaration of Human Rights.

With respect to the emergence of human rights thinking, the premise goes that in the context of a common set of universal rights based on the individual, the sovereignty of the state can be challenged if a government does not respect or maintain these rights. Here, sovereignty means that a state does not only maintain rights, it also meets its responsibilities. In relation to poverty, globalisation raises the question of the obligation the wealthy owe to the poor and vulnerable. One of today's most pressing international problems is what to do about poverty and the approximately one billion people living in such a condition.

Poverty matters as a subject for reflection in IR on many levels, one of which is a prominent set of ideas around global justice that considers what states owe each other in the process of international cooperation. After all, it can be said that those with the power and ability to assist have a moral and ethical obligation to try and

solve problems like poverty. This stems from what Peter Singer (1972) calls the ‘rescue case’, noting there is an obligation for someone to assist an infant drowning in a shallow pond if the child can be saved with minimal effort or inconvenience. In the context of global poverty, the logic flows that developed states have an obligation to help poor states because they can, with minimal effort.

However, the obligation of developed states to help alleviate poverty is not just relevant because they can assist; it is also because they are very often implicated in creating the conditions for its existence. For example, Thomas Pogge (2008, 2010) argues that poverty exists due to a coercive global order – which includes international governmental organisations such as the World Bank and the International Monetary Fund – that disadvantages the poor and reinforces a context of poverty. This means that developed states and multilateral institutions contribute to the persistence of global poverty due to both the way they have structured the international system and how they operate in it. These perspectives indicate that a global problem like poverty requires a global solution that developed countries have both a moral, and strategic, responsibility to address.

***II. Read the text again to decide if the following statements are true (T) or false (F). Correct the false ones with the facts from the text.***

1. Traditional approaches to IR are premised on the notion of state sovereignty.
2. Sovereignty as an absolute concept that reinforces consolidation between states has been tempered through the many processes of globalization.
3. Sovereignty means that a state does not only maintain rights, it also meets its demands.
4. Poverty matters as a subject for reflection in IR on many levels, one of which is a prominent set of ideas around global justice.

5. In the context of global poverty, the logic flows that developed states have an obligation to help poor states.

6. Developed states and multilateral institutions observe the persistence of global poverty due to both the way they have structured the international system and how they operate in it.

***III. Complete the sentences with the answer a, b or c which you think fits best according to the text:***

1. Traditional approaches to IR are premised on the notion of \_\_\_\_\_.

a) state sovereignty

b) state separation

c) state consolidation

2. The sovereignty of the state can be challenged if a government does not \_\_\_\_\_ human rights.

a) develop or maintain

b) respect or construct

c) respect or maintain

3. In relation to poverty, globalisation raises the question of \_\_\_\_\_ the wealthy owe to the poor and vulnerable.

a) the obligation

b) the demand

c) the solution

4. Poverty matters as a subject for reflection in IR on many levels, one of which is a prominent set of ideas around \_\_\_\_\_.

- a) state justice
- b) global justice
- c) selective justice

5. The obligation of developed states to help alleviate poverty is not just relevant because they can assist; it is also because they are very often implicated in creating \_\_\_\_\_.

- a) the conditions for its developing
- b) the conditions for its existence
- c) the conditions for its creation

6. A global problem like poverty requires a global solution that developed countries have both a moral, and strategic, responsibility to address.

- a) a sigle solution
- b) a local solution
- c) a global solution

***IV. Match the words with their definitions:***

1	sovereignty	a	to make something bad such as pain or problems less severe
2	globalisation	b	the condition of being extremely poor
3	emergence	c	something that it is your job or duty to deal with

4	responsibility	d	the quality of being persistent, or the act of persisting
5	obligation	e	the power of a country to control its own government
6	poverty	f	the fact that you are obliged to do something
7	alleviate	g	the fact of something becoming known or starting to exist
8	persistence	h	the increase of trade around the world, especially by large companies producing and trading goods in many different countries

*V. Fill the gaps with the words below.*

**alleviate   emergence   globalisation   obligation   persistence   poverty  
responsibility   sovereignty**

1. Money is being transferred from social programmes designed to (1)\_\_\_\_\_ poverty to penal programmes designed to control the poor.
2. Management must take ultimate (2)\_\_\_\_\_ for the strike.
3. Employers have an (3)\_\_\_\_\_ to treat all employees equally.
4. However, both practical considerations and respect for popular (4)\_\_\_\_\_ provide reason to prefer a global-federative model of over a states-system model.
5. Most financial analysts have been surprised by the (5)\_\_\_\_\_ of the recession.

6. The extent of economic (6)\_\_\_\_\_ is illustrated by the recent enormous growth in trade and foreign capital flows.

7. They are fertile ground for the (7)\_\_\_\_\_ of an explicitly right-wing political force.

8. We should all do our best to lessen (8)\_\_\_\_\_ and suffering and make the world a more equal place.

## THE WRITING MODULE

*VI. Read the text below and choose the correct word for each space. For each question, mark the correct letter A, B, C or D.*

### **What teenagers do with their money**

Thirteen-year-olds do not spend as much money as their parents suspect - at least not according to the findings of a \_\_ (1) \_\_ survey, Money and Change. The survey \_\_ (2) \_\_ three hundred teenagers, 13-17 years old, from \_\_ (3) \_\_ Britain.

By the time they \_\_ (4) \_\_ their teens, most children see their weekly allowance rise dramatically to an amazing national average of £5.14. Two thirds think they get \_\_ (5) \_\_ money, but most expect to have to do something to get it.

Although they have more cash, worry about debt is \_\_ (6) \_\_ among teenagers. Therefore, the \_\_ (7) \_\_ of children \_\_ (8) \_\_ an effort to save for the future. Greater access to cash \_\_ (9) \_\_ teenagers does not, however, mean that they are more irresponsible \_\_ (10) \_\_ a result. The economic recession seems to have encouraged \_\_ (11) \_\_ attitudes to money, even in the case of children at these ages. Instead of wasting what pocket \_\_ (12) \_\_ they have on sweets or magazines, the 13-year-olds who took \_\_ (13) \_\_ in the survey seem to \_\_ (14) \_\_ to the situation by saving more than half \_\_ (15) \_\_ their cash.

1. A) late B) recent C) latest D) fresh

2. A) included B) contained C) counted D) enclosed



3. A) entire B) all over C) complete D) the whole
4. A) reach B) get C) make D) arrive
5. A) acceptable B) adequate C) satisfactory D) enough
6. A) gaining B) heightening C) increasing D) building
7. A) most B) maximum C) many D) majority
8. A) make B) do C) have D) try
9. A) among B) through C) between D) along
10. A) like B) as C) for D) in
11. A) aware B) knowing C) helpful D) cautious
12. A) cash B) money C) change D) savings
13. A) part B) place C) share D) piece
14. A) reply B) answer C) respond D) return
15. A) from B) as C) of D) for

***VII. Choose the best alternative to replace the underlined words.***

1. Robert started to get out of bed, but he was so weak from his illness that he fainted on the floor.  
A) passed out B) passed down C) passed away D) passed over
2. Poor old Mr. Lonely died peacefully on Tuesday.  
A) passed out B) passed away C) passed down D) passed over
3. Low pressure coming in from the Mediterranean will cause a change in the weather.  
A) bring round B) bring down C) bring up D) bring about
4. Is he going to participate in the 5000 meters race this year?  
A) go on B) go in C) go in for D) go for
5. She's got very light hair. She resembles her mother.  
A) takes back B) takes after C) takes down D)
6. He's started school, hasn't he? How is he doing?  
A) getting on B) looking after C) showing up D) taking up

## GLOBALISATION AND THE WEALTH–POVERTY DYNAMIC

### THE READING MODULE

#### *I. Read the text.*

Globalisation is an important concept to add to the discussion of global wealth and poverty. It refers to a perception that the world is increasingly being moulded into a shared social space by economic and technological forces. Developments in one region of the world can have profound consequences for individuals and communities on the other side of the world. Central to the idea of globalisation is the perception of intensity. As a concept, globalisation is thus said to be ever increasing in scope, scale and speed to the point that it is effectively irrevocable. As such, globalisation is multi-dimensional. For example, globalisation is more than the goods that flow between geographically diverse communities. Globalisation includes not only the what, but also the how and the why, the frequency with which something occurs, the social consequences of this process and the range of people involved.

It can be said that the process of becoming more interconnected as a set of nations has worked towards reducing poverty. Certainly the World Bank argues that globalisation has improved the material circumstances of those who have engaged in the global economy. Though such an analysis is accurate at one level, it fails to account for the structural conditions that influence poverty. An alternative view is that globalisation actually causes poverty by further entrenching inequality and concentrating any gains in the hands of those who are already wealthy and in powerful positions. For example, the internet has allowed many individuals to establish successful businesses and sell their goods all over the world. But how can you take advantage of this technology if you live in an area without access to the internet due to poor infrastructure, poverty or war? These citizens get left further behind and the inequalities that already exist are aggravated. Certainly, any

analysis of the impact of globalisation on the wealth–poverty dynamic must recognise both of these perspectives. But, globalisation is a complex issue. If globalisation is only viewed in terms of ‘good’ and ‘bad’, we will not appreciate the multifaceted nature of global processes.

For the purposes of our analysis, globalisation has opened up many (primarily economic) opportunities, and this is evident in the reduction in numbers of those living in extreme poverty. This has dropped from over half the world’s population in 1981 to within reach of ten per cent today. This figure, from the World Bank, takes into account issues like inflation. But, it can also be said that globalisation has entrenched power relationships and inequalities and this has had material effects on poverty and inequality. A common critique relevant to our discussion on poverty is that globalisation is another word for ‘Americanisation’. According to this critique, many of the economic policies that supposedly ‘open up’ international markets are of benefit to US-based multinational corporations and create fertile ground internationally for American foreign policy objectives. On the other hand, globalisation can also be seen as hybridisation. This view was initially based on the creation of ‘new’ cultures and identities due to colonisation and the destruction of traditional indigenous groups.

***II. Read the text again to decide if the following statements are true (T) or false (F). Correct the false ones with the facts from the text.***

1. Developments in one region of the world can’t have any consequences for individuals and communities on the other side of the world.
2. Globalisation is more than the goods that flow between geographically diverse communities.
3. Certainly, any analysis of the impact of globalisation on the wealth–poverty dynamic must recognise both of these perspectives.

4. If globalisation is only viewed in terms of 'good' and 'bad', we will appreciate the multifaceted nature of global processes.

5. For the purposes of our analysis, globalisation has opened up many (primarily economic) opportunities.

6. A common critique relevant to our discussion on wealth is that globalisation is another word for 'Americanisation'.

***III. Complete the sentences with the answer a, b or c which you think fits best according to the text:***

1. Central to the idea of globalisation is \_\_\_\_\_.

a) the perception of growth

b) the perception of intensity

c) the perception of regularity

2. As a concept, globalisation is thus said to be ever increasing \_\_\_\_\_ to the point that it is effectively irrevocable.

a) in scope, scale and speed

b) in scope, shape and speed

c) in scope, scale and volume

3. Certainly the World Bank argues that globalisation has improved \_\_\_\_\_ of those who have engaged in the global economy.

a) the material conditions

b) the material position

c) the material circumstances

4. An alternative view is that globalisation actually causes poverty by further \_\_\_\_\_ and concentrating any gains in the hands of those who are already wealthy and in powerful positions.

- a) entrenching equality
- b) entrenching cooperation
- c) entrenching inequality

5. This figure, from the World Bank, takes into account issues like \_\_\_\_\_.

- a) inflation
- b) depression
- c) equality

6. It can also be said that globalisation has entrenched power relationships and inequalities and this has had material effects on poverty and inequality.

- a) material consequences
- b) material circumstances
- c) material effects

***IV. Match the words with their definitions:***

1	perception	a	a fact or event that makes a situation the way it is
2	consequence	b	a general, continuous increase in prices
3	irrevocable	c	established firmly so that it cannot be changed

4	circumstance	d	a result of a particular action or situation, often one that is bad or not convenient
5	inequality	e	connected with what is happening or being discussed
6	inflation	f	a belief or opinion, often held by many people and based on how things seem
7	entrenched	g	impossible to change
8	relevant	h	the unfair situation in society when some people have more opportunities, money, etc. than other people

***V. Fill the gaps with the words below.***

**circumstances consequence entrenched inequality inflation irrevocable perception relevant**

1. We turned over (1)\_\_\_\_\_ documents to the investigating team.
2. The abolitionist was, constitutionally speaking, neither officer nor prisoner and as a (2)\_\_\_\_\_ may stand for the ordinary citizen - "society," the people at large.
3. The organization was often criticized for being too (3)\_\_\_\_\_ in its views.
4. It was almost a rite of passage which made migration to the new state a final and (4)\_\_\_\_\_ act.

5. Class analysis is useful in underlining domination and resistance and in highlighting (5)\_\_\_\_\_ in social relations.
6. A strong brand has a big impact on product (6)\_\_\_\_\_.
7. The new (7)\_\_\_\_\_ compelled a change in policy.
8. The control of (8)\_\_\_\_\_ is a key component of the government's economic policy.

## THE WRITING MODULE

***VI. Read the text below and choose the correct word for each space. For each question, mark the correct letter A, B, C or D.***

### **Traffic Lights**

The first traffic signal was invented by a railway signaling engineer. It was installed \_\_ (1) \_\_ the Houses of Parliament in 1868. It \_\_ (2) \_\_ like any railway signal of the time, and was operated by gas. \_\_ (3) \_\_, it exploded and killed a policeman, and the accident \_\_ (4) \_\_ further development until cars became common. \_\_ (5) \_\_ traffic lights are an American invention. Red-green \_\_ (6) \_\_ were installed in Cleveland in 1914. Three-color signals, operated \_\_ (7) \_\_ hand from a tower in the \_\_ (8) \_\_ of the street, were installed in New York in 1918. The \_\_ (9) \_\_ lights of this type to \_\_ (10) \_\_ in Britain were in London, on the junction between St. James's Street and Piccadilly, in 1925. Automatic signals were installed \_\_ (11) \_\_ year later. In the past, traffic lights were \_\_ (12) \_\_. In New York, some lights had a statue on top. In Los Angeles the lights did not just \_\_ (13) \_\_ silently, but would ring bells to \_\_ (14) \_\_ the sleeping motorists of the 1930s. These are gone and have been \_\_ (15) \_\_ by standard models which are universally adopted.

1. A) outside B) out C) out of D) outdoors

2. A) resembled B) looked C) showed D) seemed
3. A) However B) Therefore C) Although D) Despite
4. A) forbade B) disappointed C) avoided D) discouraged
5. A) New B) Recent C) Modern D) Late
6. A) methods B) ways C) systems D) means
7. A) by B) with C) through D) in
8. A) middle B) heart C) focus D) halfway
9. A) original B) primary C) first D) early
10. A) show B) appear C) happen D) become
11. A) a B) in the C) in a D) the
12. A) various B) particular C) rare D) special
13. A) change B) alter C) vary D) move
14. A) rise B) raise C) wake D) get up
15. A) reproduced B) replaced C) removed D) remained

***VII. Choose the best alternative to replace the underlined words.***

1. This factory can produce fifty cars a day.  
A) turn over B) turn off C) turn out D) turn up
2. When do you expect to finish?  
A) get over B) get out C) get through D) get down
3. You may omit the second question.  
A) hand in B) leave out C) take off D) put out
4. Robert wanted to discuss a problem with his advisor.



A) take up B) look up C) talk over D) get through

5. The tailor let out the waist of the jacket.

A) enlarged B) shortened C) shrank D) set free

6. She passed out in a crowded bus.

A) got on B) got out C) fainted D) stood

## Text 8

### **DEFINING POVERTY**

#### THE READING MODULE

##### ***I. Read the text.***

Defining poverty begins with a consideration of conditions that prevent regions, states and peoples from having access to wealth. Though there are many elements to this, there are four key structural conditions to consider.

##### *1. History of exploitation*

Many of today's poorest nations were previously exploited through colonialism and/or slavery. These actions have had lasting impact through entrenching inequalities between socio-ethnic groups within states. A prescient example is South Africa, which, under British and Dutch rule, restricted the rights of indigenous African groups in the areas of education, land ownership and access to capital. At the same time there was a concentration of wealth in the hands of the white colonising minority. Such actions were eventually enshrined in the creation of the apartheid system of racial segregation. However, even since its dismantling in 1994, poverty amongst the indigenous population is disproportionately high in comparison to white groups due to the fact that capital and land continues to be concentrated in the hands of a select few.

##### *2. War and political instability*

When thinking of the fundamental conditions for economic development to take place in a state, security, safety and stability often come to mind. This is because peaceful conditions permit a government to focus on developing natural resources,

human capacity and industrial capabilities. War and political instability often act as significant distractions as efforts are directed at combating violence or insecurity. For example, think of the conflict in Syria that began in 2011. This has led to a mass flow of millions of refugees seeking to escape the conflict, leaving behind a war-torn state that lacks the human and economic resources to govern itself effectively. It is a pattern that has been seen before – for instance, in the 1990s in Somalia, where instability still persists.

### *3. Structural economic conditions*

The way in which the international economic order is structured can either reinforce or ease poverty. Institutions like the World Bank and the World Trade Organization are dominated by wealthy nations. This has placed them under scrutiny due to embedded practices that often place developing countries at a disadvantage. For example, before the World Bank issues a loan to a low-income nation, certain conditions must be met. These are known as conditionalities. They can include policy changes such as the privatising of public services – for instance, the provision of water, sanitation and electricity. Imposing such conditions, or structural adjustments as the World Bank calls them, have frequently been shown to cause more harm than good.

### *4. Inequality*

Inequality is an important contributor to poverty as it can reinforce divisions between the so-called ‘haves’ and ‘have-nots’. In a relative sense, it can result in certain elements of a population lacking the tools and resources needed to counter the challenges they face. In an absolute sense it can render a whole state unable to rescue its citizens from dire circumstances because it lacks the financial resources. For example, in the United States approximately 16 million children live in poverty. This is despite the fact that it is one of the richest countries in the world. Inequality can be measured by looking at how much income a family has relative to the cost of living in that society.

***II. Read the text again to decide if the following statements are true (T) or false (F). Correct the false ones with the facts from the text.***

1. Many of today's poorest nations were previously exploited through colonialism and/or slavery.
2. Poverty amongst the indigenous population is low enough in comparison to white groups due to the fact that capital and land continues to be concentrated in the hands of a select few.
3. When thinking of the fundamental conditions for economic depression to take place in a state, security, safety and stability often come to mind.
4. The way in which the international economic order is structured can either **reinforce** or ease poverty.
5. Institutions like the World Bank and the World Trade Organization are dominated by poor nations.
6. Before the World Bank issues a loan to a low-income nation, certain conditions must be met.

***III. Complete the sentences with the answer a, b or c which you think fits best according to the text:***

1. Defining poverty begins with a consideration of conditions that prevent regions, states and peoples from \_\_\_\_\_.
  - a) having access to resources
  - b) denying access to wealth
  - c) having access to wealth
2. Peaceful conditions \_\_\_\_\_ on developing natural resources, human capacity and industrial capabilities.

a) permit a government to focus

b) permit a society to focus

c) permit a government to rely

3. The conflict in Syria has led to \_\_\_\_\_ seeking to escape the conflict, leaving behind a war-torn state that lacks the human and economic resources to govern itself effectively.

a) a mass flow of millions of refugees

b) a mass flow of millions of soldiers

c) a mass flow of millions of nomads

4. Conditionalities can include \_\_\_\_\_ such as the privatising of public services – for instance, the provision of water, sanitation and electricity.

a) policy improvements

b) policy challenges

c) policy changes

5. Inequality is \_\_\_\_\_ to poverty as it can reinforce divisions between the so-called 'haves' and 'have-nots'.

a) an important contributor

b) a weak contributor

c) an important way

6. Inequality can be measured by looking at how much income a family has relative to the cost of living in that society.

a) can be formed by

b) can be measured by

c) can be seen by

***IV. Match the words with their definitions:***

1	impact	a	the careful and detailed examination of something in order to get information about it
2	indigenous	b	a person who has escaped from their own country for political, religious, or economic reasons or because of a war
3	minority	c	a powerful effect that something, especially something new, has on a situation or person
4	refugee	d	to save someone or something from a dangerous, harmful, or difficult situation
5	reinforce	e	existing naturally or having always lived in a place; native
6	scrutiny	f	knowing or suggesting correctly what will happen in the future
7	prescient	g	any small group in society that is different from the rest because of their race, religion, or political beliefs, or a person who belongs to such a group

8	rescue	h	to increase the power of something, especially by making it bigger
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*V. Fill the gaps with the words below.*

**impact indigenous minorities prescient refugees rescue reinforced scrutiny**

1. The government has refused to (1)\_\_\_\_\_ the company from bankruptcy.
2. The new proposals were intended to soften the (2)\_\_\_\_\_ of the reformed tax system.
3. The (3)\_\_\_\_\_ population has long suffered exclusion and profound injustice.
4. The plan was designed to help women and (4)\_\_\_\_\_ overcome discrimination in the workplace.
5. Many (5)\_\_\_\_\_ have arrived at the border without passports.
6. The government's record will be subjected to (6)\_\_\_\_\_ in the weeks before the election.
7. Perhaps nowhere in any of the reports is there a more (7)\_\_\_\_\_ warning.
8. Their efforts (8)\_\_\_\_\_ local differences in the immediate post-war countrysides.

#### THE WRITING MODULE

*VI. Read the text below and choose the correct word for each space. For each question, mark the correct letter A, B, C or D.*

**The best stone in the world**

In 1769 George and Eleanor Coade bought a factory manufacturing artificial stone in southeast London on a \_\_ (1) \_\_ at Pedlar's Acre, south \_\_ (2) \_\_ the river. The family were \_\_ (3) \_\_ running a successful factory in the south-west of England. Within a year of moving \_\_ (4) \_\_ the capital, George Coade died, leaving his wife and daughter to \_\_ (5) \_\_ on the business. The Coade Stone they perfected \_\_ (6) \_\_ to become the most permanent stone ever made. The product developed by the factory's former \_\_ (7) \_\_, Richard Holt, was a kind of baked clay. The two women \_\_ (8) \_\_ with his recipe, and \_\_ (9) \_\_ in creating a new kind of stone which was almost a hundred percent weather-proof.

The advantage of Coade Stone is that while natural stone slowly breaks down and erodes away, Coade Stone seems to be \_\_ (10) \_\_ to survive in all weather conditions for many years. The National Gallery, the Royal Opera House and Buckingham Palace \_\_ (11) \_\_ display their original ornaments made of Coade Stone. \_\_ (12) \_\_ mother and daughter were clever businesswomen. They \_\_ (13) \_\_ only the top artists of the day to model their stone into statues and other ornaments.

After the deaths of Eleanor Coade and her daughter the factory survived for twenty years, but in 1840 it \_\_ (14) \_\_ closed. With it went the Coade Stone recipe which was \_\_ (15) \_\_, and has never been rediscovered.

1. A) territory B) place C) ground D) plot
2. A) to B) of C) from D) than
3. A) already B) just C) yet D) however
4. A) at B) in C) to D) on
5. A) go B) carry C) get D) run
6. A) claimed B) had C) was D) would
7. A) landlord B) possessor C) owner D) tenant
8. A) experimented B) tried

C) experienced D) tested

9. A) managed B) succeeded C) achieved D) completed

10. A) capable B) possible C) able D) good

11. A) still B) only C) just D) yet

12. A) Either B) Also C) Each D) Both

13. A) employed B) worked C) staffed D) teamed

14. A) lastly B) at last C) in the end D) finally

15. A) missing B) disappeared C) lost D) left

***VII. Choose the best alternative to replace the underlined words.***

1. The municipality pulled down much of Ankara in the 1980s.

A) misused B) suppressed C) discovered D) demolished

2. He proposed a very good suggestion.

A) put in B) put down C) put out D) put forward

3. I refuse to put up with his actions any longer.

A) pretend B) support C) endure D) consider

4. The meeting was postponed until next week.

A) put off B) put away C) put out D) put up

5. My headache isn't serious. It will disappear gradually.

A) break off B) wear off C) tear off D) put off

6. To me it was a very funny story, but when I told it nobody seemed to catch on.



A) laugh B) be pleased C) understand D) listen to it

## Text 9

### CHANGE IN A GLOBALISING WORLD

#### THE READING MODULE

##### *I. Read the text.*

In today's world there are numerous examples of popular demand for political change. They generally arise at a time when politicians seem unable to deliver on their promises. Take, for example, the year 2008 – described by Amartya Sen (2009) as 'a year of crises'. First, there was a food crisis that impacted on poorer consumers, especially across African states, as the staples of their diet often became unaffordable. Second, there was a spike in oil prices that raised the cost of fuel and petroleum products globally. Finally, in the autumn of 2008, there was an economic crisis in the United States that quickly spread, compounding prior issues, and the global economy faltered. What does economic downturn have to do with the 'voices of people'? The answer lies in the newly interconnected nature of our world.

For the bulk of the world's population, daily life is characterised by easy and speedy communications. Of course, some areas of the developing world still suffer from poverty and infrastructure issues and so lack the benefits of global communications. That said, it is not uncommon to find mobile phones, which are ever cheaper, proliferating in the poorest regions of the world – such as across sub-Saharan Africa. Improved communications are a fundamental aspect of a wider phenomenon: globalisation. Globalisation enables us, via the communications revolution, to learn quickly and consistently about events all over the world, almost as soon as they happen. Globalisation has in a real sense shrunk the world and made it interactive. When something happens in one country, it can quickly affect others.

This may be an economic matter, such as the global economic downturn referred to above, but terrorism is also an issue.

The era of deepening and sustained globalisation coincides with global events following the end of the Cold War. When the Soviet Union dissolved in the early 1990s it gave way to a range of newly independent post-communist states that redrew the map from central Europe to central Asia. Fifteen new states were created, including Russia. It also initiated a dynamic phase of globalisation which affected our understanding of international relations in a number of ways. First, the end of the Cold War threw the study of international relations into a state of flux. Soon after the Cold War ended, there was talk of a new international order. This reflected a widespread optimism that there could be improved international co-operation and a fresh commitment to strengthening key international organisations, especially the United Nations. The aim was to achieve various goals, including better, more equitable development; reducing gender inequalities; defusing armed conflicts; lessening human rights abuses, and tackling environmental degradation and destruction. In short, to manage multiple global interdependencies it would be necessary to improve processes of bargaining, negotiation and consensus-seeking, involving both states and various non-state actors, including the United Nations.

It soon became clear, however, that there was a lack of ideas as to how the desired international improvements might be achieved. During the 1990s there were serious outbreaks of international conflict. Many were religious, ethnic or nationalist conflicts that spilled over into neighbouring states. When these events occurred, local or national issues quickly spiralled into regional or international crises.

***II. Read the text again to decide if the following statements are true (T) or false (F). Correct the false ones with the facts from the text.***

1. Many were religious, ethnic or nationalist conflicts that spilled over into neighbouring states.
2. During the 1790s there were serious outbreaks of international conflict.

3. Globalisation has in a real sense shrunk the world and made it interactive.
4. The aim wasn't to achieve various goals, including better, more equitable development
5. What does economic downturn have to do with the 'voices of conflicts'?
6. Improved communications are a fundamental aspect of a wider phenomenon: globalisation

***III. Complete the sentences with the answer a, b or c which you think fits best according to the text:***

1. Second, there was a spike in \_\_\_\_\_ that raised the cost of fuel and petroleum products globally
  - a) petroleum prices
  - b) prices
  - c) oil prices
2. When these events occurred, local or national issues quickly spiralled into regional or \_\_\_\_\_ crises.
  - a) international
  - b) global
  - c) ethnic
3. Soon \_\_\_\_\_ the Cold War ended, there was talk of a new international order.
  - a) during
  - b) after
  - c) before

4. Take, for example, the year 2008 – \_\_\_\_\_ Amartya Sen (2009) as ‘a year of crises’.

a) developed by

b) occurred by

c) described by

5. When \_\_\_\_\_ happens in one country, it can quickly affect others.

a) something

b) event

c) conflict

6. This may be an economic matter, such as the global economic downturn referred to above, but terrorism is also an issue.

a) terrorism

b) revolution

c) communication

***IV. Match the left part with the appropriate right one:***

1	In today’s world there are	a	politicians seem unable to deliver on their promises
2	Many were religious, ethnic or nationalist conflicts	b	in the newly interconnected nature of our world
3	In short, to manage multiple global interdependencies	c	that spilled over into neighbouring states.
4	They generally arise at a time when	d	numerous examples of popular demand for political change.

5	During the 1990s	e	it would be necessary to improve processes of bargaining, negotiation and consensus-seeking
6	The answer lies	f	especially across African states
7	This reflected a widespread optimism	g	there were serious outbreaks of international conflict.
8	First, there was a food crisis that impacted on poorer consumers,	h	that there could be improved international co-operation

***V. Fill the gaps with the words below: to deliver, aspect, described by, population, globalization, a real sense, affect, conflicts***

1. They generally arise at a time when politicians seem unable (1)\_\_\_\_\_ on their promises
2. Take, for example, the year 2008 – (2)\_\_\_\_\_ Amartya Sen (2009) as ‘a year of crises’
3. For the bulk of the world’s (3)\_\_\_\_\_, daily life is characterised by easy and speedy communications.
4. Globalisation has in (4)\_\_\_\_\_ shrunk the world and made it interactive
5. It also initiated a dynamic phase of (5)\_\_\_\_\_ which affected our understanding of international relations in a number of ways.
6. When something happens in one country, it can quickly (6)\_\_\_\_\_ others.
7. Many were religious, ethnic or nationalist (7)\_\_\_\_\_ that spilled over into neighbouring states.
8. Improved communications are a fundamental (8)\_\_\_\_\_ of a wider phenomenon: globalisation.

THE WRITING MODULE

*VI. Read the text below and choose the correct word for each space. For each question, mark the correct letter A, B, C or D.*

### **Shopping in Japan**

Unlike millions of Britons, who will not know how much the Christmas turkey, child's bicycle and the January sales have \_\_ (1) \_\_ them until the credit card bill arrives, the Japanese \_\_ (2) \_\_ to settle up before they've even \_\_ (3) \_\_ their shopping list.

The Japanese like to improve on every idea, even if the idea is cash. So they have been \_\_ (4) \_\_ about the pre-paid card. It \_\_ (5) \_\_ the bother of banknotes and it saves the Japanese \_\_ (6) \_\_ the fear of being in \_\_ (7) \_\_ to someone else.

It \_\_ (8) \_\_ with the convenient pre-paid telephone card and has \_\_ (9) \_\_ through train ticket cards, taxi cards, and supermarket cards all the way to McDonald's hamburgers cards.

Few Westerners can understand why anyone \_\_ (10) \_\_ want to give money to a supermarket or a department store \_\_ (11) \_\_ by buying a pre-paid card. But credit companies are held in some suspicion in Japan. People have traditionally preferred cash and will happily stroll the streets with quite large \_\_ (12) \_\_ of money in their pockets. The fact that street crime is fairly \_\_ (13) \_\_ helps.

Pre-paid cards are now as \_\_ (14) \_\_ as chopsticks and twice as convenient. About 500 million cards were sold in the first five years after they became \_\_ (15) \_\_.

1. A) lost B) cost C) charged D) priced

2. A) prefer B) desire C) enjoy D) select

3. A) written about B) written off

C) written out D) written up

4. A) keen B) enthusiastic C) exciting D) eager

5. A) does away with B) does out of

C) does without D) does out

6. A) of B) from C) for D) by
7. A) payment B) bill C) debt D) interest
8. A) opened B) invented C) introduced D) started
9. A) followed B) developed C) changed D) turned
10. A) would B) will C) may D) must
11. A) in time B) in front C) in future D) in advance
12. A) savings B) sums C) deposits D) masses
13. A) seldom B) slight C) rare D) slow
14. A) common B) usual C) regular D) often
15. A) prepared B) possible C) ready D) available

***VII. Choose the best alternative to replace the underlined words.***

1. Their rear windows overlook a lovely garden.  
A) look out on B) are opposite C) take in D) are close to
2. The effects of the drug will wear off soon.  
A) disappear B) tolerate C) heal D) prevent
3. This opportunity is too good to refuse.  
A) turn down B) turn away C) turn off D) turn over
4. The design of the new car seems excellent, but we haven't tested it on the road.  
A) tried it out B) traded it in C) tuned it up D) thrown it off
5. He said he wasn't interested in helping out, but I'll try to talk him round.  
A) persuade B) scold C) argue with D) employ

6. Whenever George starts talking, Jim simply switches off.

A) falls asleep B) leaves the room

C) stops listening D) interrupts him

Text 10

## WHAT IS TRANSNATIONAL TERRORISM?

### THE READING MODULE

#### *I. Read the text.*

Terrorism, whether transnational or not, is a highly contested arena. To date there is very little consensus regarding its definition. Disagreements emerge over the purpose and function, the perpetrators, the victims, the legitimacy and the methods and targeting of terrorist actors. Perhaps the most widely accepted attribute of the term 'terrorism' is that it is derogatory and a sign of disapproval. Typically, labelling a group as terrorist negatively affects our perception of the group's legitimacy, legality and how they should be addressed. Therefore, how we differentiate a terrorist group from any other group is important. For the purposes of this chapter, terrorism is understood as the use or threat of violence by non-state actors to influence citizens or governments in the pursuit of political or social change. This is not only a semantic or academic debate; the label gives states considerable power to act and use violence against a group and it significantly guides how a state should act. Wrong definitions can lead to flawed counter-terrorism strategies.

Moreover, as states cannot agree on the definition, they argue over both the nature and the cause of terrorism as well as who can be called a terrorist. With no agreed international law governing state responses, they struggle to work together to remove the threats. According to Acharya (2008), this permits states to act like vigilantes, or cowboys in the Wild West, on the global stage.

Today's terrorism is therefore transnational in cause, operation and effect. Its essential features ensure its importance within international relations because it



represents a whole new security concern for states: the risk of attack does not just come from other states (war) but from mobile criminal groups that move between states and are dispersed globally (transnational terrorism). States perceive this new wave of terrorism as threatening core elements of their sovereignty – their capacity, legitimacy and autonomy within a particular jurisdiction. This all-encompassing threat has led to a range of responses. These have included the creation of new criminal offences, broadened legal definitions of terrorism, the granting of greater powers of detention and arrest, as well as improving funding for state agencies involved in countering terrorism.

In light of the transnational elements, states have also sought closer cross-border cooperation between government agencies, most notably in policing and intelligence, in order to prevent the spread of terrorism. States have also reacted to the new threats by seeking to prevent or disrupt the emergence of ideas that might support terrorist violence through anti-radicalisation initiatives. These are sometimes referred to as ‘soft measures’. Overseas these include supporting development goals of other countries to facilitate their stabilisation and the production of moderate voices in politics. Within domestic jurisdictions, ‘soft’ counter-extremism policies include placing greater emphasis on challenging particular extreme ideas in schools and universities, monitoring citizens for signs of radicalization and making illegal the ownership and distribution of material that glorifies violence. These forms of intervention bring the state more directly into contact with the everyday lives of citizens, often regardless of any laws broken. Such efforts demonstrate how terrorism is a concern for human security as well as state security because of the manner in which it affects everyday life.

***II. Read the text again to decide if the following statements are true (T) or false (F). Correct the false ones with the facts from the text.***

1. Correct definitions can lead to flawed counter-terrorism strategies.
2. To date there is very little consensus regarding its definition.

3. Therefore, how we differentiate a terrorist group from any other group is important.

4. Today's conflict is therefore transnational in cause, operation and effect

5. These are always referred to as 'soft measures'.

6. With no agreed international law governing state responses, they struggle to work together to remove the threats

***III. Complete the sentences with the answer a, b or c which you think fits best according to the text:***

1. These have included the creation of new criminal offences, broadened \_\_\_\_\_ definitions of terrorism

a) terrorist

b) legal

c) other

2. Perhaps the most widely accepted \_\_\_\_\_ of the term 'terrorism' is that it is derogatory and a sign of disapproval

a) law

b) work

c) attribute

3. To date \_\_\_\_\_ very little consensus regarding its definition.

a) there is

b) there are

c) have

4. Therefore, how we \_\_\_\_\_ a terrorist group from any other group is important

a) differentiate

b) have

c) accept

5. With no agreed \_\_\_\_\_ law governing state responses, they struggle to work together to remove the threats

a) international

b) local

c) transnational

6. Such efforts demonstrate how terrorism is a concern for human security as well as state security because of the manner in which it affects everyday life.

a) cooperation

b) radicalization

c) terrorism

***IV. Match the left part with the appropriate right one:***

1	Terrorism, whether transnational or not,	a	can lead to flawed counter-terrorism strategies.
2	These forms of intervention bring the state more directly into contact	b	as ‘soft measures’
3	Today’s terrorism is	c	is a highly contested arena
4	Therefore, how we differentiate a terrorist group	d	negatively affects our perception of the group’s legitimacy, legality and how they should be addressed
5	Wrong definitions	e	a range of responses

6	These are sometimes referred to	f	with the everyday lives of citizens
7	This all-encompassing threat has led to	g	from any other group is important
8	Typically, labelling a group as terrorist	h	therefore transnational in cause, operation and effect

***V. Fill the gaps with the words below.***

***to facilitate, features, intervention, strategies, arena, terrorism, cowboys, the most widely***

1. Wrong definitions can lead to flawed counter-terrorism (1)\_\_\_\_\_.
2. These forms of (2)\_\_\_\_\_ bring the state more directly into contact with the everyday lives of citizens
3. Overseas these include supporting development goals of other countries (3)\_\_\_\_\_ their stabilisation and the production of moderate voices in politics.
4. States perceive this new wave of (4)\_\_\_\_\_ as threatening core elements of their sovereignty
5. Its essential (5)\_\_\_\_\_ ensure its importance within international relations
6. This permits states to act like vigilantes, or (6)\_\_\_\_\_ in the Wild West, on the global stage.
7. Terrorism, whether transnational or not, is a highly contested (7)\_\_\_\_\_.
8. Perhaps (8)\_\_\_\_\_ accepted attribute of the term 'terrorism' is that it is derogatory and a sign of disapproval.

## THE WRITING MODULE

***VI. Read the text below and choose the correct word for each space. For each question, mark the correct letter A, B, C or D.***

**The mystery of the Marie Celeste**

We spotted the Marie Celeste drifting in mid-Atlantic on December 5, 1872. Since the ship looked damaged, the captain said the three of us \_\_ (1) \_\_ board her at once \_\_ (2) \_\_ investigate and \_\_ (3) \_\_ him back any information we could get hold of. We \_\_ (4) \_\_ climb on board without too much difficulty but we couldn't see any sign of life anywhere. The crew of the Marie Celeste \_\_ (5) \_\_ have abandoned ship \_\_ (6) \_\_ the ship's small lifeboat was missing. Some navigational equipment which a ship of that kind \_\_ (7) \_\_ had on board was also missing. The crew \_\_ (8) \_\_ had much time to abandon ship because they had not \_\_ (9) \_\_ with them many of their personal possessions. Luckily, we \_\_ (10) \_\_ to find the ship's log which helped us a great deal in our \_\_ (11) \_\_. The last time the captain of the Maria Celeste had \_\_ (12) \_\_ an entry in the ship's log was November 21. Something extraordinary must have taken \_\_ (13) \_\_ between this date and December 5. The captain of the ship, Benjamin Briggs, had extensive \_\_ (14) \_\_ of the high seas so what had made him \_\_ (15) \_\_ the decision to abandon ship in the middle of nowhere?

1. A) have B) had to C) could D) ought
2. A) in order that B) so that C) in order to D) for to
3. A) take B) get C) carry D) bring
4. A) couldn't B) managed C) unable D) were able to
5. A) can't B) must C) hadn't D) could
6. A) since B) on account of  
C) as a result of D) owing to
7. A) shouldn't B) should have  
C) shouldn't have D) should be
8. A) ought not have B) must not  
C) couldn't have D) would have

9. A) taken B) fetched C) brought D) had
10. A) could B) able C) knew D) managed
11. A) information B) solution C) suggestion D) investigation
12. A) took B) passed C) wrote D) made
13. A) part B) care C) place D) control
14. A) qualification B) education C) experience D) travel
15. A) bring B) choose C) have D) take

***VII. Choose the best alternative to replace the underlined words.***

1. We had to cancel the party last week.  
A) break off B) let off C) put off D) call off
2. Let's postpone the meeting till Friday.  
A) put off B) call off C) hold off D) carry out
3. I've had flu for a week now: I just can't get rid of it.  
A) shake it off B) shake it out  
C) shake it down D) shake it up
4. His father often criticizes him.  
A) takes him off B) runs him down  
C) puts him off D) lets him down
5. My father was raised in a small village.  
A) called up B) brought up C) taken off D) come out

6. You are never too late to start a new sport.

A) set up B) take in C) call up D) take up

## UNIT 2

### INFORMATION, LIBRARY AND ARCHIVAL STUDIES

Text 1

#### SECRETARY (PART I)

##### THE READING MODULE

###### *I. Read the text.*

The term is derived from the Latin word *secernere*, "to distinguish" or "to set apart," the passive participle (*secretum*) meaning "having been set apart". A *secretarius* was a person, therefore, overseeing business confidentially, usually for a powerful individual (a king, pope, etc).

Since the Renaissance until the late 19th century, men involved in the daily correspondence and the activities of the mighty had assumed the title of secretary (or in other cases, "clerk").

With time, like many titles, the term was applied to more and varied functions, leading to compound titles to specify various secretarial work better, like general secretary, financial secretary or Secretary of state. Just "secretary" remained in use either as an abbreviation when clear in the context or for relatively modest positions such as administrative assistant of the officer(s) in charge, either individually or as member of a secretariat. As such less influential posts became more feminine and common with the multiplication of bureaucracies in the public and private sectors, new words were also coined to describe them, such as personal assistant.

In the 1880s, with the invention of the typewriter, more women began to enter the field, and since World War I, the role of secretary has been primarily associated with women. By the 1930s, fewer men were entering the field of secretaries.

In an effort to promote professionalism amongst United States secretaries, the National Secretaries Association was created in 1942. Today, this organization is known as the International Association of Administrative Professionals (IAAP). The organization developed the first standardized test for office workers called the Certified Professional Secretaries Examination (CPS). It was first administered in 1951.

In 1952, Mary Barrett, president of the National Secretaries Association, C. King Woodbridge, president of Dictaphone Corporation, and American businessman Harry F. Klemfuss created a special Secretary's Day holiday, to recognize the hard work of the staff in the office. The holiday caught on, and during the fourth week of April is now celebrated in offices all over the world. It has been renamed "Administrative Professional's Week" to highlight the increased responsibility of today's secretary and other administrative workers, and to avoid embarrassment to those who out of political correctness believe that "secretary" refers only to women or to unskilled workers.

#### Contemporary employment

In a business many job descriptions overlap. However, while administrative assistant is a generic term, not necessarily implying directly working for a superior, a secretary is usually a personal assistant to a manager or executive. Other titles describing jobs similar to or overlapping those of the traditional secretary are office coordinator, executive assistant, office manager and administrative professional.

At the most basic level a secretary may need only a good command of the prevailing office language and the ability to type, and may spend a large part of his or her time filing and fetching papers (or the equivalent regarding electronic files and database information) or answering telephones.

A more skilled executive assistant may be required to type at high speeds using technical or foreign languages, organize diaries, itineraries and meetings and carry



out administrative duties which may include accountancy. An executive secretary / assistant may also control access to a manager, thus becoming an influential and trusted aide. Executive assistants are available for contact during off hours by new electronic communication methods for consultations.

**II. Read and memorize using a dictionary:**

office secretary, daily correspondence, varied functions, to specify various secretarial work, general secretary, financial secretary, Secretary of state, administrative assistant, to become more feminine, personal assistant, to recognize the hard work, to type at high speeds, to carry out administrative duties, accountancy, during off hours.

**III. Answer the questions:**

- 1) When has the role of secretary been primarily associated with women?
- 2) What test did IAAP develop?
- 3) What holiday was created in 1952?
- 4) How may a secretary spend a large part of his or her time?

**IV. Match the left part with the right:**

1. A secretarius was	a) usually a personal assistant to a manager or executive.
2. A secretary is	b) available for contact during off hours by new electronic communication methods.
3. An executive secretary / assistant may	c) a person, therefore, overseeing business confidentially.
4. Executive assistants are	d) also control access to a manager.

***V. Open brackets choosing the right words:***

It has been renamed "Administrative Professional's Week" (to describe/to highlight) the increased responsibility of today's secretary and other administrative (clerks/workers) and to avoid embarrassment to those who out of political (fairness/correctness) believe that "secretary" refers only to (women, men) or to unskilled workers.

THE SPEAKING MODULE

***VI. Describe business; correspondence; secretarial work; executive assistant; office worker; personal assistant using the suggested words and expressions as in example:***

**business**

activity; making money; producing; buying; selling; goods; services; providing.

**example:**

Business is the activity of making money by producing or buying and selling goods or providing services.

**correspondence**

letters; someone sends; receive; especially; official letters; business letters.

**secretarial work**

work; relating to; that of a secretary.

**executive assistant**

someone; work for ;one person; to help them; to do their job.

**office worker**

a person; to do different jobs; in an office.

**personal assistant**

someone; to work as a secretary; for one person.

***VII. Ask questions to the given answers:***

1) Question: \_\_\_\_\_ ?

Answer: In the 1880s, with the invention of the typewriter, more women began to enter the field.

2) Question: \_\_\_\_\_ ?

Answer: In an effort to promote professionalism amongst United States secretaries, the National Secretaries Association was created in 1942.

3) Question: \_\_\_\_\_ ?

Answer: The holiday caught on, and during the fourth week of April is now celebrated in offices all over the world.

THE WRITING MODULE

***VIII. Complete the sentences with the suggested words:***

**or; an; of; regarding; only; may**

At the most basic level a secretary may need \_\_\_\_\_ a good command \_\_\_\_\_ the prevailing office language and the ability to type, and \_\_\_\_\_ spend a large part of his or her time filing \_\_\_\_\_ fetching papers (or the equivalent \_\_\_\_\_ electronic files and database information) \_\_\_\_\_ answering telephones.

***IX. Compose a story on one of the topics (up to 100 words):***

“Titles describing jobs of the traditional secretary”

“A professional holiday”

“Duties of a secretary”

## Text 2

### SECRETARY (PART II)

#### THE READING MODULE

##### *I. Read the text.*

The largest difference between a generalized secretary and skilled executive assistants is that the executive assistant is required to be able to interact extensively with the general public, vendors, customers, and any other person or group that the executive is responsible to interact with. As the level that the executive interacts with increases so does the level of skill required in the executive assistant that works with the executive. Those executive assistants that work with corporate officers must be capable of emulating the style, corporate philosophy, and corporate persona of the executive for which they work. In the modern workplace the advancement of the executive assistants is codependent on the success of the executive and the ability of both to make the job performance of the team seamless whereas the job place evaluation is reflective of each other's performance.

##### Governmental secretary

In the USA, many high-level government positions leading their section of the executive branch are called 'Secretaries', such as the Secretary of State, the Secretary of the Interior or the Secretary of Defense.

In the United Kingdom government, a Principal Private Secretary is the chief assistant of a Secretary of State or Minister of the Crown. Senior civil servants may also have a Private Secretary. Depending upon the seniority of their principal, a Private Secretary may him or herself be regarded as an important official in their own right.

The Private Secretary to the Sovereign and the Private Secretary to the Prime Minister are the most important. A Private Secretary can be assisted by one or more

Assistants and/or Deputy Secretaries, or even head a whole office in which those may be section chiefs.

In Australia, the appointed senior civil service administrator of each Department of State is titled Secretary, normally with various levels of Deputy Secretary and Assistant Secretary beneath them.

In several continental European states, similar positions (to a head of state or executive minister) are given names meaning chief of the 'cabinet' (e.g. Chef de cabinet in French) in the sense of personal advisory and administrative staff, indeed like a Chief of Staff heading a bureau that may in fact include one or more functions styled Secretary, e.g. Press Secretary, Social Secretary. The same function may exist under another name without the word 'Private', and to a gubernatorial dignitary, e.g. Secretary to the Governor General as in Canada.

Other cultural traditions have one or more specific terms for a similar position, e.g. in the former kingdom of Afghanistan, Shaghasi-i-Huzuri (from Shaghasi Chamberlain & Huzur Presence) meant 'Private Secretary to the King'.

In the People's Republic of China, a Party Committee Secretary, colloquially termed a party chief, is the most prominent regional Communist Party leadership office, usually the number-one figure in their respective regions. For example, Yu Zhengsheng, the Communist Party Shanghai Committee Secretary, is the city's highest ranked leader, higher than the mayor.

### Medical secretary

A medical secretary provides secretarial support in clinics. Duties are e.g. to inform patients of costs and further information resources for care offered. Other duties are to answer telephones, relay messages and greet visitors. Duties depend on instructions and pre-established guidelines from medical staff.

The job requires a high school diploma or its equivalent in addition to 0-2 years of related experience.

In the United States, the average annual salary for a medical secretary is \$31,620.

## ***II. Read and memorize using a dictionary:***

general public, vendors, customers, advancement, job performance, governmental secretary, the Secretary of State, the Secretary of Defense, to be assisted by, head a whole office, similar positions, a Chief of Staff, medical secretary, to relay messages, to greet visitors, a high school diploma.

**III. Answer the questions:**

- 1) What is the largest difference between a generalized secretary and skilled executive assistants?
- 2) Who is the chief assistant of a Secretary of State?
- 3) Whom can a Private Secretary be assisted by?
- 4) What are duties of medical secretary?

**IV. Match the left part with the right:**

1. Those executive assistants must be capable of	a) under another name without the word 'Private'.
2. A Private Secretary can be assisted by	b) emulating the style, corporate philosophy, and corporate persona of the executive for which they work.
3. The same function may exist	c) instructions and pre-established guidelines from medical staff.
4. Duties depend on	d) one or more Assistant - and or Deputy Secretaries.

**V. Open brackets choosing the right words:**

In the modern workplace the advancement of the (executive/medical) assistants is codependent on the success of the executive and the ability of both to (de/make) the

job performance of the (team/ group) seamless whereas the job place evaluation is (reflective/affective) of each other's performance.

## THE SPEAKING MODULE

*VI. Describe executive; government; Secretary of State; private secretary; administrative staff using the suggested words and expressions as in example:*

**executive**

manager; an organization; a company; to help; to make important decisions

**example:**

The executive is a manager in an organization or company who helps make important decisions

**government**

a group of people; to govern a country.

**Secretary of State**

a head; the US government department; to deal with; Use's relations ;other courtiers.

**private secretary**

secretary; to by employed; to help a person; especial; with personal business.

**administrative staff**

a group of people; to work for a department; relating to; management of a company.

*VII. Ask questions to the given answers:*

1) Question: \_\_\_\_\_?

Answer: Senior civil servants may also have a Private Secretary.

2) Question: \_\_\_\_\_?

Answer: A medical secretary provides secretarial support in clinics.

3) Question: \_\_\_\_\_?

Answer: In the United States, the average annual salary for a medical secretary is \$31,620.

## THE WRITING MODULE

### ***VIII. Complete the sentences with the suggested words:***

***in fact; similar; indeed; of; sense.***

In several continental European states, \_\_\_\_\_ positions (to a head of state or executive minister) are given names meaning chief \_\_\_\_\_ the 'cabinet' (e.g. Chef de cabinet in French) in the \_\_\_\_\_ of personal advisory and administrative staff, \_\_\_\_\_ like a Chief of Staff heading a bureau that may \_\_\_\_\_ include one or more functions styled Secretary.

### ***IX. Compose a story on one of the topics (up to 100 words):***

“Difference between a generalized secretary and an executive assistant”

“Some governmental secretaries”

“Duties of a medical secretary”

Text 3

## RECORDS MANAGEMENT

### THE READING MODULE

#### ***I. Read the text.***

Records management, or RM, is the practice of maintaining the records of an organization from the time they are created up to their eventual disposal. This may



include classifying, storing, securing, and destruction (or in some cases, archival preservation) of records.

A record can be either a tangible object or digital information: for example, birth certificates, medical x-rays, office documents, databases, application data, and e-mail. Records management is primarily concerned with the evidence of an organization's activities, and is usually applied according to the value of the records rather than their physical format.

In the past, 'records management' was sometimes used to refer only to the management of records which were no longer in everyday use but still needed to be kept - 'semi-current' or 'inactive' records, often stored in basements or offsite. More modern usage tends to refer to the entire 'lifecycle' of records - from the point of creation right through until their eventual disposal.

The ISO 15489: 2001 standard defines records management as "The field of management responsible for the efficient and systematic control of the creation, receipt, maintenance, use and disposition of records, including the processes for capturing and maintaining evidence of and information about business activities and transactions in the form of records".

The ISO defines records as "information created, received, and maintained as evidence and information by an organization or person, in pursuance of legal obligations or in the transaction of business". The International Council on Archives (ICA) Committee on Electronic Records defines a record as "a recorded information produced or received in the initiation, conduct or completion of an institutional or individual activity and that comprises content, context and structure sufficient to provide evidence of the activity."

If an item is presented as a legal record, it needs to be authenticated. Forensic experts may need to examine a document or artifact to determine that it is not a forgery, and that any damage, alteration, or missing content is documented. In extreme cases, items may be subjected to a microscope, x-ray, radiocarbon dating or chemical analysis. This level of authentication is rare, but requires that special care be taken in the creation and retention of the records of an organization.

Records must be stored in such a way that they are accessible and safeguarded against environmental damage. A typical paper document may be stored in a filing cabinet in an office. However, some organizations employ file rooms with specialized environmental controls including temperature and humidity. Vital records may need to be stored in a disaster-resistant safe or vault to protect against fire, flood, earthquakes and conflict. In extreme cases, the item may require both disaster-proofing and public access, such as the original, signed US Constitution. Civil engineers may need to be consulted to determine that the file room can effectively withstand the weight of shelves and file cabinets filled with paper; historically, some military vessels were designed to take into account the weight of their operating procedures on paper as part of their ballast equation [citation needed] (modern record-keeping technologies have transferred much of that information to electronic storage). In addition to on-site storage of records, many organizations operate their own off-site records centers or contract with commercial records centers.

## ***II. Read and memorize using a dictionary:***

records management, classifying, storing, destruction, archival preservation, tangible object, digital information, organization's activities, creation, receipt, maintenance, legal obligations, to be authenticated, to examine a document, a filing cabinet, file rooms, a disaster-resistant safe.

## ***III. Answer the questions:***

- 1) What may records management include?
- 2) How does the ISO define records?
- 3) Why may forensic experts need to examine a document?
- 4) Where may a typical paper document be stored?

**IV. Match the left part with the right:**

1. A record can be	a) a microscope, x-ray, radiocarbon dating or chemical analysis.
2. Items may be subjected to	b) way that they are accessible and safeguarded against.
3. Records must be stored in such a way	c) either a tangible object or digital information .
4. Civil engineers may need to be consulted	d) to determine that the file room can effectively withstand the weight of shelves.

**V. Open brackets choosing the right words:**

The International Council on Archives (ICA) Committee on Electronic Records defines a record as "a recorded information (produced/proclaimed) or received in the initiation, conduct or completion of an institutional or individual (productivity/activity) and that comprises content, context and structure sufficient to (divide/provide) evidence of the activity.

THE SPEAKING MODULE

**VI. Describe records; digital information; business activities; transaction of business; safe using the suggested words and expressions as in example:**

**records**

information; that is written; down; stored; on computer; it can be looked at; in the future.

**example:**

The records are information about something that is written down or stored on computer...so that it can be looked at in the future.

**digital information**

fact; details; to tell you something about; a situation; a person; an event; information is recorded; in the form of; numbers.

**business activities**

things; people; to do; in order to; achieve; a particular aim.

**transaction of business**

a business deal; an action; such as; buying smt; selling smt.

**safe**

a strong metal box; a cupboard; with; special lock; you keep money; valuable things.

***VII. Ask questions to the given answers:***

1) Question: \_\_\_\_\_?

Answer: Records management is primarily concerned with the evidence of an organization's activities.

2) Question: \_\_\_\_\_?

Answer: If an item is presented as a legal record, it needs to be authenticated.

3) Question: \_\_\_\_\_?

Answer: A typical paper document may be stored in a filing cabinet in an office.

THE WRITING MODULE

***VIII. Complete the sentences with the suggested words:***

***sometimes; but; no longer, only; often.***

In the past, 'records management' was \_\_\_\_\_ used to refer only to the management of records which were \_\_\_\_\_ in everyday use \_\_\_\_\_ still needed

to be kept - 'semi-current' or 'inactive' records, \_\_\_\_\_ stored in basements or offsite.

***IX. Fill in the table with words and expressions from the text:***

	parts	processes	kind of analysis	types of documents
<b><u>Example:</u></b> a record can be	-	-		birth certificates, medical, X-rays, office documents, databases, application data
RM may include				
efficient and systematic control of				
items may be subjected to				

***X. Compose a story on one of the topics (up to 100 words):***

“Processes included”

“Definitions of records”

“Storing records”

## OFFICE OF THE FUTURE

### THE READING MODULE

#### *I. Read the text.*

The office of the future is a concept dating from the 1940s. It is also known as the "paperless office". After sixty years of unfulfilled prophecies the phrase "paperless office" has been discredited somewhat. Research and development around the idea continues under the name "office of the future", with quite a few novelties.

The first practical office of the future concept was probably the series of Memex machines which were presented in Life (magazine) on November 1945. Life magazine hired an illustrator from Sperry Rand to make drawings of the concepts Vannevar Bush had presented a few months earlier in The Atlantic Monthly magazine.

The Memex article in The Atlantic is most often cited because of its longer text which details the proposal of a system of shared microfilm based hyperlinks which could be considered as a precursor to the World Wide Web. Those citations tend to overlook the massive organization it would have taken to mail all those microfilm reels between scientists, and eventually between any knowledge worker, in order to make the system work. The citations also tend to overlook that Memex was an entire system, composed not only of a massive desk which housed the microfilm hyperlinking equipment, and the microfilm library but also of a speech activated typewriter (also capable of speech synthesis from normal paper text) and other accessories.

Many concepts for future computer systems were presented in the 1960s and 1970s, but none really touched office work as much as the Memex or had such a lasting impact.

Sun Microsystems presented a complete office of the future concept when it made its Star fire video prototype public in 1994. Like the Memex system, The Starfire

prototype has been sometimes touted as predicting the birth of the World Wide Web. While it is true that we see the heroine "navigating" what the narrator describes as a "vast information space" this takes up but a few seconds at the beginning of the 15 minute Starfire video.

The Starfire is much more than a Web navigating machine. The Starfire video shows in the rest of the 15 minutes a large panoply of hardware and software concepts such as a gestural interface, total integration with public telephony and other innovations. Like the Memex system the Starfire has a large, massive desk as its central feature, and proposes compatible devices in complement to the desk, such as a laptop with a chorded keyboard and advanced videoconferencing. Bruce Tognazzini was the principal driver behind the project.

At the beginning of the year 2001 the Museum of Modern Art (MoMA) in New York city presented a 3 month long exhibit called "Work spheres", which explored the role of industrial designers in creating what were intended to be effective and aesthetic solutions to present and future office environment issues.

Among the 151 objects or ensembles presented there were 6 works commissioned specifically for the exhibition, from experienced industrial design companies like IDEO. While some of the works had practical aspects, they were all chosen for their artistic impact. A complete catalogue of the exhibition was produced and a special website, with its own distinctive artistic interface, was put on line.

"Office of the Future" is also the name of an ongoing research project (based at the Department of Computer Science, University of North Carolina at Chapel Hill) which began among a consortium of universities sponsored by the National Science Foundation.

## ***II. Read and memorize using a dictionary:***

paperless office, to make drawings, knowledge worker, a massive desk, a speech activated typewriter, office work, vast information space, public telephony, compatible devices, were intended to be, office environment issues, put on line.

**III. Answer the questions:**

- 1) What was the first practical office of the future concept?
- 2) When did Sun Microsystems present a complete office of the future concept?
- 3) Who was the principal driver?
- 4) What is the name of an ongoing research project?

**IV. Match the left part with the right:**

1. The citations also tend	a) been sometimes touted as predicting the birth of the World Wide Web.
2. The Starfire prototype has	b) a large, massive desk as its central feature.
3. Like the Memex system the Star fire has	c) to overlook that Memex was an entire system.
4. They were all chosen	d) for their artistic impact.

**V. Open brackets choosing the right words:**

Life magazine (hired/wanted) an illustrator from Sperry Rand to (do/make) drawings of the concepts Vannevar Bush had presented a few months earlier in The Atlantic Monthly magazine.

THE SPEAKING MODULE

**VI. Describe office; knowledge worker; typewriter; office work; desk using the suggested words and expressions as in example:**

<b>office</b>
---------------



a building to belong to; a company; an organization; rooms; people; can work; at desks

**example:**

An office **is** a building that belongs to a company or organization, with rooms where people can work at desks.

**knowledge worker**

someone; to work; an organization or; an office.

**typewriter**

a machine; with keys; you press; in order to; to print letters; the alphabet; onto paper.

**office work**

a job; you do regularly; to earn money; a room; where; to have a desk.

**desk**

a piece of furniture; usually; with; drawers; you sit at; to work.

**VII. Ask questions to the given answers:**

1) Question: \_\_\_\_\_?

Answer: Many concepts for future computer systems were presented in the 1960s and 1970s.

2) Question: \_\_\_\_\_?

Answer: At the beginning of the year 2001 the Museum of Modern Art in New York city presented a 3 month long exhibit called “Work spheres”.

3) Question: \_\_\_\_\_?

Answer: A complete catalogue of the exhibition was produced and a special website was put on line.

## THE WRITING MODULE

### *VII. Complete the sentences with the suggested words:*

*to; often; based; which; of; as.*

The Memex article in The Atlantic is most \_\_\_ cited because of its longer text \_\_\_ details the proposal \_\_\_ a system of shared microfilm \_\_\_ hyperlinks which could be considered as a precursor \_\_\_ the World Wide Web.

### *IX. Compose a story on one of the topics (up to 100 words):*

“Memex desk and related, machines”

“Starfire video prototype”

“Art and beauty”

## Text 5

### **ENTERPRISE CONTENT MANAGEMENT (ECM)**

## THE READING MODULE

### *I. Read the text.*

Enterprise content management (ECM) is the strategies, methods and tools used to capture, manage, store, preserve, and deliver content and documents related to organizational processes. ECM tools and strategies allow the management of an organization's unstructured information, wherever that information exists.

Content management has many facets including enterprise content management, Web content management (WCM), content syndication and digital or media asset management. Enterprise content management is a vision, a strategy, or even a new industry, but it is not a closed system solution or a distinct product. Therefore, along with DRT (document related technologies) or DLM (document lifecycle

management), ECM can be considered as just one possible catch-all term for a wide range of technologies and vendors.

A comparison of the definitions of the different application fields of ECM and WCM makes it clear that the existing system category distinctions cannot last long, whether for products and technical platforms or for usage models. Solutions that are used as pure in-house solutions today will be made accessible to partners or customers tomorrow. The content and structure of today's outward-directed web portal will be the platform for tomorrow's internal information system. In his article in ComputerWoche. Ulrich Kampffmeyer concentrated the claimed benefit of an enterprise content management system to three key ideas that distinguish such solutions from Web content management:

#### Enterprise content management as integrative middleware

ECM is used to overcome the restrictions of former vertical applications and island architectures. The user is basically unaware of using an ECM solution. ECM offers the requisite infrastructure for the new world of web-based IT, which is establishing itself as a kind of third platform alongside conventional host and client/server systems.

#### Enterprise content management components as independent services

ECM is used to manage information without regard to the source or the required use. The functionality is provided as a service that can be used from all kinds of applications. The advantage of a service concept is that for any given functionality only one general service is available, thus avoiding redundant, expensive and difficult to maintain parallel functions. Therefore, standards for interfaces connecting different services will play an important role in the implementation of ECM.

#### Enterprise content management as an uniform repository for all types of information

ECM is used as a content warehouse (both data warehouse and document warehouse) that combines company information in a repository with a uniform structure. Expensive redundancies and associated problems with information

consistency are eliminated. All applications deliver their content to a single repository, which in turn provides needed information to all applications. Therefore, content integration and ILM (information lifecycle management) will play an important role in the implementation and use of ECM.

Enterprise content management is working properly when it is effectively "invisible" to users. ECM technologies are infrastructures that support specialized applications as subordinate services. ECM thus is a collection of infrastructure components that fit into a multi-layer model and include all document related technologies (DRT) for handling, delivering, and managing structured data and unstructured information jointly.

***II. Read and memorize using a dictionary:***

manage, store, preserve, tools, strategies, document related technologies, internal information system, service concept, functionality, implementation, uniform repository, content warehouse, data warehouse, document warehouse, content integration, infrastructure components.

***III. Answer the questions:***

- 1) What is enterprise content management?
- 2) What are three key ideas that distinguish such solutions?
- 3) Why is ECM a uniform repository for all types of information?
- 4) When is ECM working properly?

***IV. Match the left part with the right:***

1. Enterprise content management is	a) basically unaware of using an ECM solution.
2. The user is	b) used to manage information without regard to the source or the required use.

3. ECM is	c) vision, a strategy, or even a new industry .
4. ECM technologies are	d) infrastructures that support specialized applications as subordinate services.

***V. Open brackets choosing the right words:***

A comparison of the definitions of the different (usage/ application) fields of ECM and WCM makes it clear that the (existing/ including) system category distinctions (cannot/ must not) last long, whether for products and (radio/ technical) platforms or for usage models.

THE SPEAKING MODULE

***VI. Describe document; to store documents; to deliver documents; data warehouse; data; repository using the suggested words and expressions as in example:***

**document**

a piece of paper; to have; official information

**example:**

The document is a piece of paper that has official information on it.

**to store documents**

to keep; documents; information until; you need; them.

**to deliver documents**

to take; documents; letters; a particular place; or; person.

**data warehouse**

a special place; for storing; large quantities; information.

<b>data</b> information; in a form; can; be stored; by used.
<b>repository</b> a place; a lot of information; be stored.

**VII. Ask questions to the given answers:**

1) Question: \_\_\_\_\_?

Answer: ECM tools and strategies allow the management of an organization's unstructured information, wherever that information exists.

2) Question: \_\_\_\_\_?

Answer: Standards for interfaces connecting different services will play an important role in the implementation of ECM.

3) Question: \_\_\_\_\_?

Answer: Expensive redundancies and associated problems with information consistency are eliminated.

THE WRITING MODULE

**VIII. Complete the sentences with the suggested words:**

*for; and; related; into; that.*

ECM thus is a collection of infrastructure components \_\_ fit \_\_ a multi-layer model \_\_ include all document \_\_ technologies (DRT) \_\_ handling, delivering, and managing structured data and unstructured information jointly.

**IX. Fill in the table with words and expressions from the text:**

	processes	types of facets	types of jobs
<b>Example:</b> <u>method and tools</u> <u>are used to</u>	-	-	capture, manage, store,

			preserve and deliver content
<b>content</b> management has many facets including.			
document related technologies for			

**X. Compose a story on one of the topics (up to 100 words):**

“Characteristics of ECM”

“Three key ideals”

Text 6

**SECRETARIAL**

THE READING MODULE

**I. Read the text.**

The personal assistant or private secretary of an executive deals with all his or her correspondence. She may be concerned with any aspect of the business of the company, but there are certain types of letters that are particularly in the province of secretaries, such as the making of appointments and travel arrangements, the writing of letters of introduction, congratulation or condolence, and invitations and replies to invitations. A secretary may also be called upon to help in the organization of meetings and conferences and the entertainment of visiting suppliers, customers and other associates of the firm.

All limited companies are required, under British Company Law, to have a Company Secretary, in the case of private companies the directors are free to appoint any suitable person for this position, but in the case of public companies—where the money of the public is concerned—the Company Secretary must be a properly qualified person, a member of a recognized Institute or Association.

The correspondence of the Company Secretary is particularly concerned with shareholders' meetings, board meetings, and the various forms that must be sent in to the office of the Registrar of Joint Stock Companies (the Government department concerned with company regulation).

The Company Secretary may also deal with enquiries for information concerning other firms, although the Accounts Department often handles matters. Administrative questions outside the ordinary trading, into the sphere of the Company Secretary, under instructions of the Board of Directors.

Telegrams used to be the usual means of communication in certain types of business where a letter is too slow and buying and selling on the markets of exchanges normally involved the sending of telegrams. Today, however, these institutions are equipped with telex machines and with direct telephone lines to foreign countries and the importance of the telegram in such areas have been greatly reduced.

Nevertheless, not every firm can be reached by telex, and long-distance telephone calls are very expensive, so telegrams are still of very great importance in most branches of commerce.

In Britain, and in most other English-speaking countries, the word cable is often used for a telegram sent out of the country, whereas the term wire normally refers to an inland telegram. Both words can be used as nouns, verbs and adjectives: 'We have received your wire (cable)'—'You cabled (wired) us last week' —'You have not confirmed your cable (wire) reply'.

Telegrams are used for urgent messages, but speed must be paid for, and a good deal of skill is necessary if great expense is to be avoided. The cost depends on two factors: the distance the telegram has to travel, and the number of words it contains.



It is of the greatest importance to make sure the telegram is clear, and economy often has to be sacrificed in the interests of clarity. The omission of, say, a preposition will save a few pence, but it may in certain cases result in ambiguity, and there will obviously be no saving of either time or money if the receivers have to telegraph back to find out what the message really means.

One of the characteristics of telegrams in English is that prepositions are usually left out and particles often convey the meaning of verbs. Similarly, pronouns, conjunctions and auxiliaries can be omitted provided this does not interfere with the meaning of the message. Punctuation is limited to the words 'stop' and 'query': the former is inserted at the end of a statement, the latter after a question.

**II. Read and memorize using a dictionary:**

personal assistant, private secretary, correspondence, business of the company, making of appointments, travel arrangements, writing of letters, replies to invitations, organization of meetings, a Company Secretary, public, enquiries for information, administrative questions, Board of Directors, branches of commerce, urgent messages, a good deal of skill, meaning of the message.

**III. Answer the questions:**

- 1) What may the personal assistant be concerned with?
- 2) Where are telex machines and with direct telephone lines installed?
- 3) Why are telegrams still of very great importance?
- 4) What is limited to the words 'stop' and 'query'?

**IV. Match the left part with the right:**

1. A secretary may also be	a) a properly qualified person.
----------------------------	---------------------------------

2. The Company Secretary must be	b) to make sure the telegram is clear.
3. Telegrams used to be	c) called upon to help in the organization of meetings and conferences.
4 It is of the greatest importance	d) usual means of communication in certain types of business.

***V. Open brackets choosing the right words:***

The omission of, say, a preposition will (save/add) a few pence, but it may in certain cases (conduct/result) in ambiguity, and there will obviously be no (saving/selling) of either time or money if the receivers have (to transmit/to telegraph) back to find out what the message really means.

THE SPEAKING MODULE

***VI. Describe telegram; appointment; meeting; writing of letters; replies using the suggested words and expressions as in example:***

**telegram**

written; piece of information; you; send; to another person; by telegraph.

**example:**

A telegram is a written piece of information that you send to another person by telegraph.

**appointment**

an arrangement; a meeting; an agreed time; place; a particular purpose.

**meeting**

an event; people; to meet; to discuss; to decide things.

**writing of letters**

the activity; skill; writing letters; someone; an organization; a company.

**replies**

something; written; said; a way of answer; to invitations.

**VII. Ask questions to the given answers:**

1) Question: \_\_\_\_\_?

Answer: All limited companies are required, under British Company Law, to have a company Secretary.

2) Question: \_\_\_\_\_?

Answer: Administrative questions outside the ordinary trading come into the sphere of the Company Secretary.

3) Question: \_\_\_\_\_?

Answer: In Britain, and in most other English-speaking countries, the word cable is often used for a telegram sent out of the country.

## THE WRITING MODULE

**VIII. Complete the sentences with the suggested words:**

*concerned with; and; of; with; that.*

The correspondence of the Company Secretary is particularly concerned \_\_\_ shareholders' meetings, board meetings, \_\_\_ the various forms \_\_\_ must be sent in to the office of the Registrar \_\_\_ Joint Stock Companies (the Government department \_\_\_ company regulation).

**IX. Fill in the table with words and expressions from the text:**

	types of events	factors	types of letters
--	-----------------	---------	------------------

<u>Example:</u> she may be concerned with	-	-	making an appointment, travel arrangements, writing of letters, invitations
a secretary may also help in			
the cost depends on			

***X. Compose a story on one of the topics (up to 100 words):***

“Duties of a private secretary”

“The Company Secretary must be a properly qualified person”

“Writing of telegrams”

Text 7

**BUSINESS LETTERS**

THE READING MODULE

***I. Read the text.***

Business writing is different.

Writing for a business audience is usually quite different than writing in the humanities, social sciences, or other academic disciplines. Business writing strives to be crisp and succinct rather than evocative or creative; it stresses specificity and accuracy. This distinction does not make business writing superior or inferior to

other styles. Rather, it reflects the unique purpose and considerations involved when writing in a business context.

When you write a business document, you must assume that your audience has limited time in which to read it and is likely to skim. Your readers have an interest in what you say insofar as it affects their working world. They want to know the "bottom line": the point you are making about a situation or problem and how they should respond.

Business writing varies from the conversational style often found in email messages to the more formal, legalistic style found in contracts. A style between these two extremes is appropriate for the majority of memos, emails, and letters. Writing that is too formal can alienate readers, and an attempt to be overly casual may come across as insincere or unprofessional. In business writing, as in all writing, you must know your audience.

In most cases, the business letter will be the first impression that you make on someone. Though business writing has become less formal over time, you should still take great care that your letter's content is clear and that you have proofread it carefully.

Personal pronouns (like I, we, and you) are important in letters and memos. In such documents, it is perfectly appropriate to refer to yourself as I and to the reader as you. Be careful, however, when you use the pronoun we in a business letter that is written on company stationery, since it commits your company to what you have written. When stating your opinion, use I; when presenting company policy, use we.

The best writers strive to achieve a style that is so clear that their messages cannot be misunderstood. One way to achieve a clear style is to minimize your use of the passive voice. Although the passive voice is sometimes necessary, often it not only makes your writing dull but also can be ambiguous or overly impersonal.

Of course, there are exceptions to every rule. What if you are the head of the Global Finance Team? You may want to get your message across without calling excessive attention to the fact that the error was your team's fault. The passive voice allows you to gloss over an unflattering point—but you should use it sparingly.

Strive to be exact and specific, avoiding vagueness, ambiguity, and platitudes. If there are industry- or field-specific concepts or terminology that are relevant to the task at hand, use them in a manner that will convey your competence and experience. Avoid any language that your audience may not understand. Your finished piece of writing should indicate how you meet the requirements you've listed and answer any questions raised in the description or prompt.

Many people believe that application letters and cover letters are essentially the same but they're different. The letter of application is a sales letter in which you market your skills, abilities, and knowledge. A cover letter identifies an item being sent, the person to whom it is being sent, and the reason for its being sent, and provides a permanent record of the transmittal for both the writer and the reader.

***II. Read and memorize using a dictionary:***

humanities, social sciences, academic disciplines, business writing, a business document, to skim, respond, conversational style, contracts, business letter, be misunderstood, audience, item, cover letter, letter of application ,a permanent record.

***III. Answer the questions:***

- 1) What will be the first impression that you make on someone?
- 2) How do you refer to yourself?
- 3) What style do the best writers strive to achieve?
- 4) What must you avoid?

***IV. Match the left part with the right:***

1. Writing for a business audience is	a) that your audience may not understand..
2. Your readers have	b) to minimize your use of the passive voice..

3. One way to achieve a clear style is	c) usually quite different than writing in the humanities, social sciences, or other academic disciplines.
4. Avoid any language	d) an interest in what you say.

***V. Open brackets choosing the right words:***

Though business writing has become (more/less) formal over time, you should still (take/pay) great care that your letter's content is (clear/difficult) and that (you/they) have proofread it carefully.

THE SPEAKING MODULE

***VI. Describe business document; letter of application; business writing; contract; memo using the suggested words and expressions as in example:***

**business document**

a piece of paper; to have; official information; on it.

**example:**

A business document is a piece of paper that has official information on it.

**letter of application**

formal; written; request; such as; job; place at university; permission; to do smt.

**business writing**

to have official information; to be written; or; to be printed.

**contract**

official agreement; between; two people; to state; what each will do.

**memo (s)**

short; official note; another person; the same company; organization.

**VII. Ask questions to the given answers:**

1) Question: \_\_\_\_\_?

Answer: When you write a business document, you must assume that your audience has limited time.

2) Question: \_\_\_\_\_?

Answer: When stating your opinion, use I; when presenting company policy, use we.

3) Question: \_\_\_\_\_?

Answer: Many people believe that application letters and cover letters are essentially the same.

THE WRITING MODULE

**VIII. Complete the sentences with the suggested words:**

*between; and; from; often; for.*

Business writing varies \_\_\_ the conversational style \_\_\_ found in email messages to the more formal, legalistic style found in contracts. A style \_\_\_ these two extremes is appropriate \_\_\_ the majority of memos, emails \_\_\_ letters.

**IX. Fill in the table with words and expressions from the text:**

	types of writing	impression from writing	types of correspondence
<b>Example:</b> a _____ style _____ is appropriate for your writing be	-	-	memos, emails and letters.



your finished piece of information should			

**X. Compose a story on one of the topics (up to 100 words):**

“Distinction of business writing”

“How to write a business letter”

“Difference between application letters and cover letters”

Text 8

**THE PSYCHOLOGY OF BUSINESS (PART I)**

THE READING MODULE

**I. Read the text.**

On the different aspects of consumer and employee needs that are included within the psychology of business. The modern world is dominated by global businesses and corporate houses and any large scale enterprise requires a systematic understanding of employee and consumer demands, both material and non-material. The performance of business organizations depends on the performance of employees and the needs and expectations of the consumers, and so the ‘human’ factor is central to the success of any business. In recent years, say from the last part of the 20th century, there have been several changes in our understanding of human nature as it relates to work and performance in organizations and the primary focus is now on communication, leadership skills, and employee satisfaction. All these

factors are important in enhancing the overall performance of any business organization.

The psychology of business is thus primarily the psychology of employees and the psychology of consumers and it's the organization that is responsible for maintaining the balance between consumer demands and employee demands.

The Psychology of Employees - First let us talk about the psychology of employees. Any business house is operated by a number of employees and some of them are part of the higher management and are also considered as partners of business. The major elements that should be part of understanding the psychology of employees would be.

1. Communication – Employee communication and understanding of business goals is an integral part of success and it is the duty of the management of an organization to maintain direct and clear communication procedures through video conferences or seminars and presentations that would clearly state the mission and vision of the company. The communication between management and the other employees is thus a key aspect of employee or personnel psychology.
2. Leadership – Any human resource manager or career counselor would focus first on developing leadership skills and leadership is an integral part of business because our inner leadership skills help us to break the mould and do something different and pioneering. Leadership skills in employees are important as team leaders in an organization are required to motivate other employees to attain certain company objectives. Leadership is thus closely related to motivation as a highly motivated individual will also be more likely to show leadership skills
3. Satisfaction – Employee satisfaction is an important aspect of business and we hear of several companies declaring large pay packages and incentives to retain the best talent. Job satisfaction, material satisfaction in terms of salary and bonuses, and social satisfaction with regard to the work ambience are essential aspects of business and all businesses will have to pay specific attention to employee social, financial and emotional satisfaction. Fulfilling the needs of employees should be the primary focus of companies and this could be in accordance with Maslow's

hierarchy of needs in which it has been suggested that financial security, personal safety would be very important to humans followed by emotional need for social contact and connection and then we have esteem needs for social status and reputation.

Employee psychology is thus based on these three major factors or elements of business and all businesses should pay considerable attention to employee communication, leadership and motivation and employee satisfaction as essential aspects of psychology of business that can in turn enhance performance.

***II. Read and memorize using a dictionary:***

consumer, employee, large scale enterprise, business organizations, human nature, communication, consumer demands, employee demands, partners of business, human resource manager, company objectives, employee satisfaction, salary, bonuses, social satisfaction, financial security, human factor, psychology of business.

***III. Answer the questions:***

- 1) What is central to the success of any business?
- 2) Who is responsible for maintaining the balance between consumer demands and employee demands?
- 3) What are the major elements that should be part of understanding the psychology of employees?
- 4) Why is leadership an integral part of business?

***IV. Match the left part with the right:***

1. Any business house is	a) an integral part of success.
--------------------------	---------------------------------

2. Employee communication and understanding of business goals is	b) required to motivate other employees to attain certain company objectives.
3. Team leaders in an organization are	c) operated by a number of employees.
4 Fulfilling the needs of employees should be	d) the primary focus of companies.

***V. Open brackets choosing the right words:***

In recent years, say from the last part of (the 19th century/ the 20th century), there have been several (changes/difference) in our understanding of human nature as it relates (to company/to work) and performance in organizations and (the primary/the secondary) focus in now on communication, leadership skills, and employee satisfaction.

THE SPEAKING MODULE

***VI. Describe company; manager; consumer; employee; communication using the suggested words and expressions as in example:***

**company**  
organization; to produce; to sell; goods; to provide a service.  
**example:**  
The company is an organization that produces or sells goods or provides a service.

**manager**  
someone; whose job; to manage; part all of a company; other organization.

**consumer**  
someone; to buy; to use; products; and; services

**employee**

someone; to be paid; to work; for someone else.
<b>communication</b> process; people; exchange information; to express; thoughts; feelings.

**VII. Ask questions to the given answers:**

1) Question: \_\_\_\_\_?

Answer: The psychology of business is thus primarily the psychology of employees and the psychology of consumers.

2) Question: \_\_\_\_\_?

Answer: Our inner leadership skills help us to break the mould and do something different and pioneering.

3) Question: \_\_\_\_\_?

Answer: A highly motivated individual will also be more likely to show leadership skills.

THE WRITING MODULE

**VIII. Complete the sentences with the suggested words:**

*both ...and; any; of; by.*

The modern world is dominated \_\_\_\_ global businesses and corporate houses and \_\_\_\_ large scale enterprise requires a systematic understanding \_\_\_\_ employee and consumer demands, \_\_\_\_ material \_\_\_\_ non-material.

**IX. Fill in the table with words and expressions from the text:**

	factors	aspect	major elements
<b>Example:</b> <u>the psychology of business is</u>	-	-	psychology of employees, he psychology of consumers.

essential aspect of business are			
employee psychology is based on			

**X. Compose a story on one of the topics (up to 100 words):**

“Main factors of any business’

“The major elements of the psychology of employees”

“Leadership is an integral part of business”

Text 9

**THE PSYCHOLOGY OF BUSINESS (PART II)**

THE READING MODULE

**I. Read the text.**

The Psychology of Clients/Consumers – Apart from employees, the consumers or customers are an integral aspect of business and the business management or corporate heads will have to understand the needs of customers as well in order to expand their business potential. Consumer psychology is based on several elements and this has a direct relation to whether businesses will thrive in a competitive global environment. Consumer psychology is shaped by the following related factors.

1. Innovation – Consumers are ever curious and eager to buy new products and services and their own expectations and satisfaction tend to drive business innovation. Innovation is the direct result of consumer necessities and any innovative or novel product immediately gets consumer attention. The apple iPod

or iPhone attracted consumer attention with the novelty so innovation as it relates to business has a direct impact on consumer psychology.

2. Branding – Brands indicate social status and many individuals prefer to buy branded products as these products promise quality and enhances social prestige. Women spend thousands on Gucci or Chanel products simply they want to be seen with designer clothes, shoes and accessories. Designer brands apart, regular brands for food products let's say Kelloggs or Nestle are company names which are perceived as brands signifying quality. Consumers are not just interested in innovation and innovative products but they are also interested in familiarity and thus innovative products of renowned/familiar brands or companies are the most successful in the market. Psychologically we are seekers of novelty and we are also seekers of familiarity and a certain amount of routine. Thus both these needs have to be balanced in case of consumer expectations and only then businesses can be successful. Brands are synonymous with company reputation and increase consumer confidence.

3. Performance – Company performance in terms of stock market indications, annual reports, projections of company profits improve consumer confidence and in business performance drives performance. Thus if a company's prospects are bright and company growth is projected, the business halo effect works immediately and further improves business. When employee psychological factors should be considered to enhance company performance, performance in turn is a factor to meet consumer psychological demands. So business performance is a two way process, it is driven by consumer expectations and drives employee contribution.

Thus consumer psychology which is based on demands and expectations for products and services are guided by these following factors of the extent of innovativeness of a company, the brand or reputation of the company and the performance of the business organization. Employee psychology which in turn is also based on demands and expectations of employees highlights the extent to which they have communication facilities and the extent to which employees are

motivated or satisfied in their jobs.

Thus the psychology of business has two distinct branches – that which deals with employee interests and that which deals with consumer interests and although these can at times overlap, the elements are distinct and I have tried to differentiate between the key elements of consumer business psychology and employee business psychology. Thus any composite organizational business psychology will consist of both these aspects of employee personal development through human resource management consisting of elements of motivation/leadership, communication and satisfaction; and expansion of consumer base through organizational goal achievements through performance, innovation and branding.

***II. Read and memorize using a dictionary:***

needs of customers, business potential, innovation, to drive business innovation, branding, to buy branded products, familiar brands, company reputation, consumer confidence, to meet consumer psychological demands, consumer expectations, employee psychology, communication facilities, organizational goal achievements.

***III. Answer the questions:***

- 1) By what is consumer psychology shaped?
- 2) How do you understand brands?
- 3) Why is business performance a two way process?
- 4) What distinct branches has the psychology of business?

***IV. Match the left part with the right:***

1. Consumer psychology is	a) curious and eager to buy new products and services.
2. Consumers are ever	b) two distinct branches.



3. Consumers are not	c) based on several elements.
4. Thus the psychology of business has	d) just interested in innovation and innovative products.

***V. Open brackets choosing the right words:***

Apart from employees, the consumers or customers are an (international/integral) aspect of business and the business management or corporate heads will have (to understand/to decide) the needs of customers as well in order (to expand/ to enlarge) their business potential.

THE SPEAKING MODULE

***VI. Describe company; psychology; company secretary; social satisfaction; business letter using the suggested words and expressions as in example:***

**company**

business organization; to make; to sell; goods; services.

**example:**

A company is a business organization that makes or sells goods or services.

**psychology**

what; someone; to think; to believe; how; this; to affect; what they do.

**company secretary**

someone; a high position; in a company; who; to deal with; administrative; legal; matters.

**social satisfaction**

a feeling; happiness; pleasure; because; to achieve smt; to get; what you wanted.

**business letter**

written; printed; message; usually; to put in; an envelope; to send; by mail.

***VII. Ask questions to the given answers:***

1) Question: \_\_\_\_\_?

Answer: Brands indicate social status and many individuals prefer to buy branded products.

2) Question: \_\_\_\_\_?

Answer: Brands are synonymous with company reputation and increase consumer confidence.

3) Question: \_\_\_\_\_?

Answer: So business performance is a two way process, it is driven by consumer expectations and drives employee contribution.

THE WRITING MODULE

***VIII. Complete the sentences with the suggested words:***

***and; of; consisting of; both; through.***

Thus any composite organizational business psychology will consist of \_\_\_\_ these aspects of employee personal development \_\_\_\_ human resource management \_\_\_\_ elements \_\_\_\_ motivation/leadership, communication \_\_\_\_ satisfaction.

***IX. Fill in the table with words and expressions from the text:***

	extent	elements	factors
--	--------	----------	---------

<b>Example:</b> <u>consumer</u> psychology is shaped by	-	-	innovation, branding, performance.
employee psychology highlights			
human resource management consists of			

***X. Compose a story on one of the topics (up to 100 words):***

“Consumers are eager to buy new products”

“When business can be successful”

“Two branches of the psychology of business”

Text 10

**AGENCIES**

THE READING MODULE

***I. Read the text.***

A vast amount of international trade is handled not by direct negotiation between buyer and seller but by agencies, usually in the country of the buyer. Of course, a large organization may establish a manufacturing subsidiary or sales company in the foreign country it sells to, but this calls for enormous capital outlay and is beyond

the means of most exporters. Even for those who can afford to establish branches abroad it may be very questionable whether they would prove economical to run. It is, there, not surprising that agencies continue to handle a very large volume of business.

Mercantile agents may be selling agents or buying agents; both act on instructions from their principals, and receive payment for their services under some kind of agreement or contract. Brokers and factors are also mercantile agents, but agents with higher degrees of independent authority. Brokers and factors often deal in commodities such as fruit, agricultural produce, and raw materials, whose prices are subject to sudden changes.

Commission agents buy and sell in their own names, on the best terms available, on behalf of foreign buyers and sellers. They charge a commission for their work.

Merchant shippers are import/export merchants who buy and sell entirely in their own right and for their own account, but who may be considered agents in the wider sense of the term.

Their function is rather like that of the wholesaler in the home trade, but they have the additional work of attending to shipping arrangements.

The letters which follow deal less with the routine side of the work of agencies than with particular problems: terms of operation, competition, supplies, and so forth. The more personal and informal style of this correspondence should prove of value to the student, for a good deal of the subject matter and idiom can be applied to matters other than those connected with agencies.

In economics, an agent is an actor or decision maker in a model. Typically, the actor makes decisions by solving an optimization problem. In this sense, the term agent is equivalent to player, which is also used in economics, but is more common in game theory.

For example, buyers and sellers are two common types of agents in partial equilibrium models of a single market. Macroeconomic models, especially dynamic stochastic general equilibrium models that are explicitly based on micro foundations, often distinguish households, firms, and governments or central banks as the main

types of agents in the economy. Each of these agents may play multiple roles in the economy; households, for example, might act as consumers, as workers, and as voters in the model. Some macroeconomic models distinguish even more types of agents, such as workers and shoppers or commercial banks.

In Agent-Based Computational Economics, the concept of an agent has been more broadly interpreted to be any persistent individual, social, biological, or physical entity interacting with other such entities within the context of a dynamic multi-agent economic system.

An economic model in which all agents of a given type (such as all consumers, or all firms) are assumed to be exactly identical is called a representative agent model. A model which recognizes differences among agents is called a heterogeneous agent model. Economists often use representative agent models when they want to describe the economy in the simplest terms possible. In contrast, they may be obliged to use heterogeneous agent models when differences among agents are directly relevant for the question at hand.

## ***II. Read and memorize using a dictionary:***

international trade, buyer, seller, to establish, branches abroad, mercantile agents, selling agents, buying agents, independent authority, commission agents, wholesaler, home trade, decision maker, macroeconomic models, a representative agent model, a heterogeneous agent model.

## ***III. Answer the questions:***

- 1) Who has higher degrees of independent authority?
- 2) What functions do merchant shippers fulfill?
- 3) How can you describe an agent in economics?
- 4) What do economists often use representative agent models?

**IV. Match the left part with the right:**

1. Agencies continue	a) two common types of agents in partial equilibrium models of a single market.
2. But they have	b) continue to handle a very large volume of business.
3. Buyers and sellers are	c) play multiple roles in the economy.
4. Each of these agents may	d) the additional work of attending to shipping arrangements.

**V. Open brackets choosing the right words:**

The more personal and informal style of this correspondence should (give/prove) of value to the student, for a good deal of the (subject/object) matter and idiom can be (supplied/applied) to matters other than those (decided/connected) with agencies.

THE SPEAKING MODULE

**VI. Describe agency; agent; buyer; economist; trade using the suggested words and expressions as in example:**

<p><b>agency</b> business; to provide; a particular service; for; people; organization; <b>example:</b> The agency is a business that provides a particular service for people or organization.</p>
---

**agent**

a person; a company; to represent; another person; especially; in business.

**buyer**

someone; job; to choose; to buy; goods; for; a shop; a company.

**economist**

someone; to study; the way; money; goods; be produced; be used; systems; business; trade.

**trade**

activity; buying; selling; exchanging; goods; within; a country; between countries.

***VII. Ask questions to the given answers:***

1) Question: \_\_\_\_\_ ?

Answer: A large organization may establish a manufacturing subsidiary or sales company in the foreign country.

2) Question: \_\_\_\_\_ ?

Answer: They charge a commission for their work.

3) Question: \_\_\_\_\_ ?

Answer: In economics, an agent is an actor or decision maker in a model.

**THE WRITING MODULE*****VIII. Complete the sentences with the suggested words: from; but; or; also; for.***

Mercantile agents may be selling agents or buying agents; both act on instructions \_\_\_\_\_ their principals, and receive payment \_\_\_\_\_ their services under some kind of agreement \_\_\_\_\_ contract. Brokers and factors are \_\_\_\_\_ mercantile agents, \_\_\_\_\_ agents with higher degrees of independent authority.

*IX. Fill in the table with words and expressions from the text:*

	types of agents	typed of roles	problems
<b>Example:</b> <u>letters deal with</u>	-	-	terms of operation, competition supplies.
macroeconomic models distinguish			
agents may act as			

*X. Compose a story on one of the topics (up to 100 words):*

“Types of agents”

“The Concept of an agent”

“Difference between representative agent model and heterogeneous agent model”

### UNIT 3

#### CULTURAL STUDIES

##### Text 1

#### THE DAWN OF ENGLISH LITERATURE



## THE READING MODULE

### *I. Read the text.*

Literature is closely connected with the life and history of the people. The life of the ancient Britons was full of many battles against a whole lot of invaders, among them there were Germanic tribes, Angles, Saxons and Jutes; it was these invaders who created the Anglo-Saxon England.

The Anglo-Saxons had no written language when they conquered Britain, but they had letters called runes which they carved on wood and stone. The songs, stories, and poems they made up to be memorized and were handed down from generation to generation. One Saxon poem called “Beowulf” has reached our days. We can call this period the dawn of English literature.

The greatest writer of this period was Geoffrey Chaucer, who was the first truly great writer in English literature and is called “the father of English poetry”. Chaucer’s literary work began in 1373, he wrote such poems as “The House of Fame”, “The Parliament of Fowls”, “The Legend of Good Women” and others. In the year 1384 he started writing his masterpiece “The Canterbury Tales”. Chaucer died in 1400 and was buried in Westminster Abbey. His death was a great blow to English poetry. Though there was hardly any written literature folk poetry flourished in England and Scotland. Folk songs were heard everywhere. Songs were made up for every occasion. There were harvest songs, mowing songs, spinning and weaving songs.

The best of folk poetry were the ballads. A ballad is a short narrative in verse with the refrain following each stanza. The refrain was always one and the same. Ballads were often accompanied by musical instruments and dancing. They became the most popular form of amusement. Some ballads could be performed by several people because they consisted of dialogues.

There were various kinds of ballads: historical, legendary, fantastical, lyrical and humorous. The ballads passed from generation to generation through the centuries - that’s why there are several versions of the same ballads. So about 305

ballads have more than a thousand versions. The most popular ballads were those about Robin Hood, England's favorite hero, who is a partly legendary, partly historical character. There are about some fifty or more ballads. The ballads of Robin Hood tell us of his adventures in the forest as an outlaw. Many Saxons joined him there. They were called "The merry men of Robin Hood"

Robin Hood was strong, brave and clever, he was generous and tender-hearted and he was always ready to respond to anybody's call for help, he escaped any trouble and took revenge on his enemies. The ballads played an important role in the development of English poetry up to the 20<sup>th</sup> century. They became so popular that the names of their authors were forgotten.

The art of printing did not stop the development of folk songs and ballads. They continue to appear till the 18<sup>th</sup> century when they were collected and printed. The common people of England expressed their feelings in popular ballads.

## ***II. Read and memorize using a dictionary:***

Language, story, song, generation, folk-song, adventures, generous, tender-hearted, revenge, development

## ***III. Answer the questions:***

1. Who was the greatest writer of the 14th century?
2. What is Chaucer's masterpiece?
3. What were the most popular ballads?
4. How was Robin Hood portrayed in the ballads?

## ***IV. Match the left part with the right:***

1 Geoffrey Chaucer was the first	a) the development of folk-songs and ballads.
2. The art of printing did not stop	b) because they consisted of dialogues.
3. The ballads of Robin Hood tell us	c) to clear the way for realism.
4. Some ballads could be performed by several people	d) of his adventures in the forest as an outlaw.

***V. Open the brackets choosing the right words:***

Chaucer (began/started) “The Canterbury Tales” in 1387 he (continued/went on) writing it(until/till) (the end of the life/death) . The (plot/contents) is very simple.

THE SPEAKING MODULE

***VI. Define the terms using the suggested words and expressions:***

<b>Ballad</b>	<b>Literature</b>	<b>Song</b>	<b>Version</b>
A, narrative, poem, short, stanzas, deeds, love, heroic, tragic, language, vivid	Composition, written, prose, verse, lasting, quality, merit	Composition short words, together, music,	Passage, language, work, translated, another, one

***VII. Ask questions to the given answers:***

1. Question: \_\_\_\_\_ ?

Answer: Chaucer’s poetry shows a lively interest in human nature.

2. Question: \_\_\_\_\_ ?

Answer: The ballads passed from generation to generation through the countries.

3. Question: \_\_\_\_\_ ?

Answer: There are fifty or more ballads about Robin Hood.

## THE WRITING MODULE

### ***VIII. Complete the sentences with the suggested words:***

Outlaw, owners, land, join, called, family, forest
--

Robin Hood is a brave \_\_\_\_\_. He came from a \_\_\_\_\_ of Saxon landowners, whose \_\_\_\_\_ had been seized by a Norman baron. Robin Hood went to Sherwood \_\_\_\_\_, many Saxon \_\_\_\_\_ him there. They were \_\_\_\_\_ “the merry men” of Robin Hood.

### ***IX. Make up a plan of the text.***

### ***X. Compose a story on one of the topics:***

Chaucer’s literary activity

The most popular ballad in England

English folk-songs to-day

Text 2

## THE RENAISSANCE

### THE READING MODULE

#### ***I. Read the text.***

The word “renaissance” means “rebirth” in French and was used to denote a phase in the cultural development of Europe between 14<sup>th</sup> and 17<sup>th</sup> centuries.

The writers and learned men of Renaissance turned against feudalism and roused in man a wish to know more about the true nature of things in the world. They were called humanists. Man was placed in the center of life.

The first English humanist of the Renaissance was the humanist Thomas More.

The work by which Thomas More is best remembered to-day is "Utopia" (which in Greek means *nowhere*) which was written in Latin in the year 1516. It has been translated into all European languages. The word "utopia" has become a byword and is used in Modern English to denote an unattainable ideal, usually in social and political affairs.

The greatest playwrights of the time were men of Academic learning, the so-called "University Wits". Among the University wits were John Lyly, Thomas Kyd, Christopher Marlowe and others. Each of them contributed something to the development of the drama into the forms in which Shakespeare was to take in.

Christopher Marlowe is famous for his four tragedies: "Tamburlaine the Great", "Doctor Faustus", "The Jew of Malta" And "Edward II". Marlowe approached history from a Renaissance point of view. His tragedies show strong men, no enemy can overcome them expect death. They are great personalities who challenge men and gods with their strength.

Marlow's plays taught people to understand a tragedy which was not performed just to show horror and crime on the stage, but to reveal the suffering of men. Marlowe introduced blank verse in his tragedies. In imagination, richness of expression, originality and general poetic and dramatic power he is inferior to Shakespeare alone in 16<sup>th</sup> century.

In English literature the great poet and dramatist William Shakespeare was a genius formed by the epoch of Renaissance. He is often called by his people "Our National Bard", "The Immortal Poet of nature" and "The great unknown", as very little can be told about his life with certainly no biography of Shakespeare was published during his life time, but he created a variety of plays and characters. He was a prolific writer, he wrote 37 plays, 154 sonnets and two narrative poems.

Shakespeare's plays belong to different dramatic genres. They are histories(chronicle plays) – “King Henry IV” (1592), “The tragedy of King Richard III” (1593), “Titus Andronies” (1544), “The tragedy of King John” (1594), “The life of king Henry V” (1599). These plays are full of tragic events and bloodshed, but they have a happy end.

Comedies: “Love's Labour's Lost (1590),” “The Comedy of Errors”(1595), “Verona”(1592), “A Midsummer Night's Dream”(1594)”The Merchant of Venice”(1595), “The Taming of the Shrew”(1596, “Much Ado about Nothing”(1599), “The Merry Wives of Windsor”(1599), ” As you like it”(1600), ‘ The Twelfth Night”(1600). The comedies are written with the bright spirit of Renaissance. The heroes are the creators of their own fate, that is to say they rely on their cleverness to achieve happiness. Tragedies present the social injustice and suffering of man. Society could achieve progress and happiness only through struggle. Shakespeare's characters are personalities of great depth and unusual will, they act in a concrete social and political world. His first tragedy is “Romeo and Juliet” (1594) later followed by “Hamlet” (1600-1601) and “Othello” (1603), “King Lear” (1605), “Macbeth” (1608), “Antony and Cleopatra” (1607).

Many scholars have studied Shakespeare. These are the central themes Shakespeare dealt with in his plays:

- 1) The idea of freedom. This is felt in his tragedies and historical plays.
- 2) Humanism. The love for mankind is seen in every play.
- 3) Freedom for the individual.
- 4) The idea of patriotism.
- 5) National unity under one strong king. The last two themes are stressed in “King Lear”.
- 6) Social relations among people.
- 7) The masses as a political force.
- 8) The themes of love and friendship which are developed in his sonnets as well as in his plays.
- 9) The struggle against cruel medieval blood-feuds (in “Romeo and Juliet”)

Shakespeare achieved great skill in speech individualization of his characters through the choice of words, and the use of folklore. There are some phrases that have become part of the everyday language of Englishmen.

They have some sayings:

- 1) All's well that ends well.
- 2) All that glitters is not gold.
- 3) A sea of troubles.
- 4) Brevity is the soul of wit.
- 5) To be or not to be, that is the question.
- 6) Conscience doth make cowards of us all.
- 7) Love's labour's(is) lost.
- 8) Much ado about nothing.
- 9) There is no darkness but ignorance.
- 10) ..... best men are moulded out of faults.

Shakespeare's ideas of love, freedom, humanism, and national unity are still very popular. Shakespeare is far from us only in time. His plays are staged by all the world's theatres and in our country, Ukraine, as well.

## ***II. Read and memorize using a dictionary:***

Humanist, biography, narrative poems, performance, tragedy, stage, playwright, language, inquisitive, blank verse, overcome, challenge, genre, drama.

## ***III. Answer the questions:***

1. In what plays does Shakespeare deal with social problems?
2. What titles have the English people conferred on William Shakespeare?
3. What is Marlowe famous for?
4. What is considered to be the best of Marlowe's works?

## ***IV. Match the left part with the right:***

1. Marlowe approached	a) that women have the right to equality and independence.
2. Shakespeare shows	b) the old generation realize the absurdity of their feud.
3. The Death of Romeo and Juliet makes	c) the play "Hamlet" in which the central character is himself a Renaissance man.
4. The renaissance atmosphere of art and learning governs	d) history from a Renaissance point of view.

***V. Open brackets choosing the right word***

Marlowe (approached/came closer) history from a Renaissance (point of view/overlook). His tragedies (show/point out) strong men, no (enemy/competitor) can (overcome/conquer) them except (death/destruction).

THE SPEAKING MODULE

***VI. Describe the following words using the suggested words and expressions:***

Drama	Tragedy	Comedy	Theatre
Play	Drama	Drama	Buildings
Serious	Portraying	Seeks	Open place
Literature	Conflict	To please	Performanc
Genre	Human will	Amusing	e
For acting	Fate		To give
	Individual		Stage
	Between		Actors

***VII. Ask questions to the given answers:***

1. Question: \_\_\_\_\_ ?

Answer: Shakespeare's characters are personalities of great depth and unusual intellect.



2. Question: \_\_\_\_\_ ?

Answer: Each tragedy portray some noble figure caught in a difficult situation.

3. Question: \_\_\_\_\_ ?

Answer: In the 16<sup>th</sup> century a number of plays were written in imitation of Ancient Roman tragedies and comedies.

## THE WRITING MODULE

### *VIII. Fill in the gaps with the suggested words:*

Tragedy, literature, explanation, reason, behavior, Renaissance, open-hearted, generous
---

“Hamlet” is one of the most difficult \_\_\_\_\_ to interpret. No work of world \_\_\_\_\_ has caused so many \_\_\_\_\_ of “Hamlet”. The \_\_\_\_\_ for it is Hamlet’s \_\_\_\_\_. Shakespeare’s Hamlet is a \_\_\_\_\_ man of the \_\_\_\_\_, well educated, noble, clever, \_\_\_\_\_.

### *IX. Make up a plan of the text.*

### *X. Compose a story on one of the topics:*

The meaning of Marlow’s plays

Shakespeare as a playwright.

Shakespeare’s contribution to the world literature.

## Text 3

## ENLIGHTENMENT

### THE READING MODULE

#### *I. Read the text.*

The 17<sup>th</sup> and 18<sup>th</sup> centuries are known in the history of European culture as the period of the Enlightenment. The Enlightenment defended the interests of common

people – craftsmen, tradesmen, peasants. The central problem of the Enlightenment ideology was that of man and his nature. The Enlighteners believed in reason as well as in man's inborn goodness. They also believed in the powerful educational value of art. The most prominent representative of Enlightenment in England of the 17<sup>th</sup> century was John Milton (1608-1677). After the rise of Puritanism in England, Milton set out to write "Paradise Lost", his great epic poem about loss and recovery. "Paradise Lost" is designed, as the first lines of the poem announce, "to justify the ways of God to men". Milton underlines the tragic paradox of the human condition and comments on the dual nature of Free Will, which is both Good and Evil. In the 18<sup>th</sup> century the English Enlightenmenters 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. These were Daniel Defoe, Alexander Pope and Samuel Richardson.

The other group included the writers who openly protested against the social order. They defended the interests of common people. They were: Jonathan Swift, Henry Fielding, Oliver Goldsmith, Richard Sheridan and Robert Burns.

Alexander Pope (1688-1744) dominated the early years of the century with his astringent satire and high moral. His first publication in 1709 was a book of verse "Pastorals". Pope developed mock-heroic verse in the "Rape of the Lock" and "The Dunciad". Both of these great poems were satires. "The Essay on Man" was written in epistle form and was followed by "Moral Essays" and "Essay on Criticism". In "Essay on Criticism" Pope discusses Art, Nature and rallies poets to "follow nature" by insisting that the role of art is to imitate nature and not to follow fashions. Pope expressed his ideas in a wonderfully quotable verse. After Shakespeare he is the most quoted of English poets.

These and many other quotations from Pope have found the way into common speech:

- A little learning is a dangerous thing
- And fools rush in where angels fear to tread
- The proper study of mankind is man

- To err is human, to forgive is divine

Daniel Defoe (1661-1731) is regarded as founder of realistic novel in English and European literature. He was the earliest literary journalist in England. He wrote political pamphlets on any subject and every event. He was a man of active and original mind, an independent and courageous thinker who dealt with social questions. After producing political pamphlets Defoe turned to writing novels. His First book of fiction was “Robinson Crusoe.” The novel glorifies energy and practicalness. It is a praise to human labour and the triumph of man over nature. The book is still considered one of the masterpieces of English prose. It is read by both children and grown up throughout the world. Robinson Crusoe was a success, and its success encouraged Defoe. There followed a series of other novels: “Captain Singleton”, “Moll Flanders”, “Colonel Jacque”, “Roxana”, “Captain George”, the output was astonishing.

His popular book “A Tour through the Whole of Great Britain” is still used to-day by scholars and historians who wish to study the 18<sup>th</sup> century. Jonathan Swift (1667-1745) was he greatest of the prose satirists of the age of the Enlightenment. His bitter satire was aimed at the policy of the English bourgeoisie towards Ireland. That’s why Irish people considered Swift their champion in the struggle for the welfare and freedom of their country.

Robert Burns (1719-1796) is a Scottish bard whose poetry was inspired by his deep love for his motherland, for its history and folklore. His beautiful poem “My heart’s in the Highlands” full of vivid colorful description, is a hymn to the beauty of Scotland’s nature and its glorious past.

Burns was a remarkable lyric poet. His lyrical poems are known for their beauty, truthfulness, freshness, depth of feeling and their lovely melody. Among his best lyrics is “Oh, My Love is like a Red, Red Rose.”

Burn’s wit, humor, contempt for falsehood and hypocrisy are best revealed in his epigrams- short four line satirical verses.

The name of Burns is very dear to all English-speaking nations because the source of his poetry was the folklore and the songs of his people whose true son he was.

**II. Read and memorize using a dictionary:**

Puritanism, recovery, underline, improve, loss, social order, fashion, praise, source, vivid, scholar

**III. Answer the questions:**

1. Who were the two groups among the English Enlightenment?
2. What quotations from Pope do you know?
3. What novels did Defoe write?
4. What are the main themes of Burn's poetry?

**IV. Match the left part with the right:**

1. The central problem of the Enlightenment ideology was	a) one of the masterpieces of English prose.
2. Robinson Crusoe is still considered	b) who came after Swift.
3. Swift's democratic ideas had a great influence on the English writers	c)by his deep love for his motherland, for its history and folklore.
4. Robert Burn's poetry was inspired	d)that of man and his nature.

**V. Open brackets choosing the right word**

Burn's(verses/poems) are (constant/stable) everlasting source of (inspiration/stimulation) for composers in all(countries/lands).

THE SPEAKING MODULE

**VI. Define the terms using the suggested words and expressions as in example:**

Verse	Novel	Bard	Masterpiece
Metrical Poetry	Imaginative	National	Work of art
	Narrative	Poet	Consummate
	Prose	Narrator	Skill
	Human	Singer	Individual
	Social	Folk	Creative work
	Behavior	Poetry	

**VII. Ask questions to the given answers:**

1. Question: \_\_\_\_\_ ?

Answer: The novel glorifies energy and practicableness.

2. Question: \_\_\_\_\_ ?

Answer: Irish people considered Swift their champion in the struggle for the welfare and freedom of their country.

3. Question: \_\_\_\_\_ ?

Answer: The novel was suggested to Defoe by the story of Alexander Selkirk, a Scotch sailor.

4. Question: \_\_\_\_\_ ?

Answer: Burns wrote his first verses when he was fifteen.

THE WRITING MODULE

**VIII. Fill in the gaps with the suggested words:**

Lifetime, immensely, foreign, majority, model, romantic, citizen, nationalism, imagination

In his lifetime Pope was \_\_\_\_\_ popular. Many \_\_\_\_\_ writers as well as the \_\_\_\_\_ of English poets, looked at him as their \_\_\_\_\_. But later at the end of the 18<sup>th</sup> century young poets, especially Wordsworth and Coleridge \_\_\_\_\_ Pope's poetry for its \_\_\_\_\_ and lack \_\_\_\_\_ of \_\_\_\_\_.

*IX. Make up a plan of the text.*

*X. Compose a story on one of the topics:*

Defoe's pamphlets.

The origin of the novel "Gulliver's travel".

The main themes of Burn's poetry.

Text 4

## **ROMANTICISM**

### THE READING MODULE

#### *I. Read the text.*

The Period Romanticism covers approximately 30 years. Romanticism as a literary current can be regarded as a result of two historical events: 1) the Industrial Revolution in England and 2) the French Bourgeois revolution of 1789.

Romanticists were dissatisfied with the present state of things of country. Some of the writers were revolutionary, they denied the existing order, called upon the people to struggle for a better future, and they supported the national liberation wars on the continent against feudal reaction. Such writers were George Gordon Byron and Percy Bysshe Shelly.

George Gordon Byron (1788-1824), the great romantic poet has often been called a poet of "world sorrow". His first book of verse "Hours of Idleness" received negative critical reactions, but after publishing "Childe Harold's Pilgrimage" he became instantly famous as a poet. In his poem "Song for the Luddites" Byron raised his voice in defense of the oppressed workers encouraging them to fight for freedom. His greatest poem, *Don Juan* (1819-24), is an unfinished epic picaresque satire. It

is one of his most realistic works. The Byronic hero is the aristocratic rebel of English Romanticism. He rejects false morality, he is an outsider and exile, and he is brave and strong, but filled with anguish and despair. He fights continually against his opponents Morality and Society. In this fighting he wants to prove himself as an individual.

Percy Bysshe Shelley was the most progressive revolutionary romanticist in English literature. Like Byron Shelly was devoted to the revolutionary ideas of liberty, equality, fraternity. He never lost his faith in the power of love and good will. This hope fills his first poems “Queen Mab”, “The revolt of Islam” and his later poetic drama “Prometheus Unbound”, “the Masque of Anarchy”. In the great lyric “Song to the men of England” Shelley calls upon the workers to take up arms in their own defense. This poem and other revolutionary poems of his became the popular songs of the workers.

Shelley is also known as the author of many lyrical poems devoted to nature and love. Among his nature poems “The Cloud”, “To a Skylark”, “Ode to the West Wind”, “Winter” and many others.

Shelley lived a short life. He was only twenty nine when he died, but his entire life and art were devoted to struggle against oppression and tyranny in every form.

Walter Scott (1771-1832) belongs to the Scottish Romanticism. He was the creator of the historical novel in English literature. Scott’s first historical novel “Waverley” was a great success and he continued his work in this field. Novel after novel came from his pen. His novels appeared anonymously. It was only in 1827 that Walter Scott declared openly the authorship of his novels. Such novels as “The Black Dwarf”, ”Old Mortality”, “Rob Roy” describe Scotland in the 18<sup>th</sup> century. “Ivanhoe” deals with the English history of the 12<sup>th</sup> century.

Walter Scott’s romantic love for the past made him create rich historical canvases with landscapes and natural description, as well as picturesque details of past ages. His descriptions of the life customs and habits of the people are realistic.

Walter Scott was the first to depict personalities typical of the period and the country described. His characters are vivid and expressive, as Scott is not indifferent

to the fate of the characters and to the historical events in which they take part. He was both romantic and realistic in his works. Walter Scott's style and language should be paid attention to. He was a master of dialogue. His heroes spoke using expressions peculiar to their professions (the priest, the archers, the tradesman).

He was fond of humour, and there are a lot of comic situations in his novels. This makes them still more amusing for the readers.

**II. Read and memorize using a dictionary:**

Approximately, event, sorrow, defense, novel, landscape, description, situation, picturesque, custom, habit, language, dialogue

**III. Answer the questions:**

1. What makes Walter Scott's language interesting?
2. What was Walter Scott's first historical romantic novel?
3. Why can we call Shelly a romanticist?
4. Why was Byron often been called a poet of "world sorrow"?

**IV. Match the left part with the right:**

1. Byron fights	a) one of the most popular English poets at home and abroad
2. The central conflict of the novel lies	b) continually against his opponents Morality and Society.
3. Byron remains	c) faith in the power of love and good will.
4. Shelly never lost	d) in the struggle of Anglo-Saxons against the Norman barons .

**V. Open brackets choosing the right word**

In 1816 Byron (wrote/published) his (famous/popular) "Song for the Luddites" is which he (called upon/appeal) the people (to revolt/to oppose) their



(tyrants/despots). It is (considered/believed) one of the first revolutionary (songs/compositions) in English classical poetry.

### THE SPEAKING MODULE

**VI. Describe the following words using the suggested words and expressions:**

<b>Creator</b>	<b>Author</b>	<b>Custom</b>	<b>Habit</b>
Person	A person	Generally	Tendency
To make	Profession	Accepted	To repeat
Applying	Making	Convention	Behavior
Imagination	Originating		Degree
Some			Automation
Artistic			
Technique			

**VII. Ask questions to the given answers:**

1. Question: \_\_\_\_\_ ?

Answer: Walter Scott's influence can be seen in the historical novels of almost every nation.

2. Question: \_\_\_\_\_ ?

Answer: Shelley gives the Greek myths his own interpretation.

3. Question: \_\_\_\_\_ ?

Answer: Byron's bright characters, beautiful pictures of nature and brilliant satirical power melodious verse will be admired by many generations to come.

### THE WRITING MODULE

**VIII. Complete the sentences with the suggested words:**

Great, define, change, beginning, century, fired by, liberty, world
---

The historical period of Romanticism \_\_\_\_\_ as 1798-1832 was a period of economic political and scientific \_\_\_\_\_. In the \_\_\_\_\_ of the 18<sup>th</sup> \_\_\_\_\_, \_\_\_\_\_ ideas of personal and political \_\_\_\_\_ and the energy of the natural \_\_\_\_\_.

***IX. Make up a plan of the text.***

***X. Compose a story on one of the topics:***

The prerequisites of appearing Romanticism

The main idea of “Song for the Luddites”

Shelley’s place in English literature

Text 5

**ENGLISH LITERATURE IN THE SECOND HALF OF THE 19<sup>TH</sup>  
CENTURY**

**THE READING MODULE**

***I. Read the text.***

The second half of the 19<sup>th</sup> century witnessed a rapid growth of social contradictions which were caused by a deep economic crisis. Artists, poets, novelists, musicians and the intellectuals hated this heartless world, which disturbed the development of the human personality.

The crisis was reflected in literature by the appearance of the two trends—progressive and regressive.

The representatives of the progressive trend were George Eliot, George Meredith, Samuel Butler and Thomas Hardy. These novelists showed in their books a realistic picture of contemporary society.

Other writers couldn’t find a way out of severe reality. Some of them were influenced by all kinds of philosophical ideas; others put forward their own theories.

Rudyard Kipling was influenced by the philosophy of the “right of the strong”, Robert Louis Stevenson and Joseph Conrad offered escape from unattractiveness of everyday life into a romantic adventure world.

The writers of the regressive trend by way of protest of severe reality tried to lead the reader away from life into the world of dreams and beauty. At the end of the century this reactionary theory found the expression in decadence. The decadent trend in literature first appeared in France at the end of the 19<sup>th</sup> century. The French word “decadence” means “decline” (of art or of literature).

The decadent writers rejected realism in art. They created their own cult of beauty and proclaimed the theory of “pure art”. Their motto was “art for art’s sake”. The supporters of the theory were representatives of aestheticism. The aestheticists who belonged to this trend came to the wrong conclusion that art should not reflect reality but only give pleasure. They considered the beautiful form to be more important than the contents, the essence of the work of art. They denied the educational value of art and literature. In their opinion art was isolated from life.

Aestheticists rejected both the social and moral function of art. One of the leaders of the aesthetic movement put forward the thesis: “Art is indifferent to what is moral and what is immoral.”

Aestheticists tried to lead the reader away from the problems of the day.

One of the best-known English aestheticists was Oscar Wilde who is regarded as the leader of the English aesthetic movement.

Another writer who appeared in the literary scene in the 19<sup>th</sup> century was Lewis Carroll.

He gave his reader the most brilliant mixture: the greatest nonsense stories ever written, intellectual games with logic and words, riddles, puns, unanswered questions, private jokes on English society of the time.

Lewis Carroll plays with reality language and logic in ways that are both comic and frightening.

His most popular works are “Alice’s Adventures in Wonderland”, “Alice through the Looking Glass” and “The Hunting of the Snark”.

Robert Louis Stevenson first won fame with the publication of a novel entitled “Treasure Island”. It was immediately popular with the public. “Treasure Island” was followed by the historical novels “The Black Arrow”, “Kidnapped”, “The Master of Ballantrae”. Robert Louis Stevenson is generally referred to as a neo-romanticist. Neo-romanticism was a trend in literature which came into being at the end of the 19<sup>th</sup> century. The writers of this trend turned to the past or described exotic travels and adventures. Stevenson was attracted to the romance of adventure and freedom of risky undertakings in lonely seas and exotic countries. In his novels Stevenson told his readers about life full of novelty, about high passions and thrilling sensations. He was a gifted and original writer. Stevenson considered art superior to life for art could create a new and better reality.

Oscar Wilde earned the reputation of being the leader of the “aesthetic movement” and an apostle of beauty. Though Oscar Wilde rejects realism, in some of his tales (“The Happy Prince”, “The Selfish Giant”, “The Devoted Friend”, “The nightingale and the Rose”) he introduces social motives.

Oscar Wilde won the fame as a dramatist. The most significant of his comedies are: “Lady Windermere's Fan”, “A Woman of No Importance”, “An Ideal Husband” and “The Importance of Being Earnest”; these sparkling comedies are notable for their brilliant dialogues, witty paradoxes and entertaining plots.

Wilde also wrote poems, essays, reviews, political tracts, and letters on every subject he considered worthy of attention. Oscar Wilde’s greatest merit is his style: laconic, expressive and colorful; it has enriched the English language. Here are some of Oscar Wilde’s paradoxes and witty sayings:

- A moment may ruin a life (“Lady Windermere's Fan”).
- Don’t use big words. They mean so little (“An Ideal Husband”).
- Duty is what one expects from others, it is not what one does oneself (“A Woman of No Importance”).
- Experience is the name every one gives to their mistakes (“Lady Windermere's Fan”).

- In the world there are two tragedies. One is not getting what one wants, and the other is getting it (“Lady Windermere's Fan”).
- It is always worthwhile asking a question though it is not always worthwhile answering one (“An Ideal Husband”).
- Little things are so difficult to do (“An Ideal Husband”).
- Memory is the diary that we all carry about with us (“The Importance of Being Earnest”).
- Nothing is so dangerous as being too modern. One is apt to grow old-fashioned quite suddenly (“An Ideal Husband”).
- Questions are never indiscreet. Answers sometimes are (“An Ideal Husband”).
- Sooner or later, we have all to pay for what we do (“An Ideal Husband”).
- There is nothing like youth. Youth is the Lord of life (“A Woman of No Importance”).
- What a pity that in life we only get our lessons when they are no use to us (“Lady Windermere's Fan”).
- Youth is the time for success (“An Ideal Husband”).

***II. Read and memorize using a dictionary:***

Contemporary, unattractiveness, adventure, severe, decadence, reject, appear, aestheticist, joke

***III. Answer the questions:***

1. What caused the appearance of the two trends of literature in the second half of the 19<sup>th</sup> century?
2. What are the most popular works of Lewis Carroll?
3. What themes did the writers of Neo-romanticism?

4. What social motives does Oscar Wilde introduce in his tales?

**IV. Match the left part with the right:**

1 Oscar Wilde's great gift lies	a) riddles, puns, unanswered questions and jokes
2. Lewis Carroll loved	b) to the class of books which are at once existing for boys and fascinating for adults.
3. The Novel "Treasure Island" belongs	c) the traditions of such writers as Dickens, Thackeray, Brontë sisters and others.
4. The representatives of the progressive trend continued	d) in his ability to express contradictions to life in paradoxes.

**V. Open the brackets choosing the right word.**

Lewis Carroll corresponded widely and had (many/a lot of) friends in the literary and (academic/theoretic) Victorian(word/society).

THE SPEAKING MODULE

**VI. Describe the following words using suggested words and expressions.**

<b>merit</b>	<b>ideal</b>	<b>personage</b>	<b>dream</b>
quality	conception	playful	action
praise	image	any	event
deserving	mental	amusement	saying
of		diversion	is intended
			amusement
			laughter
			answers

**VII. Ask questions to the given answers:**

1. Question: \_\_\_\_\_ ?

Answer: Aestheticists rejected both the social and moral functions of art.

2. Question: \_\_\_\_\_ ?

Answer: Nothing is certain in wonderland except that nothing is what it seems to be.

3. Question: \_\_\_\_\_ ?

Answer: Oscar Wilde attracted the attention of the audience by the brilliance of his conversation, the scope of his knowledge, and the force of his personality.

THE WRITING MODULE

**VIII. Fill in the gaps with the suggested words:**

Describes, touches, contemporary, art, portrait, handsome, inner, created, spiritual, important
---

“The picture of Dorian Gray” \_\_\_\_\_ the life of a young man. The author \_\_\_\_\_ on many \_\_\_\_\_ problems of \_\_\_\_\_ life. Morality \_\_\_\_\_, and beauty in particular. Dorian Gray’s portrait is symbolic. It shows not only a \_\_\_\_\_, but also the \_\_\_\_\_ world of the artist, who created it, and the \_\_\_\_\_ life of the sitter.

**IX. Make up a plan to the text.**

**X. Compose a story on one of the topics:**

The theory of “pure art”.

Stevenson’s place in English literature.

The contribution of Oscar Wilde to the development of English literature.

## ENGLISH LITERATURE IN THE 20<sup>TH</sup> CENTURY

### THE READING MODULE

#### *I. Read the text.*

In the early 20<sup>th</sup> century, the traditions of critical realism that had developed in the late 19<sup>th</sup> century were continued and developed. Three names were prominent among the writer who continued the traditions of critical realism along their own individual lines.

They sought for new ways and means of revealing the truth of life in their works. The narrow-mindedness, hypocrisy and stupidity are merciless criticized in the works of George Bernard Shaw.

John Galsworthy excels in revealing the characters from a psychological point of view.

Of great interest are the works of Herbert George Wells. He is a new type of writer who thinks about the future of mankind. The leading genre of the above mentioned period of time was the novel.

The years between 1917-1930 form the first period in English 20<sup>th</sup> century literature. These were years of changes Basic religions and political beliefs were questions by more people. The writers of this period were greatly influenced by various decadent philosophical theories which led to the creation of works marked by great pessimism. There were writers who refused to acknowledge reality as such. They thought reality to be superficial. They were sure that everything that happened – that led to events – was the irrational the unconscious and the mystical in wean. These writers called the inner-psychological process “the stream of consciousness” and based a new literary technique on it.

The most important author who used this new literary technique was James Joyce. Decadence marks his works. He influenced many writers. Remoteness from actuality is clearly seen in the works of Virginia Woolf. Mystification on



contemporary society are to be traced in the works of Aldous Leonard Huxley, Thomas Stearns Eliot belongs to the same trend of writers for whom individualism and pessimism became the most characteristic traits.

The thirties are marked by an acute struggle of the writers who were realists who represented different generations against decadent and modernist tendencies in English literature. While the works of some writers are imbued with progressive ideas there are many writers who take a neutral position of noninterference.

Bernard Shaw (1856-1950) began his career as a journalist and wrote music and dramatic critiques for various periodicals he also set out to become a novelist, he wrote five long novels which were rejected by all publishers. Thus, he gave up writing novels and turned to dramatic writing. By 1900 Shaw had established his reputation as a playwright. Shaw's plays deal with various problems: politics, science, religion, education and economics.

"The most powerful among his plays are "Pygmalion", "Apple car", "Too true to be good" Shaw's way of writing is very peculiar, grotesque, he chose satire as a weapon to fight for his ideals.

Bernard Shaw was at the peak of his fame (1925) when he received the International Nobel Prize for literature.

John Galsworthy (1867-1933) was a novelist, dramatist, short story writer and essayist. He created brilliant realistic pictures of life and typical characters. He gained his popularity after the publication of "The man of Property" – the first part of "The Forsyte saga", which is followed by "A modern comedy", also a trilogy. Galsworthy's mastery lies in his realistic depiction of life and characters and exciting plot.

Galsworthy gave a comprehensive and vivid picture of contemporary English realistically and objectively.

Herbert George Wells (1866-1946) is often called the great English writer who looked into the future.

The First World War brought a crisis in the outlook of the great writer. He expressed his ideals in a series of articles. During the Second World War Wells wrote against

fascism. Herbert Wells was the author of more than forty novels and many short stories, articles and social tracts. His novels are of three types: science fiction, realistic novels on contemporary problems and social tracts in the form of novels. His famous works are: “The time machine”, “Invisible man”, “The war of the worlds”, “The first man in the moon”, “The war that will end war”, “Russia in the shadows”, and many others.

Wells’ aim was to show today through what might happen tomorrow.

One must admire his courage and his faith in writing word. “We are going to write about the whole of life”, he announced and so he did.

**II. Read and memorize using a dictionary:**

Announce, worthy, scope, reveal, prominent, International Nobel Prize, peak, to carry down, depiction, exciting, comprehensive

**III. Answer the questions:**

1. What was the leading genre of the above mentioned period of time?
2. Why did Bernard Shaw give up writing novels?
3. What are the three types of Herbert Wells’ novels?
4. What novel brought John Galsworthy fame?

**IV. Match the left part with the right:**

1 Galsworthy criticizes	a) the birth and growth of new progressive forces in the world.
2. Man should realize	b) country squires, the aristocracy.
3. Shaw depicts	c) in revealing the characters from a psychological point of view.
4. Galsworthy excels	d) that the future depends on what he is doing to-day.

**V. Open the brackets choosing the right word.**

Shaw (regards/considers) the speeches of his (personages/heroes) not only as (means/way) to characterize them but also as (a means/method) of expressing (his own point of view/ opinion) on this or that problem.

THE SPEAKING MODULE

**VI. Describe the following words using suggested words and expressions.**

<b>Prize</b>	<b>Dialogue</b>	<b>Property</b>	<b>Sage</b>
something, value, satisfaction, recognition, receive.	conversation, in movie, play, novel.	ownership, right, exclusive, something, possess, use, and.	Narrative story, Long, Tracing, Family, The fortunes, Generation, Through, Several.

**VII. Ask questions to the given answers:**

1) Question: \_\_\_\_\_ ?

Answer: After the war Shaw's political and social views underwent a gradual revolution.

2) Question: \_\_\_\_\_ ?

Answer: Wells showed how tragic the achievements in science could be .

3) Question: \_\_\_\_\_ ?

Answer: Every Forsyte feels great pleasure speaking about money matters.

## THE WRITING MODULE

### *VIII. Fill in the gaps with the suggested words:*

Leader theory art maintained social reformer theatre century melodrama
---

George Bernard Shaw was a \_\_\_\_\_ of the theatre. The English Theatre of the 19<sup>th</sup> \_\_\_\_\_ was a \_\_\_\_\_ of primitive \_\_\_\_\_. Shaw was the \_\_\_\_\_ of the revolution against the \_\_\_\_\_ of “for art’s sake”. He \_\_\_\_\_ that the \_\_\_\_\_ should serve \_\_\_\_\_ purposes.

### *IX. Made up a plan to the text.*

### *X. Compose a story on one of the topics:*

The chief characteristics of Galsworthy’s.

The peculiarity of Well’s science fiction with which

The problems Shaw’s plays deal.

## Text 7

### ENLIGHTENMENT IN AMERICA

## THE READING MODULE

### *I. Read the text.*

In America the literature of the Enlightenment is closely connected with the War for Independence against British Empire. It lasted for eight years (1776-1783).

The progressive writers of that time protested against the injustice of slavery and the growth or reaction.

American literature of the Enlightenment period is characterized by its fighting character. The writers of that time wrote political pamphlets and revolutionary

poetry. The most popular writers of the time were Thomas Paine, Thomas Jefferson and Benjamin Franklin, and poet Philip Freneau.

**Thomas Paine** (1737-1809) was the most democratic representative of the American Enlightenment movement. In 1775 he published his pamphlet “Common Sense which used the separation of the American colonies from England”. During the War of Independence, he wrote “The Crisis” (1776-1783), a series of pamphlets, containing his comments on the events of the war against England. While in France he wrote “The Rights of Man” (1791-1792), a political essay.

**Thomas Jefferson** (1743-1826) was a writer of the revolutionary period in America. Besides he was a lawyer, philosopher, architect, statesman. In 1776 as a member of the Continental Congress he was in the committee of five to draft the Declaration of Independence. The outlined the principles of revolutionary bourgeois democracy. In 1800 Jefferson won the elections and served two terms as President of the U.S.A.

**Benjamin Franklin** (1706-1790) is the most significant representative of the Enlightenment period in American literature; he distinguished himself as a great statesman, a scientist, a journalist, an economist, and a philosopher. Franklin’s most important pamphlets and essays were published in his famous “Poor Richard’s Almanac” (1732-1757) which played a very important role in spreading ideas of the Enlightenment period. Franklin made a fundamental contribution to the Declaration of Independence.

**Philip Freneau** (1752-1832) was the most outstanding poet of the Revolution. He wrote political poems. “A Poem of the Rising Glory of America (1770) was full of belief in the birth of a new world where freedom would reign. In the poem “To the Americans” (1775) the poet called for a rebellion against the British rule. “The Republican Genius of Europe” welcomed the French Revolution. In his poems Freneau described his disappointment with the revolution as he thought that the American Bourgeois Revolution had not satisfied the demands of the people. Though Freneau’s political verse was his most important contribution to American poetry, he wrote also lyrical poems of which “The Indian”, “Burying Ground” and

“The Wild Honey Suckle” are the best. Freneau also wrote poems published some letters and essays. Philip Freneau is considered to be one of the first truly American poets. He was the poet of American independence; he was the poet-journalist. All his life he fought for freedom in America.

**II. Read and memorize using a dictionary:**

Protest, injustice, slavery, representative, movement, the War of Independence, event, outline, significant, distinguish, statesman, satisfy, demand, lyrical.

**III. Answer the questions:**

1. What is American literature of Enlightenment period characterized by?
2. What were Paine’s famous works before and during the Revolution?
3. Why can Freneau be considered one of the first truly American poets?
4. What did Franklin do for the American Revolution as a journalist?

**IV. Match the left part with the right:**

1 The war ended	a) freedom and independence of the American colonies.
2. The foundation of the U.S.A. gave	b) political pamphlets and revolutionary poetry.
3. The writers of that time wrote	c) the principles of revolutionary bourgeois democracy.
4. Thomas Jefferson outlined	d) in adopting the Declaration of Independence.

**V. Open the brackets choosing the right word.**

In his poems Freneau (described/wrote) his (disappointment/upset) with the revolution as the revolution had not (satisfied/provided) the (demands/requests) of the people.

### THE SPEAKING MODULE

**VI. Describe the following words using suggested words and expressions.**

<b>Prose</b>	<b>Journal</b>	<b>Comment</b>	<b>Pamphlet</b>
Language, Rhythm, Nonmetrical, Discourse, Writing.	Newspaper, Magazine, Published, Intervals, Regular, At.	Explanatory, Text, Note.	Publication, Small, Printed, Informative, Literature, Contain.

**VII. Ask questions to the given answers:**

1) Question: \_\_\_\_\_ ?

Answer: Franklin made a fundamental Contributive to the Declaration of Independence.

2) Question: \_\_\_\_\_ ?

Answer: Thomas Paine was the most democratic representative of the American Enlightenment movement.

3) Question: \_\_\_\_\_ ?

Answer: Freneau was the poet of American independence.

### THE WRITING MODULE

**VIII. Fill in the gaps with the suggested words:**

literature	clergy	mostly	sermons	diaries
------------	--------	--------	---------	---------

There was little \_\_\_\_\_ artistic \_\_\_\_\_ in the colonial period. Literature was the privilege of \_\_\_\_\_. They wrote \_\_\_\_\_ in the form of religious \_\_\_\_\_, journals, letters and \_\_\_\_\_.

***IX. Make up a plan to the text.***

***X. Compose a story on one of the topics:***

Thomas Jefferson as a writer.

Philip Freneau's literary career.

Benjamin Franklin as a representative of Enlightenment period in American literature.

Text 8

**AMERICAN LITERATURE IN THE 19-TH CENTURY. ROMANTICISM.**

**THE READING MODULE**

***I. Read the text.***

The literary current of Romanticism appeared in America as a result of the Bourgeois Revolution of 1776-1783. It was inspired also by the deep disillusionment of the progressive people in the results of the revolution.

Romanticism brought with it the first important works of American poetry and fiction, and the first foundations of American national literature were laid.

Romanticism in America differed in some ways from the European Romanticism. European writers could at any moment look back at the cultural heritage of their countries; Americans began everything, including their literature from scratch.



The writers of Romanticism depicted life as a struggle between vice and virtue and insisted that virtue should defeat evil. But when they looked for the triumph of virtue in real life, they could not find it. Here we come to the most characteristic feature of Romanticism: this is the great gap between reality and the ideal - the dream of the poet, artist or writer.

Another feature of Romanticism was that the writers having created personages wished through them to bring moral judgment on the nation as a whole, disregarding the existence of classes, or different sections of the population.

The romantic poets and writers produced a powerful literature with wide variations. They developed such genres as the novel (historical, social, fantastic), the romances and short story. They gave their readers a taste for old ballads, epics and the folk-tales of the Indians.

Nature is one of the major themes of the American Romanticism. It was a time when new lands were discovered. Courageous pioneers and trappers penetrated into the wilderness of the boundless forest and prairies. Man's struggle with nature and his victory over it inspired many of the American writers.

The writers of Romanticism were true patriots. They loved their country and recognized the importance of developing national literature and national history.

In Romanticist literature a reader finds a complicated plot, dynamic development of the events and sudden changes in the fates of the heroes. Many complicated dramatic conflicts were solved with the help of chance accidents, fatal meetings or the discovery of dreadful secrets.

Flourishing from 1820-ies to the 1830-ies, Romanticism can be divided into Early Romanticism (the twenties and thirties) and Late Romanticism (the forties and fifties).

The early period began with romances and short stories of Washington Irving (1783-1859). These forms were developed later by other American writers. The historical novel began in America with Fenimore Cooper (1789-1851). Romantic poetry appeared in great variety; the most outstanding were the poems of Edgar Allen Poe (1809- 1849).

The Late Romanticism were the years of mature Romanticism in America literature. Characteristic of this period were Cooper's later novels Edgar Allan Poe's romances and poems written during the late eight years of his life the works of Henry Wadsworth Longfellow (1807- 1882), and the poems of Walt Whitman (1819-1892).

Early Romanticists were more optimistic about the American reality than late Romanticists were. Criticizing the drawbacks of American civilization, they believed that it provided vast possibilities for development.

Late romanticism developed in on atmosphere of sharp class contradictions. The fiction of date Romanticists were permeated with a tragic mood, sharp conflicts, confused feelings. American Romanticism as part of world romantic literature played an important role in the cultural life of America.

**II. Read and memorize using a dictionary:**

Scratch, depict, ice, virtue, evil, personages, existence, folk-tales, pioneer, prairie, accident, drawback, sharp, mood, confused, permeate

**III. Answer the questions:**

1. How did Romanticism in America differ from the European Romanticism?
2. What genres did the romantic poets and writers produce?
3. When did Romanticism in America flourish?
4. Why were early Romanticists more optimistic about the American reality than late Romanisticists?

**IV. Match the left part with the right:**

1 The romantic poets and writers produced	a) a complicated plot, dynamic development of the events.
---	---

2. courageous trappers penetrated	b) a powerful literature with wide variations.
3. In Romanticist literature a reader finds	c) with the romances and short stories of Washington Irving.
4. The early period began	d) into the wilderness of boundless forests and prairies.

***V. Open the brackets choosing the right word.***

Recognition in Europe was first (achieved/reached) by two men from New York: Washington Irving, who first (won/gained) attention by (presenting/offering) American (folk stories/fairy tales), and James Fenimore Cooper, who (wrote/exhibited) (enduring/limitless) (tales/verses) of adventure on the frontier and at sea.

THE SPEAKING MODULE

***VI. Describe the following words using suggested words and expressions:***

<b>reality</b>	<b>ideal</b>	<b>personage</b>	<b>dream</b>
Something	Existing	Character	Something
Real	Thoughts	Play	Desired
Exist	Only	Novel	Greatly
In fact	In	In	

***VII. Ask questions to the given answers:***

1. Question: \_\_\_\_\_ ?

Answer: The works of romantic writers of America are still read and admired.

2. Question: \_\_\_\_\_?

Answer: Man's struggle with nature and his victory over it inspired many of American writers.

3. Question: \_\_\_\_\_?

Answer: Henry Wadsworth Longfellow won the hearts of Americans with glib verse and also gained international respect.

## THE WRITING MODULE

### *VIII. Fill in the gaps with the suggested words:*

Nature mature lyrics description abstract skillful seasons
--

In his \_\_\_\_\_ years Longfellow created beautiful \_\_\_\_\_ about nature. American \_\_\_\_\_ came to life under Longfellow's pen. Earlier the \_\_\_\_\_ of \_\_\_\_\_ by poets, though very beautiful were \_\_\_\_\_. He was especially in depicting the \_\_\_\_\_ of the year.

### *IX. Make up a plan to the text.*

### *X. Compose a story on one of the topics:*

The principal features of Romanticism.

The creative method of the writers of Romanticism.

The main representatives of Early and Late Romanticism.

Text 9

## AMERICAN LITERATURE IN THE 20-TH CENTURY.

## THE READING MODULE

### *I. Read the text.*

Towards the beginning of the 20-th century the romantic trend in American literature gave way to new realistic form Critical realism as a trend in American literature developed after the Civil War.

Among the most outstanding realists of that period were Mark Twain, O. Henry and Jack London.

Mark Twain depicted common American people with great sympathy and humour. At the same time he cruelly condemned hypocrisy, bigotry and greed.

Jack London and O. Henry created typical characters of the American common people – farmers, workers, intellectuals. They revealed the truth of American life in their works.

Francis Scott Fitzgerald was the first writer to describe the spiritual hollowness of the period after the First World War. The young people were, in Fitzgerald's opinion, a "lost generation". Their attitude to life, art and money depended on the economic situation which was destroyed with the great Depression. Their moral and spiritual emptiness was encouraged by the memory of the horrifying experience of the First World War. The flamboyant social life, drinking and drug use also helped in the destruction of this generation.

Francis Scott Fitzgerald wrote numerous short stories for publication in newspapers and journals, as well as novels; his most popular novels are: "This side of Paradise", "The Beautiful and the Damned", "The Great Gatsby" and "Tender is the Night".

After the Second World War there was the era of so-called "silent generation" who had stopped believing in humanist ideas. The Americans were becoming a nation of conformists with no fixed standards. Among the first to protest against the atmosphere of conformity were the writers of Beat Generation.

The best – known figure of the "Beat" writers in prose was Jack Kerouac. The writer who tried to explore the psychology of youth was Jerome David Salinger

whose novel “Catcher in the Rye” was devoted to the youth problem in the post-war period.

Some other well-known American contemporary writers such as John Updike and Ken Kesey examined various aspects of American life.

The remarkable political and social changes in Great Britain within the years following World War II had a great influence on intellectual life and on literature in particular. The most memorable literary form which told the stories of the Second World War was a novel; the themes of the fiction began from the introduction of a new type of anti-hero who, like Jimmy Porter in “York back in anger”, rebels against post-war Britain.

The effects of two world wars, totalitarianism led to the alienation and nihilism. These had great effects on literature and the arts. Between the wars, avant-garde writers began to experiment with a new style of drama. They tried to represent the modern man, estranged and isolated in an increasingly mechanical and incomprehensible Universe. Absurdist drama is a responsible to the eye. Each playwright felt himself an outsider. The playwrights Eugene Ionesco, Archer Adamov, Samuel Beckett and others are known to-day as contributors to the theatre of the absurd. They describe the absurd elements of the human condition. “Cut of from religious roots, man is lost: all his actions have become senseless, absurd, useless. To underline the spiritual and physical immobility of man pauses and silences are repeated in absurd drama. Post-war and modern period of English literature is characterized by the fiction of such writers as George Orwell (“Homage to Catalonia”, “Animal Farm”), Samuel Beckett (“Not 9”, “Happy Days”), William Golding (“Lord of Flies”, “Darkness Visible”), Iris Murdoch (“The Bell”, “Black prince”, “The red and the green”).

## ***II. Read and memorize using a dictionary:***

Conformity	hypocrisy	bigotry	greed	absurd	illogical	unreasonable
meaningless	contributors	flourish	essence	phenomenon(a)	Universe	
incomprehensive	estranged	experience	flamboyant			

**III. Answer the questions:**

1. What was the most memorable literary form of the Post War period?
2. The works of what writers influenced the development of American critical realism?
3. What writers were the first to protest against the atmosphere of conformity?
4. What writer tried to explore the psychology of youth?

**IV. Match the left part with the right:**

1 During the 1950s a war kind of drama began	a) that the Americans were becoming a nation of conformists with no fixed standards or beliefs
2. The critical realistic literature differed	b) to represent an entire period in time, but the Beat Generation in our literature was small.
3. Some philosophers concluded	c) greatly from that of the previous writers such as Irving, Cooper and Longfellow.
4. The term "Beat Generation" came	d) to reach the theatres in Europe

**V. Open the brackets choosing the right word.**

In early 1950s are (characterized/described) in English literature by a new (interest/curiosity) in drama that resembles a (similar/like) in the theatre of America.

THE SPEAKING MODULE

**VI. Describe the following words using suggested words and expressions.**

<b>Absurd(theatre)</b>	<b>Lost(generation)</b>	<b>angry</b>	<b>Beat(generation)</b>
------------------------	-------------------------	--------------	-------------------------

foolishly	producing	feeling	disillusioned
illogical	desired	showing	members
unreasonable	not bewildered	dissatisfied	philosophical
	helpless	discontented	detachment
	effect		social
			freedom
			affirming

**VII. Ask questions to the given answers:**

1. Question: \_\_\_\_\_ ?

Answer: The key words for understanding of the absurdism are divorce, separation and loss.

2. Question: \_\_\_\_\_ ?

Answer: Fitzgerald was the first writer to describe the decadence and spiritual hollowness of that time.

3. Question: \_\_\_\_\_ ?

Answer: The phrase “Beat Generation” was invented by Jack Kerouac in 1948.

THE WRITING MODULE

**VIII. Fill in the gaps with the suggested words:**

English-speaking	appreciation	scandal	awarded	dramatic
novels	dramatic	benefited		

Beckett had found a big \_\_\_\_\_ public that had never read his \_\_\_\_\_. Controversy and \_\_\_\_\_ surrounded the \_\_\_\_\_ works of Beckett, but he also \_\_\_\_\_ from the \_\_\_\_\_ in literary critics and directors. He was \_\_\_\_\_ the Nobel Prize for Literature in 1969.



***IX. Make up a plan to the text.***

***X. Compose a story on one of the topics:***

The best-known figure of the Beat writers in prose.

What is the difference between two trends in literature -critical realism and romanticism?

The novel with a philosophical tendency.

## KEYS

### UNIT 1

#### Text 1

##### The reading module

Ex II 1. T, 2. F, 3. F, 4. T, 5. T, 6. F

Ex III 1. A, 2. C, 3. C, 4. B, 5. B, 6. A

Ex IV 1-g, 2-h, 3-e, 4-b, 5-f, 6-d, 7-a, 8-c

Ex V 1. poverty, 2. diversity, 3. custodian, 4. legitimacy, 5. crucial, 6. entity, 7. overlapping, 8. levy

##### The writing module

Ex VI 1. A 2. D 3. B 4. A 5. C 6. A 7. B 8. B 9. C 10. A 11. A

Ex VII 1. the centre, 2. has been, 3. to, 4. are created, 5. listening, 6. there

#### Text 2

##### The reading module

Ex II 1. F, 2. F, 3. T, 4. T, 5. F, 6. T

Ex III 1. C, 2. B, 3. C, 4. A, 5. B, 6. C

Ex IV 1-c, 2-a, 3-b, 4-e, 5-d, 6-g, 7-f, 8-h

Ex V 1. resources, 2. justice, 3. agendas, 4. defense, 5. denominations, 6. property, 7. revolts, 8. burdens

##### The writing module

Ex VI 1. A 2. B 3. D 4. D 5. A 6. B 7. B 8. D 9. C 10. A 11. C

Ex VII 1. as well, 2. younger, 3. because/ as/ since, 4. became, 5. singer, 6. (much) more famous / well-known

#### Text 3

##### The reading module

Ex II 1. T, 2. F, 3. F, 4. T, 5. F, 6. T

Ex III 1. B, 2. B, 3. A, 4. C, 5. A, 6. C

Ex IV 1-d, 2-a, 3-b, 4-e, 5-c, 6-h, 7-f, 8-g

Ex V 1. confrontation, 2. institutions, 3. instead, 4. anarchy, 5. diplomacy, 6. obligations, 7. anarchical, 8. population

The writing module

Ex VI 1. A 2. C 3. A 4. D 5. B 6. D 7. A 8. C 9. B 10. C 11. A

Ex VII 1. gave me, 2. like co / care ro, 3. for, 4. as I so good, 5. are 6 / six (people / members / players /, 6. need / have to

Text 4

The reading module

Ex II 1. F, 2. F, 3. T, 4. T, 5. F, 6. F

Ex III 1. B, 2. A, 3. A, 4. C, 5. B, 6. C

Ex IV 1-d, 2-h, 3-a, 4-c, 5-f, 6-b, 7-e, 8-g

Ex V 1. nation, 2. conquest, 3. equality, 4. state, 5. defeat, 6. identity, 7. confrontation, 8. liberty

The writing module

Ex VI 1. A 2. C 3. B 4. C 5. B 6. D 7. C 8. A 9. D 10. D 11. B

Ex VII 1. enjoyed, 2. (was) opened, 3. To drive, 4. In/inside, 5. because, 6. until

Text 5

The reading module

Ex II 1. F, 2. F, 3. T, 4. T, 5. F, 6. T

Ex III 1. C, 2. C, 3. A, 4. B, 5. B, 6. C

Ex IV 1-e, 2-c, 3-h, 4-a, 5-f, 6-g, 7-d, 8-b

Ex V 1. unified, 2. sentiment, 3. legitimacy, 4. interaction, 5. ramifications, 6. establishment, 7. independent

The writing module

Ex VI 1. A 2. C 3. B 4. D 5. D 6. A 7. B 8. A 9. B 10. B 11. C

Ex VII 1. gave me, 2. few/ couple of/ small number of, 3. you show me, 4. don't you/ we// not, 5. to go, 6. price of/ cost of// fee for

### Text 6

#### The reading module

Ex II 1. T, 2. F, 3. F, 4. T, 5.T, 6. F

Ex III 1. A, 2. C, 3. A, 4. B, 5. B, 6. C

Ex IV 1-e, 2-h, 3-g, 4-c, 5-f, 6-b, 7-a, 8-d

Ex V 1. alleviate, 2. responsibility, 3. obligation, 4. sovereignty, 5. persistence, 6. globalisation, 7. emergence, 8. poverty

#### The writing module

Ex VI 1. B 2. A 3. B 4. A 5. D 6. C 7. D 8. A 9. A 10. B 11. D 12. B 13. A 14. C  
15. C

Ex VII 1. A, 2. B, 3. D, 4. C, 5. B, 6. A

### Text 7

#### The reading module

Ex II 1. F, 2. T, 3. T, 4. F, 5.T, 6. F

Ex III 1. B, 2. A, 3. C, 4. C, 5. A, 6. C

Ex IV 1-f, 2-d, 3-g, 4-c, 5-h, 6-b, 7-c, 8-e

Ex V 1. relevant, 2. consequence, 3. entrenched, 4. irrevocable, 5. inequality, 6. perception, 7. circumstances, 8. inflation

#### The writing module

Ex VI 1. A 2. B 3. A 4. D 5. C 6. C 7. A 8. A 9. C 10. B 11. A 12. D 13. A 14. C  
15. B

Ex VII 1. C, 2. C, 3. B, 4. C, 5. A, 6. C

Text 8

The reading module

Ex II 1. T, 2. F, 3. F, 4. T, 5.F, 6. T

Ex III 1. C, 2. A, 3. A, 4. C, 5. A, 6. B

Ex IV 1-c, 2-e, 3-g, 4-b, 5-h, 6-a, 7-f, 8-d

Ex V 1. rescue, 2. impact, 3. indigenous, 4. minorities, 5. refugees, 6. scrutiny, 7. prescient, 8. reinforced

The writing module

Ex VI 1. D 2. B 3. A 4. C 5. B 6. C 7. C 8. A 9. B 10. C 11. A 12. D 13. A 14. D  
15. C

Ex VII 1. D, 2. D, 3. C, 4. A, 5. B, 6. C

Text 9

The reading module

Ex.II 1. T, 2. F, 3. T, 4. F, 5. F, 6. T

Ex. III 1. C, 2. A, 3. B, 4. C, 5. A, 6. A

Ex. IV 1-d, 2-c, 3-e, 4-a, 5-g, 6-b, 7-h, 8-f

Ex. V 1. to deliver, 2. Described by, 3. Population, 4. A real sense, 5. Globalization, 6. Affect, 7. Conflicts, 8. Aspect

The writing module

Ex.VI 1-B 2-A 3-C 4-B 5-A 6-B 7-C 8-D 9-B 10-A 11-D 12-B 13-C 14-A 15-D

Ex.VII

1-A 2-A 3-A 4-A 5-A 6-C

Text 10

The reading module

Ex. II 1.F, 2. T, 3. T, 4. F, 5.F, 6.T

Ex. III 1.b, 2.c, 3.a, 4.a, 5.a, 6.c

Ex. IV 1-c, 2-f, 3-h,4-g, 5-a, 6-b, 7-e, 8-d

Ex. V 1. Strategies, 2. Intervention, 3. To facilitate, 4. Terrorism, 5. Features, 6. Cowboys, 7. Arena, 8. The widely

The writing module

Ex.VI 1-B 2-C 3-D 4-D 5-B 6-A 7-B 8-C 9-A 10-D 11-D 12-D 13-C 14-C 15-D

Ex.VII 1-D 2-A 3-A 4-B 5-B 6-D

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