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**АНГЛИЙСКИЙ ЯЗЫК  
ДЛЯ СТУДЕНТОВ ИСТОРИЧЕСКОГО ФАКУЛЬТЕТА**

**Тексты и грамматические упражнения**

Практическое пособие  
для студентов специальности  
1-21 03 01-01 «История (отечественная и всеобщая)»

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Целью практического пособия является накопление и систематизация  
необходимого словарного запаса (профессиональная лексика), а также  
развитие и совершенствование навыков диалогической и монологической  
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## ПРЕДИСЛОВИЕ

Практическое пособие содержит тексты, составленные с лексикой, необходимой для усвоения студентами специальности «История».

В него включены также грамматические упражнения, тренирующие навыки употребления студентами в устной и письменной речи определённых грамматических элементов английского языка.

Цель пособия – накопление и систематизация необходимого словарного запаса, а также развитие и совершенствование лексико-грамматических навыков диалогической и монологической устной и письменной речи.

При подготовке пособия автор использовала материалы 2012–2020 годов, что говорит об актуальности и новизне издания. Подобранные для пособия тексты расширяют активный запас профессиональной лексики, знакомят с грамматическими структурами, необходимыми для поддержания беседы на заданные темы.

Материалы практического пособия представлены в пяти разделах. Первые четыре раздела имеют свои подпункты, соответствующие различным текстам по выбранной тематике. Последний раздел посвящён грамматическим упражнениям, темы которых соответствуют требованиям учебной программы.

## UNIT 1. MY WORKING DAY. EVERYDAY DUTIES

*Ex. 1. Read the text and translate it.*

### My Working Day

My working day begins early in the morning. I get up at 7 o'clock in the morning. I do my bed and go to the bathroom to wash my face and hands and brush my teeth. Then I comb, get dressed and go to the kitchen where I help my mother to make breakfast. I usually have boiled eggs, some porridge, a cup of coffee, bread and butter. After breakfast I leave my place and go to school.

My school is not far from my house. It takes me about half an hour to get there by bus. My lessons begin at 8.30 and finish at 3 p.m. As a rule I have 6 lessons every working day. After each lesson we have a break. During breaks we have a rest, discuss the latest news, problems and have a snack.

At 3 o'clock the classes are over and I go home. After dinner I do some work about the house. I wash dishes, go shopping and get down to study again. I spend a great deal of time on my lessons.

When I am through with my study I rest a little. I listen to music, look through the newspapers or magazines, phone my friends and relatives, watch TV, read books. Sometimes my friends call for me and we go for a walk. At 10 o'clock when I am tired I go to bed.

*Ex. 2. Find in the text some English equivalents to the following Russian words:*

Убрать постель, требуется около получаса, чтобы добраться, как правило, перекусывать, тратить, уставший.

*Ex. 3. Learn the dialogue by heart. Role-play it.*

Ian: So, what's your usual day like, Angela? You always seem to be so busy.

Angela: You're right. My weekdays are usually rather busy. I relax only on Sundays.

Ian: Do you want to say you work six days a week?

Angela: Yes, I study and work six days a week. That's why I have only one day-off.

Ian: I see. Then, what's your typical working day like?

Angela: I usually get up early, at 6.30 am. Then I wash my face, have breakfast, put on some clothes and make-up. I have to leave at about 7.30 am if I don't want to be late for my lessons.

Ian: So, do you combine studies with work?

Angela: Yes, I do. I study in the first half of the day and then I work till 6 pm.

Ian: That should be hard. You have a hectic schedule.

Angela: It isn't easy indeed, but I need to work to pay my education.

Ian: And how many lessons a day do you have?

Angela: It depends. On some days I have six lessons, on other days I have only four or five lessons.

Ian: When and where do you have lunch then?

Angela: I have lunch in between the lessons, during the longest recess. We have a nice canteen at the college.

Ian: I see. By the way, where do you work?

Angela: I now work as a part-time secretary for one international company. Each weekday I start at 2.30 pm and work till 6 pm. On busier days I might stay till 6.30 pm. Luckily, I don't have to work on Saturdays.

Ian: Is the office, where you work, far from the college?

Angela: No, it's just a five-minute walk from there. I even sometimes go back to college canteen for a five-o'clock tea.

Ian: What do you do when you come back home?

Angela: In the evening I have dinner, do my homework and watch my favourite sitcom. Sometimes I'm so tired that I go to sleep right in front of the TV.

Ian: No wonder. I think you should change your timetable. It's too overloaded, I'd say.

Angela: I know you're right. But I'm already used to such lifestyle. At weekends I can go out with my friends or simply relax at home reading a good book.

Ian: Perhaps, you should give up this job and do something easier. What do you think about it?

Angela: I wouldn't want to quit my job. I like working for this company. What I could change is the mode of studies. Next year, perhaps, I will transfer to studying by correspondence.

Ian: That's a wise decision. In that case you'll have more time for your job.

Angela: Not only for job. I also want to have some time for attending the gym.

Ian: Sounds like a good plan!

*Ex. 4. Read the text. Translate it.*

## **Everyday Activities That Count as Learning**

If you find yourself frustrated trying to keep up with the school packets, video chats, and virtual office hours, take a deep breath and a step back. Official school activities are important, but there are plenty of everyday activities that count as learning too. These kinds of activities have their limits (kids aren't going to learn calculus from cooking dinner), but overall, you can feel good about kids furthering their learning through these at-home activities.

### **Cooking and baking**

There are a variety of subjects to be learned in the kitchen. There's the practical skills of being able to prepare a meal for yourself or your family, but there is plenty of academic content involved as well, like math, science, and vocabulary. Little ones can practice counting, sequencing, measuring, and even build their fine motor skills. Older students can work on fractions, conversions, and chemistry (from boiling points to the yeast's reaction with sugar).

### **Meal planning**

The grocery store may not be an ideal place for kids right now, but they can certainly plan a menu and create a shopping list. They're learning responsibility, sure, but they're also getting quite a bit of math. For example, they may need to convert a recipe that feeds four to one that feeds their family of six. Integrate nutrition by requiring each meal to have a protein, whole grain, and vegetable. You can also give them a budget and have them place an online grocery order.

## **Budgeting**

Speaking of budgets, now is as good a time as any to incorporate some financial literacy into at-home learning. Young children can try the “three jars” method: one for saving, one for spending, and one for sharing (have them pick a cause that’s important to them). Kids with allowances and teens with income from a job should do some simple budgeting. Apps like Mint are pretty user-friendly.

## **Checking the weather forecast**

For easy early statistics instruction, look no further than the weather app on your phone or your local news station. Talk to kids about predictions based on data and how meteorologists forecast the weather. Have them look up weather phenomena they hear about and words they don’t know. Extend the learning by having kids create their own weather journal.

## **Building with LEGO**

LEGO bricks have STEM written all over them. Kids who build with LEGO sets learn to use basic materials to complete a task. And following those directions is no easy feat! They can even come up with their own ideas (a bridge! a skyscraper!) and use engineering concepts to bring it to life. LEGO bricks can also be used to teach all kinds of math concepts.

## **Playing card games**

Card games can help children learn everything from arithmetic and shape recognition to strategy and social skills. Many card games require serious critical thinking. Our favorites for the younger set include memory, old maid, and go fish. Older kids can learn more complicated games, such as rummy or pinochle.

## **Playing board games**

Board games have all kinds of benefits, such as learning the art of losing and winning gracefully, but they’re also a great brain booster.

Games like Chutes and Ladders and Candyland help our youngest learners with one-to-one correspondence. For kids struggling with language, games like Scrabble and Boggle can provide much-needed practice. Strategy games such as Settlers of Catan, Risk, and (of course) chess, get that frontal cortex working.

### **Doing puzzles**

Puzzles are a fun challenge and an incredible educational tool. Those big, chunky puzzles for little ones build hand-eye coordination, small muscle control, and spatial awareness. Jigsaw puzzles can help older kids with spatial reasoning and problem-solving. Because they require so much attention to detail, they can also promote a longer attention span.

### **Imaginative play**

There's no such thing as "just" playing. All play is learning. Imaginative play, such as dress-up, doll play, and role play, promotes creativity and emotional, social, and language development. And those skills are precursors to academic learning. Big kids can get in on the action (and benefits), too, with highly involved role-play games like Dungeons & Dragons.

### **Listening to music**

Music just makes everyone happier, but it's more than a dose of feel-good medicine (although, frankly, that should be reason enough). Research shows that pleasurable music is able to influence task performance. To get the full benefits of music, try to interact—singing, dancing, and clapping. In other words, you have full dance party permission.

### **Reading**

There's no such thing as too much reading. We have an unprecedented opportunity here to let kids fall in love with the written word. Let them read whatever they want: picture books, magazines, graphic novels, even nutrition labels. Why? Because the amount of free

reading done outside of school is positively correlated with growth in vocabulary, reading comprehension, and fluency.

### **Coloring, drawing, painting**

Trending adult coloring books tell us everything we need to know about the healing power of coloring. It's a great de-stressor for kids, too. On top of that, it improves motor skills and spatial awareness. Drawing and painting foster creativity at the same time they teach concepts like lines, shapes, colors, perspective, and forms.

### **Listening to podcasts or audiobooks**

Podcasts and audiobooks stimulate kids' imaginations (because there's no visual component) and can even improve their reading skills (listening while reading along can help with decoding). There are tons of entertaining podcasts for kids with an educational bent. Check out our list of best podcasts for kids.

### **Writing letters or emails**

Composing letters or emails is a great way to teach the mechanics of writing. Kids have to be thoughtful, plan out what they want to say, and figure out the best way to communicate that. Spelling and grammar must be correct for the recipient to understand.

### **Taking a walk**

Learning to take care of one's physical self is a critical part of any child's education. Taking a walk keeps kids healthy in both body and mind. If you want to make the experience more educational, make it a nature walk and have kids document their observations.

### **Cleaning and doing chores**

Participating in housework teaches those all-important life skills that will help kids to grow into independent adults. It also builds a strong work

ethic and time management skills. When kids have to figure out how to fit the dishes in the dishwasher or sort socks, they engage in problem-solving.

*Ex. 5. Answer the questions.*

What other tasks do you feel are everyday activities that count as learning opportunities? What activities do you prefer? What activities are the members of your family interested in?

## **UNIT 2. FAMILY**

*Ex. 6. Look at the title of the text and try to predict what the text will be about. Share your thoughts.*

*Ex. 7. Read and translate the text.*

### **Family Relations**

Family is an essential part of the society and it plays the most important role in everybody's life. It means that the most important people in our lives are our family members. Family is represented by a close unit of parents and children living together. I believe that everyone wants to have a happy family and good relations with all its members. In my opinion, a happy family should have mutual interests, hopes and dreams to share. Other important issues are love, trust and respect. No family can exist without love. Happiness is also impossible without love. When people love each other, they can overcome all the obstacles.

Unfortunately, modern couples often build their relations on some other values, such as money, social position, etc. They think that happiness will come itself and nobody has to make an effort. They are mistaken, as good family relations are impossible without mutual understanding and love. Children in the family also play an important role. To keep up ideal relations with parents they should be kind to them, trusting and understanding. They should share everyday joys and sorrows with their parents. Whenever, there is a difficult situation, parents are the first people to help them and find the way out. My family is not big. I live with my parents and my little sister. I think that we have ideal relations, as we never

quarrel with each other. Instead, we always treat each other with respect and love. If there is a problem, we talk about it and try to find the best possible solution.

*Ex. 8. Find in the text as many English equivalents as it is possible.*

Взаимоотношения, неотъемлемый, часть общества, члены семьи, единое целое, на мой взгляд, взаимные, разделять, составляющие, доверие, уважение, преодолеть все препятствия, ценности, социальное положение, прикладывать усилия, идеальные отношения, делить насущные радости, найти выход, ссориться друг с другом, найти оптимальное решение.

*Ex. 9. Learn the words and expressions below:*

father-in-law — тесть, свёкор

mother-in-law — теща, свекровь

son-in-law — зять

daughter-in-law — невестка

stepfather — отчим

stepmother — мачеха

stepson — пасынок

stepdaughter — падчерица

adopted child — приемный сын или дочь

widow — вдова

widower — вдовец

orphan — сирота

foster child — воспитанник, приемыш

adopted child — усыновленный ребенок

extended family — семья из нескольких поколений

aquaintance — знакомый

bosom friend — закадычный друг

be engaged to — быть помолвленной с....

break off the engagement — разорвать помолвку

fiancé and fiancée — жених и невеста

bride and groom — невеста и жених (новобрачные)

nice couple — приятная пара

single — одинокий (без пары)

bachelor — холостяк  
unmarried — неженатый  
make a proposal — сделать предложение (о вступлении в брак)  
marriage — брак, замужество  
be divorced — быть в разводе  
break up — разойтись  
run the house — вести хозяйство  
raise — поднимать (ставить на ноги)  
family reunion — воссоединение семьи

Do you live on your own? — Вы живете одна?

I live alone but I'm never lonely. (I never feel lonely.) — Я живу одна, но мне никогда не бывает одиноко (я никогда не чувствую себя одинокой).

Are you married? — Вы женаты? (Вы замужем?)

I've been married for 11 years. — Я женат уже 11 лет. (Изучить The Present Perfect Tense)

We got married 11 years ago. — Мы поженились 11 лет назад.

I married a student. — Я женился на студентке.

I am single. — Я не женат (замужем).

I am divorced. — Я разведен.

*Ex. 10. Read, translate and learn the dialogue by heart.*

— Your name is George Smith, isn't it?

— Yes, it is. I'm a designer. I live and work in New York. And what's your name?

— My name is Pete Black. I'm an editor. I live and work in Baltimore.

— Are you married?

— Oh, yes. I'm married and I've got two daughters.

— I've got two daughters, too: Rose and Kate. What are your daughters' names?

— They are Susan and Jane. Susan is nine years old and Jane is six. They both go to school. Do your daughters go to school?

— Sure. My wife Mary doesn't work now. She runs the house and looks after the children. Do you have any brothers or sisters?

— Unfortunately not. I'm an only child in the family. I've got a cousin who lives in Chicago. We are on friendly terms.

— I've got a sister. She is much younger than I am. I've seen very little of her lately.

*Ex. 11. Choose the right answer. Only one answer is correct.*

1. Your ( sister, cousin, aunt) is a girl or a woman who has the same parents as you.

2. Your (cousin, uncle, nephew) is the brother of your mother or father, or the husband of your aunt.

3. Your (mother- by-law, mother-of-law, mother-in-law) is the mother of your husband or wife.

4. Your (cousin, niece, nephew) is the daughter of your sister or brother.

5. Someone's (cousin, nephew, stepbrother) is the son of your sister or brother.

6. Both parents should take care (about, of, for) their children.

7. When she was on holiday, she (made, did, met) a lot of new friends.

8. They are (with love to, in love with, in love to) each other.

9. He is a very sociable person and gets (along, at, on with) all his friends and acquaintances (знакомые).

10. James (became, fell, got) madly in love with Helen the first time he saw her.

*Ex. 12. Choose the only right answer.*

1. He (married, got married, married with) his wife Jane 37 years ago.

2. Mr and Mrs Brown are a nice old (pair, couple, unite).

3. What is the secret of their happy (wedding, marrying, marriage)?

4. She was close to both of her parents and was shaken by their (divorce, parting, separating).

5. You should (bring up, grow up, raise) children to be generous, not selfish.

6. He is very much a (marriage, married, family) man and needs to be close to those he loves.

7. The marriage (event, ceremony, affair) took place in a small country church.
8. They were (parted, divorced, separated) three years ago.
9. I'm married (to, -, with) Ted's sister.
10. (A relative, A friend, An acquaintance) is someone who you know well and like, but who is not related to you.

*Ex. 13. Choose the right answer. Only one answer is correct.*

1. (An orphan, A foster child, An adopted child) is a child whose parents are dead.
2. Jack and Jill quarreled a lot and finally decided to (grow apart, quit, break up).
3. The wedding feast went on until midnight but the \_\_\_\_\_ and the \_\_\_\_\_ left before that (wife and husband, bride and groom, fiancé and fiancée).
4. He was still (alone, bachelor, lonely) at the age of 50.
5. James had known Sally for three years before he made (an offer, a suggestion, a proposal).
6. She (broke off, stopped, refused) her engagement.
7. A (widow, widower, widowed) is a man whose wife has died and who hasn't married again.
8. In high school, Mike didn't (have meetings, have appointments, make dates) with girls. He was too shy.
9. A (bosom friend, comrade, mate) is a very close friend who you rely on and trust the most.
10. Helen, I want to (divide, share, lead) my life with you! Will you marry me, darling?

*Ex. 14. Read and translate the text.*

### **Family Life in Britain**

The condition of the British family is a frequent topic throughout Britain today. A typical British family used to consist of mother, father and two children. But in recent years there have been many changes in family life. Some of them have been caused by new laws, others are the result of social changes. For instance, as the law made it easier to get a

divorce, the number of divorces has increased. In fact one marriage in every three ends in divorce, which gives rise to a lot of one-parent families. Society is now more tolerant of unmarried people, unmarried couples and single parents than it used to be some years ago. The majority of divorced people marry again and sometimes take responsibility for a second family.

Close relatives and members of a family groups — grandparents, aunts, uncles, cousins — keep in touch, but they see less of each other than they used to. This is because people often move away from their home town to work, and so the family becomes scattered. The traditional season for the family reunion is Christmas when relatives travel many miles in order to spend it together.

In general, each generation is eager to become independent of parents in establishing its own family unit, and this fact can bring about social as well as geographical differences within the larger family group. There are about 10 million old-age pensioners in Britain, of whom about 8% cannot live entirely independently. The government gives financial help in the form of a pension but it is becoming more and more difficult for the normal economy to support the increasing number of elderly people. Nowadays more than half of all old people are looked after at home. Many others live in Old People's Homes, which may be private or state owned.

Relationships within the family undergo certain changes. Parents treat their children more as equals than they used to, and children have more freedom to make their own decisions. The father is more involved in the process of bringing up children, mainly because the mother goes out to work. Due to increased leisure facilities and more money modern life provides wider opportunities for the individual to take part in activities outside the home. Although the family holiday, which is usually taken in August, and often abroad, is still an important part of family life. Many children have holidays away from home, often with school or college friends or other organized groups.

*Ex. 15. Answer the questions below:*

1. What are the differences between family relations in our country and abroad?
2. What are the similarities?

3. How can you describe the relations between your family members?

*Ex. 16. Read the text. Retell it.*

### **Family Relationship: Why Is It Important And How To Build It?**

A strong family is all that you need to fight all odds in life. No matter how the day has been for you, no matter how people must have behaved with you, and no matter the problems you have been facing, the smiling face of your spouse and children help you stay balanced.

But that trust and support do not come easily. They are built over the years with careful nurturing. A family constitutes people who are related to each other and share an emotional bond and similar values. Family members can be related by birth, marriage, or adoption.

Your immediate family includes parents, siblings, spouse, and children. And your extended family includes people you are related to, such as grandparents, cousins, aunts & uncles, nephews, nieces etc.

Families are of different sizes — nuclear (a couple and their children), joint (a couple, their children, grandchildren), blended (a couple, their children, and children from their previous marriages), etc.

A family is important because our mental growth, well-being, and stability all depend on our family. A family makes all its members feel safe and connected to one another. It provides us with the comfort of having people by our side during tough times, helping us to manage our stress. A family allows us to feel safe, protected, accepted and loved despite our shortcomings.

Families are the basic units that teach children about relationships. Children brought up in a healthy family will be able to form better bonds outside their home.

Strong relationships teach us how to build trust in others as family members share both good and bad times together. Conflicts in family teach children a respectful way to resolve problems in the future.

A strong family is all a person needs to become confident in life.

*Ex. 17. Make up 5 questions to the text. Ask your partner about the most important things which were mentioned in the text.*

*Ex. 18. Read and translate the text below.*

### **What Are The Characteristics Of A Strong Family?**

Each family is different. But all strong families have some common features.

A few of them are listed below:

Have good communication. A healthy family talks and listens to its every member. It encourages adults and children alike to have a say in the decision making, share their opinions, or talk about their expectations and disappointments. Share a feeling of togetherness. The members of the family share common beliefs and, therefore, feel connected to each other. This sense of similarity yields psychological affirmation and one has the satisfaction of being together with like-minded people.

Spend time with each other. They make sure to have at least one meal together every day. They enjoy playing, camping, dining out or simply discussing politics. They actively involve themselves in each other's lives but know where to draw a line.

Show care and affection to every member. The members have kind words to say each other. They accept you unconditionally but guide you on to the right path if you are deviating. With their care and affection, they make you feel belonged.

Lead by example. The elders follow what they teach the younger members of the family. The value system is set up by example. Support its members. The world might be against you, but your family is with you. It supports you in your fight, and lets you know they are with you in your decisions. A well-knit family does not discriminate between family members and responds to everybody's needs. See a crisis situation as an opportunity to grow. They strive to see something positive in all circumstances, helping you to cope with adverse situations without getting overwhelmed. Focus on every member's well-being. The family members work as a team to protect and provide for each other. Only the feeling of mutual love can motivate people into compromising on their comforts for the happiness of their family. Show resilience. Every family goes through ups and downs in their lives and share a painful experience together. But no distressing experience loosens the bond. The virtue of loyalty comes from a family.

Remember that all these virtues of a strong family do not come overnight. You need to work together for years to build a healthy family.

*Ex. 19. Make up a list of the things which seem to be the most important in the process of building a family of your dream.*

*Ex. 20. Read and translate the article.*

### **How To Build Strong Family Relationships?**

Here are some ways to build strong family connections:

#### **1. Spend quality time**

Set aside some time (maybe meal times) every day as family time, when you can talk about things and laugh together. Share family stories or ask everyday simple things to encourage conversation, such as “Hey, what did you do today in the school?”, “How are you finding your new Math teacher?”

Set aside one-on-one chat time for everyone in the family to foster your bond. It can merely be five minutes before going to bed, but this can bring every member close to one another.

Set some time apart exclusively for your partner.

#### **2. Maintain good communication with everyone in the family**

When your children or spouse want to talk, respect their need and listen to them with attention. Give them enough time to express themselves properly. Be approachable to talk about difficult things. Talking about feelings like anger or frustration or delicate issues should be welcomed instead of shunning them. Talking about them doesn't mean you are encouraging them but are helping solve the problem. Also be welcoming even for uncomfortable conversations. That is how people build trust that they can go to family with any issue.

Be ready for a spontaneous conversation with kids. They often talk about their feelings before going to bed or in the shower. Listen to them.

Be prepared to talk about matters of concern, especially with teenagers. Families find it difficult to discuss sex, alcohol, drugs or

finances with the younger members. However, it is through a conversation that you can address such matters.

Encourage non-verbal conversation through simple gestures like a warm kiss on the forehead every night before your children go to bed. It can relay your love to them.

### 3. Appreciate everyone in the family

Appreciate every member for performing their duties well. For example, praising and thanking a teenager for taking care of a younger sibling will make them feel important.

### 4. Acknowledge and celebrate each other's talents, differences and strengths

A good family always cherishes the uniqueness of each of its members and acknowledges their abilities and strengths. At the same time, they help each other correct their shortcomings.

### 5. Stay focused on the current problem

Do not bring up previous issues every time you have to address a problem. In that way, you can avoid unpleasantness and instead, focus on the issue at hand.

### 6. Work like a team

When your family works as a team, every member feels acknowledged for their contribution. Share household chores. Allow little children to participate in chores like picking up their toys or putting their shoes back.

### 7. Establish clear family rules

Make family rules that clearly mention how every member should behave and treat each other. For example, "We talk respectfully with everyone in our family," or "In our family, we help each other no matter what." Such small but clear rules can make the family stronger and peaceful.

### 8. Teach children to forgive and make amends

Healthy families teach its members how to apologize, and forgive others when someone makes a mistake. It teaches children to take

responsibility for their actions. Try to have fun family rituals, which are special to your family, to increase the sense of belongingness.

*Ex. 21. Start your short report with the following words “Most of us value our families but may not be aware of the significance of advancing our family ties. It takes time, dedication and hard work to raise a successful and happy family. But it is all worth the efforts...”*

*Ex. 22. What is your idea of a strong family? Let us know your opinion.*

### **UNIT 3. CHOOSING A CAREER**

*Ex. 23. Read and translate the text.*

#### **My Future Profession**

My future profession is a historian. Historians learn past. This profession is very important. Historians have many specializations. For example, they are divided into specialists in ancient history, medieval history and New Time history. Historians are also divided on fields of historical science. For example, there are specialists for emblems. One of the first heraldists was Francis Santi. Specialists for emblems have the task to make emblem for areas and peoples. There are also people who study primitive societies, there are archaeologists and paleontologists. They dig up antiquities, for example mammoths or dinosaurs. There are also specialists for sources and methodologists, they have task to research codification, and interpretation source. They determine when this source was written, who wrote it, if there is a true. Historians also work as archivists and museum workers. Their task is to preserve valuables, to classify them and to catalog. Historians work as teachers in schools and universities. There are also more narrow specializations, for example fashion historians or art historians, music historians, cinema historians.

Historian must have a range of skills which helps him in his work. There are skills: The ability to choose the right material for the study,

interpretation skills, the ability to properly tell the material and historian also should not afraid to speak in public. Historian must have the ability to write reports, articles and books. Besides, historian needs pedagogical skills. Some historians need knowledge and skills from other sciences because of their specialization, for example, biology, physics, mathematics, chemistry, anthropology. Historians can work in journalism and state structures; they may be officials and may be advisers. In addition historians can go after bachelor in other sciences, for example philosophy, political science, sociology. In general, skills, possessed by historians, are rather wide and can be applied in various fields.

*Ex. 24. Find the words below in the text:*

Специализация, Античная история, Средние века, Новое время, гербы, геральдист, примитивное общество, археолог, палеонтолог, мамонт, динозавр, источниковед, методологист, кодификация, интерпритация, источник, архивист, музейный работник, мода, историки искусства, выступать на публике, педагогические навыки, специализация, антропология, журналистика, государственные структуры, чиновник, советник, бакалавриат, политология, социология.

*Ex. 25. Read and translate the text*

### **My University Studies**

I'm in my second year of the Historical Faculty at Gomel State University. Our faculty was founded in 1997. At present students study here. I must say that I'm very interested in the subjects which I have chosen of all humanities as my future specialty. History was my favorite subject at school. I was fond of reading historical novels describing life, culture and political events in different countries of the world. It was shortly before leaving school that I made up my mind to enter this faculty and take up History seriously as my future profession.

History (from Greek 'historia') is a process of developing nature and society. History as a science studies the past of mankind in all its variety and concreteness. "Historia est magistra vitae", said an ancient philosopher.

There are many historical subjects in our programme: Ancient History, the Middle Ages, Russian and Regional History, Modern and Contemporary History, etc.

History interests me as a science because it helps people understand and explain the processes going on in various aspects of human life. It also helps people foresee the course of events in future. But it is impossible to study any particular period of history if one doesn't know a lot about what preceded it and what came after it.

Historians study and describe the historic events taking place in different epochs and in different countries. Their descriptions and analyses should be strictly objective and scientific.

If we look at the historic past we can see that the entire history of human society is that of wars and struggle for power, as well as people's revolts for better life and freedom. Wars in different times and in different countries, except just ones, were waged with the purpose of conquering other lands and peoples, with making profits on the resources of oppressed nations.

Since World War II a lot has been done by peace-loving nations to save the world from a new global catastrophe. But nobody managed to prevent local wars unleashed in different parts of the planet and taking away thousands of people's lives. Peace and peaceful co-existence remain the key problem of our epoch.

The profession of a historian is quite diversified. The graduates of our Faculty can work as teachers and research workers at secondary and higher schools, different museums and archives. Many of them have become scientists or have chosen public activity as their career.

Whether I shall make a good teacher or become successful in some other field of social life remains to be seen. But I'm sure that my knowledge received at the University will help me succeed in my future work.

*Ex. 26. Retell the text in 10 sentences.*

*Ex. 27. Read the following text and discuss it with your groupmates.*

### **What Is A History Teacher?**

A history teacher is an individual who teaches students about past **events**, generally at a high school or lower academic level. This **individual** teaches students about past civilizations, historical events,

cultures, and political structures. He **informs** students about such things as the languages and religious practices of people who lived long ago. He also **introduces** and **explains** past wars, rulers, and major changes in society. A history teacher also **covers** such things as past styles of dress, work, food, celebrations, and home life.

Some history teachers choose to teach at the elementary school level. In some places, history teachers may teach elementary school students such subjects as ancient history, world history, and local history. They may cover important wars, **rulers**, and historical events that changed the world or a **particular** region. In other places, however, elementary school teachers do not teach just one topic to their assigned class. Instead, they must teach other basic subjects, such as science, math, and writing, in addition to history.

History teachers may teach several history classes **per day**, each focused on a different area of history.

Often, history teachers who instruct in middle or **high school** teach history and nothing else. For example, a history teacher may teach several history classes per day at this level rather than remaining with one group of students for the entire day. Some teachers may teach just one history subject, such as world or **ancient history**, while others may cover several different history subjects over the course of one day, switching subjects each time a different group of students enters the classroom.

Some history teachers instruct students on a higher level, teaching history in college or graduate school. This type of history teacher is usually referred to as a history professor and covers highly specific history subjects. For example, a college-level history professor may teach **medieval** history, history of the Middle East, or European or American history. Some professors focus on one type of history or a specific time period while others teach a **variety** of courses and cover a range of historical time frames.

In most places, an individual needs a college degree in order to become a history teacher. For teaching in **elementary school**, an individual may need an education degree or a history degree with a minor in education. To teach in middle school or high school, teachers are usually expected to earn college degrees in a **history-related** subject. College professors typically earn advanced degrees in history, with many beginning their careers with Doctor of Philosophy (Ph.D.) degrees. Some

colleges may also hire instructors who have master's degrees, especially if they will be assisting other professors or teaching part time.

*Ex. 28. Translate the words in bold into Russian.*

*Ex. 29. Is there anything you can add? What qualities will make you a good teacher of History in future? Why did you make such a choice?*

## **UNIT 4. TECHNICAL PROBLEMS AND GLOBAL PROBLEMS OF THE HUMANITY**

*Ex. 30. Read and translate the text below.*

### **Global Problems Of Today**

People have lived in our planet Earth for centuries and global problems have always existed. In ancient times the biggest global problem was wars. People have been fighting with each other since beginning of the civilization mostly to get new territories and more land.

Today, there are more global problems which can be divided into two categories: ecological problems and social, economic and political issues. The first category includes issues relating to ecological destruction, pollution and global warming as the result. The climate is changing and many people agree that climate change may be one of the greatest threats facing the planet.

Global warming has already killed off some types of animals and plants. Rising sea levels are threatening whole nations on islands in the Pacific and Indian Oceans. The second category of global problems deals with social, economic and political issues. They include global terrorism, poverty, human rights, health issues, racism and many others.

We are faced with the problem of global terrorism. And more and more countries are suffering from it. It is difficult to catch terrorists and prevent their acts. The most terrible terrorist attack took place on September 11, 2001 in the USA. The World Trade Centre, one of the symbols of New York City, was destroyed completely and thousands of

people died. The world was shocked and most countries decided to fight against terrorism. However, new terrorist attacks have been committed.

Poverty is another global problem. The worst situation is in Africa where people (mostly children) die every day of hunger. The poor also have less access to health, education and other services. Incurable diseases and epidemics also are global challenge for humanity.

Another global problem is racism, when people of different races and different skin colour are humiliated and even killed. There are many organisations that fight social global problems, but this battle has lasted for a long time and it will take much time for the solution of all of them.

We live in the 21st century and humanity has made a great progress in technology, so I think that it is strange that we still have global problems, especially the ones that deal with social, economic and political issues.

I am sure that they can be solved completely without any conflicts or wars.

*Ex. 31. Translate into English:*

Века, древний, глобальный, цивилизация, категория, разрушение, загрязнение, глобальное потепление, повышение морских уровней, сталкиваться, самый ужасный, атака, совершаются, бедняк, меньший доступ, неизлечимые болезни, расизм, унижаемы, политические вопросы.

*Ex. 32. Retell the text in 6–10 sentences. Enumerate all the global problems mentioned in the text above.*

## **UNIT 5. GRAMMAR**

*Ex. 33. A Plural Noun Test*

1. What's the plural of child?
  - a) Children,
  - b) Childs,
  - c) Childrens.

2. What's the plural of sheep?

- a) Sheep,
- b) Sheeps,
- c) Ship.

3. What's the plural of dog?

- a) Dig,
- b) Dogs,
- c) Dogues.

4. What's the plural of lady?

- a) Ladys,
- b) Ladyes,
- c) Ladies.

5. What's the plural of boy?

- a) Boys,
- b) Boyes,
- c) Boies.

6. What's the plural of box?

- a) Boxs,
- b) Boxes,
- c) Boxies.

7. What's the plural of knife?

- a) Knifes,
- b) Knifies,
- c) Knives.

8. What's the plural of potato?

- a) Potatos,
- b) Potatoes,
- c) Potats.

9. What's the plural of woman?

- a) Womans,
- b) Womanes,
- c) Women.

10. What's the plural of mouse?

- a) Mice,
- b) Mouses,
- c) Mousies.

11. What's the plural of shop?

- a) Shopps,
- b) Shopes,
- c) Shops.

12. What's the plural of bush?

- a) Bushs,
- b) Bushes,
- c) Bushies.

13. What's the plural of wife?

- a) Wifes,
- b) Wives,
- c) Wifies.

14. What's the plural of book?

- a) Bookies,
- b) Bookes,
- c) Books.

15. What's the plural of baby?

- a) Babys,
- b) Babyes,
- c) Babies.

16. What's the plural of tooth?

- a) Tooths,
- b) Toothes,
- c) Teeth.

17. What's the plural of watch?

- a) Watchs,
- b) Watches,
- c) Watchies.

18. What's the plural of bus?

- a) Bus's,
- b) Buses,
- c) Busies.

19. What's the plural of foot?

- a) Foots,
- b) Footes,
- c) Feet.

20. What's the plural of wolf?

- a) Wolfs,
- b) Wolfes,
- c) Wolves.

*Ex. 34. Choose the right variant*

1. There are five... and fifteen... in the basket.

- a) Appls, plumes,
- b) Apples, plums,
- c) Appls, plums,
- d) Apples, plumes.

2. Peter has two...

- a) Childs,
- b) Childrens,
- c) Childes,
- d) Children.

3. Do... clean their ... ?

- a) Mouses, tooths,
- b) Mice, toths,
- c) Mice, teeth,
- d) Mouses, teeth.

4. How many... have two... got?

- a) Wifes, mans,
- b) Wifes, mens,

- c) Wives, man,
- d) Wives, men.

5. Mike needs five... of... for his party.

- a) Boxes, potatoes,
- b) Boxes, potato,
- c) Boxs, potatoes,
- d) Boxs, potatos.

6. There are many... in the library.

- a) Dictionarys,
- b) Dictionaries,
- c) Dictionaryes,
- d) Dictionares.

7. This... name is Bob.

- a) Man's,
- b) Men's,
- c) Mans,
- d) Men.

8. This is my... car and this is my... house.

- a) Parents', brothers,
- b) Parents', brother's,
- c) Parent's, brothers,
- d) Parent's, brother's.

9. He knows... but he doesn't tell us.

- a) The this book name,
- b) The book name,
- c) The name of this book,
- d) The book's name.

10. Do you like...?

- a) The windows of the house,
- b) The house windows,
- c) The house's windows,
- d) The windows of the house's.

*Ex. 35. Rewrite the sentences using the possessive case. Translate the sentences.*

This notebook belongs to Jane.  
These suitcases belong to our guests.  
This bedroom belongs to my son.  
These keys belong to Mark.  
This painting belongs to Picasso.  
These poems belong to Pushkin.  
This helicopter belongs to our boss.  
These dictionaries belong to the students.

*Ex. 36. Read the text below and guess who is who.*

George and Mary are married. They have 2 children: John and Laura.  
Mary has a sister, Kelly. George has a brother, Rob.

Mary is... wife.  
George is... father.  
Mary is... mother.  
John is... son.  
Laura is... daughter.  
John is... brother.  
Laura is... sister.  
Kelly is... aunt.  
Rob is... uncle.  
John is... nephew.  
Laura is... niece.

*Ex. 37. Choose the necessary article.*

1. On our journey to... France, we crossed... Atlantic Ocean.

- a) the, the,
- b) the, —,
- c) —, the,
- d) —, —.

2. What did you eat for... lunch?

- a) —,
- b) a,

- c) the,
- d) an.

3. Randy plays... violin, and Mark plays... hockey at... Boy's Club near... Times Square.

- a) the, the, the, the,
- b) the, —, —, the,
- c) the, —, the, —,
- d) —, —, —, —.

4. ... Queen Elizabeth II is... monarch of... Great Britain.

- a) the, the, the,
- b) —, a, —,
- c) —, the, —,
- d) the, the, —.

5. Scientists are willing to send... expedition to... Venus during... 2020s.

- a) the, the, the,
- b) an, the, —,
- c) an, —, —,
- d) an, —, the.

6. Clara's mother is in... hospital, that's why she didn't come to... work on Tuesday.

- a) the, the,
- b) —, —,
- c) the, —,
- d) —, the.

7. ...Florida State University is smaller than... University of Florida.

- a) the, the,
- b) —, —,
- c) the, —,
- d) —, the.

8. Nick is... doctor in... small hospital in London, His wife works as... nurse in... same hospital.

- a) a, —, the, —,
- b) the, a, the, the,

- c) a, the, a, the,
- d) a, a, a, the.

9. It was a tough voyage. We were at... sea for six weeks and had... nice time.

- a) –, –,
- b) the, a,
- c) –, a,
- d) the, –.

10. – I'd like to have... piano at home. – Can you play... piano?

- a) the, the,
- b) a, the,
- c) the, –,
- d) a, a.

11. Is there... church in... Brown Street?

- a) a, –,
- b) a, the,
- c) the, –,
- d) a, a.

12. I would like to go to China. I want to try... Chinese food and to learn... Chinese language. I've heard that... Chinese are very hospitable.

- a) the, the, the,
- b) –, the, the,
- c) –, –, the,
- d) –, the, –.

13. ...Andes are in... South America.

- a) the, –,
- b) –, –,
- c) The, the,
- d) –, the.

14. ...Mount McKinley is in... Alaska.

- a) the, –,
- b) –, –,

- c) the, the,
- d) –, the.

15. ...National Gallery is to... north of... London.

- a) –, the, –,
- b) the, –, –,
- c) the, the, –,
- d) the, the, the.

16. ...KFC is a chain of fast food restaurants. Their fast service is... means of attracting customers.

- a) the, a,
- b) the, –,
- c) –, the,
- d) –, a.

17. Where is... Sahara Desert?

- a) the,
- b) a,
- c) an,
- d) –.

18. What is... capital of... Italy?

- a) the, –,
- b) the, the,
- c) a, the,
- d) a, –.

19. On their way home they noticed... nasty car accident. ...yellow car ran straight into... white lorry.

- a) a, an, a,
- b) a, the, the,
- c) –, –, –,
- d) a, a, a.

20. Is... Indian Ocean bigger than... Atlantic Ocean?

- a) –, the,
- b) the, the,

- c) the, —,
- d) —, —.

*Ex. 38. Choose the necessary variant*

1. I can't imagine there is... on earth who can answer that question.

- a) anyone,
- b) nowhere,
- c) somewhere,
- d) something,
- e) everybody.

2. My purse is... in the kitchen but I'm not quite sure where.

- a) somewhere,
- b) anywhere,
- c) nowhere,
- d) everywhere,
- e) everything.

3. There isn't... food left but there are... drinks.

- a) any/—,
- b) some/some,
- c) some/any,
- d) any/any,
- e) any/some.

4. Please give me... interesting books to read if you have... .

- a) any/some,
- b) some/any,
- c) anything/any,
- d) any/something,
- e) some/something.

5. Let's go... today as I have a splitting headache.

- a) somewhere,
- b) nowhere,
- c) anywhere,
- d) everywhere,
- e) somehow.

6. He never puts... sugar in his coffee.

- a) anything,
- b) some,
- c) no,
- d) any,
- e) something.

7. — Hurry up! Ann may turn up at... moment.

— Stop being nervous. We have still... minutes left to tidy up the room.

- a) every/some,
- b) some/any,
- c) any/some,
- d) some/some,
- e) any/any.

8. Could you go to the store and buy... milk? We don't have... more.

- a) any/anything,
- b) something/some,
- c) anything/any,
- d) any/some,
- e) some/any.

9. — Why does Kate always go round with Sue?

— Because she doesn't know... .

- a) nobody,
- b) nothing,
- c) someone,
- d) no one,
- e) anybody.

10. We got home late. We were very tired and... went to bed at once.

- a) anybody,
- b) nobody,
- c) somebody,
- d) anything,
- e) everybody.

11. I can't find my watch... I've looked for it...

- a) nothing/anything,
- b) something/everywhere,
- c) everywhere/nowhere,
- d) anywhere/everywhere,
- e) anybody/nobody.

12. «But I can't do... for him», — the girl told... friend.

- a) somebody/their,
- b) anything/her,
- c) something/any,
- d) theirs/nothing,
- e) anybody/no.

13. It is the pride of many people never to have... time.

- a) anything,
- b) some,
- c) no,
- d) any,
- e) none.

14. There was... snakelike in the boy's black eyes.

- a) someone,
- b) something,
- c) some,
- d) anything,
- e) none.

15. She felt the nameless... that made her stop.

- a) anybody,
- b) nothing,
- c) everybody,
- d) anything,
- e) something.

16. I never have... for breakfast but a cup of hot milk.

- a) someone,
- b) nothing,

- c) anything,
- d) everything,
- e) anyone.

17. Can you give me... to eat? I'm very hungry.

- a) anything,
- b) nothing,
- c) what,
- d) someone,
- e) anybody.

18. I didn't want to think about... else but English.

- a) nothing,
- b) someone,
- c) anything,
- d) everywhere,
- e) nobody.

19. He always looks unhappy. ....in the world can please him.

- a) anybody,
- b) something,
- c) nothing,
- d) anything,
- e) someone.

20. Have you packed... ?

- a) anybody,
- b) someone,
- c) everybody,
- d) everything,
- e) nobody.

*Ex. 39. Choose the correct variant*

1. 145... live in the Russian Federation.

- a) millions people,
- b) millions of people,
- c) million of people,
- d) million people.

2. ... are starving in the world today.  
a) Thousands people,  
b) Thousands of people.
3. You are... who asks me this stupid question.  
a) fifth,  
b) the fiveth,  
c) the fifth,  
d) five.
4. Two... of my income I spend on my pet's food.  
a) twelve,  
b) twelfth,  
c) twelves,  
d) twelfths.
5. Every... person in our company is not satisfied with his salary.  
a) three,  
b) the third,  
c) third.
6. Ok! See you on... of April.  
a) the twentieth-seventh,  
b) twenty-seven,  
c) the twenty-seventh.
7. It is... hit. I like such songs.  
a) his the third,  
b) his third,  
c) the third his.
8. ...of the territory is covered with ice.  
a) one thirds,  
b) one third.
9. This bouquet costs... dollars!  
a) two hundreds,  
b) two hundred,  
c) two hundred of.

10. Two thirds of my work... dedicated to the theory of the subject.

a) are,

b) is.

11. Two... two is four.

a) on,

b) to,

c) by.

12. I need... of your annual turnover.

a) three-nineths,

b) three-ninths,

c) three-nine.

13. So, this will be two... five.

a) point,

b) comma.

14. ...can save the situation.

a) ten percent,

b) ten percents.

15. A fortnight means... weeks.

a) two,

b) three,

c) four.

16. ...we need to think this problem over.

a) the first of all,

b) first of all.

17. Have you ever experienced love... ?

a) first sight,

b) at the first sight,

c) at first sight,

18. The length of this avenue is 5 kilometers... four hundred... fifty meters.

a) and ... and,

- b) and ...,
- c) ... and.

19. I wonder what the world will be at the end of... century?

- a) twenty one,
- b) the twentieth-first,
- c) the twenty-first.

20. Personally, I prefer music of... .

- a) nineteen seventys,
- b) the nineteen seventies,
- c) the nineteen seventeens.

*Ex. 40. Guess the tense*

1. Next February I will visit Japan.

- a) Simple Future,
- b) Future Continuous,
- c) Future Perfect,
- d) Future Perfect Continuous.

2. Class starts at 7 o'clock.

- a) Simple Present,
- b) Present Continuous,
- c) Present Perfect,
- d) Present Perfect Continuous,
- e) Future Perfect.

3. Even if you don't want to, you will be studying English until you finish college.

- a) Future Perfect Continuous,
- b) Future Perfect,
- c) Simple Future,
- d) Future Continuous.

4. Upon my arrival home yesterday, I sat on the sofa, watched TV and fell asleep within 20 minutes.

- a) Past Continuous,
- b) Past Perfect Continuous,
- c) Past Perfect,
- d) Simple Past.

5. Even when other kids pick on him, Jin-su is always smiling.

- a) Present Continuous,
- b) Present Perfect,
- c) Present Perfect Continuous,
- d) Simple Present.

6. These days, the rain forests are being destroyed, which is a major contributor to global warming.

- a) Present Continuous,
- b) Simple Present,
- c) Present Perfect,
- d) Present Perfect Continuous.

7. I was getting bitten by mosquitoes all night, so I decided to just wake up.

- a) Past Perfect Continuous,
- b) Past Continuous,
- c) Past Perfect,
- d) Simple Past.

8. At 3 in the morning, the mosquitoes will be being attacked with my new bug repellent.

- a) Future Perfect Continuous,
- b) Simple Future,
- c) Future Continuous,
- d) Future Perfect.

9. Will you come to my house next week?

- a) Future Continuous,
- b) Future Perfect,
- c) Future Perfect Continuous,
- d) Simple Future.

10. The chocolate was eaten by me.

- a) Simple Past,
- b) Simple Present,
- c) Past Continuous,
- d) Past Perfect.

11. At least twice a day, my patience is tested by middle school students.

- a) Present Perfect,
- b) Simple Present,
- c) Present Perfect Continuous,
- d) Present Continuous.

12. The chocolate was eaten by me.

- a) Simple Past,
- b) Simple Present,
- c) Past Continuous,
- d) Past Perfect.

13. By January 2010, Jin-su will have studied English for five years.

- a) Future Perfect Continuous,
- b) Future Continuous,
- c) Future Perfect,
- d) Simple Future.

14. The students will have graduated college by 2020.

- a) Future Continuous,
- b) Past Perfect,
- c) Future Perfect,
- d) Simple Future,
- e) Future Perfect Continuous.

15. The mosquitoes had been sucking blood from my forehead for nearly two hours before I finally woke up.

- a) Present Perfect Continuous,
- b) Past Perfect,
- c) Past Perfect Continuous,
- d) Simple Past,
- e) Past Continuous.

16. The fantastic music of Dong Bong Stinky had been being played on the radio for years before finally someone destroyed the radio station.

- a) Past Perfect,
- b) Simple Past,
- c) Past Continuous,
- d) Past Perfect Continuous.

17. Because of the cold weather, lately Jin-su has been feeling tired.

- a) Present Perfect Continuous,
- b) Present Perfect,
- c) Simple Present,
- d) Present Continuous.

18. I have heard the music of M.C. Mong and I like it.

- a) Present Perfect,
- b) Past Perfect,
- c) Simple Past,
- d) Present Continuous,
- e) Past Continuous.

19. Jin-su had had that same purple t-shirt with white stripes for 6 years.

- a) Past Perfect Continuous,
- b) Past Continuous,
- c) Past Perfect,
- d) Simple Past.

20. By the end of this class, you will have taken a difficult verb tense quiz.

- a) Simple Future,
- b) Future Continuous,
- c) Future Perfect Continuous,
- d) Future Perfect.

## СПИСОК ЛИТЕРАТУРЫ

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