**МІНІСТЕРСТВО ОСВІТИ І НАУКИ УКРАЇНИ**

**ПРИКАРПАТСЬКИЙ НАЦІОНАЛЬНИЙ УНІВЕРСИТЕТ ІМЕНІ ВАСИЛЯ СТЕФАНИКА**

**КАФЕДРА ІНОЗЕМНИХ МОВ**

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***Збірник***

***завдань фахового спрямування з англійської мови для самостійної роботи студентів-філологів***

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Навчальний посібник фахового спрямування призначений для студентів– філологів для удосконалення знань професійної термінології. Тексти завдань складені на матеріалі оригінальних англійських і американських джерел фахової літератури , деякі з них – адаптовані. Це забезпечує автентичність як змісту , так і термінології. Добірка вправ дозволяє здійснювати тематичний тренінг ,враховуючи мотивацію навчання та розвивати комунікативні та перекладацькі навички та уміння під час самостійного вивчення професійно-орієнтованої англійської мови. Розраховано для студентів усіх форм навчання.

**Передмова**

Соціальна мобільність і багатомовність у Європі, інтенсивний розвиток інформаційної бази науки і техніки змушують переглянути вимоги до висококваліфікованого фахівця.

Виконання завдань, що постали перед вищою школою, вимагає пошуку шляхів удосконалення навчально-виховного процесу, розроблення нових методів та організаційних форм взаємодії викладача і студента. Разом з тим самим життя доведено, що тільки ті знання, до яких студент прийшов самостійно, завдяки власному досвіду, думці та діям, стають справді міцним його здобутком.

Звідси виникає потреба у забезпеченні не тільки високого рівня професійних знань і вмінь студентів, але й у формуванні творчої особистості майбутнього фахівця, здатного до самовдосконалення і самоосвіти.

Крім формування комунікативної компетенції студентів у процесі навчання іноземних мов, студент також має можливість формувати навички спілкування з іншими людьми, важливі не лише для професійної діяльності, але й для повсякденного життя. Адже одна з основних стратегій навчання іноземної мови – надати знання і вміння як вести діалог, спілкуватися, висловлюватися з будь – якої теми, слухати , аналізувати почуте, знаходити необхідну інформацію і використовувати її у певній ситуації .

**“As s branch of the vine**

**Cherish the language…**

**Cleaner than a tear**

**Let it be.”**

***(Maxym Rylskyi)***

**Text1**

1. **Read and translate the text:**

**THE UKRAINIAN LANGUAGE**

The Ukrainian Language is the second most widely spoken language of 12 surviving members of the Slavic group of the large Indo-European language family.   
 Ukrainian is represented basically by a set of dialects, some of which differ significantly from the others. Generally, however, dialectical divisions in Ukrainian are not so strong as they are, for example, in British English or German. Traditionally, scholars have divided Ukrainian dialects into three main groups, northern, southwestern, and southeastern. Standard Ukrainian is built on this dialectal foundation. It is the only form of Ukrainian taught in school and used in literature. The standard language is based mainly on the Poltava-Kyiv dialects of the southeastern group.  
 The status of the Ukrainian language on Ukrainian territories was defined, except during Ukraine's brief period of independence, by foreign powers. The role of the Ukrainian language was restricted. In the former USSR, for example, there was no special legislation on language; Russian was the only language of government. Ukraine's constitution of 1937 guaranteed the use of Ukrainian in the schools.  
 On 28 October 1989 the Supreme Soviet of the UkSSR passed the law "On languages in the Ukrainian SSR", which gives official status to Ukrainian and provides its introduction in the legislation, ministry, civil organizations and enterprises, the court system, international treaties and agreements, the school system from kindergarten to higher educational institutions, scientific publications and the mass media.

Now Ukraine is an independent, the Ukrainian language,traditions and culture are being revived. Ukrainian is the official state language; it is being studied and is the subject of academic research.

**Vocabulary to the text:**  
-to trace – простежувати, знаходити сліди, ознаки

* notably [' noutabli]– значно, помітно
* standard –літературна мова
* to face to – бути готовим зустріти щось

persecution[pə:si 'kju:ſn]- переслідувати

* ban – заборона

to survive [sə'vaiv]– виживати, уціліти

* to exterminate [eks' tə:mineit] – винищувати, викорінювати
* ruling – правлячий
* torevive [vi' vaiv] –відроджуватися, повертати до життя

1. **Answer the questions** :

1. Which dialect is standard Ukrainian based on?  
2. When did the most noted political interference in the Ukrainian language occur ?  
3. Why did the language survive?  
4.Why is it difficult to trace the formation of the language?.  
5. Why was the status of the Ukrainian language defined by foreign powers?  
6. Is it hard to form an undisputable theory of the history of the language?

**Text 2**

1. **Read and translate the text:**

**WHAT DOES MY LANGUAGE MEAN FOR ME?**

I’d like to start, saying that language is a concept, special and individual for each person. In the world these is no such a person, who has not a native language. It is clear that every nation speaks different languages, but this is not surprising.

As for me,my native languages is the language of lullaby, that my mother sang me, when I was a child. This is the language which I speak every day and the language which will be spoken by my children. Ukrainian is the native language for me and I am proud of it, because this language is poetic, rich and melodious!

The Ukrainian language took the difficult way to its formation. It was humiliated and oppressed, trampled in a mud for a long time. This period was, when my native language was considered«not-existent». But it passed through all the obstacles, survived and it was not broken! As a result we can speak Ukrainian free. Today the Ukrainian language is becoming more and more popular and it is fashionable to speak it.

More over, Ukrainian is not only a means of communication, it is also a shine, which should be kept of as an apple of the eye, because people without it lose their value. We know that a nation will not survive without a language. It should be in our hearts, because it is an integral part of the people and the state.

Everyone treats his or her language differently. Someone is proud of it, the other is ashamed of it and there are people who treat it with indifference. But this indifference does not lead to a good end. So, we must value, be proud and protect our national shrine – the language, because without any reason it took such a hard way not to be forgotten and dishonored!

As for me,the Ukrainian language means a lot, because my ancestors spoke it from ancient times. It is transmitted from generation to generation as a precious treasure. I wish that the Ukrainian language will be honored by us, because we are Ukrainians, the worthy citizens of our state. I hope that Ukrainian will become more and more popular!

**Vocabulary to the text:**

tohumiliate [ hɉu:ˈlɪet] – принижувати

tooppress [əˈpres ] – пригнічувати, пригноблювати

alullaby [ˈlʌlɪbɪ ] – колискова

aconcept [ kɔnsǝpt ] – поняття

to trample – топтати

ashrine [ʃrain] святиня

tosurvive [ sǝˈvaiv ] – виживати, існувати

anancestor [ˈǣnsəstə ] - предок

precious [ preʃǝs ] - коштовний

treasure [ˈtreƺə ] – скарб, цінна річ

worthy [ wə:ɔɪ ] – достойний, гідний

**Topics for discussion :**

1.The native language is a special and individual concept for everybody.

2.My mother tongue is a shrine for me.

3.We should enrich and save our native language.

**TranslateintoEnglish:**

1.Для мене рідна мова – це мова колискової , яку у дитинстві мені співала матуся.

2.Це мова , якою я спілкуюся кожен день.

3.Це мова, якою розмовлятимуть мої діти та онуки.

4.Українська – це моя рідна мова і я цим пишаюся!

5.Моя рідна мова пройшла важкий шлях свого становлення.

6.Але вона пройшла через усі перешкоди, вистояла і не зламалася

7.Для мене українська - це не тільки засіб спілкування,це ще й святиння,яку треба оберігати все життя.

**Text 3**

1. **Read and translate the text:**

**THE UKRAINIAN LANGUAGE – FOR FOREIGN SPEAKERS**

This is the only official language of Ukraine. More than 44 millions of people speak this language, including Ukrainian diaspora in the United States, Canada, Australia, Brazil and other countries. It is among of the top of three of the most beautiful language in the world. People agree that the Ukrainian language reminds the nightingale’s song. It is rich on different synonyms and meanings, and linguists counted more than **5 millions** of them. It gives to this language a wide diversity andversatility. People have an opportunity to choose the most appropriate word to describe the wish and like.

There are lots of controversies about the birth of the Ukrainian language. However, we can definitely say that Ukrainian takes its roots from the **Proto-Slaviclanguage**, that was formed in the first century BC. However, its own history Ukrainian started approximately in the sixth century AD. Ukrainian inscriptions were found on monuments in eleven-twelve century. Kiev (Kyiv), the capital of Ukraine, is the historical center of the Ukrainian language. Here Ukrainian culture, science and education were born.

A lot of people from all over the world come to Ukraine to learn this language and to find out more about its culture. As all Slavic languages, Ukrainian is difficult to learn for foreign people. There is a difficult grammar and some sounds are almost impossible for foreigners to pronounce. About 4 mln foreigners learn Ukrainian.

Nevertheless, the Ukrainian language becomes more popular in the world for these past years. And there are different reasons why people want to learn it. For example, it can be thanks to the beauty and ancient history or because of the favorite Ukrainian football players. Whatever the reason is , it means that Ukrainian is a required language. The recent surveys show that among all Slavic languages, Ukrainian is **on the third place** of the languages that people choose for learning, and on the 22nd place among all languages in the world.

If you can speak Ukrainian, you can easily understand Polish, Czech or other Slavic language.

**Vocabulary to the text:**

* versatility [ˌvɜːsəˈtɪləti ] – різнобічність
* nightingale [ ˈnaɪtɪŋɡeɪl] – соловей
* diversity [daɪˈvɜːsiti] – різноманітність, відмінність
* approximately [ əˈproksɪmitli] – приблизно, майже
* survey [ˈsɜːveɪ] – огляд, спостереження

1. **Answer the questions to the text:**

1. Why is the Ukrainian language among the top of three beautiful languages?

2. What does the Ukrainian language remind?

3. Where does Ukrainian take its roots from?

4. Why is it difficult to learn it for foreigners?

5. Why do people all over the world want to learn the Ukrainian language?

1. **Learn by heart these proverbs and sayings:**

1. A new language – a new world.

2. So many languages you know, so many time you are a person.

3. He, who isignorant of foreign languages, knows not his own.

**Text4**

1. **Read and translate the text:**

**THE UKRAINIAN DIASPORA**

Ukrainian is spoken by approximately 36,894,000 people in the world. Most of the countries where it is spoken are ex-USSR where many Ukrainians have migrated. Canada and the United States are also home to a large Ukrainian population. Broken up by country (to the nearest thousand);

Ukraine 31,058,000

Russia 4,363,000 (1,815,000 according to the 2002 census)

Kazakhstan 898,000

United States 844,000

Moldova 600,000

Brazil 300,000

Canada 200,525 67,665 spoken at home in 2001. 148,000 spoken as "mother tongue" in 2006 Ukrainian is the official language of Ukraine. The language is also one of three official languages of the breakaway Moldovan republic of Transnistria.

Ukrainian is also co-official, alongside Romanian, in ten communes in Suceava County, Romania (as well as Bistra in Maramures County). In these localities, Ukrainians, who are an officially recognized ethnic minority in Romania, make up more than 20% of the population. Thus, according to Romania’s minority rights law, education, signage and access to public administration and the justice system are provided in Ukrainian, alongside Romanian.

Research conducted by Ukrainian Book Trade Project in 2006 shows that 60% of books published in Ukraine are in Russian language and 38 are in Ukrainian, with Western Ukraine being the only region, where books in Ukrainian are more popular than books in Russian.

**Vocabulary to the text:**

- adjacend [ əˈdʒeɪ.sənt ] – сусідній, прилеглий

- to approach [ əˈprəʊtʃ ] – звертатися, наближатися

- transitional [ trænˈzɪʃ.ən.əl ] - перехідний

- descendant [ dɪˈsen.dənt ] – нащадок, потомок

- slope - спад, нахил

- reminiscent [ ˌrem.ɪˈnɪs.ənt ] - мемуарист

- gradual [ ˈɡrædʒuəl ] – послідовний

**Text 5**

1. **Read and translate the text:**

**THE UKRAINIAN DIASPORA IN CANADA**

The term “diaspora” means those Ukrainians who reside abroad.Nowadays every third Ukrainian lives beyond Ukraine.The greatest number of people of the Ukrainian origin (almost 2 million)live in the USA; one million people live in Canada and half a million live inPoland and Romania.

The first Ukrainians came to Canada on the 7th of September, 1891.They were Ivan Pylypiv and Vasyl Jelenyak from the village of Nebyliv,Western Ukraine. Their life in this country was very difficult because they wereoften discriminated and exploited. These first immigrants were illiterate Ukrainian peasants and they mostly went infor farming.

The second and third waves consisted of better educated people, whobegan to work in various sectors of Canadian economy.The last wave of the Ukrainian immigrants to Canada are well educatedpeople, who have graduated from colleges and universities.So they work in business or industry, services or universities.The Canadian Ukrainians try to preserve their cultural traditions. There are many Ukrainian churches, amateur art groups, communitycentres and museums, which preserve Ukrainian cultural legacy.The Ukrainian language is taught at 12 universities and at some schools. There are several Ukrainian publishing houses in the country, too.In Canadathere are monuments to such prominent Ukrainians as TarasShevchenko, Lesya Ukrainka, Ivan Franko and Vasyl Stefanyk.

The Ukrainian community in Canada is one of the largest and best organized communities in the country.

**Vocabulary to the text:**

* to reside – проживати
* origin – походження
* to exploit – експлуатувати
* illiterate – неписьменний, неграмотний
* publishing house – видавництво
* community – община
* to preserve – зберегти
* valiant [ ˈv æ l i ə n t ] – хоробрий

1. **Answer the questions:**
2. What does the term “diaspora” mean ?
3. Whore were the first Ukrainians that came to Canada ?
4. Why was their life too difficult there ?
5. Where did first emmigrants work ?
6. Why do the waves of emmigration differ from ?
7. Where is the Ukrainian community the largest one ?
8. Have modern emmigrants found the second Motherland abroad ?
9. **Learn by heart these proverbs and sayings :**

**Do you agree with them ?**

1. East or West, home is best. / There is no place like home.
2. My home is my castle.
3. Every dog is valiant at his own door.
4. Every country has its customs. / To many countries so many customs.
5. Home is where the heart is.
6. The grass is always greener on the other side of the road / hill.

**Text 6**

1. **Read and translate the text:**

**UKRAINIAN DISSIDENT WRITERS OF THE 1960s TO 1980s**

The dissident movement came into existence in the USSR after the death of Joseph Stalin. It protested against violations of the law by organs of the state and demanded national and human rights. In Ukraine, as in other republics of the USSR where national oppression was keenly felt, the dissident movement represented a struggle against the violation of the republic’s rights of sovereignty by the central government and the Communist Party, a resistance to colonization by foreign elements, and a protest against the destruction of cultural monuments, the falsification of the history of Ukraine, and generally against the policies of Russification. In Ukraine de-Stalinization saw the emergence in the 1960s of young and talented prose writers, poets, artists, and intellectuals known as the shistdesiatnyky. As harbingers of the idea of creative freedom, these individuals became symbols of the Ukrainian national renaissance. However, dissident activities in Ukraine constantly elicited repressive measures on the part of the regime. The first extensive wave of arrests and trials took place in 1965-6. The second wave occurred between January and April 1972, when many of the prominent shistdesiatnyky writers, scholars, and artists who refused to conform to the government pressure and accept the strictures of Communist Party control were arrested and imprisoned. The included : Yevhen Sverstiuk, Ivan Svitlychny, Nadiia Svitlychna, Mykhailo Osadchy, Mykola Horbal, Nina Strokata, Vasyl Stus, Stefaniia Shabatura, Ihor Kalynets, Iryna Kalynets, and many others. They were tried for anti-Soviet agitation and propaganda and given harsh prison sentences. Banned by the Party censorship their literary works could appear only in the illegal samvydav ( samizdat) editions or be smuggled abroad and published by émigré publishing houses. Most dissident writers were active in protests and hunger strikes in the Soviet prison camps; many became members of the Ukrainian Helsinki Group whose purpose was to monitor the implementation of the human rights provisions of the Helsinki Accords, signed in August 1975: freedom of conscience, the free flow of information, and freedom of travel. Some writers , including the prominent poet Vasyl Stus, died in a prison camp of the Gulag.

**Vocabulary to the text:**

* violation [ ˌv a ɪ ə ˈl e ɪ ʃ (ə) n ] – насильство, зневажання
* oppression [ əˈ p r e ʃ (ə) n ] – гніт, приниження, гноблення
* emergence [ ɪˈ m ə ː d ʒ ə n s ] – поява, прояв
* renaissance [ r ɪˈ n e ɪ s (ə) n s ] – Ренесанс, епоха Відродження
* to elicit [ɪˈlɪsɪt] – виявляти, добиватися
* prominent – відомий, видатний
* harsh [ h ɑ ː ʃ ] – суворий, різкий, брутальний
* sentence – вирок
* to ban [ b æ n ]- забороняти
* harbinger(s) [ h ɑ ː b ɪ n d ʒ ə ]- провісник, передвісник
* resistance – опір
* to conform (to) [ k ə n ˈ f ɔ ː m ]- пристосовувати (до чогось), підкорятися

1. **Answer the questions to the text :**

1. When did the dissident movement come into existence in the USSR ?

2. What did the dissident movement represent ?

3. Who became the symbols of the Ukrainian national renaissance ?

4. What did the prominent individuals refuse to conform to ?

5. What was the purpose of the Ukrainian Helsinki Group ?

1. **Give English equivalents to the following :**

* сувора критика, осудження
* національне гноблення
* суворий тюремний вирок
* концентраційний табір
* арештовувати і ув’язнювати
* репресивні заходи
* з’являтися, виникати
* сильно відчувати / сприймати

**Text 7**

1. **Read and translate the text:**

**UKRAINIAN DIALECTS  
*Northern (Polissian) dialects:***

Eastern Polissian is spoken in Chernihiv (excluding the southeastern districts), in the northern part of Sumy, and in the southeastern portion of the Kiev Oblast as well as in the adjacent areas of Russia, which include the southwestern part of the Bryansk Oblast (the area around Starodub), as well as in some places in the Kursk, Voronezh and Belgorod Oblasts. No linguistic border can be defined. The vocabulary approaches Russian as the language approaches the Russian Federation. Both Ukrainian and Russian grammar sets can be applied to this dialect. Thus, this dialect can be considered a transitional dialect between Ukrainian and Russian.

Central Polissian is spoken in the northwestern part of Kiev Oblast, in the northern part of Zhytomyr and the northeastern part of the Rivne Oblast.

West Polissian is spoken in the northern part of the Volyn Oblast, the northwestern part of the Rivne Oblast as well as in the adjacent districts of the Brest Voblast in Belarus. The dialect spoken in Belarus uses Belarusian grammar, and thus is considered by some to be a dialect of Belarusian.

***Southeastern dialects:***

Middle Dnieprian is the basis of the Standard Literary Ukrainian. It is spoken in the central part of Ukraine, primarily in the southern and eastern part of the Kiev Oblast). In addition, the dialects spoken in Cherkasy, Poltava and Kiev regions are considered to be close to "standard” Ukrainian.

Slobodan is spoken in Kharkiv, Sumy, Luhansk, and the northern part of Donetsk, as well as in the Voronezh and Belgorod regions of Russia.This dialect is formed from a gradual mixture of Russian and Ukrainian, with progressively more Russian in the northern and eastern parts of the region, Thus, there is no linguistic border between Russian and Ukrainian, and, thus, both grammar sets can be applied. This dialect is a transitional dialect between Ukrainian and Russian.

A Steppe dialect is spoken in southern and southeastern Ukraine. This dialect was originally the main language of the Zaporozhian Cossacks.

A Kuban dialect related based on the Steppe dialect is often referred to as Balachka and is spoken by the Kuban Cossacks in the Kuban region in Russia by the descendants of the Zaporozhian Cossacks, who settled in that, area in the late eighteenth century. It was formed from gradual mixture of Russian into Ukrainian. This dialect features the use of some Russian vocabulary along with some Russian grammar. There are 3 main variants which have been grouped together according to location.

***Southwestern dialects:***

Boyko is spoken by the Boyko people on the northern side of the Carpathian Mountains in the Lviv and fvano-Frankivsk Oblasts. It can also be heard across the border in the Subcarpathian

Voivodeship of Poland

Hutsul is spoken by the Hutsul people on the northern slopes of the Carpathian Mountains, in the extreme southern parts of the Ivano-Frankivsk Oblast, as well as in parts of the Chernivtsi and

Transcarpathian Oblasts,.

Lemko is spoken by the Lemko people, whose homeland rests outside the borders of Ukraine in the Presov Region of Slovakia along the southern side of the Carpathian Mountains, and in the southeast of modern Poland, along the northern sides of the Carpathians.

Podillian is spoken in the southern parts of the Vinnytsia and Khmelnytskvi Oblasts, in the northern part of the Odessa Oblast, and in the adjacent districts of the Cherkasy Oblast, the Kirovohrad Oblast and the Mykolaiv Oblast.

Volynian is spoken in Rivne and Volyn, as well as in parts of Zhytomyr and Ternopil. It is also used in Cheim in Poland

Pokuttia (Bukovynian) is spoken in the Chemivtsi Oblast of Ukraine. This dialect has some district vocabulary borrowed from Romanian.

Upper Dniestrian is considered to be the main Galician dialect, spoken in the Lviv, Ternopil and Ivano-Frankivsk Oblasts. Its distinguishing characteristics are the influence of Polish and the German vocabulary, which is reminiscent of the Austro-Hungarian rule. Some of the distinct words used in this dialect can be found here.

Upper Sannian is spoken in the border area between Ukraine and Poland in the San river valley.

The Rusyn language is considered by Ukrainian linguists to be also a dialect of Ukrainian.

Dolinian Rusyn or Subcarpathian Rusyn is spoken in the Transcarpathian Oblast.

Pannonian or Backa Rusyn is spoken in northwestern Serbia and eastern Croatia. Rusin language of the Backa dialect is one of the official languages of the Serbian Autonomous Province of Vojvodina.

Pryashiv Rusyn is the Rusyn spoken in the Presov (in Ukrainian: Pryashiv) region of Slovakia, as well as by some emigre communities, primarily in the United States of America.

1. **Answer the questions:**

1. Which dialect can be considered a traditional dialect between Ukrainian and Russian?

2. Which dialect is the closest to «standard» Ukrainian?

3. Which dialect was the main language of the Cossaсks?

4. What are the distinguishing characteristics of the Galitsian dialect?

**Text 8**

1. **Read and translate the text:**

**CONTRASTIVE PHONETICS OF THE ENGLISH AND UKRAINIAN LANGUAGES**

The aim of contrastive method is the comparison of the structures of two languages for distinguishing the divergent and common features in their vocabulary and structure. The contrastive two-language grammar and researches are very useful for translators, editors, linguists. The common features in grammatical and lexical structures of Ukrainian and English are explained by the fact that these languages belong to one family of Indo-European languages. And at the same time in grammatical and phonetic structures of these languages there are many differences which have their own reasons. These languages have been developing and develop now due to their own specific laws. During the long history of Ukrainian and English languages the people who speak these tongues didn’t verge with each other not only territorially but even cultural, political and economical ties between these countries were not direct. That is why these languages couldn’t influence each other.

The aim of contrastive phonetics is to identify and investigate the isomorphic and allomorphic features of the speech sounds within the sound systems of languages under contrasted investigation. In the sound system of Ukrainian and English languages we can come across the sounds which are common and divergent. But even similar sounds can not be considered to be identical. In each language the sound articulation coordinates in the peculiar system which is not repeated in the other language. Because of that, when contrasting the phonetic structure it is more important to emphasize the differences that the common features, as they create the reciprocal learning. English system of vowel phonemes consists of 12 monophthongs and 9 diphthongs. Ukrainian language uses only 6 vowel monophthongs. The system of vowel phonemes is characterized by simplicity. Both English and Ukrainian vowels may be contrasted on the basis of some common principles, the main of which position of the bulk of the tongue.

The main difference of English system of vowels is that there are some phonemes which are differentiated among themselves by their length (long and short vowels). The length is not the phonetic feature of Ukrainian vowels). The pronunciation of English vowels is more strained.

English language has 24 consonants, the Ukrainian – 32. And yet there are some consonant phonemes being soft in English which is not the case with their Ukrainian counterparts.

There are two main tones of intonation: falling and raising. In both languages the falling tone of intonation reproduces the completion of confidence of the utterance. The rising tone in English is uncategorical. In Ukrainian the raising intonation is also uncategorical and besides indicates on waiting for response. The raising tone is mostly used in English in the general questions. The falling tone sounds final, definite, complete and categorical in the following speech units of English and Ukrainian.

The melodious picture of falling and raising tones in Ukrainian and English languages does not coincide.

Common in the contrastive languages there is the greater importance of consonants. Intonation of English utterances is marked by greater intensity and partly by stronger energy with which the stressed and unstressed syllables are pronounced. That is why the Ukrainian speech is slightly harsh.

**Vocabulary to the text:**

* to distinguish [dɪˈstɪŋɡwɪʃ] – розрізняти;
* divergent [dʌɪˈvəːdʒ(ə)nt] – відмінний;
* toverge [vəːdʒ] – наближатись до чогось;
* to investigate [ɪnˈvɛstɪɡeɪt] - досліджувати;
* isomorphic [ʌɪsə(ʊ)ˈmɔːfɪk] – ізоморфний;
* allomorphic [aləˈmȯrfik] - аломорфний;
* to emphasize [ˈɛmfəsʌɪz] - наголошувати;
* reciprocal [ɪˈsɪprək(ə)l] – взаємний, аналогічний;
* bulk [bʌlk] – велика частина;
* completion [kəmˈpliːʃn] – завершення, закінчення виконання;
* confidence [ˈkɒnfɪd(ə)ns] – довіра, упевненість;
* utterance [ˈʌt(ə)r(ə)ns] – вислів, висловлювання;
* harsh [hɑːʃ] – різки, суворий, грубий(брутальний);
* tocoincide [ˌkəʊɪnˈsʌɪd|] - =відповідати, збігатися з.

1. **Answer the questions:**
2. Why couldn’t English and Ukrainian influence each other?
3. Why is the contrastive method very useful in the language research?
4. What is the aim of contrastive phonetics?
5. What are the main differences in English and Ukrainian phonetic structure?
6. Has each other language its peculiar system?
7. How many tones are there in the intonation?

**Text 9**

1. **Read and translate the text:**

**THE DEAD LANGUAGE**

Maluerindi (a name which means ‘Running Water’) is lonely because he was nobody to talk to, but his loneliness won’t change – he is the last person in the world who can speak his Aboriginal language. ‘It’s sad,’ he says, ‘but there’s nothing we can do about it now.’

Experts who study languages say that there are 51 other languages with just one speaker left – 28 of them in Australia. These languages are so close to dying that nobody can save them. The experts tell us that out of the world’s 6,000 languages, 3,000 will disappear in the next 100 years.

There are many reasons why languages die. Sometimes natural disasters such as earthquakes, floods or hurricanes suddenly destroy small groups of people who live in far away places. Sometimes the weather changes and there isn’t enough food, and sometimes strangers bring new diseases.

But disasters like these are not the biggest danger, and do not tell us why languages are disappearing faster than ever before. The real problem comes from the big world languages such as English, Spanish, Portuguese and French. Today, mainly because of America, English is the first world language, and it is very hard for smaller languages to survive.

There are things that small communities can do to save a language, but they need time and money. First, people need to record the language and write it down. Then they need to train teachers, and write grammar books, dictionaries and books for schools.

We should care about languages that are in danger just as we should care about rare plants and animals. When a language dies it is not like when a civilisation such as the ancient Greeks or Egyptians die. They leave behind buildings like the pyramids in Egypt and Parthenon in Greece – there is always something to show that they were there. But a spoken language leaves nothing behind – when it dies, there is only silence.

**Vocabulary to the text:**

* natural disasters – природні катаклізми;
* to be in danger – бути в небезпеці;
* to disappear – щезати;
* to survive – виживати;
* silence – тиша;
* to say – казати;
* totalk – розмовляти (на певну тему);
* totell - повідомляти, розповідати, розказувати;
* to speak - розмовляти.

1. **Complete these sentences with the correct form of *say, talk, speak* or *tell*.**
2. He is lonely because he has nobody to \_\_\_ to.
3. He is the last and only person in Australia who can \_\_\_ his Aboriginal language.
4. ‘It’s sad,’ he \_\_\_, ‘but there’ s nothing we can do about it now.’
5. The experts \_\_\_ us that out of the world’s 6,000 languages, 3,000 will disappear in the next 100 years.

Which word means to know a language?

Which word means to have a conversation with?

Which word means to give information to someone?

Which word means to describe someone’s actual words?

1. **Words connected with studying:**

|  |  |
| --- | --- |
| **Verbs** | **Nouns** |
| Study  revise  practice  \_\_\_  \_\_\_  \_\_\_ | **Student**  \_\_\_  \_\_\_  repetition  memory  translation |

1. **Use two verbs and two nouns in sentences to talk about your language study.**

**Text 10**

1. **Read and translate the text:**

**DISAPPEARING LANGUAGES**

There are around 6.000 living languages in the world - and at least half of those are in danger. In every part of the world, languages are disappearing. In fact, one scientist has said that languages are in more danger of extinction, than birds or mammals. Professor Steve Sutherland of the University of East Anglia calculated that in the past 500 years 4.5 percent of languages have died out - compared with 1.3 percent of birds, and 1.9 percent of mammals.

Languages come and go, and thousands have done exactly that without leaving any trace. Only a very few - Basque, Greek and Latin among them - have lasted more than 2,000 years. But it seems that the pace of their disappearance is becoming quicker.

The Ethnologue, a database of all the languages spoken in the world, claims that 417 languages are spoken by so few people that they are in the final stages of becoming extinct. There is one living speaker of Luo in Cameroon, and a handful of people that speak the Saami Pite language in Sweden and Norway. If very few people speak a language, it will probably die out.

Languages may be lost through migration, as people move from small rural communities to urban centres, or when environments are destroyed by the search for oil or wood. Natural disasters can also devastate, populations, and along with them, their language - like the speakers of the Paulohi language in Maluku. Indonesia: only 50 survived after an earthquake and tidal wave some years ago. Governments also play a role in the extinction of languages. The need to establish 'official languages', for a country to educate its children, conduct its political affairs and carry out its business, had a disastrous effect many small languages.

What is lost if a language is lost? Some people argue that languages die as the human race evolyes. Obviously there could be great benefits if everyone in the world spoke the same language - some industries already reflect this, with English essential for pilots and air traffic controllers. But there are more important things than convenience. As languages are lost, whole ways of life and knowledge may be lost along with them.

Put simply, language expresses something about identity, about our place in the world. Ani Rauhihi, a Maori teacher in New Zealand's North Island, sums it up: “If you grow up not speaking your language, you won’t know who you are.'

From “50 facts that should change the world”

by Jessica Williams.

**Vocabulary to the text:**

* to devastate – [ˈdev.ə.steɪt] – спустошувати;
* mammals – [məˈmeɪ.li.ən] – ссавці;
* database – [ˈdeɪ.tə.beɪs] – база даних;
* handful – [ˈhænd.fʊl] – маленька, невелика к-сть;
* pare – [per] – темп, крок;
* to devastate – [ˈdev.ə.steɪt] – спустошувати;
* tidalwave– [ˈtaɪ.dəl] [weɪv] – приливна хвиля;
* traffic controllers – [ˈtræfɪk] [-ˈtroʊ.lɚ ] – диспетчери;
* to be in danger – [ˈdeɪndʒər] – бути у небезпеці;
* to die out = to vanish = to disappear = to extinct – зникати, пропадати;

1. **Answer the questions:**
2. What four reasons are given in text for languages disappearing?
3. Why do some people think there is no reason to worry about the death of languages?
4. According to the author, why should we care about languages dying out?
5. What do the following, mentioned in the text, claim about languages?
6. Steve Sutherland
7. The Ethnologue
8. Ani Rauhihi
9. Which of these languages is more than 2,000 years old?
10. French
11. English
12. Greek
13. What percentage of language are in danger of disappearing now?
14. 1.3%
15. 1.9%
16. 4.5%
17. How many languages are in danger of disappearing now?
18. Over 3,000
19. Over 300
20. Over 1.300
21. What is a dead language? Why do languages die out, do you think?

**Text 11**

1. **Read and translate the text:**

**VERA RICH**

***BIOGRAPHICAL INFORMATION***

Vera Rich (Faith Elizabeth Joan Rich, 24.04.1936, London – 20.12.2009, London) – British journalist, poet and translator, one of the most active and prominent popularizers of Shevchenko`s poetry in the English-speaking world. A member of PEN centre (since 1961) and the Royal Institute of International Affairs (*Chatham House*) since 1978. Winner of the Ivan Franko Prize of the Union of Writers of Ukraine (1997). On 24 August, 2006, by decree of the President of Ukraine, she was awarded the Order of Princess Olha (Third Class). In October 2007 the National Union of Writers of Ukraine awarded her with a medal "Почесна відзнака" (Insignia of Honour).

Vera Rich studied at Oxford University (1955 – 1957. Old English and Old Norse) and London University (1958 – 1961, Mathematicswith an optional course in Ukrainian Language). She visited for the first time Ukraine in 1991 and Shevchenko`s grave in 1998. From 1969 till 1989, she was Soviet and East European Correspondent of the scientific weekly *Nature,* and from 1993 – 1999 Deputy Editor of Ukrainian Review.

She became an active campaigner for human rights particularly in countries under totalitarian regimes. Under various pseudonyms, she contributed to dissident journals, mainly in Poland and Hungry. In May 1991, she took part in the International Conference on Human Rights in memory of Andrey Sakharov in Moscow. According to Vera Rich`s testament a part of her ashes was hurried in a tombstone in Kozacha Mountain side by side with Chernecha hora in Kaniv (the other part was preserved in the London Belarus cathedral). On the tomb in Kaniv an extract of Shevchenko`s poem It does not touch me, not a whit in the original and Vera Rich`s translation has been carved.

Vera Rich translated works of fifty Ukrainian writers. Her first translation from Ukrainian poetry – the prologue to Ivan Franko`s narrative poem *Мойсей (Moses)* dates from 1956 (published 1957). Her first translation from Shevchenko *Кавказ (The Caucasus)*was published in 1959, together with her essay on this poem.

In 1961, she published 38 translations (including 9 major poems) in the collection *Song out of Darkness* (London 1961), which appeared as the first part of the first volume of what the Shevchenko jubilee committee in Great Britain planned as a three-volume publication of the works of Shevchenko in English. Sixteen works in that volume were here translated for the first time. The most successful of these translations are *Якось та йдучи уночі…(Once I was walking in the night), Гамалія(Hamaliva) and Кавказ(The Caucasus).*

An extract from her translation of The Caucasus appears on the monument to Shevchenko in Washington D.C. (unveiled June 27, 1964). In 2008 the Kyiv-based Mystetstvo Publishers produced a bilingual edition of Shevchenko`s poetry in the original and in the translations by Vera Rich. The book contains 80 translations. She also translated the preface by Ivan Dziuba. The new 2013 edition is containing, newly made translations and those never published before, all in all 51 new translations, among them some parts from *The Haidamaky* – the longest poem by Shevchenko, the poems *Kateryna*, *The Monk* ad some others.

Vera Rich also translated many major works of Lesia Ukrainka, poems by Hryhoriy Skovoroda, Yevhen Pluzhnyk, Vasyl Stus, Vasyl Symonenko, A. Sodomora a. o. A number her translations including Franko`s lyrics still remain unpublished.

Under the auspices of UNESCO, she translated an anthology of Belarus poetry. Published in 1971 under title Like Winer Like Firs, the anthology contains the works by 40 poets.

Vera Rich also translated poems from Polish (especially Cyprian Norwid), Spanish. Old lcelandic and Old English poetry. She published articles no Shevchenko and Shakespeare, Ivan Kotliarevskyi, Ivan Franko, Volodymyr Sossiura and Leonid Hlibov. The events of 1989 – 1991 gave her the theme for her poem *Prologue (Be swift, my friends, be swift)* and the Orange Revolution inspired her to create the multimedia, event *Ukraine – from Mazeppa to the Maydan –* a briefhistory of the centuries-long struggle of the Ukrainian people for freedom, represented through the works Ukrainian poets.

**Vocabulary to the text:**

* OldNorse – староскандинавська мова (норвежська);
* prologue [ˈproʊ.lɑːɡ] – (пролог)to; початок чогось;
* whit – крихта, йота;
* auspices – [ˈɔːspɪsɪ ] – протеже;
* swift – нечайний, поспішний, квапливо;
* tobewitch – [bɪˈwɪtʃ] – зачаровувати, чарувати;
* to contain – вміщати.

1. **Answer the questions:**
2. Why did Vera Rich decide to translate works of prominent Ukrainian writers?
3. Which was her last will?
4. When did she visit Ukraine for the first time?
5. When was her first translation published?
6. In which countries did she campaign for human rights?
7. Which are the most successful of her translations of T. Shevchenko`s works?

**Text 12**

1. **Read and translate the text:**

**LINA KOSTENKO**

“No human being or living creature deserves to be killed or eliminated. His destiny cannot be solved here, on earth.”

Lina Kostenko is one of the greatest national contemporary poets in Ukraine. She now works as a member and inspirer of expeditions to Chernobyl. She is an expert in ethnology, folk culture, and sociology. Together with a group of volunteers, she works to preserve the culture and history of Chernobyl. The volunteers meet with people who refused to leave their homes and provide assistance or just listen to their history. As a poet, she feels responsibility for every word she produces. For her, the main criterion is truth.

Lina Kostenko was born in 1930 in the region of Kiev. She was a teenager when World War II broke out and she witnessed the occupation of her homeland by German troops. Those events found reflection in poems; she began to write them at the age of 14. After the war, she graduated from the Moscow Institute for Literature. After her studies, she returned to Ukraine and wrote and published a series of poetry books (1957, 1958, and 1961). The beginning of her creative activity coincided with the zenith of the authoritarian regime of the Soviet Union. Those who were dedicated to higher arts could not have their own vision of life and could not express themselves, but had to adapt their poems to the demands of socialist realism. However, in the 1960s, she expressed the desires and aspirations of the post-war generation of Ukrainian writers. Among them were Vasyl Simonenko, Mykola Vinhranosky, and Ivan Drach. Their project was to re-vitalize Ukrainian literature and to make space for a national literature, independent from the influence of political dogma and the current communist regime. Together with other independent authors she signed various petitions in defense of political prisoners, supporting people punished for their freedom of opinions. She was never indifferent to the miseries and sorrows of other people, something that is revealed in her poems and actions. She is a talented woman who enjoys life and, in spite of her age, is very energetic and active. By meeting people and staying close to nature, she perceives other people’s pain as her own. That is why the famous poet has chosen to go to Chernobyl, one of the most painful areas in Ukraine, to save the culture and the trust of people with the power of humanism.

Famous works:

* *Rays of the Earth* (1957)
* *Sails* (1958)
* *Wandering of the Heart* (1961)
* *On the Shore of the Eternal River* (1977)
* *Originality* (1980)
* *Marusia Churai* (1979)
* *Garden of Unthawed Sculptures* (1987)
* *The King of the Lilacs* (1987)
* *Selected Works* (1989)
* [*Notes of a Ukrainian Madman*](https://en.wikipedia.org/wiki/Notes_of_a_Ukrainian_Madman) (2010)

**Vocabulary to the text:**

* to eliminate – усувати
* destiny (fate) – доля
* to dedicate to – присвячувати
* to coincide with – співпадати з
* misery – бідність
* sorrow - сум

**2. Answer the questions:**

1. What is Lina Kostenko’s main criterion?
2. When did she start to write?
3. Why couldn’t she express herself at the beginning of her creative activity?
4. What is revealed in her poems and actions?

**Text 13**

1. **Read and translate the text:**

SVETLANA ALEXIEVICH

**Svetlana Alexandrovna Alexievich**(born 31 May 1948) is a [Belarusian](https://en.wikipedia.org/wiki/Belarusian_people) [investigative journalist](https://en.wikipedia.org/wiki/Investigative_journalist) and non-fiction prose writer who writes in Russian. She was awarded the 2015 [Nobel Prize in Literature](https://en.wikipedia.org/wiki/Nobel_Prize_in_Literature) "for her polyphonic writings, a monument to suffering and courage in our time".She is the first writer from Belarus to receive the award. Born in the west Ukrainian town of [Stanislav](https://en.wikipedia.org/wiki/Ivano-Frankivsk" \o "Ivano-Frankivsk) (since 1962 Ivano-Frankivsk) to a Belarusian father and a Ukrainian mother, Svetlana Alexievich grew up in Belarus. After finishing school she worked as a reporter in several local newspapers before graduating from [Belarusian State University](https://en.wikipedia.org/wiki/Belarusian_State_University) (1972) and becoming a correspondent for the literary magazine *Neman* in [Minsk](https://en.wikipedia.org/wiki/Minsk) (1976).

During her career in journalism, Alexievich specialised in crafting narratives based on witness testimonies. In the process, she wrote [oral histories](https://en.wikipedia.org/wiki/Oral_histories) of several dramatic events in Soviet history: the [Second World War](https://en.wikipedia.org/wiki/Second_World_War), the [Afghan War](https://en.wikipedia.org/wiki/Soviet%E2%80%93Afghan_War), the [fall of the Soviet Union](https://en.wikipedia.org/wiki/Fall_of_the_Soviet_Union),]and the [Chernobyl disaster](https://en.wikipedia.org/wiki/Chernobyl_disaster).After [political persecution](https://en.wikipedia.org/wiki/Political_persecution) by the [Lukashenko](https://en.wikipedia.org/wiki/Alexander_Lukashenko" \o "Alexander Lukashenko) administration,[she left Belarus in 2000. The [International Cities of Refuge Network](https://en.wikipedia.org/wiki/International_Cities_of_Refuge_Network) offered her sanctuary and during the following decade she lived in Paris, Gothenburg and Berlin. In 2011, Alexievich moved back to Minsk.

Alexievich's books trace the emotional history of the [Soviet](https://en.wikipedia.org/wiki/Soviet_Union) and post-Soviet individual through carefully constructed collages of interviews.According to Russian writer and critic [Dmitry Bykov](https://en.wikipedia.org/wiki/Dmitry_Bykov), her books owe much to the ideas of Belarusian writer [Ales Adamovich](https://en.wikipedia.org/wiki/Ales_Adamovich), who felt that the best way to describe the horrors of the 20th century was not by creating fiction but through recording the testimonies of witnesses. Belarusian poet [Uladzimir Nyaklyayew](https://en.wikipedia.org/wiki/Uladzimir_Nyaklyayew" \o "Uladzimir Nyaklyayew) called Adamovich "her literary godfather". He also named the documentary novel *I'm from the Burned Village* ([Belarusian](https://en.wikipedia.org/wiki/Belarusian_language): Я з вогненнай вёскі) by Ales Adamovich, [Janka Bryl](https://en.wikipedia.org/wiki/Janka_Bryl" \o "Janka Bryl) and Uladzimir Kalesnik, about the villages burned by the [German](https://en.wikipedia.org/wiki/Germans) troops during the [occupation of Belarus](https://en.wikipedia.org/wiki/German_occupation_of_Belarus_during_World_War_II), as the main single book that has influenced Alexievich's attitude to literature. Alexievich has confirmed the influence of Adamovich and Belarusian writer [Vasil Bykaŭ](https://en.wikipedia.org/wiki/Vasil_Byka%C5%AD" \o "Vasil Bykaŭ), among others. She regards [Varlam Shalamov](https://en.wikipedia.org/wiki/Varlam_Shalamov" \o "Varlam Shalamov) as the best writer of the 20th century.

Her most notable works in English translation include a collection of first-hand accounts from [the war in Afghanistan](https://en.wikipedia.org/wiki/Soviet_war_in_Afghanistan) (*Zinky Boys: Soviet Voices from a Forgotten War*)and a highly praised oral history of the Chernobyl disaster (*Chernobyl Prayer / Voices from Chernobyl*). Alexievich describes the theme of her works this way:

If you look back at the whole of our history, both Soviet and post-Soviet, it is a huge common grave and a blood bath. An eternal dialog of the executioners and the victims. The accursed Russian questions: what is to be done and who is to blame. The revolution, the gulags, the Second World War, the Soviet–Afghan war hidden from the people, the downfall of the great empire, the downfall of the giant socialist land, the land-utopia, and now a challenge of cosmic dimensions – Chernobyl. This is a challenge for all the living things on earth. Such is our history. And this is the theme of my books, this is my path, my circles of hell, from man to man.

Her first book, *War's Unwomanly Face*, came out in 1985. It was repeatedly reprinted and sold more than two million copies.The book was finished in 1983 and published (in short edition) in *[Oktyabr](https://en.wikipedia.org/wiki/Oktyabr_(magazine)" \o "Oktyabr (magazine))*, a Soviet monthly literary magazine, in February 1984.In 1985, the book was published by several publishers, and the number of printed copies reached 2,000,000 in the next five years. This novel is made up of [monologues](https://en.wikipedia.org/wiki/Monologue) of women in the war speaking about the aspects of World War II that had never been related before. Another book, *The Last Witnesses: the Book of Unchildlike Stories*, describes personal memories of children during wartime. The war seen through women's and children's eyes revealed a new world of feelings. In 1993, she published *Enchanted with Death*, a book about attempted and completed suicides due to the downfall of the Soviet Union. Many people felt inseparable from the [Communist ideology](https://en.wikipedia.org/wiki/Communist_ideology) and unable to accept the new order surely and the newly interpreted history.

Her books were not published by Belarusian state-owned publishing houses after 1993, while private publishers in Belarus have only published two of her books: *Chernobyl Prayer* in 1999 and *Second-hand Time* in 2013, both translated into Belarusian. As a result, Alexievich has been better known in the rest of world than in Belarus.

She has been described as the first [journalist](https://en.wikipedia.org/wiki/Journalist) to receive the [Nobel Prize in Literature](https://en.wikipedia.org/wiki/Nobel_Prize_in_Literature).She herself rejects the notion that she is a journalist, and, in fact, what appears in her books as witnesses, are fiction and are changed between different editions of the same book.

**Vocabulary to the text:**

* to be awarded to – нагороджувати
* persecution – переслідування
* disaster – лихо, катаклізм
* challenge – виклик
* to trace – відслідковувати
* to reject – відхиляти
* a witness – свідок

**Answer the questions:**

1. What was she awarded the Nobel Prize in Literature for?
2. What were her crafting materials based on?
3. What are her most notable works in English translation?
4. What is her first book about?

**Text 14**

[**I**](https://uk.wikipedia.org/wiki/I_%D1%81%D1%82%D0%BE%D0%BB%D1%96%D1%82%D1%82%D1%8F)**. Read and translate the text:**

**“MY WORDS, YOU’RE ALL THAT I HAVE FOR A WEAPON”**

Monday evening. The first difficult day of the week was over. I was watching some news programme on TV. The last story was very interesting. They said: “If you miss poems, than go to Lviv!” Why? Some young people started a very unusual project they wrote poems on the walls of the buildings! Just imagine: love verses by Lina Kostenko, Ivan Franko and other Ukrainian writes! You can read those simple and at the same time majestic and grand words in front of you and forget about problems of everyday life. Your autumn depression will go away. We have really forgotten about the magic and power of the world – Ukrainian world! Do you remember Lesya Ukrainka’s words:

“My words, you’re all that I have for a weapon”.

We should take care of our language, our words. Instead of those rude rubbish words like “Here was Vasya!” and boring advertisements you can have a portion of high Ukrainian poetry. I think it’s a good way to make our life better. Maybe, not the main way, but who knows… The Bible says, “At first there was a Word…” Do you know that scientists have already weighed the thought? Really! They say,words can also have some weight. They are substance in some way. So, we must be careful while saying something.

Our Ukrainian language is so rich, melodious, poetical! No other nation is so lucky to have such a language. It is a gift from God. I think so. What about you?

[**II**](https://uk.wikipedia.org/wiki/I_%D1%81%D1%82%D0%BE%D0%BB%D1%96%D1%82%D1%82%D1%8F)**. Topics for discussion:**

1. Give a piece of advice how to preserve your native language.
2. Advertise the Ukrainian language for foreign speakers.
3. Should it be bilingualism in Ukraine.

**TEXTS FOR ADDITIONAL READING**

**SIGNIFICANCE OF A LANGUAGE**

Language aids in developing and grooming one’s personality as a whole. Since learning a language is part of our knowledge, it becomes one of the key factors in competitiveness. In the advanced industrial society of today, the basic knowledge of a single or more language has become indispensable.

With the advent of the concept of globalization, people all over the globe communicate with each other and exchange ideas. Though technological advances have served as a medium for communication, you cannot deny the role played by language. Understanding of a common language has helped people to communicate, despite being from varied parts of the world.

Language has become a major tool of communication between countries, cultural groups, various companies and organizations, communities and friends.

Language is one of the key factors of our human developmental process, which sets us apart from the rest of the animal kingdom and knits a strong feeling of kinship amongst us. A baby is born without language, but even without formal training, by the age of five, the child knows several hundred words and grammar of a particular language. This is an inherent human tendency, which is extremely important for further growth. Any discrepancy seen in learning a language at such early stage might indicate certain illness in a child.

In the developmental trajectory of a child, language plays an important role since it is connected with various aspects of a child’s growth. Learning a language is directly related to emotional development. For instance, a baby gazing at his parent’s face is responded by cooing and few words of love by his parents. This retains in the baby’s mind and when he is a little older, he begins using language to express his emotions as well.

Language is also connected to the moral development in a child. The process begins when the child is about 18 months old. The child learns the right and wrong by listening to what his parents or other adult authorities tell him. Imagine teaching the child the difference of right or wrong without the tool of language!

Learning a language within the first five years of one’s life is important. It is one of the best predictors of a child’s later performance in school. A child who has significant speech or language delays has a high likelihood of eventually having trouble with reading, which may continue throughout school.

**THE BILINGUAL BRAIN**

Language creates our first connection to the world. The newborn child that takes a deep breath and cries out is both expressing itself and letting the world know it’s there. During infancy, grammar and vocabulary emerge (in all cultures, if you believe Chomsky’s idea of Universal Grammar) and influence how you engage with the world (if you subscribe to a more Whorfian view that language affects perception).

What about people who possess two possible linguistic systems to express an idea or a feeling? For a long time bilingualism was considered negative: The overwhelming opinion was that such an upbringing could cause confusion, especially in small children. Then in 1962, a study from Peal and Lambert that looked at the relationship between intelligence and language fundamentally altered the outlook. More recent studies have even claimed that bilingual people have a stronger “meta-linguistic awareness,” which applies to problem solving in areas outside of language, such as mathematics.  
Although we can quantify some of the cognitive benefits of bilingualism, there are still many questions about how the bilingual brain works. Does it “choose” one of the language paths instead of the other? Is this influenced by ease, or context, or which synapses have been most strengthened over time? (This opens up a whole new can of worms – the idea of both languages being “equally strong” is also a red herring.) Researchers such as Lera Boroditsky have described differences between mono- and bilinguals in perceptions of color, and representations of time.  
  
For some, being bilingual means being able to communicate effortlessly in two languages, even if one was learned later in life and communication takes an occasional detour. Others take error-free grammar and perfect pronunciation as the benchmarks. And it’s not just we mere mortals who are divided, scholars are equally split because the criteria and measurements are simply too vague and varied to settle on any one definition. From this, we can at least draw one conclusion: Bilingualism is a relative label, a question of degree rather than dichotomy. It’s also a fundamentally subjective phenomenon, one that is first and foremost felt.  
  
Languages are not inanimate objects, to be acquired once and then kept in the dusty storeroom of the mind. They are living things that capture our imagination and define our reality: Language, emotion and identity are tightly bound together. It may be that somebody speaks a language perfectly from childhood yet still doesn’t see herself as bilingual because she doesn’t live in that country and doesn’t feel in touch with the culture, humor and social signifiers. Others see themselves as bilingual from the moment they feel able to express themselves without restraint or hesitation.  
Yet for the purpose of this text, let’s settle on a common definition: Bilingual people are those who grew up speaking two languages and are able to switch effortlessly between two.

**WHAT CAN YOU DO TO PRESERVE THE WORLD’S ENDANGERED LANGUAGES?**

Nearly half of the world’s 7,000 languages are endangered, and experts predict that by 2050 most of these endangered languages will be extinct.The histories, worldviews, and specialized, localized knowledge enveloped in these languages are being lost in favor of regional lingua francas – English in Europe and North America, Spanish in South America, French and Swahili in Africa.

It’s difficult to grasp all that dies with a language. It isn’t simply the grammar or the literature or the idioms or stories that disappear, it’s also a vision – one more distinct human way of seeing and making sense of the world. The disappearance of languages is a narrowing of human perspectives into fewer structures, fewer possibilities.I was blown away by UNESCO’s interactive atlas of world languages in danger – 98 languages in Papua New Guinea alone! 191 in the United States, 31 in Laos, 26 in France, 196 in India, and the list goes on. Even some small islands, such as Vanuatu in the South Pacific, have fifteen or more endangered languages (Vanuatu has 46, nearby New Caledonia 18).

Imagining 46 linguistic systems functioning simultaneously on one small island can send the mind spinning. It’s like looking at all the blinding, shimmering shades of green in a rainforest canopy, trying to make sense out of the overlapping intricacies.But while it’s much easier to imagine the fluid, constant green of one common language, it’s also somewhat of a sad, flat image to anyone who has tried to wrap their mind around a world like zempasuchitl and all that it conveys (for the curious, it’s a Nahuatl word referring to the flower used in Mexico’s Day of the Dead celebrations).

So what can you do? Perhaps in addition to studying Spanish or French or Swahili (for I won’t argue that those languages aren’t necessary and that learning them doesn’t have some wonderful benefits) you could study one of Latin America’s indigenous languages or learn Xhosa, Zulu or Tswana in South Africa. You can also explore Matador’s language page for tips and advice on language learning in general.

Undergraduate or graduate students in the U.S can apply for FLAS (Foreign Language and Area Studies) fellowships for language study. The fellowships give generous funding for both academic year and summer intensive language immersion programs.Another way to contribute is to give to the Endangered Language Fund, which provides grants to researchers who study, document and aim to preserve endangered languages around the world.

National Geographic’s Enduring Voices Project is an excellent resource to find out more about endangered languages and the efforts being made to revitalize them. Living Tongues also has a fantastic compilation of links to sites dedicated to studying, preserving and documenting endangered languages, and the mind-blowing Rosetta Project offers insight into the construction of an archive of all documented human languages.Anthropologists, ecologists, artists and politicians have made the point that biodiversity and cultural diversity are central to human creativity. Language, also, is a distinct expression of the human imagination, and when a language goes extinct another pathway for human exploration andunderstanding disappears.

**LANGUAGES OF UKRAINE**

The official language of Ukraine is Ukrainian, an East Slavic language which is the native language of 67.5% of Ukraine's population. Russian is the native language of 29.6% of Ukraine's population and the rest (2.9%) are native speakers of other languages.Ethnologue lists 40 minority languages and dialects; nearly all are native to the former Soviet Union.

According to Article 10 of the Constitution of Ukraine the state has an obligation to ensure the comprehensive development and functioning of the Ukrainian language in all spheres of social life throughout Ukraine while guaranteeing the free development, use and protection of the Russian language and other languages of national minorities of Ukraine.

**Language and Daily Life Edit**

In an 11–23 December 2015 study by the Razumkov Centre taken in all regions of Ukraine other than Russian-annexed Crimea, and separatist controlled Donetsk, and Luhansk, a majority considered Ukrainian their native language (60%), followed by Russian (15%), while 22% used both languages equally. Two percent held an other native language. For the preferred language of work, an equal amount chose either Ukrainian or Russian (37%) and 21% communicated bilingually. The study polled 10,071 individuals and held a 1% margin of error.

In an October 2009 poll by FOM-Ukraine of 1,000 respondents, 52% stated they use Russian as their "Language of communication"; while 41% of the respondents state they use Ukrainian and 8% stated they use a mixture of both.

A March 2010 poll by Research & Branding Group showed that 65% considered Ukrainian as their native language and 33% Russian. This poll also showed the standard of knowledge of the Russian language (free conversational language, writing and reading) in current Ukraine is higher (76%) than the standard of knowledge of the Ukrainian language (69%). More respondents preferred to speak Ukrainian (46%) than Russian (38%) with 16% preferring to speak both in equal manner.

A poll held November 2009 revealed that 54.7% of the population of Ukraine believed the language issue in Ukraine is irrelevant, that each person can speak the language he or she prefers and that a lot more important problems exist in the country; 14.7% of those polled stated that the language issue was an urgent problem that cannot be postponed and that calls for immediate resolution; another 28.3% believed that, while the language issue needs to be resolved, this could be postponed.

An August 2011 poll by Razumkov Centre showed that 53.3% of the respondents use the Ukrainian language in everyday life, while 44.5% use Russian.

In a May 2012 poll by RATING 50% of respondents considered Ukrainian their native language, 29% Russian, 20% consider both Ukrainian and Russian their mother tongue and 1% considered a different language their native language.

The languages of Ukraine, according to Ethnologue, are as follows. (Not included are Vlax Romani, Jakati, and Slovak, for which no population data is available):[9]

Ukrainian: 32,000,000 (2001)Russian: 8,330,000 (2001)Eastern Yiddish: 634,000 (1991)Rusyn: 560,000 (2000)Romanian / Moldovan: 319,000 (2001)Belarusian: 276,000 (2001)Crimean Tatar: 260,000 (2006)Bulgarian: 234,000Ukrainian Sign Language: 223,000 (2014)Hungarian: 157,000 (2001)Polish: 144,000 (2001)Armenian: 99,900Urum: 95,000 (2000)German: 33,000 (2001)Gagauz: 25,000 (2007)Carpathian Romani: 21,200 (2001)Czech: 21,000 (1970)Greek: 5,850 (2001)Serbian: 5,000Bashkort: 3,670Krimchak: 200 (2007)Karaim: 6 (2007)

**10 WAYS OF LEARNING A LANGUAGE WILL CHANGE YOUR LIFE**

Over 12 years ago, Benny Lewis made the fateful decision to start learning Spanish while spending time in Valencia, Spain. Now Benny speaks over 12 languages, he’s traveled around the world, and he runs a 6-figure online business encouraging others to learn foreign languages.

Tim Doner got the language bug as a teenager, and back when he was 16-year old he made a YouTube video that went viral: in it, he spoke 20 languages. Tim has since featured on major news outlets around the world, recorded his own TED Talk, and begun his studies at Harvard.  
While you may see the examples of Benny and Tim as exceptional, you’d be amazed at the world of opportunities that can suddenly open at you if you put in the right amount of time and effort toward achieving the lofty goal of learning a foreign language.

Since everyone needs a bit of convincing from time to time, this article will introduce 10 amazing ways learning a foreign language can completely transform your life. Along the way, I’ll give you a couple of insider tips and info that you can start using now to jumpstart your foreign language acquisition journey and to make the whole experience exciting and rewarding. So in earnest…

1. Make friends all over the world.  
2. Find new job opportunities.  
3. Have richer travel experiences.  
4. Gain a better understanding of the subtleties of culture through language.  
5. Find a fascinating assortment of new TV shows, music, books & movies.  
6. Become more patient.  
7. Improve your ability to empathise.  
8. Develop willpower.  
9. Enhance your social skills.  
10. Increase your resilience to uncertainty.

Learning a foreign can be incredibly rewarding. Simply being able to speak with someone in a language you didn’t learn as a child is thrilling.  
But apart from the direct day-to-day experience of using the language, learning a foreign language will bring about amazing changes in all facets of your life. Whether it’s meeting new friends, reading a fascinating book in its original language, finding more appreciation for your own culture, or improving your social skills, the changes that come from learning a language make it truly worthwhile. The decision to start (or keep going) is something you won’t regret.  
We’ve listed 10 reasons that can truly change your life. What are yours.

**CONTENTS**

**INTRODUCTION**

**PART I**

**Text 1.** THE UKRAINIAN LANGUAGE

**Text 2.** WHAT DOES MY LANGUAGE MEAN FOR ME?

**Text 3.** THE UKRAINAN LANGUAGE – FOR FOREIGN SPEAKERS

**Text 4.** THE UKRAINIAN DIASPORA

**Text 5.** THE UKRAINIAN DIASPORA IN CANADA

**Text 6.** UKRAINIAN DISSIDEND WRITERS OF THE 1960s TO 1980s

**Text 7.** UKRAINIAN DIALECTS

**Text 8.** CONTRASTIVE PHONETICS OF THE ENGLISH AND UKRAINIAN LANGUAGE

**Text 9.** THE DEAD LANGUAGE

**Text 10.** DISAPPEARING LANGUAGES

**Text 11.** VERA RICH

**Text 12.** LINA KOSTENKO

**Text 13.** SVETLANA ALEXIEVICH

**Text 14.** MY WORDS – MY WEAPON

**PART II  
TEXTS FOR ADDITIONAL READING**

**Text 1.** SIGNIFICANCE OF A LANGUAGE

**Text 2.** THE BILINGUAL BRAIN

**Text 3.** WHAT CAN YOU DO TO PRESERVE THE WORLD’S ENDANGERED LANGUAGES?

**Text 4.** LANGUAGES OF UKRAINE

**Text 5.** 10 WAYS OF LEARNING A LANGUAGE WILL CHANGE YOUR LIFE

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