





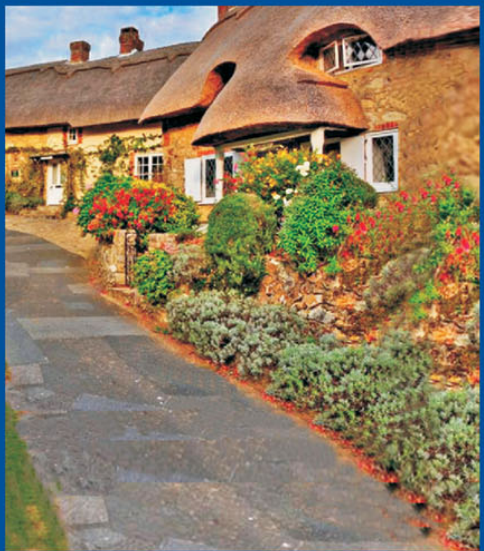
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ENGLISH 10

Student's Book

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Английский язык

Учебное пособие для 10 класса
учреждений общего среднего образования
с русским языком обучения

С электронным приложением

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2019

Правообладатель Вышэйшая школа

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Contents

Unit 1. HOUSES AND HOMES 4

Unit 2. EDUCATION 34

Unit 3. SELF-EDUCATION 71

Unit 4. YOUTH AND SOCIETY 110

Unit 5. ART 140

Unit 6. SCIENCE 171

Unit 7. GREAT PEOPLE 202

Unit 8. NEWS 231

Unit 9. NEWS FROM BELARUS 259

Grammar reference 283

Vocabulary 283

Правообладатель Вышэйшая школа

UNIT 1

HOUSES AND HOMES

LESSON 1. HOMES IN BRITAIN

Communicative area: discussing advantages and disadvantages; asking for and giving information

Active vocabulary: advantage, detached, disadvantage, owner, privacy, renovations, repairs, responsible, semi-detached, space, terraced, upkeep; repair, share, rent

1. Which of these houses would you like to live in? Why?



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2. a) Match the types of the houses with their descriptions.

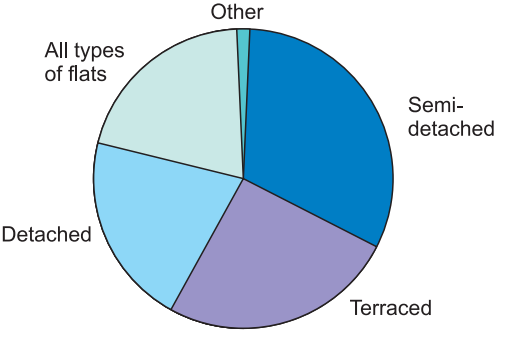
a) cottage; b) semi-detached house; c) terraced house; d) bungalow; e) detached house; f) mansion; g) maisonette; h) a flat in a block of flats

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1) a set of rooms for living in, usually on one floor of a building; 2) several houses joined together; 3) a house which has only one floor (storey); 4) a house which stands alone and is not joined to any other; 5) two houses joined together; 6) a small house in the country usually with a garden; 7) a very large expensive house; 8) a small apartment on two levels which is part of a larger building but has its own entrance

b) Name the types of houses in the photos (ex. 1).

3. a) Study the diagram. Which type of housing is the most popular one in the UK? Which is the least popular one?



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b) **Listen to the radio programme on houses in Britain. Which types of houses from ex. 2 are described?**

4. a) **Study the dictionary entries for some words from the programme. Find their equivalents in your language.**

space (*n*) – an empty place (for something). *E.g. That big table takes up too much space in my small kitchen.*

repair (*v*, *n*) – to put (something damaged, broken or not working correctly) back into good condition or make it work again; an act of repairing smth. *E.g. The garage said the car was so old it wasn't worth repairing. Repairs to the roof will be expensive.*

owner (*n*) – If you are the owner of this house, it belongs to you. *E.g. We're now the proud owners of a new television.*

share (*v*) – use something together. *E.g. Our house isn't big enough for the children each to have their own room, so they have to share.*

privacy (*n*) – being alone, a right to keep your personal relationship or matters secret. *E.g. I needed some privacy to read the letter carefully and understand it.*

responsible (*adj*) – having control over something or someone and the duty of taking care of it or them. *E.g. Paul is responsible for washing the dishes.*

renovation (*n*) – process of repairing and making better. *E.g. The museum is closed for renovation. If we buy this house, we will need to make extensive renovations.*

rent (*v*) – to allow (your house or land) to be lived in or used by someone else in exchange for a payment made regularly. *E.g. They are renting their house (out) for the summer.*

upkeep (*n*) – the cost or process of keeping something, such as a building, in good and usable condition. *E.g. The upkeep of larger old homes tends to be more than many people can afford.*

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b) **Listen to the programme again. Note down the advantages and disadvantages of each type of houses.**

c) **Compare your notes with your partner's. Think of other advantages and disadvantages.**

5. a) **Complete the sentences with the words from ex. 4a.**

1. Is there a lot of ... in your house / flat?
2. How much does it cost to ... a flat in your city / town?
3. Do you think your house / flat needs any ... or ...?
4. Which type of housing gives more ...: detached, semi-detached, terraced or a flat?
5. Would you like to be the ... of a mansion?
6. Do you have to ... your house with some neighbours?
7. Who is ... for the ... of your house / flat: your family or the state?

b) **Use the questions in ex. 5a to interview your classmate. Report your findings to the group.**

6. **Ask and answer.**

1. What types of houses are there in Belarus?
2. What type of home do you live in?
3. Can your family afford the upkeep of your house / flat?
4. Is there enough space in the house / flat?
5. How often do you do repairs and renovations?
6. Who do you share your room with?
7. How can you get some privacy in your flat / house?

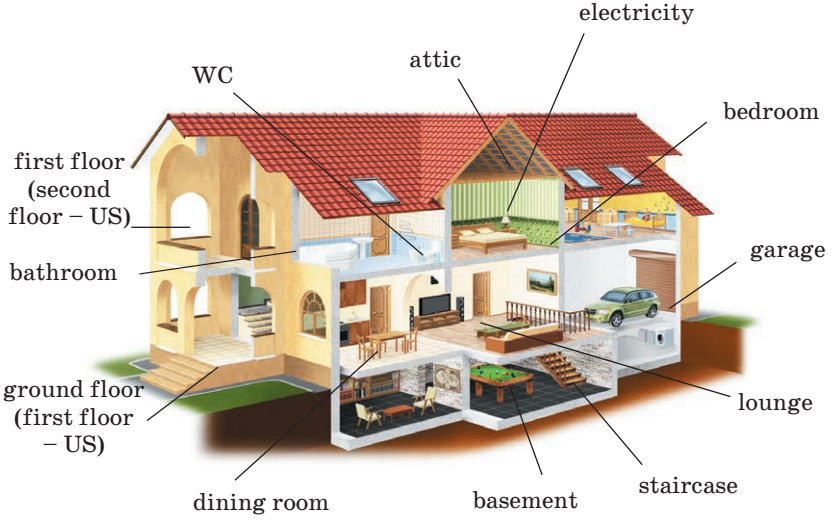
LESSON 2. UPSTAIRS AND DOWNSTAIRS

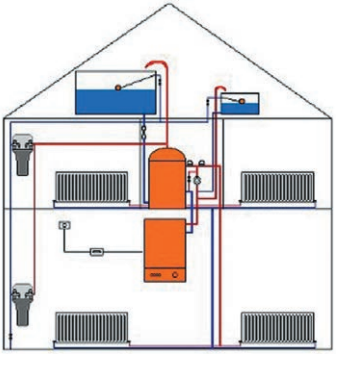
Communicative area: describing a house

Active vocabulary: bricks, carpet, central heating, downstairs, fireplace, a laundry basket, lounge, microwave, radiator, shower, settee, sink, tap, tiles, underneath, upstairs

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1. Look at the picture of a house. Guess the meaning of the words on the labels.





central heating

– What's the most shocking city in the world?
– Electricity.

2. a) Listen to Sam describing his house. What does he describe first – downstairs or upstairs? What order does he describe the rooms in?

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b) Listen again. Follow Sam's description and look at the pictures. Which of the pictures is the odd one?



bricks



tiles



central heating



carpet



piano



cooling system – conditioner



comfy chair



microwave



settee



fireplace



shower



laundry basket



lounge



tap



sink

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3. Correct the sentences below.

1. Sam lives in a terraced house. 2. It is made of wood. 3. There are three rooms downstairs and four rooms upstairs. 4. If you come to Sam's house through the back door, you'll find yourself in the lounge. 5. They make their food on the electric cooker as they have no microwave. 6. There is no central heating or fireplace in the house, so it's very cold in winter. 7. There is a radiator only in the bathroom. 8. You can find a carpet only in Sam's room. 9. They wash the dishes in the dishwasher as they have no sink. 10. There is only one tap in the bathroom – that is for cold water. 11. In the bathroom there is only a bath and no shower. 12. They keep their pet in the laundry basket. 13. Sam's bed is underneath the computer desk.

4. Use the plan in ex. 1 to describe Sam's house. Plan one intentional mistake (*E.g. There is a piano in the lounge.*). Describe Sam's house to your partner, making your mistake. Let your partner notice the mistake you have made.

5. Draw a plan of your house / flat similar to that in ex. 1. Make notes. Get ready to describe your house / flat to your partner.

6. Write a description of your house or flat for your own website.

LESSON 3. MODERN OR PERIOD?

Communicative area: asking for and giving information

Active vocabulary: attic, basement, ceiling, conveniences, cooling, electricity, modern, period, spacious, water supply; lack

1. Most of the houses in the photos (p. 11) are period houses. Only one of them is modern. Which one?

Правообладатель Вышэйшая школа



2. Read the forum on modern and period houses. What do most of the forum participants prefer: modern or period houses?

Beautyqueen: I've never really liked living in **period** homes. Too many things just want to break down. Right now we're living in a slightly older house. It's not really modern, except for the two bathrooms. It just feels old. Sometimes I wish I lived in a newer home. It would be easier to clean things and make everything look good. What do you think? Is it better to live in an older home or newer home? Do you find that newer homes **lack** charm and warmth?

Stella: I would prefer to live in a new house rather than an old house. No doubt old houses look good but ask the one who actually lives there: low **ceilings,** bad **electricity wiring** and **water supply,** no modern **conveniences.** I can live in an old house but for vacations only. Talking about warmth in a house then it is mostly in old houses, in other words homes. Newer houses are just for comfort.

Robert: I live in a period house. It was built in 1914. It doesn't have much insulation except for what we have put in.

Правообладатель Вышэйшая школа

The wiring is old except for what we have updated. But newer homes *are not made to last*. Most modern homes are built with pine and are just made cheaper. My house is built with oak and walnut and *has stood the test of time*. Sometimes I wish I had a new house but at the same time I know how well this house was made. It needs lots of work, though. Currently my daughter Gwen's room and the bathroom are being completely renovated. Both **attics** and the **basement** are being repaired. As for charm, to me it is the style, not how old the house is.

Angel: I prefer living in new houses. In my opinion, new houses have more modern conveniences. They're more convenient to live in because everything is handy. But I don't mind living in an old house as long as I feel comfortable. It all depends.

Coolguy: I'd prefer to live in an old house, which is charming, homey and full of memories… And I can't afford to build a new house…

Germione: I have never lived in a *brand new* or modern house. The house we are living in now is old, well over 100 years old in fact, and it is our first home. *I have come to love this old house*, but it is cold in winter that is *my only bug* with it. In fact, it is cold all year round! I think it is because it is so **spacious**, plus the ceilings are really high too.

The Irish Rose: Both modern and period houses have their advantages and disadvantages. I currently live in a 40-year-old house. Houses built back then did not have a lot of insulation. So when it's hot, it's even hotter. When it's cold, you're freezing. But the history of the house is so rich and it might even surprise you what it was originally used for. Now when you talk about a newer house, **cooling** and **heating** would be much easier too since they now come with a lot of insulation. With new houses, you get the sense of safety. Personally, I would rather live in a new one.

Cinderella: I clean houses for a living and most of my clients have newer houses as they have the money to afford them and me for cleaning their house. I don't like the newer houses; they just don't have any character. I prefer the older homes that have character. I like the older houses because they were

Правообладатель Вышэйшая школа

built stronger back then. Nowadays the houses are put up so fast and with the cheapest wood, they will need more repairs *in the long run*.

3. a) Find the words in bold in the text that mean

1) the space or room at the top of a building, under the roof, often used for storing things;
2) a part of a building consisting of rooms that are partly or completely below the level of the ground;
3) the water that is provided for a particular area;
4) the system of wires (проводов) that carry electricity;
5) something in the house, which makes life easier for its user because it operates quickly and needs little effort;
6) the surface of a room which you can see when you look above you;
7) of a certain time in history;
8) the system of making the house warm in cold weather;
9) the system of making the house cool in hot weather;
10) having a lot of space;
11) not to have enough of (something that is needed or wanted).

b) Match the questions with the answers.

1. Do you live in a period or modern house? 2. Is there an attic in your house? 3. Is there a basement? 4. Is your house spacious enough? 5. Do you have all modern conveniences in your house? 6. Do you think your home lacks charm and warmth?

---

a) We have water supply, electricity and cooling and heating systems. b) Modern, but not brand new. It was built in 1995. c) No, I think it's very homey and has character. d) Yes, we keep old suitcases there and there's a table for ping-pong. e) Yes, the rooms are huge and the ceilings are quite high. f) Yes, we keep tools and other stuff there.

c) Guess the meaning of the words and phrases in italics in ex. 2.

d) Work in pairs. Ask and answer the questions in ex. 3b.

Правообладатель Вышэйшая школа

4. a) Look through the forum opinions again. Make notes on why people

- like living in period houses
- dislike living in period houses
- like living in modern houses
- dislike living in modern houses

b) Write your opinion for the forum.

Vocabulary Practice.

LESSON 4. A DEBATE ON HOUSES

Communicative area: expressing an opinion, reasoning

1. Compete in two teams. Name as many adjectives and nouns as possible that can be used to describe a house / flat. Which team is the best?

2. a) Use ex. 2 in lesson 3 to complete the chart with missing words.

Noun	Adjective
space	...
...	convenient
...	comfortable
charm	...
...	warm
...	electric, electrical
...	safe

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b) Put the stress in the words from the chart.

c) Listen and check.

3. a) Use the words from the chart to complete the description of a period house below.

I live in a period house. This is a house which has a lot of old-world ***c****... . Being one of the first houses built in this city, it is really close to the city centre, which is very* ***c****... for me. I also feel quite* ***s****... even going out alone at night. The street my house stands in is also* ***c****...: there are* ***s****... gardens around every house in the street, full of flowers, bushes and trees.*

I'm an ***e****... engineer so you understand this old house has every* ***c****... imaginable. It is heated by* ***e****..., but there is a huge fireplace in the lounge. So the house doesn't lack* ***w****... in the least. The fireplace takes up too much* ***s****... in the small room, but it makes the lounge so homey. An* ***e****... fire has nothing to a real fireplace which creates a nice cosy atmosphere. Moreover, it gives a* ***w****... welcome to every guest.*

I'm a very ***p****... sort of person. You wouldn't get me to a noisy party – I prefer the* ***s****... of my* ***c****... armchair. I like my* ***c****...****s****: warmth, television, a cup of tea by the fireplace. Don't get me wrong, I'm not a misanthrope, I'm quite friendly and sociable, but from time to time I do need some* ***p****... to read my paper, to surf the Internet or to play with my dog.*

b) How old do you think the man is? Why do you think so? What people do you think prefer living in modern flats?

4. a) Look through the highlighted words and phrases in ex. 2, lesson 3. Make sure you remember their meaning. Prepare to use them in the debate.

b) In pairs, recall your arguments for and against modern or period houses.

5. Hold a debate on the best place to live. The motion for your debate is: *It's better to live in a period home than in a modern flat.*

1. Work in two groups. One should be opposing the motion; the other should be proposing the motion. a) Brainstorm the

Правообладатель Вышэйшая школа

main points of your speech. Think of the facts to support your ideas. b) Choose a speaker for your group. The speaker should 1) sum up what they are going to say; 2) make three points about the motion, support each point with facts; 3) sum up what they have said.

2. Vote in favour or against the motion.

The teacher chairs the debate. For the introduction the teacher states the motion and introduces the teams. Speaker 1 opposes the motion. Speaker 2 proposes the motion. The chair (teacher) invites the speakers to summarise their arguments with one sentence each. Then students take a vote in favour or against the motion. The chair announces the results.

Video "Period house".

LESSON 5. MOVING HOUSE

Communicative area: asking for and giving information, describing a house

Active vocabulary: estate agent, suitable; look onto, move house, restore

Receptive grammar: Present Continuous Passive

1. Look at the cartoon. Explain the humour.



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2. a) **Listen to the interview with an estate agent. Put the photos of the cottage he is talking about in the order they are described in the interview.**







b) **Listen again. Look at the leaflet provided by the estate agent. Be ready to say which information he didn't mention in the interview.**

Bedrooms: 4	**Bathrooms:** 1.5	**Building:** Listed Building
Cooking: electric	**Available:** in a month	**Sq. metres:** 181
Parking: borrowed from the churchyard	**Looks onto:** the 12th century church	**Restored** in 1976
Back garden	**Suitable for pets**	**Near shops**
Balcony	**Fireplace**	**Quiet location**
Description:		

Правообладатель Вышэйшая школа

3. Match the words from the interview with their definitions.

1. to move house	a) a person who works for an estate agency selling or renting houses, land and buildings for their owners
2. an estate agent	b) going with all our possessions to live in a different place
3. to restore	c) right for a particular person, situation or occasion
4. to look onto	d) able to be used
5. suitable	e) to return (something or someone) to an earlier condition or position
6. available	f) to provide a view, to overlook

4. a) Mark the statements true (T), false (F) or no information available (NIA). Prove your point of view.

1. People usually move house because they can't afford the upkeep.
2. Daniel Campbell-Walker is moving house.
3. Church Cottage was built in 1976.
4. It was restored by its owner.
5. Church Cottage is a listed building.
6. There are no modern conveniences in the house.
7. The location is picturesque.
8. The fireplace is a disadvantage.
9. The house is suitable for pets and tall people.
10. The house is available for sale now.

b) Listen and check (see ex. 2b).

5. a) Look at the underlined grammar forms in the sentences below. Answer the questions on pages 283–284.

Currently my daughter Gwen's room and the bathroom are being completely renovated. Both attics and the basement are being repaired.

It will be available in a month. Now the owner is preparing it for sale. It is being repaired and repainted.

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b) Complete the formula for Present Continuous Passive: *is* / *are* + … + *V3.*

c) Read the article about Dazhynki and find Present Continuous Passive forms.

Every year a small town in every region of Belarus hosts Dazhynki – an agricultural festival that has become the highlight of every autumn in the country. It is a celebration of the yearly harvest and the people who have worked on it. One can say it is a certain equivalent of the Thanksgiving festival in the United States or some European harvest festivals. It is an honour for local authorities to host the festival and a great responsibility too.

– How is the town preparing for the festivities?

– Actually, preparation started a year ago and a lot has been already done. A new spacious amphitheatre has been built and the railway station has been renovated. The ancient church we are so proud of has been restored.

– I see you are renovating residential buildings too.

– Definitely! The houses are being painted, the windows are being replaced and the area is being cleaned.

– As far as I know, more than 2,000 builders have been working on the construction of the new facilities and the reconstruction of the old ones in the run-up to the festival.

– That is true. Local companies have been taking an active part in the preparations and the residents of the town have been holding weekly clean-up days. The bus station has been totally rebuilt and has already been opened. Regular bus service to Minsk will be provided during the festival.

– I understand it is the final stage of the preparations. What else is happening in the town?

– The roads are being covered with new asphalt and new tiles are being put in place of the old ones. The playgrounds are being repaired and redecorated. Five kilometers of trading stalls are being put up to be available for the participants and guests of the festival. The transportation structure is being prepared to support the festival including roads in and around the town. The railroad from Minsk is being reconstructed.

– We can easily see that a lot of money has been and is being spent on the reconstruction of the town.

Правообладатель Вышэйшая школа

– There is no lack of resources and there is no lack of willing helpers. This year's Dazhynki is going to be a success, no doubt.

d) Would you like to live in this town? Why?

6. Imagine you are selling a house. Complete a chart similar to the one in ex. 2b. Hang your leaflet up in the classroom along with your classmates' leaflets. Go round and choose a house to buy. Explain why you want to buy it.

Exercises on Passive Voice.

LESSON 6. MY ROOM

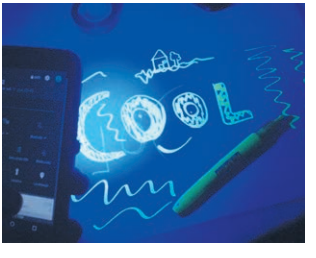
Communicative area: describing a room

Active vocabulary: cluttered, haven, item, treasured

Active grammar: plural of nouns

1. a) How many rooms are there in your house / flat? What are they? Do you have a room of your own?

b) Look through the photos. Which of these things do you think you can find in a girl's room? Which – in a boy's room?



black light



lava lamp



chest

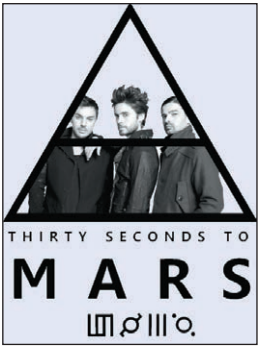
Правообладатель Вышэйшая школа



curio cabinet



dresser



30 seconds to Mars poster

2. a) Look through two descriptions of rooms. Which of them was written by a boy, which – by a girl? Why do you think so?

My Room, My Haven

Over the years I have bought and collected all sorts of silly **items** to decorate my room. There are posters *as tall as you stand,* several black lights, and a bumping stereo that all give my room its unique style. Although my room is very small, it easily holds all the *stuff* I need to relax and feel right at home. The black lights add a lot of character to the room. A light blue lava lamp is the only light that remains on while I sleep.

A small variety of posters that represent my interests fill every wall. These pictures were collected over time from magazines, and some were given to me by my friends. One can easily tell what type of music I listen to by looking at the posters on my walls. Such artists as Matt Bellamy from *Muse*, the whole crew of *Coldplay*, and an almost *life size picture* of Jared Leto from *30 seconds to Mars*, all give the room *a nice touch of style.* You can see a few pictures of cars on the walls. Although my favourite car is not shown, several cars that I find appealing are displayed.

I must mention my computer. I do lots of things on it: surf the Internet, chat with my mates and listen to music. With its four separate speakers it provides perfect surround sound. The system sounds great at volume. Yet I rarely use it to anywhere near its potential. There are several cacti on my computer desk. My

Правообладатель Вышэйшая школа

friends keep giving them to me because they say I'm like a cactus myself: not very friendly outside, but full of nice surprises.

My room is my **haven.** I have everything I could need in it. Many have complimented me on my lighting effects and on my choice of posters. I look forward to the day when I move into my own house. There, my room will be more than *twice as large* as it is now. Who knows what I'll do then...

My Bedroom

I live by the motto: 'My bedroom is my castle'. My bedroom is a place where I can relax and be comfortable and I think that is why it is important to me. I have a double bed with four pillows and my favourite comforter. It is a Little Mermaid comforter, I know it is childish but it is soft and warm. And of course my Slumbers Teddy Bear sits on my bed and keeps me company. A lot of times I just lie down and close my eyes and daydream about places I'd like to see or think about things that make me happy.

Another reason why my room is so dear to my heart is that I can go there when I want to be on my own. I can just shut my door and tell everyone in my household not to bother me. Whenever I'm stressed out with school, I like to go into my room and just be myself. When I'm there, I know everything is going to be all right. It may be hard to have some privacy if you share a room.

Also my room holds most of my personal *belongings*, which have sentimental value and I do not want anyone else to touch them.

My bedroom is *kind of* **cluttered,** but that is the way I like it and I don't care what anyone says. As you first come into my room, to the right is my dresser. It is full of things like perfume, jewellery, hair ties and other things that come out of my pockets at the end of the day. Diagonally across from my dresser is my curio cabinet. In it there is my collection of porcelain dolls, which are my most **treasured** items. Next to my bed which is in the middle of the room is my computer and my entertainment centre.

I'm sort of *a pack rat*. I think everything is worth keeping so I do keep everything from old clothes to my childhood

Правообладатель Вышэйшая школа

stuffed animals which are all neatly sitting on my chest in my room. My chest is filled with things I may need in the future like albums, old picture frames and other little things. These things mean a lot to me because a lot of these objects belonged to my late grandmother and I am honoured to own them.

My bedroom is always there for me.

b) Read the descriptions carefully. Answer the following questions together with your partner.

1. What do the boy's and the girl's rooms have in common?
2. What makes them different?

3. a) Match the words with their definitions.

1. item	a) a safe or peaceful place
2. cluttered	b) a thing, something which is part of a list or group of things
3. treasured	c) very important and valuable for you
4. haven	d) untidy, filled with useless things

b) Guess the meaning of the words and phrases in italics in ex. 2a.

things = items = stuff = belongings

4. a) Write the plural forms of the following nouns:

shelf, photo, hero, cactus, poster, child, music, formula, series, mathematics, jeans, glasses, clothes, hair, person, convenience, motto, water, item, box, body.

b) Read the rules about singular and plural of nouns in the grammar reference (see pages 284–287) and check yourselves.

5. a) Which of these questions are answered in the descriptions?

1. Do you share or own a room? 2. Is your room spacious? 3. Is your room tidy or cluttered? 4. What is there on the walls of your room? 5. What furniture do you have in your room? 6. What do you sleep on? 7. Do you have a computer or a TV in

Правообладатель Вышэйшая школа

your bedroom? 8. What makes your room special? 9. What are your most treasured items? 10. Is your bedroom your haven or just a place where you sleep?

b) Answer the questions above to describe your room.

6. Describe your dream room.

Plural nouns.

LESSON 7. MY DREAM FLAT

Communicative area: writing a description of a dream flat

1. a) Read the film review. Have you seen this film? If not, would you like to watch it?



Duplex: Alex (Ben Stiller) and Nancy (Drew Barrymore) are a young, professional, New York couple who are happy and successful, but lack one thing that they truly want. They are looking for their dream home. They believe they have found it. The duplex is a dream come true, complete with several fireplaces. There is only one problem – their upstairs neighbour, Mrs Connelly, an elderly woman who makes their lives a living hell (ад). She rents the other half of the house and refuses to move out. Just how far would you go to have the home of your dreams all to yourself? The couple start asking themselves that very question in this dark comedy directed by Danny DeVito. Soon their dream home becomes their home of nightmares (кошмары).

Правообладатель Вышэйшая школа

b) What kind of house do Alex and Nancy live in?

c) What do you think the rooms in the house looked like?

2. Describe one of the rooms in the photos to your partner. Let them guess which room you have described.



3. a) Listen to Sarah describing the rooms of her dream flat. Which of the photos match(es) the description best?

b) Listen again. Take notes to complete Sarah's description.

On many occasions, people have asked me what my dream house would look like. First of all, it is in ... (1). Thanks to that, it has the most beautiful view of ... (2). The thing I like about it the most, is that it is ... (3). It has ... (4). The walls are covered with ... (5). ... (6) is put facing the window. The ... (7) is really spacious. It has ... (8), as well as ... (9), made of glass. The ... (10) has such a modern design. ... (11), which gives it a special look. There is a huge ... (12), and ... (13) you can find ... (14). In the centre of the room, there is a ... (15). ... (16) is put in the room to make it look and feel ... (17). The ... (18) is made in a ... (19) combination. The walls and the floor are ... (20), as well as some

Правообладатель Вышэйшая школа

decorations, which gives the room that special touch. There are also doors that lead to the ... (21) with ... (22). And finally, there is a ... (23) and it looks ... (24). That is pretty much it about my dream flat. I just hope I will get to it one day.

c) Would you like to live in a flat like that? Why? Why not?

4. a) Complete the sentences in ex. 3b to write a description of your dream home. Don't sign your paper. Hand it in to the teacher.

b) Get someone's dream home description from your teacher. Read it and guess who wrote it. Check your guess.

LESSON 8. MY DREAM HOUSE

Communicative area: writing a description of a dream house

1. Where do most people live in your country: in houses or flats? Do you know anyone who lives in a house? What does this house look like? Would you like to live in a house?

2. a) Read the description of a dream house made by a teenage girl. What is the main characteristic of this house?

It is large and has big windows and the front of the house gets the morning sun. It is made of red brick and has tiling on the roof .

It has two spacious bedrooms which have two large windows each, a roomy kitchen with three side windows and a back door. There is a lounge with one giant window, and a huge bathroom with a long narrow window so that there is privacy, yet it is still naturally lighted.

The house is supposed to be stylish and roomy while not being too big and showy; there are fewer rooms and more space. There are many large windows so that during the day the rooms are never dark.

There is a fireplace in the lounge so that the people living in the house can warm themselves by the fire in the wintertime.

Правообладатель Вышэйшая школа

The front of the house has two bedrooms that seem to welcome the person walking to the front door.

The whole house except the windows is covered in green vines, growing wildly all over the red brick front. There are beautiful trees in the front garden. On a hot summer's day the trees will shade the pathway leading to the front door.

In the back garden there are birch trees and fragrant flowers growing near the main kitchen window, and jasmine, and roses growing on the fence.

b) Find all the words that tell us about the size of the house. What do they describe?

3. a) Which of the questions below does the description in ex. 2a answer?

1. Are you a happy owner of the house or do you rent it?
2. Did you build the house yourself or did you buy it from an estate agent?
3. Is your house a detached, semi-detached or terraced house, a cottage, a bungalow or a mansion?
4. Is it a modern house or a restored period house?
5. Is there a basement underneath the house? What do you keep there?
6. How many rooms are there? What rooms are upstairs, what rooms are downstairs? Do you have any rooms in the attic?
7. Is your house made of wood or bricks? Are there tiles on the roof?
8. Are there radiators in each room? Is there a fireplace?
9. Is there electricity and water supply? Do you have heating and cooling in the house? What other modern conveniences do you have?
10. Are the ceilings high or low? Is your house spacious?
11. Is there enough space in the house for all the treasure items that you have? Where do you keep them?
12. Is your house suitable for pets?
13. Are there carpets on the floor? Is there a comfortable settee in the lounge?
14. Do you have a shower and a laundry basket in the bathroom, a sink and taps for hot and cold water?

Правообладатель Вышэйшая школа

15. Are the rooms cluttered or tidy?
16. Do you have to share your room with anyone?
17. Do you have enough privacy?
18. Who is responsible for the upkeep of the house, the repairs and renovations?
19. What does your house look like on the outside? Is there a garden around the house?
20. Does your house lack anything?
21. Is your house a shelter or a haven?
22. Are you planning to move house in the nearest future?

b) Interview your partner about their dream house, using the questions in ex. 3a. If you think some questions are too personal, make them more polite – ask indirect questions.

4. a) Use the questions in ex. 3 as an outline for the description of your dream house.

b) Work in a small group. Hold a competition for the best description.

LESSON 9. *FALLING ANGELS* BY TRACY CHEVALIER

Communicative area: inferring meaning from context

1. Read the short article about Tracy Chevalier's books. Have you read any of them? Have you seen the film mentioned in the article?

Tracy Chevalier is the author of *Girl with a Pearl Earring*, a novel which was made into a film starring Scarlet Johansson and Colin Firth. The film tells us about a poor girl who works in the house of Johannes Vermeer – a famous Dutch artist of the 17th century. She becomes his talented assistant and the model for one of his most famous masterpieces – the painting which is sometimes referred to as 'The Mona Lisa of the North' or 'The Dutch Mona Lisa'.

Правообладатель Вышэйшая школа



Girl with a Pearl Earring by Johannes Vermeer, about 1665



A still from the film with Scarlet Johansson, 2003

As in *Girl with a Pearl Earring*, in *Falling Angels* Tracy Chevalier displays her talent for recreating a particular period and place. *Falling Angels* is a powerful novel, as cleverly atmospheric as *Girl with a Pearl Earring*. In January 1901, the day after Queen Victoria's death, two families visit neighbouring graves in a fashionable London cemetery[1]. They dislike each other but their daughters become friends behind the tombstones. As the girls grow up and the new century finds its feet, as cars replace horses and electricity outshines gas lighting, their relationship develops.

[1] cemetery – кладбище

2. a) Read the excerpt. Use the glossary after the text. Answer the questions: *Is the boy impressed with the house? Why do you think so?*

I want to see our Jenny. Maude thinks she's in her room upstairs.

I've never been in the rest of the house. It's big, with lots of stairs that I keep stopping on because there's so much to see. On the walls there are paintings and drawings of all sorts of things, buildings and people but mostly birds and flowers. The rugs on the stairs and in the hallways are mostly green, with some yellow and blue and red bits in a pattern. Each landing has a plant on it.

Правообладатель Вышэйшая школа

I go on up until I'm on the top landing. There are two doors up there, both closed. I have to choose, so I open one and go in. It's Maude's room. I stand and look a long time. There are so many toys and books, more than I've ever seen in a room. There's a whole shelf of dolls, all different sizes, and another shelf of games – boxes full of things, puzzles and such. There are lots of shelves of books. There's a brown and white hobby-horse with a black leather saddle that moves back and forth on rollers. There's a wooden dolls' house with fancy furniture in all the rooms, miniature rugs and chairs and tables. There are pictures on the walls of Maude's room, children and dogs and cats, and something that looks like a map of the sky, with all the stars connected up with lines to make pictures.

It's toasty warm in the room – there's a fireplace that has just had a fire burning, and a fender in front of it with clothes hanging on it to air. I want to stay here, but I can't – I have to find our Jenny.

I go out and down the stairs. I get to the next landing, and there are four closed doors there. I've never been in a house like this. Five or six families could live in this house. I look at the doors. They're all oak, with brass handles shining.

I heard about rooms like this but I've never seen one. There are tiles everywhere, white tiles on the floor and up the sides of the walls to just over my head. One row of the tiles at the top has flowers on them, like tulips, red and green. There's a big white bathtub, and a white sink, with the silver pipes and taps. There are big white towels hanging on a rack, and I touch one. Where I've touched it I leave a black mark and I feel bad because it's so clean in here otherwise.

In a little room off this one is a WC, white too, with a seat made of mahogany. I think of the privy and bucket my father and I use, and it's so different from this; they don't even seem like they're meant for the same thing.

I go out and choose another door, to the room at the front of the house. The walls are yellow, and though it's facing north, there are two big windows, with balconies you can walk out on, and the light that comes in turns gold when it hits the walls.

Правообладатель Вышэйшая школа

There are two sofas pushed together to make an L, and shawls decorated with butterflies and flowers spread over them. There's a piano and little tables with books and magazines on them, and a sideboard with photographs on it.

Then I hear our Jenny talking out on the landing. There's no time to get out of the room, and somehow I know she and Mrs C. will come in here. I crouch down quickly behind one of the sofas...

Glossary

landing – лестничная площадка
rug – коврик
pattern – рисунок, узор
top – верхний; находящийся на самой вершине
hobby horse – конь-качалка
leather – кожа
saddle – седло
fancy – причудливый
miniature – миниатюрный
fender – каминная решётка
brass – латунь, желтая медь
handle – ручка, рукоятка
row – ряд
tulips – тюльпаны
pipes – трубы
towels – полотенца
rack – вешалка
mahogany – красное дерево
privy – уборная, «укромный уголок»
bucket – ведро
shawl – платок, шаль
butterflies – бабочки
sideboard – буфет; сервант
crouch – припасть к земле; наклониться

b) Discuss the questions with your partner.

1. What rooms does the character come into?
2. What kind of family do you think the house belongs to?

3. a) Listen to the excerpt. Follow in the book. There are some differences between the original text and the text in your book. What do they tell us about the boy exploring the house? What does the whole excerpt tell us about the boy?

Правообладатель Вышэйшая школа

b) Study the illustrations to the excerpt. Find mistakes in each of them.







4. Would you be interested in reading the whole book? Why?

Правообладатель Вышэйшая школа

Project MY DREAM HOUSE / FLAT / ROOM

1 **Prepare a description of your dream house, flat or room. Draw pictures, collect photos to illustrate your project.**

2 **Practise describing your house / flat / room. Mind your sounds and intonation. Check if you pronounce all the words correctly.**

3 **Before the presentation, introduce the words your classmates might not be familiar with, if necessary.**

4 **During the presentation, point at the pictures and photos, etc.**

5 **After the presentation, welcome your classmates' questions.**

Правообладатель Вышэйшая школа

UNIT 2

EDUCATION

LESSON 1. SCHOOL YEAR AROUND THE WORLD

Communicative area: writing about school year in Belarus

Active vocabulary: average, grade, names of school subjects, require, schedule, term, vacation; to be divided, provide with

1. **Look, listen and compare what you see and what you hear.**

At age 5, at age 16, at age 18.

2. a) Answer the questions.

1. At what age do schoolchildren start school in Belarus?
2. At what age do they finish school?
3. How long does a school year last in Belarus?
4. How many terms and vacations do Belarusian schoolchildren have?
5. Do you know how long the school year lasts in other countries?

b) Scan the articles and answer the questions above about school year in Australia, China, Iran, Japan and Russia.

Australia

School year in Australia lasts for 200 days from late January to late November. Since Australia is in the southern hemisphere, it is summer there while it's winter in the northern hemisphere. Summer vacation for Australian students is from December to late January. Their school year is

Правообладатель Вышэйшая школа



divided into four terms, 9 to 11 weeks each. Students have two weeks of vacation between each term. The typical school day is from 9 a.m. to 3:30 p.m., and lunch is eaten at school. Students must attend school for at least nine years. The average class size is 18 students. There are about six computers per classroom.

Primary school is from year 1 to year 6; secondary school is from year 7 to year 12. From year one to year six, students spend about 12 hours a week working on Maths and English. Many schools integrate subjects, meaning they combine two or more academic subjects into one. For instance, a class is studying coral reefs. Usually the students study coral reefs only in Science class. An integrated method includes Maths and Language. Students would then use that information to write a report about coral reefs.

China



Because China is in the northern hemisphere, the school year there typically is from the beginning of September to mid-July. Summer vacation is usually spent in summer classes or studying for entrance exams. The average school day runs from 7:30 a.m. to 5 p.m., with a two-hour lunch break. Formal education in China lasts for nine years. China provides all students with uniforms, but does not require they be worn.

There are about 21 students in each classroom. All Chinese students study from textbooks that emphasize China's unity, past and present accomplishments, and its future. Students in China also have great access to computer technology, with 1 computer for 2 students. Chinese language and Maths are tested at the end of each year. Maths is typically taught by drill, which means students are repeatedly

Правообладатель Вышэйшая школа

taught the basics of math until they learn it well. Education in China since the turn of the 21st century has been undergoing reform, which will bring group activities and other methods to introduce creativity and innovation in the classroom.

Iran



Iran is another nation in the northern hemisphere with a school year similar to European countries. Students in Iran go to school for 10 months a year, or about 200 active days, from September to June. The average number of students per classroom is 27. From ages 5 to 18, boys and girls are educated separately. Girls typically have female teachers, while boys are taught by men. Religious study in Iran is required. Men and women do study together at the university level. Beginning at age 5, all students must pass a yearly exam in order to move to the next grade level. Students in primary school learn about Hygiene, basic Maths and Science, Reading, and study skills. Many schools are far from big centres or do not have the money for such things as libraries. To help with this problem, mobile libraries move within the country to bring books to more than 4,000 children in 40 different schools. Each bus has two librarians and around 3,000 books. Students are very happy when they hear the library bus coming their way.

Japan



Most Japanese schools run on a trimester schedule. The academic year begins in April and ends the following March, with breaks for summer, winter and spring separating the three terms. Uniforms are required and there are extensive rules for hair styles, shoes, socks, skirt length, make-up, accessories, and more.

Правообладатель Вышэйшая школа

In each classroom, the average number of students is 29 with six computers to share. Students in Japan study academic subjects, such as Japanese, Maths, Reading, Social studies, Music, Art, and they also receive Moral education. Moral education involves teaching students about health and safety, living a disciplined life, courtesy, understanding and confidence, public manners, and environmental awareness.

Russia



The school year in Russia runs from the first of September to late May. Students attend classes from 8:30 a.m. to 3 p.m. No uniforms are required. Students remain together in the same class from grades one to nine. Each classroom has about 25 students.

Ninth grade is the last year of compulsory education. After grade 9, a student can enter a college or a technical school for vocational education.

Russian high school includes grades 10 and 11 and is a preparatory stage for a university. Students decide on the future profession and focus on the subjects necessary for the exams.

After Mark Hughs

c) Read the articles again and fill in the table in your exercise-book.

	School year	School day	Class size	Uniform
Australia	January – November	9 a.m. to 3:30 p.m.	18 students	No info
China				
Iran				
Japan				
Russia				

Правообладатель Вышэйшая школа

d) Choose one article which surprised you most, read it again and tell your partner why you found this text interesting.

3. a) Read the following information. Add it to your table. Speak about the school year in Britain.

The school year in the UK starts in September and runs through to July.

There are three terms: Autumn Term: 1st week of September to 3rd week in December; Spring Term: 1st or 2nd week of January to Easter; Summer Term: 2 weeks after Easter to the end of July.

These are the standard holidays: Christmas: two weeks; Easter: two weeks; Summer: five-six weeks.

In addition, there is a half-term holiday of one week in the middle of each term.

b) Compare school year in other countries and Belarus

4. Write about the school year in Belarus.

Webquest "Schools in English-Speaking Countries".

LESSON 2. WHAT WILL HAPPEN IF...

Communicative area: differentiating between real and unreal situations; talking about unreal present

Grammar revision: Conditional I

Receptive grammar: Conditional II

1. Answer the questions.

1. Do you know the American equivalents of the school years? 2. When do you think they start school? 3. At what age do they finish secondary education? 4. When do they have vacations?

2. Read the Internet chat and check your predictions.

Правообладатель Вышэйшая школа

Cookie: Does anyone know the American equivalents of our English school years?

Leo: In America **you will go to a kindergarten when you are five or six.** You will start school when you are six or seven.

Cookie: And finish school at 17?

Leo: If you start at six, you will finish grade 6 at 11.

Grace: Elementary grades: Kindergarten – 5–6 years old; 1^{st} – 6–7; 2^{nd} – 7–8; 3^{rd} – 8–9; 4^{th} – 9–10; 5^{th} – 10–11; 6^{th} – 11–12 (6^{th} is sometimes also considered middle school); Middle School; 7^{th} – 12–13; 8^{th} – 13–14.

Cookie: If I finish Middle school, will I go to Comprehensive school?

Leo: No, if you finish Middle school, you will go to High school.

Grace: To make a long story short, High School: 9^{th}: 14–15 (freshman), 10^{th}: 15–16 (sophomore), 11^{th}: 16–17 (junior), 12^{th}: 17–18 (senior) (graduate school at 12^{th} grade)

Cookie: So, **if we move to the USA, I will go to Grade 9 as I am 15 now.**

3. a) Read the chat again and pay special attention to the sentences in bold. Do they refer to the present or to the future? In what case will the action happen?

Conditional I	
If-clause	Main clause
Present Simple	**will + V1**
If you start school at 6,	you will finish elementary school at 11.
If you don't start school at 6,	you will finish elementary school at 12.

b) Complete the following sentences.

1. If I have only excellent marks, ...
2. If I know English well, ...

Правообладатель Вышэйшая школа

3. If we finish early today, ...
4. The school will have to close if ...
5. I'll eat my hat if ...
6. If we get too much homework, ...
7. If you don't run, ...

4. a) Read the sentences and say which of the three is more realistic, and which is less realistic. Explain why you think so.

1. If I see him, I will give him a book.
   If I saw him, I would give him a book.
2. If we find her address, we will send her a birthday card.
   If we found her address, we would send her a birthday card.

b) One of these sentences is the Conditional I, the other is Conditional II. Make tables similar to ex. 3a for Conditional II. Check your understanding and study the rule (see pages 288–289).

5. a) Compare Conditional I and Conditional II.

1. If I were you, I would drive more carefully in the rain.
   (*I am not you – this is unreal.*)
2. Paula would be sad if Jan left.
   (*Jan will not leave – that's not going to happen.*)
3. If dogs had wings, they would be able to fly.
   (*Dogs don't have wings – that's impossible.*)

b) Complete the Conditional sentences (Conditional II) by putting the verbs into the correct form and say what is unreal in each sentence.

1. If we (have) *had* a day off, we (go) should go to Belovezhskaya Pushcha.
2. If he (have) more time, he (learn) astronomy.
3. If they (tell) their father, he (be) very angry.
4. If she (go) to England, she (speak) English easily.
5. We (help) you if we (know) how.
6. If I (feel) better, I (go) to the cinema with you.
7. If I (come) home earlier, I (prepare) dinner.

c) Make these sentences true about you. Change them to Conditional I.

Правообладатель Вышэйшая школа

6. a) Match both parts of the quotations.

1. Jerry Adler: "If everyone on earth just stopped breathing for an hour,
2. Charles Dickens: "If there were no bad people,
3. C. Malesherbes, French Statesman: "We would accomplish many more things,
4. Bible: "If the blind lead the blind,
5. Albert Einstein: "If we knew what it was we were doing,
6. Eleanor Roosevelt: "If life were predictable,

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a) ... there would be no good lawyers."
b) ... it would not be called research, would it?"
c) ... if we did not think of them as impossible."
d) ... the greenhouse effect would no longer be a problem."
e) ... both would fall into the ditch."
f) ... it would cease to be life, and be without flavour."

b) Write down the quotations and say which part is unreal and why it is impossible or not going to happen.

Conditionals.

LESSON 3. PRIMARY AT 5, SECONDARY AT 11 ...

Communicative area: writing about primary and secondary education in Belarus

Active vocabulary: comprehensive, fee-paying, mixed sex schools, non-selective, private, public, selective; be located

1. a) Answer the questions.

1. At what age do the children study at a primary school in Belarus?
2. At what age do the children study at a primary school in Great Britain?

Правообладатель Вышэйшая школа

3. When do they move to secondary school?
4. What subjects do they study there?
5. When do they have exams?

b) Read the article. Answer the questions 2–4 from ex. 1 about Britain.



private school



state (comprehensive) school



primary school classroom



secondary school classroom

Children's education in England is normally divided into two separate stages. They begin with primary education at the age of five and this usually lasts until they are eleven. Then they move to secondary school, there they stay until they reach sixteen, seventeen or eighteen years of age.

The main categories of school are:

- state schools, free to all children between the ages of 5–16;
- independent schools, (Private / Public Schools). Parents pay for their children's' education.

State Schools

About 93% of the children in England and Wales go to state schools. State schools are non **fee-paying**, funded from taxes and most are organised by Local Authorities (LA).

Правообладатель Вышэйшая школа

Parents are expected to make sure that their child has a pen, pencil, ruler, etc. but the cost of other more specialised equipment, books, examination fees are covered by the school.

Parents are, however, expected to pay for their child's school uniform and items of sports wear. Sometimes parents pay for music lessons. Schools may ask for voluntary contributions for school time activities – but no pupil may be left out of an activity if their parents cannot or do not pay.

Primary schools (5–11 year olds)

In the UK, the first level of education is known as primary education. These are almost always **mixed sex**, and usually **located** close to the child's home. Children are with the same group throughout the day, and one teacher has responsibility for most of the work they do.

Parents are asked to help their children, particularly with reading and writing, and small amounts of homework are set to all children, even during the early years at school.

Secondary schools (11–16 year olds)

At the age of 11 most children transfer to a nearest secondary school, though the law allows parents in England and Wales to choose other schools too. A place has to be offered at the parents' preferred school unless the school has more applicants than places; in that case it will admit the children who have the highest priority.

Most secondary schools cater for both sexes. They are much larger than primary schools.

Nearly 88 per cent of secondary school pupils in England and Wales go to comprehensive schools. These take children of all abilities and provide a wide range of secondary education for all children in a district from 11 to 16 or 18. All children in Scotland go to **non-selective** schools.

Grammar schools are **selective;** they offer academically oriented general education. Entrance is based on a test of ability, usually at 11 **(11+).** Grammar schools are single sexed schools i.e. children either go to a boys' grammar school or a girls' grammar school. There are grammar schools in Northern Ireland and some parts of England.

Правообладатель Вышэйшая школа

Fee Paying Schools

Independent Schools

7% of the children in England go to independent schools. Independent schools are known as private or public schools. Parents pay for their children to attend these schools.

A preparatory school (7 to 11–13 years) is a school to prepare pupils to go to a public school.

A public school (11 or 13 to 18 years) is an independent secondary school. Public schools in England are not run by the government. The entrance exams used by most public schools are known as Common Entrance exams and are taken at the age of 11 (girls) or 13 (boys). The most famous public schools are Eton, Harrow and Winchester.

2. Read the definitions of the words in bold and find their Russian equivalents.

Primary school – 1) (*in Britain*) a school for children below the age of 11. It is usually divided into an infant and a junior sections 2) (*in the US and Canada*) a school equivalent to the first three or four grades of elementary school, sometimes including a kindergarten.

Secondary school – a school for young people, usually between the ages of 11 and 18.

Independent school – 1) (*in Britain*) a school that is neither financed nor controlled by the government or local authorities 2) (*in Australia*) a school that is not part of the state system.

Private school – a school under the control of a private organization, accepting mostly fee-paying pupils.

Public school – 1) (*in England and Wales*) a private independent fee-paying secondary school 2) (*in the US*) any school that is part of a free local educational system.

Comprehensive school – 1) chiefly British – a secondary school for children of all abilities from the same district 2) (*Eastern Canadian*) another name for composite school.

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Grammar school – 1) (*in Britain*) a state secondary school providing an education with an academic bias for children who are selected by the eleven-plus examination, teachers' reports, or other means 2) (*in the United States*) another term for elementary school 3) (*in New Zealand*) a secondary school forming part of the public education system.
mixed sex schools – schools where boys and girls study together.
selective schools – schools that accept students based on the tests results.
free / free of charge – not costing anything.
fee paying – a fee-paying school is one that you pay money to go to.
to cover a fee – have enough money to pay for something.
make sure – to check something so that you can be sure about it.
to be located – to be situated.

3. Read the text and fill in the blanks with the words from the box.

public, primary and secondary, primary, private, grade (2), grades, university, the age of, college, high school, years of education, education system

The American education system requires that students complete 12 years of... (1) education prior to attending... (2) or ... (3). This may be accomplished either at ... (4) (or government-operated) schools, or at ... (5) schools.

Primary school

American children start school at ... (6) five. The first year at school is called kindergarten. It is required of all American children enrolled in the American education system. The second year at school is considered the first year of ... (7) school and is referred to as first ... (8). In America, the word *grade* has

Правообладатель Вышэйшая школа

two meanings: the score achieved on an exam or in a course, and a year of education in primary or secondary school. Primary school most commonly consists of five … (9), referred to as first through fifth grades.

Secondary school

Upon completion of fifth … (10) (the last year of primary school), American children enrolled in the American … (11) advance to secondary school. Secondary school most commonly consists of a total of seven years, referred to as sixth through twelfth … (12). The ninth through twelfth grades are most commonly referred to as high school. Upon completion of twelfth grade, American students are awarded a certificate called the … (13) diploma. In the American education system, students must have obtained a high school diploma before they are admitted into college or university.

4. Write about primary and secondary education in Belarus. Use ex. 3 as a model.

LESSON 4. EXAMS – TO SIT AND PASS WITH FLYING COLOURS

Communicative area: talking about unreal past

Active vocabulary: compulsory, optional

Receptive grammar: Conditional III

1. Answer the questions.

1. At what age do pupils in Belarus take exams?
2. What exams did you sit last year?
3. Did you pass them successfully?
4. Have you ever failed any exams?
5. What exams are you going to sit in grade 11?
6. Are school-leaving exams compulsory or optional?

Правообладатель Вышэйшая школа

2. a) Read the information from Exams helpline and answer: 1) At what age do schoolchildren finish compulsory education? 2) What exams do they take and at what age? 3) What are compulsory subjects? 4) What are optional subjects?

Q 1. What exams do people take in Great Britain?

A 1. Students in England take **GCSE (General Certificate of Secondary Education)** exams at the end of the final year of their compulsory school education. So, at 16 students can either finish school and get a job, or go on to further studies.



exams

Q 2. And if you want to apply to university?

A 2. Those who want to apply to university stay on at school or attend college for a two-year **A-Level** course. Then they apply for any degree course at any university, if they meet the entry requirements.



School Assembly

Q 3. What are GCSEs?

A 3. GCSEs are the main examinations taken by UK students to complete the first stage of secondary or high school education.

Q 4. What subjects can you study?

A 4. There is a broad range of subjects to choose from. Some subjects are compulsory and others optional. Compulsory (or core) subjects: Mathematics, English, and Computer Studies. Optional subjects: Accounting, Art, Biology, Business Studies, Chemistry, Economics, Geography, Natural Economy and Physics.

Q 5. What do GCSEs consist of?

A 5. Depending on which subjects you choose, you'll receive lessons taught in the classroom or laboratory. In some cases

Правообладатель Вышэйшая школа

you'll also take part in educational field trips. You'll be expected to complete homework and independent or group research projects. Student's progress is regularly tested.

Q 6. How are you assessed?

A 6. For each GCSE subject we receive a final grade from A* (highest) to G. GCSE grades show achievement at secondary school level. Some universities specify minimum grades in certain subjects as part of their entrance requirements. Later on, some companies will consider your application if you have achieved specific grades in particular subjects.

Q 7. What are A-Levels?

A 7. A-levels are studied between the ages of 16-18. They are the most popular route into UK higher education institutions. To enter one of the top UK universities you'll usually need 3 or 4 good A-Level grades.

Q 8. What subjects can you study?

A 8. Those who want to specialize in Science, Medicine and Engineering take Maths, Physics, Chemistry and Biology. Those who decide to study Business, Humanities and Law take Maths, Economics, Accountancy, Business Studies, English Literature and Psychology.

Q 9. What marks do you get?

A 9. For each A-Level subject you take, you'll receive a grade from A to E. You can translate your grades into UCAS (Universities & Colleges Admissions Service) tariff points as follows.

A-Levels: A* – 140, A – 120, B – 100, C – 80, D – 60, E – 40.

Many companies will also evaluate your application for a job on the basis of your A-Level grades, as well as your degree.

Q 10. Is it difficult to study for A-level?

A 10. It's not easy but in addition to academic study, students develop independent thinking, study skills, team working, research and analysis. It will also help you decide what you would like to study at degree level.

Правообладатель Вышэйшая школа

b) Read the questions and answers above again and mark the following statements as true or false.

1. Students in England take GCSE (General Certificate of Secondary Education) when they are 18.
2. Compulsory subjects are Mathematics, English, and Computer Studies.
3. Students sit A-level exams at the age of 18.
4. To enter one of the top UK universities you'll usually need 3 or 4 good A-Level grades.
5. For each A-Level subject you take, you'll receive a grade from A to D.
6. Studying for A-level students develop important competences: independent thinking, study skills, team working, research and analysis.

3. a) Analyse the groups of sentences and say which of them is Conditional I and which is Conditional II. Discuss with your partner what the third sentence (Conditional III) might mean.

A

1. If I study in England, I will sit GCSE exams at the age of 16.
2. If I studied in England, I would sit GCSE exams at the age of 16.
3. If I had studied in England, I would have sat GCSE exams at the age of 16.

B

1. If I take GCSE, the compulsory subjects will be Mathematics, English, and Computer Studies.
2. If I took GCSE, the compulsory subjects would be Mathematics, English, and Computer Studies.
3. If I had taken GCSE, the compulsory subjects would have been Mathematics, English, and Computer Studies

C

1. If you work hard, you will pass your exams well.
2. If you worked hard, you would pass your exams well.
3. If you had worked hard, you would have passed your exams well.

Правообладатель Вышэйшая школа

b) **Study the rule (see pages 289–290) and check your understanding.**

4. a) **Complete the following sentences.**

Example: If you went to this college *at 16, you would finish your education at 18.*
If you had gone to this college *at 16, you would have finished your education at 18.*

1. If you improved your English, ...
2. If you had improved your English, ...
3. ... she would do something about it.
4. ... she would have done something about it.
5. ... he would win.
6. ... he wouldn't have failed.
7. ... would find a better job.
8. ... would have found a better job.

b) **Exchange your notebooks with your partner and check for mistakes. Choose one pair of sentences and discuss the difference in translating Conditional II and Conditional III.**

5. **Think about the exams you sat and passed last year and write about four things that you haven't done that you wish you had. Then think about four things that you have done that you wish you hadn't and write about them.**

If I had ..., I wouldn't have ...
If I hadn't ..., I would have ...

Conditionals.

LESSON 5. A DAY AT SCHOOL

Communicative area: speaking and writing about a school day

Правообладатель Вышэйшая школа

1. a) Listen to a student speaking about his school and answer the questions. What grade is Erik in and what is his school called?





b) Listen to Erik again and fill in the blanks.

My school is ... (1) 11–18 school. There are about ... (2) students in my school, including 200 in the ... (3) form. It is called a Technology College and specialises in ... (4) My school has over 1,200 computers (including ... (5) tablet PC's).

I am in Year 8 and I am presently having to decide what ... (6) I would like to start working towards. I ... (7) my GCSE exams next year instead of the year after when most other people of my age will be doing them.

Some subjects are compulsory like ... (8) and a foreign language. I am not sure what other GCSEs I will be taking. I will have ... (9) soon.

2. a) Listen to Erik describing his typical working day and say when he leaves home, when his studies start and what subjects he studies.

b) Listen to Erik again and complete the sentences.

1. I leave home at 6:45 and ...
2. The journey on the bus ...
3. It has to keep stopping ...
4. When I arrive at school, I ...
5. We listen to announcements to see ...
6. Every day I have ...
7. Normally it is ...
8. I have different ...

Правообладатель Вышэйшая школа

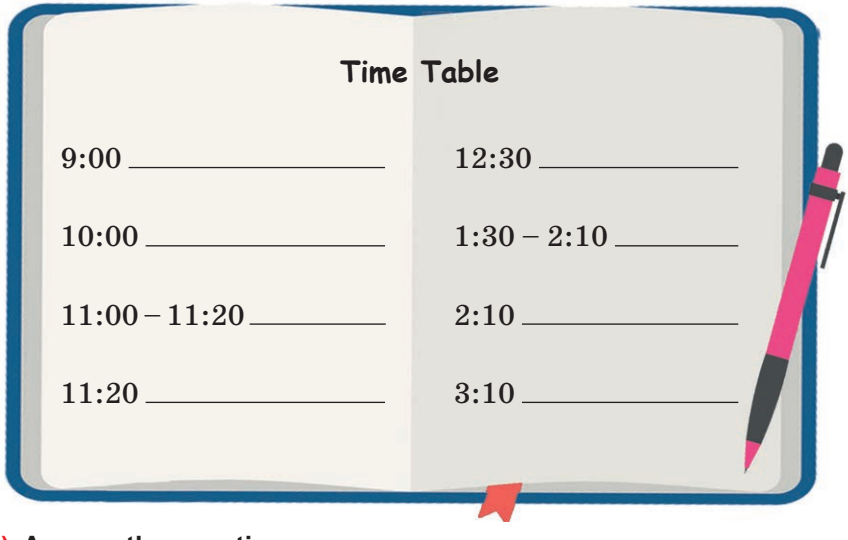
c) Talk to your partner and compare your working day and the working day in an English school.

What is registration?

The attendance of every child in school each morning and afternoon is recorded in a special book.

The teacher reads out each child's name in turn. On hearing his / her name, the child replies 'yes Mrs (teacher's name)' and the teacher notes down in the book whether the child is in school or not.

3. a) Listen to Erik's time table and complete the notes in your exercise-book.



b) Answer the questions.

1. What does Erik usually do during lunch break?
2. What do they usually serve at the canteen?
3. Why does Erik sometimes stay after school?

4. Write about your school day for a website.

Правообладатель Вышэйшая школа

LESSON 6. PRIVATE, PUBLIC, INDEPENDENT

Communicative area: writing about your school

Active vocabulary: entrance exams, free of charge, scholarship

1. a) Talk to your partner and answer the question: What is the difference between a state and a private school? Think of at least 3 differences.

b) Read the conversation between Kiril and Jane and 1) check if it mentions the differences you spoke about; 2) explain what the words in bold mean.



Kiril: Jane, could you please help me clarify something? I read that there are state, independent and private schools in Great Britain. What is the difference?

Jane: Independent schools are private. So, there are two types only. The difference is that the state schools get money from the government. On the contrary, independent schools do not receive money from the government or local authorities. The parents pay for the education. A public school is an independent secondary school which is a charity. It means that private schools don't earn money.

The expression "public school" can be confusing: in many countries other than England a "public school" is a school which is run by the government. One of the examples is the United States. All public schools there are funded by the government. It is not the case with British schools. In England a private school is any school which is run to make a profit. Among the most famous public schools are Eton, Harrow and Winchester.



Kiril: They all pay and nobody studies there **free of charge**!

Правообладатель Вышэйшая школа



Jane: No, that is not true. The majority of students **pay fees** but some **scholarships** are available for the brightest pupils or for children from poorer families. The schools select pupils according to ability by using an **entrance exam**. Entrance exams are taken at the age of 13 and are known as Common Entrance exams.

Kiril: Where do the children study before they enter a public school?



Jane: Some public schools have their own prep schools as well as the senior schools, but students from other schools can apply to the senior schools.

Kiril: What is a prep?

Jane: A preparatory school is usually called a prep school. It prepares pupils to go to a public school. Boys often enter such schools at age 8 and girls at age 11.

Kiril: Do boys and girls study together?

Jane: Schools are often single-sex boys' schools or girls' schools but some of them are mixed. Besides, many boys' schools accept girls in the sixth form, from ages 16 to 18.

Kiril: And what about the state schools?

Jane: State schools are all mixed. But there is another important difference. The majority of state schools are day schools. The students go home after classes. Many of the independent schools are **boarding** schools. They may have full boarders who live in the school grounds during termtime, weekly boarders who return home only at weekends and dayboys/daygirls who return home each evening, but some are only for day pupils. There are several state boarding schools in the UK. The education is provided free, but parents must pay for the cost of boarding. Most of these schools are mixed sex, and they are usually for students from ages 11 to 18.

c) If you studied in Britain, where would you like to study? Why?

Правообладатель Вышэйшая школа

2. a) Work in three groups. Read one of the texts and fill in the table in your exercise-books. You will have only one third of the answers.

	Eaton	**Harrow**	**Wycombe Abbey** [ˈwɪkəm]
When was the school founded?			
Where is it located?			
Is it a boarding school? Where do the students live?			
What are the entrance exams?			
What uniform do the students wear?			
What subjects do they study?			
What sports do they practise?			
What famous people studied there?			

Eton College

Perhaps the most famous public school in the UK is Eton, founded in 1440. It is located near Windsor. Entrance to Eton is competitive, based on a test at the age of 11 and a Common Entrance exam at 13. The academic year starts at the end of September and has three terms. It finishes with the exams in

Правообладатель Вышэйшая школа

June. There are no girls at Eton. Boys leave the school at 18 – many go on to study at Oxford and Cambridge.

The boys still wear a formal school uniform: a black tailcoat and waistcoat and pinstriped trousers. Students at Eton are all boarders. They have their own small rooms with a bed and desk. The main team sports which are played are rugby and football in the winter and spring, and either cricket or rowing in the summer. Other popular activities include drama and music. Senior boys may take part in military training, or choose to do social service in the community.

Famous "Old Etonians" (people educated at Eton) include the Duke of Wellington, famous writers such as Shelley and George Orwell, and many British Prime Ministers. Both of Prince Charles' sons, William and Harry, studied at Eton.

Harrow School

Harrow, founded in 1243, is an independent school for boys in north-west London.

Many famous people who are known as Old Harrovians, for example Lord Byron, seven former British Prime Ministers, including Winston Churchill, studied there.

Boys at Harrow have two uniforms. Everyday dress consists of a white shirt, a black silk tie, grey trousers, black shoes, a blue jumper (sweater), a dark blue jacket, the school blue and white scarf and a straw hat. Sunday dress consists of a morning suit; a black tailcoat, pinstriped trousers, a black waistcoat, a black tie and a white shirt.

During their first year, boys take English, French, Mathematics, Biology, Chemistry, Physics, History, Geography, Latin, Religious Studies, Art, Music, Design Technology and Information Technology. Greek, Chinese, German or Spanish are offered to boys with good linguistic ability. Optional languages are Russian, Japanese, Portuguese and Italian.

During their second and third years boys work towards their GCSE examinations.

In the Sixth Forms all pupils are expected to take AS-level in at least four main subjects, going on to A-level in at least three. There are many to choose from. Harrow has been impressive in the development of a number of sports. Squash was

Правообладатель Вышэйшая школа

invented in Harrow around 1830. Football rules were developed there. An annual cricket match has taken place between Harrow and Eton College since 1805.

Wycombe Abbey

Wycombe Abbey, founded in 1896, is an independent girls' school. It is one of the top schools in the United Kingdom. There are about 540 girls aged 11 to 18. The curriculum for the first three years at Wycombe Abbey is: English, Mathematics, Biology, Chemistry, Physics, French, Latin, Geography, History, Religious Studies, Information Technology, Design Technology, Art, Music, Drama, Physical Education and PSHE (Personal, Social and Health Education). Cookery, Singing and Spanish form part of the eleven years olds' curriculum. The twelve-year-old girls either continue with Spanish or take up German or Classical Greek.

The girls who are working towards their GCSE examinations learn English, English Literature, Mathematics, a modern foreign language and the three Sciences – Physics, Chemistry and Biology – studied either as separate Sciences or as a combined course.

The subjects from which students select their GCSE options include Religious Studies, History, Geography, French, German, Spanish, Latin, Greek, ICT, Design Technology, Art, Drama, Music and Physical Education.

Every student, in addition, attends Physical Education lessons and a general course that covers a variety of areas, including careers education and citizenship.

Students in the Sixth Form select their A-level exams from a big variety of subjects.

All Sixth Formers pursue a sport, follow an IT course which enables them to take the European Computer Driving Licence. All are taught Critical Thinking.

Many girls who previously studied at Wycombe Abbey became famous lawyers, actresses, writers, and even Members of Parliament.

b) Work in groups of three (each student should have read a different text) and complete the rest of the table.

Правообладатель Вышэйшая школа

c) Talk to your partners and say which school you would like to study at if you lived in Britain.

3. Write about your school.

Independent schools. Video "Life at Harrow School".

LESSON 7. MY SCHOOL YEARS

Communicative area: writing a composition

1. a) Read the composition and make an outline. Compare your outline with your partner's.

My School Years in Mill Valley
(adapted)

My years growing up in Mill Valley and attending the schools there were full of fun and enlightenment. I started Kindergarten at Old Mill School. That was back in 1948. Mrs Eileen Schroeder was the teacher in Kindergarten. She was wonderful, playing the piano while we were dancing or cutting out parts of paper people so we could put them together.

What I was taught at home was also taught at school: the importance of property rights… what isn't yours, isn't yours; the importance of manners, including listening to those speaking about you without interrupting, and not being rude to the teacher; waiting in line to play a game or waiting for the school bus.

My experience at Old Mill (from Kindergarten to the 6th grade) was one that I look back upon with lots of satisfaction. I feel today that I received as much as I wanted to get from the wonderful and talented teachers that taught me there.

After Old Mill, I attended Alto School. We took the school bus over in the morning and rode back in the afternoon. Most of the time songs were being sung. Alto was very crowded, as

Правообладатель Вышэйшая школа

I remember, because we had a lot of kids there. I remember Mrs Schroeder, my Kindergarten teacher, had decided to start an orchestra at Alto including all the students from the seventh and eighth grades. She taught me to play the cello and I played for graduation. She was a wonderful musician, teaching four of us how to play the cello at her home on Saturday afternoons for free because she believed music was important.

In High School, the first real test of my confidence was put to the forefront. I had to sing a song for Mr Greenwood to get into Girls' Club. I was a bit scared, but from that time to the present I thank Bob Greenwood for his dedication and his thoughtfulness for all of his students. The following year I was able to get into the Choir and was so grateful to be able to sing in this wonderful group. In the fall (Am.: autumn) of 1960 our choir was chosen to sing at the opening ceremony for the Winter Olympics. It was thrilling to take the bus very early in the morning and drive up into the snow and then sing for the opening. I'll never forget that experience. We had a ball!!!

Most of us wanted to learn. I don't know of more than a few students out of my class of over 200 who didn't succeed in whatever they tried to do in life after attending schools in Mill Valley.

I learned quite a lot of good social skills. I learned how NOT to write a note from my parents ... (I always got caught...). I learned that water balloons really smash the best when you throw them at a metal locker. I also learned that if you had long hair and used the wall dryers in the girls' gym, you'd better not get too close!

By Sita Dimitroff Milchev

b) Read the composition again and write down the most important information under each item of your outline.

2. Discuss with your partner.

1. Is the author happy about her school years? Why do you think so?
2. What makes you like / dislike this story?

Правообладатель Вышэйшая школа

3. a) Answer the questions. Are all students happy at school? What makes some students unhappy?

b) Listen to the girl's memories. Was the girl happy or unhappy when she was a student?

c) Listen to the memories again and say whether these sentences are true or false.

1. The author studied at the mixed-sex Catholic school.
2. It was a good school, strict but still good.
3. Many of the teachers there had hearts of gold.
4. She was quiet and shy and wasn't very academic.
5. She was praised for her music and dancing classes.
6. She didn't trust other students.
7. She had clear plans on what she was going to do after finishing school.
8. She didn't like music classes.
9. She did well in her final exams.
10. Her parents thought it was enough to try her best.
11. She left school at 16.
12. After school she studied at Technical and Further Education College.
13. She enjoys life very much now.

4. a) Discuss with your partner why the girl was unhappy at school.

b) Complete the sentence "The girl would have been happier at school if…" Find as many ideas as possible.

5. Write the composition about your school years.

LESSON 8. GOALS FOR THE FUTURE

Communicative area: writing an essay

Active vocabulary: goal; achieve, set a goal

Правообладатель Вышэйшая школа

1. a) Read the quotations and say what the words in bold mean.



b) Answer the questions.

1. What would you like to do after finishing school?
2. Do you have clear goals for the future? Are they easy to accomplish?
3. What do you think is most important for you?

Правообладатель Вышэйшая школа

2. a) Read the essay and say what goals the author has. Which of these goals do you think are most important/least important?

GPA – от *grade point average* средний балл (в школе, университете)

scholarship – 1) financial aid provided for a student 2) the position of a student who gains this financial aid

Goals in Life

High school is a very important time in a person's life. This is the time **to set goals**. We not only set goals, but set out to find solutions. My first goal in no particular order is to become a good athlete. My next goal is to be a good student and graduate from high school, with a 3.0 GPA. There's a last goal, but I am saving it for later. My goals are simple, but not as easy to achieve.

Athletics are fun, and may help count towards another goal in life. Sports may be fun, but you need hard work to become good at it. There is a chance that one day I may be able to get a scholarship for college even though I haven't decided on a sport yet I should have one by the end of the year. Sports take up time, and at some points are hard and may be a burden, but it is all worth it in the end. Becoming an athlete is a goal of mine, but there are goals more important and the next one is.

In only having sports and not education it would be like owning a car, but without an engine inside. I want that engine; therefore I must get my education and maintain a high GPA. I could accomplish this by doing all my work (I am working on this at the time being). Also not only doing my work, but doing it on time and as neat as I can get it (also working on these two at the time being). My goal may also be accomplished by paying attention in class (there are a lot of things to learn that school teaches us), and trying to do more listening and less talking. All of this makes a great recipe for at least a 3.0 GPA.

Правообладатель Вышэйшая школа

Have you ever had to use a combination lock? If you have you know that there are three numbers, well the combination for my success in life is first education, then athletics, and last but definitely not least, going to a four-year college. This is the perfect goal in life, besides that fact my two other goals fit right in this category. Sports may help me get an athletic scholarship which may make my parents happier at least financially. The next goals – education – you can't get an athletic scholarship if you don't have the grades. Even without sports you can still get an academic scholarship, but that takes a lot of hard work (that's my goal anyway) and sacrifice. During college I plan on majoring in psychology, and becoming a psychologist.

The reason of becoming a psychologist is that I like to hear what people have to say and maybe I can help them. The ideal location would probably be the city such as Los Angeles or New York. First things first, I got to graduate from high school. These goals are pretty simple, but will be tough to accomplish. All I know is it that I will make it.

b) Read the text again and say what steps the author is going to undertake to achieve his goal.

3. a) Answer the questions.

1. Do you have goals for your future life? Make a list of your goals and range them in order of priority.
2. Talk to your partner and compare your goals. Do you have a lot in common?
3. Walk around the class and find somebody whose goals are the closest to yours. Talk to this person and discuss what you are planning to do to achieve your goals.
4. Write an essay about your school years and your plans for the future.

b) Write one or two sentences about your goals which will explain:

- What is desirable
- What is possible
- What you can achieve

Правообладатель Вышэйшая школа

4. Read the quotations in ex.1 and chose the one you would like to use as an epigraph to your essay. Explain why you have chosen it. Compare your idea with your partner's.

5. Read parts of students' compositions about their future goals. Find ideas you would like to include into your composition. Talk to your partner and explain why.

1. A person needs to achieve certain goals in one's life before you can call them successful. Success is to achieve goals you have set. I have set certain goals I would like to achieve in my lifetime. ...My professional goals in life are to get a good education, to find a good job that makes me happy and makes enough money for me to support my family.

2. One of my goals for the future is to be happy regardless of what I choose to do. I want to be satisfied with my decisions, to be able to accept and forgive, and most of all to be able to live up to the expectations I have for myself. I realise I cannot set my goals and dreams on the basis of others and I need to achieve things for myself. I will only accomplish my goal in being happy when I am able to live my life for myself and still be able to provide love and support to others.

3. My goal is to be a role model for my younger brother and also to all my younger cousins, nieces, nephews, and to all the young kids out there to never give up hope. Someday, I will reach my destination in life when I earn my degree...

4. First of all, I need to get a high score on the SAT[1] test because I want to go to a good college with a scholarship. In order to do this, I have to learn as many things about the grammar, writing, reading and vocabulary as possible because I don't have a lot of time to just focus on that. I just have about one and a half more year to study for the SAT test. This test will never be easy, it is a challenge for students who want to receive a good education. If I have a good education, it will be easier for me to find a good job in the future.

5. It states that your future depends on the actions and decisions that you make on a daily basis. Even though the world is chaotic, we still have paths in life to follow. It's up to us which path we take to achieve our future goals. Once we envi-

Правообладатель Вышэйшая школа

sion our future it is up to us to set a plan and to stay on course to achieve it. We might run into obstacles along the way, but we should still be able to stay focused and move ahead. Any struggles or obstacles that we may face need to be used as a learning experience. It is up to us to achieve the future that we want.

Many of us are afraid to step into adulthood. We feel that we are losing out on our youthful days instead of opening up to the rest of our lives. We have to realise that when we close one chapter in our lives, another one opens for something new in our lives. The key to life is looking ahead and it takes vision, trust, and courage to work towards our future. We need to learn to leave the past in the past and not let it hinder our future. Let's learn to take a launch and set our journey ahead by having confidence and setting concrete plans.

[1] Scholastic Assessment Test – стандартизованный тест для приема в высшие учебные заведения в США

6. Write an essay about your goals for the future.

LESSON 9. A PASS TO A SUCCESSFUL CAREER

Communicative area: making a short summary; making a survey / interviewing people, writing a report on the basis of one's findings

1. Answer the questions.

1. Do you think higher education is necessary/important? Why?
2. Would you like to continue your education after finishing school?
3. Are you planning to apply to university, college or just start working?

Правообладатель Вышэйшая школа

2. a) Make a guess and answer the questions. Don't worry if your guesses are not correct.

1. How many universities are there in Great Britain? (less / more than 50)
2. What are their entry requirements? (number of exams, interviews...)
3. At what age do young people enter university in Great Britain?
4. What degrees do British universities offer?
5. What are the first-year students called?
6. Where do the students live when they study? (hall of residence, rent a room)

b) Listen to the expert speaking about higher education in Great Britain and check your predictions.

c) Listen again and fill in the blanks.

There are more than a hundred universities in Britain. Good ... (1) results in at least two subjects are necessary ... (2) at one. But that is not enough. Universities choose their students after interviews, and ... (3) for places at university is tough.

Students normally apply to University from ... (4) onwards and study for an Academic ... (5). Higher education typically begins with ... (6) Bachelor's Degree. During a first degree students ... (7) undergraduates. Postgraduate ... (8) include Master's Degrees and ... (9) of Philosophy, a research degree that usually ... (10) at least ... (11).

First-year university students are called ... (12). A fresher's life can be exciting but terrifying for the first week as everything is so unusual; and often far from home. Most 18 and 19 year-olds in Britain are fairly ... (13), and when the time comes to pick a college they usually choose one as ... (14) from home as possible! So, many students in northern and Scottish universities come from the south of England and vice versa. It is very ... (15) for university students to live at home. Although parents may be a little sad to see this happen, they usually approve of the move, and see it as a necessary part of becoming an adult. Often freshers will live in a ... (16) on or near the college campus,

Правообладатель Вышэйшая школа

although they may move out into a rented room in their second or third year, or share a house with friends. Many freshers will feel very homesick for the first week or so, but living in halls soon helps them to make new friends.

During the first week, all the clubs and societies hold a "freshers' fair" during which they offer the new students to join their society.

On the day that lectures start, groups of freshers are often seen walking around huge campuses, maps in hands and a worried look on their faces. They are learning how ... (17). They also learn a new way of studying. As well as lectures, there are regular seminars, at which one of a small group of students (probably not more than ten) reads a paper he or she has written. The paper is then discussed by the tutor and ... (18). Once or twice a term, students will have a tutorial. This means that they see a tutor alone to discuss their work and their progress. In Oxford and Cambridge, and some other universities, the study system is based entirely around such ... (19) which take place ... (20). Attending lectures is ... (21) for Oxford or Cambridge (often called "Oxbridge") students!

After three or four years (depending on the type of course and the university) these students will take their finals. Most of them (over 90 per cent) will get a first, second or third class honour degree and be able to put BA (Bachelor of Arts) or BSc (Bachelor of Science) after their name. It will have been well earned!

d) Is higher education in Great Britain similar to or different from the higher education in Belarus? Find both, differences and similarities.

3. a) Read the following definitions and find the corresponding words in the text:

a) a person studying at a university for a first degree sometimes shortened to "undergrad";

b) a student who has obtained a degree from a university, etc., and is pursuing studies for a more advanced qualification;

c) an academic award conferred by a university or college on successful completion of a course or as an honorary distinction (honorary degree).

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b) Read the following definitions in Russian and find the corresponding English words in the text:

а) бакалавр искусств (обладатель степени бакалавра по одной из гуманитарных или математических наук в университетах);

б) магистр искусств, магистр гуманитарных наук;

в) общежитие;

г) новичок, первокурсник;

д) заключительные экзамены.

4. Make a short summary of the text. It should contain all meaningful information. Compare your short summary with your partner's. Present it to the class.

5. a) Listen to the questions, write them down and discuss possible answers with your partner. You may not know the answer, just guess.

b) Read the facts below and find the necessary information.

Oxford



- Oxford was founded in the 12th century, Cambridge in the 13th, and London and Durham both in the 19th century. Some other British universities also have colleges but elsewhere the latter lack the autonomy that they have at these four universites.
- There are nearly 24,000 students at Oxford, including 11,747 undergraduates and 11,687 postgraduates.

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• 53 per cent of undergraduates are studying for degrees in the humanities and social sciences, and 44 per cent in the medical, mathematical, physical and life sciences. The remaining 3 per cent are studying for undergraduate level diplomas and certificates offered by the Department for Continuing Education.

• Oxford receives, on average, five applications for each available place.

• The tutorial is a period of studies at Oxford. It offers students a unique learning experience in which they meet regularly with their tutor, either on a one-to-one basis or with one or two other students.

• Undergraduates attend, on average, one hour-long tutorial every week and undertake a considerable number of hours' preparatory work for each tutorial, including reading, essay-writing and problem-solving.

• At graduate level, 36 per cent of students are studying for higher degrees in the medical, mathematical, physical and life sciences and 55 per cent in the humanities and social sciences. The remaining 9 per cent are studying for postgraduate certificates and diplomas offered by the Department for Continuing Education.

• Every year almost 15,000 people take part in courses offered by the Department for Continuing Education, making Oxford University one of the largest providers of continuing education in the UK.

• The University has 38 independent and self-governing colleges, and 6 permanent private halls.

• The relatively small number of students at each college allows for close and supportive personal attention to be given to individual students.

• Colleges offer extensive library and IT provision, accommodation and welfare support, and sports and social facilities.

• All colleges accept both men and women.

• The University's oldest colleges are University College, Balliol College, and Merton College, all of which were established by the 13th century.

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c) **Compare your answers with your partner.**

6. **Write about higher education in Belarus. You may use Internet resources or interview your parents, elder brothers/ sisters or your teacher.**

Project MY DREAM SCHOOL

In three teams prepare a description of your dream school. Speak about the length of studies, academic year, school subjects, vocations.

1. **Before the presentation, introduce new words, if necessary.**
2. **After the presentation, answer your classmates' questions.**
3. **Discuss which project is most attractive.**
4. **Decide which school you would have chosen for yourself.**

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UNIT 3

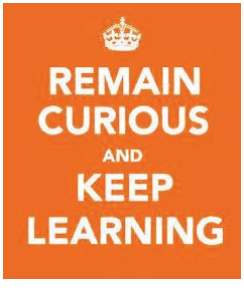
SELF-EDUCATION

LESSON 1. LIFELONG LEARNING OR LEARN 24/7 NON-STOP

Communicative area: reading for gist and for detail

Active vocabulary: lifelong learning, self-education

1. a) Read the wise quotes below. Which of them tell us about self-education and which – about lifelong learning? (Use the definitions in the box for help.)





self-education: education without the guidance of masters (teachers and professors) or institutions (such as schools).

lifelong learning: continual improvement and learning new skills

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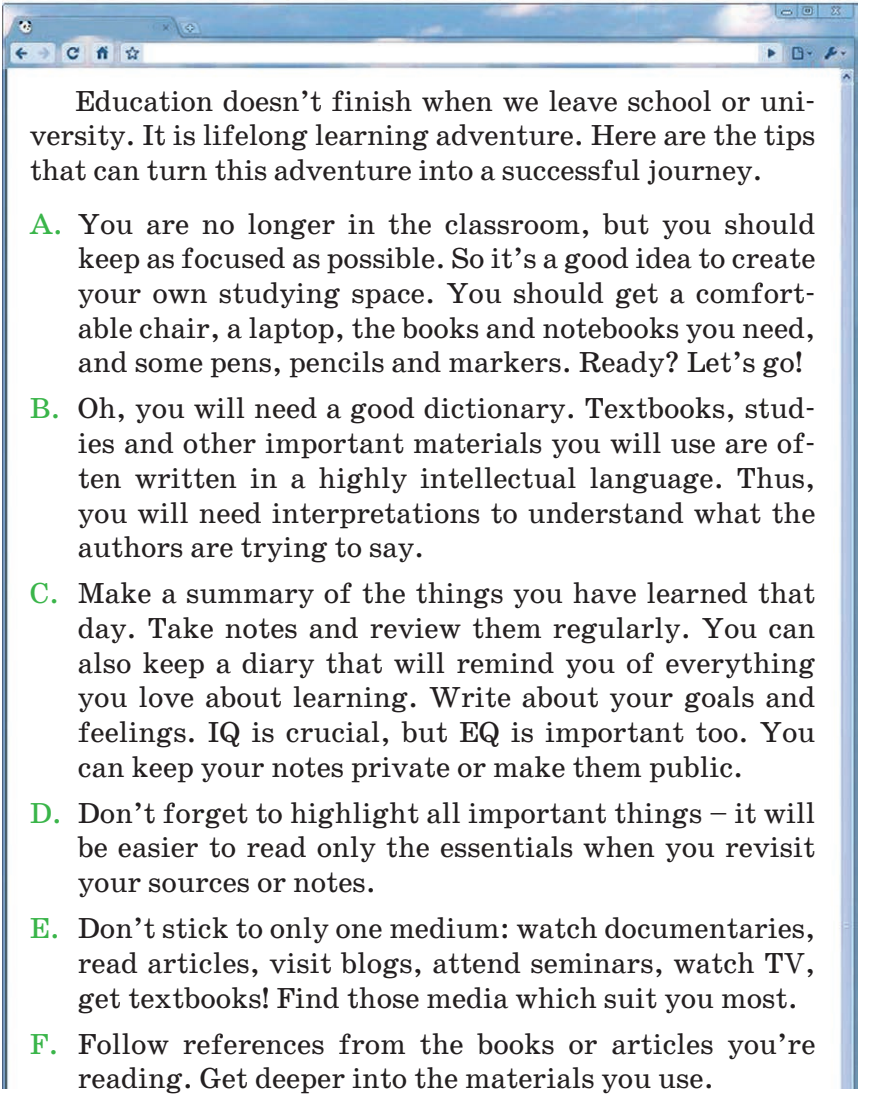
1. “Education is not preparation for life, education is life itself.” *John Dewey*
2. “Formal education will make you a living, self-education will make you a fortune.”*Jim Rohn*
3. “Self-education is, I firmly believe, the only kind of education there is.” *Isaac Asimov*
4. “Live as if you were to die tomorrow. Learn as if you were to live forever.” *Mahatma Gandhi*
5. “Leaders are learners who dedicated themselves to lifelong learning and improvement.” *John Spence*
6. “I am always ready to learn although I do not always like being taught.” *Winston S. Churchill*
7. “Once you stop learning, you start dying.” *Albert Einstein*
8. “The illiterate of the future will not be the person who cannot read. It will be the person who does not know how to learn.” *Alvin Toffler*
9. “The object of education is to prepare the young to educate themselves throughout their lives.” *Robert M. Hutchins.*
10. “Anyone who stops learning is old, whether at 80 or 20. The greatest thing in life is to keep your mind young.” *Henry Ford*
11. “The only thing that interferes with my learning is my education.” *Albert Einstein*
12. “Children have to be educated, but they have also to be left to educate themselves.” *Ernest Dimnet*
13. “Much education today is monumentally ineffective. And too often we are giving young people cut flowers when we should be teaching them to grow their own plants.” *John W. Gardner*
14. “I’m still learning.” *Michelangelo at the age of 87*
15. “I spent 3 days a week for 10 years educating myself in the public library, and it’s better than college. People should educate themselves – you can get a complete education for no money.” *Ray Bradbury*
16. “You should always be learning. If you’re the smartest person in the room, you’re in the wrong place.” *Erica Bearman*
17. “Let the improvement of yourself keep you so busy that you have no time to criticise others.” *Roy T. Bennett*
18. “The key to success is dedication to lifelong learning.” *Stephen R. Covey*

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b) Compare with a partner. Which of the quotes do you both agree with?

c) Choose a quotation that you would like to use as a motto.

2. a) Read the blog with tips for successful self-education. Look at the poster. Match the tips with the slogans. Which slogan has no matching tip?



Education doesn't finish when we leave school or university. It is lifelong learning adventure. Here are the tips that can turn this adventure into a successful journey.

A. You are no longer in the classroom, but you should keep as focused as possible. So it's a good idea to create your own studying space. You should get a comfortable chair, a laptop, the books and notebooks you need, and some pens, pencils and markers. Ready? Let's go!

B. Oh, you will need a good dictionary. Textbooks, studies and other important materials you will use are often written in a highly intellectual language. Thus, you will need interpretations to understand what the authors are trying to say.

C. Make a summary of the things you have learned that day. Take notes and review them regularly. You can also keep a diary that will remind you of everything you love about learning. Write about your goals and feelings. IQ is crucial, but EQ is important too. You can keep your notes private or make them public.

D. Don't forget to highlight all important things – it will be easier to read only the essentials when you revisit your sources or notes.

E. Don't stick to only one medium: watch documentaries, read articles, visit blogs, attend seminars, watch TV, get textbooks! Find those media which suit you most.

F. Follow references from the books or articles you're reading. Get deeper into the materials you use.

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G. Learn from people with expertise in the field you're interested in.

H. Study every day! It's better to find half an hour every day for studying than do a marathon once in a blue moon. Self-education should be a commitment, not a pastime. It should be a regular activity with deadlines and responsibilities. Don't be lazy! Don't make excuses! Just get it done!

I. You shouldn't think that everything you read is 100% true, especially on the Internet.

J. Great minds think alike. Brilliant minds attract each other. You don't want to study on a desert island of knowledge, so it's a very good idea to join communities and groups to find people you can learn from.

K. Never lose your ability to wonder. Without it, your mind stops learning.

L. Set monthly and daily goals – they will keep you learning. Also, find a motivation to achieve your goals.

M. Write essays and research papers. Pick a great topic and write detailed papers. When you write serious papers, you need to review them and check, check, check. In this way, you will learn to be very organised, logical and laconic. Writing is a great learning tool because it is a product of learning. It helps you keep track of your learning.

N. In Ancient Rome they used to say 'Docendo discimus' – 'men learn while they teach'. Find someone to teach something new you have learned and you'll never forget it. You can become a private tutor, start offering online courses, or just teach your little brother – anything will do!

O. Success and failure in learning is not about falling, it is about falling and getting up. If you make an effort to overcome obstacles, you'll grow into the person you wanted to be.

P. Say 'yes' to new experiences. Try out new things. If you do what you have always done, you will get what you have already got.

Правообладатель Вышэйшая школа

1. Make your studying environment comfortable.
2. Keep a dictionary handy.
3. Get organised.
4. Learn from a variety of sources.
5. Keep your learning 3-D.
6. Research to check if it's true.
7. Take notes and review.
8. Highlight.
9. Talk to experts.
10. Keep in touch with other learners.
11. Join free online courses.
12. Stay curious.
13. Set goals and stay motivated.
14. Learn by writing.
15. Learn by teaching.
16. Use failure to succeed.
17. Be open to new experiences.



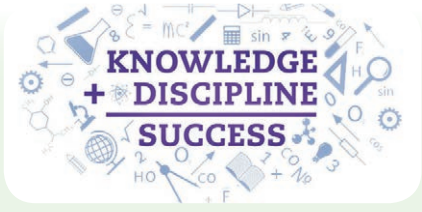
b) Which of the tips are you already following? Which of them do you find useful? Are there any useless tips in the blog? Compare your ideas with your partner's.

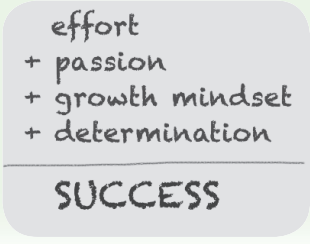
3. a) Work in pairs. Give examples of famous people who never stop / stopped learning? How do you think their lifelong learning relates to their being successful and famous? Do you know anyone personally who is always learning? Share your examples with your classmates.

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b) Look at the pictures. In pairs, discuss the meaning of the formulae. Make your own formula including the concepts of lifelong learning and self-education.









LESSON 2. LEARN BY WRITING

Communicative area: writing a letter with current news

Active vocabulary: apologise (for), be used to; congratulate (on), enclose, feel like, give up, keep on, object (to), prevent (from), suggest, thank (for), think of

Active grammar: use of gerunds

1. a) Read the proverbs. In pairs, prepare to explain their meaning. Share with the group.

- By doing nothing we learn to do ill.
- In doing we learn.
- Learn to swim by swimming.

b) Find gerunds in the proverbs. Choose the right options to complete the rule about gerunds.

The gerund is a *verb* / *noun* form that functions as a *verb* / *noun*.

Правообладатель Вышэйшая школа

c) Writing helps people to develop themselves. What would be easier for you to write: a personal letter, a blog, a diary, a poem or a book? Why?

2. a) Read the letter in reply to an invitation. Is Julia going to the birthday party?

Ms Emily Stewart
77 Walnut Road
Cambridge CB 17 RS
July 7th

Dear Emily,

Terribly sorry for not writing sooner. I was busy packing for my summer holidays. Thank you so much for the kind invitation to your birthday party. Unfortunately, I won't be able to come as we'll be abroad at that time.

The good news is I'm going to Greece with my family tomorrow. When Mum suggested going on holiday in July, I told her I was against that. I was thinking of going on holiday in June or August. But she said to me: "You have to, because Father and I can't go in August." I kept on asking Mum to change the tickets, but finally I gave up arguing. You know I hate making my Mum unhappy and I prefer travelling to staying at home, like all the British do. Though, this year I would prefer to stay at home in July as I would so much like to congratulate you on turning sixteen in person. I'm a little worried about Greece. I'm not used to spending my time somewhere really hot. But, Greece, I hope, will be a wonderful experience. I'm going to see some ancient ruins and try some delicious local food.

How are you? What have you been doing? Have you heard from George? Please write back and tell me all your news.

Must stop here as my angry father wants me to help him with packing his clothes. Will write more when I'm in Greece.

Правообладатель Вышэйшая школа

Look forward to seeing you in August. Give my regards to your parents. Hope to hear from you soon.

Love, Julia.

P.S. I'm also sending you a little gift for your birthday. Hope it arrives in time. Check your mail.

P.P.S. I enclose a recent photo from one of our gigs.

gift = present;
gig = concert

b) Match the letter parts with the rubrics: closing, postscript, telling the news, opening, address, date, starting the letter, asking for news, signing up.

c) Find the lines in which Julia:

a) apologised for replying late,
b) thanked Emily for inviting her to her birthday party,
c) explained what prevented her from attending the party,
d) says she didn't feel like going to Greece in July,
e) objected to going on holiday in July,
f) stopped arguing,
g) told Emily that she looked forward to meeting with her later,
h) went on asking her parents to change the holiday plans.

3. a) Match the verbs with their meanings:

1. apologise (for)
2. thank (for)
3. prevent (from)
4. feel like
5. object (to)
6. look forward (to)
7. give up
8. keep on
9. suggest
10. enclose
11. think of
12. be / get used to
13. congratulate (on)

a) send something in the same envelope or parcel as something else
b) feel pleasure that something is going to happen

Правообладатель Вышэйшая школа

c) to express to someone that you are pleased about something that they have done
d) to mention an idea, possible plan or action for other people to consider
e) to stop doing or having something
f) to feel or express opposition to or dislike of something or someone
g) to continue doing something without stopping, or to do it repeatedly
h) to want to do something at a particular moment
i) to stop something happening or someone doing something
j) to tell someone that you are sorry for having done something that has caused them inconvenience or unhappiness
k) to spend time thinking about a possibility or making a decision; to consider
l) to tell someone that you are pleased about their special or unusual achievement
m) be / become familiar with something

b) Fill in the missing verbs.

1. Do you always ... for coming late to school? 2. Do you always ... your Mum for making breakfasts and dinners for you? 3. Are you ... to spending your summer holidays somewhere hot? 4. Do you ... your friends from making mistakes? 5. What do you ... doing now? 6. Do you ... to people smoking in your presence? 7. Do you want to ... doing something unhealthy or silly? 8. Have you ever received a letter with a photo ...? 9. Are you ... of finding a pen-friend in an English-speaking country? 10. Is it a good idea to ... helping other people even if they don't thank you for help? 11. Do you think you will ever ... to people being impolite to you? 12. Do you think it's important to ... a person on turning sixteen? 13. If your best friend ... doing something illegal, will you do this together with your friend?

4. a) Look through all the underlined phrases in ex. 2a and 2c. Answer the questions on pages 299–300.

Правообладатель Вышэйшая школа

b)  **Read the rules on using gerunds (see pages 296–299). Check your ideas in ex. 4a.**

c) Use the questions in ex. 3b to interview your partner.

5. a) Choose the right prepositions to complete the writing tips below.

1. Nothing should prevent you *of* / *from* / *about* writing at least several lines every day. Thus, you will adapt *in* / *of* / *to* writing a little regularly and writing will become your habit.

2. To prepare *of* / *to* / *for* writing your daily piece, you need to decide on what you are going to write, to prepare your writing environment: your desk, paper, pens and pencils, your background music and your cup of coffee.

3. If you are writing a blog or a book, you should set writing deadlines for yourself. As a result, there will be no one to blame *of* / *to* / *for* not meeting them, no one to apologise to *for* / *to* / *at* being late with your work, no one to complain to *for* / *about* / *of* breaking the rules.

4. Don't worry *of* / *for* / *about* pleasing all your readers. By trying to please everyone you will please no one.

b) Which of the pieces of advice above do you find useful? Compare with a partner.

6. Imagine you have a friend in Britain. Write a letter to your friend telling them the latest news. Use ex. 2a as a sample.

LESSON 3. ADVICE FROM A PARENT

Communicative area: listening for gist and for detail

Active vocabulary: compassionate, flexible, passion; dedicate, develop, encourage, improve, tackle

Active grammar: adjectives and adverbs (*hard – hardly*, *fast*, etc.)

1. What does the following relate to: a) lifelong learning, b) self-education, c) formal education, d) other?

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- going to school / university
- learning new skills
- improving yourself
- learning non-stop
- learning without teachers
- becoming a better person
- studying
- reading as much as possible
- keeping a diary
- watching documentaries
- joining online courses
- writing essays
- taking notes
- writing research papers

2. a) Listen to a parent giving advice on how to prepare children for life. Is his advice about lifelong learning or self-education?

b) Match the words in bold in the examples with the definitions.

1. His **passion** is football. He eats, sleeps and breathes it.
2. She is such a **compassionate** person – always ready to help in a difficult situation.
3. 1) This is a course for students who want to **improve** their English. 2) The doctors say he is **improving**.
4. Minsk has **developed** into a truly European city.
5. It took twenty days to **tackle** the forest fire.
6. Jack's father **encouraged** him to begin playing the guitar.
7. If you **dedicate** more time to learning, you will soon see the results.
8. I can be very **flexible** about the date of the meeting –I'm not very busy now.

---

a) A very strong liking for something
b) Make better, become better
c) Grow or change into something bigger, better, stronger; make someone or something do this
d) Give all your attention and effort to one particular thing
e) Try to deal with a difficult problem
f) Able to change easily or to be changed to suit any situation
g) Give someone support, confidence or hope; stimulate the development
h) Showing kindness to others

Правообладатель Вышэйшая школа

c) **Listen again. Write down the nine tips.**

3. a) **Name the parts of speech of the words in bold. Read the rules (see pages 291–292) to check yourself.**

However, the world will **hardly** remain the same – it is constantly changing!

We should encourage them to keep on working **hard**.

We need this skill to work **well** with other people, to be happy by making others happy.

Be compassionate to others and your child will learn how to be a **good** person.

It is **hard** work to keep from helping your child to solve their problems.

b) **Fill in the words in the box.**

good, badly, well, hard, hardly

1. Can you play a musical instrument ...? 2. Are you really ... at something? 3. Do you think you dress ... or ...? 4. Do you work ... at school or do you ... work?

c) **Interview two of your classmates you haven't spoken to yet today. Ask the questions from ex. 3b.**

4. a) **Complete the sentences from the listening with the correct forms of the verbs: to- infinitives or gerunds.**

1. Our kids can prepare for the unknown and unpredictable world by (*learn*) to adapt, to deal with change. 2. We, as adults, should not object to our kids (*ask*) questions, we should encourage them (*do*) so. 3. They have to learn not to give up (*try*), and we should encourage them to keep on (*work*) hard, until they are confident enough in their problem-solving abilities. 4. If your child gets used to (*tackle*) projects, self-education might become one more exciting project for them. 5. When you feel like (*do*) something, you put all your energy into it. If you get

Правообладатель Вышэйшая школа

so excited that you can't stop (*think*) about something, you'll definitely keep on (*do*) it and will certainly complete this project. 6. Parents should suggest (*do*) something to their children and slowly encourage them (*do*) things on their own. Once children learn (*be*) independent, they learn that they don't need a teacher, a parent or a boss to tell them what to do, how to improve themselves. 7. To prevent them from (*look for*) happiness elsewhere, parents should encourage children to learn from an early age to be happy by themselves, playing, reading and imagining. 8. Do not educate your children (*be*) rich. Educate them (*be*) happy so that when they grow up, they will know the value of things, not the price of things. 9. Be compassionate to others and your child will learn (*think*) how others might be feeling, how to be a good person, how to make others happier with little kindnesses. 10. Encourage your kids (*develop*) into tolerant individuals. 11. If we prepare our children (*adapt*) to anything, we can congratulate ourselves on (*achiev*) a lot and our kids will thank us for (*teach*) them the right thing.

b) Match the sentences in ex. 3a with the nine tips.

c) Work in pairs. Discuss if you agree with the tips. Put the tips in the order from the most important to the least important. Compare with the whole class.

5. a) Which sayings have similar meanings?

- Treat each other as you would like to be treated yourself.
- Do to others as you would have them do to you.
- What is done, cannot be undone.
- What goes around, comes around.
- What is worth doing at all, is worth doing well.

b) Why do you think they are often referred to as interpretations of 'the golden rule'?

c) Do you think this formula is true: a well-educated person = a good person? Why? Why not?

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LESSON 4. LEARN TO BE GRATEFUL

Communicative area: writing a thank-you note

Active vocabulary: blank, grateful, pushy, rude, thankful; appreciate

1. a) Talk to your partner and discuss.

1. Do you like getting presents?
2. What do you usually say when you get a present?
3. Has it ever happend that you get a present and don't like it? What would you say then?
4. What does it mean to be grateful?



b) Read the two definitions with the examples below. Find equivalents for the adjectives in your language.

Grateful – feeling that you want to thank someone because of something kind they have done, or showing this feeling. *E.g. I'm so grateful for your help! My grateful thanks to all who took part.*

Thankful – grateful and glad about something that has happened, especially because without it the situation would be much worse. *E.g. I'll be thankful for any help now. He was thankful that his mother was there for him.*

2. a) Read the magazine article on thank-you notes. What do letters Q and A stand for?

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Rude! Rude! Rude!

Q: Why don't people write thank-you notes? I always send cards, and I make sure my children *do* too. But my friends never *do*. How can I **get them to** write notes without sounding as if I'm being **pushy**?

Brenda Mitchell

A: You can't change people – you can only react to *them*. Either stop giving them gifts (and send a greeting card instead) or learn to accept the fact that this is just the way some people are.

Jack Walker

A: For your friends' birthdays, give *them* packages of pretty **blank** cards. You might also include some that have the words thank you written inside. After these gifts you'll receive a thank-you note in return for sure.

Anna M.

A: If these people really are your friends, you should be **thankful** for their friendship. It's nice that you always send notes, but I'm sure your friends would **appreciate** you even if you *didn't*.

Bettie Martin

b) Which of the words in bold mean

- impolite;
- carrying no information or mark; empty or clear;
- trying strongly to make someone else do something;
- pleased or grateful;
- recognise or understand that something or somebody is important?

c) Use the context to say what the words in italics stand for.

d) Match the underlined phrases with the definitions:

certainly; do something so that it will happen; be certain about something.

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e) Whose recommendation in ex. 2a do you agree with?

3. Ask and answer.

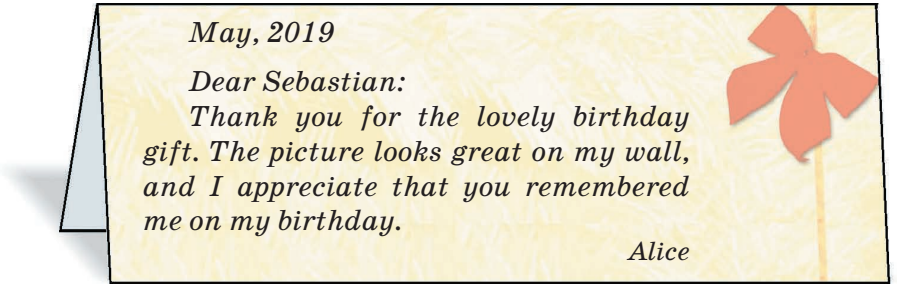
1. Is there a tradition to send thank-you cards in Belarus? 2. Do you prefer to buy blank cards or cards with messages? 3. Does it ever happen to you that pushy shop-assistants try to make you buy something you don't really like? 4. Are you usually thankful to the people who congratulate you on your birthday or on other occasions? 5. Do you appreciate how much time your friends spend to find a present or even a birthday card for you?

4. a) Follow the instructions to write a thank-you note.

Thank-you notes are short, and they do not take much time to write. Start with a blank piece of paper or a blank card, and write the following:

- The date
- The person's name
- One sentence explaining why you are thanking the person
- A second sentence, saying something nice about the gift, invitation, or help you received
- Your signature (which must be legible (разборчивый))

Here is an example:



b) Play the Thank-You Card game. Have fun!

Step 1: Get a card with a classmate's name from your teacher. Think of a suitable gift you would like to give your friend. Fill in the information on the card. Send it over to your classmate.

Правообладатель Вышэйшая школа



FROM _____
TO _____
GIFT _____

Step 2: Receive a 'gift' from your classmate. Write a thank-you note for the gift. Send it over to the person who wrote it.

Step 3: Receive the thank-you note. How are you feeling?

LESSON 5. LEARN TO BE TOLERANT

Communicative area: asking for and giving information; expressing an opinion

Active vocabulary: amount, boundary, over-protective, protective, strict; approve of, decide (against), indulge in, forgive (for), set limits, warn (against)

Active grammar: verbs followed by infinitives or gerunds

1. a) Listen to the jokes. Follow in the book. Do you think the teacher and the parent are too pushy?

A. **Fred:** Dad, I'm too tired to do my homework.
Dad: Now my boy, hard work never killed anyone yet.
Fred: So why should I run the risk of being the first?

B. **Teacher:** Johnson, stop showing off. Do you think you're the teacher of this class?
Boy: No, sir.
Teacher: Right, then stop behaving like a fool.

Правообладатель Вышэйшая школа

b) Find examples of gerund usage in the jokes.

c) Listen to the jokes again. Repeat after the speaker. Mind the sounds and the intonation.

d) Role-play the jokes.

2. a) Listen to the radio phone-in programme. What questions were the listeners asked? Choose from the list.

king – kingdom,
free – freedom

- Are parents too pushy and over-protective?
- Do teenagers get too much freedom these days?
- Are teenagers too unruly and naughty?

b) Listen again. Who said that?

A. But the **amount** of freedom given by the parents is a different story.

B. I believe kids like me, without too many **boundaries,** have a much better relationship with their parents.

C. But parents who **set limits** for their teens are usually better off.

D. My parents were very **strict** when I was growing up.

E. However, you can be **over-protective** by not letting your teens meet friends at all which will lead to problems later in life.

F. Parents are **protective** because they want their kids to have more chances in their lives.

G. If children get too much freedom, they **indulge in** bad habits.

H. If you **push** your children too hard one way, they're going to go the other way.

3. a) Match the words with the definitions.

Правообладатель Вышэйшая школа

1. amount	a) to allow yourself or someone else to have a lot of something enjoyable
2. boundary	b) an often imaginary line that marks the limit of something
3. indulge in	c) to establish limits
4. protective	d) wishing to protect too much
5. over-protective	e) a collection or mass, especially of something which cannot be counted
6. set limits	f) greatly limiting someone's freedom to behave as they wish
7. strict	g) wishing to protect
8. to push	h) to use physical pressure esp. with your hands, in order to move something into a different position

b) Guess the meaning of the following verbs from the context.

Melissa: I agree. I think that putting a lot of boundaries on teenagers makes them want to cross them. My parents were very strict when I was growing up. They didn't **approve of** my meeting with mates, they always **objected to** my staying out late. They wouldn't **forgive** me **for** being even 5 minutes late and they always **warned** me **against** going out with boys. As a result, I went a little wild between the ages of 14–16 – nothing serious just losing interest in school, because I got sick of my parents being so pushy. I also **decided against** being a good girl and I used to go to night clubs a lot.

c) All of these verbs (ex. 3b) are followed by gerunds. Match the verbs with the meanings.

- to feel or express opposition to or dislike of something or someone
- to tell someone about a possible danger or problem in the future
- to stop being angry with someone for something they have done
- to have a positive opinion (of)
- to choose, after careful thought, not to do something

Правообладатель Вышэйшая школа

d) **Read two sentences from the radio programme.**

1. Because my mother and my grandma didn't **try being so controlling**, I learned to open up for them more.
2. She will understand me right away and **try to help** me fix it without making me feel bad about it.

In the first case a gerund is used after the verb 'try', in the second – an infinitive. Is there a difference in the meaning of the verb 'try'?

Read the rules (see pages 298–299) to check your guesses.

4. a) **Listen to the programme again. Whose opinion do you agree with?**

b) **Fill in the missing words from the lesson.**

1. Are your parents too s...? 2. Did you grow up without rules or b...? 3. Do your parents s... l... for you now? 4. What do they always w... you a...? 5. What kind of behaviour don't they ... of? 6. Do they f... you f... being impolite sometimes? 7. Do you think one day you will d... a... listening to your parents? Why? Why not? 8. Would you say your parents are a little p... or o...? 9. Do you think they are pushy? What do they p... you to? 10. Is the a... of freedom you have big enough for you? 11. Are there any bad habits you i... i...?

c) **Use the questions in ex. 4b to interview your classmates. Report your findings to the group. Write a short report about the things you have found out.**

5. **Write a paragraph on what you would say in a radio programme if you were asked the same questions.**

LESSON 6. LEARN TO BE COMPASSIONATE

Communicative area: expressing your opinion, reasoning

Active vocabulary: point; deny

Правообладатель Вышэйшая школа

1. a) Match halves of Mum's rules for a teenager.

If I cook it,	you say goodnight.
If I mend it,	you like it.
If I buy it,	you do it.
If I say no,	you eat it.
If I say 'get off the phone',	it's because I'm your mum.
If I say do it,	you wear it.
If I say bedtime,	you don't argue.
If you ask why,	you hang up.

b) Which of the things above do you often hear from your parents?

c) If you follow all the rules above, do you think you will get enough freedom?

2. a) Listen to the fragment of a radio play based on the novel by Alexander McCall Smith *No1 Ladies' Detective Agency*. In the fragment a father comes to the lady-detective to ask her for help. What does he want to find out?

b) Listen again. Answer the questions.

1. Is his daughter seeing boys? 2. Who is Jack? 3. What does the girl want from her father?

c) Do you think Nandira's father will let her have more freedom?

3. a) Who said or thought the following – Mma Ramotswe or Nandira:

A. I am looking forward to watching this film.
B. I was thinking of buying a book.
C. There was no **point** in **denying** it.
D. Well, if he is worried, he's only got himself to blame if I keep going out with boys.
E. Do you think that he might let me live my life a little without having to tell him how I spend every single minute?

Правообладатель Вышэйшая школа

b) What do all the underlined phrases have in common from the grammatical point of view?

c) One of the underlined phrases from ex. 3a means *'it's useless to say that it's not true'*. Which one?

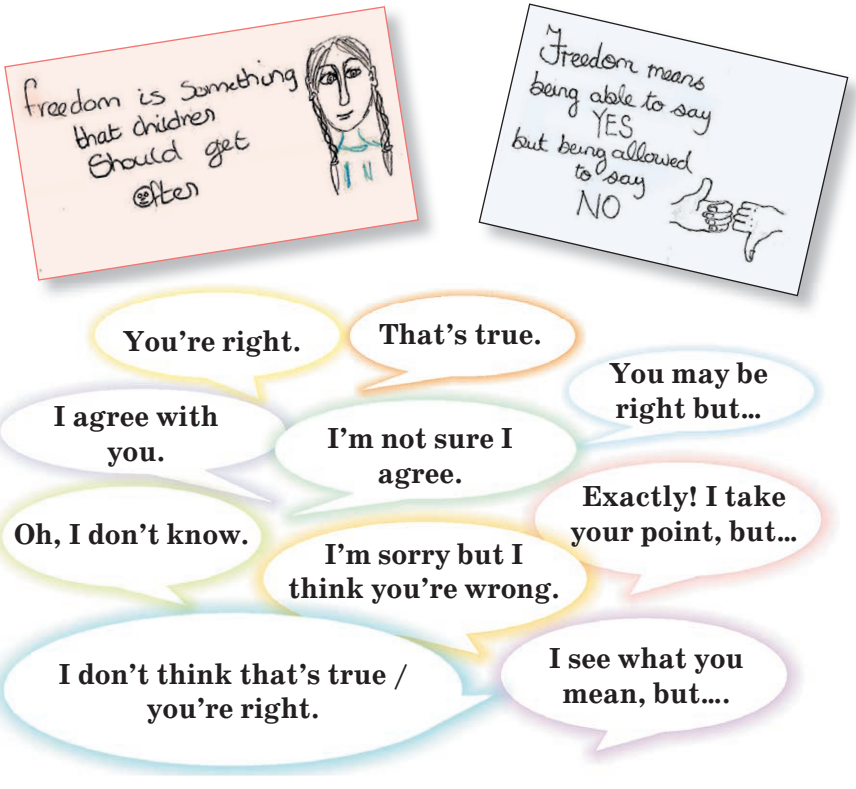
d) The word 'point' has several meanings. Two of them are: 1) *usefulness*; 2) *an idea, opinion or piece of information that is said or written.* Match the sentences below with the meanings.

A. I'd like to write to her, but what's the point – she never replies. B. You made some interesting points in your essay. C. I see little point in discussing this. D. I take your point, but ...

4. Work in small groups. Discuss the following statement.

There's no point in denying that parents are always right.

Use the phrases in the speech bubbles for help.



Правообладатель Вышэйшая школа

5. Role-play the fragment from the book in groups of three (Mma Ramotswe, Nandira and the author).

LESSON 7. LEARN TO SOLVE PROBLEMS AND TACKLE PROJECTS

Communicative area: asking for and giving information

Active vocabulary: furious, mad, row, set expressions; put up with, scream, trust

Active grammar: use of articles in set expressions

1. a) If teenagers don't get enough understanding from their parents, how do they usually solve this problem?

b) Do you keep a diary? Why? Why not?

2. a) Read the diary entry from *Growing Pains* by Sue Townsend. The main character of the book Adrian Mole is a teenager. What kind of family does he live in? Do you think his parents are pushy and controlling?

Tuesday June 29th

Usual last minute discussion about where we are going for our summer holiday. My father said, "It'll probably be our last. This time next year we'll have the baby". My mother got **mad,** she said that having a baby was not going to restrict her. She said that if she felt like walking in the Hindu Kush next year, then she would strap the baby on her back and go. The Hindu Kush! She moans if she has to walk to the bus stop. I suggested the Lake District. I wanted to see if living there for a bit would help my poetry.

My father suggested Skegness. My mother suggested Greece. Nobody could agree, so we wrote our choices on pieces of paper and put them into a box. We didn't **trust** each other to make the draw so my mother went and fetched Mrs Singh.

Правообладатель Вышэйшая школа

Mrs Singh and all the little Singhs came and stood in our kitchen. Mrs Singh asked, "Why are you having this procedure, Mrs Mole? Can't your husband decide?" My mother explained that Mr Mole had no superior status in our house. Mrs Singh looked shocked, but she drew a piece of paper out of the hat. It said 'Skegness'. Worse luck! Mrs Singh excused herself, saying that she must get back to prepare her husband's meal.

b) Mark the statements true, false or no Information available.

1. The family kept on discussing their holiday plans.
2. Mum felt like going to the mountains next year.
3. She was sure the baby could not prevent her from going on holiday.
4. Mother doesn't mind walking to the bus stop.
5. Adrian suggested going to Greece.
6. Father objected to going to Greece.
7. Adrian didn't approve of going to Skegness.
8. Adrian thought of going to the Lake District to get inspiration for his poetry.
9. Mrs Singh was not used to making important decisions.
10. Mother thanked Mrs Singh for helping them with the draw.
11. The family decided against going to Skegness.

c) Find the Lake District and Skegness on the map. Where would you like to go for a holiday?

3. a) A teacher in a British school used the extract in ex. 2 to stimulate students into writing an entry for Wednesday June 30th. Read three of her students' entries. Which of them do you like best?

Charlotte Wednesday 30th June

I got up this morning and heard that my mum and dad kept on having a **row** about where we are going on holiday. Finally mum went out and bought us 3 tickets to Greece! Dad didn't know because he had to go to the hospital to visit his poor old mother. She'd been in hospital for a month already.

Правообладатель Вышэйшая школа

I had my breakfast, packed my bag and went to school. During the first break I had a packet of crisps and I found a ticket to the Lake District inside! Sadly that was the only good thing about that day at school.

When I got home, I went upstairs to tell mum that I had won a ticket for a holiday in the Lake District. I was amazed when she replied "You are not going there on your own – you are only 15. It's out of the question". I replied, "All right then I will go with a friend" but she still said no. She denied promising to let me go to the Lake District the other day on condition that my best friend would go with me.

To tell the truth, I don't know what to write so I'm going to bed.

Good night!!

Thomas and Oliver Wednesday June 30th

I woke up early this morning. I went downstairs but my parents had gone. I made my breakfast, took it into the lounge, turned on the TV Channel 3, and watched South Park. Then played the guitar for a little while, phoned my mate and told him about yesterday in detail.

My Mum came **screaming** through the door with three tickets to Greece. "We're going to Greece! We're going to Greece!" She told my Dad and made him absolutely **furious**! He stormed out and kicked the cat.

Melanie, Joanne & Jonathon Wednesday 30th June

What an awful start to the day!

I was suddenly woken up by Mum screaming at my father, "You won't get me going to Skegness; not in a million years." It was then that I remembered my dreams of last night, how I was writing marvellous poetry by the beautiful lakes of the Lake District.

Правообладатель Вышэйшая школа

The cat ran away. I had to look for it in a hurry. When I eventually found it, it was dirty from head to foot. Had to wash it, as a result was late for school. Had to write 'I mustn't be late for school' 100 times. I thought things couldn't get better but this afternoon things got a lot better! Our English teacher, Mrs Paine announced the winner of the poetry competition and the winner was ME! My prize? A great day out which was where?? THE LAKE DISTRICT ! I can't believe it. I can even **put up with** going to Skegness for a holiday. I hope I have a good time in the Lake District.

b) Which of the words in bold in ex. 2a and 3a mean

1) very angry?
2) extremely angry?
3) a noisy argument or fight?
4) crying or saying something loudly and on a high note because of strong emotions?
5) to believe in the honesty, goodness, skill or safety of a person, organisation or thing?
6) to be ready to accept (agree to take something as reasonable) something that is unpleasant?

c) Ask and answer the questions.

1. Do your parents trust you? 2. Do you trust your parents? 3. Do they ever get mad at you? What for? 4. Do they put up with your bad habits? 5. Do you ever get mad at them? 6. Do you usually put up with your parents' criticism? 7. If you have done something bad, do you usually deny doing it? Is there any point in denying it? 8. What makes you furious? Do you scream when you are furious? 9. What can you do to avoid having rows with your parents or friends? 10. What will you be doing on June 30th this year? Do you think you will be spending this day with your family?

4. a) Look through the underlined expressions in the diary entries (ex. 3a). Put them into three groups according to the use of articles.

Правообладатель Вышэйшая школа

b) **Look through the set expressions in the box. Add them to the three groups.**

> **by chance, in reply to, on the one hand ... on the other hand, by name, by mail, to the cinema, by taxi, at first sight, for hours, a great deal, to get in a fury, in the centre of, to the forest, in contrast with, at present, out of doors, to play hockey, it's a pity, to bed, by mistake, from beginning to end, at work, on the whole, by letter, in town , by post, on the invitation of, by phone, in person, from morning till night, in a low voice**

c) **Read the rules on the use of articles in set expressions (see pages 292–296). Explain why some of the expressions in ex. 3a are highlighted.**

5. a) **Listen to a girl describing a person. Note down all the set expressions from ex. 4 that are used in the description.**

b) **Complete the questions below with the expressions from ex. 3a and 4b:**

1. Do you prefer communicating with people ... letter or talking to them ... person? 2. Have you ever sent a thank-you note ... mail? 3. Do you like to describe your latest news ... detail in your letters and emails? 4. Do you think you will have a good time ... holiday this year? 5. How are you planning to go ... holiday: ... land, ... air or ... sea?

c) **Use the questions in ex. 5b to interview your partner.**

6. **Learn by doing. Tackle two mini-projects:**

a) **Write your own diary entry for Wednesday June 30th.**

b) **Write a paragraph on the topic of your choice using at least five of the set expressions from the lesson.**

Правообладатель Вышэйшая школа

LESSON 8. BE OPEN TO NEW EXPERIENCES

Communicative area: asking for and giving information, filling in a personal data form

Active vocabulary: hero, motto, senior citizen, shelter, volunteer; provide for

1. What does the word 'volunteer' mean? Which of the posters best symbolises volunteer work? Do you know anyone personally who has had a volunteer experience?





2. a) Here is the list of volunteer projects teenagers can do in America:

Homeless **Shelters**, Food Banks, State Parks, Libraries, Helping Others Learn to Read, Hospitals, **Senior Citizen** Centres, Animal Shelters, Red Cross, Environmental Organisations, Website Creation.

b) Match the volunteer projects with their definitions.

A. **Providing** information to visitors, fixing buildings and picnic tables, answering the telephone, typing letters, leading guided tours, organising hikes and evening programmes, cleaning the park.

Правообладатель Вышэйшая школа

B. If you live in a city of any size, then there is at least one organisation that helps homeless people with meals, beds and other services.

C. Reading is one of the most important skills an adult can have. Many adults, however, have never learned how to read. **Volunteers** help illiterate children and adults learn this important skill.

D. You can volunteer returning books onto shelves, running children's programmes, giving out books and so on. This programme trains volunteers to assist library staff and the public.

E. Helping to take care of animals, keep facilities clean and work with the public.

F. In this project you can help with environmental activities. You can help in many ways: by leading hikes and other activities, or by lending a hand at the office.

G. Many small charities and organisations do not yet have web sites. You can help by creating a website. You could also raise money to pay for the web site.

H. This organisation helps people in emergencies – whether it's half a million disaster victims or one sick child who needs blood.

I. They serve poor people living in the community (especially around the holidays) by collecting food and distributing it to those in need.

J. This volunteer job involves helping patients both inside and outside the hospital. The volunteer programmes allow participants to explore medical careers and gain work experience.

K. Here you can provide friendship and community activities to elderly people.

c) Which of the words in bold means

1) a person who has reached the official age when they can stop working regularly, a more polite way of saying 'old person'?
2) giving someone, or making it possible for someone to have something which is useful or which they will need?

Правообладатель Вышэйшая школа

3) a person who does something, esp. helps other people, willingly and without being forced or paid to do it?
4) a building designed to give protection from bad weather, danger or attack?

d) Which of the volunteer projects would you like to join?

3. a) Do the questionnaire to decide what kind of volunteer work you should do.

1. *When you meet someone new, what do you do?*
a. I give them a big smile and a hug (объятия)
b. I give them a flower I picked in the garden
c. I attack them with lots of questions
d. I get excited and start jumping up and down

2. *What **motto** do you live by?*
a. Hug them, feed them, love them
b. The 3 R's – reduce, reuse, recycle
c. A laugh a day keeps the doctor away
d. You can't get anywhere without a good education

3. *Which school club interests you most?*
a. Eco-Friends
b. Friendship Club
c. Students in the Community (в обществе)
d. Future Leaders

4. *If you could change one thing in the world, what would it be?*
a. Stop global warming
b. Feed the hungry
c. Find a cure for every single disease
d. End the wars – can't we all just get along?

5. *How would your best friends describe you?*
a. Fun to be with
b. Helpful and caring
c. Smart and brainy
d. Romantic and dreamy

6. *Who is your **hero**?*
a. Albert Einstein – he was a genius
b. The Animal Rights Group
c. Jacques Yve Cousteau – he loved the Earth
d. Mother Teresa – a true saint (святая)

Правообладатель Вышэйшая школа

How to score: 1a – 3; 1b – 1; 1c – 2; 1d – 4 2a – 3; 2b – 1; 2c – 4; 2d – 2; 3a – 1; 3b – 3; 3c – 4; 3d – 2; 4a – 1; 4b – 3; 4c – 2; 4d – 4; 5a – 4; 5b – 3; 5c – 1; 5d – 2; 6a – 2; 6b – 4; 6c – 1; 6d – 3

***6–11*: Your perfect volunteer job is with the environment!** You're passionate about protecting the environment. You stand up for recycling and riding bikes to school, you're against aerosole hairspray, littering and the use of styrofoam in the school cafeteria. It would be great for you to volunteer at a recycling depot or even for Greenpeace.

***12–17*: Your perfect volunteer job is with science!** You're a brainiac who loves learning about all things science! Your room is filled with telescopes to study space and microscopes to study bugs and bacteria that you find hiding in the corners of your room. So start volunteering at a museum, space center or planetarium to use your smarts!

***18–23*: Your perfect volunteer job is with the homeless!** You're so kind and caring that your friends sometimes mistake you for their mom! You don't have a selfish bone in your body and would do anything to help out sick and homeless people. That's why you're perfectly suited to work at a homeless shelter or a soup kitchen where you can get to know homeless people, feed them and maybe even help them get jobs.

***24*: Your perfect volunteer job is with animals!** You love animals – you're absolutely crazy about them! You own more pets than anyone you know, and that's probably because you rescue every sick bird and squirrel that you come across. You're perfectly suited to volunteer at the zoo or aquarium where you'll be taking care of animals – and that includes scooping up their poop too!

Sometimes, there's something more important to a job than money. Volunteering can also help you to gain new skills, improve your resume, and – most importantly – decide what you really want to do when you graduate from university.

Правообладатель Вышэйшая школа

b) Which of the words in bold means

1) a short sentence or phrase that expresses a principle of good or correct behaviour?
2) a person who is admired for having done something very brave or having achieved something great, or the main character in a book, film or play, esp. one who is admired for their good qualities; someone you admire greatly?

c) Do you agree with the questionnaire results? Compare your ideas with your partner's.

4. a) Fill in the active words of the lesson.

1. What sort of person should you be to work as a... ? Can you find a volunteer job in your country? Does anyone you know works as a volunteer in a homeless ... or an animal ...? Would you like to do a volunteer job abroad?
2. What ... do you live by?
3. Who is your ...?

b) Ask and answer the questions in ex. 4a.



5. a) Look through the information in the application form for a volunteer job. Which of the volunteer jobs from lesson 8 do you think Emily could do?

b) Match the questions with the rubrics in the application form.

1. How old are you? 2. What are you good at and what are you not very good at? 3. What's your first name? 4. What's your email address? 5. What's your last name? 6. What's your address? 7. What's your telephone number? 8. Are you a student? 9. How good is your English? 10. Do you speak any other language? 11. Do you have any special skills? 12. What's your nationality? 13. Why do you want to do this job?

c) Fill in the Volunteer Application Form for yourself.

Правообладатель Вышэйшая школа

Please complete in **black** ink

VOLUNTEER APPLICATION FORM

Last name (family): *Trout*

First name: *Emily*

Age: _16_ **Sex:** male /(female) **Marital status:** married /(single)

Nationality: *American*

Address: *27 La Jolla St, San Diego, California*

Telephone number: *16197718549*

Email address: *truetrout @ gmail.com*

Occupation: *student*

Hobbies and special interests: *music, diving, biology*

Language proficiency: English average /(good)

Any other foreign language: Spanish (average) / good

Special skills, if any: *can play the guitar and the piano; have a certificate in surfing*

Strengths: *good at communicating with people, outgoing*

Weaknesses: *can be too outspoken and stubborn*

Give two reasons why you should be given this job: *I love animals and I've always been taking care of some pet, my current pet is an iguana*

Правообладатель Вышэйшая школа

LESSON 9. ACHIEVEMENTS AND GOALS

Communicative area: writing an autobiography, inferring meaning from context

Active vocabulary: autobiography

1. a) Read an autobiography poem. What is 'Mills'? Do you have anything in common with Lucy?

autobiography – a history of a person's life written or told by that person

Lucy



Skinny, funny, friendly, outgoing
Sister of Jill
Who was born in April
Who likes funky clothes and surfing the Internet
Who feels happy chatting with mates
Who needs to be on her own from time to time
Who hates field trips and microwaveable food
Who dreams of becoming a volunteer
Resident of the small blue-green planet third from the Sun

Mills

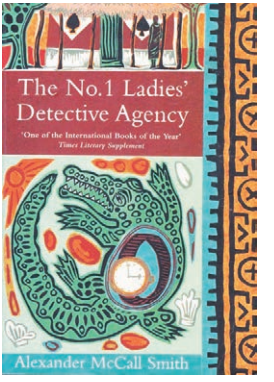
b) Is this type of autobiography suitable for formal situations?

2. You are going to read an extract from *The No.1 Ladies' Detective Agency* by best-selling Scottish author Alexander McCall Smith. Read the information about the book. Do you think you would like to read this book? Why?

The book tells us the story of Precious Ramotswe – Mma Ramotswe (the way she is addressed in her country). She is a lady from an African country, who becomes a private detective and

Правообладатель Вышэйшая школа

helps people solve mysterious problems. The story takes place in Botswana, where the people – Batswana (one person – Motswana) – speak the local language – Setswana – and English. The capital of the country is Gaborone. Botswana is rich in diamonds. In 1966 it became independent from Britain. The best-selling series of books about the African lady-detective was filmed by famous Anthony Minghella, director of the *English Patient*.



3. a) Read the extract from the book. Is Happy Bapetsi a man or a woman?

"Let me tell you a little about myself first,' said Happy Bapetsi. 'I come from Maun, you see, right up on the Okavango. My mother had a small shop and I lived with her in the house at the back. We had lots of chickens and we were very happy.

'My mother told me that my daddy had left a long time ago, when I was still a little baby. He had gone off to work in Bulawayo and he had never come back. Somebody had written to us – another Motswana living there – to say that he thought my daddy was dead, but he wasn't sure. He said that he had gone to see somebody at Mpilo Hospital one day and as he was walking along the corridor he saw them wheeling somebody out on a stretcher and that the dead person looked remarkably like my daddy. But he couldn't be certain.

'So we decided that he was probably dead, but my mother did not mind a great deal because she had never really liked him very much. And, of course, I couldn't even remember him, so it did not make much difference to me.

'I went to school in Maun at a place run by some Catholic missionaries. One of them discovered that I could do arithmetic rather well and he spent a long time helping me. He said that he had never met a girl who could count so well.

'I suppose it was very odd. I could see a group of figures and I would just remember it. Then I would find that I had added

Правообладатель Вышэйшая школа

the figures in my head, even without thinking about it. It just came very easily. – I didn't have to work at it at all.

'I did very well in my exams and at the end of the day I went off to Gaborone and learned how to be a book-keeper. Again it was very simple for me; I could look at a whole sheet of figures and understand it immediately. Then, the next day, I could remember every figure exactly and write them all down if I needed to.

'I got a job in the bank and I was given promotion after promotion. Now I am the No.1 sub-accountant and I don't think I can go any further because the men are worried that I'll make them look stupid. But I don't mind. I get a very good pay and I can finish all my work by three in the afternoon, sometimes earlier. I go shopping after that. I have a nice house with four rooms and I am very happy. To have all that by the time you are thirty-eight is good enough, I think.

Mma Ramotswe smiled. 'That is very interesting. You're right. You've done well.'

'I'm very lucky,' said Happy Bapetsi. 'But then this thing happened. My Daddy arrived at the house.'

b) Why did Happy Bapetsi come to a detective agency? What do you think happened next?

4. a) Match the questions to the paragraphs of the extract.

A. Where do you come from?
B. How did you feel about your father's death?
C. How did Mma Ramotswe comment on the story?
D. Do you have a father?
E. What job did you get?
F. What school did you go to?
G. What happened?
H. What set you apart from other schoolchildren?
I. What is your life like now?

b) Work in pairs. Write an autobiography poem about Happy Bapetsi. Use ex. 3 and your imagination if necessary.

5. a) Read a more formal autobiography. Who of the teenagers wrote it? Why do you think so?

Правообладатель Вышэйшая школа







I was born in 1995. Before attending Malet Lambert Secondary School in 2006 I went to Cavendish Primary School. I left there with good marks. I also was in the school choir and sang in the city hall. In the lower secondary school at Malet Lambert I studied the following subjects: Maths, English, Science, Geography, History, Art, Music, PE, Technology, French, German and IT. I found all these subjects enjoyable and received good marks. I particularly enjoyed History which I chose to study for my exams. Other subjects I chose to study are Maths, Science, English, PE, RE, Media Studies and German. I enjoyed media Studies and English at this stage of my education, and my *achievement* in both will help me in my future career in the media industry or business management. I would like to study at college before going to University.

I get on well with most people and often make friends through my out of school active hobbies, like playing squash, for example. I feel I am outgoing, helpful and quite popular in the school and out of school.

Many people *consider* me to be a very creative and idea person; I am also good at working with people or on my own. I enjoy being creative. Nevertheless, I am also logical and hard-working in *achieving my goals*.

b) Look through the autobiography. Guess the meaning of the words in italics.

6. Read the tips for writing an autobiography. Which of these tips did the teenager in ex.5 use? How would you improve the autobiography?

Introduction Write basic facts about yourself: name, where you live, when and where you were born, your parents' and siblings' names, etc.

Правообладатель Вышэйшая школа

Timeline Outline the events of your life. Begin with the year you were born and write about each year after that.

Your portrait Write what you think about yourself. Describe your habits, favourites, lifestyle, skills learned, your strengths and weaknesses, people's opinions about you, etc.

Goals Write about where you see yourself in the future and what you do for that.

Conclusion You don't have to finish up with a 'moral of the story'. You can write about your hopes, for example.

7. a) Ask and answer the questions.

1. Where do you come from?
2. Do you have a talent? What are you really good at?
3. Did you do well in your exams last year?
4. What job would you like to get in the future?
5. What life would you like to lead when you are an adult?

b) Think what you could write about yourself in your autobiography. Make notes.

c) Exchange your ideas with your classmate. Help each other to improve your notes.

Video "Writing an Autobiography".

Project AUTOBIOGRAPHY

1 Write your autobiography.

2 Use the tips below to write an autobiography poem.

Line 1: Your first name
Line 2: Four adjectives to describe you
Line 3: Sibling of...
Line 4: I was born in ...
Line 5: Who likes ...
Line 6: Who feels ...
Line 7: Who needs ...

Правообладатель Вышэйшая школа

Line 8: Who hates ...
Line 9: Who dreams of ...
Line 10: Resident of ...
Line 11: Your last name

3 **Think of an attractive layout – photos, pictures, colours, arrows, etc.**

4 **Hang the autobiographies and the poems around the classroom.**

5 **Go round the classroom and read your classmates' papers. Give each paper five marks: one – for the content, one – for the language, one – for the layout, one – for following the rules, one – for creativity.**

6 **Leave all your marks with the teacher. Let them calculate who has got the highest points.**

7 **Give a round of applause to the winner (s).**

Правообладатель Вышэйшая школа

UNIT 4

YOUTH AND SOCIETY

LESSON 1. SOMETHING I CAN DO

Communicative area: giving advice, giving a comment on youth problems

Active vocabulary: anti-social, authority, cadet, vandalism, youth; to feel like

1. a) **Listen to the poem and follow in the book. Choose the title for it.**

I'm bored | I'm sorry | I'm lonely

'There must be something I can do.'
I'm lying on my bed
staring at the wall
I don't feel like going out
I don't feel like staying in
'There must be something I can do'
I'm lying on my bed
My thoughts keeping me company
I don't feel like thinking
I don't feel like sleeping
'There must be something I can do'

b) **Listen again. Pay attention to the pronunciation of the words and intonation. Practise reading the poem.**

Правообладатель Вышэйшая школа

c) Discuss in pairs.

1. Does *feel like doing smth* mean fancy, enjoy or hate? 2. What else don't you feel like doing when you are bored? 3. Can you continue the poem? Write one more verse keeping the rhythm.

2. a) Read the letter from the Shropshire Star website and comments to it. Why did Liam decide to publish the letter? Did he find sympathy?



I am 17 and live in Harlescott, Shrewsbury.

In my area there is nothing for young people to do.

People often complain about **rude youngsters** (young people) **hanging round** on street corners causing trouble – especially during the summer holidays.

I have just looked through the Shropshire **youth** website and there are only six results for things to do in my area, and only two of them are during the holidays.

I think that young people should have more of a say in what happens, more money should be put into young people's activities, after all we are the future of the nation.

I would just like all of the councillors and **authorities** to think, if you put money into activities for young people there will be less **vandalism** and fewer young people will get into trouble with the police. So, it would be an overall saving.

Liam Thomas

Comments:

Jake	Like what Liam? There's never anything to do anywhere unless you got money. This goes for older and younger people.
Julian	The kids in my village have more facilities than you could imagine, and the bad ones are still **anti-social**. Sorry, "nothing to do" is a **pathetic excuse** for being naughty. The kids with bright

Правообладатель Вышэйшая школа

	future and some imagination have hobbies and interests that keep them out of trouble.
Clown Shoes	You could always take up ballet or gymnastics. Also, try taking a walk once in a while as there is nothing better than the sound of nature. I find going to church relaxes me.
Hannah	I don't normally comment on newspaper stories but couldn't ignore this one. 'Nothing to do' – what happened to amusing yourself, once old enough to go out with friends, and kicking a ball around on a playing field? Once the ball is **purchased** it costs nothing! Go for a walk, get on your bikes if you have them. On a rainy day go to the library and learn about a new hobby or use the free computers to surf the net.
Phil	Think about a local youth organisation. Why not join one of the services **cadet** groups? The least you will get is a free two week holiday.

b) Find the words in the text that mean:

1) persons who behaved badly; 2) bought; 3) people who hold a position in an organisation, government department, etc.; 4) a crime of destroying or damaging smth; 5) being about; 6) young people; 7) a young person undergoing training, usually before full entry to the uniformed services, police, etc.; 8) poor explanation; 9) harmful or annoying to other people or the society.

3. Read the letter and comments again and complete the task.

1. Describe Shrewsbury. How different is the place where you live? What can young people do in your place? 2. Give some examples of the anti-social behaviour. 3. How could the local authorities solve Liam's problem? 4. Make a list of advice Liam's got. Which piece of advice is the most and the least useful? Why?

4. Write your comment to Liam's letter.

Правообладатель Вышэйшая школа

LESSON 2. TO BE A PART OF SOMETHING BIG

Communicative area: speaking about British and American youth organisations

Active vocabulary: campaign, leader, member, military, political, principles; involve / get involved, support

1. a) Look at the list of youth organisations below. Which of them have you heard about?

Army Cadet Force (ACF), The Scout Association, 4-H, Girl's Brigade (GB), UK Youth Parliament, U.S. All Star Federation, Greenpeace Youth



b) Match the information to the organisations above.

military = related to the army

1. This is a global network of youth organisations founded in the USA in 1902. The name represents four personal development

Правообладатель Вышэйшая школа

areas of focus for the organisation: Head, Heart, Hands, and Health. 4-H today focuses on healthy living, science, engineering, and technology programmes.

2. Following the origin of Scouting in 1907, the Association was formed in 1910. Scouting is adventure, family, fun, character, leadership and so much more. It is hands-on learning and achievement that puts young people in the middle of the action and prepares them for today – and for life.

3. UKYP is a youth organisation in the United Kingdom, consisting of teenagers who represent the views of young people in their area to authorities. Members meet regularly to hold debates and plan campaigns.

4. This is a British youth organisation that offers activities and experience around a military training theme to boys and girls aged 12 to 18. Cadets take part in sports competitions and adventurous activities like rock climbing, mountain biking and archery.

5. This is an international Christian youth organisation. It was founded in 1893 in Dublin, Ireland. GB organise local community groups as part of the church where girls may develop their skills and make friends for life.

6. The authority for All Star cheerleading and dance in the United States was founded in December 2003 to develop a standard set of safety rules and competition regulations.

7. This is a global, independent campaigning organisation that uses peaceful protest and creative communication to global environmental.

2. a) Listen to the interview with Selena, a 16 year-old girl who joined a youth organisation a few years ago. What kind of organisation is it? Why did she join it? Why is she telling the story?



b) Listen again and complete the sentences below with one word.

1. I actually started ... harming, which was the worst thing I've ever done. 2. Brigade gave me the ... I needed to cry on. 3. With their help, I finally came ... to my parents about how I'd been feeling. 4. They were ... with envy when I was given a once in a life time experience ...

Правообладатель Вышэйшая школа

c) How did being a member of the youth organisation help Selena?

3. Discuss the questions below in pairs.

1. Have you ever **felt like** harming yourself? 2. Who can you **turn to** if you need **a shoulder to cry on**? 3. Can you **come clean** to your parents **about** how you are feeling? 4. Have you ever turned **green with envy**? 5. What made you feel like that?

4. a) Read the words associated with youth organisations. Divide the words into 3 groups: 1) verbs, 2) adjectives, 3) nouns. Then listen and check:

political / non-political / military / religious; volunteer, campaign / aim / project; symbol / motto / principles; to be founded; to join / to be a member / to get involved / to participate / to support; leader / member; independent / supported by the government; international / local.

b) Are there any new words for you? Ask your classmates or your teacher to explain the meaning of the new words.

c) Complete the sentences below using the words from ex. 4a.

1. The minimum age to become a … of UK Youth Parliament is 11. 2. UNESCO is an … non-… organisation that was … in 1945. 3. You can't join Greenpeace if you don't … its …. 4. "Votes at 16" is one of the top national … of UKYP. 5. As a youth …, you'll guide and support young people in their personal, social and educational development. 6. The Air Training Corps is a British youth organisation that allows cadets to get a taste of ... life and often to gain some flying experience. 7. Young people often ... in social campaigns.

5. a) Work in pairs. Which of the questions about the organisations in ex. 1a can you answer?

1. What kind of organisation is it? (non-political / political / religious / military / volunteer) 2. Where and when was it founded? 3. What activities for young people does it offer? 4. What is the goal of the organisation?

Правообладатель Вышэйшая школа

b) Work in pairs. Student 1: Choose a youth organisation you would like to join. Student 2: Ask Student 1 questions about a youth organisation. Would you like to join it?

Video "Girls' Brigade Northen Ireland Worship".

LESSON 3. MAKING THEIR MARK

Communicative area: holding the debate

Active vocabulary: elections, event, expect, issue, politics; elect, vote

1. a) Look at the poster. What organisation has put it up? Why?



On 29th October, Members of Youth Parliament were in the House of Commons debating the cost of university, sex education, public transport, job opportunities and war.

b) Discuss the questions.

poLItical	POlitics

1. Are you interested in politics?
2. What issues are important for young people today?
3. Have you ever voted in the elections?
4. What kind of information do you expect to find in the UKYP website?

2. a) Look through the FAQ page from UKYP website. What do these numbers and abbreviations stand for?

Правообладатель Вышэйшая школа

FAQ, UK, UKYP, MYP, MP,
1999, 2001, 600, 11, 18, 1 million

What is the UK Youth Parliament?

The UK Youth Parliament gives young people the chance to have their say on any issue which affects them, and be listened to by local and national government. It is not party-political.

When did UKYP start working?

UKYP was founded at the House of Commons in July 1999, and held its first sitting in February 2001 in London.

How does the UK Youth parliament work?

The UK Youth Parliament has 600 elected MYPs (Members of Youth Parliament) aged 11–18.

MYPs **are elected** in annual youth elections throughout the UK. Any young person aged 11–18 can stand or **vote**. In the past two years one million young people have voted in UK Youth Parliament **elections**.

Once elected MYPs organise events and projects, run campaigns and influence decision makers on the issues which matter most to young people.

What is a MYP?

Any person between the age of 11 and 18 (inclusive) can stand to be elected as an MYP. An MYP's work is mainly based on a local problem which young people in that area think needs improving, e.g. transport.

Once a year MYPs from all over the UK meet at an Annual Sitting, which is normally held at a university. Here, MYPs create a UK Youth Parliament manifesto, which is all about the things that the UKYP agrees with and disagrees with.

Being a MYP can also mean that you have the opportunity to spend a day with MPs and even the Prime Minister to go where they go, see what they see and do what they do. It also gives you a chance to meet young people who have the same ideas as you, and have the power to do something about it.

Правообладатель Вышэйшая школа

How can you participate?

There are lots of ways for young people everywhere to get involved with the UK Youth Parliament. You can vote in a UKYP election, support our campaigns, debate in the UKYP online forums, attend a UKYP event and much more. Maybe you even want to become an MYP yourself!

Elections normally take place around January and you can usually vote at your local youth club or school.

How do you become a MYP?



Laura (MYP): I got involved through my school, but you can get involved through youth clubs too. To start with, I had a few meetings to help me understand a bit more about the UK Youth Parliament, and then in December I wrote my manifesto about what I individually wanted to improve in my local area.

The manifestos were published as leaflets, and then I had to make sure that everyone knew who I was and what I stood for, by pinning these posters where young people could see them, and talking to people at schools or youth clubs.

What qualities are important if you want to be a MYP?

It is important that a MYP is prepared to have an opinion on topical **issues**. It is equally important, however, that a MYP can listen and respect the views of his/her peer group, and to take this responsibility seriously. But MYPs should also be lively, committed and outgoing, and importantly, have a sense of humour!

b) Read the page carefully. Decide if the sentences below are true (T), false (F) or there's no information available (NIA).

1. Through UKYP you can make the government hear your idea. 2. UKYP supports the right-wing parties. 3. You can't be elected an MYP if you are younger than 18. 4. The elections are held all over England. 5. Youth Parliaments operate in most English-speaking countries. 6. A MYP can work instead of a

Правообладатель Вышэйшая школа

MP one day a year. 7. You have to run a campaign to be elected a MYP. 8. As a MYP you have to attend all UKYP events. 9. MYP **is expected** to be outgoing and funny.

3. Think of one noun to complete the collocations. Use the unit active vocabulary for help.

1) national, presidential, election, anti-smoking ...
2) historical, main, popular, sporting ...
3) world, democratic, cultural, party ...
4) key, health, burning, international ...
5) senior, family, active, club ...
6) born, political, youth, effective ...

4. Discuss in pairs.

1. Is there a Youth Parliament in your country? 2. Would you like to participate? 3. Would you like to be a MYP? 4. Do you have the qualities to make a MYP?

5. a) Work in 2 groups.

Step 1. Imagine you are going to stand for MYP elections. Give reasons why you would make a great MYP.

Step 2. Run election campaign. Prove that you'll make the best MYP inside your group. Have debates.

Step 3. Organise elections. Vote for the best speaker to represent your interests and ideas.

b) Have meetings.

MYP:

1. Brainstorm your electorate on the problems they face every day. What would they like to change with the help of the school or local authorities?
2. Make a list of issues that worry the youth in your group today.
3. Appoint a speaker or report to the class on the results.

Правообладатель Вышэйшая школа

LESSON 4. RUNNING A CAMPAIGN

Communicative area: discussing campaigns, writing a campaign slogan

Active grammar: Complex Object with *want*, *expect*, *would like*

1. Work in pairs. Describe what is happening in the picture?



2. a) Look at the posters below and match them with the information about the campaigns.



A. Free recycling for schools.

Depending on their size, schools today can spend between £300 and £1000 per year on waste disposal. UK Youth Parliament believes that recycling should be free for all schools. We would like local authorities help schools to become pioneers of recycling and waste minimisation in their communities.

B. SRE: Are you getting it?

The standard of sex and relationship education (SRE) in schools is very low. We expect the government to take this issue seriously since the effect on society is dramatic. Our aim is

Правообладатель Вышэйшая школа

to create a general SRE programme, along with the Government, which can be followed in schools even in hard to reach areas and help to improve the lives of young people in the UK.

C. Reducing the voting age to 16

The young people in this country want the authorities to hear them. According to the Government a young person from the age of 16 is old enough to work full-time, get married and have children, join the army. But not old enough to vote! Our aim is to lower the voting age to 16 within a reasonable time frame.

D. Cheaper bus fares for young people

The UK Youth Parliament believes that young people should pay no more than half an adult fare on buses. We want a national minimum fare for all young people under 18, so that transport is no longer a barrier to our freedom and independence.

E. Scrap university tuition fees

Higher Education should be a right of every citizen in the UK. One in three of those students who wanted to go to university said they would not be able to go because of the financial problems. We expect you to support the university fees debate by creating noise in your area: hold *Free For All* days at your school, college or university!

F. Political education for all

The UK Youth Parliament believes Political Education should be taught in both primary and secondary education, ages 5 to 14. We also hope to increase participation in elections and involvement in politics through education programme.

b) Which campaign are the statements below from?

1. Local authorities need to work in partnership with schools to provide free recycling facilities and collections. 2. More than ten thousand teenagers in our country had children while they were in school. 3. 'Politics is a dirty word', say young people. 4. The present situation is leading to a culture of car dependency. 5. Fees themselves are unfair and act as a barrier to education, widening the rich-poor divide, which exists in this country. 6. We believe that young people should be involved in the democratic process.

Правообладатель Вышэйшая школа

c) Are these issues important for the society you live in? Which campaign would you support? Why? Is there an issue you consider unimportant?

3. a) Look at the statements from the campaign. Copy the sentences and mark a subject, a predicate and an object in each sentence.

We would like local authorities to help schools. We expect the government to take this issue seriously. The young people in this country want the authorities to hear them. We expect you to support the university fees debate.

b) Which scheme illustrates the complex object in these sentences? What verbs are followed by complex object?

A. pronoun in an objective case / noun + infinitive
B. pronoun in an objective case / noun + Participle I

c) Study the information in the grammar reference and answer the questions about grammar on page 301.

4. a) Put the words from the columns together to make sentences with Complex Object.

1. We expect John	a) to start next week.
2. Mr Reed wants all the students	b) to take part in our events as volunteers.
3. I knew him	c) to vote for the new government policy.
4. They expect the anti-smoking campaign	d) to like politics.
5. They expect more than nine million people	e) to be a natural leader.
6. We would like more young people	f) to be elected.

b) Change the complex sentences into simple ones using complex objects.

Example: I think that graffiti is in fact a form of vandalism. – I think graffiti to be in fact a form of vandalism.

1. I think that youngsters are bright and active. 2. I don't expect that education authorities will support the "no grades

Правообладатель Вышэйшая школа

at school" campaign. 3. I believe that exam stress is common in many young people. 4. I believe that children are computer-friendly. 5. Adults do not expect that young people will get involved in politics. 6. I believe that military clothing will be next season fashion trend.

c) Which statements in ex. 4b reflect your opinion?

5. Continue the sentences below to make some campaign slogans.

1. I'd like the school authorities to ... 2. I expect our class leaders to ... 3. I want the members of my family to ...

6. Work in two groups. Write the campaign slogans to use in the poster for some of the problems you put on the list in the previous lesson. Use ex. 2a for help.

Video "Youth Initiatives".

LESSON 5. CHEER, CHEER, CHEER TO GET THROUGH THE YEAR!

Communicative area: speaking about cheerleading in Belarus and your personal experience as a member of a club

Active vocabulary: cheerleader, supporter; yell

1. a) Read some facts about cheerleading and fill in the blanks with the numbers from the box.

2004; 1,500,000; 3; 100,000; 1898

1. Cheerleading is a physical activity, sometimes a competitive sport, using organised routines, usually ranging from 1 to ... minutes, which include dance, jumps, cheers, and acrobatics.

Правообладатель Вышэйшая школа

2. Cheerleading originated in the United States, and remains mainly an American activity. There are more than ... young people in all-star cheerleading. 3. There are now more than ... participants in different countries including Australia, Canada, China, Finland, France, Germany, Japan, New Zealand and the United Kingdom. 4. November 2, ... is the official birth date of organised cheerleading. 5. The Cheerleading Worlds – the most important all-star competition has been held yearly since ... .

b) Check your memory. Look at the numbers and try to restore as much information about cheerleading as possible.

2. a) You are going to listen to the radio interview with two cheerleaders. Put the interviewer's questions into the right order.



cheer



freestyle pom

1. What qualities does it take to be a cheerleader?
2. What advice can you give to those who have just started?
3. How did you get into cheerleading?
4. What lessons have you learned from cheerleading?
5. I'd like you to share one of those funny stories that happen during the competitions.

b) Listen to the interview. Check your ideas.

c) Listen again and complete the sentences with the missing information.

Правообладатель Вышэйшая школа

Lee: 1. Lee is ... 2. He loves the excitement of ... 3. Lee believes **a cheerleader** has to set ... 4. Once at the competitions Lee started yelling ...

Mary: 1. Mary is a cheerleader for the Jr. High Boy's ... 2. She decided to become a cheerleader ... 3. Mary has learned to work ... 4. Once when the boys were watching the girls ... 5. Cheerleaders are advised to ...

3. Discuss in pairs.

1. Have you ever seen cheerleaders performing?
2. Was it fun to watch?
3. Do you support any team or a sportsman?
4. Are you fit enough to be a cheerleader?
5. Can you **yell** loudly?
6. Do you know any sports cheers?

4. a) What do you know about cheerleaders in Belarus? Read the article below. Is there any new information for you?



Ice Girls



Belarus team "Smile" in ECU championship in Helsinki

Cheerleading is a fast growing sport in Belarus. Competitive Cheerleading is gaining popularity for many reasons: it is a fun activity that combines all the athletic components of sport such as strength, power, flexibility and fitness, as well as the artistic and creative qualities of dance. *Ice Girls* cheer team are the Dinamo Minsk hockey club supporters and the first cheerleading team in Belarus. It was founded in 2004 by Julia Bashko, today's group leader, and consisted of 7 girls only. Over the years, the *Ice Girls* have grown in talent and size and become known as one of the top team **supporters** in the country.

Правообладатель Вышэйшая школа

Today many schools and universities in Belarus offer cheerleading as an extracurricular activity and many of these teams compete against other cheerleading teams at regional and national levels.

Belarusian Federation of Cheerleading is recognised by the Europian Cheerleading Union. Each year Belarusian cheerleading teams represent our country at the official European Cheerleading championship ECU. Belarusian Federation of cheerleading holds Open cheerleading championships in Belarus – one of the most prestigious competitions in the cheerleading calendar.

In 2017 cheerleading in Belarus was recognised by National Olympic Committee of the Republic of Belarus.

b) Do you or any of your friends do cheerleading? Share your experience. Would you like to join a cheerleading club? Why?

5. a) Work in groups of three. Student 1: You are a video blogger from the UK. You are going to interview Belarusian cheerleaders for your blog. Ask Students 2 and 3 questions about cheerleading in Belarus and their personal experience in cheerleading. Use ex. 2 for help. Students 2 and 3: You are Belarusian cheerleaders. You are going to be interviewed by a famous blogger from the UK. Think over what you are going to say about your experience.

b) Role-play your interview.

6. You can watch a video about Belarus dance camp at http://www.cheerleader.by to find more information and recent news on cheerleading in Belarus.

LESSON 6. MAKE YOUR CHOICE

Communicative area: writing about your personal participation in youth organisation activities

Active grammar: Complex Object with *hear*, *see*, *watch*

Правообладатель Вышэйшая школа

1. Look at the photographs. What are the young people doing? What youth organisation supports these events? What do the letters BRYU (BRSM) stand for? What do you know about this organisation?



2. a) Read the review of an event organised by BRYU. What kind of event was it? Did the author enjoy it?

I came to Minsk at the end of September. The trees were still green and the weather was great. I enjoyed sightseeing but most of all I loved walking along beautiful streets and talking to my friends. One day we saw an advertisement of the Youth Forum *Make Your Choice*. It looked very promising and my friend Tania was excited to go there. It took us about 30 minutes to get to Minsk Football Manezh where the Forum was taking place. We went there by metro and by bus. The metro was very fast and clean. I saw people getting up to offer an elderly person a seat! Very respectful and impressive! You won't see anything like that in America.

Minsk Football Manezh turned out to be a huge modern building in Pobeditelei Avenue. Just in front of the entrance I noticed some retro cars and among them... Cadillac DeVille Continental Kits of 1959. I couldn't believe my eyes! Then we heard the music playing. When we entered the building, we saw a huge area crowded with young people. We joined a pretty large group of people. It turned out to be the break-dance championship. We saw an unbelievable 15-year-old boy do

Правообладатель Вышэйшая школа

fantastic tricks on the floor but unfortunately Tania wasn't much interested, so I returned later for the finals.

I will never forget that day! I took part in a graffiti competition, tried hard at a DJ's mixer, saw the most attractive young girls compete for the "Queen of the Spring" title (a bit unusual for September). I saw roller-skaters do amazing tricks and free jumps and enjoyed BMX (Bike Moto eXtreme) championship. I watched a Belarusian Guinness Book record-breaker hold two bikes on the move presenting his school of healthy life style, played Pioneer's trumpet and drums and tasted the most delicious pirozhki!

Now whenever I look at the funny-looking clay pot that I made myself at this wonderful festival I have that warm feeling that makes me believe I would return back to Belarus.

b) Make a list of activities the tourist enjoyed in the forum. Would you like to take part in them?

3. a) Look at the underlined sentences. Which sentences describe:

a) an action in progress; an incomplete action

b) a short completed action; a fact.

b) Match the types of sentences in the box in ex. 3a with the structures below.

A – **see** / **hear** / **watch** somebody **do** something
B – **see** / **hear** / **watch** somebody **doing** something

c) Read the information about grammar and answer the questions on page 301.

4. a) Work in pairs. Look back at the pictures in ex. 1. Describe what you can see.

Example: *I can see a girl roller-skating.*

b) Why did you use scheme B from ex. 3 to describe the pictures?

Правообладатель Вышэйшая школа

5. Make one sentence out of two. Use structures A or B.

Example: Mum said something. I heard it. – *I heard Mum say something.*

1. John left the house. Grandma didn't see it. 2. The birds were flying South. I watched them. 3. The twins were watching cartoons and laughing. I heard them. 4. He had a cup of coffee. The waiter saw him. 5. Someone touched my shoulder. I felt it. 6. She turned pale. I noticed it.

6. Write about the youth organisation event you've taken part in. Use the questions below for help.

1. What was the event? 2. What organisation hosted the event? 3. Why did you get involved? 4. What did you hear / see / notice / feel / watch?

LESSON 7. BE PREPARED

Communicative area: speaking about a Belarusian youth organisation, asking questions about an American youth organisation, comparing

Active vocabulary: development, movement, success; develop, include

1. Discuss in pairs.

1. Would you like to join any of the organisations you've heard about? Why / why not?
2. Are there any youth organisations in your country?
3. Are you a member of any youth organisation? Why / why not?
4. Have you ever been involved in a campaign?
5. Have you ever been a leader of a project?
6. Have you ever organised / taken part in / volunteered in an international event?

Правообладатель Вышэйшая школа

2. a) The Fact File below contains the information about the BRYU. Read and write a question for each of the boxes.

Belarusian Republican Youth Union

A	govenmental
B	6 September 2002, after the merger of two Belarusian youth organisations: – the Belarusian Youth Union and – the Belarusian Patriotic Youth Union.
C	– to promote patriotism – to create conditions for comprehensive development of youth – to encourage creativity – to involve young people in useful public activities
D	Camping, sporting events and visiting memorials. Outdoor activities and sports, including football, running, swimming and hockey. Concerts and competitions, charity and volunteering, construction brigades.
E	 emblem  flag
F	More than 500, 000 members in Belarus (young people between 14 and 31 years old)

b) Check questions in pairs.

c) Read the information in the chart again, then cover the chart. Work in pairs. Answer the questions about BRYU.

Правообладатель Вышэйшая школа

3. a) You are going to read about Boy Scouts and Girl Guides. Do you know anything about these youth organisations?



b) Match the words below with their definitions.

1) **to develop** *e.g. developed a local company into a worldwide business*	a) to contain or take in as a part, element or a number
2) **to include** *e.g. The list includes the names of many famous writers.*	b) a group of people with common ideas, esp. a political or religious one; the organised action of such a group
3) **success** *e.g. The plan was a success.*	c) to grow or improve with time
4) **movement** *e.g. a movement towards world peace*	d) the achievement of something planned, or wanted
5) **fleurs-de-lis** *e.g. Fleur-de-lis is an emblem of kings.*	e) a stylized representation of a lily with three petals, used ornamentally

c) Read the information in the card the teacher has given you. Use the tips below to prepare for retelling.

1. Look through the text to see what it is about. 2. Read your piece carefully. 3. Underline the key points in the text. 4. Think what you are going to say to make it sound simpler

Правообладатель Вышэйшая школа

and easy to understand. If the sentence is too complicated, use your own words and style. 5. Cover the story and see how much you can remember.

d) Work in new groups to share the information about scouting. Ask and answer the questions from ex. 2a.

4. Complete the fact file for Scouts / Girl Guides.

5. Look at the pictures below. What are the scouts doing? Use complex object to describe the cartoons (*I can see the scouts …*).



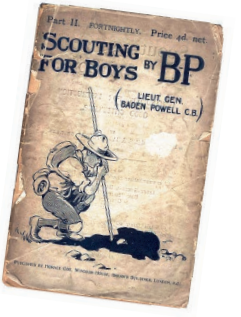
6. Work in pairs. Use the fact files to compare the Boy Scout Association and BRYU. Can you find more differences or similarities?

Правообладатель Вышэйшая школа

LESSON 8. SCOUTING FOR BOYS

Communicative area: writing a summary

1. Look at the cover of a book and answer the questions.



1. What kind of book is it?
2. Who is it for?
3. What kind of information are you going to find inside?

2. a) Look through the glossary. What do you think is happening in the picture?

Glossary

murder – убийство
tramp – бродяга
observation – наблюдение
sole – подошва
concealment – маскировка
suspicion – подозрение
threaten – угрожать
chivalry – рыцарство
pluck – смелость
misery – страдание
duty – долг

b) Listen and read the extracts from the book. Why did the author put this story in the book?

The Elsdon Murder

(The following story, which in the main is true, shows generally the duties of a Boy Scout.)

A brutal murder took place many years ago in the North of England. The murderer was caught and hanged chiefly through the scoutcraft of a shepherd boy.

Правообладатель Вышэйшая школа

Woodcraft – The boy, Robert Hindmarsh, had been up on the moor tending his sheep, and was finding his way home over a wild out-of-the-way part of the hills, when he passed a tramp sitting on the ground with his legs stretched out in front of him eating some food.



observing the murderer's boots

Observation – The boy in passing noticed the tramp's appearance, and especially the peculiar nails in the soles of his boots.

Concealment – He did not stop and stare, but just took in these details at a glance as he went by without attracting much attention from the man, who merely regarded him as an ordinary boy.

Deduction – When the boy got near home, some five or six miles away, he came to a crowd round a cottage. The old woman (Margaret Crozier) who inhabited it had been found murdered. All sorts of guesses were made about who had done the deed, and suspicion seemed to centre on a small gang of three or four tramps who were going about the country robbing and threatening death to anyone who made any report of their misdeeds.

The boy heard all these things. Then he noticed some peculiar footprints in the little garden of the cottage. The nail-marks agreed with those he had seen in the boots of the man on the moor, and he naturally deduced that the man might have something to do with the murder.

Chivalry – The fact that it was a helpless old woman who had been murdered made the boy's chivalrous feeling rise against the murderer, whoever he might be.

Pluck and Self-discipline – So, although he knew that the friends of the murderer might kill him for giving information, he cast his fears aside. He went at once to the constable and told him of the footmarks in the garden, and where he could find the man who had made them—if he went immediately.

Health and Strength – The man up on the moor had got so far from the scene of the murder, unseen, except by the boy, that he thought himself safe, and never thought of the boy being able to walk all the way to the scene of the murder and then to come back, as he did, with the police.

Правообладатель Вышэйшая школа

But the boy was a strong, healthy hill-boy, and did the journey rapidly and well, so that they found the man and captured him without difficulty.

The man was Willie Winter.

He was tried, found guilty, and hanged at Newcastle. His body was then brought and hung near the scene of the murder, as was the custom in those days.

Kind-heartedness – But when the boy saw the murderer's body hanging there he was overcome with misery at having caused the death of a fellow creature.

Saving Life – However, the magistrate sent for him and complimented him on the great good he had done to his fellow countrymen, probably saving some of their lives, by ridding the world of such a dangerous criminal.

Duty – He said: "You have done your duty, although it caused you personally some danger and much distress. Still, you must not mind that. It was your duty to help the police in getting justice done, and duty must always be carried out regardless of how much it costs you, even if you have to give up your life."

Example – Thus the boy did every part of the duty of a Boy Scout.

He exercised–Woodcraft; Observation without being noticed; Deduction; Chivalry; Sense of Duty; Kindheartedness.

He never thought that the act which he had done would years afterwards be held up as an example to other boys in teaching them to do their duty.

In the same way, you should remember that *your* acts may be watched by others after you, and taken as an example too.

So try to do your duty the right way on all occasions.

c) Which of the qualities and talents of Robert Hindmarsh do you possess? Which ones would you like to possess? Why?

3. Write the summary of the story. Use the tips below.

How to Write a Summary in 7 Easy Steps

1 Go through the text and divide it into sections.

Правообладатель Вышэйшая школа

2 Read it again. Get a feel for the author's tone, style, and main idea.

3 Reread. Underline topic sentences and key facts. Check if you understand everything correctly.

4 Write down the main idea of each section in one sentence. Make sure that you include all the key points in your sentences, but no minor details.

5 Review the sentences you've written in step 4. Create a thesis statement that clearly says what the entire text was trying to convey.

6 Write the draft. Use the thesis statement as the introductory sentence of your summary, and your other sentences to make up the body. Add some connecting words (*then*, *however*, *also*, *moreover*) that help with the structure.

7 Revise your summary for style. Check grammar and punctuation.

Video "Boy Scouts of America. The Founders".
Video "Girl Scouts Campaign for More Girl Leaders".

LESSON 9. TEST YOUR LIMITS

Communicative area: speaking about a youth organisation in Belarus and participation in its work

1. How many of the following can you do?

1. Name 3 international organisations. 2. Name one religious organisation. 3. Remember 2 mottos of youth organisations. 4. Draw one emblem of a youth organisation.

Правообладатель Вышэйшая школа

2. a) **Listen to three teenagers speaking. What organisations are they involved with?**



Tony



Steph



John

b) **Who mentioned the following?**

1. The motto of the organisation.
2. When they started.
3. Why they started.
4. The best experience they have had.
5. What they have achieved.
6. Who they recommend their organisation for.
7. The activities they take part in.
8. How often they meet.

c) **Listen again. Take notes to give detales on the information in ex. 2b. Check in pairs, then as a class.**

d) **What else can you talk about when you describe an organisation you belong to?**

3. a) **Work in pairs. You are going to talk about a Belarusian organisation you belong to. The aim of your speech is to attract new members. Follow the steps.**

STEP 1

Decide what organisation you are going to talk about. You can use information in the Student's Book and speak about **BRYU** or **Belarusian Cheerleading Association.**

You can get a fact file from the teacher and speak about **Students' Ethnographic Association, League of Youth Voluntary**

Правообладатель Вышэйшая школа

Service, Belarusian Republican Scout Association or **Belarusian Association of UNESCO Clubs.**

You can also speak about a real organisation you belong to.

STEP 2

Think over the organising moments: members, meetings, activities, events. Prepare to talk about its everyday work and achievements, your personal involvement.

STEP 3

Think of the information that can help you recruit new members.

STEP 4

Rehearse your speech.

b) Walk around the class and talk to as many people as possible. Try to talk somebody into joining your organisation. While listening to the others decide what organisation you would like to join.

c) Write the name of the organisation you would like to join and your name on a card. Hand in the card to the members of that organisation. How many new members have you managed to recruit?

Project RUN A CAMPAIGN

1 Look through the list of campaigns. Which one would you like to run?

Anti-smoking, Animal Rights, Senior Citizens Support,

No Vandalism

2 Read some tips on making a campaign poster. Note down the ideas you'd like to remember.

During a campaign, the central aim is to communicate a message to as many people as possible and to win them over.

Правообладатель Вышэйшая школа

1. GET CLEAR ABOUT YOUR AIM.

What do you want your campaign to achieve? Choose the general message or messages you want to convey. This can be either a straightforward call to support or vote for something, or it can present a specific campaign event.

2. CHOOSE A CENTRAL THEME FOR THE CAMPAIGN.

Make your primary message the call-out or headline. Try to be honest about the main idea. What is really important (as opposed to what *should* be important)? Get that essence into one word or a very short phrase. For example, the topic for my campaign was LIVE!

3. FIND OR TAKE PHOTOS THAT ILLUSTRATE YOUR THEME.

Choose several photos that support your topic. Three to five seem to be enough. Make sure that something about each one of them makes your heart beat faster.

4. MAKE UP A CAPTION FOR EACH PHOTO.

You'll be using the theme you chose in tip 2 as the title. Now write a more specific phrase about that theme for each of the photos you have chosen. Keep them very direct, simple, and meaningful to you.

Here are the taglines for my LIVE! campaign: Build whatever you can imagine. Grow something beautiful. Work hard. Get dirty. Go outside. Feel it all.

5. MAKE A SKETCH.

Sketch the layout of your poster. Keep the information simple and clear. Make the headline your largest, most readable text. Put your organisation name and emblem on the poster as well.

6. DISPLAY YOUR POSTER.

3 Follow the stages above to make your poster or use your own ideas and style.

Правообладатель Вышэйшая школа

UNIT 5

ART

LESSON 1. IS IT ART?

Communicative area: discussing what art is, speaking about types of art

Active vocabulary: abstract, audience, content, installation, graffiti, photography, sculpture, statue, visual; communicate, design

1. a) Listen to the questions about art and think of the answers. Are you an expert in art?

1. What is art? 2. What are the forms of art? 3. Is there a size limit to art? 4. Is art defined by its materials? 5. Does art have to be understandable? 6. What about abstract art? 7. Is all art good art? 8. Does art have to be beautiful? 9. Does art have to "say" something?

b) Look at the pictures below. Which of these works would you call pieces of art? Share with your partner.







Правообладатель Вышэйшая школа













2. a) Listen to a radio interview with Shelley Esaak, a portrait artist, graphic designer, writer and educator. Who do the following definitions of art belong to: Shelley Esaak, Leo Tolstoy, Frank Zappa, art researchers or people in the street?

1. Art is something that is both **functional** and, hopefully, beautiful. 2. Art is more than just beauty. Art must create an **emotional** link between the artist and the viewer, one that "**infects**" the viewer. 3. Art is something that makes us more thoughtful and well-balanced humans. 4. Art is making something out of nothing and selling it. 5. Art is **form** and **content**. 6. Art is paintings and statues. 7. Art is actually about **communicating** the feelings of the artists.

b) Work in pairs. Explain what the words in bold mean. Then listen again and check your ideas.

Правообладатель Вышэйшая школа

c) Check your memory. Which of the following types of visual art does Shelley mention?

architecture, animation, collage, comics, computer art, design, drawing, filmmaking, graffiti, illustration, installation art, painting, photography, printmaking, sculpture

3. a) Match the captions with the pictures in ex. 1b.

a) Ossip Zadkine, *Head of a woman*, 1931
b) Sean Kenney, *Monkeys*, 2010
c) Norman Foster, *30 St Mary Axe*, 2003
d) Philippe Halsman, *Dali Atomicus*, 1948
e) Poul Henningsen, *PH5-Lamp*, 1958
f) Marc Chagall, *Above Vitebsk*, 1914
g) Penelope Thompson, *Raintrees*, 2010
h) Kazimir Malevich, *Reservist of the First Division*, 1914
i) Arlen Kashkurevich, *Thirst*, 1970

b) What types of visual art do the pictures illustrate?

c) Answer more questions about the pictures. Which piece(s) of art:

a) is a design of Baron Foster of Thames Bank? b) is a classic icon of mid-century modern Scandinavian design? c) is created to make people feel what the summer rainy season in Korea is like? d) is made of Lego bricks? e) shows Vitebsk? f) took six hours, 28 jumps, and a roomful of assistants throwing angry cats and buckets of water into the air to make? g) were on display at The Philadelphia Zoo? h) is designed with oil, printed paper, a postage stamp, and a thermometer? i) is made of lava stone? j) is informally known as "The Gherkin" (a small cucumber, usually pickled)? k) is a part of an ecological project? l) pictures a famous artist? m) were created by Belarusian artists?

4. Choose the odd one and explain why.

1. sculpture, model, statue, monument
2. graffiti, illustration, painting, architecture

Правообладатель Вышэйшая школа

3. abstract, visual, literary, performing
4. installation, statue, photography, architecture
5. designer, audience, artist, architect

5. Discuss the questions in ex.1a in small groups.

Vocabulary Practice.

LESSON 2. PAINTING AS POETRY

Communicative area: describing a painting, speaking about a famous artist

Active vocabulary: background, exhibition, foreground, impression, influence, interpreter; establish, exhibit

1. Look at the paintings below. Discuss in pairs what information the paintings give about the artist.



I and the village, 1911



The three candles, 1938–1940



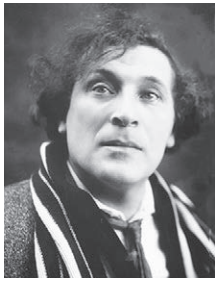
View of Paris, 1969

2. a) Read Marc Chagall's biography. Were your ideas right?

Marc Chagall was born on July 7, 1887, in Vitebsk, to a poor Jewish family of ten children. His father, Zakhar Chagall, worked in a fish factory and his mother, Ida, ran a grocery store. Chagall's childhood, his family, and his native town became the main themes of Chagall's art. These first **impressions** stayed in his heart forever and were transformed into his paintings.

Правообладатель Вышэйшая школа

Chagall received early schooling from a teacher friend who lived nearby. He also attended the town school, but he only did well in geometry. He became an apprentice (a person who works for another in order to learn a profession) to a photographer but did not like the work. He then decided that he wanted to become an artist. Yuri Pen, a famous realist artist offered lessons free of charge, but soon Chagall understood that academic portrait painting didn't suit him.



Marc Chagall

In 1907 he moved to St. Petersburg where he became a student of Leon Bakst. There in Bakst's studio Chagall was **establishing** his own personal style, which featured a more dreamlike unreality. Chagall went to Paris in 1910. French poets and painters became his friends. Robert Delauney's Cubist technique and his lyrical sense of colour had a strong **influence** on Chagall's ideas. *I and the Village* (1911) is among his early Parisian works.

Marc Chagall participated in the art **exhibitions** at Parisian Salons in 1912, but it was his first one-man show in Gallery Der Sturm in Berlin, Germany, which established him internationally as a leading artist.

Chagall lived in Belarus during World War I. Despite the hardships of wartime life, this was a joyful period for Chagall. In July 1915 he married his fiancée Bella, and she gave birth to their daughter, Ida, the following year. In 1917 Chagall was made the Commissar of Fine Arts in Vitebsk and founded the Academy of Arts in 1919.

Chagall took his family to Paris in 1923. In 1931 he made a journey to Palestine and Syria. It gave Chagall firsthand knowledge of the land, which later helped him to make illustrations for the Bible. He is considered to be the greatest **interpreter** of the Bible after Rembrandt.

But at the same time as Chagall's popularity was spreading, the threat of Nazism was spreading in Europe. During the cultural "cleansing" in Germany, Chagall's works were removed from museums throughout the country and several pieces were burned. Marc Chagall had to move to the United States, where he lived until 1947. There he designed the sets and costumes for the ballets. Sadly, Bella, his beloved wife and model died in 1944.

Правообладатель Вышэйшая школа

Chagall continued to create great artworks throughout the later years of his life. He returned to France in 1948, where he experimented with new art forms. His famous "Paris" series, fantastic scenes set against the background of views of the city, was created in the 50s. In 1973 a museum of Marc Chagall works was opened in Nice, France. In 1977, the Louvre, a world-famous art museum in Paris, **exhibited** sixty-two of his paintings, an extremely rare event for a living artist. Chagall died at the age of ninety-seven in 1985.

b) Match the words in bold to the definitions below:

1) a public showing of art objects, products, etc.; 2) a person who explains the meaning of the work of others; 3) an effect of one person or thing on another; 4) a feeling you get after having seen or heard something; 5) to show, to present to others to see; 6) building, bringing to life.

c) Read the biography again. Are the statements below true or false? Correct the false statements.

1. Marc Chagall grew up in a small poor family. 2. Chagall's childhood years influenced his art a lot. 3. He painted his most famous works in Paris. 4. Chagall had to stop working during the two wars. 5. Chagall was great at different types of art. 6. Unfortunately, Chagall's paintings didn't see many exhibitions during his lifetime.

d) What are your impressions of Marc Chagall's life and art? Have you been to Marc Chagall's museum?

3. a) Listen to an expert talking about one of Chagall's paintings. Which painting is it?

b) Check your memory. What didn't the expert talk about?

Influence, colours, style, facts from biography, symbols, background, foreground, the viewer's emotions, the authors' ideas.

c) Listen again and check.

Правообладатель Вышэйшая школа

d) Use the following phrases to reproduce the expert's description of the painting in pairs.

Influenced by... The whole could be viewed as ... The colours are... The painting is full of... In the foreground of the painting ... / In the background ... ... catch the viewer's attention... / ... illustrates...

4. a) Prepare to describe another painting by Marc Chagall. Use ex. 3b and the tips below for help.

Remember:

- name of the artist and picture, year of origin (if known)
- short description of the scene (e.g. place, event)
- details (who / what can you see)
- impression on the viewer
- colours, forms, proportions, etc.

b) Write a short description of a Marc Chagall's painting.

LESSON 3. STREET ART

Communicative area: expressing an opinion, describing a painting

Active vocabulary: ban, criminal, illegal, legal

1. Read some facts about graffiti in Britain. Discuss in pairs which of the facts are untrue.

A. Graffiti has existed since ancient times, with examples dating back to Ancient Greece and the Roman Empire.

B. Cleaning up graffiti costs millions of pounds a year.

Правообладатель Вышэйшая школа

C. Graffiti is now so popular it can be seen in many museums and art galleries.

D. Graffiti is the second common type of property vandalism (35%) in the UK.

E. Sotheby's auction house in London auctioned some works by Banksy (British graffiti artist), reaching over £102,000 for his Bombing Middle England. Two of his other graffiti works, Ballerina With Action Man Parts reached £96,000 and Glory sold for £72,000.

F. Microsoft, Coca Cola, McDonald's, Toyota, and MTV have used graffiti to make their products popular among young people.

2. a) Read the article below. What problem does Britain face? How is it possible to solve it?

Graffiti

Graffiti vocabulary:

to bomb – to paint many surfaces in an area;
mural ['mjuʊərəl] – a large graffiti painting, that often incorporates 3–D effects, many colours and colour-transitions, as well as various other effects
tag – a stylized signature, normally done in one colour. The simplest and most common type of graffiti
writer – a graffiti artist

Graffiti is everywhere in 21st century Britain – on park benches, street signs and bus shelters, in car parks and train stations.

Authorities spend a lot of money cleaning up graffiti and some people have put graffiti together with drugs and criminal behaviour as "bad symptoms" of modern society.

An attempt was made to ban the sale of spray paints to under-18s.

Правообладатель Вышэйшая школа

But there is an entirely different view. Instead of dismissing graffiti as vandalism, we need to "legalize" graffiti by funding giant murals in prominent inner-city sites.

Many people want to see graffiti walls, which are set up and run as ongoing-projects, for artists to exhibit their work.

Companies often use graffiti imagery to promote things to young people. We have to accept that graffiti is part of their lives. So, graffiti walls are needed and, if they are going to mean anything, they need to be in prominent places.

b) What facts from ex. 1 are mentioned in the article?

3. a) You are going to listen to people in the street answering questions below. What do you think people will say? Do you want to see more graffiti around town? Would you welcome graffiti walls?

b) Listen and answer the questions in the first column.

Which speaker	Follow-up question
1) supports the idea of mural wall in spite of negative experience?	Why didn't the walls work?
2) is for putting mural walls?	Why?
3) is a member of anti-graffiti organisation?	What's the name of the organisation?
4) believes graffiti artists risk their lives?	Why?
5) is against making graffiti legal?	Why?
6) mentions two types of graffiti writers?	What are they?
7) invents a punishment for graffiti vandals?	What kind of punishment is it?
8) describes another country's experience?	How do the authorities solve the problem?
9) says why he enjoys writing graffiti?	Why?

Правообладатель Вышэйшая школа

c) **Listen again. Note down the details to answer the questions in the second column.**

4. **Work in pairs. Describe the pieces of graffiti found in Belarusian city's streets. Do you find them artistic?**






5. **Discuss in pairs.**

1. Have you seen graffiti at your place? Was it mostly tags or murals? Are there any authorised mural walls nearby?
2. Does graffiti make your town / village look better or worse? In what way?
3. In your opinion is graffiti art or vandalism? Would you welcome graffiti on the wall of your house?
4. Is graffiti illegal in Belarus? Do you believe graffiti should be banned? Why?
5. Do you agree that graffiti provokes criminal behaviour? Why?
6. Have you ever written graffiti? If yes, would you like to take part in a graffiti exhibition? If not, do you think it's easy to make? Would you like to learn how to do it?
7. If you were taking part in a street art exhibition, what theme for your graffiti piece would you choose?

Правообладатель Вышэйшая школа

LESSON 4. ARTWORK

Communicative area: speaking about skills and jobs

Receptive grammar: Past Perfect Continuous

1. a) Work in pairs. Write a list of jobs in arts.

b) Match the jobs in the box with their description.

1. Fashion Designer	**6.** Fine Artist
2. Curator	**7.** Make-up artist
3. Interior Designer	**8.** Sculptor
4. Graphic Designer	**9.** Web Designer
5. Historian	**10.** Art critic

A. They can work for a newspaper or an art publication. They review new exhibitions and art works. A keen interest in both the arts and writing is necessary.

B. They select artists to participate in an exhibition, perhaps by genre, style or era. You can study these courses at many universities.

C. They influence everything we wear. They could work independently, for a large fashion house or even for the high street shops.

D. They spend many hours working in the studio to communicate ideas and feelings through their art. They work on visual art projects but their work is not commercial.

E. They can design anything from posters to packaging. Often they work in a busy, usually city office with high-energy people in a competitive environment.

F. They research and write about the history and context of art. They can look at any period or movement of art from ancient art to contemporary art.

G. They can design the decoration of individual houses choosing everything from the floor coverings to the furniture.

Правообладатель Вышэйшая школа

H. They work on film sets, fashions shows, photo shoots and much more. Successful professionals often design their own make-up lines.

I. They can work on any scale from a small clay model to a large-scale metal piece. They can work on private commissions for individuals as well as large pieces for public spaces.

J. They use their professional skills to design eye-catching, fully functional and easy to use websites. They have to be both creative and technically inclined.

c) Discuss in pairs.

1. In which of the jobs above do you need: computer skills, fluent English, ability to sell yourself, higher education, good language skills? 2. Which of the jobs involve: painting or drawing, teamwork, responsibility, writing some texts? 3. Which jobs could interest you as a future career? Why?

2. a) Listen to Wendy R. Gram talking about her career. Put the questions in the order they are answered.

A. What training did you have?
B. Where do you get your ideas?
C. Have you got any final advice to offer?
D. When did you start creating Art For Gift items?
E. Why did you choose to become an artist?



b) Listen again and choose the right answers to the questions below.

1. When did Wendy start her career?

a) At 8.
b) Since she remembers herself.
c) At 25.

2. Why did Wendy leave school?

a) She didn't enjoy art class and theatre.
b) She didn't learn anything knew in most lessons.
c) She read high school and college texts.

Правообладатель Вышэйшая школа

3. At 12 Wendy ...

a) designed clothes for herself.
b) designed clothes for her dolls.
c) designed clothes for her mother.

4. She runs an animal shelter ...

a) to draw animal portraits.
b) to find pet owners.
c) as an act of charity.

5. What jobs in art has she done?

a) Book illustrator, clothes designer, artist.
b) Clothes designer, artist.
c) Book illustrator, clothes designer.

3. a) Look at the sentences from the interview. Which of them are in Past Perfect Continuous?

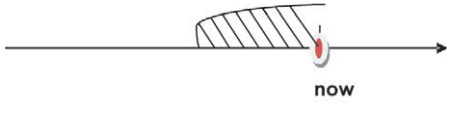
1. I had already written and illustrated my first book at the age of 3, two years before starting school. 2. In K-5 I sat through their baby classes bored out of my mind, because I had already been reading and writing for two years. 3. By age 6 I'd been drawing, designing, and sewing my cloth doll's wardrobe. 4. Before I finished the book I had been drawing art designed specifically for greeting cards.

b) Choose the schemes that illustrate Past Perfect Continuous.

A. had + been + Verb-ing

B. had + being + Verb III

C.



D.



Правообладатель Вышэйшая школа

c) Read the information about Past Perfect Continuous in the grammar reference (see pages 301–302) and check yourselves.

4. Use Past Perfect Continuous.

1. Henri didn't feel like going to a party, because he (*paint*) all day.
2. The visitors (*argue*) about the idea behind an installation piece for half an hour when the artist arrived.
3. To be honest, we (*not really communicate*) with Brian before the global design exhibition in March, 2019.
4. Mali (*participate*) in peace-keeping campaigns ever since the tragic events of 1960 in his country.
5. Picasso (*search*) for three months for something to paint in April 1937, when German and Italian bombers attacked the small Basque city of Guernica.
6. It (*rain*), so the paintings he had left outside were ruined.
7. Yesterday he (*watch*) TV for two hours, when his mother came home.

5. Read the text and use the correct tense form.

I'm sorry I left without you last night, but I told you to meet me early because the presentation started at 8:00. I *had tried / had been working* to get it right for years, and I didn't want to miss the beginning. By the time I finally left the cafe where we were supposed to meet, I *had had / had been having* five cups of coffee and I *had waited / had been waiting* over an hour. I had to leave because I *had arranged / had been arranging* to meet Katherine Stern in front of the gallery.

When I arrived, Katherine *had already come / had already been coming* inside and she was talking to the first guests near the entrance. She was really angry because she *had waited / had been waiting* for more than half an hour.

Katherine told me you *had been / had been being* late several times in the past and that she would not make plans with you again in the future. And in the future, I suggest you be on time!

Правообладатель Вышэйшая школа

6. Work in pairs. Use the prompts below to role-play the conversations.

Example: S1: When I saw you yesterday, you looked exhausted. S2: I looked tired because I had been working hard all day./ I looked tired because I had walked 6 miles.

you were hungry, there was a crown on your head, you were covered in paint, your eyes were red, your hair was messy, there was a stick in your hands, you were bored, your hands were dirty, you were sad

Past Perfect Continuous.

LESSON 5. DECODING A PHOTOGRAPH

Communicative area: describing a photograph, expressing opinion

Active vocabulary: expression, intention; express, impress, interpret

1. Match the definitions with the description of genres in photography.

a) Fine art photography
b) Photojournalism
c) Commercial photography

1. the primary focus of which is to sell products or services.
2. refers to photographs that are created in accordance with the creative vision of the photographer as artist.
3. provides visual support for stories, mainly in the print media.

2. a) Listen to the pronunciation of the words below and mark the stress.

Photograph, photographer, photography, photographic

b) Practise saying the words.

Правообладатель Вышэйшая школа

3. a) Discuss the questions below in pairs.

1. Is photography a popular hobby in Belarus? 2. What do people usually take pictures of? 3. Do you enjoy seeing someone else's photographs? 4. How often do you look through the photos you've taken? 5. Are you proud of any photos you've taken? What is a good photograph?

b) Complete the following description of a good photograph with your own ideas.

A good photograph is the one that communicates a ..., touches the ..., leaves the viewer a ... person for having seen it. It is, in a word, ...

c) Listen to what Irving Penn thinks.

4. a) Look at the photograph from the bestphotosever website. What can you guess about the scene, time, etc.? Describe the photograph.



"100-year hand"

b) Read the comments that the photographer and the viewers have left. Did you have similar ideas?

Alex: ... This is the first photo of just a hand that I took, and it came about by accident. I was driving this lady to a clinic, and we had to wait in a car park. I had my camera on my lap (like you do in case something photographic turns up) when I happened to notice the light falling on her hand that was guarding her handbag. Camera on lap, screen facing up looking down for a rough sighting and auto-focus, I managed a shot before she moved. Imagine my delight (and surprise) when this image came up on my monitor. Talk about luck.

Alterednate: Great capture, it really does speak a thousand words.

Правообладатель Вышэйшая школа

Nony vogue: Wow, the lighting is amazing. This is quite a shot. I'll add it to my favs.

LynnMorag: It's a beautiful snapshot – just think what experiences that hand has lived through – from the turn of the century in a world where a motorcar was rarely seen, no streetlights, houses without electricity …

Cilest: Very impressive! Sensitive and beautiful light. Wish I had taken it.

Swirl: Gorgeous pic :)! More proof that we outlive our bodies…

Bainers: When I first looked at this photograph I thought it was in black and white. But, it is not. I really like this.

HKCB: A beautiful portrait. I'm impressed, as the framing and clarity are excellent.

Rongzoni: There is so much strength and character in this portrait – I can feel her eyes looking out across a vast historical landscape, with tears of sadness, marvel, joy, living! It does make me remember my grandmother too, with great love!

TedFoo: Beautiful and touching! What might this hand and its owner have been through the past years of their live? Every wrinkle tells a story.

c) Look through the text again. Find:

- different ways to say the word "photograph";
- useful words and phrases to describe a picture;
- a comment you agree with.

5. a) Read the article called *Decoding the Photograph*. What was it written for?

To decode a photograph, it is useful to follow a process consisting of four stages: describing, analysing, interpreting and evaluating.

Describing

In describing the photograph, you must first make note of as much important, factual information as is available. Does the photograph have a title? When and where was the photograph taken? Look at the subject and describe it as clearly as you can. Are there people in the photograph? Is it a landscape? List as many facts as you can. Finally, look at the elements of design: colour, line, shape, form, space and texture.

Правообладатель Вышэйшая школа

Analysing

The photographer makes certain decisions about how the photograph will be composed, and about when and where it will be taken. What draws your eye immediately? Why? Also, look closely at other, less important, details. What information can they give you?

If there are people in the photograph, what do you think the relationships between the people are? What do facial expressions and body language suggest?

What is going on in the background? What time of the day does it seem to be? Think about overall mood or feeling.

Interpreting

In interpreting the photograph, summarise the information that you have discovered through your description and analysis. Can you now say exactly what is happening in the photograph? What is the photographer trying to say; that is, what is the intention of the photographer?

Evaluating

The final stage of your decoding is an evaluation. What do you think about the work?

b) Match the expressions below with the stages of decoding a photo.

The picture was taken … It's an image of ... (*place, person, scene*). The picture shows ... (*place, person, scene*) from (*a distance / a bird's eye view*). You look at ... (*place, person, scene*) from ... (*above / behind / ...*). ... gives the impression of depth. ... (*person*) seems to look at the viewer. The viewer's attention is focused on ... The painting is (*vivid / happy / expressive*). The picture makes the viewer feel ... (*sad / happy*) The picture inspires the viewer to think about ... The artist mainly uses ... (*colours / forms / ...*) to express ... He / She (*probably*) wants to (*criticise / express / show ...*). What (*the artist / photographer / painter*) wants to point out is ... It (*seems / appears*) to me that ... The problem illustrated here is ...

6. Write the description of the photograph in ex. 4. Use the information above for help.

Правообладатель Вышэйшая школа

LESSON 6. WORLD-FAMOUS BUILDINGS

Communicative area: asking about historical landmarks and iconic buildings in English-speaking countries

Active vocabulary: advanced, architecture, distinctive, grand, iconic, recognisable, spectacular, structure

1. a) Spell the words that match the transcripton. Then complete the quotations with these words.

[ˈɑːkɪtekt] [ˈɑːkɪtektʃə]

1. Every great ... is – necessarily – a great poet. He must be a great original interpreter of his time, his day, his age. *Frank Lloyd Wright*
2. ... is the art of how to waste space. *P. Johnson*
3. ... begins when you place two bricks carefully together. *Ludwig Mies van der Rohe*
4. I call ... frozen music. *Goethe*
5. No person who is not a great sculptor or painter can be an .... If he is not a sculptor or painter, he can only be a builder. *John Ruskin*

b) Discuss why you agree or disagree with the quotes above.

2. a) Listen to some facts about a world famous building. Can you find the building among the photographs below?





Правообладатель Вышэйшая школа






b) Use the ideas in the box to make a list of questions about a famous building.

place, size, history, structure, architect, unique features, use

c) Listen again. Which of your questions are answered?

3. a) Match the adjectives from the recording to their meaning.

iconic (building)
unique (design and construction)
advanced (engineering achievements)
distinctive (landmark)
recognisable (roof structure)
grand (concert hall)
spectacular (performances)

1) large or impressive in size, designed to impress; 2) easy to know or identify; 3) the only of its kind; 4) symbolic, emblematic or representative; 5) having a special quality, style, attractiveness; notable; 6) ahead of times, modern, revolutionary; 7) impressive and sensational in appearance.

Правообладатель Вышэйшая школа

b) Discuss in pairs.

1. Can you name any other iconic buildings? Where are they? What are their recognisable features? Have they got a unique design? 2. Do you know any advanced engineering structures? Where are they? Do they look grand? 3. Can you name any distinctive landmarks of other English-speaking countries? Do they offer spectacular views?

4. a) Look at the pictures in ex. 2 again. Match the names below to the buildings. Can you answer the questions from your list about them?

The Scott Monument, Scotland

The CN Tower, Canada

The Texas Capitol, the USA

Rock of Cashel, Ireland

The Tower of London, England

b) Use the adjectives in ex. 3a to describe the buildings in the pictures.

5. a) Get a text from your teacher about one of the buldings in ex. 4. Read the text and prepare to speak about it. You may need to write down some names and dates.

b) Work in groups. Use the questions in ex. 2b to interview your classmates about world-famous buildings. Ask questions for more details.

LESSON 7. THE LAND OF CASTLES

Communicative area: speaking about historical buildings in Belarus

Active vocabulary: defense, fortifications

Правообладатель Вышэйшая школа

1. a) What kind of building can you see in the picture? Where is it situated? Is it an ancient monument? What is it famous for?



b) Read the kids encyclopaedia entry. How many words with the root *fort* can you find?

A fort is a place that's made strong and secure enough to be defended during a war. Although it's usually a military word, you can also make a fort with chairs and a blanket to defend against your little siblings.

A fort can also be called a fortress or a fortification, although typically a fortress describes a larger structure or a series of structures, while a fort is usually only one. All of these words come from the Latin word *fortis* for "strong or brave." Traditionally, the forts were fortified with thick stone walls and other elements protecting them from enemy.

2. Discuss in small groups.

1. Do you know any other Belarusian forts? Where are they? What are they famous for? Have they been renovated?
2. What are the most distinctive historical buildings in Belarus? Are they grand?
3. What are the most recognisable buildings? Are they popular tourist attractions?
4. Why is Belarus called the land of castles? How many castles can you name?
5. Do you enjoy visiting historical sites? Where would you like to go?

Правообладатель Вышэйшая школа

3 a) Read an article from belarusfacts.by. Match the pictures to the site names.



Contribution of Belarus to the World's Architectural Treasury

In the Middle Ages Belarus was called "the land of castles". There were a lot of fortified cities and towns which protected the local population. Many Belarusian sites are unique in the world. UNESCO experts are closely studying about 20 buildings located on the territory of Belarus, which can be included in the World Heritage List. Some of them are listed below.

The treasury of world architecture includes **Mir Castle** and **Nesvizh Palace.**

Saint Sophia Cathedral in Polotsk is distinguished by its unique symbolic architecture. The original church was built in the 11th century. In the mid-18th century it was rebuilt in the Vilna Baroque Style (Late Belarusian Baroque Style).

Правообладатель Вышэйшая школа

Kamenets Tower is a monument of defensive architecture of the 13th century. It was built by Prince Vladimir Vasylkovych as a part of the defensive system on the western border. The thickness of the dark-red brick walls reaches 2,5 meters.

Boris and Gleb Church in Grodno (Kolozha church) was built in 1180 on the bank of the Neman River. It is the oldest Christian church in the region and a unique example of ancient stone architecture. The church was renovated in the 16th century but it continued to suffer from natural disasters such as floods and landslides.

Gomel Palace and Park Ensemble is a monument of architecture of the second half of the 18th century. It consists of six museum buildings. The main one is Rumyantsev-Paskevich Palace.

The architectural ensemble of **Independence Avenue** in Minsk is one of the most recognisable sights of the capital. The buildings on the left and right sides almost mirror each other. It is a wonderful monument to the Soviet-era urban planning.

Wooden architecture of Polessye is unique. There are 112 wooden churches built in the 16th–19th centuries. Experts propose to merge the old wooden churches and buildings of Polessye into an international collection, the so-called "Wooden necklace", covering not only the territory of the Brest and Gomel regions, but also Poland, and possibly Slovakia.

Modern Belarusian architecture is also of great interest. **The National Library** building is very unusual. The Belarusian "diamond" is not only a unique cultural and educational centre, but also a favourite leisure area in the capital.

b) Anwer the questions in pairs.

1. Why is Belarus called the land of castles? 2. What Belarusian architectural treasures are in the World Heritage List? 3. What are the most ancient pieces of architecture? Where are they? 4. What is the most recognisable street in Belarus? What is its cultural importance? 5. What kind of architechcture is Polessye famous for? 6. What is a distinctive example of modern architechture in Belarus? Why is it unique?

Правообладатель Вышэйшая школа

4. Which of the historical buildings and sites from the article have you seen? What were your impressions? Which ones would you like to visit? Why?

5. a) Imagine you are going to speak to a tourist interested in architecture. Read the article again and decide what information would interest the tourist.

b) Work in pairs. Role-play the conversation. Student A: You are a tourist interested in architecture. Speak about the sights you have seen and your impressions of them. Ask questions about other historical buldings in Belarus. Student B: Ask the tourist about the places he/she has already visited. Speak about other architectural sites in Belarus. Recommend the sights you have seen.

LESSON 8. PYROMANIA

Communicative area: infering meaning from context

1. You are going to read a story from a *Teen Ink* magazine. Read about the magazine and decide if you would like to read it.

Welcome to *Teen Ink*, a national teen magazine, book series, and website devoted entirely to teenage writing, art, photos and forums. Teen Ink magazine offers some of the most thoughtful and creative work generated by teens.



We offer teenagers the opportunity to publish their creative work and opinions on the issues that affect their lives – everything from love and family to teen smoking and community service. Hundreds of thousands of students have submitted their work to us and we have published more than 45,000 teens since 1989.

Правообладатель Вышэйшая школа

2. a) Listen to the story submitted by *The Horsegirl*, Minneapolis, and follow in the book. What kind of story do you think it might be?

detective thriller adventure fairy-tale
comedy drama

Pyromania

I only came to the art gallery because my friend Clarice had invited me. Clarice belonged to a group of artists that called themselves the Ravens, because, as Clarice explained to me, the Raven is a traditional symbol of creation. The Ravens all share a studio, and twice a year, have gallery shows where people can buy their art. The art is awfully modern, and abstract, and to me, pretty boring. But when Clarice specifically asked that I come, I felt it would be rude to refuse. Clarice was really excited about showing me the other Ravens, and their art. Right now, she was leaning nervously on a wall next to her newest painting, a swirl of colour, all spiraling up towards the top. "It's called Fern," she told me proudly. "Fern? Why Fern?" I had asked. Clarice looked at me, her eyebrows going up. "Because it is a fern," she explained in a patronising voice.

Clarice looked just as she always did, in her knee-high suede boots and denim skirt, but she looked a lot more anxious than usual. She was always anxious in the months leading up to shows, working feverishly to get one last painting done. "I'm going to look at the other art," I told her. She just nodded deafly, and put one hand over her stomach. Clarice is fond of telling the story of her first exhibition ever, where she was extremely nervous right before it started. I hoped she wouldn't now.

I strolled aimlessly around the large airy room. It smelled of paint. I hardly glanced at the art though. It was the artists I looked at. People have always fascinated me. I love to watch people and wonder what their story is. I guess you could call me an expert in people watching. Some people show their souls in their faces, and some you have to look at their eyes to see what

Правообладатель Вышэйшая школа

they're like. Some people have mysterious looking faces, that don't give you one clue what their story is.

Suddenly, one of the paintings caught my eye. I walked over to it. "What's this one called?" I asked the artist. She had light blond golden hair that was cut to just below her ears and a serious expression. She was wearing a tee shirt that said "I Used Up All My Sick Days… So I Called In Dead." "Pyromania," she responded. Her voice was loud and harsh, like she had a sore throat, but she was trying to talk normally through it. I stared at the painting, and I don't know how long I stood there and gazed at it.

It was huge, and it was hung in a little niche in the wall. It was very abstract, and not a picture of anything, but it was clear that the painting was portraying a flame. At the bottom of the canvas was a light blue colour, but not sky blue. This was an intense, almost silver colour. Then it blended into light golden colors that zig zagged angrily upwards. Next came dark orange, curling and interweaving with reds and golds and yellows, like an intricate glass sculpture. The most amazing thing about the painting though, was not the colour, but the texture. The paint was so smooth that it looked like a liquid, a gas. The image didn't look solid; I felt like if I put my hand on it, it would go right through. It was violent, but had a fierce kind of beauty at the same time. I surreptitiously checked the plaque on the wall next to it. "It's for sale," I remarked to the artist. "Yeah, it is." "And nobody's bought it yet?" "No, no one." "I'll take it." The artist smiled a small smile.

When I told Clarice I'd bought the painting, I noticed that her worried look slightly deepened, but she said nothing except "I think she'll be glad to be rid of it." "What do you mean?" I asked, a little worried myself. "Oh, you know, it was pretty inconvenient to have around…" her voice trailed off and she resumed fidgeting nervously.

About a week or so later, after I'd gotten the picture mounted nicely on the wall opposite my bed, I understood what she meant. One morning after I got up, …

b) Read the story again. Look up the glossary to check the meaning of the words you don't understand. What do you think happened next in the story?

Правообладатель Вышэйшая школа

Glossary

swirl – вихрь
fern – папоротник
anxious – тревожный
throw up – стошнить
pyromania – пиромания
flame – пламя
blend – переходить из оттенка в оттенок
interweave – переплетать
plaque – (*зд.*) металлическая табличка
to be rid of – избавиться

c) Work in small groups. Invent different endings for the story depending on the story type. The story has to end in 4–5 sentences.

d) Work individually. Write the ending for the story.

3. Listen to the end of the story. Has anyone guessed it right? What type of story is it?

4. Use the coloured crayons or paints to reproduce the painting the author bought.

LESSON 9. EXAM PRACTICE

Communicative area: comparing and contrasting pictures

1. a) Discuss the questions in pairs.

1. Have you ever taken a Language exam?
2. What do students have to do in a language exam?
3. Have you ever heard of the FCE?
4. Have you ever considered taking the exam?

b) Read about the FCE and think if you would like to take it one day. Why?

The **First Certificate in English (FCE)** is one of the international examinations available from University of Cambridge.

Правообладатель Вышэйшая школа

FCE is for you if you can…

– understand texts from a wide variety of sources,

– use English to make notes while someone is speaking in English,

– talk to people about a wide variety of topics,

– understand people talking in English on radio or television programmes.

2. a) Look at one of the exam tasks. What language skill does it evaluate?

Individual task

1. You will be given two photographs and asked to compare and contrast them, and give your opinion about them.
2. You will only have one minute to do this. Try to keep talking; avoid any long gaps.
3. The pictures may show anything, but typically the subject will be: a building, a landscape, a town, a person (or a group of people) doing something.
4. You can keep looking at the photographs while you are talking.

b) Look at the pictures for the task in ex. 2a. If you were sitting the exam, what would you say about the pictures?





c) Listen to a student comparing and contrasting the pictures in the examination practice. Did you have similar ideas?

3. a) Look through the piece of advice for FCE candidates. Which of these tips does the speaker follow?

You might start by giving a brief description of each of the pictures. You do not have to describe them in detail.

Правообладатель Вышэйшая школа

If you are not sure what the picture is, use your imagination and say what you think it is. It doesn't matter if you are wrong.

There are different ways in which you can refer to the pictures. For example: the first picture, the second / other picture, the picture on the left / the left-hand picture, the picture on the top / the upper picture; the bottom picture, etc.

Do Three things!

1) Introduce what the picture is in one sentence. 2) Introduce the other picture in one sentence. 3) Compare and contrast them.

You can also give your opinion.

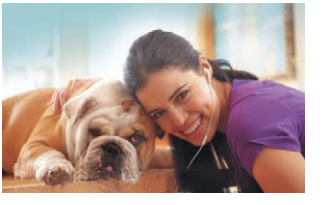
b) Listen again. What language does the candidate use when:

a) finding similarities? b) contrasting two pictures? c) making deductions?

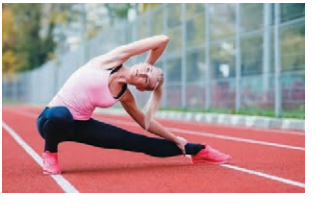
4. a) Look at the pairs of pictures below. Get ready to compare and contrast them.

Set A





Set B





Set C





b) Practise the exam task in groups of three.

Правообладатель Вышэйшая школа

Project ART THERAPY SESSION

1 Read the task below. Does it give you an idea of what to do?

Create anything, that shows your personality. You can draw, paint, sculpt, make a collage ... it's totally up to you. Just come up with some way of communicating how you see yourself.

2 If your answer in ex. 1 is *yes*, start working. If your answer is *no* or *not really*, choose one of the tasks below.

1. Create a self portrait that reflects how you see yourself in the future. It may be a drawing, painting or a collage from magazines or other materials.
2. Create two masks. One mask represents the self you show to society and the other mask represents your inner self. Use cardboard and any other artistic materials.
3. Create a sculpture that shows something you love. Use plasticine and any other materials.
4. Create an abstract painting that expresses feelings related to past stressful situations.
5. Create a piece of art that represents your wish or dream. It may be a collage, a painting, a sculpture or an installation.

3 Present your piece of art to the class.

Правообладатель Вышэйшая школа

UNIT 6

SCIENCE

LESSON 1. SCI TECH

Communicative area: discussing advantages and disadvantages of the scientific progress, writing an opinion paragraph

Active vocabulary: app, data, digital, genius, technology, vehicle, web

1. a) What do you think when you hear *science* and *technology*?

b) Listen to some questions about science and technology and think of your answers.

c) Listen to the answers. Do you agree with the answers?

2. a) Read the article below. What is its main idea?

Moving with the Gear Train of Modern Science

By Ajeet Khurana

Fire was the first discovery and wheel was the first invention. Since that time, we have travelled far. Science has taken us to territories we could not have imagined some centuries ago. The 20th century was when science really came into its own. Half of our present day inventions were unthinkable a century ago.

Science has brought great changes in every field but the one place where it has really shone is **technology**. Today, we have access to some of the most advanced technical inventions. A few centuries ago, a **genius** ['dʒi:nɪəs] called Leonardo da Vinci made the first blue-print for an aeroplane. Today, even

Правообладатель Вышэйшая школа

the economy class, domestic flights have become passé. It is time for the new inventions.

Some time ago, NASA launched a Space Shuttle called Discovery. Imagine, a metallic object run on hydrogen fuel, in space, thousand miles away, bringing us news, **data** [ˈdeɪtə] and newer means of improvement.

It's not only about the air.

Vehicles [ˈviːɪklz] which run on land are packed with newer inventions of the day. All modern cars have technology written all over them. These are the mechanical devices which have made us a Nano-race.

We have come into a **digital** age. Computers have given way to laptops and then to notebooks and palmtops. LCDs and Plasmas have replaced picture-tube televisions.

The mobiles have turned into a complete island of entertainment and communication.

Internet has brought the impossible within means. Web has made online education possible. A teacher in Spain can teach a student in Nigeria with the help of computer **apps** and Voice Chat modules.

Science has really beautified life. Today, you can visit your distant relative on the other side of the globe within a day. You can look at an award ceremony held in London, sitting in a shelter in Algeria. You can put thousands and thousands pages of text into a pin size chip and still have plenty of space left.

You cannot come back from the dead but that's probably the only thing you cannot do. The borders of time and space are certainly shrinking.

b) Work in pairs. Find the words and phrases in the text that mean:

1) a man of great talent; 2) extremely small (10^{-9}); 3) old-fashioned; 4) set flying, activate; 5) information; 6) automobile; 7) operating on information in numerical form; 8) application, computer programme; 9) getting smaller.

Name:

a) a US agency responsible for the space programme; b) a genius who made the first blue-print for an aeroplan; c) a prefix meaning 10^{-9}; d) Liquid Crystal Display used in many digital

Правообладатель Вышэйшая школа

devices; e) an electrically neutral, highly ionised gas; f) all gadgets and devices mentioned in the article.

c) Discuss in pairs.

1. Do you like science? What area of science are you interested in? 2. Are you interested in technological progress? 3. How many of the devices mentioned in the article do you have at home? 4. How often do you use them? 5. What advantages has scientific progress brought into our lives?

3. Complete the set of phrases with a word from the active vocabulary list.

Example: high-tech ..., mechanical ..., clever ... (device)

1. World Wide ..., spider ..., to browse... 2. parked..., off-road..., to drive a ... 3. natural ..., ... mind, mathematical ... 4. digital ..., the latest ..., science and ... 5. ... exchange, scientific ..., ... file

4. a) Read what people say about technology. Fill in the gaps with the words from the box.

technology, invention, electricity, text, web

Advances in technology are wonderful. That is till the ... (1) goes out. Then you sit in your home and realise just how dependent you've become on the devices that surround you. Work and play stops, children scratch their heads not knowing what to do.

Chris B., Canada

Overall positive as I now have instant communication with my children living in Sweden, Germany and Switzerland as well as my 90-year-old father in the States and brothers and a sister living there as well. Arranging a reunion party over the ... (2) is a lot easier.

Paul Pekar, Panicale-Casalini, Italy

Nothing new so far. War and markets dictate everything. Our new ... (3) is old military technology.

Z. Abbasi, UK

Правообладатель Вышэйшая школа

This morning I sat here in Qatar and checked the Joint Typhoon Warning Center of the US Navy in Hawaii and saw that a tropical storm in the Philippines was suddenly going south. I sent a ... (4) message to my wife at home here and she phoned her father's mobile phone in very rural Mindanao. He is a fisherman and decided that he would stay at home tonight rather than take the boat out; even though the weather was fine when she called him. Now there is a difference.

David, Doha Qatar

New technology will always make a difference as it always has, whether it is the ... (5) of the wheel, the discovery of electricity or the Internet.

Stephen, England

b) **Listen and check. What question were the people asked?**

c) Whose opinion do you agree with? How would you answer the question of the interviewer?

5. a) Write an opinion paragraph about advantages and disadvantages of technological progress.

1. Introduce your opinion. 2. Support your opinion. 3. Clarify or explain why you think so. You may also give an example. 4. Repeat steps 2–3 as many times as you wish. 5. Sum up the details to write the concluding sentence.

b) Proofread your writing to make sure that there are no mistakes.

LESSON 2. I CAN'T LIVE WITHOUT

Communicative area: speaking about technology in your life

Active vocabulary: earphones, GPS, iPod, screen, smartphone

1. Read the list of appliances the British can't live without. What do you think is item No1? Reorder the list according to your own ideas.

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Computer, microwave oven, air conditioner, TV, MP3 player, telephone, washing machine, refrigerator, toilet, clock.

2. Discuss in pairs.



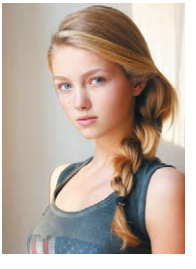
1. What's your favourite gadget? 2. What's the longest time you lived without it? 3. What were you doing then? 4. Was it hard?

3. a) These teens tried to spend a week without their favourite technology. Before you listen to their stories think how you could put the words below into 3 groups.

iPod, smartphone, soap opera, GPS,
favourite song, TV screen, The Weather Channel,
switching channels, earphones



Melissa Hu, 16



Alma Sanchez, 17



Elliot Kwon, 18

b) Listen to the stories and say what devices the teenagers had to give up.

c) Match the headings below to their stories.

1. I felt literally lost without my phone.
2. It was hard to avoid TV when it's everywhere.
3. Without my iPod I noticed more things around me.

4. a) Listen to the stories again and complete the statements below with the teenagers' names.

1. ... hoped that the challenge would spare some time for work. 2. ... and ... spent more time reading than usually. 3. ... is

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going to try to use the device less in the future. 4. Everyone around ... seemed to be using the device non-stop. 5. ... had problems while trying to work without the device. 6. ...'s parents were doing the renovations that week. 7. ...has changed their habits. 8. ... had problems with managing time.

b) What do you think about the challenge? Were the results surprising for you? Would you like to take part in this challenge?

c) Name three appliances you use a lot. When do you use them? What do you use them for? Which of them would be the most difficult to live without? Why?

5. a) Prepare to speak about one device you can't live without. Take notes on what you are going to say. Mention both its advantages and disadvantages.

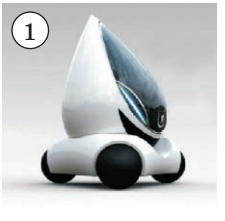
b) Speak about the device you can't live without and listen to your classmates. Make a list of the devices you can't live without for your class.

LESSON 3. FUTURE TECHNOLOGY

Communicative area: making predictions about future technology

Receptive grammar: Future Continuous

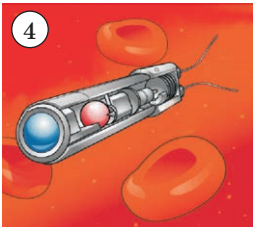
1. In pairs discuss what the things in the pictures are / might be.







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2. a) Read the technological predictions below and match them with four pictures in ex. 1. Were your predictions correct?

Surfing From Space

Space tourism has become a reality. American company Virgin Galactic has already booked flights for 330 people who want to fly into space. It is predicted that by 2025 about 15,000 people **will fly** into space every year.

These advances **will** almost certainly **give** rise to new extreme sports. By 2022 daredevils (or celebrities that want to give their career a boost) **will try** to ride a surfboard from space, through the atmosphere, and then fly past a beach in California before landing on the ocean and then surfing back to the beach.

At the start of the flight, they **will be wearing** a space outfit but as they get lower and the air becomes warmer, they can start removing the equipment. The world's media **will watch** and report on every move as they throw each piece away, and watch the pieces quickly burn up.

Using Nanobots

By 2025 miniature nanobots will be built to travel through your blood stream to anywhere in your body to repair damage. Also, nanobots will be used when you are sick. When you have an upset stomach, you will swallow a very small cherry tasting robot which will travel through your stomach taking video of the mess.

It will be set up like a video game, so you can control the trip. Then you can replay the video to help a doctor diagnose your problem.

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At an Edmonton hospital, the Royal Alex, a wireless pill **is** already **being used** to take photographs of the inside of a patient. The patient swallows the capsule which then travels through the body taking 2 pictures per second. The data is analised by a computer.

Duplicated People

Over the next 20 to 50 years, people will be using robots to do most work. It will become harder to tell the difference between the human and the machine. All body parts will be replaceable. A computer will function like the human brain with the ability to feel.

Maybe by 2050, we will be able to create a machine duplicate of ourselves and the scientists will find a way to transfer our mind (including our memories and thoughts) to the new body. Then we can choose to live for as long as we want.

Naturally, there will be a food problem as duplicates will be running around all over the place. Your most advanced duplicate will be designed to eat garbage and really enjoy it.

A Ring Tone Vehicle

In 2022, people will be driving the new battery powered vehicle which will run in silence. But the vehicle owners will soon start missing the noise. People stop noticing their car. In the summer of 2014, worries were finally expressed that electric cars have a safety problem because they don't make noise.

The designers will add loud noises to the 2024 model. So, the driver can punch a button to get noise, like a ring tone. They will be able to select: a rocket sound, a flock of turkeys, a herd of elephants, a railway train, etc.

b) Which of the texts are humorous? Which one is the technology of yesterday – something that already exists? Which of the inventions is the most important?

c) Look at the first prediction again. What are the tenses of the verbs in bold? Find more examples of Future Continuous in the other predictions.

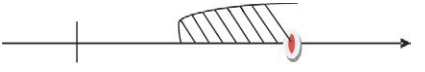
d) What schemes illustrate Future Continuous? (See pages 302–304.)

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A.



B.



C. will + Verb-ing

D. will + be + Verb III

E. will + be + Verb-ing

3. Choose the right option.

1.

Ted: Where is Mark going to pick you up?

Robin: He *will wait / will be waiting* for me when the bullet train arrives. I am sure he *will stand / will be standing* on the platform.

Ted: And then what?

Robin: We *will get / will be getting* into a no-driver cab and drive home.

2.

Robin: Oh, look at that mountain of dirty dishes! Who *will wash / will be washing* all of those?

Ted: The dishwasher I hope. Just 20 minutes later that mountain will be gone and nice stacks of sparkling clean dishes *will sit / will be sitting* in the cupboard.

Robin: All right then!

3.

Robin: Just imagine at this time next week I *will fly / will be flying* to Mars to have the most beautiful holiday ever.

Ted: While you are having fun in space, I *will run / will be running* around trying to get the kids eat, play and sleep in time. Is it fair?

Robin: Don't be silly. I *will send / will be sending* you a postcard.

Правообладатель Вышэйшая школа

4. a) Write sentences in Future Continuous to answer the questions below.

1. What will you be doing in an hour? 2. What will you be doing tomorrow at two? 3. What will you be doing at this time next week? 4. What will your family be doing when you get home after school? 5. What will you be doing when your parents come home tonight?

b) Ask the questions in ex. 4a to find out someone with a similar answer.

5. Write a short prediction about the future technology.

Future Continuous.

LESSON 4. THE GLOBAL DEBATE

Communicative area: debating on advantages and disadvantages of cloning

Active vocabulary: cell, clone, cloning, gene, genetic

1. Look at the pictures below. What do these animals have in common?



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2. a) Listen to the song by Weird Al Yankovic. What happened to the singer?

b) Listen again and read the lyrics. According to the song, how clones are created?

Isn't it strange
Feels like I'm lookin' in the mirror
What would people say
If only they knew that I was
Part of some geneticist's plan
Born to be a carbon copy man
There in a petri dish late one night
They took a donor's body cell and fertilised a human
egg and so I say
I think I'm a clone now
There's always two of me just a-hangin' around
I think I'm a clone now
'Cause every chromosome is a hand-me-down
I think I'm a clone now

c) Match the definitions below with the words from the song.

identical [aɪˈdentɪkəl] = the same, exactly equal and alike

1. A flat dish made of plastic or glass with a cover that is used to grow bacteria.
2. A segment of DNA, occupying a specific place on a chromosome, that is the basic unit of heredity.
3. A scientist who studies genetics, the science of genes, heredity, and variation of organisms.
4. The functional basic unit of life.
5. The female reproductive cell.
6. A copy made with carbon paper; *informal:* a person or thing that is identical or very similar to another
7. Second-hand.







Правообладатель Вышэйшая школа

3. a) Read the information about cloning and put the pictures in ex. 1 into the right order.

Most of us have heard about cloning and have some idea about what it might be.

Cloning is basically making a genetic copy of something. It might be copying just one cell, or it could be a whole animal.

Scientists have been effectively cloning animals since the early 1960s. An Asian carp was cloned successfully in 1963.

The biggest star in the cloning world is a sheep named Dolly. In 1996 Scottish scientists cloned Dolly from an adult sheep. It was the first time a mammal was cloned. When Dolly was born the scientists gave her a thorough check and found out that she was genetically the same as the sheep that 'donated' the DNA. Dolly died at the age of six and had given birth to four lambs. Later, several hundred other Dollies were cloned.

The cows were cloned in 1998 and duplicated several thousand times. In Japan the cow clones were engineered to produce better meat and milk.

Labs have been experimenting on modifying pigs so that they can grow cells and organs that humans could use.

In December 2001 scientists in Texas cloned a domestic cat, known as Cc (for Carbon copy) and it was the first time a pet was cloned. The research was supported by a company that hoped to make money by cloning people's favourite dead or sick pets.

However, as it turns out clones do not act or even look alike. Cc's mother cat Rainbow was white and brown, while Cc had a striped grey coat over white. Rainbow was shy whereas Cc was curious and playful.

Now people are getting really interested in cloning a human.

Not everyone thinks cloning humans is a good idea. Some scientists who were responsible for creating Dolly, have said that human cloning projects are criminally irresponsible.

In 2018 Chinese scientists have cloned monkeys using the same technique that produced Dolly the sheep many years ago, thus breaking a technical barrier that could open the door to copying humans.

"No society could accept this today," says a Chinese geneticist, doctor Zhang. "On the other hand, if you are asking me, my answer is that eventually, from a technology point of view, human cloning will be possible."

Правообладатель Вышэйшая школа

b) Read the article again and answer the questions.

1. What is cloning? 2. How do the scientists check that animal is a clone? 3. What was the first mammal clone? 4. What advantages can we get from cloning pigs, cats and cows? 5. Why was the clone-kitten named Cc? 6. How many animals have been cloned? 7. Is human cloning possible?

4. Discuss in pairs.

1. Can you give an example of books or films about cloning? 2. Would you like to be cloned? 3. Why do you think cloning was banned in some countries? 4. What are the advantages and disadvantages of cloning in your opinion?

5. You are going to have a debate about cloning. Work in two groups. Group A: a) Make a list of reasons for cloning. b) Choose the arguments for cloning from the list the teacher gives. Add them to your list. Group B: a) Make a list of reasons against cloning. b) Choose the arguments against cloning from the list you get from your teacher. Add them to your list.

6. Have the class debate. Use the words and phrases below and your own ideas.

I see your point, but I think...
Yes, I understand, but my opinion is that...
That's all very interesting, but the problem is that...
I'm afraid I can't quite agree with your point.
Excuse me, but that's not quite correct.
Sorry, I just have to disagree with your point.
"Well, I think that..."
Here's the main point I want to raise...
Just to be clear, here is what I mean...
"So finally, we..."

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LESSON 5. NANOZOOM

Communicative area: speaking about technological progress

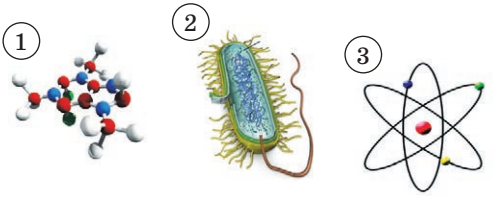
Active vocabulary: atom, bacteria, molecule, nano

1. Match the words below with the pictures. What's the smallest possible particle?

a) atom [ˈætəm]

b) molecule [ˈmɒlɪkjuːl]

c) bacteria [bækˈtərɪə]



2. Look at the nanoscale and read about it. How small is one nanometer? How tall are you in nanometers?

Ordinary objects are absolutely huge measured on what scientists call the nanoscale:

Atom: 0.1 nanometers.
Water molecule: 0.27 nanometers across.
Typical bacteria: 200 nanometers long.
Human hair: 10,000 nanometers in diameter.
One piece of paper: 100,000 nanometers thick.
Man 2m tall: 2000 million nanometers tall.

3. Work in pairs. Can you guess what the following words mean?

Nanometer, nanostructure, nanomaterial, nanotechnology, nanorobot, nanoscience.

4. a) Listen to the interview with Robert Chang, Ph.D., director of the National Center for Learning and Teaching. Is nanotechnology good for you? Why?

b) Listen again and complete the tasks below.

a) Fill in *nanoscience* or *nanotechnology*:

... (1) helps us understand why things happen by studying them at the smallest possible scale (шкала).

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Making new things at an atomic level is called ... (2).

Once we understand ... (3), we can do some ... (4): we can put the science into action to help solve our problems.

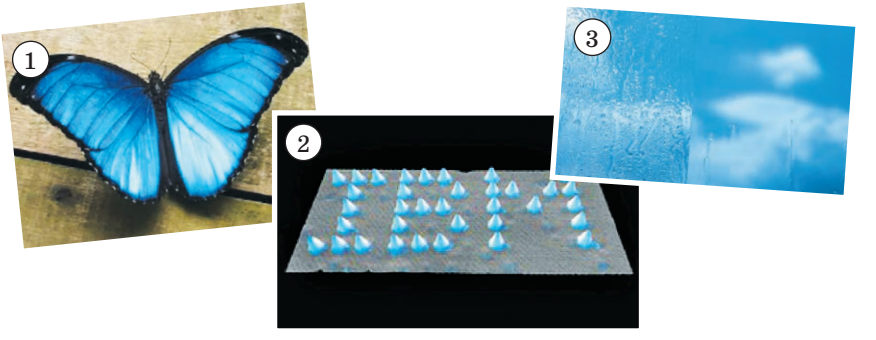
b) Note down at least:

– three areas where nanotechnology is used today;
– one example of future technology.

c) Explain:

– how scientists can work with atoms;
– how nanotechnology can change different materials.

5. Look at the pictures below. Match the texts to the pictures.



A. In 1989, IBM researcher Don Eigler used a microscope like this to spell out the word I-B-M by moving individual atoms into position.

B. An ingenius British invention is a self-cleaning window glass. It works using a 15-nanometre coating that promotes a chemical reaction between the Sun's UV rays and dirt. The broken-down dirt is washed away by rain.

C. Bank notes could one day be made as beautiful as butterfly wings. Certain academics from Cambridge University made identical copies of the light-reflecting (отражающие свет) structures on butterfly wings using advanced nanotechnology.

6. Discuss in pairs.

1. Are you impressed by nanotechnology? 2. How could nanotechnology make your home more advanced? 3. Is it exciting to be a nanoscientist?

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7. Imagine you are going to give a lecture on nanotechnology to a group of 8-year-old kids. Prepare your speech.

Vocabulary Practice.

LESSON 6. HOW SMART IS YOUR HOME?

Communicative area: speaking about advanced technological achievements in daily life

Active vocabulary: security

1. Discuss in pairs.

1. What do you think the homes of the future will look like? What will they have inside? 2. In what ways will people's life at home be different?



2. a) Read the advertisement below. What is its aim?

Calls for future family to trial smart home, rent free

The NSW[1] government is calling for volunteers to test a technologically advanced home in Sydney's Newington.

The trial is about taking technology out of the lab and testing them in the real world, Minister for Energy, John Robertson, said. "We are looking for a family with children because we know that kids will use technology in a different way from their parents."

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"The residents will be able to control devices using an iPod, watch an 'organic' LED television and drive an electric car. The family will have to keep a lively blog and they will need a good sense of humour and plenty of patience because things will not always work perfectly."

The Smart Home family would live in a three-bedroom house in Newington for 12 months.

[1] NSW – New South Wales, Australia

b) What kind of people are they looking for? Why? Would your family take part in a project like this? Why?

3. Work in pairs. Are there any of the devices below in your house? Discuss what the following devices could do in a smart home.



automatic light, climate control, outside cameras, video door phone, motion sensors (detector of movement), door handles, rubbish bins, refrigerators, **security** alert (alarm)

4. a) You are going to listen to a radio programme introducing a concept of a smart house. What questions do you think the programme will answer?

b) Listen and check.

c) Listen again. According to the programme, what can the devices in ex. 3 do in a smart home? Take notes while listening.

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5. Complete the summary of the radio programme with your own ideas.

All the devices in a smart home can ... (1) with each other. Most home automation technology is focused on ... (2), heating and security. Some of the popular smart home devices are ... (3). Smart homes definitely make life ... (4) and also provide some ... (5) savings. As a result you pay less for ... (6). Smart home technology ... (7) for elderly people, too. On the other hand if you are not comfortable with computers, you can find smart homes ... (8). There are still debates whether ... (9) is really necessary.

6. a) What technologies will be used in the smart home of the future? Put the predictions below into the right category.

construction (building), entertainment, design, ecology, security, other devices

1. Windows and walls will allow adaptable amounts of sunlight, warmth or cold in.
2. Soundproof rooms and windows.
3. Green (plants) roofs.
4. Computer tracks movements, turns on / off lights, adjusts temperature, etc.
5. Wall size video and audio.
6. Interactive mirrors display the latest news, weather and traffic information.
7. Movable furniture hides when not being used.
8. Autopilot electric vehicles.
9. Cleaning robots.

b) Write your own predictions for each category.

7. a) Work in groups. Prepare to describe your smart home of the future.

b) Present your smart home to the class. Vote for the best presentation.

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LESSON 7. CITIZENS OF THE WORLD

Communicative area: speaking about the great scientists of the UK and the USA, writing about the greatest scientists of Belarus.

Active vocabulary: achievement, award, contribution, evolution research, Nobel Prize, outstanding

1. a) Read what an outstanding Belarusian scientist Boris Kit said in his interview. How do these words characterise the scientist? What do you know about his work?



Boris Kit
(1910–2018)

"Everything I did in my life – I did for my homeland and its fame".

b) Look at the photographs below. What did these people do? Where do they come from?



Alexander Chizhevsky
(1897–1964)



Sofia Kovalevskaya
(1850–1891)



Pavel Sukhoi
(1895–1975)



Zhores Alferov
(1930–2019)



Nikolas Sudzilovsky
(1850–1930)

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c) Listen and check. Match the names of famous Belarusian scientists and their achievements.

1. An outstanding Belarusian mathematician, physicist, chemist, philosopher and educator. A world-famous scientist in the field of Astronautics. The inventor of space rocket fuel, which made Moon flights possible.
2. An ethnographer, a geographer, a chemist, a biologist, a genetic doctor. From 1892 he lived in Hawaii where he fought for the rights of the locals.
3. A world-famous scientist who studied the biological effects of the sun and universe, including the connection between the solar activity and periods of war throughout history.
4. The first female Professor of Mathematics, the author of numerous papers on mathematical analysis, mechanics and astronomy.
5. An aerospace engineer, an inventor, one of the creators of supersonic jets, a designer of more than 50 original aircraft solutions, more than 30 of which have been constructed and tested.
6. The Nobel Prize Winner for Physics in 2000. Without his work it would not be possible to transfer all the information from satellites down to the Earth.

d) Check your memory. Name the contribution of Belarusian scientists to the world.

2. a) Work in small groups. How many famous scientists can you name? Where do they come from? What are they famous for? Prepare to say some words about each of them. Tell the class about some of them.

b) Name a scientist and say what you know about him / her. The team that is the last to name a scientist wins. Work in two teams. Take turns in naming a seientist and describing him / her.

3. a) You are going to read about great scientists of the USA and the UK. Look through the glossary.

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Glossary

motion – движение
evolution – эволюция, развитие
law – закон
award – награждать
contribution – вклад
research – исследование

b) Work in two groups. Group 1, read text A about famous scientists of the UK. Group 2, read text B about famous scientists of the USA. Answer the questions below.

A. British scientists have made great contributions to physics and biology.

Charles Darwin is a genius belonging to the nation. He worked on the famous theory, which explored the birth and evolution of living organisms.

Isaac Newton, a British physicist and mathematician, revolutionised the world of science through his outstanding discoveries. He developed new laws of mechanics, gravity and motion.

James Maxwell's greatest contribution to science included works on electric and magnetic fields, theory of gases, optics and colour, which gave birth to colour photography. The list is endless.

Sir Alexander Fleming, a biologist, was awarded the Nobel Prize for his discovery of the antibiotic penicillin in 1928.

Michael Faraday, a physicist and chemist, an electrical engineer Ralph Benjamin are a few other world-known scientists produced by the country.

The greatest 20th century British scientists include a famous chemist Rosalind Franklin who discovered the structure of DNA molecule and the molecular structure of viruses. Her team member Aaron Klug continued her research, winning the Nobel Prize in Chemistry in 1982.

Stephen Hawking was a theoretical physicist and cosmologist known for his study of the black holes. Computers would probably have been non-existent if it wasn't for famous British mathematician, Alan Turing. Sir Tim Berners-Lee is a British computer scientist who created one of the most revolutionary inventions of the 20th century – the World Wide Web.

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B. The United States is one of the most technologically advanced nations in the world. In fact, two of America's founding fathers – Benjamin Franklin and Thomas Jefferson – were well-known scientists. The 19th-century America saw the birth of great engineers and inventors, including a steamboat builder Robert Fulton, Samuel Morse – a Morse code and single-wire telegraph inventor and the genius Thomas Edison, who has been described as America's greatest inventor. His inventions, which include the motion picture camera, the phonograph (a sound recorder), the microphone and the electric light bulb, had a widespread influence on the modern world. One of the biggest innovations by the 19th-century Americans was the designing and building of the world's first successful airplane by brothers Wright.

In the 20th century, Americans like Herman Hollerith and Robert Goddard made pioneering technological advances in telecommunications and space technology. American scientists have dominated the Nobel Prize for physiology or medicine since World War II.

The nation is also home to some of the great scientists alive today. Among them is American physicist and cosmologist Alan Guth, who explained why the cosmos is as large as it is. James Watson, an American molecular biologist and geneticist, is known as the co-discoverer of the structure of the DNA – for which he was awarded the Nobel Prize.

c) You are going to share the information you've got with your classmates. Follow the steps below.

1. Make a list or a chart that will include century / scientists / field of science / inventions.
2. Find the phrases in the text that will help you to put the information together.
3. Think of the introductory statement.
4. Practise retelling the information.

4. Find a partner from another group. Share the information.

5. Work in groups. Group 1, close your books and tell the teacher about the American scientists. Group 2, speak about the greatest British scientists.

Правообладатель Вышэйшая школа

6. You are going to write an essay about famous Belarusian scientists.

1. Use the information in ex. 1 to make a list of names and their scientific contributions.
2. Use the Internet to add more names to the list. (You can go to http://landofancestors.com/famous/scientists/ or http://www.belarus.by/en/about-belarus/famous-belarusians)
3. Write the introductory sentence for your essay. You may start like this: *Belarus is famous for its outstanding people who* ... or use your own ideas.
4. Use the phrases from the texts in ex. 3 to combine the information together.
5. Write a draft.

LESSON 8. I'M A SCIENTIST, GET ME OUT OF HERE!

Communicative area: speaking about scientific questions and a job of a scientist

1. What quotation about science do you prefer? Why?

The scientist is not a person who gives the right answers, he's one who asks the right questions.

Claude Lévi-Strauss, Le Cru et le cuit, 1964

If it's green or wriggles, it's biology. If it stinks, it's chemistry. If it doesn't work, it's physics.

Handy Guide to Science

Science is always wrong. It never solves a problem without creating ten more.

George Bernard Shaw

Правообладатель Вышэйшая школа

2. a) What suffix is needed to form adjectives from the nouns below? Write down the adjectives.

Norm, centre, education, globe, origin, vision, nation, politics, profession.

b) Does the suffix mean:

– like? – of; connected with? – place for?

3. Read a page from Sophia Collins' blog. Why were the teenagers so involved in the classroom activity?

I'm a Scientist, Get me out of Here!

*By **Sophia Collins**, producer of the on-line teen science event*

"*It's hometime but we want to stay and ask questions*." These are the words of a 14-year-old student, at a school in London. On that day a classroom science activity had the students so involved that when the bell went for the end of the school day, they insisted on staying for another 15 minutes to ask more questions.

The students were having an online chat with some scientists. They'd started with fairly simple questions, "*How long have you been a scientist?*" and "*Why is the sky blue*?"

But then something happened – the online chat format, the inventiveness of teenage brains, the unexpected experience of a grown-up seriously answering their questions – and the chat started getting richer. By the end of the chat this class had moved from a question about whether science could ever stop aging, to discussing what the world would be like if people didn't die.

Live chats like this are part of the new event, **I'm a Scientist, Get me out of Here!** The scientists are competing for a prize of £500 to communicate their work to students and the students are voting who gets it.

Правообладатель Вышэйшая школа

4. a) Read some of the questions teenagers asked scientists in "I'm a Scientist, Get me out of Here!" Do you think scientists can give the answers to all questions? Can you answer any of them?

1. Do you think that there will be another ice age? 2. Can you make a clone of yourself? 3. Why is it impossible for us to imagine a 4D world? 4. What came first, the chicken or the egg? 5. Do you think we will ever find a way to live forever? 6. Why is ice clear and snow white? 7. Why do you think that humans are the only species on Earth to have advanced in technology? 8. What do you guys actually do? 9. Have you ever invented anything or discovered anything new?

b) Match the answers to the questions above.

A. Is it?! We live in one! Time is the 4th dimension. If you can imagine your house last year, there, you've done it!

B. I think some genius minds have decided the egg must have come first. At some point, some egg-laying creature (that could be a reptile!) created an egg that had a small gene mutation. Chicken appeared through some DNA changes in egg cells. So, the egg came first.

C. There has to be another ice age at some point – the Earth's climate is always changing. I'm not sure when it will be though. Some people are arguing that the next one could start in just a few years.

D. Me personally? No – I don't have the skills. But there are some scientists who claim they can do that. The science and technology are pretty much there to clone humans – the big issues are moral: Is it right to do this? Many people would say that it isn't – partly because there are issues with how healthy clones are, and partly because cloning brings up very important questions of human rights, and what it actually means to be a person.

E. I believe they aren't. Have you seen the Caledonia crows using tools? Various monkeys also use tools for different tasks. I know our technological advancement is much more distinct but other species have advanced too. They haven't advanced further because we've been holding them back. We certainly seem to act like bullies in our dealings with the Natural world.

Правообладатель Вышэйшая школа

F. I think that has to do with how closely packed together the water molecules are. In ice, they're tightly together in a crystal-like structure. In snow, there's a lot of little bits of ice just in a kind of pile with lots of air in between; and the air makes it look blue or white.

G. No. Unless you mean by creating digital versions of ourselves that survive after the body has died. We'll probably find a way to live longer, but in the end the laws of physics, chemistry and biology dictate that we can't live for ever.

H. Sleep, party, and have lots of fun... No, sorry – must have been thinking about something else – that doesn't sound like my life at all!

As a professor at a university, I teach people about new technologies and how to use them safely. I write lots of stuff about new technologies – in boring scientific journals and exciting posts on my blog (I'm kidding – they're probably boring as well).

I. I "invented" a device for collecting very small particles out of the air to study them. But it was never made into a commercial instrument. I've also discovered lots of things as a scientist but, to be honest, many of these probably seem quite boring. They're like the bricks that make up a grand building – the bricks are important, but not half so impressive as the overall result of lots of them together. Not that I find my work boring of course!

5. Are the sentences below true or false according to the scientists' answers?

1. Dinosaurs were egg-laying creatures. 2. One of the reasons to ban human cloning is health problems of cloned animals. 3. Molecules in ice are closer to each other than in snow. 4. We're going to live in Ice Age in a few years. 5. Scientists are optimistic about humans living forever. 6. If you imagine something you remember from the past, the picture is going to be 4D. 7. Crows in Caledonia use advanced technologies as tools. 8. The work of scientists isn't fun at all. 9. There are three adjectives with suffix *-al* in ex. 4b.

Правообладатель Вышэйшая школа

6. a) Analyse the questions teenagers asked in the "I'm a scientist" programme.

1. How many questions were personal? 2. In what questions did teenagers ask for the scientists' personal opinion? 3. What questions required specific knowledge to answer them? 4. How many questions did you know the answer to?

b) What questions would you ask if you were participating in the "I'm a scientist" programme? Write 3 questions you would like to ask a scientist.

7. Role-play the "I'm a scientist" interview in real life.

1. Find 3 volunteers to be scientists.
2. Ask your questions in turns.
3. Listen to the scientists answer the questions.
4. Vote for the best scientists.

LESSON 9. THE WORLD OF SCIENCE

Communicative area: giving advice on how to become a scientist in Belarus

1. a) Look at the chart below. What sciences do you study at school?

Science

Natural sciences	biology, ecology, geology, physics, anatomy, atmospheric science, oceanography
Social and behavioural sciences	archeology, business administration, geography, political science, communication, psychology

Правообладатель Вышэйшая школа

Formal sciences	mathematics, statistics, systems engineering, theoretical computer science, information theory, theoretical linguistics
Applied sciences (technology)	construction technology, electronics, medicine, environmental technology, information technology, space technology, telecommunications, vehicle technology

b) What column do the following areas of science go to?

History, nanotechnology, chemistry, economics, digital technology, computer science, astronomy, logic, robotics.

c) What fields of science do you find the most interesting?

2. a) Read some facts about science in Belarus. Is your favourite field of science popular in Belarus?

The most important science and technology institutions in Belarus are: The Academy of Sciences of Belarus, The Belarusian State University, The Belarusian National Technical University, The Belarusian State Technological University, The Republic Scientific and Technical Library.



NAS of Belarus

The Central Scientific Library of the NAS of Belarus is named after Yakub Kolas. It is a leading library in the area of information support of Belarusian science. The library enjoys the fullest collection of national scientific documents and the unique fund of foreign scientific literature.

Правообладатель Вышэйшая школа

The National Academy of Sciences of Belarus (the NAS of Belarus) is the most important state scientific organisation of the Republic of Belarus. It was established in 1929 in Minsk. Some institutions are situated in regional centers of Belarus – Brest, Gomel, Grodno, Mogilev and Vitebsk. The NAS of Belarus is the leading research center in Belarus, which unites highly skilled scientists and dozens of research, scientific, production and engineering organisations. It organises and coordinates fundamental and applied research in the areas of natural and technical sciences, humanities, arts, and social sciences.

The Belarusian State University (The BSU) is a leading scientific and educational centre of the Republic of Belarus. It was founded in Minsk in 1921, and had three faculties (Workers, Medicine, and Humanities) that enrolled a total of 1,390 students. Today there are 16 faculties within the university structure, they include the departments of Mechanics and Mathematics, Geography, Biology, Geology, Chemistry, Electronics, Radio Physics, etc. The University boasts a long list of notable students, including Svetlana Alexievich, 2015 Nobel Prize winner in Literature.

The Belarusian National Technical University is one of the leading technical universities in Belarus. The BNTU has been training engineers since 1920. Today the university offers 17 faculties with professional training in 89 specialities and 121 specialisations that include Mechanical Engineering, Architecture, Power Engineering, Information Technologies (IT), Robotics, etc.

b) Answer the questions in pairs.

1. What are the main scientific institutions in Belarus? 2. Where do most Belarusian scientists work? 3. What is the

Правообладатель Вышэйшая школа

largest regional university in Belarus? 4. Where can you study the natural sciences? 5. What university offers most specialities in the area of applied technology? 6. What other universities in Belarus do you know? What do they offer?

3. a) Read the guidelines for becoming a scientist. Put the paragraphs into the right order.

1. Try to get some job experience or do some job shadowing with scientists. This will allow you to find out what being a scientist is like. Maybe you really hate it. Maybe you love it.
2. Take science classes in high school. Statistics, earth sciences (biology and geography, in particular) and computer science are especially helpful. Languages are also of use, especially Latin and English.
3. First, if you haven't already done so, make a thorough examination of yourself as to whether you really want to go into science and become a scientist.
   Make sure that your temperament and personality fit this type of job and that you know what a typical day of a scientist is like.
4. Continue your education. Even after your study is finished, you will need to keep up with the latest developments in your field by attending conferences, participating in workshops and reading lots of magazines and books in your chosen area. After all, it's your profession!
5. Choose a field that you like. Chemistry, physics and mathematics are the largest areas of study for scientists, but it is also possible to specialise in astronomy or biology, depending on what you want to do later.

b) Discuss in pairs. Will these pieces of advice work in Belarus or is the system of education different? How different the advice for a Belarusian teenager will be?

4. Work in pairs. Role-play the interview. Student 1: You would like a career in science. Student 2: Ask questions and give some advice on how to become a scientist in Belarus.

Правообладатель Вышэйшая школа

Project SCIENCE AND TECHNOLOGY QUIZ

1 **Do a short science and technology quiz.**

a) How many kilobytes are there in a megabyte?
b) What does the abbreviation WWW stand for?
c) What is the Earth's primary source of energy?
d) True or false? Most of the dust in your home is actually dead skin!
e) What does the letter "c" stand for in "$E = mc^2$"?

2 **Prepare 10 quiz questions about science and technology.**

3 **Work in groups. Put the questions together. Cross out the questions nobody in your group can answer.**

4 **Think of a name for your team. Invent a sign the person that knows / is trying to remember the answer can use.**

5 **Choose a team leader (someone who can read clearly and team members can trust).**

Rules:

A representative of Team A reads the questions out one by one for Team B to answer. Team B can discuss the answer. If the false answer is given, the true answer must be read out. If no one in Team B can answer the question, the team leader says "NEXT". Then the next question is asked. The time limit is five minutes. The aim is to answer as many questions as possible.

Правообладатель Вышэйшая школа

UNIT 7

GREAT PEOPLE

LESSON 1. PREFIX, SUFFIX – AFFIX

Communicative area: explaining the meaning of new words

Vocabulary: word-building – affixes

1. What's an affix? What do we need prefixes and suffixes for? Are there prefixes and suffixes in your language? Give some examples of prefixes and suffixes in English and in your language.

2. Listen to some information about affixes and check your answers to the questions in ex. 1.

3. a) Look at the tables below. Which table is for prefixes? Which one is for suffixes? What languages do many affixes come from?

A

auto-	Greek	**self, same**	autobiography, autopilot, autobus, autograph
co-	Latin	**together**	cooperation, coauthor, cofounder, coexist
en- (em-)	Latin	*form verbs* **put into condition, intensify**	encourage, enable, enrich, enlarge, enliven

Правообладатель Вышэйшая школа

micro-	Greek	**small**	microphone, microbiology, microscope, microelectronics
re-	Latin	**again; back, backwards**	retell, rewrite, rebuild, repair, review
im-, il-, ir-	Latin	*form adjectives or nouns* **commonly reverse their meaning**	impolite, illegal, irregular

B

-al	Latin	*forms adjectives* **of, related to, connected with**	functional, structural, international, minimal, global
-en	Latin	*forms verbs* **to become, cause to be**	redden, cheapen, weaken, soften
-fy, -ify	Latin	*form verbs* **to make, turn into**	clarify, electrify, notify, russify
-ist	Greek	*forms agent nouns* **doer**	realist, dentist, scientist, economist, optimist
-ive	Latin	*forms adjectives* **indicating tendency, character**	active, productive, passive, decorative, addictive

Правообладатель Вышэйшая школа

-ment	Latin	*forms nouns from verbs* **action, process; result; agent of an action**	entertainment, amazement, government, environment
-oid	*Greek*	*forms adjectives and nouns* **like; shape, form**	cuboid, mongoloid, asteroid, paranoid

b) Use the words below to add more examples to each group.

Cycle (2 words), wave, develop, horror, danger, mobile, mistake, sphere, create, worker, form (2 words), possible.

4. Without using a dictionary, try to figure out the definitions of the words in bold. For help, analyse the meaning of the prefix, suffix and root.

Example: Microbiology studies **microorganisms** and their effect on other living organisms.

Part of speech: *noun*
Prefix: *micro-*
Root: *organ*
Suffix: *-ism*
Definition: *any organism of microscopic size*

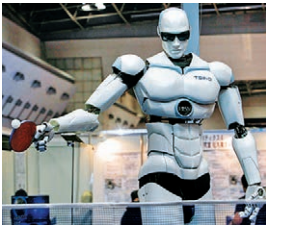
1. The **replacement** cost for a lost book is £25. 2. We had to **simplify** the instructions. 3. The paint will **brighten** the room. 4. All her **movements** were soft and light. 5. The **reviewer** said she acted brilliantly. 6. The understanding of art will **enrich** your life.

5. a) Read the excerpt from an article below. What is a humanoid?

Humanoid robots are used as a research tool in several scientific areas.

Researchers need to understand the human body structure and behaviour (biomechanics) to build and study humanoids.

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It has been suggested that very advanced robotics will help the further development of ordinary humans.

Besides the research, humanoid robots are being developed to perform human tasks like personal assistance, where they should be able to assist the sick and elderly, and do dirty or dangerous jobs. Regular jobs like being a receptionist or a worker of an automotive manufacturing line are also suitable for humanoids.

These robots are becoming increasingly popular for providing entertainment too. Several Disney attractions employ the use of robots that look, move, and speak much like human beings, in some of their theme park shows.

b) Find the words in the article that mean

1) the study of the mechanics of a living body;
2) the science or technology of designing, building, and using robots;
3) related to a particular person, private;
4) moving by itself;
5) unsafe, life-threatening.

c) Find more words with affixes and explain what they mean.

6. a) Use the roots of the words below to make new words with Greek and Latin affixes.

impress
modern
repair
pilot
select
class
society
support
communicate
defense
vision
joy
possible

b) Write your own sentences with the new words.

7. Write a piece of news for a scientific magazine. Use at least 5 words from ex. 3.

Правообладатель Вышэйшая школа

LESSON 2. LAND AND PEOPLE

Communicative area: speaking about the prominent people of Belarus

Active vocabulary: legendary, notable, prominent

1. Discuss the questions below in pairs.



1. What is your country famous for?
2. What makes you proud of your country?
3. Do you feel lucky to live here?

2. Put the words below into two groups: "different, unique" and "great, well-known".

Iconic, grand, legendary, outstanding, notable, prominent, distinctive, recognisable, famous, world-recognised, genius.

3. a) Look at the list of names below. What do you think all these people have in common?







Kirk Douglas, Ralph Lauren, Yanka Kupala, Yakub Kolas, Vladimir Korotkevich, Isaac Asimov, Fyodor Dostoevsky, Svetlana Alexievich, Olga Korbut, Yulia Raskina, Inna Zhukova, Max Mirnyi, Viktoria Azarenko, Yulia Nesterenko, Yanina Korolchik, Ellina Zvereva, Daria Domracheva, Anton Saroka, Alexander Medved, Boris Gelfand, Marc Chagall, Kazimir Malevich, Ossip Zadkine, Vladimir Vyshnevski, Michal Oginski, Vladimir Mulyavin, Ignat Domejko, Alexander Chizhevsky, Zhores Alferov, Haim Weizman, Shimon Peres, Petr Klimuk, Vladimir Kovalenok, Vasil Bykov, Boris Kit.

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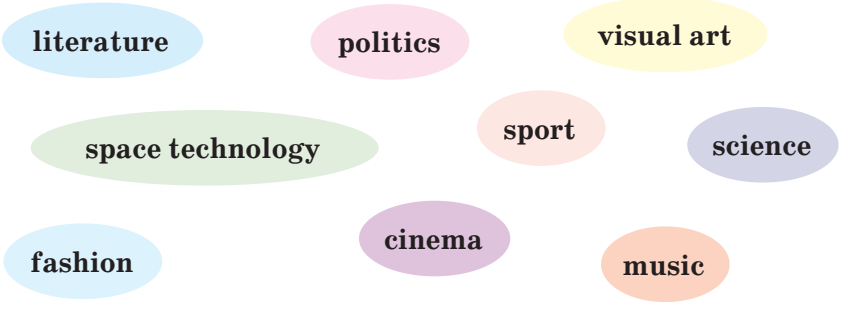
b) Work in pairs. Do you know all the names? Can you say what these people are famous for? Use the adjectives from ex. 2 to describe the people.

Example: Kirk Douglas is a legendary Hollywood actor.

4. a) Listen to the on-line lecture about famous Belarusians. What names from ex. 3a are not mentioned by the speaker?

b) What are the three people that were not mentioned in the lecture famous for? Match their names to the pictures in ex. 3a.

c) Match the areas below to the people in ex. 3a.



5. Listen again. Name a famous person (people) who:

a) founded a legendary band;
b) became Olympic Medalists;
c) won the World Chess Cup;
d) is considered the pioneer of geometric abstract art;
e) is a National Hero of Chile;
f) comes from a small Belarusian village Dostoevo;
g) got the Nobel Prize;
h) gave lectures on chemistry in European universities;
i) became presidents;
j) had a job connected with space.

6. Work in pairs. Can you add more names to the list in ex. 3a?

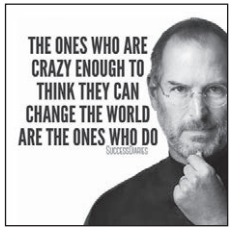
7. Write a short paragraph about a famous Belarusian to add to the lecture.

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LESSON 3. PEOPLE CHANGE THE WORLD

Communicative area: describing the contribution of a famous person into the development of the society

1. Discuss the questions below.



1. How does the world change?
2. Do you agree with the lesson title?
3. What kind of people change the world?
4. Would you like to change the world?
5. What would you like to change?

2. a) Do you know the man in the picture? What is his main contribution? What did he do for the nation?



b) Read the article about Francysk Skaryna and check your ideas. Is there any new or suprprising information?

Francysk Skaryna was a Belarusian humanist, scholar, translator and one of the first book printers in Eastern Europe. In 1517, Francysk Skaryna published a book of Psalms in his native Belarusian (Old Ruthenian), thus laying the groundwork for the development of the modern Belarusian language. Two years later, he translated the Bible.

Born in 1486 in Polotsk, Skaryna lived an outstandingly varied life. As a young man, he went to Italy and became the first Eastern European scientist who earned the highest academic titles – Doctor of Medical Sciences and Doctor of Liberal Arts. Over a 40-year career, Skaryna tried his hand at medicine, philosophy, art and even garden design.

Правообладатель Вышэйшая школа

And yet Francysk Skaryna devoted his life to the publication of the biblical texts. He dreamt of making the Bible more accessible (доступной) to the common people and wrote it in an easy language to help them "learn about the wisdom and science".

Being the publisher and translator of the first biblical books, author of original forewords and commentaries to the books, Skaryna contributed greatly to many spheres of creative work: from the reformation of literary traditions of the written language and book printing to the history of civilisation and society, as well as the philosophy and politics of his time. He believed that a society could progress and develop only in a peaceful and harmonious environment.

The name of Francysk Skaryna is of great importance in today's Belarusian culture and national conscience (сознание). In Belarus numerous monuments, streets as well as Gomel university bear his name. Also two Belarusian awards bear his name: the Medal of Francysk Skaryna and the Order of Francysk Skaryna.

c) Which of the following does the article mention:

1) what the man is famous for; 2) some facts from the biography; 3) the work and achievements; 4) the contribution to the world's culture; 5) the awards; 6) symbols of the world / national recognition?

d) Read out the sentences that speak about Skaryna's contribution to the culture and society.

3. In your own words, say what Francysk Skaryna did to change the world.

4. a) Read about the work of famous Belarusians below. Who is each paragraph about?



Leon Bakst
(1866–1924)



Vladimir Mulyavin
(1948–2003)



Svetlana Alexievich
(1948)

Правообладатель Вышэйшая школа

A. She is not a historian, but writes books based on people's personal experiences.

B. In Saint Petersburg, he taught in Zvantseva's school, where one of his students was Marc Chagall. The painter described Chagall as his favourite. When told to do something, Chagall would listen carefully, but then he would paint something completely different from the task.

C. The first Belarusian author to win the Nobel Prize in Literature. She was given the award for the books that can be seen as a "monument to suffering and courage in our time".

D. An ethnic Russian himself, the musician was inspired by Belarusian folklore. The more he explored it, the more fascinated he became with the richness and beauty of its sounds. He also recorded several Belarusian folk songs on the lyrics by Maksim Bohdanovich.

E. Hardly anyone did more to define a distinctive brand name for Belarus in the Soviet Union, than "Pesnyary". "Pesnyary" were unique – they sang mostly in Belarusian and their songs became immediate hits. Among them are "Kasiu Yas' Kaniushynu", "Alexandryna" or "Belavezhskaya Pushcha", hymn to the vast Belarusian forest.

F. He was a prominent painter and art designer who revolutionised theatrical design both in scenery and in costume, creating exotic, richly coloured sets and costumes for Sergei Diaghilev's ballets. His influence on fashion and interior design was widespread.

G. He was one of the group of artists who formed the legendary *Mir Iskusstva* ("World of Art") magazine and movement, educating the Russian public in trends, movements, and issues in the arts by magazine articles, lectures, and exhibitions.

H. Her most famous works are probably the 2005 "Voices From Chernobyl", in which the author describes the 1986 nuclear disaster by interviewing hundreds of people who lived through the event, and the 1985 "The Unwomanly Face of War: An Oral History of Women in World War II".

Правообладатель Вышэйшая школа

I. In 1968 he founded the legendary "Pesnyary". The band gained significant popularity across the whole USSR and was among the first successful and officially recognised Soviet rock bands.

b) Choose one person you would like to speak about. Get a fact file from your teacher and prepare to speak about the contribution of this man to the society and culture.

c) Work in groups of 3. Speak about the famous Belarusians and their contribution to the society.

5. Read the story below. What do you think of it?



An old monk once said: "When I was a young man, I wanted to change the world.

I found it difficult to change the world, so I tried to change my nation. When I found I couldn't change my nation, I started focusing on my town. Along the way as age took its toll on me, I realised I couldn't change my town and I started focusing on my family. Now, as an old man, I realize the only one I can change is myself, and I suddenly realise that if long ago I had changed myself, I could have influenced my family. My family and I could have changed our town. This could have changed the nation and I could indeed have changed the world."

People who change themselves change the world.

Be the change you want to see in the world.

LESSON 4. THE BRITS THAT MADE A DIFFERENCE

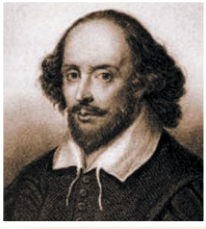
Communicative area: asking about prominent people of the UK

Active vocabulary: explorer, influential, pioneer; explore

1. a) Work in pairs. Make a list of people that could be named the Greatest Britons of all time. What are they famous for?

Правообладатель Вышэйшая школа

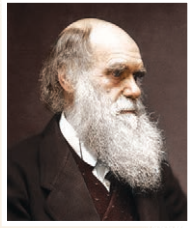
b) Do you know the people in the photographs? Are they on your list?



William Shakespeare



Isambard Kingdom Brunel



Charles Darwin



Sir Winston Churchill



Sir Isaac Newton



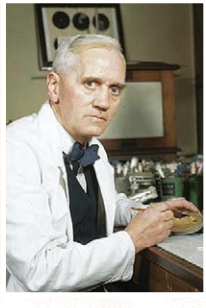
Sir Charlie Chaplin



John Lennon



Captain James Cook



Sir Alexander Fleming



Sir Robert Baden-Powell

2. Look at the street survey result. How many names have you guessed? Check your answers for ex. 1.

In November 2012, the British public voted to find the Greatest Briton of all time. Over a million people voted. Here are the results:

Правообладатель Вышэйшая школа

1. William Shakespeare
2. Isambard Kingdom Brunel
3. Charles Darwin
4. Sir Winston Churchill
5. Sir Isaac Newton
6. Sir Charlie Chaplin
7. John Lennon
8. Captain James Cook
9. Sir Alexander Fleming
10. Sir Robert Baden-Powell

Among the most popular Britons were also a former star of the legendary Manchester United David Beckham, Sir Arthur Conan Doyle – a Scottish writer known for his Sherlock Holmes stories, the classics of fantasy J.R.R.Tolkien and J.K.Rowling, an English filmmaker who broke all the rules Alfred Hitchhock, Charles Dickens – English writer who wrote numerous western classics, the first British woman Prime Minister Margaret Thatcher and Queen Elisabeth I.

3. a) Match the words below with their meaning.

1. award (n)	a) held or given as a mark of honour or high respect
2. evolution (n)	b) having influence; important
3. honorary (adj)	c) something given for victory or being the best in a competition or for winning a lottery
4. equations (n)	d) the historical development of a related group of organisms
5. influential (adj)	e) to search into or travel in for the purpose of discovery
6. pioneer (n)	f) a mathematical statement that two expressions are equal
7. explore (v)	g) one who opens up new areas of thought, research, or development

b) Discuss in pairs.

1. What awards are world famous? 2. Have you already studied the theory of evolution? 3. Are you good at solving mathematical

Правообладатель Вышэйшая школа

equations? 4. Can you name any explorers who were the pioneers at their time? Do you like exploring new places? 5. Do you know honorary citizens of your town / village? 6. What newspaper / magazine or TV channel would you call influential?

c) What do these words (see ex. 3a) have to do with the Greatest Britons?

4. Work in pairs. Make a list of questions you can ask to find more information about the notable British people.

5. a) You are going to read about one of the Greatest Britons and then speak about them. Follow the steps below.

1. Get a card from your teacher. (*10 sec*) 2. Look through the information. Are there any new / interesting facts? (*1 min*) 3. Read the information on the card carefully. Pay attention to the names and dates. (*2 min*) 4. Cover the card and practise retelling the text. (*1 min*) 5. Look at the card again to see what you've forgotten to say. (*20 sec*) 6. Practise retelling again. Mind the intonation and pronunciation. (*1 min*) 7. Give the card back to your teacher.

b) Answer your classmates' questions about the famous British person in your card. Listen to the facts about other great people and complete the chart below.

Name	Profession	Achievements	Awards
...	...	...	...

c) Discuss in pairs. Do you agree with the choice of the British people? Who would you call the Greatest Briton of all time?

LESSON 5. NARRATIVE TECHNIQUE

Communicative area: using narrative tenses to tell a story

Active vocabulary: anecdote, narrative

Active grammar: narrative tenses

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1. Read the definition and discuss the questions in pairs.

anecdote [ˈænɪkdəʊt] *n* – a short usually amusing account of an incident, esp. a personal or biographical one

1. Do you know any anecdotes? 2. Do you understand the difference between the meaning of the word "anecdote" in English and in Russian? 3. What kind of stories do you like telling or listening to? 4. What grammar tenses are usually used in a narrative?

2. a) Test yourself. Put the verbs in the stories below into the right tense.

1. Mr. Smith (*open*) the door very quietly, (*look*) carefully around the room and slowly (*walk*) in. The window (*be*) open and the curtains (*blow*) in the wind. Clearly someone (*leave*) in a hurry.
2. **A:** I (*meet*) Steven Spielberg. Well, I think it (*be*) him.
   B: Oh yeah?
   A: Yeah, really. It (*be*) in LA airport.
   B: What (*do*) you up there?
   A: Oh, I (*meet*) some friends. They (*ask*) me to pick them up and I (*drive*) all the way from Santa Barbara.

b) Listen and check.

3. a) Complete the grammar information below with the suitable words. Use the grammar reference for help (see pages 304–305).

Narrative tenses are the tenses that we use to talk about ... (1) events and to tell stories. The most common of these is the Past ... (2). Three other tenses, Past ... (3), Past ... (4) and Past Perfect ... (5) can help us to say what we want more efficiently.

b) Study the information and answer the questions about narrative tenses on page 306.

Правообладатель Вышэйшая школа

4. Read some anecdotes about famous Americans and complete the tasks.

a) Name the past tenses in the following stories and explain why these tenses are used.

A. Humans **had been dreaming** of flights for hundred of years before the Wright Brothers tried to solve the problem. "Still, hardly anyone **believed** it was possible until he **had** actually **seen** it with his own eyes," Orville Wright once recalled. Indeed, after their historic 12-second flight on December 17, 1903, the Wright brothers **tried** to inform the press but no one **believed** they **had done** it. Even the U.S. Patent Office, with more than 100 flying machines on file when they first **applied** in 1904, **turned** them **down**!

B. Thomas Edison was a workaholic who believed formal dinners to be a waste of time. At one such meal – finding the company rather dull – he **decided** to escape to his lab at the earliest opportunity. When Edison **was making** his way to the door, however, he **was found out** by his forgetful host. "It certainly is a pleasure to see you, Mr Edison," he declared. "What are you working on now?" "My way out", said Edison.

b) Choose the correct tense in each case.

Mark Twain was once impressed by the tale of a hard-working young man. The man was offered a job after his future boss *saw / was seeing* him when he *collected / was collecting* pins which someone *was dropping / had dropped* on a sidewalk outside a company's offices. Some time later, Twain, intent on working for a certain firm, was seen theatrically collecting pins (which he himself *dropped / had dropped* earlier) on the sidewalk facing its windows. Sure enough, after Twain *was collecting / had collected* several pins, a clerk from the firm *interrupted / had interrupted* him.

"The boss asked me to tell you to move along," the man *explained / was explaining*. "Your idiotic behaviour is distracting people working in the office."

Oprah Winfrey once *recalled / had recalled* the moment that she *realised / was realising* that she *had / had had* to lose

Правообладатель Вышэйшая школа

some weight. Once she *attended / had attended* a World Heavyweight contest in Las Vegas. She *enjoyed / was enjoying* the show until the moment she *realised / was realising* that she *weighed / had weight* more than the winner. She *hated / was hating* the hot-dogs she *was eating / had eaten* that day immediately.

c) Put the verbs in brackets into the correct narrative tense.

In May 2003, Christina Aguilera (*visit*) a computer exhibition in Las Vegas. While she (*look*) at a PC (completely confused), a funny-looking man (*come*) up to her, (*introduce*) himself and (*offer*) to answer any questions she might have. Aguilera naturally (*think*) he (*be*) just another crazy fan she (*see*) many times before. "Thanks, buddy," she (*reply*), "but I've already got a computer guy who can do that."

Aguilera (*be*) later surprised to learn that she (*turn down*) Bill Gates who was the Chief of Microsoft.

5. Which of the anecdotes in ex. 4 did you find the most amusing? Why?

6. a) Think of an anecdote you'd like to share with your classmates. Take notes on what you are going to say. Pay special attention to narrative tenses.

b) Walk around and tell the stories. Whose anecdote is the most hilarious?

LESSON 6. THE STORY OF SUCCESS AND FAILURE

Communicative area: asking questions and speaking about famous Americans

Active vocabulary: attempt, broke, fail, failure, numerous; fire, flee, turn down

Active grammar: inversion with 'hardly / scarcely … when, no sooner … than'

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1. Check your memory. Name the famous Americans mentioned in the previous lesson. What are they famous for? Name other Americans that are world famous for their achievements in science and culture.



2. Listen to the stories about famous Americans and write down the names you hear. What kind of stories are they?

3. a) Look at the sentences from the stories and discuss the questions below.

1. He made 1,000 unsuccessful **attempts** at inventing the light bulb.
2. He didn't seem to promise any success after giving up his studies at Harvard and starting his first business that **failed**.
3. The first book by this author, the iconic thriller *Carrie*, was **turned down** 30 times.
4. His early businesses failed and left him **broke** five times before he founded the successful Ford Motor Company.
5. *Hardly had he started his first job in a newspaper when he was* ***fired*** *because, "he lacked imagination and had no good ideas."*
6. He started a number of businesses that didn't last too long and ended with loss of money and **failure**.
7. *No sooner had she been born than her mother* ***fled*** *away leaving her to live on her grandmother's farm.*
8. It might have taken him a bit longer, but he caught on pretty well in the end, winning the Nobel Prize and changing the face of modern physics.

Правообладатель Вышэйшая школа

The questions:

1. How many attempts do you need to try and guess the meaning of this word? 2. Did a failed business bring any money? 3. Was the author happy that his book **was turned down**? Why? 4. Can you borrow some money from someone who is **broke**? Why? 5. Does the verb "to fire" mean "to make someone leave their job" or "make someone work harder"? Who can fire a worker? 6. Is "failure" a synonym or an antonym for "success"? 7. What are the three forms of the verb **"flee"**? 8. Does **numerous** mean many or few?

b) Look at the sentences in italics again. What's unusual about them? Study the information and answer the questions about inversion on pages 306–307.

c) Work in pairs. Can you name the people mentioned in ex. 3a?

4. Copy the chart below and fill in the Name column. Listen again and complete the chart as in the example below.

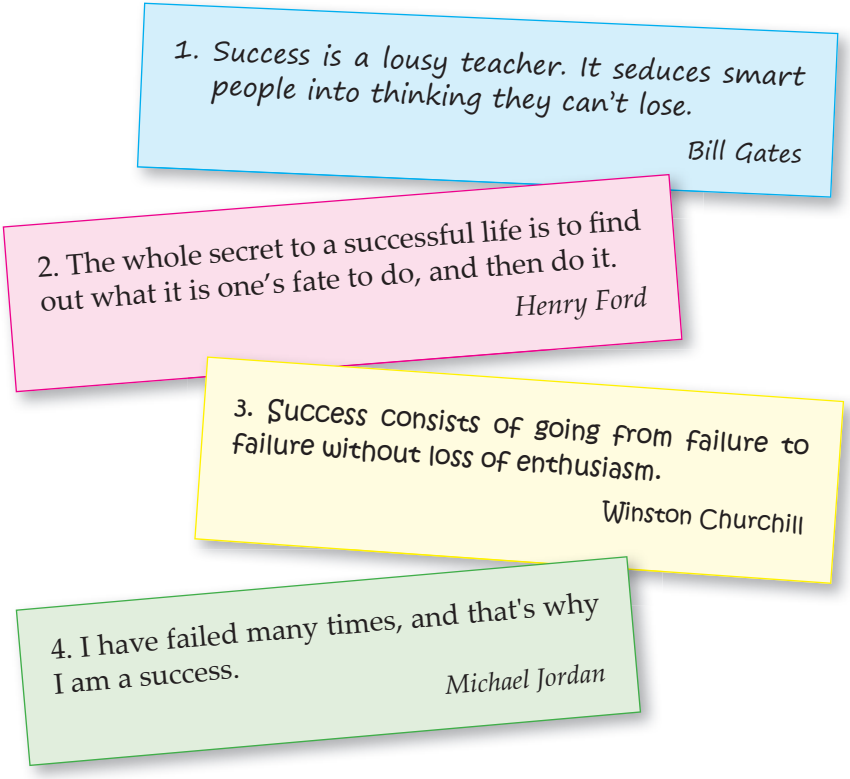
Name	Problems	Achievements
Henry Ford	early businesses failed was broke 5 times	one of the richest and most influential people introduced Model T auto revolution in Transportation and American industry founded the Ford Motor Company
...	...	...

5. Walk around the class to check your answers and make sure you haven't missed any facts.

Example: S1: What problems did Henry Ford have to face? S2: His early businesses failed and he was broke 5 times. S1: Right.

Правообладатель Вышэйшая школа

6. a) **Listen and repeat some famous quotations. Mind intonation and stress.**



b) **Which of the quotes do you prefer? Why?**

7. **Discuss in small groups.**

1. If your first attempts fail, do you feel like giving up the whole idea? 2. If you are broke, how can you bring a new idea to life? 3. How long do you feel depressed if somebody turns down your great idea? 4. If someone is fired, is it a good idea to have a break out of work for some time? 5. Why do some people achieve success and others don't?

Webquest "Famous Scientists".

Правообладатель Вышэйшая школа

LESSON 7. IMAGINE ALL THE PEOPLE

Communicative area: inferring meaning from context

1. Discuss the questions below in pairs.



1. Have you ever heard the songs by *The Beatles*? Do you like them?
2. Why do you think *The Beatles* were so popular in the 20th century?
3. Who were the members of the band?
4. Who was their leader?
5. What was *The Beatles'* contribution to the world culture?

2. a) Read the front page of BBC news report from 8 December 1980. What happened?

JOHN LENNON SHOT DEAD

Former Beatle John Lennon has been shot dead by an unknown gunman who opened fire outside the musician's New York apartment.

The 40-year-old was shot several times as he entered the Dakota, his luxury apartment building on Manhattan's Upper West Side, opposite Central Park, at 23:00 local time.

He was rushed in a police car to St Luke's Roosevelt Hospital Center, where he died.

b) What do you think happened after this announcement in New York, in Liverpool, in the world?

3. a) Read the story written by Corey Levitan, an LA journalist and a writer. Describe what is happening in the picture.

Well it was about 40 years ago. Passing notes behind the teacher's back at school, going for pizza at the mall, blowing off homework to

Правообладатель Вышэйшая школа



watch TV – Dec. 8, 1980 started out as just another unmemorable day for this 15 year old.

"SPECIAL REPORT," two words flashed across the screen, followed by a two-second silence, some flipping of papers, and finally a male voice.

"John Lennon, former singer for the rock group The Beatles..."

I knew this couldn't be good. They don't interrupt "The Tonight Show" to announce concert tours or sales posters. But nothing could prepare me for the completion of that sentence, which unfolded in such slow motion it feels like it continues to this day.

"...is dead."

The next morning, my father slowly opened the door to my Beatles-postered bedroom on Long Island, thinking he had a grave task to perform. But he could see I already knew. I was lying in bed, red-eyed listening to WNEW-FM through headphones.

The disc jockeys were openly crying on the air as they tried to repeat the news in between round-the-clock Lennon and Beatles songs. Though I had been a fan since fifth grade, this was how I heard Lennon's "Love" for the first time.

My mom was actually upset that I was so upset. Two months earlier my 80-year-old great grandfather had died and I didn't sulk, much less cry. She couldn't understand how I could feel so deeply the loss of a person I never knew.

But I did know John Lennon – better, in a sense, than I knew my mom. I connected intimately to the pain he expressed in

Правообладатель Вышэйшая школа

songs such as “Yer Blues,” “Mother” and even the superficially joyful “Help”. Very much like myself, Lennon was an outcast and a loser in childhood. And he was an open wound during interviews, sharing fears, dreams and insecurities my own best friends wouldn’t dare. And there was nothing else for my friend Gary Haviv and I to do but travel to Lennon’s apartment after school. According to the news, crowds had been gathering at the Dakota since two hours after the murder.

Hardcore Beatles fans, who proudly pinned Lennon buttons up and down the denim jackets they never washed, had always made me feel sick. And now I had every reason to hate them more: one of them had killed my idol.

But the people gathered this night did not fit the profile. They were men in business suits and construction uniforms, women in dresses and jogging suits. Ordinary folk.

“All we are saying,” Gary and I sang along with the crowd, “is give peace a chance.” Someone kept rewinding the song on a boombox. After a while, no one could hear the recorded version.

There was no reason for any of us to be there. All the wishing in the world could not change what happened. But there was nothing else to do.

Every hour the owner of the restaurant across the street (we were told it was Lennon’s favourite) brought over trays of steaming coffee, which he handed out for free. It was extremely cold, about 20 degrees outside – and absolute zero in our hearts. Even the reporters and policemen, who had come to do their jobs, appeared lost and shaken.

The agonising irony is that Lennon had finally got his life back on track and was indeed “starting over.” He had just lost 10 pounds, released a new hit album and looked happier than he’d been since his Beatles days.

“Life begins at 40 – so they promise,” he told in an interview a month before his murder. “And I believe it, too. I feel fine and I’m very excited. It’s like, you know, hitting 21, like, ‘Wow, what’s going to happen next?’ ”

“Are you OK?” a stranger asked, putting his arm around my shoulder.

I was not OK. In a way, I never would be again.

Правообладатель Вышэйшая школа

b) Find the sentences in the article that prove the following statements true.

1. The writer was a teenager when the described event happened.
2. The piece of news on TV was totally unexpected.
3. The author was a huge Beatles fan.
4. His parents were supportive but couldn't feel his pain.
5. John Lennon was open and sincere in his interviews, which made many feel as if they knew him well.
6. Lennon was killed by one of his fans.
7. John Lennon promoted peace in the world.
8. A great number of people of different age and social level were shocked by the tragedy.
9. John Lennon was too young to die.

4. Work in pairs. Look at the underlined sentences in the article. Name the tenses and discuss why this or that narrative tense is used.

5. Discuss in small groups.

1. What did the author do on the day of Lennon's death?
2. What was he doing when he heard the news?
3. What did he do later that day and on the next day?
4. What did *The Beatles* fans look like?
5. Why did people come to the Dakota?
6. What were they doing there?
7. How did they feel?

6. Listen to the song "Imagine" by John Lennon and say what it makes you think about.

LESSON 8. THE STORY OF PENICILLIN

Communicative area: inferring meaning from context

Правообладатель Вышэйшая школа

1. Read the information below. How important was the discovery?

The discovery of penicillin is attributed to Scottish scientist and Nobel laureate Alexander Fleming in 1928. "When I woke up just after dawn on September 28, 1928, I certainly didn't plan to revolutionise all medicine by discovering the world's first antibiotic, or bacteria killer," Fleming would later say, "But I suppose that was exactly what I did".



2. You are going to read an excerpt from the autobiography, a retired philosophy professor, Dr Morton Paterson, wrote for his grandchildren. What difference did penicillin bring to his life?

1

As a boy, just prior to the discovery of mass producing penicillin, Dr. Paterson had badly scratched his knee, an injury that he almost died from. The following is his account of this injury and how it was treated at that time.

It was the late spring of 1942, and I was seven years old. My sister Lorna had just been born. One day I was outside playing with my friends – running while playing tag or something. There weren't any parks or grassy fields, so the kids played on the rocks or on the streets. I fell on the street and scraped my right knee. I guess it was bleeding pretty bad, so I ran home. Later I was told that it was on a Wednesday, and that my temperature shot up and up. By Saturday Mum and Dad had a sick boy on their hands, so on the advice of our family doctor, I was rushed to St. Joseph's Hospital.

The cut on my knee had become infected, and I had blood poison. For a few days I guess I was "out of it", in a coma, and hung in the balance between life and death. Apparently, the infected blood seeks out a part of the body which is already weak for some reason. In my case that happened to be the bone in my left hip.

Правообладатель Вышэйшая школа

Anyway, they knew they had to operate fast to stop the infection before it travelled to a vital organ. That led to three months in hospital. The surgeon was Dr. Mowat, and I remember him as a very kind and soft-spoken man. He had to scrape out the infected bone, but then leave it open so the nurses could pack it every day with fresh gauze (марля).

I've never been so scared in all my life. I didn't know why my hip was so sore and not getting better, and could tell that Dr. Mowat and my parents were pretty worried. As the nurses peeled away the old packing and re-packed my hip with fresh gauze they tried their best to cheer me up and not let on they were worried. I remember them saying, "Now be a brave little soldier, Mortie!"

Surgery had to be performed a few more times to clean out bone chips. All I can remember about those extra surgeries was being wheeled out of my room, down the corridor, and into a large bright "operating room". Suddenly a doctor (I later learned he or she is called the anesthetist) behind me would cover my face with a cloth and tell me start counting.

Looking back to that operating room experience these sixty-three years later I still remember my panic, crying out when the cloth went over my face. It had the most sickening smell I ever smelled, and I guess the scariest part was not knowing when they'd cart me down the corridor again and have that awful cloth suddenly draped over my face.

That's about it. When the infection was finally contained (by mid-summer), less and less packing was put into the incision (надрез) till the day finally came that I could go home on little crutches that I still have. But there are a couple of other things I want to say about that summer.

One evening about ten o'clock, shortly after I'd been admitted to hospital, two nurses came to my bedside to check up on me. I wasn't asleep yet, but my eyes were closed and they thought I was. I remember clearly one of the nurses saying to the other, "Do you think he'll make it?" The other nurse answered, "I doubt it."

I was scared enough already but little Mortie made up his mind right then and there that he WAS going to make it.

Правообладатель Вышэйшая школа

2

So after several months and with a lot of self determination, "Mortie" was finally able to go home. In 1946 penicillin was available to the general public. The following, again, has been written by Dr. Paterson:

In 1946 my illness returned!

Darn it. We had all thought that it was over and done with, even though we'd been warned that it might come back. But this time the infection was gone in only a few days.

This time Dr. Mowat used penicillin to stop the infection right away. It also eradicated (искоренило) it completely.

Miracle drug, indeed yes. But what is truly amazing is that penicillin was eventually produced in large quantities in order to treat soldiers who were dying on the battlefields of Europe – not directly because of their wounds, but because of poisoned blood that carried the infection into those wounds. When they were treated with penicillin, many soldiers recovered. Of the thousands of soldiers who had died in battle in pre-penicillin World War I, many had died from pneumonia, from infection.

Remember that a nurse had told me in 1942 to "be a good little soldier"? I wasn't a real soldier, but I'm glad she said that.

3. Discuss in pairs.

1. What manipulations did little Mortie have to get over in 1942?
2. What were the nurses talking about in the last paragraph of part 1?
3. What was the boy's reaction to their words?
4. Find all episodes in part 1 where the little boy's feelings are described. Read them out.
5. How do you think the boy felt when the bone infection returned? How did he feel after the treatment?
6. Why do you think the author was glad that the nurse said to him to "be a good little soldier"?

4. a) Work in small groups. Make a list of other discoveries that you think were equally important.

Правообладатель Вышэйшая школа

b) Compare your lists. Do you agree with all the items on the other team's list? Be ready to prove your choice with some arguments.

LESSON 9. WRITING A NARRATIVE BIOGRAPHY

Communicative area: writing a narrative biography

1. Work in pairs. Discuss what makes a biography interesting to read. Make a list of tips for a biography writer.

2. Read the biography of an outstanding Belarusian scientist Zhores Alferov. Does it sound reader-friendly? What improvements could make it more enjoyable?



Zhores Alferov (1930–2019) was a physicist and academician. He is famous for the creation of modern heterostructure physics and electronics that revolutionised the mobile and satellite communications. His work influenced the development of lasers, fast Internet, CDs, LEDs and many other inventions.

Zhores Alferov was born in Vitebsk. He finished school 42 in Minsk with gold medal. The school which is gymnasium 42 now bears his name. In 1952 he graduated from Electrotechnical Institute in Leningrad. He worked in the Ioffe Physico-Technical Institute of the USSR Academy of Sciences and became its director in 1987. He was a member of the USSR Academy of Sciences and in 1989 became Vice-President of the Academy and President of its Saint Petersburg Scientific Center. In 2000 he received the Nobel Prize in Physics together with Herbert Kroemer.

3. You are going to improve the biography above using the facts from the autobiography you read at home and your own ideas.

Правообладатель Вышэйшая школа

Before you start writing take your time to think over each of the following points.

1. Organise your thoughts before starting to write, think of that part of the person's life you would like to highlight. Some useful questions can be:
   - What makes this person so special and interesting?
   - How can he or she be best described?
   - Which were the events that marked or changed his or her life?

2. Remember that a good story offers drama, excitement and human interest. Tell this person's story so that your reader will be at the edge of their seats wanting to learn more. Ask yourself: how can I ...
   - change the sentences so that the main ideas stand out more clearly? Add examples so that they stand with enough support? Add details or information which will make the biography livelier?
   - make sure each section of the biography does what it is meant to do? Is the introduction inviting? Does it state the issue clearly? Does the conclusion pull together the whole piece? Does it end with some strong point?
   - use proper vocabulary?

4. Write your version of the narrative biography of Zhores Alferov.

Project CLASSROOM HUMOUR

1 Look at the picture (p. 230) and read the jokes below. Do you find them funny?

A. Lori: Actually I understand but I also kind of don't understand.

B. Teacher: I hope I didn't see you looking at Don's paper.
Johnny: I hope you didn't either.

C. Adrienne Sonnek, our school principal, was walking around the school when she noticed a 1st grade pupil leaving the

Правообладатель Вышэйшая школа

hallway bathroom. Seeing her, the youngster dashed into his classroom shouting, “The princess is coming! The princess is coming!”

To make sure everyone knew exactly who the princess was Sonnek wasted no time following him into the classroom, smiling from ear to ear.

D.



“Can’t I just email you a link to my blog, miss?”

2 What section of a “Classroom Humour” brochure is each joke from?

Dialogue joke

Anecdote

Famous quotes

Comics

3 Work together to make a small brochure of your class jokes and anecdotes.

Правообладатель Вышэйшая школа

UNIT 8

NEWS

LESSON 1. NEWS

Communicative area: asking for and giving information

Active vocabulary: collocations and compound words with the word 'news'; mass media; print

Active grammar: singular and plural of nouns

1. a) Look at the cartoon. What's the news?



b) Match the sayings with their meanings. Do you have similar sayings in your language?

A. **Bad news travels fast.** B. **No news is good news.** C. **Don't shoot the messenger who brings bad news.**

1) do not be angry with someone because they tell you something bad; 2) you hear about bad things faster than you hear about good ones; 3) you would have been told if anything bad had happened

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2. a) Study the dictionary page on news. Guess the meaning of the words in bold. Find their equivalents in your language. Compare your ideas with your classmates'.

news – (U)

1) information about something that has happened recently. *E.g. Great news! Tell me all your news.*
a piece of news / an item of news – *She's just told me an interesting piece of news.*
good / bad news – *Well, choose, which news first – good or bad?*

2) reports of recent events in the newspapers or on the radio or television. *E.g. News is coming in of a terrorist attack in India.*
to be in the news – *Angelina Jolie is in the news again! She's adopted an Ethiopian girl.*
latest news – *Have you heard the latest news from the Olympic Games?*
to be front page news (to be interesting enough to be on the front page of a newspaper) – *The flood in China is the front page news today.*
to make the news – to become important enough to be reported in a newspaper or news programme

3) **the news** – a regular television or radio programme that gives you reports of recent events
on the news – *It sounds unbelievable but I heard it on the news last night.*

newspaper – one of the **mass media**; a regularly printed document consisting of news reports, articles, pictures, advertisements that are printed on large sheets of paper, which is sold daily or weekly

mass media (singular – **medium**) – the newspapers, magazines, and television and radio companies that reach large numbers of people and can influence what they do or think

to print a newspaper – to produce it in large quantities

newsletter – one or several sheets of **printed** news sent regularly to a particular group of people

Правообладатель Вышэйшая школа

newsagent – someone who owns or works in a shop that sells newspapers and magazines

newsreader – someone who reads the news on television or radio

newsflash – a brief news report on radio or television, giving the most recent information about an important or unexpected event

news bulletin – a short news programme on television or radio often about something that has just happened, or a short newspaper printed by an organisation

b) Look at the highlighted words in ex. 2a. Are they singular or plural? Read the rules on pages 286–287 to check your ideas.

c) Use the words and phrases from the box to complete the sentences below.

media (2), medium (2), the news about, the best piece of news, no news, all your news, the early morning news, the news that, any news, on the news, in the news, bad news, good news

1. The mass ... have become one of the main instruments of change in the world. 2. I've got some ... for you, Mum. I'm going to have a baby. 3. Was there anything interesting ... this evening? 4. The negative image of the police that is portrayed in the mass ... worries us a lot. 5. The newspaper is a print ... and the television is a broadcasting ... . 6. That's ... I've heard for months. 7. We've had ... of them since they left for Italy. 8. I like to watch ... over my morning cup of coffee. 9. Have you heard ... Jack and Jill? They're getting married! 10. Is there ..., officer? Will you find him? 11, Please, write and tell us ... . 12. ... Victor had died took everyone by surprise. 13. I'm afraid, I've got some ... for you, sir. Your daughter has been seriously injured in a road accident. 14. They've been ... a lot recently because of their business problems.

Правообладатель Вышэйшая школа

3. a) Work in pairs. Ask and answer the questions.

1. Who usually tells you the latest school news? 2. How often is the news broadcast in your country? 3. What's the most interesting piece of news you have heard recently? 4. If you have to listen to both good and bad news, do you prefer to listen to good or bad news first? 5. Who is in the news now? 6. How often do they broadcast news bulletins on local TV? 7. What's the most shocking news flash you have seen? 8. What is the front page news today? 9. What events often make news in your country? 10. What did you hear on the news last night? 11. What newspapers do you usually buy at the newsagent's? 12. Does your school have a printed newsletter? 13. What's your favourite newspaper? How many sheets does it have? 14. Would you like to be a newsreader on television or radio? 15. Do they print a newspaper in your town / city / village? 16. Would you like to work in mass media?

b) Report the most interesting findings to the group.

LESSON 2. NEWSPAPERS

Communicative area: asking for and giving information

Active vocabulary: broadsheet, tabloid; broadcast, deliver, include, provide (with), remain

Active grammar: articles with names of newspapers

1. a) Look at these British newspapers. Which of them would you like to buy? Why?

1



2



Правообладатель Вышэйшая школа

③



④



b) Read the description of two main types of British newspapers. Match them with the pictures.

broadsheet – a newspaper that is printed on large paper; a quality newspaper. *E.g. In Britain, the broadsheets are generally believed to be more serious than the tabloids.*

tabloid – a type of popular newspaper with small pages which has many pictures and short simple reports. *E.g. the tabloid press, a tabloid newspaper, a tabloid format. Information on the personal life of a film star is just the sort of story the tabloids love.*

2. a) Read the information on newspapers in Britain. Work in pairs. Guess what words and numbers are missing.

British mass media **include** ... (1) radio stations, ... (2) television channels, ... (3) newspapers and ... (4) magazines – from ... (5) media owners. They all **provide** us **with** news. The most traditional medium of **delivering** news to the people is, of course, the newspaper.

National newspapers in the UK were traditionally divided by format, between serious, intelligent, quality newspapers – ... (6) – and the sensational, popular or red-top ... (7). Several of the broadsheet newspapers have now changed to tabloid or Berliner formats. (Berliner is about the same size as a tabloid,

Правообладатель Вышэйшая школа

which is easy to open in public transport, but longer.) Even so, the difference in reputation between the two types still **remains.**

Broadsheets and 'broadsheet style' newspapers (serious ones but in Berliner or tabloid format) are *The Daily Telegraph*, ... (8), *The Sunday Times*, ... (9), *The Observer*, *The Independent*. Tabloids are *The Daily Express*, *The Daily Mail*, ... (10), *The Mirror*, ... (11), *The People*.

b) **Listen and check yourselves.**

c) **Match the verbs with their definitions. Use the context of ex. 2a for help.**

1) to include	a) to stay in the same place or in the same condition
2) to provide (with)	b) to contain (something) as a part of something else, or to make (something) part of something else
3) to deliver	c) to give (someone) or arrange for (someone) to have (something which is useful or desirable or which they will need)
4) to remain	d) to take (goods, letters, parcels etc.) to people's houses or places of work

d) **Correct the statements below.**

A. Mass media include television, radio and newspapers.

B. Mass media provide us with knowledge.

C. The most traditional medium of delivering news to people is the radio.

D. Newspapers have remained the only medium of delivering the news to the people for years.

3. **Pay attention to the use of articles with the names of newspapers. Read the rules on page 314.**

4. a) **Study the picture of a newspaper structure. Guess the meaning of the words in the labels. Check with your teacher.**

Правообладатель Вышэйшая школа



b) Fill in the words from ex. 4a to complete the questions.

1. Does your favourite newspaper have a ... ? 2. Do you start reading a newspaper from the ... or from the back page? 3. Do you usually read the ... on the front page? 4. What sort of ... do you usually read? 5. What is your favourite ... ? 6. Are the ... in your favourite newspaper catching? 7. Do you read ... in your local newspaper? 8. Do you normally read ... under the photos in your favourite newspaper?

c) Use the questions above to interview your partner.

5. Work in small groups. Answer the questions.

1. Do you think it is important to know the latest news? 2. Where do you get local and international news from? 3. Do you read newspapers and magazines, listen to the radio or watch television? 4. Which mass media are the most popular in Belarus? 5. Which newspapers printed in Belarus are quality and which are popular newspapers? 6. Is your or your family's favourite newspaper a tabloid or a broadsheet?

Vocabulary Practice. Spelling.

Правообладатель Вышэйшая школа

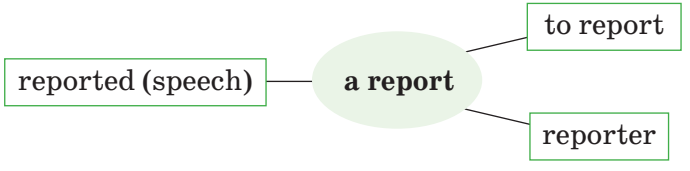
LESSON 3. BALANCED REPORTING?

Communicative area: speaking about preferences in newspapers; expressing an opinion

Active vocabulary: balanced, (un)biased, report, reported, reporter, sensational, source; report

1. a) Guess the word: it's a person whose job is to discover information about news events and describe them for a newspaper or magazine or for radio or television. This word is synonymous to 'journalist'.

b) Study the diagram. What parts of speech are the words in the diagram?



2. Zoe Mills is a reporter. She's writing a report about people's attitude to newspapers. First she launched a forum on the topic.



a) Read the forum comments and say what kind of newspapers most people on the forum prefer: tabloids or broadsheets. What newspaper seems to be most popular?

Samandmai: *The Guardian* is the best newspaper in the UK.

Smiggs: I love *The Guardian*. It's got quality to the articles and it's not **sensational.**

Paper Doll: I usually bought it on Fridays for the film and music reviews. I have recently started reading tabloids. Now I'm getting the *Sun* – it's okay but I am tired of their sensational stuff.

Peter the Great: *The Guardian* is the only newspaper I will read. Just because I'm working class it doesn't mean I want to read newspapers like *The Star* or the *Sun*.

Правообладатель Вышэйшая школа

Soulboy 77: I find *The Guardian* the easiest read of the quality newspapers.

Iceman: The *Sun* is okay with their attractive headlines, but its website is terrible. *The Guardian*'s website is great!

Viridiana: I prefer *The Times* – they are more realistic than the Guardian.

Hal Evans: We buy fourteen newspapers per week and I am sick to death of reading about pop stars and showbiz personalities and their lovers. I buy the newspapers for NEWS! I want to know what's going on in the world.

Mo: One of my favourite pastimes is sitting, drinking tea or coffee at an outside cafe and reading a good broadsheet.

RPG: I often buy a tabloid when I'm on the train. It just helps to pass the time.

Richard: I buy *The Guardian* because it's an **unbiased** newspaper. If you want to read a newspaper, get a broadsheet; if you are more interested in reading about what you'll be watching on TV, then get *The Star* or something like it.

Djadam: Don't buy newspapers as the news is **biased**. Watch BBC news 24 and CNN for unbiased reports.

JBee: I find the best way to use newspapers is to read as much news as you can, from as many **sources** as possible – for a **balanced** view of the world. I noticed the BBC was called unbiased earlier, but I would have to disagree.

Freebird: Of course, newspapers are worth buying! They are a daily source of news, education and fun (oh, and yes, the horoscopes) that no home should be without. In fact, every home should have at least 3 different newspapers a day to get a balanced opinion of world events. Think of your kids. Teaching them to read newspapers on a regular basis can only be a good thing. Also, buying newspapers you're doing your bit for the local economy. In return for keeping me in business (oh, did I forget to say, I'm a newsagent), I can afford to go out, keeping other people in business. It's just the way of the world.

Rich: And like it or not, mass media are very important! Even tabloids sometimes come up with good stories. Just imagine the political scandals that would go unnoticed without reporters.

Правообладатель Вышэйшая школа

b) Guess the meanings of the words in bold.

c) Complete the dictionary definitions with the active words of the lesson.

1. To give a description of an event or information about it to someone means to ... .
2. A story about an event printed in a newspaper or broadcast on radio or television is a ... .
3. A person whose job is to discover information about news events and describe them for a newspaper or magazine or for radio or television is a ... .
4. A report that considers all sides can be called ... .
5. Newspapers intended to excite or shock people rather than be serious and factual are called ... .
6. A report is ... if it shows an unreasonable preference or dislike for a person or group of people based on personal opinions.
7. If there is no such preference shown in the report it will be called ... .
8. The place something comes from or starts at, or the cause of something is a ... .

d) Complete the sentences with some active vocabulary of the lesson.

1. The headline of the article on the front page was very attractive, but the article itself was s... as usual. 2. I'm not sure if my favourite newspaper is b... or not, but it's definitely worth buying. 3. I think this newspaper is a good s... of information, it gives the readers a b... picture of the world. 4. A lot of r... die every year for the idea of providing people with u... coverage of world events. 5. R... of a terrible flood are coming from Pakistan. 6. Kennedy's assassination was r... in newspapers all over the world.

3. Find more words and phrases in the forum to describe: A – broadsheets, B – tabloids and C – newspapers in general.

A. serious, ...

B. attractive headlines, ...

C. different sources of information, ...

Правообладатель Вышэйшая школа

4. Discuss in a small group.

- Whose forum comments do you agree with?
- What is your opinion about tabloids and broadsheets?

Webquest "From the History of English Press".

LESSON 4. REPORTED SPEECH

Communicative area: reporting what someone said

Active grammar: Reported Speech – requests, commands and statements

1. a) Listen to the rhyme. These are the words that a reporter might say to the person he or she is interviewing.

Say what you know,
Please, don't tell a lie,
Tell me a secret
To keep till I die.

tell *somebody*; **say** *something* (*to somebody*)

b) Pay attention to the use of verbs 'say' and 'tell'. Read the rules on pages 307–308.

c) How long will it take you to learn the rhyme by heart?

2. a) A tabloid reporter disappeared right after an interview. The police are interrogating the last person who saw the reporter – the interviewee [ˌɪntə(r)vjuːˈiː]. Listen and complete the notes.

– What did she ask you to do?
– She told me ....
She also asked me not ...
She asked me ... my secret.

Правообладатель Вышэйшая школа

b) **In the rhyme the reporter spoke to the interviewee directly. In the conversation with the police the police can't speak to the reporter directly so the interviewee reports the journalist's words. Compare the direct speech and the reported (indirect) speech lines in ex. 1a and ex. 2a. Answer the grammar questions on page 313. Read the rules on reporting requests and commands on page 309.**

3. a) Report the imperatives from lesson 3, ex. 2a. (The sentences are printed on a blue background.)

b) **Listen to some requests and commands and report them.**

4. a) Read part of Zoe's report about the forum. Compare the reported speech sentences with direct speech in the underlined sentences of the forum comments. Analyse the differences.

When the reporter contacted the forum participants on the phone, they told him that they didn't mind the journalist using their comments in his survey report.

Most people said that they loved *The Guardian* and for them it was the only newspaper they would read. One of them wrote that he bought *The Guardian* because it was an unbiased newspaper. Some of the forum participants said they preferred other broadsheets like *The Times*, etc.

Another group of participants said that they had recently started reading tabloids. One of them, for example, wrote that earlier he had usually bought *The Guardian* on Fridays for music reviews and added that he was getting the *Sun* at that moment.

One of the participants said that he had noticed that BBC had been called unbiased, but he said that he would have to disagree.

b) **Answer the grammar questions on page 313. Study the reported speech rules on pages 307–308. Use them to report the other comments from the forum.**

5. Read Bill Murray's answers to reporter's questions about the newspaper he reads. Report them for a newspaper article.

– I bought my first newspaper a year ago. It doesn't mean I had never read a newspaper before that.

Правообладатель Вышэйшая школа

– When I was younger I usually read the newspapers my parents got or bought.

– It is delivered to my door every weekend. So now I have my own source of news. And as it is a huge newspaper which consists of dozens of pages, I read it from Sunday to next Saturday.

– I've been reading my newspaper for a year and I've always been happy with it. It provides me with a balanced view of the world.

– It includes an amazing sports page! It's the first thing I read. But don't quote me on that!

– I hope it will remain as interesting and unbiased as it is now.

6. a) Match the answers in ex. 5 with the reporter's questions.

1. Do you think it will always remain interesting?
2. When did you buy your first newspaper?
3. Have you always been happy with it?
4. How often do you read it?
5. Did you use to read any newspapers before that?
6. What do you like most about your newspaper?

b) Use the questions in ex. 6a to interview one of your classmates. Note down their answers. Report the answers in the form of a short article. Use the Reported Speech.

Reported Speech.

LESSON 5. INTERVIEWS

Communicative area: asking for and giving information

Active vocabulary: ritual

Active grammar: Reported Speech – questions

Правообладатель Вышэйшая школа

1. a) Read the sayings of great people about newspapers. Which of them do you agree with?

The man who reads nothing at all is better educated than the man who reads nothing, but newspapers.

Thomas Jefferson (1743–1826), third president of the United States

Early in life I noticed that no event is ever correctly reported in a newspaper.

George Orwell (1903–1950), British novelist, essayist, and critic

All I know is just what I read in the papers.

Will Rogers (1879–1935), American humorist and actor

A good newspaper is a nation talking to itself.

Arthur Miller (1915–2005), American dramatist

b) Take one minute to remember the sayings and their authors as well as you can. Play the guessing game. Take turns. Student A: reports what one of the great people said (without mentioning their name). Student B: tries to remember who said that (without looking into the book).

Example: A: He said that all he knew was just what he read in the papers.
B: It was ...

c) What is more interesting for you to read: newspapers or magazines?

Правообладатель Вышэйшая школа

2. a) Listen to the interview. Is *The New Yorker* the only magazine that Jerry has liked in his life?



b) Here are the questions of the interview. Listen again and take notes of the answers.

1. Tell us who you are, what you do and what you are interested in.
2. How long have you been reading magazines?
3. Why did you start reading *The New Yorker*?
4. Do you have any magazine-reading rituals?

c) Interview your classmates about their favourite magazines. Use the questions in ex. 2b.

3. a) Read the questions in ex. 2b. Only one of them is indirect. Which one? What was the original question?

b) Read the rules on pages 309–311 and report questions 2–4 from ex. 2b.

4. a) Use the three questions on your card to interview as many of your classmates as you can. Don't take notes. Enjoy the conversations. Give detailed answers.

Do you read any newspapers? Who is your best friend? What music do you like listening to?	Do you read any magazines? Where were you born? How much time does it usually take you to do homework?
Are you a member of any youth organisation? How old is your best friend? Do you play any musical instrument?	Do you want to apply to a university after school? How often do you listen to the radio? Are you good at singing?

Правообладатель Вышэйшая школа

Have you ever been abroad? Do you get on well with your parents? What do you eat for breakfast?	Who is the friendliest person you know? When's your birthday? Have you got any hobbies?
Do you live in a house or in a flat? How do you usually get to school? What job would you like to do in the future?	What's your favourite magazine? Would you like to travel to Britain? Have you ever been to an art exhibition?
Who is the most famous person in your country? Do you like reading? How long have you been learning English?	What's your favourite painting? How many hours a day do you watch TV? What interesting places have you been to?
Have you ever been to a rock concert? When do you think you will get married? Do you like fast food?	Who is your favourite painter? What does your family name mean? Do you go to bed before or after midnight?
What are your favourite subjects? How often do you go out with friends? Have you got a pet?	What were your favourite subjects in the primary school? Did you get good marks in the exams last year? Do you like English?

b) Work in three groups. Report the questions you were asked by the members of other groups. Which group can remember more questions?

Example: Nick asked me what my favourite magazine was.

Правообладатель Вышэйшая школа

LESSON 6. I WATCH THE TELLY WHILST LYING ON THE SETTEE

Communicative area: asking for and giving information

Active vocabulary: cable, channel, commercial, host, live, satellite, sitcom, soap; feature

1. Answer the questions in pairs.

1. Translate the title of the lesson from British English into American English. Do you watch TV like that?
2. How much TV do you watch every day? Is there a TV in your bedroom? Do you like watching TV?

2. Read the facts about television in Britain. Which facts do you find the most surprising?

People in Britain watch about 22 hours of TV every week (without Netflix, etc).

About 28 million people in the UK have television in their homes. Many homes have two or more TV-sets.

There are 5 main **channels** in Britain. The two BBC channels are commercial free while the other three have **commercials**.

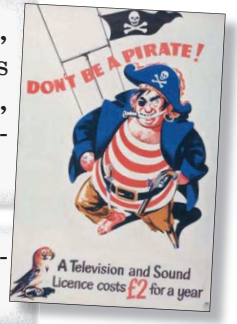
The BBC has been providing regular TV broadcasts since 1936.

There are more than 800 TV channels in Britain: free-view, **satellite** and **cable** channels.

People in Britain listen to about 20 hours of radio each week.

Правообладатель Вышэйшая школа

The BBC has five national radio networks, 17 regional and also 40 local radio stations which together broadcast all types of music, news, drama, education, sport and other programmes.



In Great Britain it's a crime to own a television if you don't have a license.

3. Read about other TV programmes the British watch. Match the types of programmes with their descriptions.

Game shows
Drama and sitcoms (situational comedies)
Charity shows
Soaps
Reality programmes
Talk shows (Chat shows)
Music programmes
DIY programmes
Lifestyle programmes
Animal and wildlife programmes
Gardening shows
Shopping programmes

A. Do It Yourself programmes. They are very popular as many people love renovating their homes and decorating.

B. Plays performed on the radio or television and amusing television or radio shows in which the same characters appear in each programme in a different story. E.g. *Men Behaving Badly, Inspector Morse, Cracker, the Royal Family, Poirot*, etc.

C. A series of television or radio programmes about the lives and problems of a particular group of characters. They run over a long period and are broadcast several times every week. The most popular are *Eastenders* and *Coronation Street*.

D. Programmes filming normal people in their every-day lives or putting several people in a specially built house where

Правообладатель Вышэйшая школа

they can be filmed 24 hours-a-day and giving them challenges to do. The most famous of these is *Big Brother*.

E. Programmes hosted by a TV personality **(**or **host) featuring** guests who talk about their lives. E.g. *The Oprah Winfrey Show*.

F. TV programmes featuring competitive games and quizzes. E.g. *The Weakest Link, Who Wants to Be a Millionaire*.

G. Programmes about wild animals or pets, often hosted by a well-known TV personality. E.g. *Monkey Business*, *Big Cat Diary*.

H. A 'telethon' show during which people phone in and donate money. E.g. *Live Aid, Children in Need.*

I. Phone-in TV shows where people can either buy featured items or bid for them.

J. TV shows featuring **live** or recorded music. E.g. *MTV Unplugged, The BBC Proms*.

K. TV shows featuring topics such as fashion, exercise, health and leisure. E.g. *Top Gear, You are What You Eat*.

L. Programmes about gardening, often fronted by a well-known personality. E.g. *Gardener's World*.

4. a) Match the words with their definitions.

1. channel	a) broadcast, recorded or seen while it is happening; real
2. commercial	b) an advertisement which is broadcast on television or radio
3. satellite	c) sending television pictures and sound along cables – wires used to carry electricity
4. cable	d) a television station
5. host	e) provided by an artificial object sent up in space travel round the Earth
6. to feature	f) a person on television or radio who introduces guests and performers
7. live	g) to show, to include a special performance or a special item

Правообладатель Вышэйшая школа

b) Complete the questions with the active vocabulary of the lesson.

1. Have you got ... television yet? 2. How many ... channels do you get? 3. Do you prefer ... recordings or studio recordings? 4. Who is your favourite TV programme ... ? 5. What's your favourite TV ... ? 6. What do you usually do during ... breaks? 7. Do you like the song in which Linkin Park ... Jay-Z?

c) Use the questions in ex. 4b to interview your partner.

5. a) If you could watch only three types of TV programmes, which of them would you watch? Why?

b) Are there similar TV programmes in Belarus?

c) What programmes do the members of your family like watching?

LESSON 7. A TV SURVEY

Communicative area: asking for and giving information; writing a report

1. a) Listen to the conversations. Look at the cartoons. Match the conversations with the cartoons.

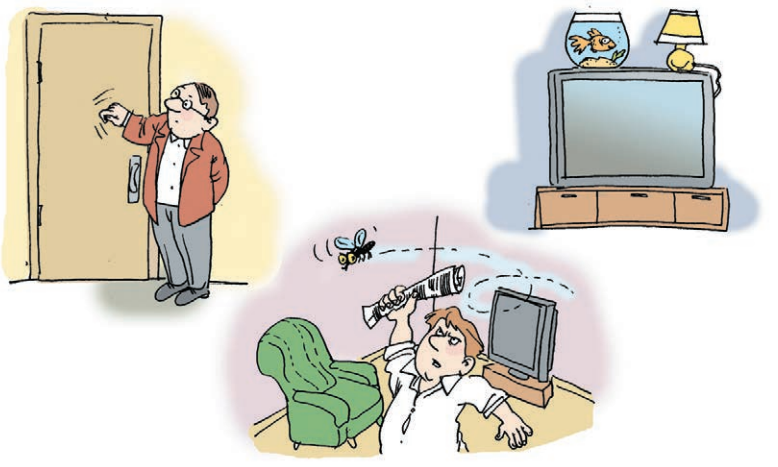
a) – Why will television never take the place of newspapers?
– Have you ever tried swatting a fly with a television?

b) – What's on television tonight, son?
– Same as usual, dad: the goldfish and a lamp.

c) – Knock, knock.
– Who's there?
– Watson.
– Watson who?
– What's on television?

d) – Knock, knock.
– Who's there?
– Alison.
– Alison who?
– I listen to my radio.

Правообладатель Вышэйшая школа



b) **Listen and repeat.**

c) **Role-play the conversations. Mind the intonation.**

2. a) **Listen to some British people interviewed about TV. What questions were they asked?**

b) **Listen again. Take notes of their answers. Then, fill in the missing words to complete a report on a TV preferences survey.**

Most people in the group said that they sometimes watched ... (1) on television but very rarely listened to it on the radio. Everyone in the group said that they watched various programmes: from chat shows to lifestyle programmes. A few people told the reporter that they watched ... (2) or ... (3). All people in the group said that their parents mostly watched ... (4), ... (5), ... (6) and ... (7). Most of the interviewees said that their favourite programmes were ... (8) and ... (9). Some of the interviewed people told the reporter that they liked ... (10) and ... (11). Several students said that they couldn't stand ... (12). A small number of interviewees said that they preferred ... (13) to ... (14).

3. a) **What programmes are most popular on British television? How old do you think the interviewees are? Why do you think so?**

Правообладатель Вышэйшая школа

b) **Work in pairs. Use ex. 2a to speak about TV in Belarus. Discuss what TV programmes are popular in your country.**

4. a) **Use the questions you have worked out in ex. 2a to interview as many of your classmates as you can.**

b) **Write a report of your survey. Use the phrases from ex. 2b.**

LESSON 8. BREAKING NEWS

Communicative area: taking notes; retelling news

1. **Ask and answer the questions.**

1. If you 'break the news to someone', you tell them about something bad which has just happened and which has an effect on them. Have you ever come across the words 'breaking news'?
2. Have you ever listened to a news bulletin in English on radio or television? Was it easy to understand?
3. What do you think is better: to try and understand every word when you listen to the news in English or to relax and try to get the main idea of the news?

2. a) **Look at the headlines of four news items of a news bulletin. What is each news item going to be about?**



Правообладатель Вышэйшая школа

b) **Listen to the news items. Write down the order you will hear them in. Which is the most shocking piece of news?**

3. a) **Listen to the news bulletin again. Match the items of news with the government bodies which commented on the situation.**

the UN Refugee Agency, Russia's Emergency Situations Ministry, the National Weather Service, the National Weather Centre

b) **Listen again. Use the questions below to take notes.**

What? What are the details?
Where? Who said what?
When?

c) **Use your notes to reconstruct the news bulletin you have listened to. Give each news item another headline to make it more sensational.**

4. a) **What do all these items of news have in common? Why do you think all these disasters are happening?**

b) **Imagine you are a newsreader on radio or television. Read your news items to a small group. Mind your sounds and intonation. Who could try to become a newsreader?**

5. a) **Work in a group of four. Use the plan in ex. 2b to write a short news item each. Help one another with editing the paragraph.**

b) **Practise reading the news items out loud.**

c) **Think of a name for your TV or radio company. Present your news bulletin to the whole group.**

LESSON 9. TEENS' POINT OF VIEW

Communicative area: summarising an article

Правообладатель Вышэйшая школа

1. a) Do you know what a tweet is?

b) Look at the cartoon. Explain the humour.



2. a) Listen to two teenagers talking. Can you guess what they are talking about?

b) Listen to their conversation translated into normal English. Can you say now what they are talking about?

c) Do teenagers have some kind of youth speak in your country? Can you give examples of words and phrases only teenagers use?

d) Do you think these British teenagers watch a lot of television, listen to the radio and read broadsheets? Do you think they use Twitter?

3. a) Read the article which created a sensation in Britain. Why do you think it shocked the public so much?

Teens Say "No Thanks" to Newspapers, Radio, and TV

European media analysts asked Matthew Robson, a 16-year-old intern (практикант) from a London school, to write a report on

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teenagers' media likes and dislikes, which made the *Financial Times'* front page. The article makes an interesting starting point for debate.

According to Robson's report (available thanks to the *Financial Times*), today's teens are not really interested in any "traditional" media. Television, radio and newspapers are becoming less and less popular.

Teenagers don't read newspapers. Why bother reading "pages and pages of text" when they could instead "watch the news summarised on the Internet or TV?" The only newspapers that are read are the cheaper tabloids.

They're *also* not interested in listening to the radio. *Although* they may occasionally tune in to some stations, they prefer online sites where they can download music.

What's more surprising, he says that his peers still watch TV, often tuning into a particular season of TV show or sporting event like football, but the group of "regular TV watchers" who tune into daily programmes is getting smaller. *Also*, teens watch less TV than ever before thanks to online services. When commercials come on, teens, unlike more patient older generations, simply change the channel.

You would think that teenagers would be adopting the latest new media crazes like Twitter. *Apparently*, that's not the case. *In fact*, Robson says teens see no point in using Twitter. They realise that no one is viewing their profile, so they see tweeting as a pointless activity, he adds.

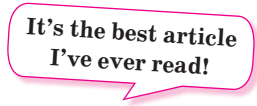
Twitter aside, most teens **are** into the Internet. They use Facebook for social networking, they search and research topics with Google, watch videos on YouTube, and download music from file-sharing sites. *Although* that last one is an illegal activity, Robson says it's still very popular since teens try to avoid paying for music.

Instead, money and time are devoted to cinema, concerts and video game consoles. Downloading films off the Internet is not popular as the films are usually bad quality and have to be

If you want to get a realistic picture of teenagers' media habits, you should read it.

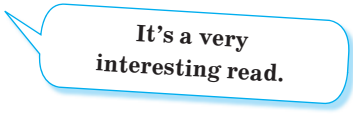
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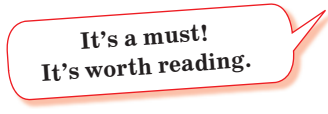
watched on a small computer screen and there is a risk of viruses, Robson said.



Although teens may be envious of modern smartphones with Internet data plans, they tend to not own these types of devices because they're too expensive. *Instead,* teens typically use their phones simply for talking and texting. *However,* they *do* use their phones for sharing music files with their friends. They do this using Bluetooth, since the service is free and most phones now support it.

Is this news so shocking? Today's teenagers have grown up surrounded by technology and the Internet, so naturally they're not going to be as interested in old media as the older generations are.





b) Find underlined words which mean

a) make your radio receive programmes from these stations;
b) wishing that you had something that another person has;
c) not useful;
d) an activity, object or idea that is very popular, usually for a short time;
e) a person who is the same age or has the same social position or the same abilities as other people in a group;
f) different from;
g) to make an effort or to take trouble to do something;
h) against the law.

c) What is the meaning of the words and phrases in italics? What do you think they are used for?

4. a) Mark the statements below true or false.

1. Matthew Robson is a reporter in the *Financial Times*.
2. Today's teens are interested in some traditional media.
3. Teenagers don't read newspapers because they get the news from the radio.

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4. Teens read tabloids.
5. Teenagers prefer tuning in to some stations to downloading music from the Internet.
6. Matthew's peers never watch TV.
7. Teens think that Twitter is a useful media craze.
8. Teenagers use the Internet for chatting with friends, browsing Google sites, watching videos and downloading music.
9. They spend their pocket money on cinema, concerts and video games.
10. Teens think that downloading films off the Internet is not a good idea.
11. Teenagers mostly use their phones for chatting and texting.
12. They share music files with their friends using Bluetooth.

b) Write a paragraph to summarise the article.

5. Did you like this article? Use some of the phrases in the speech bubbles to recommend it to a friend. Work in pairs. Continue and role-play your conversation.

– *What are you reading?*
– *It's an article in the Financial Times.*
– *What is it about?...*

6. Write a short summary of the article for your school newsletter. Use as many words and phrases in italics from the article as possible.

Project DEBATE ON MASS MEDIA

1 Prepare for a debate on teenagers' media preferences in your country.

Look through the article from ex. 3a in lesson 9 again. What questions do you think Matthew asked his peers for the survey? Make a list of the questions he asked and use it to interview your classmates for collecting statistics.

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2 Hold a debate on the most important mass media.

1. Work in four groups: print media, radio, television, Internet. Be ready to prove that your medium is the most important one.

- Brainstorm the main points of your speech. Think of facts to support your ideas.
- Choose a speaker for your group. The speaker should
  1) say what they are going to say;
  2) make three points about the motion, support each point with facts;
  3) say what they have said.

2. Vote in favour or against the speech.

The teacher chairs the debate. For the introduction the teacher states the motion and introduces the teams. The chair (teacher) invites the speakers to summarise their argument with one sentence each. Then students take a vote. The chair announces the results.

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UNIT 9

NEWS FROM BELARUS

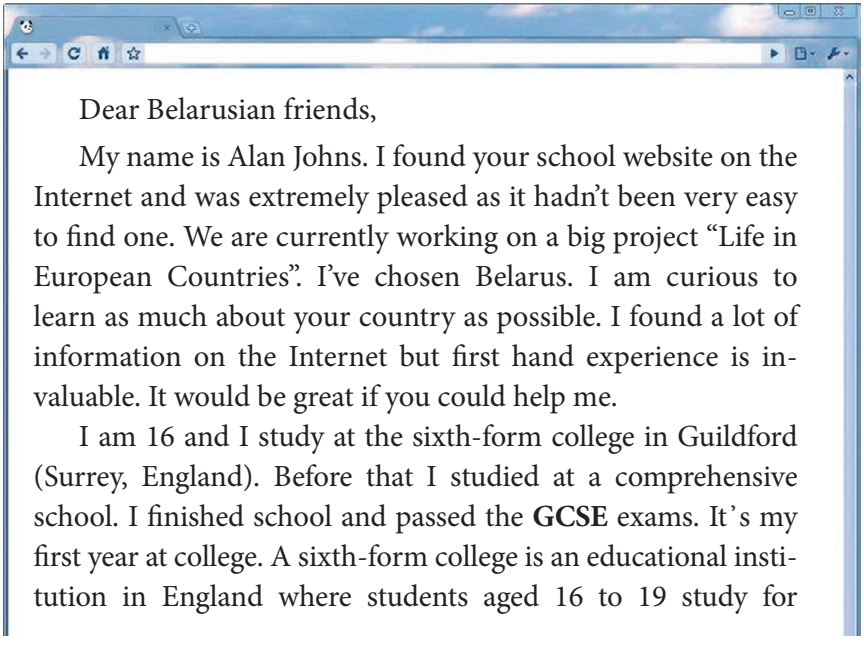
LESSON 1. EDUCATION IN BELARUS

Communicative area: speaking and writing about education in Belarus

Active vocabulary: vocabulary revision (unit 2)

1. a) Scan the text and say what Alan wants to know and what project he is currently working on.

b) Scan the text again and explain what the words in bold mean.



Dear Belarusian friends,

My name is Alan Johns. I found your school website on the Internet and was extremely pleased as it hadn't been very easy to find one. We are currently working on a big project "Life in European Countries". I've chosen Belarus. I am curious to learn as much about your country as possible. I found a lot of information on the Internet but first hand experience is invaluable. It would be great if you could help me.

I am 16 and I study at the sixth-form college in Guildford (Surrey, England). Before that I studied at a comprehensive school. I finished school and passed the **GCSE** exams. It's my first year at college. A sixth-form college is an educational institution in England where students aged 16 to 19 study for

Правообладатель Вышэйшая школа

advanced school-level qualifications, such as A-levels. University enrollment normally requires at least three **A-level** qualifications. I study Art and Design, Information and Communication Technology, Mathematics and Russian. In England education is compulsory until the end of year 11, or till you turn 16. Post-16 education can take a number of forms: either academic or vocational.

Students at sixth-form college typically study for two years and **sit** A-level **examinations** at the end of the second year.

Please tell me something about your education system and whatever else you find important to say about your education.

Hope to hear from you soon.

Best regards,

Alan.



2. a) Think what you could write Alan and make a list of important facts.

b) Compare your list with your partner's. Discuss what information is important to include into your reply.

3. Read the text and discuss with your partner what information you would like to include to make the text more informative.

Dear Alan,

It was so nice to get your message and find out that young people in Britain are interested in Belarus. We are happy to answer all your questions and help you with the project. Writing in

Правообладатель Вышэйшая школа

English will also help us improve our command of the language which is very good because a new oral exam has been introduced and we are all eager to pass it well.

***Education in Belarus** is free at all levels except higher education. Though a big number of students who have performed well at the school-leaving and entrance exams, study for free.*

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

*Most children in Belarus start school at 6. All pupils follow the **basic education curriculum up to the age of 15** and after that decide to either continue school education at school or start vocational training.*

We have chosen to complete our education at 17 which gives us a good chance to enter a university. Those who choose professional training have equal chances to enter a university if they wish.

*There are two **official languages** within the education system – Belarusian and Russian.*

Belarus has one of the highest student-to-population ratios in Europe because our universities offer high quality education and affordable prices.

*Most **courses run for 4–5 years** and students can choose to study full time or by correspondence.*

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

All higher education establishments are governed by the Ministry of Education in Belarus. There are more than 50 of them in Belarus.

We hope that this information is sufficient. If not, we will provide you with more details. Feel free to ask us whatever you want to know. We are very happy to write about the country we love.

With best wishes,
Nastia, Dasha, Vlad and Anton

Правообладатель Вышэйшая школа

4. a) Choose a format in which you will write about the education system of Belarus: official information of the Ministry of Education, web-site of your school, informal letter to a friend.

b) Write down an outline of the chosen type of text.

c) Write the text.

LESSON 2. MY BELARUS

Communicative area: listening for information

Active vocabulary: vocabulary revision

Active grammar: revision

1. Discuss with your partner.

1. What attracts you when you visit new places? (nature, architecture, people...)
2. What in your opinion attracts people to Belarus? Range in order of priority (people, nature, culture, food, sport...)
3. Do you still remember the first impression you had when you visited a new place?
4. What impressions might people have when they come to Belarus for the first time?

2. a) Listen to the story of an Indian Yoga teacher and businessman and answer the following questions.

1. What is his name? 2. Why did he come to Belarus? 3. When did he come to Belarus?



Правообладатель Вышэйшая школа

b) Listen again and say whether these statements are true or false.

1. Bihash Nahar came to Minsk 26 years ago.
2. He finds Belarus very cosy and welcoming.
3. Belarusians and Indians are very different.
4. Bihash Nahar is married to an Indian woman and has two sons.
5. He loves Minsk and other towns of Belarus.
6. He has never been to Slavianski Bazar.
7. He loves the circus most of all.
8. Bihash Nahar is a citizen of Belarus.

3. Read the following sentences from the text. Find the words in bold and say what grammar rules we are going to analyse. Explain the rules and give more examples.

1. At the age of 13 I finished school with flying **colours.**
2. As a student I was quite good at chess and very often I took part in various **competitions** where I met a lot of nice young **people** from the USSR.
3. We made **friends** and thus I got interested in the Russian language and culture.
4. My first **impressions** of the city were unbelievable!
5. I had never expected it to be so bitterly cold – about 30 **degrees** below zero!
6. In fact, the **Belarusians** and **Indians** are very similar. Both the **nations** take pride in their history, deeply respect their parents and their Motherland.
7. My wife is Belarusian and my children were born here.
8. I sell Indian **goods** and in the evenings I teach yoga.
9. I'm proud to have 65-year-old **ladies** in my Yoga club.
10. My wife and I often cook national Belarusian and Indian **dishes.**

4. a) Think of at least three things you love about Belarus. Write them down, compare with your partner and then with the rest of the class. Use your ideas to make an outline for the essay "Why I Love Belarus".

Правообладатель Вышэйшая школа

b) Discuss with your partner what you can say to describe each outline item. Share your ideas with another pair.

5. Write an essay "Why I Love Belarus".

LESSON 3. EXHIBITIONS

Communicative area: speaking and writing about visiting exhibitions

Active grammar: plural of nouns

1. a) Read the poem and fill in the gaps with the following plural of nouns.

oxen, boxes, mice, geese, houses, men, feet, cows, teeth

The English Lesson

We'll begin with box, and the plural is ... ,
But the plural of ox should be ... , not oxes.

Then one fowl is goose, but two are called ... ,
Yet the plural of moose should never be meese.

You may find a lone mouse or a whole lot of ... ,
Yet the plural of house is ... , not hice.

If the plural of man is always called ... ,
Why shouldn't the plural of pan be called pen?

The cow in the plural may be ... or kine,[1]
But the plural of vow is vows, not vine.

And I speak of a foot, and you show me your ... ,
But I give a boot... would a pair be beet?

If one is a tooth, and a whole set is ... ,
Why shouldn't the plural of booth be beeth?

If the singular is this, and the plural is these,
Why shouldn't the plural of kiss be named kese?

Then one may be that, and three may be those,
Yet the plural of hat would never be hose.

Правообладатель Вышэйшая школа

We speak of a brother, and also of brethren,
But though we say mother, we never say methren.

The masculine pronouns are he, his and him,
But imagine the feminine she, shis, and shim.

So our English, I think you will agree,
Is the craziest language you ever did see.

[1] an archaic word for *cows* or *cattle*

b) Listen to the recording and check your guesses.

2. a) Talk to your partner and answer the questions.

1. Do you often visit exhibitions? 2. What kind of exhibitions do you prefer? (art, books, animals...) 3. Do you read exhibition reviews in the press or on the Internet?

b) Read the article about Minsk International Book Fair and say:

1. What country did Theresa Suslov represent at the Minsk International Book Fair?
2. What American writers were chosen to represent the country and why?
3. Have you read any of these books?

3. a) Read the text again and analyse the words in bold. Talk to your partner and recollect what you remember about plural forms of nouns. Use the examples from the text and any additional examples if necessary.

Annual Minsk International Book Fair

By Theresa Suslov

For many years, the city of Minsk has held an international book fair. This event allows **people** in Minsk and surrounding **areas** to browse and purchase **books**, mingle with like-minded people, listen to poetry read by both Belarusian **poets** and those from abroad, and finally,

Правообладатель Вышэйшая школа

meet with people from all around the world and learn about their cultures.

The book fair was held inside the large BelExpo exhibition hall. Inside were over one hundred **booths** which housed **representatives** exhibiting and discussing literature from their native countries. Some of the larger booths were occupied by representatives from France, Iran, Russia , Germany and of course, Belarus. Other countries represented at the fair were Cuba, Poland, Italy, India and many more.

I was honoured to have been asked to help represent the United **States** of America at the book fair. The theme and title of our exhibit was, 'The Eighty-Eight **Books** That Shaped America'. These eighty-eight books were chosen by the Library of Congress as having been influential in the shaping of American identity.

Books at this exhibit spanned two **centuries**, offering literature from the birth of the nation through present day. The books chosen and exhibited were a combination of fiction and non-fiction. Some **examples** of the fiction represented were books by Mark Twain, such as 'Huckleberry Finn', John Steinbeck who wrote 'The Grapes of Wrath', and Zora Neale Hurston, author of 'Their **Eyes** Were Watching God'.

The fiction transported readers to various **times** in the history of the United States. John Steinbeck wrote of the Depression Years of the 1930s. Ms. Zora Neale Hurston also lived and wrote during this time, an era dubbed the Harlem Renaissance when black writers and artists in the United States were becoming recognised for their phenomenal **talents**.



Правообладатель Вышэйшая школа



Non-fiction books allowed **readers** a window into many of the nation's social issues and civil movements. For example, there was the writing of Frederick Douglass, a former slave who had taught himself to read and write. He wrote a moving chronicle of the daily horrendous struggles of those caught in the web of slavery.

Other non-fiction works touched on timeless **themes** such as **ways** to effectively manage money, women's health and ways to combat alcoholism.

The book fair provided several wonderful days for book **lovers** to experience the world in one convenient place.

b) Read the rules on pages 284–287 and check your ideas.

4. Read the text and fill in the blanks with plural form of the nouns.

Last Sunday we went to Marc Chagall's exhibition in the National Art Museum in Minsk. My mum took her two ... (1) **(nephew)**, my ... (2) **(cousin)** with us. The trip was great fun! It took three ... (3) **(hour)**. There were many ... (4) **(person)** on the train – ... (5–7) **(man, woman, child)** and even two ... (8) **(baby)**. As we discovered later two more ... (9) **(family)** had planned similar ... (10) **(trip)** as we met them in the museum.

The weather outside was beautiful! We clung to the window and were watching ... (11) **(house)** with different ... (12) **(roof)** and ... (13) **(tree)** with ... (14) **(leaf)** changing their colour to yellow and red. We saw ... (15–17) **(stork, goose, and duck)**. We even saw ... (18) **(deer)**!

At last we arrived in Minsk. I like the two tall ... (19) **(tower)** which welcome visitors arriving in Minsk by the railway.

At the museum we learned a lot of new things about Chagall. He was not only one of the best ... (20) **(painter)** of his time, he was also a printmaker, an illustrator and a poet.

The exhibition "Marc Chagall: Life and Love" presented the artist's book ... (21) **(illustration)**. It showed a close bond

Правообладатель Вышэйшая школа

between his art and the ... (22) **(book)** illustrated by him. He illustrated his childhood ... (23) **(memoir)** in the autobiographic book *My Life* and ... (24) **(people)** from Vitebsk would immediately recognise the town. His illustrations to Gogol's *Dead* ... (25) **(*Soul*)** and La Fontaine's ... (26) **(*Fable*)** show remarkable unique variety of ... (27) **(character)**, wonderful colour ... (28) **(idea)** and expression of ... (29) **(design)**. I was surprised that he had also illustrated the Bible. He did not only show the deep knowledge of the subject but also his own interpretation of the traditional characters.

The Noun. Plural Forms.

LESSON 4. MASS MEDIA IN BELARUS

Communicative area: speaking about mass media in Belarus

1. Do the questionnaire below. Compare your answers with your partner.

1. Do you usually follow the news either in press or on the Internet?
2. Do you read newspapers and magazines? If yes, what is your favourite newspaper? What is your favourite magazine?
3. Do you watch TV programmes? If yes, what is your favourite?

2. a) Guess:

- how many newspapers there are in Belarus
- how many magazines there are in Belarus
- how many of them are private
- what languages they are published in



Правообладатель Вышэйшая школа

b) **Listen to a part of the interview and check your guesses.**

c) **Complete the following sentences:**

1. ... newspapers and ... magazines are published in Belarus.
2. Printed press is available not only in Belarusian and Russian but also in ... , ... , ... and ... .
3. The most influential newspapers include ... and the ... .

3. a) **Read the text and answer the questions.**

1. How many news agencies operate in Belarus?
2. What is the biggest news agency in the country?
3. What are the major TV channels?
4. When was the first Belarus international satellite TV channel launched?
5. Who is Belarus TV 24 channel available to?

Mass Media in Belarus

Nine news agencies, including seven private ones, operate in Belarus.

The biggest news agency is BelTA that has a correspondent network in all the regions of the country.

Russia's ITAR-TASS and Prime-TASS news agencies have their offices in Minsk. The leading world news agencies Reuters and Associated Press also work in Belarus.

In 2018, there were 176 radio broadcast stations and 103 television broadcast stations in Belarus. 27 radio stations and 59 TV stations were private.

The majority of public radio stations are run by the local authorities.

There are 30 FM radio stations in Belarus, including Radius FM, Radio Unistar (Belarusian-German media project), Europe Plus and others.

The target audience of Belarus radio station are foreigners interested in local events. The radio station airs (broadcasts) programmes not only in Belarusian and Russian, but also in English, German, Polish, French and Spanish.

There are 5 national TV channels in Belarus: Belarus 1, Belarus 2 (targeting youth audience), Belarus 3 (social and cul-

Правообладатель Вышэйшая школа

tural), Belarus 5 (sport), National Television (ONT), Capital city television (STV). The new regional TV channel Belarus 4 provides the platform for all the regions of the country. The first Belarus' international satellite TV channel, Belarus 24, began broadcasting in 2005 (Belarus TV). Today it broadcasts for 270,000,000 viewers in 100 countries. The main TV content is news and analysis of the major events in the country and the world, high-quality films, and programmes on Belarus: the unique history and culture of the country, its main attractions and tourist destinations, Belarusian cuisine, famous people etc. The channel is available to viewers in Europe, Middle East, Central Asia, Africa and North America.

Around 200 international channels, including Euronews, BBC, Eurosport are broadcast via cable TV.

Today Digital TV is available everywhere in Belarus.

Mass Media Legislation in Belarus

The Constitution of the Republic of Belarus guarantees the freedom of thought, belief and expression and prohibits the monopolisation of the media and censorship.

The Law "On Mass Media" formalises the basic principles of mass media's activity: accuracy, equality, respect for human rights and freedoms, diversity of views; protection of morals; observance of the norms of journalist's professional ethics.

The law is the basis for introducing the elements of self-regulation in the media field in Belarus. To this end, the Public Coordination Council on the Media was set up. It consists of representatives of mass media, journalism organisations and experts.

b) Make a short summary of the text. Add the information of the interview you listened to at the beginning of the lesson. Compare your short summary with your partner.

4. Write about mass media in Belarus. Use the facts from the text and also your personal experience.

Правообладатель Вышэйшая школа

LESSON 5. WHAT DO YOU LIKE WATCHING?

Communicative area: speaking about favourite programmes, giving advice

1. Discuss with your partner: How do you usually get your news (newspapers, TV, specific website)? Why?

2. a) Answer the questions.

1. Do you often watch TV?
2. Which programmes do you prefer (news, talk shows, reality shows, animal and wildlife programmes, game shows, films, soaps, sitcoms, DIY programmes, music programmes...)

b) Listen to the dialogue and say what programmes Nastia watches and enjoys watching.

c) Make a list of your most and least favourite TV programmes. Compare it with your partner. Choose the ones you both mentioned. Discuss why you like / don't like these programmes.

d) Choose one programme that is different from your partner's. Recommend him or her to watch (not to watch) it.

You should watch...,
Why don't you watch...,
If I were you, I'd...,
You'd better...,
You'd be crazy (not) to...
I'd certainly recommend you watching...,
You must watch...,
Try watching...

OR: *If I were you I wouldn't.....,*
You'd better not ...,
On no account should you...

Правообладатель Вышэйшая школа

3. Write an e-mail to a friend describing a TV programme and recommending to watch it.

LESSON 6. HOUSES

Communicative area: speaking about different types of houses in Belarus

1. Answer the questions.

1. What type of house do you live in?
2. What other types of houses can you find in the neighbouring area?
3. Do you think it is more comfortable to live in a block of flats or a detached house?

2. a) Read the text and answer the questions: What kind of house does Thomas Warner live in? What houses does he like most and why?

b) Read the text again and say what unexpected problems Thomas has because he is not accustomed to living in a block of flats.

My Worthless Opinions About Housing in Belarus

By Thomas Warner

I arrived in Belarus at the end of August, and have since learned many things about the place and its people. I have discovered these truths by exploring the city and by interacting with its inhabitants. But like you, dear reader, I must sometimes return home to rest. So I get on the bus, travel a few stops and at the appropriate moment I get off and walk the short distance to my front door. Perhaps also like you, I live in what is referred to as a 'block'. My particular block has nine floors and twelve separate entrances. It (probably) contains hundreds of individual flats, which are (probably) all very similar to the one that I live in. There are two bedrooms, a hall, a bathroom and a kitchen. It is a comfortable and cosy arrangement, and serves

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my purposes very well. As a result of the concentration of people and of the lessons learnt over centuries of Belarusian winters, the flat is always very warm – to the extent that I often choose to sleep with the window open, even when the outside temperature seems intimidating (to my English eyes, at least).

As I live on the 8th floor, it is necessary for me to use the lift when I leave or return to my flat. For me this is rather novel, as indeed is the experience of living in a flat more generally. Before coming to Minsk, I had lived almost exclusively in houses and used lifts very infrequently. For this reason, I sometimes worry that I am not following the proper lift etiquette on those occasions when I have to share the journey with a stranger. The questions; "Should I start a conversation?" "What should I be looking at?" and "Am I standing too close?" dance around my mind as me and my new companion stand awkwardly in our little box.

From my observations, it seems that most Minskers live in a similar style of accommodation to mine. All over the city there are blocks; tall ones, short ones, pink ones, green ones, ones in strange shapes, blocks that look like they were finished yesterday and ones that look ancient. And so much construction! In every direction, Minsk seems to be expanding. I'm told that certain parts of the city, ones with higher concentrations of blocks, are known as 'sleeping areas', though it seems to me like a curious term for these places. I believe that the expression is something similar to a commuter suburb in English, but referring to them as 'sleeping areas' seems to relegate the importance of some of the pleasant things in life, like taking one's children to school or eating some delicious kasha for breakfast.



Правообладатель Вышэйшая школа

Perhaps it is a reflection of the planned nature of Minsk, that there are specific working and sleeping areas.

There are areas of Minsk however, which are not 'planned' in that sense. I am referring to the charming, colourful little houses which can be found clustered in small groups all around the city. I have been told by friends that these houses are rather more attractive from the outside, than they are from the inside. They have antiquated heating systems, are difficult to maintain and are even more difficult to sell at a profit. Nonetheless, I feel a great sense of comfort on those occasions that I find myself walking through a patch of these delightful old relics. Blocks may be necessary to fulfil the city's housing shortage, and they're certainly more economical – but the sight of smoking chimneys on an old cottage surely does more to warm the heart on a cold winter's morning. Well, reader, it's time for me to stop telling you about housing in your own country, but I do hope I haven't bored or annoyed you with anything I've written. If for some reason you are annoyed, you already have some clues about where I live – I shall expect a visit! It's not a bad area of the city, there's a big Rublyovski and there are beautiful, icicled old houses sitting harmoniously next to the apartment blocks. I sincerely hope that even in the future, when the city is covered in these blocks, that there are still some areas where people can see real houses and can feel as jolly as I do when I'm strolling past a row of them on a lazy Sunday afternoon.

c) Talk to your partner. One of you is Thomas. Argue that blocks of flats are not only necessary in big cities but also comfortable to live in. Find at least three reasons.

3. a) Look at the pictures and guess the meaning of the following words: *cobblestoned*, *slanted ceiling*, *enclosed porch*.







Правообладатель Вышэйшая школа

b) Listen to the text and arrange the pictures in order of appearance.

c) Say which plan corresponds to the text.

A



B



d) Describe the rooms in Theresa's apartment as close to the text as possible. Use the plan.

4. Compare your accommodation with either Thomas's or Theresa's. Find both similarities and differences.

Правообладатель Вышэйшая школа

5. Write about your accommodation stressing typical features and showing what makes it different from other houses or apartments.

> **Flat:** British – a set of rooms for living in, usually on one floor of a large building;
> American word is **apartment**.

LESSON 7. WE CAN MAKE A BETTER WORLD

Communicative area: speaking and writing about social activism

Active vocabulary: lend a hand

1. a) Listen to the poem and follow in the book.

Sometimes just a smile on your face
Can help to make this world a better place.
Stand up for the things that are right.
Try to talk things out instead of fight.
Lend a hand when you can, get involved this is good.
You can help to make a difference in your neighborhood.

Robert Alan Silverstein,
American writer, artist, social activist

b) Discuss with your partner how this poem is related to the title of the lesson. How do you understand 'lend a hand' 'get involved', 'talk things out'?

c) Work in pairs. Answer the questions.

1. Are you an active person? If your answer is 'yes', what kind of activities do you prefer? If your answer is 'no', what do you usually do in your free time?
2. Have you ever been involved in social work (helping the elderly, protecting nature...) ?

Правообладатель Вышэйшая школа

2. a) Read the text and say which projects all these young people have been involved in.

Going to school, socialising, and managing music playlists just isn't enough for some young people. In addition to their already busy schedules these people decided to make activism the top priority on their "to do" lists. They want their voices heard in community. They get involved into educating people, social work, research, nature protection, give their helping hand to those who need help in hope to make the world better. Here are several true stories which show how much one can do irrespective of age.



Sophia, age 17, California.

Sophia created the Seedling Project, a farm-to-school initiative at her school that is built around an edible garden. The garden provides vegetables for her school cafeteria and teaches students and Los Angeles community about agriculture, and sustainability.

She created an online forum where people across the country can share school-based gardening and nutrition projects. Sophia and her team plant vegetables four times each year, and continually harvest produce for the school's cafeteria. She has organised a cooking class for students.



Jackson, age 14, Hawaii.

Jackson founded Dream of a Better World, a non-profit group that has raised over $105,000 to help children in need around the world, including 57 children living at an orphanage in Uganda. The funds have allowed the orphanage to realise its longstanding dream of building a permanent home for the children. The funds have also purchased a van that is used to transport the children to and from school and doctors' appointments.

Правообладатель Вышэйшая школа



Zachary, age 16, New Jersey.

Zach co-founded SNAP, Special Needs Athletic and Awareness Programmes, a non-profit organisation designed to improve the athletic and social abilities of special needs children through sports clinics and educational programmes, while also raising awareness in the community.

SNAP provides free or low-cost programmes five days a week for over 150 special needs families, giving children the chance to play basketball, soccer, and baseball, as well as participate in swimming, music and art. Over the past six years, Zach has raised more than $70,000 for the programmes and has inspired over 450 middle- and high-school students to volunteer for it.



Darius Weems, age 15.

Muscular Dystrophy (DMD) is an illness that Darius Weems has lived with since he was five years old. Diagnosed as a young kid after losing his brother to the same illness, Weems is determined to raise awareness and help fund research for a cure. In 2006, family friend Logan Smalley filmed the documentary "Darius Goes West: The Roll of His Life". The documentary was a tremendous success and sales of the DVD have raised over $1.5 million for DMD research. Weems constantly tries to motivate and inspire young people through educational programmes. As a rapper, Weems released his first album "My Life in This Chair" late 2012 and continues to speak to young audiences across the country.

Правообладатель Вышэйшая школа



Ashley Funk, age 17, Pennsylvania. Ashley is the founder of Pollution Patrol, a volunteer at the local care home and she loves to sing with her friends around campfires. Ashley is asking our leaders to recognise that environmental destruction is the destruction of human health and in turn realise that we have the potential for change. Ashley has done extensive research in preparation for a career as an environmental engineer and is convinced that there are technologies to improve ecology. She willingly shares her findings with other young people and adults.

b) Read the text again and say which story impressed you most and why.

c) Discuss with your partner which project seems to be most appealing to you and what you can do to start a similar project in your area.

3. a) Listen to Ashley Funk speaking about her work and say what her goal is and what she has done to speed up positive changes.

b) Listen again and say what her clean-up crew is involved in.

c) Recollect your experience in making the neighbourhood cleaner. Did you do it voluntarily or did somebody ask you? Discuss with your partner.

4. Decide what useful public activity you would like to be engaged in. Walk around the class, talk to your group mates and find students who are interested in a similar activity. Form pairs or groups according to your interests and discuss why this activity is important and what you can do to implement it.

5. Write a paragraph on why young people should actively participate in community life.

Правообладатель Вышэйшая школа

LESSON 8. REPUBLIC OF BELARUS

Communicative area: writing about Belarus

1. Look at the map of Europe. Speak about the geographical position of Belarus.



2. a) Do a quiz on Belarus. Complete the table.

Official name	
Total land area of Belarus	
Population	
Capital city and its population	

Правообладатель Вышэйшая школа

Population living in cities	... per cent
Regional centres and population	
National holidays	
Main business partners	
Main industries	metallurgical, ..., ... and ..., machine-tool constructing and ..., ..., ..., electrotechnical, ..., optics-mechanical industry; and ..., chemical and petrochemical, ..., ...
Agriculture	..., ..., ..., sugar beet, flax, ...
Natural resources	wood, peat, small oil and natural gas fields, granite, dolomite, limestone, clay, sand
Number of people in employment	... million (2019)
Internet users	... mln

b) **Listen to the information. Check your answers.**

c) **In pairs, discuss what information you would like to include into you text about Belarus. Remember to include the information from the map.**

d) **Write a text about Belarus. It may be either a short newspaper article or an e-mail to Alan.**

Правообладатель Вышэйшая школа

Project SCHOOL WEBSITE

1 Write a page about Belarus for your school website.

a) Split into pairs or groups of three. Choose one of the following topics and write a paragraph about:
- General facts about Belarus
- People of Belarus
- Famous people of Belarus
- Mass media in Belarus
- Education in Belarus
- Arts in Belarus

b) Decide what photos or pictures you would like to add to your text.

c) Decide who is going
- to present your project
- to answer the questions of the class

2 Present your project.

Правообладатель Вышэйшая школа

GRAMMAR REFERENCE

UNIT 1: Present Continuous Passive – Настоящее продолженное время в страдательном (пассивном) залоге

Залог – это форма глагола, которая показывает, является ли подлежащее в предложении производителем или объектом действия, выраженного сказуемым. В английском языке имеется два залога: **the Active Voice** (действительный залог) и **the Passive Voice** (страдательный залог).

Страдательный залог употребляется, когда исполнитель действия очевиден или несуществен либо когда действие или его результат более интересны, чем исполнитель. Страдательный залог образуется с помощью глагола **to be** в соответствующем времени и III формы основного глагола (причастие прошедшего времени).

Present Continuous Passive образуется с помощью глагола **to be** в Present Continuous и III формы основного глагола.

Сравните:

Active	Passive
They **are discussing** the problem now. – Они обсуждают эту проблему сейчас.	The problem **is being discussed** now. – Проблема обсуждается сейчас.
He **is repairing** the bike. – Он ремонтирует мотоцикл.	The bike **is being repaired** now. – Мотоцикл ремонтируется.

Questions for ex. 5, Lesson 5, Unit 1

1. О чем эти предложения: о прошлом, настоящем или будущем?
2. Они об обычном действии или о процессе?
3. Какие слова подсказывают употребление Present Continuous?

Правообладатель Вышэйшая школа

4. Как называются эти грамматические формы: Present Continuous Active или Present Continuous Passive?
5. Какие формы в активном залоге и какие – в пассивном?
6. Как образуется Present Continuous Passive?

UNITS 1, 8, 9: Plural of Nouns – Множественное число существительных

Исчисляемые существительные в английском языке имеют два числа – единственное и множественное.

Множественное число образуется с помощью окончания **-s**:

suggestion – suggestion**s** (предложение – предложения)
umbrella – umbrella**s** (зонт – зонтики)

I. В существительных, которые оканчиваются на **-o**, **-ch**, **-s**, **-ss**, **-sh**, **-x**, добавляется **-es**:

box – box**es** (коробка – коробки)
bush – bush**es** (куст – кусты)

Иностранные слова и аббревиатуры, которые оканчиваются на **-o**, образуют множественное число путем добавления окончания **-s**:

piano – piano**s**
kilo – kilo**s**

II. У существительных, оканчивающихся на **-f**, **-fe**, во множественном числе **f** меняется на **v** и добавляется окончание **-es**:

leaf – leav**es** (лист – листья)
knife – kniv**es** (нож – ножи)
thief – thiev**es** (вор – воры)
wife – wiv**es** (жена – жены)

К существительным, оканчивающимся на **-oof**, **-ief**, **-ff**, **-rf**, во множественном числе чаще всего просто добавляется окончание **-s**:

roof – roof**s** (крыша – крыши)
chief – chief**s** (руководитель – руководители)
cliff – cliff**s** (утес – утесы)
scarf – scarf**s** (шарф – шарфы)

Правообладатель Вышэйшая школа

III. Если существительные оканчиваются на **-y** с согласным перед ней, то во множественном числе **-y** меняется на **-i** и добавляется окончание **-es**:

count**ry** – count**ries** (страна – страны), но: boy – boy**s**.

IV. В составных существительных обычно основное слово получает окончание **-s**:

sister-in-law – sister**s**-in-law (невестка – невестки)

Если ни один из элементов не является существительным, окончание добавляется к последнему слову:

merry-go-round – merry-go-round**s** (карусель – карусели)

V. Особые формы множественного числа:

а) foot – feet (ступня – ступни); goose – geese (гусь – гуси); louse – lice (вошь – вши); mouse – mice (мышь – мыши); man – men (мужчина – мужчины); woman – women [ˈwɪmən] (женщина – женщины); person – people (человек – люди) (но: people – народ, нация; peoples – народы, нации); child – children (ребенок – дети); tooth – teeth (зуб – зубы); ox – oxen (бык – быки).

б) Существительные, заимствованные из греческого и латинского языков, сохраняют форму множественного числа, которую они имели в этих языках, и подлежат запоминанию: medium – media (средство – средства), crisis – crises (кризис – кризисы), datum – data (элемент данных – данные), phenomenon – phenomena (феномен – феномены) и т.д.

в) Если первая часть составного существительного содержит слова *man*, *woman*, то обе части ставятся во множественном числе: man driver – men drivers (водитель – водители).

VI. Исчисляемые и неисчисляемые существительные:

а) Исчисляемые существительные можно сосчитать: six jobs (шесть работ), many suggestions (много предложений). Неисчисляемые существительные не образуют множественного числа. Как и в русском языке, слова «музыка», «кровь», «вода», «золото» (*music, blood, water, gold*) не употребляются во множественном числе. Хотя, так же как и в русском языке, в зависимости от контекста возможны

Правообладатель Вышэйшая школа

варианты: воды Атлантики – waters of Atlantic, смешение кровей – bloods mixing.

б) Отдельные существительные могут быть и исчисляемыми, и неисчисляемыми. Это определяется из контекста:

I bought a paper. – Я купил газету. (Газета – исчисляемое существительное.)

I bought some paper. – Я купил бумагу. (Бумага – неисчисляемое существительное, это «материал», который вы сосчитать не можете, ее можно сосчитать только в листах, рулонах и т.д.).

в) Следующие существительные имеют одну и ту же форму единственного и множественного числа: fish (рыба – рыбы (но: fishes – виды рыб), deer (олень – олени), sheep (овца – овцы), fruit (фрукт – фрукты (но: fruits – виды фруктов)) и др.

г) Следующие существительные употребляются только во множественном числе: clothes – одежда, police – полиция, cattle – скот, pyjamas – пижама, trousers – брюки, glasses, spectacles – очки, scissors – ножницы, goods – товары (часто переводится на русский язык в единственном числе – товар), holidays – каникулы (есть и единственное число – holiday (праздник), customs – таможня, jeans – джинсы, tights – колготки, shorts – шорты и др.

д) Следующие существительные употребляются только в единственном числе: advice – совет, furniture – мебель, hair – волосы, information – информация, knowledge – знание, money – деньги (в русском языке только во множественном числе), trouble – проблема.

е) Есть еще несколько слов, которые, несмотря на конечную **-s**, употребляются в единственном числе: physics, mathematics, optics, phonetics, politics и им подобные.

Слово **news** (новости) имеет форму множественного числа (*plural*), но в предложении употребляется со значением единственного (*singular*). На русский язык переводится по смыслу множественным или единственным числом:

This was news to me. – Это было новостью для меня.

What's the news? – Что новенького? (или: Какие новости?)

Правообладатель Вышэйшая школа

Существует еще несколько подобных слов, у которых единственное число не отличается от множественного (хотя в зависимости от контекста тоже возможны варианты):

means = средство – средства

barracks = казарма – казармы (но: barrack – барак)

crossroads = перекресток – перекрестки (но иногда мы попадаем и на *crossroad*)

headquarters = штаб – штабы

series = серия – серии

species = вид, разновидность – виды, разновидности

works = завод, фабрика – заводы, фабрики

UNIT 2: Conditionals – Сложноподчиненные предложения с придаточными условия

Условными предложениями называются сложноподчиненные предложения, в которых в придаточном предложении выражено **условие,** а в главном предложении – **следствие,** выражающее результат этого условия. И условие, и следствие могут относиться к настоящему, прошедшему и будущему. Придаточные условные предложения чаще всего вводятся союзом **if** (*если*). Кроме союза **if** в различных ситуациях могут использоваться также союзы **in case** (*в случае*), **provided** (*при условии*), **suppose** (*предположим*), **on condition** (*при условии*) и др.

В отличие от русского языка запятая в сложноподчиненном предложении ставится только в случае, если придаточное предложение находится перед главным.

Условные предложения делятся **на четыре типа** в зависимости от того, какую степень вероятности они выражают. Употребление того или иного типа условного предложения зависит от отношения говорящего к передаваемым им фактам.

I. Conditional O. Этот тип предложений описывает универсальные ситуации, в которых выполнение условия из придаточного предложения **неизбежно** повлечет за собой результат, указанный в главном предложении. Самые простые примеры этого типа условных предложений – явления

Правообладатель Вышэйшая школа

природы и законы физики. Такие предложения описывают также привычные, повторяющиеся действия. Здесь в обеих частях предложения используется **настоящее время** или (если речь идет о прошлом) **прошедшее время.**

If + Present Simple, Present Simple / If + Past Simple, Past Simple

If you **heat** ice, it **melts.** – Если нагревать лед, он тает.

When it **rains**, the streets **are** wet. – Если идет дождь, улицы мокрые.

He usually **rides** a bicycle to a shop ***if*** he **has** enough time. – Он обычно едет в магазин на велосипеде, если у него достаточно времени.

If my parents **gave** me some pocket money when I was a child, I **spent** it on ice cream. – Если мои родители давали мне карманные деньги, когда я был маленьким, я тратил их на мороженое.

II. Conditional I. Этот тип предложений описывает реальные ситуации, выражающие **полную возможность** осуществления условия в придаточном предложении, относящиеся к настоящему и будущему времени и передающиеся формами изъявительного наклонения. Особенностью этого типа условных предложений является тот факт, что **простое будущее время (Future Simple)** или его эквиваленты употребляются лишь в главном предложении. В придаточном предложении после указанных союзов используется только **настоящее время**. Сказуемые в обеих частях предложения переводятся на русский язык формами будущего времени.

If + Present Simple (Continuous), Future Simple

If you **see** him dancing, you **will be impressed** by his talent. – Если вы увидите, как он танцует, на вас большое впечатление произведет его талант.

When this museum **is** open, we **will go** for an excursion there. – Когда музей откроется, мы пойдем туда на экскурсию.

Правообладатель Вышэйшая школа

If I **have** a lot of money, I **will buy** a car. – Если у меня будет много денег, я куплю машину.

III. Conditional II. Условные предложения этого типа выражают **нереальность** или **малую вероятность** осуществления условия, относящегося к **настоящему** или **будущему времени.** Говорящий употребляет такое предложение тогда, когда хочет сообщить, что необходимые условия для выполнения чего-либо практически отсутствуют, очень малы, а иногда вообще нереальны и противоречат действительности. На русский язык переводятся сослагательным наклонением (формой прошедшего времени с частицей ***бы***).

Для того чтобы образовать такой тип условного предложения, необходимо в придаточном предложении употребить глагол в форме **простого** или **длительного прошедшего времени (Past Indefinite** или **Past Continuous)**, а в главном предложении создать сложную форму сослагательного наклонения из глаголов **should** или **would** и простого инфинитива глагола без **to**. Если же в придаточном предложении употребляется глагол **to be**, то его формой сослагательного наклонения будет **were** для всех лиц. Помимо глаголов **should** или **would** можно употреблять модальные глаголы **could** или **might**.

If I **were** you, I **would discuss** it with your parents. – Если бы я был на твоем месте, я бы обсудил это с твоими родителями.

If I **had** a lot of money, I **would go** travelling. – Если бы у меня было много денег, я бы отправился путешествовать.

I **would do** it if I **had** the time. – Я бы сделал это (сейчас), если бы у меня было время.

If + Past Simple / Continuous,
should / would + Simple Infinitive

IV. Conditional III. Условные предложения этого типа выражают **абсолютно нереальные** условия, так как в них речь идет о событиях, которые уже произошли или не произошли **в прошлом**. Говорящий употребляет эту модель тогда, когда хочет сообщить об **упущенной возможности.**

Правообладатель Вышэйшая школа

Действие главного предложения также относится к прошлому. На русский язык переводятся сослагательным наклонением (формой прошедшего времени с частицей ***бы***).

В главных предложениях употребляются глаголы **should** или **would** (модальные глаголы **could** или **might**) с перфектным инфинитивом без **to** и глагол в форме **прошедшего совершенного времени (Past Perfect)** в придаточном предложении.

If + Past Perfect, would + Perfect Infinitive

If I **had had** time, I **would have finished** reading the novel. – Если бы у меня (тогда) было время, то я бы уже закончил читать роман.

I **would have done** it if I **had had** the time. – Я бы сделал это (тогда), если бы у меня было время.

If he **had arrived** on time, he **would have heard** the news. – Если бы он прибыл вовремя, он бы услышал новость.

V. Mixed Conditionals. Среди условных предложений могут быть и такие, когда условие и следствие, т.е. придаточное и главное предложения, относятся к разным временам. Употребление форм сослагательного наклонения подчиняется в них общему правилу: настоящие или будущие действия передаются неперфектными формами, а действия, относящиеся к прошлому, – перфектными.

Например, условие (придаточное предложение) относится к прошлому времени, а следствие (главное предложение) – к настоящему или будущему.

If + Past Perfect, would + Simple Infinitive

If we **hadn't missed** the train, we **would be** at home now. – Если бы мы не опоздали на поезд, мы были бы сейчас дома.

If + Past Simple, would + Perfect Infinitive

If she **weren't / wasn't** so hard-working, she **wouldn't have passed** the exams. – Если бы она не была такой трудолюбивой, она бы не сдала эти экзамены.

Правообладатель Вышэйшая школа

UNIT 3: Adjectives and Adverbs – Прилагательные и наречия

I. В английском языке есть ряд наречий, совпадающих по форме с прилагательными:

fast – быстрый, крепкий	**fast** – быстро, крепко
hard – тяжелый, упорный	**hard** – тяжело, упорно
long – долгий, длинный	**long** – долго, давно
little – маленький	**little** – мало
daily – ежедневный	**daily** – ежедневно

Отличить такие наречия от прилагательных можно по выполняемой ими роли в предложении: прилагательное характеризует существительное, наречие характеризует глагол (иногда прилагательное или другое наречие) с целью уточнения того, как происходило действие. Например:

It is **early** spring. – Spring came **early** last year.
He was driving a **fast** car. – He was driving **fast**.

II. Наречия образуют степени сравнения по тем же правилам, что и прилагательные: односложные и некоторые двусложные наречия образуют сравнительную степень с помощью суффикса **-er** и превосходную степень с помощью суффикса **-est**. Например:

fast – **faste**r – **fastest** (быстро – быстрее – быстрее всего (всех))
hard – **hard**er – **hardest** (упорно – упорнее – упорнее всего (всех))
early – **earlier** – **earliest** (рано – раньше – раньше всего (всех))

I come home **latest** on Mondays. – Я прихожу домой позже всего по понедельникам.
Andrew is studying **harder** than usual now. – Эндрю сейчас занимается больше обычного.
The car went **faster** and **faster**. – Машина ехала все быстрее и быстрее.

Сравнительная степень многосложных наречий образуется с помощью слова **more** – *более*, а превосходная – с помощью слова **most** – *самый*, например:

Правообладатель Вышэйшая школа

beautifully – **more** beautifully – **most** beautifully (красиво – более красиво (красивее) – красивее всего (всех))

Несколько наречий являются исключениями: их степени сравнения образуются без суффиксов и вспомогательных слов, например:

well – better – best (хорошо – лучше – лучше всего, наилучшим образом)

badly – worse – worst (плохо – хуже – хуже всего, наихудшим образом)

much – more – most (много – больше – больше всего, наиболее)

little – less – least (мало – меньше – меньше всего, наименее)

They normally play **much better**. – Они обычно играют гораздо лучше.

She did the job **the worst** of all. – Она выполнила работу хуже всех.

UNIT 3: Articles in Set Expressions – Артикли в устойчивых словосочетаниях

I. Употребление артиклей в устойчивых словосочетаниях.

В устойчивых словосочетаниях артикль может отсутствовать, например: *to be in debt, at first sight, to lose heart, by chance, cigarette upon cigarette, at night* и т.д.

Использование определенного и неопределенного артиклей также может быть зафиксировано в устойчивых выражениях, например: *to be at a loss, on the whole, to take the trouble, out of the question, a great many, in a hurry* и др.

Сравните: *to keep house* – вести хозяйство, *to keep the house* – сидеть дома.

Артикль не употребляется со словом *television*, например: *We often watch television*; но со словом *radio* обычно употребляется определенный артикль: *We often listen to the radio*.

1. ***Неопределенный артикль*** входит в ряд устойчивых сочетаний и выражений:

a few *несколько*

Правообладатель Вышэйшая школа

a little *немного*
a lot of *много*
a great deal of *много*
as **a** rule *как правило*
as **a** result *в результате*
as **a** matter of fact *собственно говоря*
for **a** while *на некоторое время*
for **a** long (short) time *в течение долгого* (*короткого*) *времени*
to be in **a** hurry *спешить*
to go for **a** walk *идти гулять*
to have **a** cold *быть простуженным*
to have **a** good time *хорошо провести время*
to have **a** look *взглянуть*
to have **a** rest *отдохнуть*
to take **a** seat *сесть*
to tell **a** lie *солгать*
It is **a** pity. *Жаль.*What **a** shame! *Как жаль!*

2. ***Определенный артикль*** входит в ряд устойчивых сочетаний и выражений:

by **the** way *между прочим*
in **the** morning *утром*
in **the** afternoon *днем*
in **the** evening *вечером*
in **the** country *за городом, в деревне*
in **the** past *в прошлом*
in **the** present *в настоящем*
in **the** future *в будущем*
in **the** distance *вдали*
in **the** plural *во множественном числе*
in **the** singular *в единственном числе*
in **the** street *на улице*
just **the** same *то же самое*
on **the** one hand ... on **the** other hand *с одной стороны ... с другой стороны*
on **the** right (left) *справа* (*слева*)
on **the** whole *в целом, в общем*

Правообладатель Вышэйшая школа

out of **the** question *невозможно, исключено*
the other day *на днях* (о прошлом)
the day after tomorrow *послезавтра*
the day before yesterday *позавчера*
to go to **the** theatre (**the** cinema) *пойти в театр* (*кино*)
to go to **the** country *уехать за город*
to pass **the** time *проводить время*
to play **the** piano (guitar, violin, etc.) *играть на пианино* (*гитаре, скрипке* и пр.)
to tell **the** truth[1] *сказать правду*
to tell **the** time *сказать, который час*
to **the** right (left) *направо* (*налево*)
What is **the** time? *Который час?*

---

[1]to tell **the** truth *сказать правду*, но to tell **a** lie.

3. ***Артикль отсутствует*** в ряде устойчивых словосочетаний, например:

а) с существительными, не отделимыми от глагола.
to be at table *быть за столом* (*за едой*)
to be in town *быть в городе*
to be on holiday *быть в отпуске*
to go by water (air, sea, land) *передвигаться водным* (*воздушным, морским, сухопутным*) *путем*
to go to sea *стать моряком*
to go to town *поехать в город*
to keep house *вести хозяйство*
to leave school *закончить школу*
to leave town *уехать из города*
to make use of *использовать*
to play chess (cards, football, tennis, hockey, etc.) *играть в шахматы* (*карты, футбол, теннис, хоккей* и т.д.)
to take care *заботиться*
to take part *участвовать*
to take place *происходить*
to tell lies *говорить неправду*

Правообладатель Вышэйшая школа

to go (travel, come, arrive) by bus (car, boat, ship, plane, air, train) *ехать* (*путешествовать, приехать*) *автобусом* (*машиной, теплоходом, самолетом, поездом*)

б) с существительными, не отделимыми от предлога:

at breakfast (dinner, lunch, supper) *за завтраком* (*обедом, ланчем, ужином*)
at hand *под рукой*
at home *дома*
at night *ночью*
at present *в настоящее время*
at sunrise *на рассвете*
at sunset *на закате*
at war *в состоянии войны*
at work *на работе*
by chance *случайно*
by day *днем*
by hand *от руки*
by heart *наизусть*
by mail *по почте*
by mistake *ошибочно*
by name *по имени*
by night *ночью*
by phone *по телефону*
by post *по почте*
in conclusion *в заключение*
in detail *подробно*
in fact *действительно*
in trouble *в беде*
on business *по делу*
on foot *пешком*
on holiday *в отпуске*
on sale *в продаже* и др.

в) в слитных сочетаниях двух существительных с предлогом:

arm in arm *рука об руку*
day after day *день за днем*
day by day *изо дня в день*
from beginning to end *с начала до конца*
from left to right *слева направо*
from morning till night *с утра до вечера*
from dusk till dawn *от заката до рассвета*
from town to town *из города в город*
from time to time *время от времени*
hand in hand *рука об руку*
side by side *рядом*

II. Особое употребление артикля.

1. Такие слова, как *school*, *college*, *university*, *bed*, *town*, *home*, *church*, *hospital*, *prison/jail* (тюрьма), *work*, часто употребляются в качестве абстрактного понятия. Они обозначают

Правообладатель Вышэйшая школа

не место социальной деятельности человека, а действие, связанное с этим местом. В таких случаях артикль им не нужен:

to go to school = to study – учиться

to be in hospital = to be ill – болеть, проходить курс лечения

to go to church = to believe in God – верить в Бога

to go to bed = to go to sleep – идти спать, ложиться спать

to be sent to prison/to be in prison = to be imprisoned for something – отбывать наказание (срок)

to be at work = to be busy – работать, быть занятым на работе

Если эти слова используются в своем первоначальном значении, обозначая определенные объекты, места, они становятся исчисляемыми и могут употребляться как с неопределенным, так и с определенным артиклем.

Sometimes, especially on rainy days, the castle looked like a prison. – Иногда, особенно в дождливые дни, замок напоминал тюрьму.

There is an old military hospital in the area. – На этой территории есть старый военный госпиталь.

2. Значимое отсутствие артикля необходимо отличать от контекстов, в которых артикли просто опускаются – в телеграммах, в названиях и заголовках, в различных объявлениях, в которых *отсутствие артикля* позволяет экономить место, например: TSUNAMI IN JAPAN LEAVES BOY HOMELESS: BOY LOSES FAMILY AND HOUSE

UNIT 3: Gerund and Infinitive – Употребление герундия и инфинитива

Герундий (Gerund) – неличная форма глагола, обладающая как свойствами существительного, так и свойствами глагола. Герундий иногда еще называют отглагольным существительным, поскольку он имеет много общего с существительным. В английском языке герундий образуется посредством добавления к глаголу суффикса **-ing**.

Инфинитив (Infinitive) – другая неличная форма глагола в английском языке. Стандартная форма английского инфи-

Правообладатель Вышэйшая школа

нитива образуется с помощью базовой формы глагола, которой предшествует частица **to**. В ряде случаев глагол употребляется без частицы **to**.

После отдельных глаголов используется только инфинитив, после других – только герундий, а после некоторых можно употреблять и то, и другое. Кроме того, есть глаголы, которые будут иметь разный смысл в зависимости от того, что стоит после глагола: герундий или инфинитив.

I. Инфинитив используется, как правило, после следующих глаголов:

agree *соглашаться*
intend *намереваться*
appear *казаться, появляться*
learn *узнавать, учить*
arrange *устраивать, организовывать*
manage *справляться, успешно выполнять*
ask *просить, спрашивать*
mean *подразумевать, иметь в виду*
claim *требовать, признавать*
offer *предлагать*
consent *соглашаться, смиряться*
plan *планировать*
decide *решать*
prepare *готовить*
demand *требовать*
pretend *притворяться, представлять себе*
deserve *заслуживать*
promise *обещать*
expect *ожидать*
refuse *отказывать*
fail *терпеть неудачу*
seem *казаться*
forget *забывать*
threaten *угрожать*
hesitate *колебаться*
wait *ждать*
hope *надеяться*
want *хотеть*

We hope to buy a car. – Мы надеемся купить машину.

He doesn't want to live on his own. – Он не хочет жить самостоятельно.

You want to use a new computer. – Ты хочешь использовать новый компьютер.

II. Герундий используется, как правило, после следующих глаголов:

forbid *запрещать*
admit *признавать*
mention *упоминать*
appreciate *ценить, признавать*
miss *пропускать, скучать*

Правообладатель Вышэйшая школа

avoid *избегать*
postpone *откладывать*
complete *завершать*
practise *практиковать*
consider *считать, оценивать*
quit *прекращать, бросать*
delay *откладывать*
recall *вспоминать*
deny *отрицать*
recommend *рекомендовать*
discuss *обсуждать*
risk *рисковать*
enjoy *наслаждаться, получать удовольствие*
suggest *предлагать*
finish *заканчивать*
tolerate *терпеть, выносить*
keep *держать, продолжать*
understand *понимать*
regret *сожалеть*

He enjoys talking to you. – Он получает удовольствие от разговоров с тобой.

Tourists avoid visiting this country. – Туристы избегают посещения этой страны.

III. Герундий используется также после следующих оборотов:

approve of smth *одобрять что-л.*
insist on smth *настаивать на чем-л.*
be better off *находиться в лучшем положении / состоянии*
keep on doing smth *продолжать делать что-л.*
can't help doing smth *не мочь не сделать что-л.*
look forward to doing smth *с нетерпением ждать чего-л.*
object to doing smth *возражать против чего-л.*
don't mind doing smth *не возражать*
think about doing smth *думать о чем-л.*
think of doing smth *думать о чем-л.*

He couldn't help laughing. – Он не мог удержаться от смеха.

You should think about taking this examination. – Тебе следует подумать о том, чтобы сдать этот экзамен.

He doesn't mind getting up early. – Он не возражает против того, чтобы встать рано.

IV. После ряда глаголов – *to remember*, *to forget*, *to stop*, *to try* – **может использоваться как инфинитив, так и герундий; значение конструкции при этом изменяется.**

Сравните:

I **remember meeting** him for the first time five years ago. – Я помню, как я встретил его впервые пять лет назад (*я помню встречу*).

Правообладатель Вышэйшая школа

I **must remember** to meet him at the station next Saturday. – Я должен не забыть встретить его на станции в следующую субботу.

Remember to do something означает *не забыть сделать что-то* (вспомнить, а затем сделать). **Remember doing something** означает *помнить о том, как совершалось действие* (вспомнить о нем после того, как оно выполнялось).

He **stopped smoking**. – Он бросил курить.
He **stopped to smoke**. – Он остановился, чтобы закурить.

Выбор инфинитивного или герундиального оборота зависит от смысла и цели высказывания:

He **tried to open** the window, but it was impossible. – Он попытался открыть окно, но это оказалось невозможным.

He **tried opening** the windows, taking a cold shower, drinking water with ice – the heat was unbearable. – Он пробовал открывать окна, принимать холодный душ, пить воду со льдом – жара была невыносимой.

Try to do something означает *попытаться что-то сделать*. **Try doing something** означает *выполнить действие как эксперимент*.

V. Устойчивые выражения с герундием.

Герундий употребляется после некоторых устойчивых выражений, например:

It's no use *worrying* about it. There is nothing you can do. – Нет смысла беспокоиться об этом. С этим ничего нельзя поделать.

There is no point in *buying* a car if you don't want to drive it. – Не имеет смысла покупать машину, если ты не умеешь ее водить.

My house is only a short walk from me. **It's not worth** *taking* a taxi. – До моего дома недалеко идти. Не стоит брать такси.

It's waste of time *watching* soap operas. – Смотреть мыльные оперы – пустая трата времени.

Questions for ex. 4a, Lesson 2, Unit 2

1. Что общее у этих предложений?

Правообладатель Вышэйшая школа

2. Объясните употребление герундия и инфинитива в этих двух предложениях. I prefer travelling to staying at home. Though, this year I would prefer to stay at home in July.
3. Где место дополнения в примерах из упр. 3а?

UNIT 4: Complex Object – Сложное дополнение

I. Конструкция сложного дополнения (Complex Object) в английском языке состоит из существительного в общем падеже или местоимения в объектном падеже и **инфинитива.** Complex Object обычно переводится на русский язык придаточным дополнительным предложением с союзами **что, как, чтобы.**

I know **her to have graduated** from the university three years ago. – Я знаю, что она закончила университет три года назад.

I want **him to leave**. – Я хочу, чтобы он ушел.

II. Complex Object употребляется в следующих случаях:

1) после глаголов, выражающих желание: *to want, to wish, to desire, would like*;

2) после глаголов, выражающих предположение: *to expect, to believe, to think, to suppose, to consider, to find*;

3) после глаголов, выражающих приказание, просьбу: *to command, to order, to ask, to allow*;

4) после глаголов, выражающих чувственное восприятие: *to see, to hear, to notice, to feel, to watch, to observe*;

5) после глаголов, выражающих побуждение: *to make, to force, to have, to let*.

После глаголов *to make, to have, to let,* глаголов чувственного восприятия частица **to** перед инфинитивом не ставится.

После глаголов чувственного восприятия может употребляться Complex Object, состоящий из существительного или местоимения и **причастия настоящего времени** (или **причастия I**).

Сравните:

I heard him **sing** his last song. – Я слышал, как он спел свою последнюю песню.

Правообладатель Вышэйшая школа

I felt her heart **beating** fast. – Я чувствовал, как часто бьется ее сердце.

Если действие было коротким или законченным, употребляется инфинитив (без **to**).

Если действие было длительным, т.е. действие в процессе совершения, употребляется причастие I.

We saw him **enter** the house. – Мы видели, как он зашел в дом.

We saw him **entering** the house. – Мы видели, как он заходил в дом.

Questions for ex. 3c, Lesson 4, Unit 4

1. Как образуется сложное дополнение?
2. Когда используется сложное дополнение?
3. В каких случаях инфинитив используется без частицы **to**?
4. Как переводится сложное дополнение на русский язык?

Questions for ex. 3c, Lesson 6, Unit 4

1. Каковы особенности использования сложного дополнения с глаголами чувственного восприятия?
2. В каком случае используется инфинитив?
3. В каком случае используется причастие?
4. Как переводятся предложения со сложным дополнением?

UNIT 5: Past Perfect Continuous – Прошедшее совершенное продолженное время

I. В Past Perfect Continuous действие продолжается в течение некоторого периода времени в прошлом и совершается до некоторого момента или другого события в прошлом.

Можно сказать, что Past Perfect Continuous – это аналог Present Perfect Continuous, только для прошлого. Если в Present Perfect Continuous действие совершилось к настоящему моменту, то в Past Perfect Continuous – к некоторому моменту в прошлом.

When Jane came home, Martin was very tired, because he **had been working** hard all day. – Когда Джейн пришла домой,

Правообладатель Вышэйшая школа

Мартин был очень уставшим, потому что он напряженно работал целый день.

Past Perfect Continuous образуется с помощью вспомогательного глагола **to be** в Past Perfect (had been) и **-ing** – формы смыслового глагола.

had + been + V-ing

+	He **had been doing**
?	**Had** he **been doing?**
–	He **had not been doing.**

II. Употребление Past Perfect Continuous.

1. Действие происходило до определенного времени в прошлом:

When it was 3:00 p.m **I had been waiting** for Bob for two hours. – Когда было 3 часа дня, я ждал Боба уже два часа (т.е. к тому моменту, когда было 3 часа дня (этот момент был в прошлом), я уже ждал два часа)).

2. Действие происходило до другого действия (события) в прошлом:

Yesterday we **had been playing** for two hours when Tom arrived. – Вчера, когда Том приехал, мы уже играли два часа (т.е. до того как произошло событие в прошлом (приехал Том), действие уже находилось в процессе в течение некоторого времени (мы играли два часа)).

При этом Past Perfect Continuous используется для описания более раннего действия (события), а Past Indefinite – более позднего.

UNIT 6: Future Continuous – Будущее продолженное время

I. Глаголы в форме будущего продолженного времени выражают действие, которое будет происходить в определенный момент или отрезок времени в будущем.

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Future Continuous образуется с помощью вспомогательного глагола **to be** в будущем времени **(will be)** и причастия настоящего времени смыслового глагола – Present Participle.

will+ be + V-ing

We'**ll be expecting** you at 5. – Мы будем ждать вас в 5 часов.

Next month they **will be repairing** the school. – В следующем месяце они будут ремонтировать школу.

This time on Sunday I'**ll be bathing** in the sea. – В это время в воскресенье я буду купаться в море.

+	She **will be sleeping**.
–	She **will not be sleeping**. No, she will not. (No, she won't.)
?	**Will** she be **sleeping**? Yes, she will.

II. Будущее продолженное время употребляется в следующих случаях:

а) если вы хотите выразить действия, которые будут происходить в будущем в какой-то определенный момент. Обычно для выражения этого момента используются слова и словосочетания типа «завтра в 6 часов» и подобные конкретные определения либо придаточное предложение с глаголом-сказуемым в настоящем неопределенном времени:

We'**ll be holding** a meeting at five o'clock tomorrow. – Завтра, в 5 часов, мы будем проводить собрание.

He **will be presenting** his report when I come to the University. – Когда я приду в университет, он будет читать доклад.

б) если вы хотите выразить действия, которые будут происходить в будущем в течение внушительного периода времени.

Правообладатель Вышэйшая школа

The auto industry will be increasing the production of new cars from year to year. – Из года в год автомобильная промышленность будет увеличивать выпуск новых машин.

UNIT 7: Narrative Tenses – Времена, используемые при повествовании

I. Past Simple – простое прошедшее время в английском языке.

Прошедшее неопределенное время широко используется в повествовании для описания последовательных событий прошлого:

а) действие произошло в прошлом и никак не связано с настоящим. Обратите внимание на слова-маркеры: **yesterday** (*вчера*), **last month** (*в прошлом месяце*), **5 years ago** (*5 лет назад*), **in 1999** (*в 1999 году*):

My brother **was born** in 1987. She **moved** to the capital 7 years ago. – Мой брат родился в 1987 году. Она переехала в столицу 7 лет назад.

б) череда действий в прошлом:

He **wrote** the letter, **put** it in the envelope, **left** it on the table and **went out**. – Он написал письмо, положил его в конверт, оставил на столе и ушел.

в) упоминаемое действие было обычным и неоднократно происходило в прошлом в течение какого-либо периода времени:

From 1995 to 2000 he **worked** as a manager. – Он работал менеджером с 1995 по 2000 г.

II. Past Continuous – длительное прошедшее время в английском языке.

Отличие этого времени от предыдущего состоит лишь в том, что в этом случае действие прошлого показано в процессе. Момент, в который протекает интересующее нас действие, часто бывает обозначен другим коротким действием в Past Simple.

Правообладатель Вышэйшая школа

Употребляется в следующих случаях:

а) если вы рассказываете о действии, которое происходило в определенный момент в прошлом:

She **was drinking** coffee when I came in. – Она пила кофе, когда я пришел.

б) если вы хотите дать характеристику человеку, делая таким образом вашу речь эмоционально окрашенной:

My mother **was** always **hiding** sweets from me when I was a kid. – Когда я была ребенком, мама постоянно прятала от меня конфеты.

III. Past Perfect и Past Perfect Continuous – совершенное и совершенное длительное прошедшие времена в английском языке.

Простое совершенное время употребляется для выражения действия, которое уже свершилось до определенного момента в прошлом. Past Perfect представляет собой «предпрошедшее» время, поскольку оно выражает прошедшее действие по отношению к моменту, также являющемуся прошедшим.

Употребляется в следующих случаях:

а) если вы хотите выразить действие, которое закончилось до определенного момента в прошлом:

Malfoy **had done** the work by the time his friend returned. – Малфой закончил всю работу к тому времени, когда вернулся его друг.

б) если вы хотите выразить два действия, одно из которых было в процессе, а второе завершилось к его началу:

The rain **had stopped** and the stars were twinkling on the dark sky. – Дождь закончился, и на темном небе сверкали звезды.

в) Past Perfect Continuous употребляется тогда, когда действие в предложении начнется до определенного момента в прошлом и продолжится до него же (или включая его):

Tim was a man she **had been searching for** all her life. – Тим был именно тем мужчиной, которого она искала всю жизнь.

Правообладатель Вышэйшая школа

IV. Использование инверсии с наречиями *hardly / scarcely ... when* и *no sooner ... than*.

Если подлежащее в утвердительных предложениях ставится после сказуемого, то такое расположение главных членов предложения называется обратным порядком слов или инверсией.

Обратный порядок слов употребляется в главной части сложноподчиненных предложений, начинающихся наречиями **hardly, scarcely** *едва*, **no sooner** *как только, едва* и др. В этих предложениях перед подлежащим стоит вспомогательный глагол, входящий в состав сказуемого, или глагол-сказуемое, и все предложение подчеркивает эмоциональный характер выраженной в нем мысли.

Если главное предложение начинается наречием **scarcely** или **hardly**, в придаточном предложении употребляется союз ***when***, если же главное предложение начинается наречием **no sooner**, то в придаточном предложении употребляется союз ***than***:

Hardly had he finished his work ***when*** somebody knocked at the door. – Едва он окончил свою работу, как кто-то постучал в дверь.

No sooner had we reached the town ***than*** we learned the news. – Не успели мы добраться до города, как узнали новость.

Questions for ex. 3b, Lesson 5, Unit 7

1. Какие времена используются при повествовании на английском языке?
2. Какое время используется для перечисления основных событий?
3. Какое время часто помогает описать окружающую обстановку, на фоне которой произошли основные события?
4. Какое время часто помогает выразить действие, предшествующее основному событию?
5. Как образуются эти времена?

Questions for ex. 3b, Lesson 6, Unit 7

1. Что такое инверсия?

Правообладатель Вышэйшая школа

2. Когда в английском языке используется обратный порядок слов в предложении?
3. В какой части предложений, начинающихся словом **hardly** или **no sooner**, используется инверсия?
4. С какого слова начинается придаточное предложение, если главное предложение начинается наречием **hardly**?
5. С какого слова начинается придаточное предложение, если главное предложение начинается наречием **no sooner**?
6. Переведите на русский язык предложения с инверсией в упр. 3а.

UNIT 8: Reported (Indirect) Speech – Косвенная речь

I. Передать чьи-либо слова можно двумя способами: можно в точности повторить эти слова, а можно передать их с помощью косвенной речи:

She said: "I'm having a wonderful time here in Goa." – прямая речь (Direct Speech)

She said that she was having a wonderful time there in Goa. – косвенная речь (Indirect / Reported Speech)

Прямая речь – это передача речи какого-либо лица без изменений так, как она была произнесена. **Косвенная речь** – это недословная передача речи лица с помощью дополнительных придаточных предложений.

В предложении с косвенной речью есть главное предложение и придаточное. Придаточное предложение обычно начинается с **that** (это слово можно опустить). Такая структура хорошо видна и в русском языке:

Он говорит, что не собирается брать выходной завтра.

II. Глаголы, с помощью которых вводится косвенная речь.

Самым распространенным глаголом, с помощью которого вводится косвенная речь, является глагол **say**. Наряду с этим глаголом используются и другие: **tell**, **inform**, **announce**, **inquire**, **exclaim**, ... Выбор глагола зависит от той смысловой окраски, которую вы хотите добавить в предложение.

Правообладатель Вышэйшая школа

Глагол **to tell** употребляется с косвенным дополнением без предлога:

Jim **told** me that he would be late. (Нельзя сказать: "Jim said me…")

Нельзя сказать "Tom told about his children". Необходимо упомянуть адресата (кому говорится):
Tom told **us** (или *me / them / Ann*) about his children.

В других случаях используется глагол **say**:

Jim **said** that he would be late. (а не "Jim told (that) he…")

В косвенной речи для передачи просьб и приказов используется инфинитив с глаголом **tell** или **ask**.

"Be careful crossing the street."
Mother **told** me to be careful crossing the street.

"Don't cry", I said to the child.
I **told** the child not to cry.

"Please, be quiet after midnight", the old lady said to us.
The old lady **asked** us to be quiet after midnight.

"Could you help me, Tom?" Ann asked.
Ann **asked** Tom to help her.

III. В английском языке сказуемое в главном предложении определяет (по правилу **согласования времен – Sequence of Tenses)** грамматическое время в придаточном предложении:

He says that he is not going to take a day off.
Он говорит, что не собирается брать выходной.

Сравните: *He said that he was not going to take a day off.*
Он сказал, что не собирается брать выходной.

При переводе прямой речи в косвенную происходит ряд закономерных *грамматических, лексических* и *синтаксических* изменений. Наиболее заметными являются изменения в порядке слов (синтаксические) и лексике. Грамматические изменения полностью соответствуют правилу согласования времен.

Правообладатель Вышэйшая школа

IV. Косвенная речь в предложениях, где вводный глагол имеет форму настоящего времени.

Если косвенная речь вводится глаголом в форме настоящего времени, то в придаточном предложении глагол имеет ту же форму, что и в прямой речи.

1. Утвердительные предложения.

При переводе утвердительного предложения из прямой речи в косвенную перед придаточным предложением обычно ставится союз **that**. Изменяются личные и притяжательные местоимения:

Mary says: "I do *my* homework every day".
Mary says **that** she does *her* homework every day.

Mary says: "*I* am not going to the cinema tomorrow".
Mary says **that** *she* is not going to the cinema tomorrow.

2. Повелительные предложения.

При переводе повелительного предложения из прямой речи в косвенную императив (фраза в повелительном наклонении) приобретает форму инфинитива с частицей **to**.

Повелительное предложение может вводиться в косвенную речь с помощью глаголов **tell**, **order**, **ask** для более точной смысловой и эмоциональной передачи деталей:

"Join my pray", the preacher asks the people.
The preacher **asks** the people to join his pray.

Если в прямой речи сказуемое имеет отрицание, то в косвенной речи оно отображается в виде частицы **not** перед **to** + инфинитив глагола:

The teacher says: "Don't miss your classes!"
The teacher **tells** / **orders** / **asks** the pupil *not* to miss his classes.

3. Вопросительные предложения.

а) Общий вопрос.

При переводе общего вопроса из прямой речи в косвенную в вопросе порядок слов из обратного меняется на прямой, т.е. порядок слов в общем вопросе становится таким же, как и в простом повествовательном предложении:

Правообладатель Вышэйшая школа

“Do you love me?” the girl asks her boyfriend. – прямая речь

The girl asks her boyfriend *if / whether* **he loves** her. – Девушка спрашивает своего парня, любит **ли** он ее.

Итак, в косвенной речи порядок слов в вопросе стал прямым, т.е. по сути вопросительная форма исчезла (отсутствует вспомогательный глагол **do**). Соответственно сказуемое (*loves*) теперь согласуется с подлежащим (*he*) в лице и числе. В косвенной речи появляются слова *if* или *whether*, которые полностью соответствуют русскому *ли*:

“Are there **any** sweets in your pocket?” the child asks his mother.

The child asks his mother *if / whether* there are **some** sweets in her pocket. – Ребенок спрашивает у матери, есть *ли* у нее в кармане конфеты.

Как видно, при переходе из прямой речи в косвенную в вопросе произошло еще одно лексико-грамматическое изменение – местоимение **any** было заменено на **some**.

Вопросительный знак в конце предложения с косвенной речью не ставится, так как такое предложение фактически является сложноподчиненным повествовательным предложением.

б) Специальный вопрос.

В специальном вопросе при переходе из прямой речи в косвенную порядок слов также становится прямым, но вопросительное слово остается на первом месте. Слова *if* или *whether* здесь не употребляются, так же как и в русском варианте отсутствует частица *ли*:

He asks her: “What is your favourite colour?”

He asks her what her favourite colour is. – Он спрашивает ее, какой у нее любимый цвет.

“Where do you live?” the man asks the boy.

The man asks the boy where he lives. – Мужчина спрашивает у мальчика, где он (тот) живет.

Правообладатель Вышэйшая школа

(Запятая, стоящая после слов, вводящих прямую речь, а также кавычки, в которые заключена прямая речь, опускаются.)

V. Лексические изменения при переводе из прямой речи в косвенную.

Слова в предложениях с прямой речью	Слова в предложениях с косвенной речью
today / tonight	that day / that night
this (morning)	that (morning)
tomorrow	the next day
yesterday	the day before
last (week)	the (week) before
next (week)	the following (week)
here	there
this	that

I'll do it some time today. – She said (that) she would do it some time that day.

VI. Косвенная речь в предложениях, где вводный глагол имеет форму прошедшего времени.

Вводное сказуемое (перед **that**) определяет основную временную плоскость для всего предложения. Если это сказуемое в прямой речи имеет форму прошедшего времени, то сказуемое в придаточном предложении при переходе из прямой речи в косвенную подвергается временному сдвигу – согласованию времен.

Правообладатель Вышэйшая школа

Время в предложении с прямой речью	Время в предложении с косвенной речью
Present Simple	Past Simple
Present Continuous	Past Continuous
Present Perfect	Past Perfect
Past Simple	Past Perfect
Past Continuous	Past Perfect Continuous
Past Perfect	Past Perfect
will	would
can	could
may	might
must/have to	had

I **live** in Minsk. – She said (that) she **lived** in Minsk.

I**'m repairing** the garage. – He said (that) he **was repairing** the garage.

I **went** there on foot. – He said (that) he **had gone** there on foot.

I **haven't done** it yet. – She said (that) she **hadn't done** it yet.

I **won't go** there. – He said (that) he **wouldn't** go there.

I **can't** marry her. – He said (that) he **couldn't** marry her.

He **may** be right. – She said (that) he **might** be right.

I **have to do** this job. – He said (that) he **had to do** that job.

VII. Если вы сообщаете о какой-либо ситуации и полагаете, что она еще существует, менять время глагола нет необходимости:

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Mark said: “Rome is more beautiful than Paris.”
Mark said that Rome was more beautiful than Paris.
Если Марк до сих пор думает так, то следует переводить:

Mark said that Rome **is** more beautiful than Paris.

Diana said: “I want to be a movie star.”
Diana said that she **wants / wanted** to be a movie star.
(wants – Если Диана до сих пор хочет стать кинозвездой.)

Изменение глагола на прошедшее время будет тоже **правильным**, если к моменту вашего разговора ситуация изменилась.

Questions for ex. 2b, Lesson 4, Unit 8

1. Какие предложения являются приказами и какие – просьбой?
2. Какие глаголы используются при переводе повелительных предложений в косвенную речь?
3. От чего зависит выбор глагола?
4. Как следует переводить в косвенную речь отрицательные приказы?
5. Есть ли лексические изменения при переводе повелительных предложений в косвенную речь?

Questions for ex. 3, Lesson 4, Unit 8

1. Какие глаголы используются при введении косвенной речи?
2. Какое слово используется после глаголов? Можно ли его опустить?
3. Как меняются глаголы в прямой речи после слов **said (that)** или **told me (that)**?
4. Явление изменения времен называется «сдвиг». Меняется ли Past Perfect в косвенной речи? Меняются ли модальные глаголы **would, might, could, should**?
5. Следует ли использовать согласование времен, если вводный глагол имеет форму настоящего времени – **says (that)** или **tells me (that)**?

Правообладатель Вышэйшая школа

6. Как изменяются слова *now*, *this week* и др. в косвенной речи?
7. Какой порядок слов в косвенной речи?

UNIT 8: Articles – Артикли

I. Определенный артикль употребляется

1. С названиями большинства политических и государственных учреждений:

The Kremlin, The House of Lords, the Houses of Parliament, the Army и др.

2. С названиями, в которых есть предлог *of*:

The University of London (но: ***London University)***.

3. С названиями, состоящими из существительного или прилагательного в сочетании с другим существительным:

The Empire State Building, The White House и др.

4. С названиями театров, музеев, картинных галерей, кинотеатров, концертных залов, отелей, уникальных произведений искусства, книг и газет:

The Tate Gallery, the Bolshoi Theatre, the Hermitage, The Opera House, The Bible, the Mona Liza, The Times, The Guardian (без артикля – газета ***Today*** и иностранные газеты и журналы – ***Komsomolskaya Pravda*** и др.**)**

5. С названиями спортивных событий:

The Olympic Games, the World Cup и др.

6. С уникальными именами существительными – словами, обозначающими единственные в своем роде предметы и явления:

1) ***The atmosphere, the cosmos, the earth (Earth), the equator, the galaxy, the globe, the hemisphere*** – атмосфера, космос, земля (Земля), экватор, галактика, земной шар, полушарие;

2) ***The east, the west, the north, the south*** – восток, запад, север, юг;

Правообладатель Вышэйшая школа

3) ***The ground, the horizon, the zenith, the weather*** – земля, горизонт, зенит, погода;

4) ***The Milky Way, the moon, the North Pole, the North Star, the stars, the solar system, the South Pole, the Universe, the Arctic Circle*** – Млечный путь, луна, Северный полюс, Полярная звезда, звезды, Солнечная система, Южный полюс, Вселенная, Северный полярный круг;

5) ***The world, the Pope, the sun, the sky*** – мир, римский папа, солнце, небо.

(Если у перечисленных выше уникальных имен существительных имеется при себе описательное определение, то можно употреблять неопределенный артикль: *A young moon appeared in the sky.* – На небе появился молодой месяц. Существуют также устойчивые фразы, которые необходимо запомнить. Например: *once in a blue moon* – очень редко; *to be over the moon* – быть на седьмом небе от счастья; *to cry for the moon* – желать чего-либо невозможного.)

7. С названиями государственных учреждений, организаций и политических партий:

the Labour Party *Лейбористская партия,* ***the United Nations Organization*** *Организация Объединенных Наций,* ***the Red Cross*** *Красный Крест,* ***the Greens*** *«зеленые»,* ***the Democratic Party*** *Демократическая партия.*

Традиционно артикль не используется со словом **Parliament** *парламент* (в Англии), NATO; может быть опущен перед словом **(The) Congress** (в США).

Если в названии присутствует слово *company*, то определенный артикль может употребляться: ***The Procter & Gamble Company*** или же просто ***Procter & Gamble.***

II. Артикль не употребляется

1. С названиями, состоящими из имени собственного или сочетания имени собственного с другим существительным:

McDonald's, St. Paul's Cathedral, Buckingham Palace, Cambridge University, Waterloo Station и др.

2. С названиями аэропортов, станций и мостов, большинства улиц, проспектов, дорог, парков, площадей:

Правообладатель Вышэйшая школа

Tower Bridge, Heathrow, Trafalgar Square, Fleet Street, Gorky Park и др.

3. С названиями компаний: ***British Airways*** (если в названии присутствует слово *company*, артикль возможен).

4. С названиями журналов:

Cosmopolitan, Time.

5. С некоторыми аббревиатурами, которые вследствие очень частого использования превратились в самостоятельные слова:

NATO, UNICEF, UNESCO, IBM, Xerox, Greenpeace и др.

Правообладатель Вышэйшая школа

VOCABULARY

UNIT 1

advantage [ədˈvɑːntɪdʒ] (*n*) преимущество
attic [ˈætɪk] (*n*) мансарда; чердак
basement [ˈbeɪsmənt] (*n*) подвал; (полу)подвальный этаж; цокольный этаж
brick [brɪk] (*n*) кирпич
carpet [ˈkɑːpɪt] (*n*) ковёр
ceiling [ˈsiːlɪŋ] (*n*) потолок
central heating [ˌsentrəlˈhiːtɪŋ] (*n*) центральное отопление
cluttered [ˈklʌtəd] (*adj*) находящийся в беспорядке
conveniences [kənˈviːniənsiz] (*n*) удобства
cooling [ˈkuːlɪŋ] (*n*) система охлаждения
detached (house) [dɪˈtætʃt] отдельно стоящий (дом)
disadvantage [ˌdɪsədˈvɑːntɪdʒ] (*n*) недостаток
downstairs [ˌdaʊnˈsteəz] (*n*) нижний этаж дома
electricity [ɪˌlekˈtrɪsəti] (*n*) электричество
estate agent [ɪˈsteɪtˌeɪdʒ(ə)nt] (*n phr*) агент по продаже недвижимости
fireplace [ˈfaɪəpleɪs] (*n*) камин
haunted house [ˈhɔːntɪdˌhaʊs] дом с привидениями
haven [ˈheɪv(ə)n] (*n*) убежище, укрытие; приют
item [ˈaɪtəm] (*n*) отдельный предмет (*в списке и т. п.*)
lack [læk] (*v*) недоставать
laundry basket [ˈlɔːndriˌbɑːskɪt] (*n*) корзина для грязного белья
look onto [ˌlʊkˈɒntə] (*phr v*) выходить на (*о доме*)
lounge [laʊndʒ] (*n*) гостиная
microwave [ˈmaɪkrəˌweɪv] (*n*) микроволновая печь
modern [ˈmɒdən] (*adj*) современный
move house [muːvˈhaʊs] (*v phr*) переехать в новый дом
owner [ˈəʊnə] (*n*) владелец
period [ˈpɪəriəd] (*adj*) старинный; относящийся к определенному периоду
privacy [ˈpraɪvəsi] (*n*) уединение, уединённость
radiator [ˈreɪdiˌeɪtə] (*n*) батарея
renovation [ˈrenəveɪʃn] (*n*) восстановление, реконструкция

Правообладатель Вышэйшая школа

rent [rent] (*v*) снимать (*квартиру и т. п.*)
repair [rɪˈpeə] (*v*) ремонтировать
repairs [rɪˈpeəz] (*n*) ремонт
responsible [rɪˈspɒnsəb(ə)l] (*adj*) ответственный
restore [rɪˈstɔː] (*v*) возвращать в прежнее состояние, реставрировать
semi-detached (house) [ˌsemidɪˈtætʃt] дом, имеющий общую стену с соседним домом
settee [seˈtiː] (*n*) диван
share [ʃeə] (*v*) делить, делиться
shower [ˈʃaʊə] (*n*) душ
sink [sɪŋk] (*n*) раковина
space [speɪs] (*n*) пространство
spacious [ˈspeɪʃəs] (*adj*) просторный
suitable [ˈsuːtəb(ə)l] (*adj*) подходящий
tap [tæp] (*n*) кран
terraced house [ˌterəstˈhaʊs] (*n*) дом, имеющий общие стены с соседними домами
tiles [taɪlz] (*n*) плитка; черепица
treasured [ˈtreʒəd] (*adj*) ценный
underneath [ˌʌndəˈniːθ] (*adv*) внизу, ниже
upkeep [ˈʌpˌkiːp] (*n*) содержание в рабочем состоянии; ремонт, уход, обслуживание
upstairs [ˌʌpˈsteəz] (*n*) верхний этаж дома
water supply [ˈwɔːtəsəˌplaɪ] (*n*) водоснабжение

UNIT 2

average [ˈæv(ə)rɪdʒ] (*adj*) средний
be divided [dɪˈvaɪdɪd] (*v phr*) быть разделённым, делиться
be located [ləʊˈkeɪtɪd] (*v phr*) располагаться
boarding school [ˈbɔːdɪŋskuːl] (*n*) школа-интернат
comprehensive [ˌkɒmprɪˈhensɪv] (*adj*) общеобразовательный
entrance exams [ˈentrənsɪgˈzæmz] (*n*) вступительные экзамены
fee-paying [ˈfiːpeɪɪŋ] (*adj*) платный
free of charge [ˌfriː əv ˈtʃɑːdʒ] (*adj*) бесплатный
goal [gəʊl] (*n*) цель
grade [greɪd] (*n*) класс; уровень

Правообладатель Вышэйшая школа

independent [ˌɪndɪˈpendənt] (*adj*) независимый
mixed sex schools [ˌmɪkst ˈseks skuːlz] смешанные школы (*для мальчиков и девочек*)
non-selective [nʌnsɪˈlektɪv] (*adj*) неизбирательный
private [ˈpraɪvət] (*adj*) частный
provide with [prəˈvaɪdwɪð] (*v*) обеспечивать
public school [ˌpʌblɪkˈskuːl] привилегированное частное учебное заведение для мальчиков (*в Англии*)
require [rɪˈkwaɪə] (*v*) требовать (*чего-л.*) нуждаться (*в чём-л.*)
schedule [ˈʃedjuːl] (*n*) расписание
scholarship [ˈskɒləʃɪp] (*n*) стипендия
selective [sɪˈlektɪv] (*adj*) избирательный
set a goal [gəʊl] (*v phr*) ставить цель
term [tɜːm] (*n*) семестр
vacation [vəˈkeɪʃ(ə)n] (*n*) каникулы

UNIT 3

amount [əˈmaʊnt] (*n*) объём; количество
apologise (for) [əˈpɒlədʒaɪz] (*v*) извиняться
appreciate [əˈpriːʃieɪt] (*v*) оценивать, (высоко) ценить; быть признательным
approve (of) [əˈpruːv] (*v*) одобрять
autobiography [ˌɔːtəʊbaɪˈɒgrəfi] (*n*) автобиография
be used to [ˈjuːst tuː] (*v phr*) привыкнуть
blank [blæŋk] (*adj*) пустой, незаполненный
boundary [ˈbaʊnd(ə)ri] (*n*) граница
compassionate [kəmˈpæʃənət] (*adj*) жалостливый, сострадательный; полный сочувствия
congratulate (on) [kənˈgrætʃʊleɪt] (*v*) поздравлять
decide (against) [dɪˈsaɪd] (*v*) решать не в пользу (*чего-л.*)
deny [dɪˈnaɪ] (*v*) отрицать
develop [dɪˈveləp] (*v*) развивать(ся)
enclose [ɪnˈkləʊz] (*v*) включать
encourage [ɪnˈkʌrɪdʒ] (*v*) ободрять; поощрять; поддерживать
feel like [ˈfiːlˌlaɪk] (*v phr*) быть склонным, хотеть
flexible [ˈfleksɪbl] (*adj*) податливый, легко приспосабливаемый; гибкий

Правообладатель Вышэйшая школа

forgive (for) [fəˈgɪv] (*v*) прощать
furious [ˈfjʊəriəs] (*adj*) неистовый, яростный
give up [ˈgɪvˌʌp] (*phr v*) бросать, отказаться
grateful [ˈgreɪtf(ə)l] (*adj*) признательный, благодарный
hero [ˈhɪərəʊ] (*n*) герой; кумир, идол
improve [ɪmˈpruːv] (*v*) улучшать(ся)
indulge (in) [ɪnˈdʌldʒ] (*v*) потворствовать, потакать (*кому-л. в чём-л.*); не отказывать себе (*в чём-л.*)
keep on [ˌkiːpˈɒn] (*phr* v) продолжать
lifelong [ˈlaɪflɒŋ] (*adj*) пожизненный
look forward [lʊkˌfɔːwəd] (*phr* v) ожидать с нетерпением
mad [mæd] (*adj*) сумасшедший; обезумевший, рассвирепевший
motto [ˈmɒtəʊ] (*n*) девиз, лозунг
object (to) [ˈɒbdʒekt] (*v*) возражать
over-protective [ˌəʊvəprəˈtektɪv] (*adj*) излишне защищающий
passion [ˈpæʃən] (*n*) страстное увлечение; пыл, энтузиазм
point [pɔɪnt] (*n*) пункт; момент; вопрос; дело; смысл
prevent (from) [prɪˈvent] (*v*) предотвращать, предупреждать; не допускать; оберегать
protective [prəˈtektɪv] (*adj*) защитный; предохранительный
provide [prəˈvaɪd] (*v*) снабжать; доставлять; обеспечивать (*чем-л. материальным*)
pushy [ˈpʊʃi] (*adj*) назойливый; бесцеремонный
put up with [ˌpʊt ˈʌp wɪð] (*phr* v) мириться, терпеть, примириться
row [rəʊ] (*n*) ряд
rude [ruːd] (*adj*) грубый
scream [skriːm] (*v*) пронзительно кричать, вопить, визжать
self-education [ˌself ˌedʒʊˈkeɪʃn] (*n*) самообразование
senior citizen [ˌsiːniəˈsɪtɪz(ə)n] (*n*) пожилой гражданин, пожилой человек
set limits [ˌsetˈlɪmɪts] (*v phr*) устанавливать границы
shelter [ˈʃeltə] (*n*) приют, кров; убежище
strict [strɪkt] (*adj*) строгий
suggest [səˈdʒest] (*v*) предлагать
tackle [ˈtækl] (*v*) браться за (*что-л.*); пытаться найти решение проблемы
thank (for) [θæŋk] (*v*) благодарить
thankful [ˈθæŋkf(ə)l] (*adj*) благодарный

Правообладатель Вышэйшая школа

think (of) [θɪŋk] (*phr v*) (по)думать, придумывать
trust [trʌst] (*v*) доверять
volunteer [ˌvɒlənˈtɪə] (*n*) волонтёр, доброволец
warn (against) [wɔːn] (*v*) предупреждать (*о чём-л.*)

UNIT 4

anti-social [ˌæntiˈsəʊʃ(ə)l] (*adj*) антиобщественный, антисоциальный
authority [ɔːˈθɒrəti] (*n*) власть; начальство
cadet [kəˈdet] (*n*) кадет
campaign [kæmˈpeɪn] (*n*) кампания
development [dɪˈveləpmənt] (*n*) развитие
elect [ɪˈlekt] (*v*) выбирать
elections [ɪˈlekʃ(ə)nz] (*n*) выборы
expect [ɪkˈspekt] (*v*) ожидать
include [ɪnˈkluːd] (*v*) включать, охватывать
involve [ɪnˈvɒlv] (*v*) включать, вовлекать
issue [ˈɪʃuː] (*n*) вопрос, проблема
leader [ˈliːdə] (*n*) лидер
member [ˈmembə] (*n*) член организации
military [ˈmɪlɪt(ə)ri] (*adj*) военный
movement [ˈmuːvmənt] (*n*) движение
political [pəˈlɪtɪk(ə)l] (*adj*) политический
politics [ˈpɒlətɪks] (*n*) политика
principles [ˈprɪnsəp(ə)lz] (*n*) принципы
success [səkˈses] (*n*) успех
support [səˈpɔːt] (*v*) поддерживать
supporter [səˈpɔːtə] (*n*) сторонник
vandalism [ˈvændəlɪz(ə)m] (*n*) вандализм
vote [vəʊt] (*v*) голосовать
yell [jel] (*v*) орать, кричать
youth [juːθ] (*n*) молодёжь
cheerleader [ˈtʃɪəˌliːdə] (*n*) капитан болельщиков, чирлидер

UNIT 5

abstract [ˈæbstrækt] (*adj*) абстрактный
audience [ˈɔːdiəns] (*n*) аудитория, зрители, публика
background [ˈbækgraʊnd] (*n*) задний план, фон

Правообладатель Вышэйшая школа

ban [bæn] (*v*) запрещать
communicate [kəˈmjuːnɪkeɪt] (*v*) передавать, сообщать, общаться
content [ˈkɒntent] (*n*) содержание
depression [dɪˈpreʃ(ə)n] (*n*) депрессия
design [dɪˈzaɪn] (*n*) дизайн
exhibit [ɪgˈzɪbɪt] (*v*) показывать, выставлять
exhibition [ˌeksɪˈbɪʃ(ə)n] (*n*) выставка
express [ɪkˈspres] (*v*) выражать
expression [ɪkˈspreʃ(ə)n] (*n*) выражение
foreground [ˈfɔːˌgraʊnd] (*n*) передний план
graffiti [grəˈfiːti] (*n*) граффити
illegal [ɪˈliːg(ə)l] (*adj*) нелегальный
impress [ɪmˈpres] (*v*) впечатлять
impression [ɪmˈpreʃ(ə)n] (*n*) впечатление
influence [ˈɪnflʊəns] (*n*) влияние
installation [ˌɪnstəˈleɪʃ(ə)n] (*n*) инсталяция
intention [ɪnˈtenʃ(ə)n] (*n*) намерение
interpret [ɪnˈtɜːprɪt] (*v*) интерпретировать, толковать
legal [ˈliːg(ə)l] (*adj*) легальный, законный
photography [fəˈtɒgrəfi] (*n*) фотография (*хобби*)
portray [pɔːˈtreɪ] (*v*) изображать, рисовать портрет
sculpture [ˈskʌlptʃə] (*n*) скульптура
statue [ˈstætʃuː] (*n*) статуя
therapy [ˈθerəpi] (*n*) терапия
visual [ˈvɪʒʊəl] (*adj*) визуальный, наглядный

UNIT 6

advanced [ədˈvɑːnst] (*adj*) продвинутый, передовой
appliance [əˈplaɪəns] (*n*) прибор, устройство
atom [ˈætəm] (*n*) атом
bacteria [bækˈtɪəriə] (*n*) бактерия
cell [sel] (*n*) клетка
clone [kləʊn] (*n*) клон
cloning [ˈkləʊnɪŋ] (*n*) клонирование
data [ˈdeɪtə] (*n*) информация, данные
digital [ˈdɪdʒɪt(ə)l] (*adj*) цифровой
display [dɪˈspleɪ] (*n*) дисплей, экран
earphones [ˈɪəfəʊnz] (*n*) наушники

Правообладатель Вышэйшая школа

flee [fliː] **(fled, fled)** (*v*) бежать, спасаться бегством
gene [dʒiːn] (*n*) ген
genetic [dʒəˈnetɪk] (*adj*) генетический
GPS [ˌdʒiː piː ˈes] глобальная система позиционирования
identical [aɪˈdentɪk(ə)l] (*adj*) идентичный
iPod [ˈaɪpɒd] (*n*) айпод
launch [lɔːntʃ] (*v*) запускать, начинать
molecule [ˈmɒlɪkjuːl] (*n*) молекула
nano (10^{-9}) [ˈnænəʊ] (префикс) нано-
random [ˈrændəm] (*adj*) случайный, выбранный наугад
scale [skeɪl] (*n*) шкала
screen [skriːn] (*n*) экран
security [sɪˈkjʊərəti] (*n*) охрана
smartphone [ˈsmɑːtˌfəʊn] (*n*) смартфон
structure [ˈstrʌktʃə] (*n*) структура
technology [tekˈnɒlədʒi] (*n*) технологии
vehicle [ˈviːɪk(ə)l] (*n*) транспортное средство
web [web] (*n*) сеть, всемирная паутина

UNIT 7

anecdote [ˈænɪkˌdəʊt] (*n*) анекдот, история
anniversary [ˌænɪˈvɜːs(ə)ri] (*n*) юбилей
attempt [əˈtempt] (*n*) попытка
award [əˈwɔːd] (*n*) награда
broke [brəʊk] (*adj*) без денег, разорённый
explore [ɪkˈsplɔː] (*v*) исследовать
explorer [ɪkˈsplɔːrə] (*n*) исследователь
fail [feɪl] (*v*) потерпеть неудачу, крах
failure [ˈfeɪljə] (*n*) неудача, провал
fate [feɪt] (*n*) судьба
fire [ˈfaɪə] (*v*) увольнять
honorary [ˈɒnərəri] (*adj*) почётный
influential [ˌɪnfluˈenʃ(ə)l] (*adj*) влиятельный
legendary [ˈledʒ(ə)nd(ə)ri] (*adj*) легендарный
narrative [ˈnærətɪv] (*n*) рассказ, история
Nobel Prize [nəʊˌbel ˈpraɪz] (*n*) Нобелевская премия
notable [ˈnəʊtəb(ə)l] (*adj*) выдающийся, знаменитый
numerous [ˈnjuːmərəs] (*adj*) многочисленный

Правообладатель Вышэйшая школа

outstanding [aʊtˈstændɪŋ] (*adj*) выдающийся, незаурядный
pioneer [ˌpaɪəˈnɪə] (*n*) первооткрыватель, новатор
principal [ˈprɪnsəp(ə)l] (*n*) директор школы
prominent [ˈprɒmɪnənt] (*adj*) выдающийся, известный
turn down [ˌtɜːnˈdaʊn] (*phr v*) отказывать, отвергать

UNIT 8

balanced [ˈbælənst] (*adj*) сбалансированный
biased [ˈbaɪəst] (*adj*) предвзятый
broadcast [ˈbrɔːdkɑːst] (*v*) передавать, транслировать
broadsheet [ˈbrɔːdʃiːt] (*n*) серьёзная газета (*в Великобритании*) на листах большого формата
cable [ˈkeɪb(ə)l] (*adj*) кабельный
channel [ˈtʃæn(ə)l] (*n*) канал
commercial [kəˈmɜːʃ(ə)l] (*n*) рекламный ролик
deliver [dɪˈlɪvə] (*v*) доставлять
feature [ˈfiːtʃə] (*v*) быть гвоздём программы; делать кого-л. гвоздём программы, выводить как главного героя, исполнять главную роль
host [həʊst] (*n*) ведущий (*передачи*)
include [ɪnˈkluːd] (*v*) включать
live [laɪv] (*adj*) передающийся непосредственно с места действия, прямой (*репортаж*)
mass media [mæsˈmiːdiə] (*n*) средства массовой информации
print [prɪnt] (*v*) печатать
remain [rɪˈmeɪn] (*v*) оставаться
report [rɪˈpɔːt] (*n*) отчёт, доклад; сообщение; рассказ, описание событий
report [rɪˈpɔːt] (*v*) сообщать, описывать, рассказывать; передавать (*что-л.*), сказанное другим лицом, говорить с чьих-л. слов; вести репортаж, сочинять заметку
reported [rɪˌpɔːtɪd] (*adj*) косвенный; сообщённый, переданный
reporter [rɪˈpɔːtə] (*n*) репортёр
ritual [ˈrɪtʃuəl] (*n*) ритуал
satellite [ˈsætəlaɪt] (*adj*) спутниковый
sensational [senˈseɪʃ(ə)nəl] (*adj*) сенсационный, скандальный
sitcom [ˈsɪtkɒm] (*n*) комедия положений

Правообладатель Вышэйшая школа

soap (= soap opera) [səʊp] (*n*) «мыльная опера» (*многосерийная телепостановка на семейные и бытовые темы*)
source [sɔːs] (*n*) источник
tabloid [ˈtæblɔɪd] (*n*) малоформатная газета с коротким текстом, иллюстрациями и броскими заголовками; бульварная газета
unbiased [ʌnˈbaɪəst] (*adj*) непредвзятый

UNIT 9

lend a hand [ˈlend ə ˈhænd] (*v*) помочь

Правообладатель Вышэйшая школа

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20 /				
20 /				
20 /				
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