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Витебск 2012

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АНГЛИЙСКИЙ ЯЗЫК: 11 класс

*Пособие
для факультативных занятий
по развитию
устной и письменной речи*



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Витебск

УО «ВГУ им. П.М. Машерова»

2012

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Учебное издание предназначено для факультативного курса изучения английского языка, направленного на развитие умений изучающего и ознакомительного чтения, а также монологической и диалогической речи в 11-м классе общеобразовательной школы.

Пособие позволяет разнообразить учебный процесс, обеспечить совершенствование иноязычных знаний, навыков и умений учащихся, как на уроке английского языка, так и на факультативных занятиях, что в итоге должно оказать практическую помощь учителям в организации учебного процесса.

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ПРЕДИСЛОВИЕ

Современная концепция языкового образования предусматривает формирование у учащихся знаний о системе изучаемого языка и навыков оперирования языковыми средствами общения; наличие сформированных на основе лингвистических знаний и языковых навыков умений понимать и порождать иноязычные высказывания (различные типы дискурсов), комбинировать их в ходе данного акта общения в соответствии с конкретной ситуацией общения, речевой задачей и коммуникативным намерением. Особую актуальность приобретают знания социокультурной специфики страны изучаемого языка, а также навыки и умения, позволяющие осуществлять речевое и неречевое общение с носителями этого языка в соответствии с этой спецификой и нормами, регулирующими вербальное взаимодействие в соответствующем лингвоэтнокультурном сообществе. Проблема моделирования образовательного процесса как активного «диалога культур», призванного обеспечить естественную интеграцию культурно-мировоззренческих ценностей мировой цивилизации, с одной стороны, и конкретного социума, представителем которого является учащийся, с другой стороны, имеет первостепенное значение.

Данное учебное издание призвано решать следующие задачи:

- развитие познавательного интереса школьников к английскому языку как учебному предмету и как средству межкультурной коммуникации;
- формирование умений самостоятельной познавательной деятельности по овладению иноязычным общением;
- дальнейшее развитие навыков и умений, необходимых для овладения практикой устной речи и чтением, а также систематизация уже изученного программного языкового и речевого материала;
- выявление учащихся, обладающих лингвистическими способностями, и оказание им помощи в изучении предмета на повышенном или углубленном уровнях;
- подготовка к выпускному экзамену по английскому языку.

Структурирование содержания учебного материала, подлежащего усвоению, осуществляется на основе следующих методических принципов:

- всесторонний учет взаимосвязей *язык – мышление – культура*;
- интеграция языкового, социокультурного, аксиологического компонентов содержания обучения;

– аутентичность и ценностная значимость иноязычных материалов;

– обеспечение образовательных запросов учащихся с учетом их профессиональных намерений, внутрипредметных связей при формировании всех компонентов иноязычной коммуникативной компетенции.

Обучение говорению предусматривает формирование умений:

1) вести беседу на основе ситуации, темы, прослушанного или прочитанного текста, комментировать увиденное, начинать и поддерживать разговор, высказывать совет, пожелание, используя как отдельные реплики, так и более развернутые связные высказывания; 2) логично и последовательно делать подготовленное сообщение по теме или ситуации, сочетая элементы описания, повествования и рассуждения; 3) соблюдать основные нормы речевого этикета, принятые в стране изучаемого языка.

Пособие включает следующие разделы:

1. Комплекс упражнений на введение, тренировку и закрепление тематического лексического материала, формирование языковых навыков. Здесь представлены упражнения на введение лексических единиц, тренировочные упражнения на дифференциацию, имитацию, подстановку и трансформацию, а также упражнения на активизацию лексических единиц в речи.

2. Тексты для развития умений изучающего чтения с развернутой системой предтекстовых упражнений, обеспечивающих полное понимание содержания, и послетекстовых заданий, контролирующих детальное понимание и мотивирующих речевое высказывание по теме. Тексты для чтения информативны, современны, подобраны из аутентичных источников.

3. Задания на развитие умений подготовленной и свободной диалогической и монологической речи. Особое место занимают упражнения, направленные на развитие языковой компетенции и творческого мышления учащихся.

4. Дополнительные тексты, предназначенные для развития умений ознакомительного чтения и мотивации устного обсуждения прочитанного.

Данное учебное издание позволяет разнообразить учебный процесс, обеспечить совершенствование иноязычных знаний, навыков и умений учащихся, как на уроке английского языка, так и на факультативных занятиях, что в итоге должно оказать практическую помощь учителям в организации учебного процесса.

Unit 1. SHOPPING

I. Topical vocabulary

A. Nouns

- accessories [æk'ses(ə)rɪz] – аксессуары; украшения
- amenities [ə'mi:nɪtɪz] – удобства
- bakery ['beɪkəri] – булочная
- basket ['bɑ:skɪt] – (продуктовая) корзина
- buyer ['baɪə] – покупатель
- beef [bi:f] – говядина
- beetroot ['bi:tru:t] – свёкла
- benefit ['benɪfɪt] – выгода, польза, прибыль
- boutique [bu:'ti:k] – небольшой магазин, лавка (торгующие предметами дамского туалета)
- bun [bʌn] – сдобная булочка
- butchery ['bʊtʃəri] – мясной отдел
- candy ['kændɪ] – леденец, конфета
- cashier [kæ'sjə] – кассир
- cereal ['siəriəl] – крупа, каша
- china ['tʃaɪnə] – фарфор, фарфоровые изделия
- check-out counter ['tʃekaut 'kauntə] – контрольный прилавок, стойка (у выхода из магазина самообслуживания)
- chocolate bar ['tʃɒkəlɪt 'bɑ:] – плитка шоколада
- confectionery [kən'fækʃ(ə)n(ə)rɪ] – кондитерская, кондитерский магазин
- consumption [kən'sʌm(p)ʃ(ə)n] – потребление
- corner shop ['kɔ:nəʃɒp] – маленький магазинчик, расположенный поблизости с домом
- consumer [kən'sju:mə] – потребитель
- customer ['kʌstəmə] – заказчик, покупатель, клиент
- dairy ['deəri], – молочный отдел
- demand [dɪ'mɑ:nd] – спрос, потребность
- department [dɪ'pɑ:tmənt] – отдел, отделение
- electric appliances [ɪ'lektrɪk ə'plɑ:ənsɪz] – электроприборы
- essentials [ɪ'senʃ(ə)lɪz] – продукты первой необходимости
- establishment [ɪ'stæblɪʃmənt] – заведение, учреждение
- fabrics ['fæbrɪks] – ткани, материалы
- fashion victim ['fæʃən 'vɪktɪm] – жертва моды

- food market [ˈfu:d ,mɑ:kɪt] – продовольственный рынок
- foodstuffs [ˈfu:dstʌfs] – продукты питания
- footwear [ˈfʊtweə] – 1) обувь 2) чулки и носки
- greengrocery [ˈɡri:n,grəʊsəri] – овощной или фруктовый отдел
- grocery [ˈgrəʊs(ə)rɪ] – бакалея
- hospitality [ˌhɒspiˈtælɪti] – гостеприимство, радушие
- hustle and bustle [ˈhʌsl ənd ˈbʌsl] – суетола и суета
- hypermarket [ˈhaɪpə ,mɑ:kɪt] – большой магазин самообслуживания с автостоянкой (часто в пригороде)
- market [ˈmɑ:kɪt] – рынок, специализированный продовольственный магазин
- merchandise [ˈmɜ:tʃəndaɪz] – товары
- mutton [ˈmʌtn] – баранина
- nutrition [nju:ˈtriʃ(ə)n] – питание
- parking [ˈpɑ:kɪŋ] – стоянка для автомобилей, парковка
- pastime [ˈpɑ:staim] – времяпрепровождение, развлечение
- pharmacy products [ˈfɑ:məsi ,prɒdʌkts] – фармацевтические товары
- pork [pɔ:k] – свинина
- poultry [ˈpɒltri] – домашняя птица
- production [prəˈdʌkʃn] – производство
- purchase [ˈpɜ:tʃəs] – покупка, приобретение, купленная вещь
- range [reɪndʒ] – область, круг, линия
- roll [rɒl] – булочка
- routine [ru:ˈti:n] – обычный порядок , рутина
- salary [ˈsæl(ə)rɪ] – жалование, заработная плата
- selection [sɪˈlekʃn] – выбор, набор, отбор
- self-service shop [ˌselfˈsɜ:vɪs ʃɒp] – магазин самообслуживания
- seller [ˈselə] – продавец, торговец
- shopping list [ˈʃɒpɪŋ ,lɪst] – список продуктов
- shop-assistant [ˈʃɒpə ,sɪstənt] – продавец, продавщица
- spice [spaɪs] – специя, пряность
- storage life [ˈstɔ:ɡɪdʒ ,laɪf] – срок хранения
- stuff [stʌf] – продукты, напитки (всё, что употребляется в пищу)
- supermarket [ˈs(j)u:pə ,mɑ:kɪt] – большой магазин самообслуживания,
- trolley [ˈtrɒli] – тележка для продуктов
- turkey [ˈtɜ:kɪ] – индейка
- ventilation [ˌventɪˈleɪʃn] – проветривание, вентиляция

- ware [ˈweə] – товар
- warmth [wɜːmθ] – тепло, сердечность
- window display [ˈwɪndəʊ,ˈdɪspleɪ] – витрина магазина
- yoghurt [ˈjɒɡət] – йогурт

B. Adjectives

- almighty [ɔːlˈmaɪtɪ] – всемогущий, всемогущий
- canned goods [ˈkænd guːdz] – консервированные продукты
- fascinating [fæsiˈneɪtɪŋ] – интересный, пленительный
- impersonal [ɪmˈpɜːsnl] – обезличенный, безличный
- insignificant [ɪnsɪɡˈnɪfɪk(ə)nt] – незначительный, несущественный
- intrusive [ɪnˈtruːsɪv] – навязчивый, назойливый
- old-fashioned [ˈəʊldˈfæʃ(ə)nd] – старомодный, несовременный
- overcrowded [ˌəʊvəˈkraʊdɪd] – переполненный
- packaged goods [ˈpækɪdʒd guːdz] – товары в упаковке
- provisional [prəˈvɪz(ə)n(ə)l] – продовольственный
- rational [ˈræʃ(ə)n(ə)l] – рациональный
- reasonable [ˈriːz(ə)nəbl] – разумный, рациональный
- societal [səˈsaɪətəl] – общественный, социальный
- spacious [ˈspeɪʃəs] – просторный, обширный, вместительный
- time saving [ˈtaɪmˌseɪvɪŋ] – берегущий время, ускоряющий
- up-to-date [ˌʌptəˈdeɪt] – современный

C. Verbs

- to advertise [ˈædvətaɪz] – рекламировать
- to attract [əˈtrækt] – притягивать, привлекать
- to calculate [ˈkælkjuleɪt] – подсчитывать
- to comprise [kəmˈpraɪz] – включать, заключать в себе, охватывать
- to consume [kənˈsjʊːm] – 1) потреблять, расходовать, 2) съедать, поглощать
- to deprive of [dɪˈpraɪv] – лишать чего-либо
- to display [dɪˈspleɪ] – выставлять, показывать, демонстрировать
- to examine [ɪɡˈzæmɪn] – осматривать
- to extend [ɪkˈstend] – расширяться, продлеваться, тянуться (о сроке, времени)
- to intend [ɪnˈtend] – намереваться, планировать
- to introduce [ɪntrəˈdjuːs] – вводить, приносить

- to lay out [ˈleɪ ˌaʊt] – выкладывать, выставлять
- to narrow [ˈnæɹəʊ] – суживать(ся), уменьшать(ся)
- to persuade [pəˈsweɪd] – убеждать
- to purchase [ˈpɜːtʃəs] – покупать
- to queue up [ˈkjuː ˌʌp] – стоять в очереди, становиться в очередь
- to reserve [rɪˈzəːv] – сберегать, откладывать, запасать
- to shop on the Internet [ʃɒp ɒn ðɪ ˈɪntənɪt] – делать покупки по Интернету
- to stock [stɒk] – иметь в наличии, в продаже
- to unwind [ʌnˈwaɪnd] – отдохнуть, успокоиться, расслабиться
- to wander [ˈwɒndə] – бродить, блуждать

D. Word combinations

- to be fond of smth. – любить что-либо делать
- to be up to smb. to decide – решать самому
- to communicate to – сообщать, общаться
- to do the shopping – ходить за покупками
- to drop in at – заглянуть куда-либо
- to drop into – заскочить куда-либо
- to go shopping – ходить по магазинам
- to go through – проходить
- a great amount of – большое количество (чего-то)
- to hate doing smth. – ненавидеть что-либо делать
- to inform smb of smth – сообщить (кому-то) о (чем-то)
- it goes without saying – несомненно
- to keep up with – быть в курсе
- to look for – искать
- to look stylish [ˈstaɪlɪʃ] – выглядеть стильно
- to pay attention to – обращать внимание на
- to pick up a bargain [ˈbɑːɡɪn] – купить что-либо выгодно, дешево
- to shop for smth. – покупать что-либо
- to spend needlessly [ˈniːdlɪsli] – тратить без нужды
- to take into consideration – взять во внимание

Vocabulary exercises

Exercise 1. Read these international words and try to guess their meanings:

poster product logical argument secret supermarket

yoghurt experiment function
critic guarantee technology boutique

Exercise 2. Arrange the words in three columns. Pay attention to the ways the letter 'a' is pronounced in the stressed syllables.

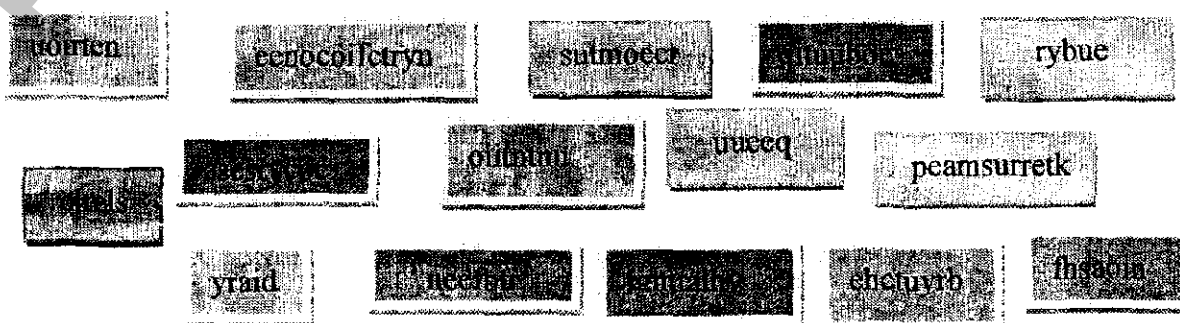
Salary, bakery, bargain, supermarket, old-fashioned, pastime, candy, up-to-date, calculate, department, bar, rational, basket, fabrics, hospitality, pharmacy, range, spacious, time saving, demand, advertise, attract, fascinating, display.

[æ]	[ɑ:]	[eɪ]

Exercise 3. Give the derivatives of the following words:

Verb	Noun	Adjective
to persuade		
	benefit	
to function		
		fascinating
to inform		
		creative
to help		
	consumer	
		intentional
to shop		
	selection	
		extensive

Exercise 4. The letters in the words have been mixed up. Try to arrange them in the right order. Read the words aloud:



Exercise 5. Find the synonyms to the given words (or word phrases) from the vocabulary list:

- | | |
|----------------------|----------------------------|
| 1. tinned goods | 9. to rest/to calm down |
| 2. organized section | 10. client |
| 3. delightful | 11. goods (2) |
| 4. to assure | 12. to demonstrate/to show |
| 5. to plan | 13. to include/to contain |
| 6. modern | 14. to use/to eat |
| 7. to buy | 15. wheeled cart |
| 8. to visit | 16. to walk about |

Exercise 6. There are 12 products on your shopping list. Find these products in the table below.

r	o	l	l	w	b	e	c	a	n	d	y
q	y	o	g	h	u	r	t	q	v	b	c
w	g	f	s	d	n	y	r	w	p	n	x
m	h	d	a	f	u	t	r	e	o	m	p
u	j	s	c	e	r	e	a	l	u	z	o
t	k	a	m	g	i	h	y	t	l	x	r
t	l	b	e	e	t	r	o	o	t	c	k
o	p	e	n	h	o	m	n	b	r	v	z
n	o	e	b	t	u	r	k	e	y	k	a
e	i	f	v	j	p	u	i	o	l	j	s
r	u	z	c	k	l	p	y	t	k	h	d
t	y	x	s	p	i	c	e	r	e	g	f

Exercise 7. Match the words in column A with the words in column B to make up word combinations:

- | | |
|----------------|-------------------|
| 1. self- | a) without saying |
| 2. packaged | b) assistant |
| 3. to queue | c) a bargain |
| 4. shop | d) service |
| 5. hustle and | e) goods |
| 6. food | f) consideration |
| 7. corner | g) up |
| 8. take into | h) fashioned |
| 9. it goes | i) bustle |
| 10. to pick up | j) for smth. |
| 11. old- | k) stuffs |
| 12. to shop | l) shop |

Exercise 8. Fill in the blanks with the words and word-combinations from the box below, using them in the appropriate form:

1. ____ has always helped people live longer.
2. I'm always happy if I can ____, in other words if I can buy something at a reasonably low price.
3. It ____ whether to use my advice or not.
4. Every girl tries to wear up-to-date clothes. It helps them ____.
5. I don't ____ to spend summer in town; I'm going to fly to the sea.
6. That shop ____ only cheap goods, that's why it is so popular among common people.
7. Most people are very worried about the quality of goods sold in supermarkets as everybody wants ____ only fresh products.
8. The ____ can get the goods he has chosen after paying money to the ____.
9. Lots of people prefer ____ as it is more convenient to get purchases without even leaving your house.
10. Boutiques are often ____ with women of all ages looking for new fashionable clothes.
11. When you have already made your choice, you have to take your basket to the ____ where the prices of the purchases are added up.
12. One of the advantages of a supermarket is that doing shopping there is always ____.

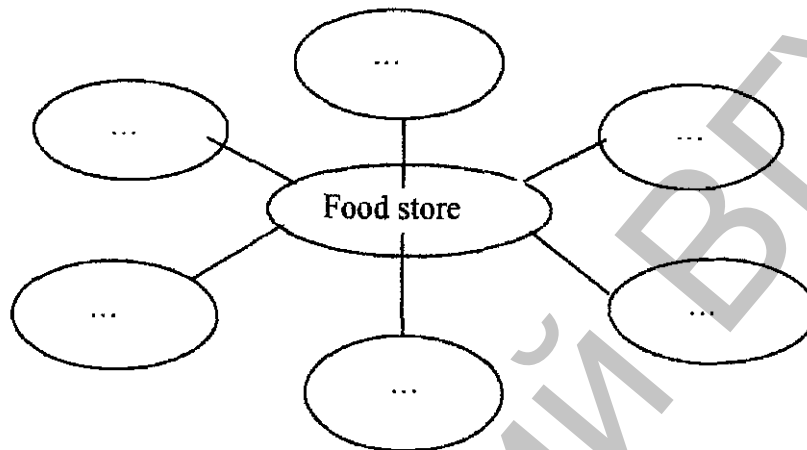
to pick up a bargain, to be up to smb. to decide, rational nutrition, to intend, to stock, to look stylish, to shop on the Internet, cashier, overcrowded, check-out counter, to consume, time saving, customer

Exercise 9. Say which word doesn't belong to the group. Account for your choice.

1. baskets, fabrics, grocery, ceremony, footwear, market;
2. to stock, to queue up, to lock, to window-shop, to consume;
3. self-service, provisional, lively, packaged, storage;
4. hospitality, selection, cashier, storage lives, voyage;
5. character, department, amenities, appliances, china;
6. merchandise, selection, seller, stuff, buyer, layer;
7. range, warmth, ventilation, education, boutique, bakery;
8. to reserve, to shop, to unwind, to catch, to display;
9. nutrition, poultry, machinery, cereal, spice, candy, bun;
10. buyer, ware, benefit, consumption, hospital, production.

Exercise 10.

A. What departments can you find in a food store? Name them and fill in the chart:



B. Look at the pictures and say where you can buy these products. Use the expressions in the box.



	at the baker's
	at the butcher's
	at the grocer's
We buy products	at the greengrocer's
	at the confectionery
	at the dairy

Exercise 11. Match the words with their meanings:

- | | |
|-------------------------|------------------------------------------------------------------------------------|
| 1. to queue | a) a current style; a general tendency or inclination; |
| 2. china | b) a good, rather wide choice of something; |
| 3. to advertise | c) very large, with lots of space; |
| 4. grocery | d) cups, plates made out of fine white clay; |
| 5. a cash-desk | e) the amount of money, asked for or given in exchange for something else; |
| 6. canned goods | f) to form a line of people, waiting one behind the other for something; |
| 7. a price | g) to call the attention of the public to a product or business to increase sales; |
| 8. spacious | h) the effect or impression of one thing on another; |
| 9. a trend | i) a counter in a shop where purchases are paid for; |
| 10. selection | j) goods, sold in round metal boxes; |
| 11. an impact | k) where you take things yourself from the counters and pay at a cash-desk; |
| 12. self-service (shop) | l) a shop, where tinned food, butter, sugar, eggs and domestic supplies are sold. |

Exercise 12. Translate the words in brackets to complete the sentences:

- Nowadays shops offer (покупателю) a lot of goods.
- Mass (производство) reduces the costs of buying cars.
- This shop (привлекает) a lot of people.
- It is banned (рекламировать) tobacco on TV.
- There is always a long (очередь) in this shop.
- The price of a (покупки) can differ in different shops.
- I do not believe it is (разумно) to conclude that there is a significant risk from eating beef.
- Modern hypermarkets are (просторные и ярко освещенные).
- Before going to a shop you should make up (список продуктов).
- (Привлекательные витрины) add to shops the atmosphere of warmth and hospitality.

II. Reading

Text 1

GOING SHOPPING

Exercise 1. Before you read the text, answer the following questions:

- What would you buy if you won or received a large sum of money?
- Are you fond of shopping?
- Is it your responsibility to buy food products for the whole family?

Exercise 2. Read the text and say whether your shopping round differs.

Going shopping is a part of our everyday life. For some people it's a pleasant pastime while for others it's an everyday routine. And we have to deal with it whether we like it or not. Some people love doing shopping and they are happy if they can pick up a bargain in the sales. There are people who hate going shopping. So they make a list of what they need and run through stores buying the needed things. Sometimes they even don't care about the price. And there are people who go from store to store looking for goods of better quality and lower price. Those don't worry about the time they spend shopping.

Shopping could be divided into two types: shopping for food and for all the other stuff.

As for the first type, we do it every day as we always need such products as bread, milk, eggs, vegetables and fruits. Some people prefer to shop in the supermarket. They find it very convenient to buy everything they need in one place because supermarkets indeed offer a great variety of food products. However, others still like going to the food markets as they believe that prices there are much lower. Anyway, it's up to the person to decide where to shop.

The second type of shopping is much more popular with women as they shop for clothes and accessories. They also have a choice whether to go to single specialized shops and boutiques or to spend time in a shopping centre with numerous shops, cafes and entertainments in them. Such places are very comfortable for the whole family.

There are several rules of behaviour while shopping. First of all, it is necessary to make a shopping list of what we need. Then we should calculate how much our purchases would cost and take this very sum of money with us. The third rule says that we shouldn't be hungry while shopping, a hungry person buys the things his or her stomach dictates to buy, without thinking about prices or rational nutrition. And we shouldn't go shopping immediately after we have got our salary, when we feel

impressed by a large sum of money and don't think it's for a long month to last, not for a short moment when we feel rich and almighty.

Every day before leaving for school I look around the kitchen to see what we need. Everyday shopping is rather traditional: some white and brown bread, some milk, butter, sugar, salt, eggs and sausage. On my way from school I drop in at the nearest supermarket (fortunately enough it's not far from my house) and buy bread and other everyday essentials there. Every Friday evening my Mum and I examine our kitchen more carefully as Saturday is our shopping day. For my mother and me going shopping is a kind of pastime and entertainment. We can spend hours and hours dropping in at one shop after another in search of something special or unusual. The shopping list is rather long, so we go shopping together.

I think that a bakery department is among the best in the shop as it has a rich choice of rolls, buns and biscuits. At the confectionery we usually buy sweets, candies, chocolate bars, cakes and so on. At the dairy we buy milk, cream, yogurt, cheese, butter and other products. My Mum and I are regular customers at the greengrocer's where potatoes, carrots, cabbage, cucumbers, tomatoes, beetroots, oranges, apples and other fruits and vegetables are sold. At the butcher's there's a wide choice of meat and poultry, such as beef, pork, mutton, chicken and turkey. Different cereals, flour, sugar, salt, tea, coffee, different spices can be found at the grocery.

I love shopping for clothes. Actually, I'm not a fashion victim. I don't spend a lot of money on the latest fashion clothes. Usually I wear things that are never old-fashioned, which helps me to look stylish and up-to-date.

Most of all I like book and music shops. I can stay there for hours choosing postcards or going through piles of CDs. These shops are worth visiting even if you don't intend to make a purchase there as they offer a wide selection of books and music. In conclusion, I'd like to say that I'm myself fond of shopping. Indeed, shopping is a pleasant pastime when you can afford to buy things you like. When you have purchased something even insignificant you feel very happy and satisfied.

Exercise 3. Find the English equivalents for the following word combinations in the text:

Повседневная рутина; предпочитать делать покупки в супермаркете; это человеку решать, где делать покупки; составить список продуктов; подсчитать, сколько будут стоить покупки; быть пораженным большой суммой денег; в поисках чего-то особенного или необычного; постоянные покупатели; тратить много денег на одежду по последней моде; планировать сделать покупку; позволить себе покупать вещи, которые вам нравятся.

Exercise 4. Complete the following sentences according to the text:

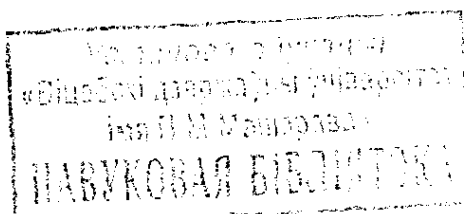
1. For some people shopping is
2. Shopping could be divided
3. They find it very convenient to
4. Others still like going to the food markets as
5. They also have a choice whether to go to
6. The third rule says that
7. Every Friday evening my Mum and I
8. We can spend hours and hours
9. At the confectionery we usually buy
10. Usually I wear things that

Exercise 5. Fill in the gaps with appropriate words from the text:

1. We have to ____ it whether we like it or not.
2. Those who ____ make a list of what they need and run through stores buying the needed things.
3. The second type of shopping is much more ____ women as they shop for clothes and ____.
4. We shouldn't go shopping immediately after we have got our ____, when we feel ____ by a large sum of money.
5. On my way from school I ____ the nearest ____.
6. For my mother and me going shopping is a kind of ____ and ____.
7. At ____ there's a wide choice of meat and poultry, such as ____.
8. I love shopping for clothes but I'm not a ____.
9. I can stay in the ____ and music shops for hours choosing postcards or ____ of CDs.
10. When you ____ something even ____ you feel very happy and satisfied.

Exercise 6. Answer the questions:

1. What is the attitude of different people towards shopping?
2. What are the two types of shopping?
3. Why is shopping for food in supermarkets convenient?
4. Why is the second type of shopping popular with women?
5. What rules of behaviour should you be guided by while shopping?
6. What departments can you find in a large food store?
7. What can you buy at each of them?
8. Who is a fashion victim?
9. What are your favourite shops?
10. Is shopping a pleasant pastime for you?



Exercise 7. Translate the sentences from Russian into English:

1. Некоторым людям нравится ходить по магазинам, и они очень рады, когда могут приобрести выгодную покупку на распродаже.
2. Покупать все в одном месте очень удобно, и супермаркеты предлагают такую возможность.
3. Покупка одежды и аксессуаров очень популярна среди женщин.
4. Голодный человек покупает вещи, которые требует его желудок, и не задумывается о ценах и рациональном питании.
5. Сразу после того, как люди получают зарплату, они чувствуют себя богатыми и всемогущими.
6. Многие люди ходят из магазина в магазин, чтобы найти товары лучшего качества и по низкой цене.
7. Если вы купили даже что-то несущественное, вы чувствуете себя счастливыми и удовлетворенными.

Exercise 8. Speak about:

- a) shopping as a part of our everyday life;
- b) different types of shopping;
- c) rules of behaviour while shopping;
- d) usual shopping round.

Text 2

KINDS OF SHOPS

Exercise 1. Before you read the text, answer the questions:

1. Do you like to shop for food in big stores or in small shops?
2. What does your nearest shop look like?
3. What is your idea of a good shop?

Exercise 2. Read the first paragraph of the text and explain the meaning of the underlined words:

Nowadays in large cities one can find a great variety of different places where one can buy something: supermarkets, hypermarkets, markets, boutiques and corner shops.

Exercise 3. Read the rest of the text and find more about these kinds of shops:

Some people think that sometimes it's not necessary to drop in at different provisional shops such as bakery, grocery or butchery to buy food for the family because one can buy foodstuffs in a supermarket.

A supermarket is a self-service store offering a wide variety of food and household merchandise, organized into departments. It is larger in size and has a wider selection than a traditional store and it is smaller than a hypermarket or a superstore.

The supermarket typically comprises meat, fresh produce, dairy and baked goods departments along with shelf space reserved for canned and packaged goods as well as for various nonfood items such as household cleaners, pharmacy products and pet supplies. Most supermarkets also sell a variety of other household products that are consumed regularly, such as alcohol (where permitted), household cleaning products, medicine, clothes and some sell a much wider range of nonfood products.

Modern supermarkets are spacious, with plenty of room for customers to walk around pushing their trolleys, brightly-lit and laid-out with well-planned ventilation. In a self-service shop a customer goes from counter to counter selecting and putting into a basket or trolley the goods he wants to buy. Then a customer takes the basket to the check-out counter where the prices for the purchases are added up. No need to queue up at different counters waiting for being served. Other advantages include ease of parking and, frequently, the convenience of shopping hours that extend far into the evening or even 24 hours a day.

However, supermarkets, in general, also tend to narrow the choices of fruits and vegetables by stocking only varieties with long storage lives. Besides, elderly people have to be very careful not to be lost in large supermarkets, where they are deprived of the chance to talk with a shop-assistant as in old corner shops, for example, since the supermarkets are very impersonal.

Large hypermarkets have the same functions as supermarkets, but they also have more extra amenities. Large shopping centers are no more simple places where you buy food or clothes. They have become real entertainment centers, small independent states, which include everything – starting from numerous cafes and finishing with hotels.

A department store is an establishment which specializes in satisfying a wide range of the consumer's personal product needs; and at the same time offering the consumer a wide choice in all product categories. There the shop-assistant helps the customer to find and get what he wants. After paying money to the cashier the customer can get his/her purchases.

Any department store, true to its name, is composed of a number of departments where customers can buy everything they like: fabrics and footwear, china and glass, ready-made clothes and cosmetics, toys and

electric appliances, furniture and sport goods, cameras and films, and what not. Nowadays some larger department stores contain a supermarket and coffee shops where customers can have a cup of coffee and a sandwich. Goods are displayed in the attractive window displays so even before entering we see a great amount of goods of high quality ready to meet our tastes and needs. However, many people don't like to shop in big department stores as they are often overcrowded.

You have to wander for hours on end along the streets dropping in at shops one by one in search of reasonably-priced basic items, if there is no supermarket or department store nearby. However, it's the atmosphere of warmth and hospitality that makes corner shops so popular, especially with elderly people who lack communication. In a typical corner shop you can have a good talk with a shop-assistant, and he or she will advise you the best products. So, some people go shopping just to unwind and escape from the city's hustle and bustle.

One more tendency is to shop on the Internet where you can buy all sorts of things. Besides, it's really easy and time saving and the prices are often quite the same as in regular shops.

Exercise 4. Translate the following word combinations into English:

1. стоять в очереди
2. иметь в продаже
3. берегающий время
4. делать покупки
5. делать покупки по Интернету
6. фарфор и стекло
7. атмосфера тепла и радушия
8. заплатить деньги кассиру
9. магазин самообслуживания
10. избегать городской суеты

Exercise 5. Choose the right variant according to the text:

1. One can buy various foodstuffs either in a supermarket or in different _____.
a) boutiques
b) provisional shops
c) automarkets
d) jeweller's
2. Modern supermarkets are _____, with plenty of room for customers to walk around.
a) dirty
b) attractive
c) badly-lit
d) spacious

Supermarket	Hypermarket	Department store	Corner shop	Shopping on the Internet

Exercise 7. Say whether the sentences are true or false. Correct the false ones:

1. It's the atmosphere of warmth and hospitality that makes supermarkets so popular among people.
2. Everybody thinks that it is much more convenient to visit various provisional shops to buy needed goods.
3. Lots of people nowadays choose supermarkets as their shopping places since there is always a wide choice of fruits and vegetables there.
4. At a large hypermarket you can always find a pleasant company to talk with.
5. At a department store the consumer can pay money for the goods he/she has chosen to any shop-assistant.
6. Some people go shopping in corner shops just to unwind and escape from the city's hustle and bustle.
7. The goods displayed on the Internet are usually very expensive and of low quality.
8. It is impossible to escape from hustle and bustle at a corner shop as such shops are often overcrowded.
9. There are no differences between a supermarket and a hypermarket but the names.
10. Nowadays lots of department stores have coffee shops, where customers can have a cup of coffee and a sandwich.

Exercise 8. Match the two parts of the sentences according to the text:

1) A supermarket is larger in size and has a wider selection than a traditional store...	a) ...also have more extra amenities.
2) There the shop-assistant helps the customer with...	b) ...because one can buy foodstuffs in a supermarket.
3) Many people don't like to shop in big department stores...	c) ...is really easy and time saving.
4) Large hypermarkets have the same functions as supermarkets, but they...	d) ...so even before entering we see a great amount of goods of high quality ready to meet our tastes and needs.

5) Shopping on the Internet, where you can buy all sorts of things...	e) ...that extend far into the evening or even twenty four hours a day.
6) The supermarket typically comprises meat, fresh produce, dairy and baked goods departments...	f) ...if there is no supermarket or department store nearby.
7) Sometimes it's not necessary to visit different provisional shops to buy food for the family...	g) ...and it is smaller than a hypermarket or a superstore.
8) Goods are displayed in the attractive window displays...	h) ...as they are often overcrowded.
9) You have to wander along the streets visiting shops one by one in search of reasonably-priced items...	i) ...along with shelf space reserved for canned and packaged goods.
10) Other advantages include ease of parking and the convenience of shopping hours...	j) ...finding and getting what he wants.

Exercise 9. Put each of the following words and phrases in its correct place in the text below:

comprises	canned	shopping	brightly-lit
ease of parking	queue up	counters	basket
purchases	merchandise	hypermarket	
self-service	packaged	variety	roof
	ventilation	trolley	

A supermarket is a _____ store offering a wide _____ of food and household _____ organized into departments. It is smaller than a superstore or a _____. The supermarket typically _____ meat, baked goods departments, dairy, fresh produce along with shelf space reserved for _____ or _____ goods. Usually supermarkets are spacious and _____ with well-planned _____. People enjoy _____ in such stores because they can make all their _____ under one _____. There one can walk around pushing his _____ or carrying his _____ and make choices. The main advantages comprise _____, long shopping hours and the fact that you don't need to _____ at different _____ waiting for being served.

Exercise 10. Answer the questions. Use the information given in the text.

1. What are the main popular kinds of shops?
2. Is a supermarket a self-service store?
3. What goods can be bought at a supermarket? Are these only food items?
4. How can a customer buy the goods he wants at a self-service shop?
5. What are the advantages of a modern supermarket?
6. Why are hypermarkets and supermarkets often called impersonal?
7. In what way do hypermarkets differ from supermarkets?
8. What things are usually sold in department stores?
9. Why do people sometimes go to corner shops to unwind?
10. What is typical of shopping on the Internet?
11. Which is more convenient: to do shopping at corner shops or to make purchases at a supermarket? Give your reasons.
12. Where does your family buy various goods? Why?

Exercise 11. Retell the text using the following outline:

- Supermarket is the most convenient place to do shopping.
- The advantages of a hypermarket as a shopping place for a family.
- Other kinds of shops. Their merits and drawbacks.

Text 3

Exercise 1. Read the text and choose the best title to it:

- Aims of Advertising
- The World of Advertising
- Advantages and Disadvantages of Advertising

Shopping has common elements wherever it takes place. A buyer looks for the goods that he wants or needs at a reasonable price. Sellers often advertise their wares in newspapers, on the radio or TV, on posters, etc.

The main aim of advertisers is to attract the customers' attention and make them buy this or that product whether they like it or not. There are intrusive advertisements, for example, those on TV. In such a case people understand the aims of advertisements and it's more difficult for the sellers to make the



customers buy their product. The only way to make people buy something is to persuade them with the help of logical arguments that they really need it. But there is another type of advertising – secret advertisements. There is a great amount of sweeties and other small and more often unnecessary things near the cash desks in supermarkets. It goes without saying that while standing in a long queue and examining all these goods you will certainly buy at least one. As experiments show this trick works with 97% of customers.

The role of advertising in product marketing is to inform potential customers of the benefits, functions and the price to create the action of purchase.

There are four roles of advertising:

- marketing role
- communication role
- economic role
- societal role

Advertising is a spectacular means to inform the customers and communicate to them about the goods and services they need. The societal role of advertising is quite a fascinating one. On the one hand, advertising helps to introduce the trends in a particular society, while on the other hand it becomes the cause of breaking norms that have been part of the society for so long in order to create a unique impact.



It is a fact that by creating a growing demand for new products, advertising makes jobs. It is known that mass consumption makes mass production possible and mass production means more jobs.

The critics say advertising causes people to spend needlessly. By a narrow definition this may be true. The more desirable goods become, the greater the prospect that money will be exchanged for these goods. Often people think that if a product is advertised a lot, the company producing this product is rich and guarantees high quality. Unfortunately, it's not always so. The real aim of advertising is to raise the demand for goods. Good advertisement doesn't necessarily mean good quality. You shouldn't pay much attention to advertising, and if you have to make a choice what product to buy, you'd better take into consideration an advertised product and then ask a shop-assistant. It's worth watching advertisements just to keep up with new technologies and products.

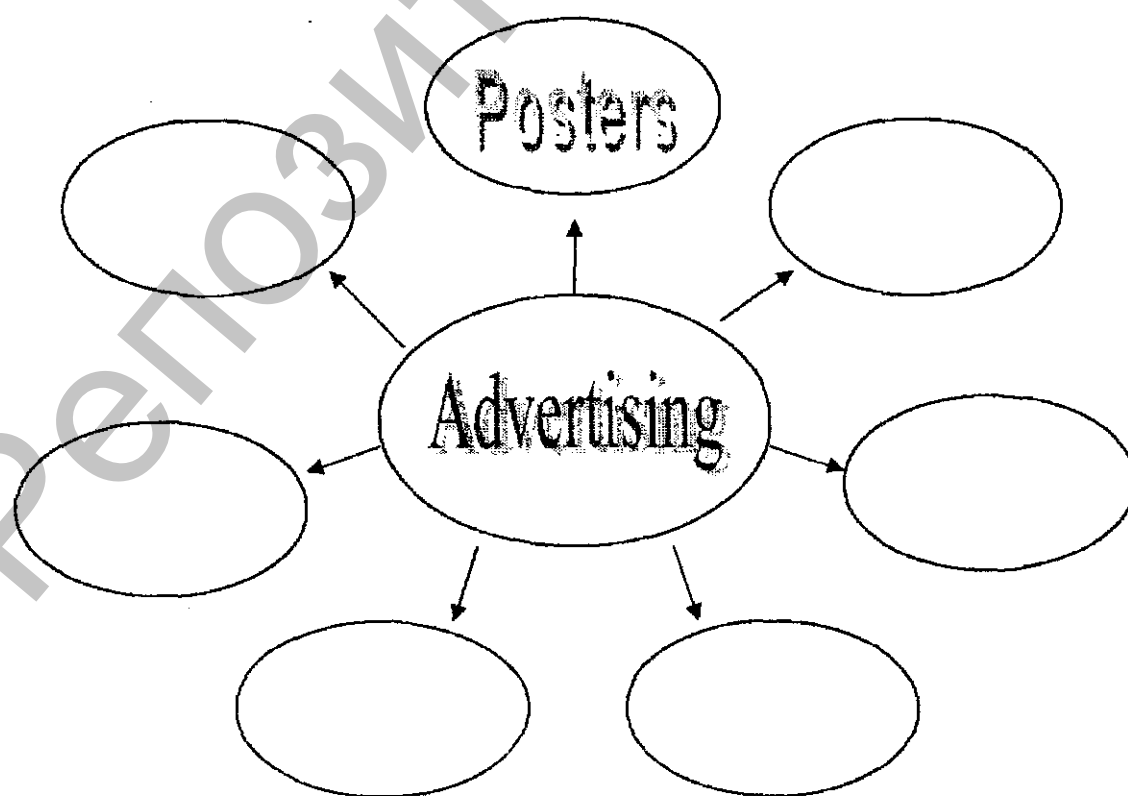
Exercise 2. Pick out sentences with these words from the text and translate them into Russian:

to persuade;
marketing;
a spectacular means;
secret advertisements;
to create a growing demand;
to create a unique impact.

Exercise 3. Complete the sentences using the text:

1. The main aim of advertisers is
2. The only way to make people buy something is
3. There is a great amount of
4. It goes without saying that
5. As experiments show
6. The role of advertising
7. On the one hand, ..., while on the other hand
8. It is a fact that
9. Often people think that

Exercise 4. Fill in the table with different means of advertising:



Exercise 5. Put in the right prepositions where necessary:

1. A customer looks ____ the goods that he wants or needs ____ a reasonable price.
2. The more desirable goods become, the greater the possibility that money will be exchanged ____ these goods.
3. The role of advertising is to inform potential customers ____ the benefits of the wares.
4. There are intrusive advertisements, like those ____ TV.
5. It has been proved that by creating a growing demand ____ new products, advertising makes jobs.
6. As experiments show this trick works ____ 97% of customers.
7. Advertising is a spectacular means to communicate ____ customers about the goods and services they need.
8. You shouldn't pay too much attention ____ advertising.

Exercise 6. Complete the sentences with one of the following words:

demand	intrusive	reasonable	fascinating
shop-assistant	spectacular	customers	consumption

1. Advertising is a ____ means to inform the customers and communicate to them about goods and services.
2. There are ____ advertisements that make people spend needlessly.
3. A buyer looks for the goods that he wants or needs at a ____ price.
4. If you have to make a choice what product to buy, you'd better take into consideration an advertised one and then ask a ____.
5. As experiments show this trick works with 97% of ____.
6. The real aim of advertising is to raise the ____ for goods.
7. It is known that mass ____ makes mass production possible and mass production means more jobs.
8. The societal role of advertising is quite a ____ one.

Exercise 7. Agree or disagree with the following statements:

1. Good advertisement necessarily means good quality.
2. The main aim of advertisers is to attract the customers' attention and make them buy this or that product whether they like it or not.
3. Advertising is a spectacular means to inform the customers and communicate to them about the political situation in the country.
4. Sellers can advertise their goods only on TV.
5. The critics say advertising causes people to spend needlessly.

6. It is a fact that by creating a growing demand for new products, advertising deprives people of the possibility to get a job.
7. The only way to make people buy something is to persuade them with the help of logical arguments that they really need it.
8. If you want to buy a product, you'd better take into consideration an advertised product and then ask a shop-assistant.

Exercise 8. Answer the questions:

1. How can sellers advertise their wares?
2. What is the aim of advertisers?
3. What is the only way to make people buy something?
4. What does secret advertising mean?
5. There are several roles of advertising, aren't there? What are they?
6. How does advertising help in producing more jobs?
7. How does advertising cause people to spend needlessly?
8. What should a person do before buying a product?
9. What for should people watch advertisements?

Exercise 9. Translate from Russian into English:

1. Само собой разумеется, что, стоя в длинной очереди и рассматривая большое количество сладостей и других, чаще всего, ненужных вещей, вы, безусловно, купите хотя бы одну.
2. Реклама – это интересное средство сообщения клиентам о товарах и услугах, в которых они нуждаются, по разумной цене.
3. Продавцы часто рекламируют свои товары в газетах, на радио или телевидении, на плакатах и т.д.
4. Дело в том, что, создавая растущий спрос на новые продукты, реклама создает рабочие места.
5. Часто люди думают, что если товар рекламируется много, компания, производящая его, богата и гарантирует высокое качество.
6. Основная цель рекламодателей – это привлечь внимание клиентов и заставить их купить тот или иной продукт.
7. Настоящей целью рекламы является повышение спроса на товары.
8. Единственный способ заставить людей купить товар – это убедить их с помощью логических аргументов, что они действительно в нем нуждаются.
9. Роль рекламы в сбыте продукции состоит в том, чтобы информировать потенциальных клиентов о преимуществах, функциях и ценах товаров.

Exercise 10. Make up a short outline of the text. Write down the key words to each point of your outline. Retell the text.

III. Speech practice

Exercise 1. Your foreign friend has come to your place. Tell him/her about shopping in your country. Give some tips.

Exercise 2. Look through the dialogue:

A. Develop the dialogue filling in the gaps with the suitable words from the box.

Student A: John! We need some bread and meat. I am waiting for the guests. And buy some fresh vegetables too.

Student B: OK, Mum. I'lla corner shop and ask.....to help me.

Student A: But, John! The vegetables won't be fresh! A great supermarket has opened recently nearby. There they alwaysonly fruits and vegetables with long.....

Student B: But all supermarkets are rather.....while at a corner shop I can.....

Student A: But making purchases at a supermarket is.....You can buy everything you want under one roof.

shop-assistant	to drop in at	impersonal
stock	storage lives	time saving
communicate and ask to advise		

B. Use the following words to continue the dialogue:

attractive window displays	bakery	confectionery	cashier
products that are consumed regularly	customer	check-out	
counter	butchery	grocery	dairy products

Student B:.....

Student A: Oh, I've forgotten! I am going to make a cake! I need some flour too. Then you really need to go to a supermarket.

Student B: Why is the choice between two? We have different kinds of shops:.....

Student A: And where are you going to buy all products, then?

Student B:.....

Student A: It's a good idea, John! Take the money and the shopping list. Besides the things I've mentioned, you need to buy some sweets, milk, a piece of cheese, potatoes, two glasses, one CD and two pairs of socks.

Student B:.....

Student A: And don't waste your time!

Student B:.....

Student A:.....

Student B:.....

Exercise 3. In teams describe the shops in the pictures pointing out their advantages and disadvantages:

SUPERMARKET



CORNER SHOP



Exercise 4. Work out advertisements of your own for:

- the chain of shops «Vitebskie Producty»;
- the children's shop «Lilliput»;
- the corner shop near your house.

Unit 2. LEARNING A FOREIGN LANGUAGE

I. Topical vocabulary

A. Nouns

- ability [ə'bilɪtɪ] – способность
- appreciation [ə, pri:ʃi'eɪʃn] – признание
- communication [kə, mju:ni'keɪʃn] – общение, связь
- embarrassment [ɪm'bærəsmənt] – замешательство
- essay ['eseɪ] – сочинение, очерк
- expression [ɪks'preʃn] – выражение
- fluency ['flu:ənsɪ] – беглость
- gesture ['dʒestʃə] – жест
- headway ['hedweɪ] – успех, продвижение вперед
- horizon [hə'raɪzn] – горизонт
- native speaker ['neɪtɪv 'spi:kə] – носитель языка
- pattern ['pætn] – образец, модель
- pronunciation [prə, nʌnsi'eɪʃn] – произношение
- role playing ['rəʊlpleɪŋ] – разыгрывание по ролям
- skill [skɪl] – мастерство, умение, навык
- software ['sɒftweə] – программное обеспечение ЭВМ
- source [sɔ:s] – источник
- speech [spi:tʃ] – речь
- subtitle ['sʌbtaitl] – субтитры
- tape recording ['teɪp rɪ'kɔ:dɪŋ] – магнитофонная запись
- variety [və'raɪəti] – разнообразие, разновидность
- vocabulary [və'kæbjʊləri] – 1) словарь, 2) словарный запас, 3) лексика

B. Adjectives

- conversational [ˌkɒnvə'seɪʃənəl] – разговорный
- essential [ɪ'senʃl] – существенный, неотъемлемый
- foreign ['fɒrɪn] – иностранный
- mental ['mentl] – умственный
- oral ['ɔ:ɡəl] – устный
- proficient [prə'fɪʃənt] – опытный, умелый
- proper ['prɒpə] – надлежащий, правильный
- thorough ['θʌrə] – основательный, совершенный

C. Verbs and phrases

- improve [im'pru:v] – улучшать
- increase [in'kri:s] – увеличивать
- intend [in'tend] – намереваться
- master ['mɑ:stə] – овладеть
- obtain [əb'tein] – получать, достигать
- record [ri'kɔ:d] – записывать
- reduce [ri'dju:s] – сокращать, уменьшать
- require [ri'kwaɪə] – требовать
- to be keen on – увлекаться чем-либо
- to make up one's mind – решить

Vocabulary exercises

Exercise 1. Match the words on the left and their definitions on the right:

- | | |
|-------------------|---------------------------------------------------------------|
| a) ability | 1) words which make up a language |
| b) appreciation | 2) power to do something |
| c) embarrassment | 3) material for study |
| d) essay | 4) ability to do something well |
| e) gesture | 5) feeling awkward or anxious |
| f) headway | 6) computer programmes |
| g) native speaker | 7) a way in which the language is spoken |
| h) pattern | 8) progress |
| i) pronunciation | 9) a person born in a country and associated with it by birth |
| j) skill | 10) movement of the hand to indicate the idea |
| k) software | 11) proper understanding and recognition |
| l) source | 12) piece of writing |
| m) vocabulary | 13) example, model |

Exercise 2. Match the words in a) with those in b) to get pairs of synonyms and translate them:

a) important, from another country, intellectual, skilled, correct, using in the spoken word, reduce, require, get, increase.

b) oral, essential, mental, make less, proper, obtain, foreign, become greater in size or degree, proficient, need.

Exercise 3. Give the English equivalents of the Russian words in the brackets:

1. To (улучшить) grammar it is recommended to do a lot of exercises.
2. My friend (увлекается) French and Italian.
3. Regular work is important to (овладеть) a foreign language.
4. A foreign language equips a person with a practical skill which adds to (признание) of other cultures.
5. A foreign language undoubtedly stimulates one's (умственные способности).
6. At present many professions (требуют) a working knowledge of at least one foreign language.
7. The knowledge of other languages is very useful, especially for those who (намеревается) to work abroad.
8. If you know the language of a foreign country, you can mix with its people easily without any (замешательство).
9. Your English knowledge becomes a lot more (основательные), if you learn from different (источники).
10. It is good to be taught at least part of the time by a (носитель языка).
11. Even if you know little, it can be helpful to see films with (субтитры).
12. When learning at school, it's very important to have regular lessons to become (опытный) and make a lot of (успех) in the language learning.
13. To improve (произношение) it is recommended to listen to (магнитофонные записи), repeat sounds, (речевые модели), dialogues, poems and songs.
14. It also helps to develop your language (умения) and increase speech (беглость).
15. The names of pop groups, computer (программное обеспечение) and magazines are in English too.
16. It's quite useful to make people write (сочинения) in order to learn languages.
17. Making up dialogues and (разыгрывание по ролям) different situations contribute to your (устная) speech development.
18. Gestures, (разговорные) formulas and phrases differ from culture to culture and are important to real (общение) too.

Exercise 4. Use the word in the brackets in its appropriate form to fit the sentence.

Model: Learning a foreign language is a life ... today (*necessary*) – Learning a foreign language is a life *necessity* today.

1. There are many ... of English (various).

2. A foreign language equips a person with a practical ... (skilled).
3. The knowledge of a foreign language helps people of different countries to ... (communication).
4. The knowledge of other languages is very ... (essence).
5. It's important to learn lots of words and ... (express).
6. If you listen to music with English words, your knowledge improves more ... (rapid).
7. It's good to listen to tapes and watch videos, so that your ... doesn't only come from copying one teacher (pronounce).
8. It's very important to have ... lessons (regularity).
9. To improve pronunciation it is recommended to listen to tape ... (record).
10. If you know English well, you can read the ... on the labels and get aware of the way how to use the thing (instruct).

Exercise 5. Choose the activities necessary to master a foreign language and account for your choice:

- to listen to music with English words;
- to go in for sports;
- to watch TV programs in the language;
- to play a musical instrument;
- to talk to native speakers;
- to read English books;
- to be keen on art;
- to listen to tapes;
- to see English films with subtitles;
- to have a lot of friends;
- to have regular lessons;
- to rewrite all English texts;
- to do grammatical exercises:
- to listen to tape recording and repeat sounds and speech patterns;
- to learn lots of words and expressions;
- to learn at night;
- to make up dialogues and role play different situations.

II. Reading

Exercise 1. Read the sentences and try to guess the meaning of the words in bold:

1. A language is in fact an intellectual discipline that **exercises** one's

brain and challenges one's creativity.

2. It's the language that teaches a person accuracy.

3. The language broadens one's mind, widens one's horizon, and shapes one's intellectual fitness.

4. The knowledge of a foreign language improves employment prospects and makes travel more rewarding. It makes it easier to choose a profession and provides job opportunities.

5. At present many professions require a working knowledge of at least one foreign language.

6. The knowledge of other languages is very useful, especially for those who must read foreign literature in the original.

7. When travelling, you just can't do without a foreign language.

8. For example, everyone who travels in Europe, Asia or Africa, even in South America easily gets around by using English.

9. If you learn English and you are confronted with it on the radio, on TV, and if you listen to music with English words, your knowledge improves more rapidly.

10. When learning at school, it's very important to have regular lessons to become proficient and make a lot of headway in the language learning.

Exercise 2. Read the text:

LEARNING A FOREIGN LANGUAGE

About 350 million people speak English as their first language. About the same number use it as a foreign language. 75 per cent of the world mail is in English. 60 per cent of the world's radio stations broadcast in English and more than half of the world's periodicals are printed in English. It is an official language in 44 countries. In many others it is the language of business, commerce and technology. There are many varieties of English, but Scottish, Australian, Indian and Jamaican speakers of English, in spite of the differences in pronunciation and vocabulary, would recognize that they are all speaking the same basic language.

Learning a foreign language is a life necessity today. Nowadays plenty of people have a very strong desire to learn English as the language has become the international language of politics, science, trade and culture. A foreign language equips a person with a practical skill which adds to appreciation of other cultures, improves employment prospects and makes travel more rewarding.

A foreign language is, in fact, an intellectual discipline that exercises one's brain and challenges one's creativity. It undoubtedly stimulates one's mental abilities: memory, thinking, speech skills. It's the language that teaches a person accuracy. It goes without saying that it broadens one's

mind, widens one's horizon, and shapes one's intellectual fitness.

Knowing a foreign language has a practical value. It makes it easier to choose a profession and provides job opportunities. It helps to improve the quality of one's work, since it reduces the time lost on obtaining the necessary information. At present many professions (a pilot, a doctor, an engineer, a cosmonaut and so on) require a working knowledge of at least one foreign language. The knowledge of other languages is very useful, especially for those who intend to work abroad or those who must read foreign literature in the original.

If you know the language of a foreign country, you can mix with its people easily without any confusion or embarrassment. When travelling, you just can't do without the language. For example, everyone who travels in Europe, Asia or Africa, even in South America easily gets around by using English. The knowledge of a foreign language helps people of different countries to develop friendship. There are international friendship camps in the world. If you can speak foreign languages, it will be easy for you to visit such camps and make friends with people who do not know Russian.

Nowadays we are used to buying goods imported from foreign countries: clothing, food, drinks, household products. English is everywhere. If you know English well, you can read the instructions on the labels and get aware of the way how to use the thing so as not to mistake washing powder for bath gel. The names of pop groups, computer software and magazines are in English too.

In short, I understand that I have to learn English in a proper way. I believe, a pupil can get a good knowledge of English at school if he is willing to.

It's a special way of learning. It's not like learning mathematics or science – instead, it involves a different way of thinking. You have to learn to think in another language. This is like music. You have to master another language as well as its grammar and vocabulary. I think that learning process really starts to work when you feel that you have a reason for it. For example, if you learn English and you are confronted with it on the radio, on TV, and if you listen to music with English words, your knowledge improves more rapidly.

Your English knowledge becomes a lot more thorough, if you don't just learn from language books but also from other sources. When you realize that there are many sources from which you can learn a language and you really use them, for example, listen to English songs or watch TV programs in the language, or talk to native speakers and read English books, then you really can start to make progress. It's good to be taught at least part of the time by a native speaker, and listen to tapes and watch videos, so that your pronunciation doesn't only come from copying one

teacher, but you're given some perspective of different ways of saying things. Even if you know little, it can be helpful to see films with subtitles.

When learning at school, it's very important to have regular lessons to become proficient and make a lot of headway in the language learning.

It's also necessary to have a balance between learning grammar and practising the language. Grammatical exercises can be very useful when changing the tense form or making a sentence negative. To improve pronunciation it is recommended to listen to tape recording and repeat sounds, speech patterns, dialogues, poems and songs. It also helps to develop your language skills and increase speech fluency. It's important to learn lots of words and expressions, and for this a degree of patience is required. I think it's good if every week you have a little exam or test on the new words that you learnt that week. And it's quite useful to make people write essays in order to learn languages, to use the knowledge as fully as possible. For example, writing about a topic makes people use as much of their grammatical knowledge as possible and tests the person's vocabulary in a specific field, so teachers can see very clearly from reading an essay how developed somebody's knowledge of English is. Making up dialogues and role playing different situations contribute to your oral speech development. You discuss various situations, learn new words and expressions and practise them. You need to learn how to use them in a proper way. Gestures, conversational formulas and phrases differ from culture to culture and are essential to real communication too.

As for me, I am keen on the English language. It has become my favourite subject and my hobby. I have chosen English to be my career. I've made up my mind to become an English language teacher. And I'll take every chance to become a good teacher.

Exercise 3. Read the statements and say whether they are true or false:

1. About 200 million people speak English as their first language.
2. About the same number use it as a foreign language.
3. 15 per cent of the world mail is in English.
4. 60 per cent of the world's radio stations broadcast in English and more than half of the world's periodicals are printed in English.
5. It is an official language in 24 countries.
6. There are no varieties of English.
7. English has become the international language of politics, science, trade and culture.
8. A foreign language is, in fact, an intellectual discipline that stimulates one's mental abilities: memory, thinking, speech skills.
9. Knowing a foreign language makes it easier to choose a profession and provides job opportunities.

10. Everyone who travels in Europe, Asia or Africa, even in South America can't get around by using English.

Exercise 4. Connect the beginning (A) and the end (B) of the sentences:

A.

1. Learning a foreign language stimulates one's mental abilities
2. Knowing a foreign language makes it easier to choose a profession and provides job opportunities
3. If you know the language of a foreign country, you can
4. If you know English well, you can read the instructions on the labels and get aware
5. Learning English is not like learning mathematics or science
6. Your English knowledge becomes a lot more thorough, if you don't just learn from language books
7. Grammatical exercises can be very useful when
8. To improve pronunciation it is recommended
9. It is quite useful to make people write essays in order to learn languages because
10. Making up dialogues and role playing different situations contribute to your oral speech development when you

B.

- a) it helps to improve the quality of your work, since it reduces the time lost on obtaining the necessary information.
- b) memory, thinking, speech skills.
- c) of the way how to use the thing so as not to mistake washing powder for bath gel.
- d) instead, it involves a different way of thinking.
- e) mix with its people easily without any confusion or embarrassment and make friends.
- f) changing the tense form or making a sentence negative.
- g) writing about a topic makes people use as much of their grammatical knowledge as possible and tests the person's vocabulary in a specific field
- h) but also from other sources.
- i) discuss various situations, learn new words and expressions and practise them.
- j) to listen to tape recording and repeat sounds, speech patterns, dialogues, poems and songs.

Exercise 5. Answer the following questions:

1. How many people in the world speak English as their first language?
2. How many people use English as their foreign language?
3. What varieties of English do you know?
4. Why do plenty of people have a strong desire to learn English nowadays?
5. How does English exercise one's brain?
6. Does the knowledge of English help people to choose a profession?
7. What professions require a working knowledge of English?
8. How does the knowledge of a foreign language help to make friends?
9. How can you use English in everyday life?
10. Why does learning English involve a different way of thinking?
11. What sources of learning English is it recommended to use?
12. What is necessary to do to improve pronunciation?
13. Why is essay writing useful?
14. How can you develop your oral speech?
15. Why is it important to have regular lessons?
16. Do you enjoy learning a foreign language? Why?
17. What attracts you most in language learning?
18. Which language – English or Russian – do you find more difficult?

Exercise 6. Speak on the following points:

1. English is the international language of science, business, trade, mass entertainment and tourism.
2. Learning English is a life necessity today and helps to develop one's mental abilities, choose a profession and make friends.
3. It is recommended to use different sources to master English.
4. There are many ways to improve pronunciation.
5. It's quite useful to write essays.
6. Making up dialogues and role playing contribute to oral speech development.

III. Speech practice

Exercise 1. Teenagers are keen on communicating. Today they share their opinions why they learn foreign languages. Read and do the test below:

Kate, 14, Belarus:

Learning English is extremely important for me. There are international friendship camps in the world. If you can speak foreign

languages, it will be easy for you to visit such camps and speak with boys and girls, who do not know Russian. In short, I'd like to visit one of these camps.

Marek, 15, Poland:

I'm keen on travelling. But it is difficult to visit countries, when you don't know the language of these countries. If I know the language of the country, which I am going to visit, it will be easy to travel there. If I want to ask for help, I'll be able to do it in English. By the way, you can see a lot of signboards and names in the streets. They are in foreign languages. Very often they are in English. If you know English, you can read and understand them.

Mao, 16, China:

I think that the role of English is getting more and more important nowadays. In my opinion, I will use English in the future, because almost all jobs demand the knowledge of English. I'm going to enter some European University.

Andrew, 17, Russia:

I'm keen on music. I listen to many English songs and translate them for pleasure. I can also discuss them in the Internet in English and communicate with fans from other countries. With the help of English I can use the Internet easily. English is my hobby.

Antony, 16, Italy:

I believe that knowing a foreign language would do no harm. For example, we buy many clothes from other countries. If you know English well, you can read something about the size or quality of this or that thing. It is clear to you what it is made of.

Milosh, 13, Hungary:

I use English outside the classroom almost every day, because I play different computer games, which are in English. I think it's not only fun, but also good practice.

Name the person who says that:

- A. Playing computer games is good practice of English.
- B. English is necessary if you want to visit an international friendship camp.
- C. If you know English you can read something about the size and quality of clothes.
- D. English is my hobby. I translate songs for pleasure and discuss them in the Internet in English.
- E. It is easier and more pleasant to travel if you know English.
- F. Many jobs require the knowledge of English.

Exercise 2. Express your agreement, disagreement or doubt about these ideas:

Useful Phrases

Agreement (approval)	Disagreement (disapproval)	Disbelief (doubt)
I agree. I think so, too. I think that's wise. Very sensible (of you). Good! Splendid! That's a good idea!	I don't agree. I think you are mistaken. Nonsense. Rubbish. That's ridiculous. That's silly.	If you say so. I doubt it. That's not my opinion. You can't be serious. You must be joking.

1. The knowledge of English widens intellectual horizons.
2. English is necessary for your future career.
3. It is better to travel when you know English.
4. Playing different computer games which are in English is not only fun, but also good practice.
5. Learning a foreign language is extremely difficult.
6. Learning process starts to work when you have a reason for it.
7. When learning a foreign language it is not very important to have regular classes.

Exercise 3. Complete the dialogue:

A: I'm very fond of English. I'm going to attend extra-classes in it.

B:

A: It is becoming more and more popular today and is widely used in business and trade.

B:

A: Splendid! Let's attend these classes together!

.....

B: I entirely approve of it. Regular classes are important if you want to master English.

A:.....

B: Very sensible of you. It will really improve your pronunciation.

A:.....

B: That's a good idea! It's very helpful to see films with subtitles.

.....

A: Wonderful! Let's begin just now.

Exercise 5. Choose the statement you like most. Be ready to comment upon it:

- You live a new life for every new language you speak. If you know only one language, you live only once. (Czech proverb)
- Language is the archives of history. (Ralph Waldo Emerson)
- If you talk to a man in a language he understands, that goes to his head. If you talk to him in his language, that goes to his heart. (Nelson Mandela)
- Those who know no foreign language know nothing of their mother tongue. (Johann Wolfgang von Goethe)
- Language is the dress of thought. (Samuel Johnson)

Exercise 6. Interview a classmate about his or her language learning experience. Use the following questionnaire:

1. How many languages do you know?

2. Rate your ability in your foreign language (circle the appropriate answer):

1 2 3 4 5 6 7 8 9 10
Poor Excellent

3. To what extent is a teacher responsible for your success in learning English?

1 2 3 4 5 6 7 8 9 10
Not Very
responsible responsible
at all

4. To what extent are you responsible for your success in learning English?

1 2 3 4 5 6 7 8 9 10
Not Very
responsible responsible
at all

5. What other factors can contribute to your learning English (for example, books, magazines, classmates, etc.)?

6. Try to describe some of the learning strategies you use to master English.

For example:

- having conversations with English speaking people;
- keeping a notebook with you all the time;
- asking native speakers for help;
- listening to tape recording;
-
-

IV. Supplement

Read the text and answer the questions below:

THE HISTORY OF THE ENGLISH LANGUAGE

There exist many language families. However, almost half the people in the world today speak a language belonging to the Indo-European family.

Long ago, only a few languages were spoken. One of them was Indo-European. Experts believe that people in Eastern Europe spoke Indo-European around 5000 B.C. Later, as some of the people moved to other parts of Europe and to India, new languages developed. All these languages are now part of the Indo-European family.

One language in the Indo-European family is English. It is hundreds of years old. However, the English we speak today is not the same as the English of long ago. The language has changed and developed over the years.

Around 500 B.C. people called Celts moved to Britain. They came from central and western Europe. Their language, Celtic, became the language of Britain. The Celtic language then was not like the English of today. Only a few words remained in the English language now.

In 43 A.D. the Romans arrived in Britain. They spoke a different language, Latin. However, Latin did not affect Celtic much. Only a few Latin words entered the Celtic language. Some examples are *candle*, *master*, *port*, *street*, *Lincoln* and some other names.

The Romans left Britain in the 400s. Soon after, in 449, Britain was invaded by three Germanic tribes called the Angles, the Sax, and the Jutes. Since they came from different places, they all spoke different versions of the same language. After they arrived in Britain, they started to speak the same language, Old English, which replaced Celtic. Even the name Britain was changed to Angleland. Old English lasted past the year 1000.

In 1066 French people called Normans conquered England. By 1400 thousands of French words had entered the English language. Examples are *color*, *dinner*, *government*. The new language, called Middle English, lasted from about 1100 to 1500.

No one knows exactly why, but around 1500 English vowel sounds began to change. Between 1500 and 1800 the sounds of English changed more than during any other period. The language spoken after 1500 became known as Modern English.

Modern English is the English that we use today. The language continues to develop and to incorporate new words, especially words, related to science and technology, such as *astronaut*, *bionic*, *laser*.

to exist — существовать

to belong — принадлежать

B.C. — до нашей эры

A.D. — нашей эры

Celts [kelts] — кельты

to remain — оставаться

to affect — влиять

to invade — вторгаться

tribes — племена

to replace — заменять

to conquer — завоевывать

vowel sounds — гласные звуки

similar — подобный

to occur — происходить

to incorporate — включать, присоединять

to relate to — относиться к чему-либо

Answer the following questions:

1. What language family does English belong to?
2. Why is it called Indo-European?
3. Do you know any other languages belonging to the Indo-European family?
4. How old is the English language?
5. What happened in 500 B.C.?
6. Are there many Celtic words left in modern English?
7. When did the Romans arrive in Britain?
8. What language did they speak?
9. Did their language affect Celtic much? What are the examples?
10. Who invaded Britain after the Romans? When did it happen?
11. How long did Old English last?
12. Who conquered England in 1066?
13. What language influenced English in that period?
14. What was English called then?
15. What changes occurred in English after 1500?
16. How does Modern English continue to develop nowadays?

Unit 3. CHOOSING A PROFESSION

I. Topical vocabulary

A. Nouns

- ability [ə'bilɪtɪ] – способность, возможность
- advantage [əd'vɑ:ntɪdʒ] – преимущество
- application [ˌæplɪ'keɪʃn] – просьба, заявление
- career [kə'riə] – карьера
- choice [tʃɔɪs] – выбор, отбор
- curriculum vitae [kə'ɪkjʊləm 'vi:tai] – краткая биография, резюме
- diploma [dɪ'pləʊmə] – диплом, свидетельство
- experience [ɪks'piəriəns] – жизненный опыт
- job [dʒɒb] – работа
- level ['levl] – степень, ступень, уровень
- occupation [ˌɒkjʊ'reɪʃn] – занятие, дело
- profession [prə'feɪʃn] – род занятий, профессия
- proficiency [prə'fɪʃənsɪ] – опытность, умение
- qualification [ˌkwɒlɪfɪ'keɪʃn] – квалификация
- reference ['refrəns] – отзыв, рекомендация
- salary ['sæləri] – жалование, заработная плата
- skill [skɪl] – мастерство, умение, навык
- talent ['tælənt] – талант, способность
- trade [treɪd] – занятие
- trait [treɪt] – черта характера

Jobs

- accountant [ə'kaʊntənt] – бухгалтер
- actor ['æktə] – актер
- actress ['æktɪs] – актриса
- architect ['ɑ:kɪtekt] – архитектор
- astronaut ['æstrɒnɔ:t] – астронавт, космонавт
- barber ['bɑ:bə] – парикмахер
- captain ['kæptɪn] – капитан
- carpenter ['kɑ:pɪntə] – плотник, столяр
- cashier [kæ'sɪə] – кассир
- chef [ʃef] – шеф-повар, главный повар
- clerk [klɑ:k] – служащий

- computer programmer [kəm'pjʊ:tə'prəʊgræmə] – программист
- cook [kʊk] – повар
- dentist ['dentist] – зубной врач
- doctor ['dɒktə] – врач
- driver (bus-, taxi-) ['draɪvə] – водитель (автобуса, такси)
- ecologist [i'kɒlədʒɪst] – эколог
- economist [i'kɒnəməst] – экономист
- electrician [,ɪlek'trɪʃn] – электромонтер, электрик
- employee [ˌemplɔɪ'i:] – служащий, работающий по найму
- engineer [ˌendʒɪ'nɪə] – инженер
- firefighter ['faɪə,faɪtə] – пожарный, пожарник
- gardener ['gɑ:dənə] – садовник, цветовод
- homemaker ['həʊm,meɪkə] – домохозяйка
- interior designer [ɪn'tɪəriə dɪ'zaɪnə] – дизайнер интерьера
- interpreter [ɪn'tə:prɪtə] – переводчик (устный)
- journalist ['dʒə:nəlist] – журналист, корреспондент
- lawyer ['lɔ:jə] – юрист, адвокат
- librarian [laɪ'brɛəriən] – библиотекарь
- manager ['mænɪdʒə] – управляющий, менеджер
- mechanic [mɪ'kænik] – механик
- medical assistant ['medɪkəl ə'sɪstənt] – помощник врача; фельдшер
- nurse [nɜ:s] – медсестра
- pharmacist ['fɑ:məsɪst] – фармацевт
- pilot ['paɪlət] – лётчик
- plumber ['plʌmə] – водопроводчик
- policeman [pə'li:smən] – полицейский
- photographer [fə'tɒgrəfə] – фотограф
- psychologist [saɪ'kɒlədʒɪst] – психолог
- physician [fɪ'zɪʃn] – физиолог, врач
- reporter [rɪ'pɔ:tə] – репортёр, корреспондент, обозреватель
- receptionist [rɪ'sepʃənɪst] – секретарь, администратор (в гостинице)
- seamstress ['si:mstrɪs] – швея
- secretary ['sekɪtəri] – секретарь
- scientist ['saɪəntɪst] – учёный, научный работник
- shop-assistant ['ʃɒpəsɪstənt] – продавец
- tailor ['teɪlə] – портной
- teacher ['ti:tʃə] – учитель, преподаватель

- typist [ˈtaɪpɪst] – машинистка
- veterinarian [ˌvetərɪˈneəriən] – ветеринарный врач
- waiter [ˈweɪtə] – официант

B. Adjectives

- anxious [ˈæŋkʃəs] – обеспокоенный
- attentive [əˈtentɪv] – внимательный
- awkward [ˈɔːkwəd] – неуклюжий, неловкий
- calm [kɑːm] – спокойный
- careless [ˈkeəlis] – беспечный, небрежный
- committed [kəˈmɪtɪd] – обязательный
- conscientious [ˌkɒnʃɪˈenʃəs] – сознательный
- concerned [kənˈsɜːnd] – озабоченный
- concentrated [ˈkɒnsəntreɪtɪd] – сосредоточенный
- dedicated [ˈdedɪkeɪtɪd] – преданный
- diligent [ˈdɪlɪdʒənt] – упорный, прилежный
- hard-working [ˈhɑːdˌwɜːkɪŋ] – трудолюбивый
- incompetent [ɪnˈkɒmpɪtənt] – неумелый
- indifferent [ɪnˈdɪfrənt] – безразличный
- industrious [ɪnˈdʌstriəs] – трудолюбивый
- irresponsible [ˌɪrɪsˈpɒnsəbl] – безответственный
- lazy [ˈleɪzi] – ленивый
- patient [ˈpeɪʃənt] – терпеливый
- punctual [ˈpʌŋktʃʊəl] – пунктуальный
- quiet [ˈkwaɪət] – спокойный
- responsible [rɪsˈpɒnsəbl] – ответственный
- unconcerned [ˌʌnkənˈsɜːnd] – равнодушный
- unskilled [ʌnˈskɪld] – неквалифицированный
- upset [ʌpˈset] – расстроенный

C. Verbs and phrases

- to apply (for) [əˈplai] – подавать заявление
- to be in two minds – колебаться, находиться в нерешительности
- to be a success [səkˈses] – иметь успех
- to be interested in something – интересоваться чем-либо
- to be keen on – увлекаться
- to become (a doctor) – стать (врачом)
- to change one's mind – передумать, изменить решение
- to compete [kəmˈpiːt] – участвовать в конкурсе

- to choose a profession – выбирать профессию
- to develop good traits – развить хорошие качества
- to earn [ə:n] money – зарабатывать деньги
- to enter a university / college – поступить в университет / колледж
- to finish school / to leave school – оканчивать школу
- to follow one's advice – следовать чьему-то совету
- to get satisfaction from the job – получать удовольствие от работы
- to go into business – заниматься бизнесом
- to graduate from ['grædjueɪt] – оканчивать высшее учебное заведение
- to make the right choice – сделать правильный выбор
- to make up one's mind – решиться
- to pass the exam – сдать экзамен
- to receive a higher education – получить высшее образование
- to require [rɪ'kwaɪə] – требовать
- to take into account [ə'kaʊnt] – принимать во внимание, в расчет
- to take into consideration [kən,sɪdə'reɪʃən] – принимать во внимание
- to try to do one's best – стараться сделать все возможное
- to work as – работать (кем-либо, в качестве кого-либо)

Vocabulary exercises

Exercise 1. Match the jobs on the left and their definitions on the right:

- | | |
|----------------|---------------------------------------------------------------|
| journalist | 1) a person who drives a bus |
| teacher | 2) he/she works in a school and teaches pupils |
| police officer | 3) rescues people from burning buildings |
| accountant | 4) works at the hospital and helps doctors |
| businessman | 5) defends people's rights in court |
| doctor | 6) flies an airplane |
| nurse | 7) takes people's orders in a restaurant and serves them food |
| pilot | 8) works at the police station |
| taxi driver | 9) works at the bank and keeps records of money |
| bus driver | 10) works at the hospital and treats patients |
| manager | 11) answers phone calls and does office work for his/her boss |
| chef | 12) drives a taxi |
| actor | 13) a person who reports news on TV or on the radio |
| actress | 14) does the cooking in a restaurant or a hotel |

firefighter	15) a woman who plays a role in a movie
waiter	16) manages the affairs of the company or business
lawyer	17) one who does business
secretary	18) a man who acts in a movie

Exercise 2. Read the job duties and match them with the job titles:

a) cashier	b) manager	c) photographer	d) accountant
e) pharmacist	f) painter	g) interpreter	h) nurse
i) veterinarian	j) builder	k) shop-assistant	l) tour guide
m) engineer	n) postal clerk	o) gardener	p) seamstress
q) chef	r) driver	s) psychologist	t) interior designer

1. ___ Hires and supervises workers
2. ___ Checks bills for mistakes and prepares tax reports
3. ___ Interprets languages for people
4. ___ Builds houses
5. ___ Guides tourists to see the city sights
6. ___ Sorts and delivers mail
7. ___ Trims bushes and trees
8. ___ Sews clothing
9. ___ Creates new recipes
10. ___ Designs engines
11. ___ Sells things in stores
12. ___ Takes care of sick people
13. ___ Takes pictures of people
14. ___ Operates a cash register
15. ___ Paints houses and buildings
16. ___ Cares for animals
17. ___ Prepares medicine on prescriptions
18. ___ Decorates rooms and buildings
19. ___ Drives cars, trucks or buses
20. ___ Studies the way people behave

Exercise 3. Find the correct pieces and put them together to form job related words. Model: 27+1= secretary.

Down

1. A _____ writes articles.
2. A _____ plays tennis.
4. When I grow up I will study and investigate lots of useful things. I want to be a _____.
5. A _____ steers a ship.
6. A _____ repairs machines.
7. A _____ takes photos.

Across

3. I want to be a _____. I will program lots of computer games.
8. An _____ designs buildings.
9. I want to travel to other planets. I want to be a _____.
10. An _____ designs and builds things.
11. A _____ interviews people and reports news.

Exercise 5. Cross out the job duties that do not belong to each category:

A. Secretary

Puts information in the computer, sells things, operates office machines, sorts mail, answers the phone, guides tourists, keeps records, teaches children.

B. Doctor

Cares for sick people, delivers packages, finds out reasons for poor health, studies science, prescribes medicine, works with medical equipment, interprets, studies the way people behave.

C. Gardener

Plans a flower garden, sells houses, trims bushes and trees, cares for animals, plants and cultivates flowers, paints pictures, cuts grass, waters lawns.

Exercise 6. Try to guess what kinds of professions will be suitable for these boys and girls:

Donald, 19.

Ambitious, outgoing, energetic, rather flexible.

Likes travelling.

Good at learning languages

David, 18.

Hard-working, energetic.

Likes playing football and basketball.

Can be a leader of a group.

Sue, 20.

Patient, hard-working, responsible, flexible.

Likes animals and cares for them.

Grew up on a farm.

Lisa, 20.

Creative, outgoing, patient, flexible.

Likes children.

Can be a leader of a group.

Likes to study.

John, 17.

Creative, patient, disciplined.

Doesn't like to communicate with people.

Technically minded.

II. Reading

Exercise 1. Read the sentences and try to guess the meaning of the words in bold:

1. Lifelong education is a burning necessity of success and **promotion**.
2. A **lifeguard** or a pilot is a more likely job for men.
3. Another important factor is **social environment**.
4. Today we have **dynasties** of teachers, **physicians**, lawyers, economists, **military officers**.
5. The science of economics is concerned with all our **material needs and wants**.
6. To become a good specialist in economic matters and business one must know many sciences, such as business economics, **finance and credits**, statistics, mathematics and **marketing**, which is a modern philosophy of business.
7. Interior designers must be able to **visualize ideas** and present them to **clients**.
8. Modern courses include **computer-aided design**, building and design **techniques**.

9. I know that 159 countries – members of the UNO – have set up environmental protection agencies that hold numerous conferences to discuss questions of ecologically poor regions.

Exercise 2. Read following the text:

CHOOSING A PROFESSION

One of the most difficult problems a young person faces is deciding what to do about a career. It's not an easy thing to choose the right job out of more than 2,000 existing in the world. Many roads are opened for a school-leaver: vocational and technical schools, different colleges and universities. Education increases one's chances in the lottery of employment. There's hardly any solid company nowadays that will take on an employee without a certain qualification. Lifelong education is a burning necessity of success and promotion.

The properly chosen career makes a person happy and successful for the rest of his life. It can define where you are to live, the way you feel about yourself and people's attitude towards you. It can open doors for your creativity and contribute a lot to the development of your abilities.

When choosing a future profession, we should consider different factors. In my opinion, satisfaction is one of the most important factors when you make your choice. A job should be interesting and socially important. Some jobs are considered to be more suitable for men and others for women. For example, the professions of a secretary or a nurse are more suitable for women. A lifeguard or a pilot is a more likely job for men. You should also decide whether you want to work indoors or outdoors. Another important factor is social environment. The profession of parents often influences the future profession of their children. Today we have dynasties of teachers, physicians, lawyers, economists, military officers, etc. Some of us want to become ecologists, others – designers, historians, mathematicians, biologists, computer operators, etc. All these professions are very useful.

Some young people go into teaching because teaching is exciting, creative and important. They admire teachers and want to be like them. Some of them enjoy working with children. They like the subjects they are going to teach.

Teaching is a very specific and difficult job. The teacher is a person who is learning as well as teaching all his life. He must honestly know his work, his particular subject and his pupils. He must be deeply interested in what he teaches. He should also be patient, understanding and kind. Teachers must not only give knowledge to their pupils but understand their problems, help them to become real citizens of their country, be honest and

hard-working. For education to be successful, teachers and pupils should work together. Certainly, it is very difficult to be a teacher, because sometimes pupils do not behave properly. At the same time discipline should work hand in hand with freedom. Freedom is welcomed if it helps a pupil to learn and develop. Teachers should encourage their pupils to do things successfully. They are to bring up the younger generation in the spirit of moral ideals and develop their pupils' intellect, character and attitude towards life. It's a great responsibility, that's why I think teaching to be one of the most important professions in the world.

A very popular profession nowadays is an economist. Economists study our everyday life and the system that affects it. They try to describe the facts of the economy in which we live and to explain how the system works. The science of economics is concerned with all our material needs and wants. To become a good specialist in economic matters and business one must know many sciences, such as business economics, finance and credits, statistics, mathematics and marketing, which is a modern philosophy of business. It is also very important for a modern economist to be a skillful user of the computer and know at least one foreign language.

To be an interior designer is attractive, too. This profession can fit creative people who know how to make things around them look nice. Interior designers plan the detailed decoration of interiors of offices, hotels, private houses. Through the use of materials, colour, acoustics they are able to evoke different moods. They must also be able to visualize ideas and present them to clients. They often work in a team with architects. Designers must understand people for whom they make their projects, must also be aware of various technical processes available, even of the requirements of heating and ventilating. Most interior designers have a degree or a diploma course at a college, university or specialized art school. Modern courses include computer-aided design, building and design techniques.

I made up my choice long ago and decided to become an ecologist and help people to prevent ecological crises, protect nature and save life on the planet. I'm fond of reading, and books made me understand that the development of civilization was followed by man's careless interference in nature. It resulted in the fastest-spreading disease of the 21st century -- poisoning of the world's land, air and water.

Every year industry all over the world pollutes atmosphere with about 1000 million tons of dust and other harmful substances. Cities suffer from smog. Just breathing air becomes life threatening in many of them. In Cairo and Mexico City, for example, it is equivalent to smoking 2 packs of cigarettes a day. These emissions of industrial by-products are the main reason for the greenhouse effect and acid rains.

Vast forests are cut down and burn in fire. Their disappearance

upsets the oxygen balance. As a result one kind of animal, plant or insect dies out for ever every ten minutes, a number of rivers and lakes dry up.

All that creates such planet-wide problems as massive deforestation, ozone depletion, acid rains and the global warming caused by the greenhouse effect. If nothing is done to solve these problems in the near future nobody will stay alive on this planet. That's why I consider that my own duty is to take part in creating a system of ecological security. I read everything I can find about what has been done in this direction. I know that 159 countries – members of the UNO – have set up environmental protection agencies that hold numerous conferences to discuss questions of ecologically poor regions including the Aral Sea, the South Urals, the Kuzbass, Semipalatinsk and Chernobyl. My dream is to join the international organization Greenpeace to do much to preserve the environment.

I think the sooner a person chooses his future profession the better. He can attend specialized classes to be well prepared for his entrance exams. Some people try to postpone making a decision. I think that this way deprives a person of a lot of opportunities. Fortunately, there are a lot of people you can turn to for advice and help. At most schools there are teachers who are professionally qualified to give you detailed information about job qualifications. And you can talk over your ideas with family members and friends.

acid rains [ˈæsid reɪnz] – кислотные дожди;

by-product [ˈbaɪ,prɒdʌkt] – побочный продукт;

deforestation [ˌdiːfɔːrɪsˈteɪʃ(ə)n] – вырубка леса;

emission [ɪˈmɪʃ(ə)n] – выброс;

greenhouse effect [ˈɡriːnhaʊs ɪˈfekt] – парниковый эффект;

ozone depletion [ˈəʊzəʊn dɪˈpliːʃ(ə)n] – истощение озонового слоя;

poisoning [ˈpɔɪznɪŋ] – отравление;

the UNO – Организация Объединенных Наций;

to upset the oxygen balance [ʌpˈset ˈɒksɪdʒən ˈbæləns] – нарушать кислородный баланс

Exercise 3. Read the text again and find the English equivalents to the following:

Выпускник школы, принимать на работу, острая необходимость, социальное окружение, поощрять учащихся, стать настоящими гражданами своей страны, воспитывать подрастающее поколение, огромная ответственность, стать хорошим специалистом в области экономики, квалифицированный пользователь ЭВМ, вызывать различное настроение, быть осведомленным о технических режимах (процессах), предотвратить экологический кризис, беспечное

вмешательство, загрязнять атмосферу, создание системы экологической безопасности, учреждать органы по защите окружающей среды, вступить в организацию, отложить принятие решения, обратиться за советом, обсудить идеи с семьей.

Exercise 4. Say if the statements are true to the text or false:

1. Education increases one's chances in the lottery of employment.
2. The properly chosen career can't define where you are to live, the way you feel about yourself and people's attitude towards you.
3. When choosing a future profession, we should consider different factors.
4. Some young people go into teaching because teaching is well-paid.
5. For education to be successful, teachers and pupils should work together.
6. The science of economics is concerned with our health.
7. Interior designers plan the detailed decoration of interiors of offices, hotels, private houses.
8. Modern courses of interior designers include dancing and foreign language learning.
9. The development of civilization resulted in the fastest-spreading disease of the 21st century – poisoning of the world's land, air and water.
10. Every month industry all over the world pollutes atmosphere with about 1000 million tons of harmful substances.
11. 300 countries – members of the UNO – have set up environmental protection agencies.
12. The sooner a person chooses his future profession the better.

Exercise 5. Answer the following questions:

1. Is it an easy task to choose a career?
2. Whom can you turn to for advice and help?
3. Why is lifelong education a burning necessity of success?
4. What factors should be considered when choosing a future career?
5. Why do young people go into teaching?
6. Why is teaching a very specific and difficult job?
7. What do economists study?
8. What must one know to become a good economist?
9. What type of people does the profession of an interior designer fit?
10. What does this profession deal with?
11. What do modern design courses include?
12. Why is it so important to protect nature nowadays?

Exercise 6. Retell the text according to the outline:

1. It is not an easy thing to choose the right job.
2. The properly chosen career makes a person happy and successful for the rest of his life.
3. When choosing a future profession, we should consider different factors.
4. There are people you can turn to for advice and help when choosing your future profession.
5. The profession you have chosen.
 - a) Is it socially important?
 - b) Why do you think it to be interesting?
 - c) What personal qualities does it require?
 - d) What activities does it involve?
 - e) What knowledge and skills are necessary to master this profession?

III. Speech practice

Exercise 1. Say what factors are important for you in choosing a job:

- satisfaction from your job;
- money;
- social environment;
- the opinion of your parents;
- your inclinations;
- promotional prospects and conditions of a job;
- the importance of your job;
- other factors.

Arrange these factors according to their importance to you. Explain your choice.

Exercise 2. Ask your classmates about their career preferences and discuss with them the advantages and disadvantages of different kinds of jobs.

Key words: to choose a profession; in my opinion; socially important; to take into account one's inclinations; to require patience, competence and knowledge; to be an enthusiast; well-paid; fashionable; to be deeply interested in; to cope with problems; a great responsibility; well-educated; to make a person happy and successful.

Exercise 3. What is your dream job? Talk to four people in your class. Ask them about their dream jobs. Fill in the table:

NAME	DREAM JOB	WHAT DO YOU LIKE ABOUT THIS JOB?

Exercise 4. Make up dialogues putting in the missing responses.

A.

- I would like to be a teacher. In my opinion, the profession of a teacher is socially important.
- ...
- I agree with you. Besides, for education to be successful, teachers and pupils should work together.
- ...
- On the other hand, it is very difficult to be a teacher.
- ...
- Nevertheless, I am enthusiastic about this profession. I am sure that there are more advantages than disadvantages.

B.

- This year we have to make a difficult choice. We should choose our future profession.
- ...
- Oh, great! Your family has a dynasty of ecologists.
- I also think that this profession is very important because ...
- ...
- Yes. All that creates such planet-wide problems as massive deforestation, ozone depletion and acid rains.
- ...
- In my opinion, you'll do your best because you are very enthusiastic about this profession.

Exercise 5. You have come to an employment agency and are to answer the questionnaire:

1. Are you looking for:
 - a) full-time employment?

b) part-time employment?

2. Which of these is most important for you?

Please number 1-5 in order of importance:

money ☐ people ☐ security ☐ job satisfaction ☐ an interesting job ☐

3. Do you like:

	yes	no
a) meeting people	<input type="checkbox"/>	<input type="checkbox"/>
b) working alone	<input type="checkbox"/>	<input type="checkbox"/>
c) working with your hands	<input type="checkbox"/>	<input type="checkbox"/>
d) creativity	<input type="checkbox"/>	<input type="checkbox"/>
e) travelling	<input type="checkbox"/>	<input type="checkbox"/>

Exercise 6. Look at the following examples of personality traits and find the ones that apply to you.

Use:

I am very ...

accurate

cooperative

creative

flexible

organized

...is one of my strong points

accuracy

cooperation

creativity

flexibility

organization

Exercise 7. Analyse your interests and abilities. Answer the following questions:

1. What special talents do I have?

2. What are my attitudes and values?

3. What things do I enjoy doing?

4. What are my educational plans for the future?

5. Am I the kind of person who works well in a large group, or do I work better with only one or two people?

6. Am I willing to accept change?

Exercise 8. Choose an occupation for yourself pointing out all the advantages and disadvantages. Account for your choice.

Job	Skills	Personality traits	Responsibilities	Social importance

Exercise 9. What should you do to find a job? Find the logical sequence of the steps you should take.

- make an appointment with an employment agency;
- read the classified advertisements;
- think what kind of job you want;
- analyse your skills, personality traits and abilities;
- get ready for the interview;
- find out what employment agency you can use;
- find out about the company.

Exercise 10. Comment upon the statements:

1. It is always a problem to choose the right profession.
2. It is necessary to start thinking about the future profession as soon as possible.
3. All professions are useful.
4. You should listen to yourself when choosing a job.

UNIT 4. TOURISM

I. Topical vocabulary

A. Nouns

- accommodation [ə, kɒməˈdeɪʃ(ə)n] – жильё, жилище, помещение
- airline [ˈeəlaɪn] – авиалиния, авиакомпания
- amateur [ˈæmətə] – любитель
- ancestry [ˈænsɛstri] – происхождение; родословная
- backpacking [ˈbæk, prækiŋ] – пеший туризм, туристический поход
- Bed & Breakfast (B&B) – ночлег и завтрак
- beverage [ˈbevərɪdʒ] – напиток
- booking office [ˈbukiŋ, ɒfɪs] – билетная касса
- campsite [ˈkæmpsait] – палаточный лагерь
- canoeing [kəˈnu:ɪŋ] – гребля на байдарках и каноэ
- casino [kəˈsi:nəʊ] – игорный дом, казино
- castle [ˈkɑ:sl] – замок; дворец
- conservation [ˌkɒn(t)səˈveɪʃ(ə)n] – охрана, сохранение; защита
- cruise [kru:z] – круиз, морское путешествие
- cuisine [kwɪˈzi:n] – кухня, стол (питание; кулинарное искусство)
- destination [ˌdestɪˈneɪʃ(ə)n] – место назначения, цель (путешествия)
- ecotourism – экотуризм
- emphasis [ˈemfəsis] – особое значение
- employment [ɪmˈplɔɪmənt] – ремесло; род занятий, профессия
- entertainment [ˌentəˈteɪnmənt] – увеселительное мероприятие, развлечение
- environment [ɪnˈvaɪər(ə)nmənt] – окружающая обстановка (среда)
- faculty – способность, дар
- hiking [ˈhaɪkiŋ] – туризм (touring, tourism)
- hitchhiking [ˈhɪtʃhaɪkiŋ] – путешествие на попутных машинах бесплатно, передвижение автостопом
- holidaymaker [ˈhɒlədeɪ, meɪkə] – отпускник; отдыхающий
- hospitality [ˌhɒspɪˈtæləti] – гостеприимство, радушие
- hostel [ˈhɒst(ə)l] – турбаза; общежитие, используемое также как гостиница для туристов) (= youth hostel)
- intake [ˈinteɪk] – поглощение, потребление
- interaction [ˌɪntərˈækʃ(ə)n] – взаимодействие (cooperation)

- journey [ˈdʒəːni] – путешествие, поездка (обычно сухопутное)
- leisure [ˈleɪʒə] – досуг, свободное время
- mountaineering [ˌmaʊntiːniə(r)ɪŋ] – альпинизм
- niche [niʃ] – ниша, ниша
- pollution [pəˈluːʃ(ə)n] – загрязнение
- rafting [ˈrɑːftɪŋ] – рафтинг (сплав по рекам; экстремальный вид спорта)
- rambling [ˈræmblɪŋ] – странствия; путешествия
- recreation [ˌriːkriːeɪʃ(ə)n] – отдых, развлечение
- resort [rɪˈzɔːt] – курорт
- route [ruːt] – дорога, маршрут, путь следования
- scuba diving [ˈskuːbəˌdaɪvɪŋ] – дайвинг, подводное плавание с аквалангом
- service industry – индустрия обслуживания
- shopping mall [mɔːl] – торговый пассаж (крытая улица, состоящая из множества различных магазинов и лавок)
- sightseeing [ˈsaɪtˌsiːɪŋ] – осмотр достопримечательностей
- tour [tuə] – путешествие, поездка, турне; тур, экскурсия
- tourism [ˈtuəɪzəm] – туризм
- trip [trɪp] – путешествие; поездка, экскурсия (journey)
- venue [ˈvenjuː] – место проведения

B. Adjectives

- creative [kriˈeɪtɪv] – созидательный, творческий
- fragile [ˈfrædʒaɪl] – слабый, хрупкий
- interchangeable [ˌɪntəˈtʃeɪndʒəbl] – взаимозаменяемый
- low-budget [ˌləʊˈbʌdʒɪt] – низкобюджетный, дешёвый
- prosperous [ˈprɒsp(ə)rəs] – процветающий, преуспевающий
- recreational [ˌriːkriːeɪʃ(ə)n(ə)l] – развлекательный
- responsible [rɪˈspɒnsəbl] – несущий ответственность
- youth [juːθ] – молодёжный

C. Verbs

- benefit [ˈbenɪfɪt] – приносить пользу
- engage [ɪnˈɡeɪdʒ] – вовлекать
- escape [ɪsˈkeɪp] – уходить от реальности
- expand [ɪkˈspænd] – развивать(ся), увеличиваться
- forecast [ˈfɔːkɑːst] – предвосхищать, предсказывать
- foster [ˈfɒstə] – побуждать, стимулировать
- impact [ˈɪmpækt] – сильное воздействие; влияние

- preserve [pri'zə:v] – сохранять
- reduce [ri'dju:s] – ослаблять, понижать (lower, lessen)
- relate (to) [ri'leit] – иметь отношение, затрагивать; быть связанным

D. Set phrases and word combinations

- be centered on – быть сконцентрированным на
- be vital for ['vait(ə)l] – быть жизненно необходимым для
- by air – по воздуху
- by car – на машине
- give rise to – давать начало
- look for accommodation – искать место для жилья
- on foot – пешком
- on a global scale – в большом масштабе
- place emphasis on smth. — придавать особое значение чему-л.
- provides funds – предоставлять средства; снабжать деньгами
- see the sights, go sightseeing – осматривать достопримечательности
- stay for a night – ночевать
- the World Tourism Organization – Всемирная организация туризма

Vocabulary exercises

Exercise 1. Pronounce the following words correctly:

a) amateur, ancestry, canoeing, casino, castle, cruise, cuisine, environment, journey, leisure, mountaineering, route, scuba diving, shopping mall, tourism, venue, fragile, low-budget, prosperous, forecast, utilize, tour;

b) Egypt ['i:dʒɪpt], Greece [gri:s], Thailand ['taɪlənd], Turkey ['tʌ:ki], Lithuania [ˌliθju'eɪniə], Cyprus ['saɪprəs], the Netherlands [ðə'neðələndz], Japan [dʒə'pæn], China ['tʃaɪnə], Hungary ['hʌŋgəri], Austria ['ɔstriə], Australia [ə'streɪliə];

c) the Hague [heɪg], Prague [prɑ:g], Lisbon ['lɪzbən], Warsaw ['wɔ:ɔ:], Paris ['pæris], Copenhagen [ˌkæʊpən'heɪgən], Montreal [ˌmɒntriəl], Edinburgh ['edɪnb(ə)rə].

Exercise 2. Match the English words with their Russian equivalents:

a) amateur

1) турбаза

b) backpacking

2) осмотр достопримечательностей

c) campsite	3) пеший туризм, туристический поход
d) destination	4) увеселительное мероприятие
e) entertainment	5) дорога, маршрут развлечения
f) environment	6) досуг, свободное время
g) hostel	7) любитель
h) leisure	8) место назначения, цель
i) route	9) палаточный лагерь
j) venue	10) процветающий, преуспевающий
k) sightseeing	11) окружающая обстановка, среда
l) prosperous	12) место проведения

Exercise 3. Match the words on the left with their definitions on the right:

a) interaction	1) to save something or someone from being harmed or destroyed
b) responsible	2) very low in price, cheap
c) impact	3) having a duty, to be in charge of or to look after someone or something
d) low-budget	4) cooperation
e) sightseeing	5) the activity of going for walks in the countryside for pleasure
f) rambling	6) the sport of swimming under water while breathing through a tube that is connected to a container of air on your back
g) preserve	7) to have an important or noticeable effect on someone or something
h) scuba diving	8) when you visit famous or interesting places, especially as tourists
i) cuisine	9) the providing of a room for a night and breakfast in the morning, for example, in a hotel
j) accommodation	10) a particular style of cooking
k) Bed & Breakfast	11) a place for someone to stay, live

Exercise 4. Find an odd word in each chain:

- 1) backpacking, reading, hiking, rambling;
- 2) Egypt, Greece, B & B, Thailand;
- 3) campsite, hostel, resort, beverage;
- 4) pollution, rafting, mountaineering, canoeing;
- 5) trip, environment, journey, tour.

Exercise 5. Insert the necessary prepositions and make up your own sentences with these word combinations:

- | | |
|-------------------------|-------------------------------------|
| 1) __ global scale | 6) to look __ accommodation |
| 2) to be centered __ | 7) to give rise __ |
| 3) to be vital __ | 8) to stay __ a night |
| 4) to engage oneself __ | 9) to travel __ car |
| 5) to relate __ | 10) to put / place emphasis __ smth |

Exercise 6. Find 14 words connected with the topic "Tourism" in the chart:

v	l	t	o	u	r	i	s	m	x	c
e	p	c	l	e	i	s	u	r	e	j
n	c	a	s	t	l	e	s	h	v	o
u	g	n	l	m	n	o	h	i	j	u
e	c	o	p	t	q	r	o	k	r	r
u	r	e	c	r	e	a	t	i	o	n
c	u	i	s	i	n	e	e	n	u	e
q	i	n	o	p	r	s	l	g	t	y
z	s	g	c	a	s	i	n	o	e	z
d	e	s	t	i	n	a	t	i	o	n

Exercise 7. Say whether you agree with the following definitions or not:

1. A *travel agency* is the same as a *tour operator*.
2. A *package tour* is a holiday in which the price includes flights, transfers to and from the airport and accommodation.
3. An *all-inclusive holiday* is a holiday in which the price includes flights, transfers, food and drink.
4. When passengers *embark*, they *get off* an airplane or a ship.
5. When passengers *disembark*, they *get on* an airplane or a ship.
6. The first thing you do to go to an airport is to go to the *check-in*.
7. The first thing you do when you arrive at your hotel is *check in*.
8. The words *trip*, *excursion*, *journey* and *voyage* all have the same meaning.

II. Reading

Text 1

Exercise 1. Answer the questions before reading the text:

- a) Do you like travelling?
- b) What was the longest journey you have ever had?
- c) What countries do you think are worth visiting?
- d) Do you think tourism is popular nowadays?

Exercise 2. Now read the text and get more information about tourism:

THE EXCITING WORLD OF TOURISM

Tourism is a travel for recreational, leisure or business purposes. The World Tourism Organization defines tourists as people who travel to and stay in places outside their usual environment. People have always travelled to distant parts of the world to see great buildings, works of art, learn new languages, experience new cultures and taste different cuisines.

The terms *tourism* and *travel* are sometimes used interchangeably. In this context, travel has a similar definition to tourism, but implies a more purposeful journey.

Tourism is vital for many countries, such as Egypt, Greece and Thailand due to the large intake of money for businesses with their goods and services, and the opportunity for employment in the service industries associated with tourism. These service industries include:

- **transportation services** (airlines, cruise ships and taxis);
- **hospitality services** (accommodations, including hotels and resorts);
- **entertainment venues** (amusement parks, casinos, shopping malls, various music venues and the theatre).

There are two components in all tourism: the journey to the destination and the stay including activities at the destination.

The tourism industry is divided into five different sectors: accommodation, food and beverage services, recreation and entertainment, transportation travel, services.

There are a lot of options for any traveller, regarding a place to stay. Depending on age, individual preferences and budget people may choose different types of accommodation. For instance:

- if you are looking for a low-budget holiday you may choose between **a campsite** or **a self-catering hotel**;

- if you like mountain holidays, finding a *Bed & Breakfast (B&B) hotel* would be a convenient place to stay the night at. And besides, the atmosphere is very much homelike and friendly;
- *family hotels*, for example, offer more comfort, but they may tend to be slightly more expensive. Taking a caravan with you, if you are travelling by car, is a big advantage as you can stop and sleep almost anywhere;
- when touring big cities, you may choose to stay at *youth hostels* because they are basic and cheap.

Youth hostels, unfortunately, may turn to be a disadvantage: for somebody looking for quiet and peace at night they can be very loud. This is quite understandable, because young people tend to be travelling not alone, but in groups of three or four people. And, anyway, they easily make friends with strangers.

Nowadays people are increasingly choosing holidays which bring them to nature. They grow tired of sightseeing, visiting museums and castles. Some holidaymakers simply don't like doing it any more. They would rather escape to the countryside, go walking, rambling and backpacking, or would rather engage themselves into sport like rafting, canoeing or biking.

Tourism gives rise to changes in society, economy and environment on a global scale. It has become a popular global leisure activity which has expanded over the past 30 years, as societies are becoming more mobile and prosperous. Tourism is a key component of the service economy. The World Tourism Organization forecasts that international tourism will continue growing at the average annual rate of 4%.

Exercise 3. Find in the text English equivalents to:

- 1) развлекательный;
- 2) путешествие;
- 3) место назначения;
- 4) туристическая индустрия;
- 5) главный компонент;
- 6) подходящее место для ночлега;
- 7) остановиться в отеле;
- 8) осмотр достопримечательностей;
- 9) в зависимости от личных предпочтений;
- 10) подружиться с незнакомцем.

Exercise 4. Read the definitions and complete the words:

Example: A travel for recreational, leisure or business purposes is *tourism*.

- 1) A place to stay the night at is a *h- - - l*.
- 2) The term that has a similar definition to tourism is *t- a- - l*.
- 3) Extremely important and necessary for something is *v- - - l*.
- 4) Something that is used to amuse or interest people while travelling is *e - t - r - - - nm - - t*.
- 5) To visit famous or interesting places, especially as a tourist means to go *s- - - t- - - ing*.

Exercise 5. Consult the text and tick the statements as true or false:

Statements	True	False
1) Tourism is a travel for recreational, leisure or business purposes.		
2) The World Tourism Organization defines tourists as people who travel only for fun.		
3) There are two elements in all tourism: the journey to the destination and the stay including activities at the destination.		
4) The terms <i>tourism</i> and <i>travel</i> are never used interchangeably.		
5) Nowadays there are no options for any traveller, regarding a place to stay.		
6) If you want to escape to the countryside you can go on walking, rambling and backpacking, or engage yourself into sport like rafting, canoeing or biking.		
7) If you are looking for a low-budget holiday you may choose between a youth hostel, a Bed & Breakfast hotel, a campsite or a self-catering hotel.		
8) Mountain holidays are very popular with young people.		
9) Tourism has become a popular global leisure activity which has expanded over the past 30 years, as societies are becoming more mobile and prosperous.		
10) The World Tourism Organization forecasts that international tourism will continue growing at the average annual rate of only 1%.		

Exercise 6. Choose the correct answer:

- 1) The World Tourism Organization deals with:
 - a) tourism;
 - b) music;
 - c) theatre and cinema.

- 2) Tourism is vital for many countries due to:
 - a) some political reasons;
 - b) the large intake of money for businesses and the opportunity for employment in the service industries associated with tourism;
 - c) the low possibility to communicate with foreigners.
- 3) Accommodation, including hotels and resorts, belongs to:
 - a) service industries;
 - b) hospitality services;
 - c) entertainment venues.
- 4) The tourism industry is divided into:
 - a) accommodation, food and beverage services, recreation and entertainment, transportation travel, services;
 - b) accommodation, food and beverage services, recreation and entertainment;
 - c) accommodation, recreation and entertainment, transportation travel, services.
- 5) Nowadays there are ... for any traveller, regarding a place to stay in.
 - a) no options at all;
 - b) a lot of options;
 - c) a few options.
- 6) B & B is:
 - a) bed and breakfast;
 - b) boat and bicycle;
 - c) bread and breakfast.
- 7) Many young people, especially when touring big cities, choose to stay at youth hostels because:
 - a) there are no other places to stay in;
 - b) they are basic and cheap;
 - c) they are more peaceful.
- 8) Youth hostels may turn out to be a disadvantage because:
 - a) they can be very loud;
 - b) there is no possibility to stay there at night;
 - c) they serve poor food there.
- 9) Nowadays people are increasingly choosing holidays which bring them to nature because:
 - a) they grow tired of sightseeing, visiting museums and castles;
 - b) holidaymakers do not offer them other opportunities;
 - c) they live in a village and can't bear noisy cities.
- 10) Tourism has become a popular global leisure activity which has expanded...
 - a) over the past 30 years;
 - b) over the past 20 years;
 - c) over the past 70 years.

Exercise 7. Arrange the sentences in the right order according to the text:

1. There are two elements in all tourism: the journey to the destination and the stay including activities at the destination.
2. Tourism is a travel for recreational, leisure or business purposes.
3. The tourism industry is divided into five different sectors: accommodation, food and beverage services, recreation and entertainment, transportation travel, services.
4. People have always travelled to distant parts of the world to see great buildings, works of art, learn new languages, experience new cultures and taste different cuisines.
5. Depending on age, individual preferences and budget people may choose different types of accommodation.
6. If you like mountain holidays, finding a Bed & Breakfast (B&B) hotel would be a convenient place to stay the night at.
7. There are a lot of options for any traveller, regarding a place to stay.
8. Family hotels offer more comfort, but they may tend to be slightly more expensive.
9. If you are looking for a low-budget holiday you may choose between a campsite and a self-catering hotel.
10. Taking a caravan with you, if you are travelling by car, is a big advantage as you can stop and sleep almost anywhere

Exercise 8. Answer the questions:

1. What is tourism?
2. How does the World Tourism Organization define tourists?
3. What term can *travel* be used interchangeably with?
4. Why is tourism vital for many countries?
5. What five different sectors is tourism industry divided into?
6. What types of accommodation can you name?
7. Why do many young people choose to stay at youth hostels?
8. What activities do many people prefer to visiting cities?
9. Why has tourism nowadays become a popular global leisure activity?
10. According to the World Tourism Organization will tourism continue growing?

Exercise 9. Translate the sentences:

1. Туризм жизненно важен для многих стран.
2. Туризм – ведущий компонент экономики.

3. Сегодня многие туристы выбирают отдых на природе, так как они устали от осмотра достопримечательностей различных городов.
4. Что касается мест для ночлега, то сегодня существует огромный выбор для любого туриста.
5. Многие молодые люди предпочитают останавливаться на туристических базах, потому что они дешевле.
6. Горный туризм особенно популярен среди молодежи.
7. В отелях, которые предоставляют ночлег и отдых, – доброжелательная атмосфера.
8. Путешествие до места назначения – это один из элементов туризма.
9. Огромным преимуществом путешествия на машине является то, что туристы могут остановиться на ночлег практически где угодно.

Text 2

Exercise 1. Read the text and choose the most suitable title:

- The Main Reasons Why People Begin to Enjoy Leisure Time.
- The Main Focus of Tourism.
- The Most Popular Types of Tourism.
- Great Opportunities of Mass Tourism.
- _____ (Your Own Title).

Nowadays tourism can provide the best journeys that focus on active, outdoor adventures and wilderness experiences. There are different types of tourism. The most popular are the following:

Mass tourism

Mass tourism has been developing with the improvements in technology, allowing transporting large numbers of people in a short period of time to places of leisure interest. That is why greater numbers of people have begun to enjoy the benefits of leisure time.

Due to the increase in the speed of railways, the better sea travel options, and the increase in the number of improved air travel services, mass travel has grown and developed internationally.

Ecotourism

Ecotourism, also known as ecological tourism, is responsible travel to fragile and usually protected areas. It helps to educate the traveller, provides funds for conservation, also directly benefits the economic development of local communities and fosters respect for different cultures and for human rights.

Backpacking

Backpacking – low-cost (low-budget), independent international travel. Terms such as independent travel and/or budget travel are often used interchangeably with backpacking. The main features of backpacking are the following: use of public transport as a means of travel, preference of youth hostels to traditional hotels, length of the trip, use of a backpack, an interest in meeting the locals as well as seeing the sights.

Winter tourism

Winter sports contribute to winter tourism. Many water sports holiday packages are available at places in many countries apart from Ski and Snow festival tours organized annually. Skiing is extremely popular in the mountainous areas. Ski festivals have a variety of events like ski and sledge competitions, ski and snowboard lessons, performances and recreational activities. The majority of the event participants are from countries with a warm climate.

Niche Tourism

Physical activity or sports-oriented niche tourism includes adventure tourism such as mountaineering and hiking (the activity of taking long walks in the mountains or country), sport travel for golf and scuba diving. There are many types of niche tourism. Some of them are given below:

- creative tourism includes attending cultural festivals, events, and workshops;
- educational tourism is to attend classes and develop certain faculties;
- ancestry tourism is to visit and learn about the birth places;
- hobby tourism is to gather more information about hobbies and this involves garden tours, amateur radio expeditions, or square dance cruises;
- music and dance tourism involves focusing on cultural and arts activities with more emphasis on music and dance.

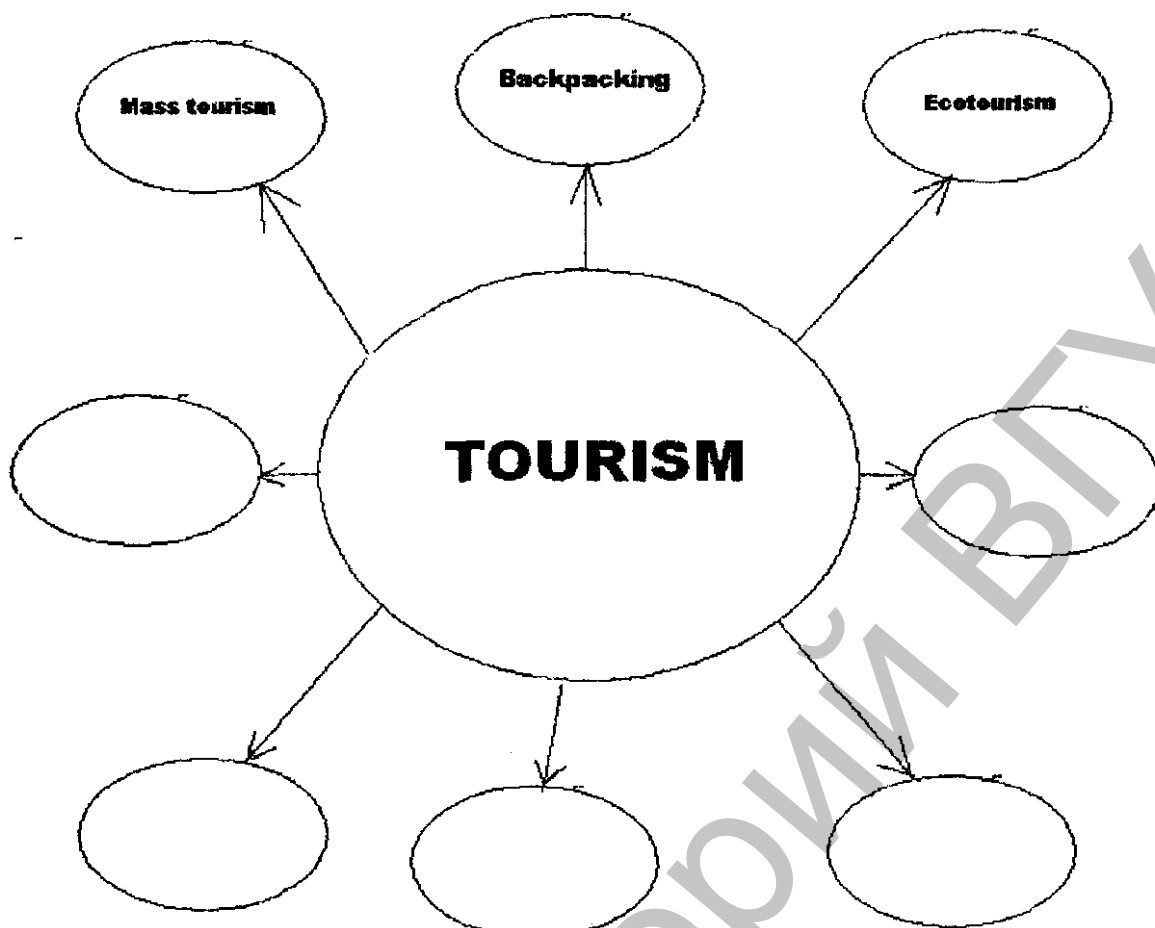
Green travel

The concept of green travel involves a wide range of options that are typically centered on the idea of preserving natural resources and reducing environmental pollution.

Bicycle touring

Bicycle touring is a form of cycling where riders travel long distances. Touring can vary from single day “supported” rides – e.g., rides to benefit charities – where provisions are available to riders at stops along the route, to multi-day trips with solo or group riders carrying all necessary equipment, tool, food, clothing.

Exercise 2. Read the text and complete the scheme:



Exercise 3. Complete the following sentences with the ideas from the text:

1. There are different types of
2. That is why greater numbers of people have begun to enjoy the benefits of
3. ... – low-cost (low-budget), independent international travel.
4. Winter sports contribute to
5. Skiing is extremely popular in the
6. Physical activity or sports-oriented ... includes adventure tourism such as mountaineering and hiking.
7. ... is a form of cycling where riders travel long distances.
8. The concept of ... involves a wide range of options that are typically centered on the idea of preserving natural resources and reducing environmental pollution.
9. Ecotourism, also known as ..., is responsible travel to fragile and usually protected areas.
10. Nowadays tourism can provide the best journeys that ... active, outdoor adventures and wilderness experiences.

Exercise 4. Read the following statements and tick them off as true or false:

Statements	True	False
1) Mass tourism has been developing with the interest of people in travelling.		
2) Ecotourism, also known as ecological tourism, is responsible travel to mountains.		
3) Backpacking is a kind of expensive travel.		
4) Ski festivals have a variety of events like ski and sledge competitions, ski and snow board lessons, performances and recreational activities.		
5) Hobby tourism is to be busy with painting, dancing and singing.		
6) Bicycle touring is a form of cycling when people ride round the stadium.		
7) There are 3 types of tourism.		
8) The main features of backpacking are the following: use of a taxi as a means of travel, preference of youth hostels to traditional hotels, etc.		
9) Physical activity or sports-oriented niche tourism includes adventure tourism such as mountaineering and hiking, sport travel for golf and scuba diving.		
10) The concept of green travel involves a wide range of options that are typically centered on the idea of taking care of homeless animals.		

Exercise 5. Say what kind of tourism is suitable for a person who:

- likes nature;
- is fond of meeting the locals as well as seeing the sights;
- feels respect for different cultures and for human rights;
- prefers low-cost (low-budget) and independent international travel;
- is interested in ski festivals;
- likes mountaineering and hiking;
- is fond of travelling long distances;
- thinks about natural resources and reducing environmental pollution.

Exercise 6. Answer the following questions:

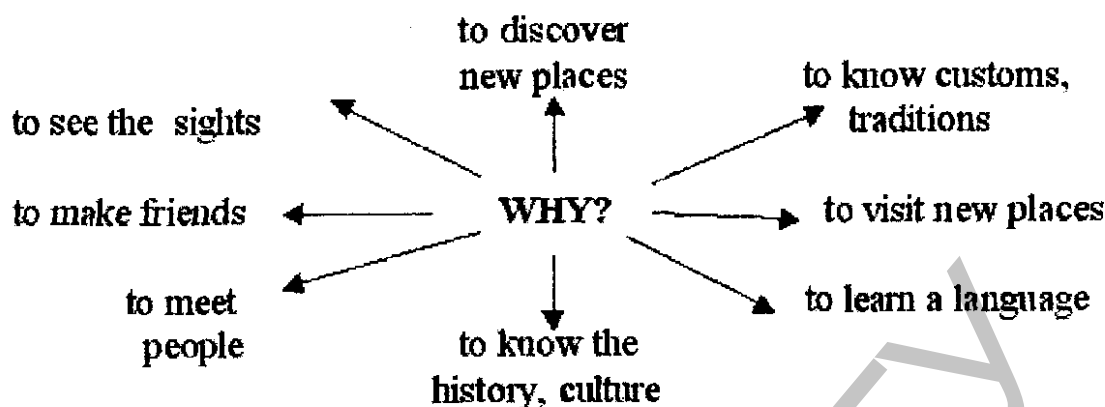
1. What kind of tourism do you like most?
2. Which kind of tourism do you have some experience of?
3. Do you like winter tourism? Why?
4. What attracts you in backpacking?
5. What kind of tourism is the most important to the environment?
6. What kind of niche tourism appeals to you?
7. Will you have to learn some new skills for that? Say which ones.
8. What for do people like active tourism?
9. What kind of tourism would you suggest to your friend?
10. What adjectives can describe each type of tourism?

Exercise 7. Translate the sentences.

1. Зимние виды спорта вносят вклад в зимний туризм.
2. Экотуризм, известный как экологический туризм, помогает обучать путешественников.
3. Главные характеристики путешествия с рюкзаками: использование общественного транспорта, как средства передвижения, длина поездки, использование ранцев.
4. Катание на лыжах особенно популярно в горных районах.
5. Задача Green Travel заключается в сохранении природных ресурсов и уменьшении загрязнения окружающей среды.
6. Велосипедный туризм – это вид путешествия на велосипеде, когда путешествуют на большие дистанции.
7. Большое количество людей получает удовольствие от свободного времяпрепровождения.
8. В настоящее время сфера туризма может предоставить широкий выбор путешествий, среди которых особо выделяются активные приключения в местах, где не ступала нога человека.
9. Пеший туризм – это продолжительные прогулки по горам.
10. Массовый туризм развивается вместе с усовершенствованиями в технологии, позволяющими перевозить большое количество людей за короткий период времени в места, которые вызывают интерес туристов.

III. Speech practice

Exercise 1. Why do you think people travel? Give your reasons. Then look at the scheme. Have you mentioned all the points?



Exercise 2. Work in pairs and find out from your partner:

- what he knows about tourism industry;
- if he considers tourism to be a popular leisure activity and why;
- why he thinks people travel nowadays;
- about the most popular types of accommodation with tourists that he/she knows;
- what type of tourism appeals to him/her and why.

Exercise 3. Look at the following statements and decide if they are true or false. If they are false, explain why.

1. The opposite of a *package tourist* is an *independent traveller*.
2. *Mass tourism* can have a negative effect on the environment.
3. *Eco-tourism* is tourism which has a negative effect on the environment.
4. It is always necessary to have a *visa* when you visit a different country.
5. A flight from London to Paris could be described as a *long-haul flight*.
6. Flying *economy class* is more expensive than flying *business class*.
7. A Canadian citizen flying to Japan will have to fill in an *immigration card* before he arrives.

Exercise 4. Read the dialogue and act it out:

At the Tourist Agency

Tourist manager: Hi! Can I help you?

Traveller: Hi. I'm going to China and I'd like to get some information about the place before I go.

Tourist manager: Sure, have a seat. What kind of information do you need?

Traveller: What about hotels, are they pretty expensive?

Tourist manager: Yes, generally speaking, hotels in China are expensive. But you can also find some inexpensive hotels. There are youth hostels, self-catering hotels.

Traveller: Well, while I'm there I'd like to do some sightseeing and shopping. What places can you recommend?

Tourist manager: Actually, there are several places. The most popular place is, of course, The Great Wall. But there are a lot of museums, palaces and parks to visit. You should be able to find help there. What you really should do is pick up a tourist guide at the information office.

Traveller: Yes, you're right. I really must do that.

Exercise 5. Here is a dialogue between an experienced tourist (1) and an inexperienced one (2). But some sentences of their conversation are missing. Complete the dialogue using the information from text 1 and text 2. Act out the dialogue:

Tourist 1: Hello!

Tourist 2: Hello!

Tourist 1: What's the matter with you? Why are you so sad?

Tourist 2: I can't find a solution to one problem.

Tourist 1: Can I help you?

Tourist 2: Oh, I hope you can. I know that you are an experienced tourist and I want to go on a journey. But I am still at a loss where to go. Could you advise me something?

Tourist 1:.....

Tourist 2: I really want to visit new places, to see the sights, but I haven't got much money. What type of tourism do you think I should choose?

Tourist 1:.....

Tourist 2: Why is it suitable for me?

Tourist 1:.....

Tourist 2: I don't know what type of accommodation is the most comfortable. Could you help me to make a choice?

Tourist 1:.....

Tourist 2:.....

Exercise 6. Now imagine that you are at a tourist agency. You are going on holiday and your partner is a tourist agent. Ask as much information as possible. The table below will help you.

Time / money	Means of transport	Kind of tourism	Hotels	Sights
	- car - train - bus - boat - plane - hitch-hiking	- mass tourism - ecotourism - bicycle touring	- youth hostel - Bed & Breakfast - campsite - self-catering hotel - family hotels	- museums - castles - theatres - parks and gardens - palaces

Exercise 7. Work in groups. Imagine that you are a group of representatives of The World Tourism Organization. You are going to speak to people who don't know much about tourism. Your task is to tell them about:

- the recent growth of tourism;
- the latest trends of tourism;
- types of accommodation;
- types of tourism that are the most profitable and the most popular with tourists.

UNIT 5. ECOLOGY

☀ Warming up

- Are you concerned about the present ecological situation in the place where you live?
- What makes our planet so wonderful and beautiful?
- What global ecological problems do people deal with nowadays?
- How should people solve global environmental problems?
- Do you think ecological problems should be discussed? Why?
- How can you help to save the environment?

I. Topical vocabulary

A. Nouns

- atmosphere [ˈætməsfɪə] – атмосфера
- acid rain [ˈæsid ˈreɪn] – кислотный дождь
- carbon dioxide [ˈkɑːbən daɪˈɒksaɪd] – углекислый газ
- chemicals [ˈkemɪk(ə)lz] – химические вещества
- concern [kənˈsɜːn] – забота, беспокойство
- contamination [kənˌtæmɪˈneɪʃən] – загрязнение
- damage [ˈdæmɪdʒ] – вред, ущерб
- deforestation [diːˌfɒrɪsˈteɪʃən] – вырубка леса
- disposal [dɪˈspəʊzəl] – зд. избавление (от чего-л.); устранение; удаление (отходов, нечистот и т.п.)
- ecosystem [ˈiːkəʊˈsɪstəm] – экосистема
- effect [ɪˈfekt] – следствие
- emission [ɪˈmɪʃn] – выделение, распространение (тепла, света, запаха); выброс
- environment [ɪnˈvaɪrənmənt] – окружающая среда
- exhaust fumes [ɪgˈzɔːst fjuːmz] – выхлопные газы
- exposure [ɪkˈspəʊʒə] – подвержение (какому-л. воздействию); выставление, оставление (на солнце, под дождём)
- extinction [ɪkˈstɪŋkʃ(ə)n] – исчезновение
- fertilizers – удобрения
- garbage [ˈgɑːbɪdʒ] – мусор
- global warming – глобальное потепление
- greenhouse effect – парниковый эффект
- habitat – среда обитания
- oil spill – разлив нефти (на поверхности воды)
- ozone layer [ˈəʊzəʊn ˈleɪə] – озоновый слой

- pesticides [ˈpestɪsaɪdz] – пестициды
- plant [plɑːnt] – растение
- pollutant [pəˈluːtənt] – загрязняющее вещество, загрязнитель; примеси (в воздухе)
- polluter – источник загрязнений (окружающей среды)
- pollution [pəˈluːʃ(ə)n] – загрязнение
- preservation [ˌprezəˈveɪʃ(ə)n] – сохранение, охрана
- prevention – предотвращение, предохранение, предупреждение
- radioactivity [ˌreɪdɪəʊæktɪvɪti] – радиоактивность
- rainforest – тропический лес; влажные джунгли
- recycling [rɪˈsaɪklɪŋ] – 1) переработка отходов (для повторного использования) 2) сбор вторичного сырья
- release – выбросы (в атмосферу)
- resources [rɪˈsɔːsɪz] – ресурсы
- rubbish [ˈrʌbɪʃ] – мусор
- smog – смог
- storage – хранение
- surroundings – 1) окрестности 2) среда; окружение
- threat [θret] – угроза
- urban sprawl [ˈəːbən sprɔːl] – рост городов, урбанизация
- waste [weɪst] – отходы
- wildlife [ˈwaɪldlaɪf] – живая природа

B. Adjectives

- chemical – химический
- concerned – озабоченный, встревоженный, обеспокоенный
- contaminated – загрязненный
- ecological [ˌiːkəˈlɒdʒɪk(ə)l] – экологический
- endangered – находящиеся в опасности (зд. под угрозой исчезновения)
- environmental – относящийся к окружающей среде; относящийся к борьбе с загрязнением окружающей среды
- extinct [ɪkˈstɪŋkt] – вымерший
- flammable [ˈflæməbl] – огнеопасный, легковоспламеняющийся
- hazardous [ˈhæzədəs] – опасный
- poisonous [ˈpɔɪz(ə)nəs] – ядовитый
- radioactive – радиоактивный
- rare [ˈreə] – редкий
- toxic [ˈtɒksɪk] – токсичный
- ultraviolet [ˌʌltrəˈvaɪlət] – ультрафиолетовый

C. Verbs

- affect [ə'fekt] – влиять, воздействовать
- contaminate – загрязнять
- damage ['dæmɪdʒ] – наносить ущерб
- deal with – иметь дело с кем-либо / чем-либо
- decompose [ˌdi:kəm'pəʊz] – разлагаться
- destroy [dɪ'strɔɪ] – разрушать
- devastate ['devəsteɪt] – опустошать, истощать
- dump [dʌmp] – сваливать
- interfere with – вмешиваться во (что-л.), повлиять на (исход чего-л.); причинять вред, наносить ущерб (здоровью)
- pollute [pə'lu:t] – загрязнять
- protect [prə'tekt] – защищать
- recycle – вторично использовать
- reduce [rɪ'dju:s] – уменьшать, сокращать
- run out – истощаться
- suffer ['sʌfə] from smth – страдать от чего-либо
- threaten ['θret(ə)n] – угрожать

D. Word Combinations

- alternative sources of energy [ɔ:l'tə:nətɪv 'sɔ:sɪz] – альтернативные источники энергии
- become extinct [ɪk'stɪŋkt] – вымирать
- be fit for (V-ing) – подходить, быть пригодным для чего-либо
- be limited – быть ограниченным
- be on the verge [və:dʒ] of smth – находиться на грани
- depletion of the ozone layer [dɪ'pli:ʃn əv ðɪ 'əʊzəʊn 'leɪə] – истощение озонового слоя
- have an effect on – влиять на ч.-либо
- industrial waste – промышленные отходы
- interference in nature – вмешательство в природу
- mimic sex hormones – имитировать половые гормоны
- natural resources ['nætʃ(ə)r(ə)l rɪ'sɔ:sɪz] – природные ресурсы
- nuclear accident ['nju:kliə 'æksɪd(ə)nt] – ядерная катастрофа
- nuclear power – ядерная энергия
- nuclear reactor – ядерный реактор
- pollution cleanup and prevention – очистка и предотвращение загрязнения
- preservation measures [ˌprezə'veɪʃ(ə)n 'meʒəz] – меры по охране

- primary / secondary / hidden effect – первичные / вторичные / скрытые последствия
- reproductive and developmental functions – репродуктивная и эволюционная функция
- solar ['səʊlə] / wave / wind power – солнечная энергия / волновая энергия / энергия ветра
- solve ecological issues ['ɪʃu:z] – решать экологические проблемы
- species ['spi:ʃi:z] of animals and plants – виды животных и растений

Vocabulary exercises

Exercise 1. Match the opposites:

- | | |
|---------------|-----------------|
| 1. destroy | a) indifference |
| 2. extinction | b) clean up |
| 3. rare | c) safe |
| 4. industrial | d) absorption |
| 5. pollute | e) create |
| 6. concern | f) wide-spread |
| 7. hazardous | g) appearance |
| 8. threaten | h) secondary |
| 9. primary | i) protect |
| 10. emission | j) agricultural |

Exercise 2. Match the synonyms:

- | | |
|------------------|---------------|
| 1. contamination | a) dangerous |
| 2. disappearance | b) extinction |
| 3. waste | c) poisonous |
| 4. emission | d) release |
| 5. interfere | e) garbage |
| 6. toxic | f) pollution |
| 7. hazardous | g) affect |

Exercise 3. Build up word combinations using the words from the box and translate them. Make up sentences with these word combinations:

greenhouse	nuclear	radioactive	natural	acid
ecological	extinction	toxic	exhaust	global
solar	ozone	oil	urban	hidden

- | | | |
|------------------------|------------------|--------------------|
| 1. ___ fumes | 6. ___ sprawl | 11. ___ layer |
| 2. ___ problems | 7. ___ resources | 12. ___ power |
| 3. ___ of rare animals | 8. ___ waste | 13. ___ gases |
| 4. ___ rains | 9. ___ reactor | 14. ___ warming |
| 5. ___ effect | 10. ___ spill | 15. ___ pollutants |

Exercise 4. Complete the word-building table:

Noun	Verb	Adjective
damage		
	pollute	
		dangerous
threat		
	interfere	
waste		
protection		
	destroy	
		harmful
		absorbing

Exercise 5. Find the odd word and account for your choice:

- 1) to damage, to destroy, to ruin, to create, to become extinct;
- 2) pollution, population, radiation, rubbish;
- 3) glass, wood, paper, plastic, metal, waste;
- 4) to reduce, to run out, to increase, to exhaust, to be limited;
- 5) ecological, dramatic, industrial, poisonous, toxic.

Exercise 6. Match the following words with their definitions:

1. <i>environment</i>	5. <i>deforestation</i>	9. <i>acid rain</i>
2. <i>garbage</i>	6. <i>ecology</i>	10. <i>water contamination</i>
3. <i>greenhouse effect</i>	7. <i>pollution</i>	11. <i>destruction of the ozone layer</i>
4. <i>urban sprawl</i>	8. <i>waste</i>	

- a) making water, air, atmosphere dirty and dangerous for people and animals to live in;
- b) materials which were used before and are no longer wanted;
- c) air, water and land, in which people, animals and plants live;
- d) natural balance between plants, animals, people and the environment;
- e) the problem of temperature rise in the Earth's atmosphere;
- f) growing cities which cause the countryside to disappear and animals to lose their habitats;

- g) polluted rain which falls and damages trees, lakes and buildings; poisonous chemicals from cars and factories that mix with the water in the clouds;
- h) the result of chemicals from aerosol sprays and fridges going up into the atmosphere;
- i) the result of burning and cutting down trees;
- j) packaging and food waste which are dropped in the streets or end up on the rubbish tip;
- k) the result of dangerous chemicals from factories being poured into oceans, rivers and streams, killing fish.

Exercise 7. Complete the sentences using one of the words from the box:

*acid rains protection extinct global warming
ecology the ozone layer pollution nuclear waste*

1. _____ is the science that studies the relationship between different life forms in nature.
2. In many parts of the world trees are being destroyed by _____.
3. If man continues to hunt animals, they will shortly become _____.
4. Potentially the most dangerous threat to the environment is _____ from power stations.
5. Dirt, noise and smoke are all types of _____.
6. The _____ of animals is the aim of the World Wildlife.
7. Cars' fumes destroy _____ which protects the Earth from the dangerous light of the Sun.
8. Burning coal and oil leads to _____ which may bring about a change in the world's climate.

Exercise 8. Say it in English and try to make up your own sentences:

- решать экологические проблемы;
- загрязнять окружающую среду;
- редкие животные;
- промышленные отходы;
- кислотные дожди;
- парниковый эффект;
- вмешательство в природу;
- законы природы;
- радиоактивность;

- выхлопные газы;
- альтернативные источники энергии;
- разрушать озоновый слой;
- разные последствия;
- исчезающие виды животных.

Exercise 9. Fill in the gaps with the words derived from the words in brackets:

There are many problems which (1) _____ (threat) our natural environment. Acid rain, (2) _____ (globe) warming and air and water (3) _____ (pollute) are among the most serious ones. There are several ways to help improve the situation. Firstly, we should encourage (4) _____ (recycle) because it is the (5) _____ (produce) of new materials which causes the most serious damage. We must learn to re-use things like plastic bags and glass jars. Secondly, driving an environmentally-friendly car is also (6) _____ (help). Furthermore, joining an (7) _____ (organize) which plants trees or cleans up beaches would be a (8) _____ (prove) that you are really (9) _____ (concern) about the environment. Lastly, supporting groups such as Greenpeace, which try to prevent many (10) _____ (environment) disasters, would help to ensure that our planet will be clean and safe for the future generations.

II. Reading

Exercise 1. Read the following text:

ECOLOGICAL PROBLEMS

1 Our planet Earth is the only place fit for living so far. In the past people used to live in harmony with nature and didn't interfere with its processes. However, with industrial and technological progress and the development of civilization the situation has changed dramatically. People have devastated the Earth's natural resources, polluted the surroundings and are now on the verge of a great ecological crisis. That's why they are getting more and more concerned about the ecology nowadays.

2 There are so many problems people have to deal with and find a solution to. These are acid rains, water, air and soil contamination, deforestation and rare species extinction, destruction of the ozone layer and global warming, urban sprawl, etc.

3 Pollution is damage to the air, sea, rivers or land caused by chemicals, waste and harmful gases. Although some environmental pollution is a result of natural causes (e.g. volcanic eruptions), most is

caused by human activities. Pollution has a dramatic effect on natural resources. Ecosystems such as forests, wetlands, coral reefs and rivers perform many important services for the Earth's environment. They enhance water and air quality, provide habitat for plants and animals, and provide food and medicines. Another major effect of pollution is the shocking cost of pollution cleanup and prevention.

4 Pollution exists in many forms and affects many different aspects of the Earth's environment. Primary effects of pollution such as the death of marine plants and wildlife after an oil spill at sea occur immediately after contamination. Secondary effects may be delayed or may persist in the environment into the future.

5 Pollutants include toxic waste, pesticides and fertilizers. The biggest polluter today is the car. Exhaust fumes are the main cause of bad air quality, which can make people feel ill and have difficulty in breathing. This problem is especially bad in big cities where, on days when there is not much wind, a brown layer of smog hangs in the air. Much public concern is aroused over the hidden effects of chemical and radioactive pollutants which mimic sex hormones and interfere with the human body's reproductive and developmental functions. Such wastes include toxic chemicals and flammable or radioactive substances. Industrial wastes from chemical plants or nuclear reactors, agricultural wastes such as pesticides and fertilizers, medical wastes, and household hazardous wastes such as toxic paints and solvents also threaten human health and natural habitats.

6 About 400 million tons of hazardous wastes are generated each year. The use, storage, transportation, and disposal of these substances pose serious environmental and health risks. Even brief exposure to some of these materials can cause cancer, birth defects, nervous system disorders, and death. Large-scale releases of hazardous materials may cause thousands of deaths and contaminate air, water, and soil for many years. The world's worst nuclear reactor accident took place near Chernobyl, Ukraine, in 1986. The accident killed at least 31 people, forced the evacuation and relocation of more than 200,000 more, made the nearby land unfit for farming or any other agricultural use and unfit for living.

7 Solid wastes are unwanted solid materials such as garbage, paper, plastics and other synthetic materials, metals, and wood. Billions of tons of solid waste are thrown out annually. A typical city-dweller generates an average of 2 kg of solid waste each day. This waste typically contains a high percentage of synthetic materials that take longer to decompose. Areas where wastes are buried, called landfills, are the cheapest and most common disposal method for solid wastes worldwide. But landfills quickly become overfilled and may contaminate air, soil and water.

8 Rainwater once was the purest form of water available but now it's often contaminated by pollutants in the air. Acid rain is caused when

industrial emissions mix with atmospheric moisture. Before falling, pollutants may be carried in clouds for long distances; consequently, forests and lakes far away from factories may be damaged by acid rain. Acid rain can lead to the death of fish and plants, and damage entire ecosystems. It can also affect human health and man-made objects; it is slowly dissolving historic stone statues and buildings all over the world.

9 One of the greatest challenges caused by air pollution is global warming, an increase in the Earth's temperature due to the buildup of greenhouse gases such as carbon dioxide. These gases are produced when we burn fuels, especially coal burned in power stations to make electricity. The gases go up into the Earth's atmosphere and stop heat from leaving the Earth. As the heat cannot escape, the temperature on the Earth is running up. This is known as global warming. Global warming may result in the melting of the ice at the Poles and rising of sea levels, leading to serious flooding and other disasters in many parts of the world. In other places, temperatures will rise and there will be less rain, turning more of the land into desert.

10 The ozone layer is a layer of gases that protects us from ultraviolet light coming from the sun. The ozone layer is being damaged by chemicals, especially those used in refrigerators and in some aerosols, and when holes appear in the ozone layer, harmful light from the sun reaches the Earth, which can have a harmful effect on animals and cause skin cancer in humans.

11 The demand for fresh water rises continuously as the world's population grows. But industrial wastes, and agricultural chemicals pollute both surface and underground water making it unfit for people. Water pollution also threatens aquatic life.

12 Another problem people are concerned about is habitat destruction. The human population is growing and is crowding animals out of their natural homes. All over the world, wildlife is being threatened because habitats and woodlands are being destroyed. Many species of animals have become extinct, and many more are endangered.

13 Deforestation is the term used to describe the disappearance of forests from large parts of the world's surface. Rainforests are being cut down so that people can use the land to grow crops. The main advantage of the rainforests is that they are a cradle of life. They only cover 7 % of the world's land area but they contain between 50 and 90 % of all the Earth's species, plant and animal. Few people know that they are also a wonderful pharmacy. In fact, over 2,000 rainforest plants contain anti-cancer properties.

14 Fortunately, it's not too late to improve the situation. What must we do? We must manage natural resources and use energy, water and other materials more effectively. Instead of throwing away glass, paper, cans and

tins and plastic bottles we can take them to special “banks” and recycle them. We must encourage the using of alternative, environmentally friendly ways of transport such as bicycles and electric cars. Alternative energy sources such as wind, wave and solar power do not pollute the environment and are much cleaner than oil and coal. We must educate people and raise their awareness about the ecological problems we have to face. We must motivate people to be “green” or environmentally friendly, to use green products and stop buying products made of animals’ fur or skin. Governments should introduce laws to protect nature and impose harsh punishment on those who somehow affect the environment.

Exercise 2. Scan the text and say which paragraph describes the following. Prove your idea:

- a) different types of polluting agents;
- b) the problem of radioactive waste;
- c) what measures should be taken to improve the situation;
- d) the effect of pollution on the environment;
- e) the problem of garbage storage and disposal;
- f) the problem of climate change;
- g) types of pollution;
- h) the problem of cutting down too many trees;
- i) the problem of animals losing their habitat.

Exercise 3. Translate as quickly as possible:

Contamination – загрязняющее вещество – environmental pollution – выделение углекислого газа – влиять на здоровье человека – take longer to decompose – озоновый слой – на грани экологического кризиса – pollutant – ультрафиолетовые лучи – влиять на репродуктивную функцию человека – mimic sex hormones – глобальное потепление – enhance water quality – среда обитания – разрушение озонового слоя – fossil fuel – рост городов – углекислый газ – emissions of carbon dioxide – вымирающие виды редких животных – oil spill – горючие и радиоактивные вещества – тропический лес – deforestation – удобрения – automobile emissions – общественное беспокойство – provide habitat for plants and animals – широкомасштабный выброс опасных веществ – pose serious environmental risk – энергия солнца – природные ресурсы – recycle – является колыбелью жизни – wave power – безвредные для окружающей среды виды транспорта.

Exercise 4. Say if the statements are true or false, providing your arguments:

1. Environmental pollution can be a result of natural causes.
2. The Earth is the only place where people can live.
3. Chemical pollutants affect human body's reproductive and developmental functions.
4. Environmental contamination may have far reaching consequences.
5. Rainwater is the purest form of water on the Earth.
6. Fumes from the chimneys of factories damage the solar system.
7. Pollution cleanup and prevention may cost a lot.
8. Only secondary effects of pollution cause great harm to the environment.

Exercise 5. Arrange the letters to get the ecological problems discussed in the text. Define these problems:

- 1) dica inra
- 2) tiontafirrestode
- 3) goms
- 4) bagoll miwarng
- 5) tincextion
- 6) barnu lwarps
- 7) ria lupitloon
- 8) lidos taswe
- 9) xicot taswe

Exercise 6. Which word in each line is the odd one? Give arguments:

1. kill, destroy, preserve, die out;
2. cars, man, water, soil, air, rainforest, the ozone layer;
3. fertilizer, pesticides, flammable solvents, toxic paints, soil pollution;
4. smog, acid rain, greenhouse gases, fertilizers;
5. solar power, coal, natural gas, oil;
6. terrestrial wildlife, aquatic plants, factories' chimneys, stone statues, humans.

Exercise 7. Match the columns to make up word combinations from the text. Use these combinations in sentences of your own or give sentences from the text:

- | | |
|--------------|-------------------------------------------------|
| 1. provide | a) different aspects of the Earth's environment |
| 2. interfere | b) habitat for plants and animals |

- | | |
|----------------|----------------------------------|
| 3. affect | c) heat from leaving the Earth |
| 4. persist | d) sex hormones |
| 5. pose | e) air, soil and water |
| 6. have | f) with human health |
| 7. contaminate | g) in the environment |
| 8. mimic | h) storage and disposal problems |
| 9. arouse | i) a dramatic effect on smth. |
| 10. stop | j) public concern over smth. |

Exercise 8. Fill in the gaps with prepositions where necessary:

1. In the past people didn't interfere ... nature.
2. People are more and more concerned ... the ecology nowadays.
3. Pollution has a dramatic effect ... natural resources.
4. Exhaust fumes are the main cause ... bad air quality, which can make people ill and have difficulty ... breathing.
5. Much public concern is aroused ... the hidden effects of chemical and radioactive pollutants which mimic sex hormones and interfere ... the human body's reproductive and developmental functions.
6. Acid rain can lead ... the death of fish and plants and damage ... entire ecosystems; it can also affect ... human health and man-made objects, slowly dissolving historic stone statues and buildings all ... the world.
7. Greenhouse gases go ... into the Earth's atmosphere and stop heat ... leaving ... the Earth, so the temperature ... the Earth is running
8. We must educate people, raise their awareness ... the ecological problems we have to face and impose harsh punishment ... those who somehow affect ... the environment.

Exercise 9. Fill in the gaps with proper words or word combinations. Do not look back into the text:

1. Our planet is the only place ... living so far.
2. Nowadays we are ... of a great ecological crisis.
3. There are so many problems people have to deal with: ... rains, water, air and ... contamination, deforestation and ... species extinction, destruction of ... and global ..., urban ... and so on.
4. Ecosystems such as ..., wetlands, coral reefs and ... enhance water and air quality, provide ... for plants and animals, provide food and ...
5. ... effects of pollution such as death of marine plants and ... after an oil spill at sea occur immediately after ... while ... effects may be delayed or may persist in ... into the future.
6. Exhaust ... are the main cause of bad air quality, which can make people feel ... and have difficulty

7. Much public concern is aroused over the ... of chemical and ... pollutants which ... sex hormones and interfere with the human body's ... and ... functions.
8. The use, ... , transportation, and ... of hazardous wastes pose serious ... and health risks because even brief exposure to some of these materials can cause ..., birth ..., nervous system disorders, and
9. Solid wastes are unwanted ... materials such as ..., paper, plastics and other ... materials, metals, and wood.
10. Areas where wastes are buried, called ..., are the cheapest and most common ... method for solid wastes worldwide.
11. Global warming is an increase in Earth's ... due to the buildup of ... gases such as
12. Global warming may result in the ... of the ice at the Poles and rising of ..., leading to serious flooding and other ... in many parts of the world.
13. The ... layer is a layer of gases that protects us from ... coming from the sun.
14. When holes appear in the ozone layer, harmful ... from the sun reaches the Earth, which can have a harmful ... on animals and cause ... in humans.
15. Because the human population is growing and is ... animals out of their natural homes, which is called ... destruction, wildlife all over the world is being threatened, many ... of animals have become ..., and many more are
16. Instead of ... away glass, paper, cans and tins and plastic bottles we can take them to special "banks" and ... them.
17. We must encourage the using of alternative ... ways of transport such as ... and

Exercise 10. Translate from Russian into English:

1. Люди находятся на грани экологического кризиса, и поэтому сегодня они все больше и больше обеспокоены вопросами экологии.
2. Основные экологические проблемы – это загрязнение воздуха, воды и почвы, кислотные дожди, парниковый эффект и глобальное потепление, вырубка лесов и рост городов, исчезновение редких видов животных.
3. Из-за химических веществ, отходов и вредных газов происходит загрязнение воздуха, воды и почвы, что оказывает негативное влияние на природные ресурсы, экосистемы и здоровье человека.
4. Скрытые последствия от химических и радиоактивных отходов вызывают огромное беспокойство, так как они имитируют половые

- гормоны и влияют на репродуктивную и эволюционную функцию, могут стать причиной раковых заболеваний, врожденных дефектов, расстройств нервной системы и даже смерти.
5. Металлические, пластиковые и синтетические материалы дольше разлагаются; эти отходы хранятся на свалках и загрязняют воду, воздух и почву.
 6. Выхлопные газы и промышленные выбросы в атмосферу являются причиной смога, кислотных дождей и загрязнения воздуха и наносят ущерб целым экосистемам.
 7. Накопление в атмосфере парниковых газов, таких как углекислый газ, препятствует тому, чтобы тепло покидало землю, и вызывает повышение температуры воздуха, называемое «глобальным потеплением».
 8. Глобальное потепление может привести к таянию ледников, наводнениям, изменению климата и другим экологическим катастрофам.
 9. Озоновый слой защищает нас от вредного ультрафиолетового излучения, которое может вызывать рак кожи. Некоторые химические вещества разрушают озоновый слой и способствуют появлению озоновых дыр.
 10. Вырубка лесов и рост городов приводят к разрушению среды обитания, в результате чего многие виды животных исчезли или находятся под угрозой исчезновения.
 11. Чтобы исправить сложившуюся экологическую ситуацию необходимо использовать альтернативные источники энергии, такие как солнечная, волновая энергия и энергия ветра, и безвредные для окружающей среды транспортные средства; перерабатывать и вторично использовать металлические банки, пластиковые бутылки, бумагу и стекло; и использовать природные ресурсы более эффективно.

Exercise 11. Discuss the following issues:

1. What are the effects of pollution on humans?
2. What are the effects of pollution on natural resources?
3. What is the price of pollution?
4. Why is smog hazardous?
5. What is the origin of acid rain and the effect it has on the environment?
6. Describe the ways water gets polluted.
7. Describe the ways air gets polluted.
8. How does soil get polluted?
9. What damages the ozone layer and why is it a problem?
10. What should be done to improve the ecological situation?

Exercise 12. Complete the chart. Speak about the problems, their effects and solutions to them.

Problems	Effects	Solutions
Illegal hunting	<ul style="list-style-type: none"> • some species of animals become extinct, some species are endangered 	<ul style="list-style-type: none"> • create more protective national parks • introduce harsh punishment for illegal hunting • raise public awareness about the endangered species
Global warming		<ul style="list-style-type: none"> • control the emissions of carbon dioxide • use alternative sources of energy
Holes in the ozone layer		
Air pollution		
Water pollution		
Soil pollution		
Destruction of habitat		
Solid waste		
Hazardous waste		

Exercise 13. Give a short summary of the text using the following outline:

- people have always polluted their surroundings;
- types of pollution and pollutants;
- hazardous waste;
- solid waste;
- acid rain;
- global warming and holes in the ozone layer;
- water pollution;
- air pollution;
- urban sprawl and deforestation;
- measures to solve environmental problems.

III. Speech practice

Exercise 1. Arrange these environmental problems according to their importance (starting with the most acute one and ending up with the least important one in your opinion). Account for your choice. Discuss it with your group-mates.

1. hazardous waste;
2. solid waste;
3. acid rain;
4. global warming;
5. holes in the ozone layer;
6. water pollution;
7. air pollution;
8. urban sprawl;
9. deforestation;
10. rare species extinction.

Exercise 2. What do you know about nature conservation in your country?

Exercise 3. Work in groups. Study the following answers and add as many answers as possible to the question: What can be done to make the Earth a safer and better place?

Ann: "We should clean up the air."

Tony: "We mustn't put waste into the seas and rivers!"

Kate: "We should protect endangered animals."

Paul: "We must change people's attitude towards the environment."

Mary: "We shouldn't grow food using chemicals."

Veronika: "We shouldn't use goods which damage the ozone layer."

Exercise 4. Decide which parts of human body can suffer from bad ecology most of all and explain your choice:

skin	stomach	lungs	blood	arms	heart
the whole body	legs	brain	eyes	hair	

- poisoned water;
- polluted air;
- bad (ecologically unsafe) food;
- traffic noise;
- nuclear radiation;

- ultraviolet radiation from the sun;
- toxic goods;
- industrial waste;
- exhaust fumes;
- acid rains.

Exercise 5. Write a letter to your friend about environmental problems in your town.

Exercise 6. Use your imagination and speak on behalf of the following:

1. You are a molecule of carbon dioxide. Describe the essence of your existence.
2. You are a spec of dust on a highway. Describe the world around you.
3. You are a drop of DDT (pesticide). Describe the effects you have on the environment.
4. You are the last leaf on a dying tree. Share your feelings with us and say who or what you blame for your death.
5. You are a drop of water in the Dvina. Describe your existence.
6. You are an icecap in the Antarctic. Share your fears and hopes with us.
7. You are a trout. In what way does pollution interfere with your life?
8. You are a statue of Apollo in Athens. Why aren't you happy about your life?
9. You are a bald eagle (which is on the verge of extinction). Tell us about your concerns over your future.
10. You are the Earth. Why are you angry with humans?

IV. Supplement

Exercise 1. Read the text and say whether this information is new to you. Do you support the ideas of the organization?

Greenpeace is a non-governmental environmental organization with offices in over 40 countries and with an international coordinating body in Amsterdam, the Netherlands. Greenpeace states that its goal is to "ensure the ability of the Earth to nurture life in all its diversity" and focuses its work on world-wide issues such as global warming, deforestation, over-fishing, commercial whaling and anti-nuclear issues. Greenpeace uses direct action, lobbying and research to achieve its goals. The global organization does not accept funding from governments, corporations or political parties, relying on more than 2.8 million individual supporters and foundation grants.

Greenpeace organization evolved from the peace movement and anti-nuclear protests in Vancouver, British Columbia in the early 1970s. Within a few years Greenpeace spread to several countries and started to campaign on other environmental issues such as commercial whaling and toxic waste. In the late 1970s the different regional Greenpeace groups formed Greenpeace International to oversee the goals and operations of the regional organizations globally. The organization received international attention during the 80s when the French intelligence agency bombed the Rainbow Warrior in Auckland's Waitemata Harbour, one of the most well-known vessels operated by Greenpeace. In the following years Greenpeace evolved into one of the largest environmental organizations in the world.

Greenpeace is known for its direct actions and has been described as the most visible environmental organization in the world. It has raised environmental issues to public knowledge, influenced both the private and the public sector.

On its official website, Greenpeace defines its mission as the following:

Greenpeace is an independent global campaigning organization that acts to change attitudes and behaviour, to protect and conserve the environment and to promote peace by:

- *Catalyzing an energy revolution to address the number one threat facing our planet: climate change.*
- *Defending our oceans by challenging wasteful and destructive fishing, and creating a global network of marine reserves.*
- *Protecting the world's remaining ancient forests which are depended on by many animals, plants and people.*
- *Working for disarmament and peace by reducing dependence on finite resources and calling for the elimination of all nuclear weapons.*
- *Creating a toxic-free future with safer alternatives to hazardous chemicals in today's products and manufacturing.*
- *Campaigning for sustainable agriculture by encouraging socially and ecologically responsible farming practices.*

Exercise 2. Say whether the statements are true or false.

1. Greenpeace is funded by the government of the Netherlands.
2. Greenpeace focuses its work on world-wide issues such as global warming, deforestation, over-fishing, commercial whaling and anti-nuclear issues.
3. The organization gets money for its activity from the Democratic Party.
4. Greenpeace organization started its activity with anti-nuclear protests in Vancouver in the early 1970s.

5. The organization has its offices in more than 14 countries all over the world.
6. Greenpeace is known as the most visible environmental organization in the world.

Exercise 3. Complete the sentences:

1. Greenpeace is a ... environmental organization with offices in over 40 countries and with a/an ... in Amsterdam, the Netherlands.
2. Greenpeace focuses its work on ... issues such as ... warming, ..., over-fishing, ... whaling and anti-nuclear issues.
3. The global organization does not accept funding from ..., corporations or ..., relying on more than 2.8 million individual supporters and foundation grants.
4. Greenpeace organization evolved from the ... movement and ... protests in Vancouver, British Columbia in the early 1970s.
5. In the late 1970s the different regional Greenpeace groups formed ... to oversee the goals and operations of the regional organizations
6. Greenpeace is known for its ... and has been described as the most ... organization in the world.

Exercise 4. Answer the questions:

1. Where is the headquarters of the organization located?
2. What issues does Greenpeace focus on?
3. What are the means Greenpeace uses to achieve its goals?
4. When and how did the organization start its activity?
5. Why is it considered one of the largest environmental organizations of the world?
6. What is the organization's attitude to nuclear weapons?

Exercise 5. Study the following information. Discuss it with your group-mates. What is your attitude to the problem raised?

NOISE POLLUTION

Unwanted sound, or noise produced by airplanes, traffic, or industrial machinery, is considered a form of pollution. Noise pollution is at its worst in densely populated areas. It can cause hearing loss, stress, high blood pressure, sleep loss, distraction, and lost productivity.

Sounds are produced by objects that vibrate at a rate that the ear can detect. This rate is called frequency and is measured in hertz, or vibrations per second. Most humans can hear sounds between 20 and 20,000 hertz,

while dogs can hear high-pitched sounds up to 50,000 hertz. While high-frequency sounds tend to be more hazardous and more annoying to hearing than low-frequency sounds, most noise pollution damage is related to the intensity of the sound, or the amount of energy it has. Measured in decibels, noise intensity can range from zero, the quietest sound the human ear can detect, to over 160 decibels. Conversation takes place at around 40 decibels, a subway train is about 80 decibels, and a rock concert is from 80 to 100 decibels. The intensity of a nearby jet taking off is about 110 decibels. The threshold for pain, tissue damage, and potential hearing loss in humans is 120 decibels. Long-lasting, high-intensity sounds are the most damaging to hearing and produce most stress in humans.

Solutions to noise pollution include adding insulation and sound-proofing to doors, walls, and ceilings; using ear protection, particularly in industrial working areas; planting vegetation to absorb and screen out noise pollution; and zoning urban areas to maintain a separation between residential areas and zones of excessive noise.

UNIT 6. YOUTH ORGANIZATIONS

I. Topical vocabulary

A. Nouns

- activities [æk'tɪvɪtɪz] – деятельность; мероприятия в какой-либо области
- association [ə,səʊsɪ'eɪʃn], [-ʃɪeɪʃn] – ассоциация, общество, союз
- camping ['kæmpɪŋ] – располагаться лагерем, кемпинг
- cheerfulness ['tʃɪəfʊlnəs] – весёлость, жизнерадостность; общительность
- consideration [kən,sɪdə'reɪʃən] – размышление; обсуждение, рассмотрение
- cookery ['kʊkəri] – кулинария
- co-operation [kəʊ,ɔpə'reɪʃn] – сотрудничество, взаимодействие
- devotion [dɪ'vəʊʃ(ə)n] – преданность
- employment [ɪm'plɔɪmənt] – занятие; работа (по найму)
- goal [gəʊl] – задача, цель
- hiking ['haɪkɪŋ] – туризм, путешествие пешком
- knotting ['nɒtɪŋ] – связывание, завязывание в узел
- mapping ['mæpɪŋ] – составление карт
- needlework ['ni:dlwɜ:k] – работа, выполняемая иглой (шитьё; вышивание, рукоделие)
- obedience [ə'bi:diəns] – повиновение, подчинение, послушание
- participation [pɑ:tɪsɪ'peɪʃn] – участие
- self-perfection [selfpə'fekʃən] – самосовершенствование
- thrift [θrɪft] – бережливость, экономность
- trait [treɪt] – качество, черта, особенность
- value ['vælju:] – ценность

B. Adjectives

- amateur ['æmətə] – любительский, самодеятельный
- authoritative [ɔ:'θɔrɪtətɪv] – авторитетный, влиятельный
- charitable ['tʃærɪtəbl] – благотворительный
- cheerful ['tʃɪəfʊl] – весёлый, радостный; живой, энергичный, неунывающий
- courteous ['kə:tɪəs] – вежливый, обходительный, учтивый
- earnest ['ɜ:nɪst] – серьёзный; основательный, нелегкомысленный
- elaborate [ɪ'læbəreɪt] – тщательно, детально разработанный; продуманный

- helpful [ˈhelpfʊl] – полезный
- loyal [ˈlɔɪəl] – верный, преданный
- obedient [əˈbiːdiənt] – покорный, послушный
- reverent [ˈrevərənt] – почтительный, уважительный
- thrifty [ˈθrɪftɪ] – бережливый, расчётливый, экономный
- trustworthy [ˈtrʌst, wəːðɪ] – заслуживающий доверия; надёжный
- urgent [ˈɜːdʒənt] – срочный, неотложный, безотлагательный
- voluntary [ˈvɒlənt(ə)rɪ] – добровольный

C. Verbs

- to accomplish [əˈkɒmplɪʃ] – выполнять; достигать; доводить до конца, завершать, осуществлять
- to aim at [eɪm] – стремиться к (чему-л.)
- to coincide [ˌkəʊɪnˈsaɪd] – соответствовать; быть одинаковым, совпадать
- to contradict [ˌkɒntrəˈdɪkt] – противоречить
- to contribute to [kənˈtrɪbjʊːt] – содействовать, способствовать
- to direct [dɪˈrekt] – руководить, управлять
- to elaborate [ɪˈlæbəreɪt] – разрабатывать, прорабатывать
- to embrace [ɪmˈbreɪs] – включать, заключать в себе, содержать, охватывать
- to foster [ˈfɒstə] – воспитывать, поощрять, одобрять
- to obey [əˈbeɪ] – подчиняться, слушаться, повиноваться
- to participate in [pɑːˈtɪsɪpeɪt] – участвовать, принимать участие
- to protest against [prəˈtest əˈgeɪnst] – возражать против чего-либо
- to be associated with – быть связанным с чем-либо
- to be intended – быть предназначенным

D. Word combinations

- charitable work – благотворительная работа
- citizenship training – воспитание гражданской позиции
- to express one's views on various issues – выражать свои взгляды по различным вопросам
- first aid – первая помощь
- fitness training – оздоровительная тренировка
- to give assistance to – оказывать помощь, содействие
- to give a level of identity – придавать индивидуальность кому-либо

- to join different clubs and organizations – вступать в различные клубы и организации
- leisure facilities – возможности проведения свободного времени
- marches of protest – марши протеста
- mass rallies – массовые митинги
- outdoor activities – мероприятия на свежем воздухе
- to pay attention to – уделять внимание
- religious bodies – религиозные учреждения
- rights and duties – права и обязанности
- to socialize with equals – общаться с равными
- to start one's life a-new – начать жизнь заново
- to take an active part – принимать активное участие
- wildlife habitat – места обитания диких животных
- world outlook – мировоззрение
- youth organizations – молодежные организации

E. Proper Nouns:

- the American Red Cross – Американское национальное общество Красного Креста
- the Belarusian Republican Youth Union – Белорусский республиканский союз молодежи (БРСМ)
- the Belarusian Youth Union – Белорусский союз молодёжи (БСМ);
- the Belarusian Patriotic Youth Union – Белорусский патриотический союз молодежи (БПСМ)
- the Boy Scouts – Бойскауты Америки
- Brownies – «Младшие», «Брауни» (младшая возрастная группа организации Герлскауты США)
- the Combined Cadet Force – Объединённый кадетский корпус
- the Girl Guides – Герл-гайды (организация девочек-скаутов)
- Greenpeace – Гринпис
- Guides – Гайды (дружина девочек-скаутов от 11 до 16 лет в организации Герлскауты США)
- Rangers – Рейнджеры
- the Salvation Army – Армия спасения (религиозно-благотворительная организация)
- the Wolf Cub – бойскауты младшей дружины (8–11 лет), «волчата»
- the YMCA (Young Men's Christian Association) – Молодёжная мужская христианская организация

- the YWCA (Young Women's Christian Association) – Молодёжная женская христианская организация
- Youth Council – Совет молодёжи
- the Youth Hostels Association – Ассоциация молодёжных турбаз

Vocabulary exercises

Exercise 1. Guess the meaning of the words. If necessary check up the pronunciation and the meaning in the dictionary:

Childcare, cleanliness, debates, homelessness, initiative, leadership, membership, motherland, motto, organization, signalling, slogan, symbol, teamwork.

Exercise 2. Match the synonyms:

- | | |
|------------------------|--------------------------|
| 1. to accomplish | a. to pursue |
| 2. to pay attention to | b. trusty |
| 3. to join | c. polite |
| 4. loyal | d. enterprise |
| 5. charitable | e. to include |
| 6. various | f. happy, merry |
| 7. earnest | g. faithful, devoted |
| 8. to embrace | h. different |
| 9. voluntary | i. serious |
| 10. cheerful | j. to take notice of |
| 11. courteous | k. beneficent |
| 12. to follow | l. merits |
| 13. elaborate | m. careful |
| 14. trustworthy | n. freewill |
| 15. devotion | o. to realize |
| 16. values | p. correspond to |
| 17. to direct | q. attachment |
| 18. initiative | r. to regulate |
| 19. to coincide | s. powerful |
| 20. authoritative | t. to become a member of |

Exercise 3. Match the antonyms:

- | | |
|---------------|-----------------|
| 1. voluntary | a. professional |
| 2. to obey | b. disobedient |
| 3. to embrace | c. unreliable |
| 4. amateur | d. obligatory |

- | | |
|-------------------------|----------------------------------------------------|
| 5. brave | e. rude |
| 6. obedient | f. to exclude |
| 7. thrifty | g. cowardly |
| 8. trustworthy | h. to neglect one's orders |
| 9. courteous | i. uneconomical, wasteful |
| 10. cheerful | j. to discourage, to hinder |
| 11. authoritative | k. casual |
| 12. elaborate | l. inconclusive; unfinished |
| 13. to foster | m. gloomy, miserable, sad |
| 14. to participate in | n. to opt out; to stay out of |
| 15. accomplished | p. poorly thought-out, ill-conceived, unreasonable |
| 16. to pay attention to | q. to disregard |
| 17. earnest | r. unauthoritative |

Exercise 4. Make up word-combinations and complete the sentences below:

- | | |
|-----------------------|--------------------------------------|
| 1. outdoor | a. training |
| 2. citizenship | b. facilities |
| 3. to start | c. identity |
| 4. mass | d. organization |
| 5. leisure | e. with equals |
| 6. rights and | f. protest |
| 7. to give a level of | g. rallies |
| 8. to socialize | h. different clubs and organizations |
| 9. to join | i. activities |
| 10. marches of | j. duties |
| 11. charitable | k. aid |
| 12. first | l. one's life a-new |

1. John is a member of a (благотворительной организации).
2. Are you fond of (занятия на открытом воздухе)?
3. The organization follows the aims of character development, (воспитание гражданской позиции) and personal fitness training.
4. They wear a uniform that (придает им индивидуальность) within the community.
5. In this organization boys are trained in mapping, signalling, knotting, hiking, (оказании первой помощи) and camping.
6. That organization unites young people and organizes (массовые митинги) and meetings, demonstrations, (марши протеста), festivals.

7. Many youth organizations have done and still are doing useful work in providing (возможности для проведения свободного времени) for young people.
8. There are even groups where young people help released prisoners (начать жизнь заново).
9. Members of that youth organization have certain (права и обязанности) and they can leave the organization at their own free will.
10. I hope Adrian's actually doing some work at college – he seems to spend all his time (общаясь со сверстниками)!
11. You are welcome (вступать в различные клубы и организации) here – it will do you a lot of good!

Exercise 5. Guess the word:

1. _____ a group of people who work together in a single organization for a particular purpose
2. _____ loyalty and love or care for someone or something
3. _____ when people or animals do what they are told to do
4. _____ joint action, work together with someone
5. _____ a person's regular trade or profession
6. _____ taking part in an activity for pleasure, not as a job
7. _____ done, made or given willingly, without being forced or paid to do it
8. _____ showing a careful use of money, especially by avoiding waste
9. _____ polite and respectful, kind, or considerate in manner
10. _____ containing a lot of careful detail or many detailed parts

Exercise 6. Replace the words in the brackets with their synonyms from the box. Make any changes needed:

brave, values, trustworthy, cheerful, to pay attention to, authoritative, courteous, elaborate, earnest, to embrace, to direct, to accomplish, to join

- a. Please (take notice of) what he says. It is very important information.
- b. It was (courageous) enough to tell her the truth.
- c. He worked out a/an (careful) plan.
- d. Despite her (serious) efforts, she couldn't find a job.
- e. Jack is the most (trusty) person I have ever met.
- f. All members of my family are friendly and (polite).

- g. You look very (happy). You are not your usual self today.
- h. The speech (includes) a number of urgent issues.
- i. Patriotism is one of the most important spiritual (merits) in society.
- j. It was not difficult for us (to realize) that task.
- k. Jane (became a member of) a sport club last year.
- l. He is the most (powerful) man in this organization.
- m. The Constitution of Belarus (regulates) all the spheres of social life.

Exercise 7. Complete the sentences with derivatives from the words in the box:

authority employ obey volunteer member
clean thrift leader associate home

1. The British Medical ___ is campaigning for a complete ban on tobacco advertising.
2. Students are expected to be quiet and ___ in the classroom.
3. She does ___ work for the Red Cross two days a week.
4. How long have you been looking for ___?
5. The country flourished under her firm ___.
6. ___ in this sports club is absolutely free.
7. A minimum standard of ___ in the hospital includes washing hands and sterilizing needles.
8. They have plenty of money now, but they still tend to be ___.
9. The government stopped the wave of ___ in the country, which caused crime, sickness and chaos on the streets.
10. The book is a/an ___ guide to the city's restaurants.

II. Reading

Text 1

Exercise 1. Before you read the text say what youth organizations in Britain you know.

Exercise 2. Pick out the ideas from the list below which you think will be discussed in the text and check yourself after reading the text:

- the division of youth organizations in Great Britain;
- the structure of youth organizations;
- the laws coordinating activities of youth organizations;

- aims and purposes of youth organizations;
- governmental support of youth organizations;
- historical background of youth organizations;
- entrance requirements;
- personal traits of a member of a youth organization.

Exercise 3. Practise the pronunciation of the following words:

Voluntary, association, knotting, to obey, to embrace, obedience, cheerfulness, earnest, trustworthy, courteous, thrifty, needlework, childcare, march, charitable, urgent, volunteer, elaborate, amateur, leisure facilities.

Exercise 4. Read the text:

YOUTH ORGANIZATIONS IN GREAT BRITAIN

There are about 60 youth organizations in Great Britain representing the youth of the country both nationally and internationally. All youth organizations can be divided into three large groups: 1) non-political organizations; 2) youth organizations associated with political parties; 3) youth organizations controlled by religious bodies.

The two largest non-political youth organizations are the associations of the Boy Scouts and the Girl Guides. The Scout Association was formed in 1908 by General Baden Powell. There are about 1,300,000 boys and girls in them. The membership is voluntary.

The Scout movement was intended for boys from 11 to 14 (15), but in 1916 Baden Powell introduced a programme for younger people. He called them Wolf Cubs. They had a special uniform, badges, a special training system and the motto "Do your best!" The Wolf Cubs' pack was based on Kipling's "Jungle Book" about learning to survive. The programme was designed to follow the aims of character development, citizenship training, and personal fitness training.

Nowadays a scout is to make a promise that he will do his best to do his duty to God and the Queen, to help other people and to obey the Scout Law. The Boy Scouts have a left-handed handshake, a special badge and the motto "Be Prepared", they wear a uniform that gives each boy a level of identity within the den, the pack and the community, their slogan is "Do a Good Turn Daily". The term "Boy Scout" is used to describe someone who is earnest and honest, trustworthy, loyal, helpful, friendly, courteous, kind, obedient, cheerful, thrifty, brave, clean, and reverent. The main goals of the organization are as follows:

- to encourage youth participation in a wide range of outdoor activities;

- to train boys in mapping, signalling, knotting, hiking, first aid and camping;
- to teach them teamwork by meeting and working together under adult leadership;
- to train youth in responsible citizenship;
- to develop personal qualities. The Scout Law embraces “honour, obedience, cheerfulness, thrift and cleanliness in thought and deed”.

The Girl Guides Association was founded by Baden Powell in 1910. It's divided into three sections: Brownies (from 7.5 to 11), Guides (from 11 to 16), and Rangers (from 16 to 21). The programme of training is planned to develop intelligence and practical skills including cookery, needlework, and childcare. Like a Scout a Girl Guide must be a friend to animals. The Girl Guides Association has extensive international links.

The Boy Scouts and the Girl Guides are for school-age teenagers, but there are some non-political youth organizations for school leavers and college students. The largest among them are the YMCA (Young Men's Christian Association) and the YWCA (Young Women's Christian Association), or simply “Y” for short. They pay special attention to voluntary and charitable work, different social events, debates, and amateur activities. There are some other non-political organizations: the Combined Cadet Force, the Youth Hostels Association, and Greenpeace. Youth Organization Greenpeace deals with most urgent ecological problems. It protests against nuclear weapon tests, sea and soil pollution, protects wildlife habitat. Sport clubs are characteristic youth organizations in the UK. They unite people who are interested in baseball, football, golf and other sports. There also exist various interest clubs. You can attend any club you want: from amateur theatre to bird-watching clubs.

There are several youth organizations associated with political parties. The Youth Campaign for Nuclear Disarmament (the YCND) unites young people and organizes mass rallies and meetings, demonstrations, marches of protest, festivals. Organizations of this kind in co-operation with the Salvation Army, the American Red Cross and other organizations try to solve the problems of hunger, homelessness, and poor health.

Youth organizations controlled by religious bodies aim at helping elderly people or working in hospitals. There are even groups where young people help released prisoners to start their lives a-new. Religious organizations pay attention not only to the elaborate study of religious views but involve youth into such activities as music festivals and amateur theatre.

All these organizations aim at preserving and strengthening the social and political system existing in the country. Many of them have done and still are doing useful work in providing leisure facilities for young English people.

Exercise 5. Match the names of youth organizations on the right with their definitions on the left:

1. The Boy Scouts	a centre that provides organized activities for young people
2. The Girl Guides	the organization which unites young people and organizes mass rallies and meetings, demonstrations, marches of protest, festivals.
3. The Wolf Cubs	the movement intended for boys from 11 to 14 (15) that aims at encouraging youth participation in a wide range of outdoor activities, training boys in mapping, signalling, knotting, hiking, first aid and camping, training youth in responsible citizenship.
4. Brownies	a non-political Christian youth organization for boys that pays special attention to voluntary and charitable work, different social events, debates, and amateur activities.
5. Rangers	the programme for boys under 11 based on Kipling's "Jungle Book" about learning to survive and designed to follow the aims of character development, citizenship training, and personal fitness training.
6. The YMCA	the organization which deals with most urgent ecological problems.
7. The YWCA	a non-political youth organization for girls that pays special attention to voluntary and charitable work, different social events, debates, and amateur activities.
8. The YCND	the programme of training for girls from 7,5 to 11 planned to develop intelligence and practical skills including cookery, needlework, and childcare.
9. Youth Organization Greenpeace	a non-political youth organization for girls between 11 and 16 who are friendly to animals.
10. Youth Council	the programme of training for girls from 16 to 21 planned to develop intelligence and practical skills including cookery, needlework, and childcare.

Exercise 6. Make as many true sentences as possible:

<ol style="list-style-type: none"> 1. All youth organizations 2. The Boy Scouts 3. The Wolf Cubs 4. The Girl Guides 5. The Y's 	<ul style="list-style-type: none"> • are non-political youth organizations for school leavers and college students. • was formed in 1908 by General Baden Powell. • was founded by Baden Powell in 1910. • have a special uniform, badges, a special training system and the motto "Do your best!" • are the largest non-political organizations for school leavers and college students. • can be divided into three large groups: 1) non-political organizations; 2) youth organizations associated with political parties; 3) youth organizations controlled by religious bodies. • have a left-handed handshake, a special badge and the motto "Be Prepared". • was based on Kipling's "Jungle Book" about learning to survive. • have voluntary membership. • are earnest and honest, trustworthy, loyal, helpful, friendly, courteous, kind, obedient, cheerful, thrifty, brave, clean, and reverent. • must be friendly to animals. • pay special attention to voluntary and charitable work, different social events, debates, and amateur activities. • develop intelligence and practical skills including cookery, needlework, and childcare.
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Exercise 7. Correct the false statements:

1. There are about 16 youth organizations in Great Britain which can be divided into three large groups: 1) political organizations; 2) youth organizations associated with discos and parties; 3) youth organizations controlled by religious bodies.
2. The two largest religious youth organizations are the associations of the Girl Scouts and the Boy Guides.
3. The membership in the Scouts organization is obligatory.
4. The Boy Scouts have a right-handed handshake, a special badge and the motto "Don't be scared"; they don't wear a uniform.

5. The Girl Guides Association is divided into three sections: Wolf Cubs (from 7.5 to 11), Guides (from 11 to 16), and Rangers (from 16 to 21).
6. Like a Scout a Girl Guide must have a left-handed handshake.
7. The Boy Scouts and the Girl Guides are for school leavers and college students.
8. The YMCA and the YWCA pay special attention to participation in a wide range of outdoor activities.
9. Youth Organization Greenpeace unites people who are interested in baseball, football, golf and other sports.
10. Youth organizations controlled by religious bodies pay attention only to the elaborate study of religious views.

Exercise 8. Complete the sentences with the phrases from the text:

1. There are about 60 ____ in Great Britain.
2. The Wolf Cubs had ____, badges, a special training system and the ____ "Do your best!"
3. The Wolf Cubs' pack was designed ____ the aims of character development, ____, and personal fitness training.
4. The Boy Scouts wear a ____ that gives each boy ____ within the den, the pack and the community.
5. The Scout Law embraces "honour, ____ in thought and deed".
6. The programme of The Girl Guides Association is planned to develop intelligence and practical skills including ____.
7. All youth organizations can be divided into three large groups: 1) non-political organizations; 2) ____; 3) youth organizations controlled by ____ bodies.
8. Youth Organization ____ protests against ____ tests, sea and soil ____, protects wildlife ____.
9. ____ are characteristic youth organizations in the UK.
10. A lot of organizations in co-operation with the Salvation Army, the American Red Cross try to solve the problems ____.
11. You can attend any club you want: from ____ to ____ clubs.
12. There are even groups where young people help released prisoners ____.
13. The YCND unites young people and organizes ____.

Exercise 9. Complete the sentences with appropriate prepositions if necessary:

1. His idea was to train boys ... mapping, signalling, knotting, hiking, first aid, camping and outdoor activities.
2. The Boy Scouts must obey ... the Scout Law.

3. Religious youth organizations and groups aim ... helping ... elderly people or working ... hospitals.
4. Sport clubs unite people who are interested ... baseball, football, golf and other sports.
5. Boys learnt teamwork ... meeting and working together ... adult leadership.
6. You can attend any club you want: ... amateur theatre ... bird-watching clubs.
7. The programme was designed to pursue ... the aims ... character development, citizenship training, and personal fitness training.
8. The Boy Scouts wear a uniform that gives each boy a level ... identity ... the den, the pack and the community.
9. Youth Organization Greenpeace deals ... most urgent ecological problems: protests ... nuclear weapon tests, sea and soil pollution, protects ... wildlife habitat.
10. The Girl Guides Association is divided ... three sections: Brownies, Guides, and Rangers.
11. "Y" organizations pay special attention ... voluntary and charitable work, different social events, debates, and amateur activities.
12. Youth movement has become an important factor ... the life ... the country.

Exercise 10. Answer the following questions:

1. In what groups can all youth organizations be divided?
2. What are the largest non-political youth organizations?
3. Who was the founder of the Scout Association?
4. What main activities were included in the programme of the Boy Scouts?
5. What are the most important qualities of a real Boy Scout?
6. What does the Scout Law embrace?
7. What practical skills must the Girl Guides develop?
8. What youth organizations for school leavers and college students are there in Britain?
9. What kind of social work should youth organizations pay attention to?
10. What ecological problems does Youth Organization Greenpeace deal with?
11. What are the aims of religious youth organizations and groups?
12. What other British youth organizations can you name?

Exercise 11. Translate from Russian into English:

1. Спортивные клубы являются типичными молодёжными организациями в Великобритании.
2. Бойскауты носят униформу, это придаёт каждому мальчику индивидуальность внутри отряда и сообщества.
3. В Великобритании около 60 молодёжных организаций, представляющих молодёжь страны на государственном и международном уровнях.
4. Главная цель организации – обучить молодёжь коллективной работе под руководством взрослого, содействовать участию молодёжи в различных мероприятиях: пеших путешествиях, кемпинге, составлении карт.
5. Молодёжная женская христианская организация обращает особое внимание на добровольческую и благотворительную работу.
6. Некоторые молодёжные организации пытаются решить проблемы голода, бездомности, низкого уровня здоровья.
7. Можно стать членом любого клуба: от любительского театра до клуба наблюдателей за птицами.
8. «Гринпис» занимается наиболее животрепещущими экологическими проблемами: выступает против испытаний ядерного оружия, а также в защиту мест обитания диких животных.
9. Бойскаут – это серьёзный, честный, надёжный, верный, отважный, вежливый и уважительный молодой человек.
10. Программа подготовки Герл-гайдов развивает практические навыки, включая кулинарию, шитьё, уход за детьми.

Exercise 12. Complete the table:

Name	The Boy Scouts	The Girl Guides	The YMCA	Greenpeace	The YCND	Religious organizations
Type		<i>Non-political organization</i>			<i>Organization associated with political party</i>	
Goals				<i>To protect wildlife habitat</i>		

Activities						Participation in music festivals and amateur theatre
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Exercise 13. Work in pairs. Find out from your partner:

- what youth organizations in Great Britain they know;
- whether they find any youth organization appealing and what aims they support;
- whether they would like to join such an organization and why;
- whether they know some additional information about British youth organizations.

Exercise 14. Imagine that you are a founder of a youth organization. Think over the aims of your organization. Suggest variants of your own Oath, Motto and Slogan. You can use the information about the Boy Scouts as an example.

The Name of an Organization:

The Boy Scouts

The Scout Oath:

On my honor, I will do my best

To do my duty to God and the Queen;

To obey the Scout Law;

To help other people at all times;

To keep myself physically strong, mentally awake and morally straight.

The Scout Motto:

"Be Prepared"

The Scout Slogan:

"Do a Good Turn Daily"

Text 2

Exercise 1. Before you read the text say what youth organizations in Belarus you know.

Exercise 2. Pick out the ideas from the list below which you think will be discussed in the text and check yourself after reading the text:

- the most authoritative youth organizations in Belarus;
- governmental support of youth organizations;

- the founders of youth organizations in Belarus;
- the objectives of youth organizations;
- the activities of youth organizations.

Exercise 3. Learn to pronounce these words correctly, if necessary, consult the dictionary:

Youth, authoritative, pioneer, association, committee, merger, guardian, admission, headquarters, symbol, scarf, knot, goal, value, physical, society, legislation, exhibition, voluntary, benefit, unanimity, equality, mutual, salute.

Exercise 4. Read the text:

YOUTH ORGANIZATIONS IN BELARUS

There are a lot of youth organizations in Belarus. The most authoritative of them are: the Belarusian Republican Union of Youth (BRUY), the Belarusian Republican Pioneer Organization, the Association of Belarusian Scouts, the Belarusian Organizations of Falcons, the Belarusian National Scout Organization, the Association of Belarusian Guides, etc. The above-mentioned organizations take an active part in the realization of the state policy in respect of youth. These activities are managed and directed by the State Committee on the Affairs of Youth.

The most numerous youth organizations are the Belarusian Republican Union of Youth and the Belarusian Republican Pioneer Organization.

The BRUY was set up on September 6, 2002, after the merger of two Belarusian youth organizations: the Belarusian Youth Union and the Belarusian Patriotic Youth Union. In order to join the BRUY, the applicant must be between the ages of 14 and 31, which helps to pass on experience from generation to generation. If the applicant is between the ages of 14 and 16 written permission from a parent or legal guardian must be granted. A person must also pay a one-time fee for admission and a mid-year fee to continue membership in the BRUY.

The BRUY national headquarters is located in Minsk, the national capital of Belarus. Each region has its own branch of the BRUY.

The BRUY has three official symbols: the emblem, the flag and the scarf. The emblem, which is modelled on the Belarusian flag, has a red bar bearing the initials of the BRUY in gold over a green bar bearing a golden olive branch. The flag of the BRUY has the same elements as the emblem, but the reverse of the flag bears the organization's full name in gold in the red section. Each member is also presented a scarf, which is also coloured

in red and green. The scarf is worn around the neck and tied in a knot in the front to stay in place.

The goal of the BRUY is to unite patriotically thinking young people for active participation in the construction of a society of social justice and progress and to create conditions for all-round development of young people. The main objectives of the organization are as follows:

- to express, defend and realize the rights and legal interests of its members;
- to form the world outlook, based on moral and spiritual, as well as Christian, values;
- to foster patriotism as the main spiritual and social value;
- to give assistance to every member of the organization in his spiritual, intellectual and physical development and help each member realize their abilities and creative potential and become an integrated member of the society.

The Belarusian Republican Union of Youth and its members accomplish their goals and objectives in the following activities:

- they participate in the formation of youth policy and put it into practice;
- they support the initiatives of the youth, directed at self-perfection and all-round development of their individual abilities;
- they elaborate and accomplish different educational and social youth programmes which do not contradict the present legislation of the Republic of Belarus;
- they render assistance in finding employment;
- they promote international youth co-operation;
- they attract the attention of the mass media and the bodies of state power to the problems and initiatives of the youth;
- they organize conferences, meetings, lectures, exhibitions, concerts for young people; etc.

Members of the BRUY have certain rights and duties and they can leave the organization at their own free will.

The Belarusian Republican Pioneer Organization unites schoolchildren from 7 to 16 years old. The membership in this organization is voluntary and free of charge. To become a member of the BRPO written permission from a parent or legal guardian is required.

The main goal of the BRPO is to help each member become a worthy citizen of Belarus, be of benefit for themselves, their family and the country.

Each member of the BRPO strives:

- to maintain their dignity and the dignity of the organization and couple acts with words;

- to take care of those who need help;
- to be respectful to labour, be thrifty and know the value of money;
- to be faithful and respect their friends' opinion.

The symbols of the BRPO are the flag and the emblem. The flag is of red colour with the emblem and the motto of the BRPO on it. The emblem consists of three united bodies of flame as the symbol of unanimity, equality, mutual aid and respect to each other in the organization. The white square with golden letters at the bottom of the flame symbolizes the good intentions and aspirations of the organization. The salute is a special pioneer greeting when you raise the right hand with the five fingers clasped together over your head.

On September, 13 the members of the pioneer organization celebrate the Day of the BRPO. On this day in 1990 the decision was taken to become an independent organization, the BRPO. Belarusian pioneers also celebrate the Fest of the Pioneer Flame (June, 20), the Day of the Pioneer Brigade (May, 19) as well as such public holidays as the Day of the Constitution (March, 15), Victory Day (May, 9), International Children's Day (June, 1), Independence Day (July, 3).

Exercise 5. Give the equivalents from the text to the following words and word collocations:

- | | |
|----------------------------------------------------------------------|----------------------------------------------------|
| 1. to participate | 6. to achieve one's goals |
| 2. the organizations that have the greatest number of members | 7. to work out programmes for youth |
| 3. to become a member of the BRUY | 8. to help find a job |
| 4. a special sum of money paid to become a member of an organization | 9. if they wish |
| 5. bring up positive and respectful attitude to one's motherland | 10. you don't have to pay any money for membership |
| | 11. to bring good to the country |
| | 12. to act in accordance with one's promises. |

Exercise 6. Say whether the statements are true to the text or false. Correct the false statements:

1. The activities of Belarusian youth organization are managed and directed by the State Committee on International Affairs.
2. The Belarusian Patriotic Youth Union was created on September 6, 2002, after the merger of two Belarusian youth organizations: the Belarusian Youth Union and the Belarusian Republican Youth Union.
3. In order to join the BRUY, the applicant must be between the ages of 14 and 31.

4. A person must pay a one-time fee for admission and a mid-year fee to continue membership in the BRPO.
5. Each region of Belarus has its own branch of the BRUY with the headquarters in Minsk.
6. The emblem of the BRUY, which is modelled on the Belarusian flag, has a red bar bearing the initials of the BRUY in gold over a green bar bearing a golden olive branch.
7. The flag of the BRUY is of red and green colour.
8. The goal of the BRUY is to unite patriotically thinking young people for active participation in conferences, meetings, lectures, exhibitions and concerts for young people.
9. One of the main objectives of the BRUY is to give assistance to every member of the organization to start their life a-new.
10. Members of the BRUY can't leave the organization at their own free will.
11. The membership in the BRPO is free of charge.
12. The BRPO unites schoolchildren from 9 to 13.
13. The BRPO has three official symbols: the emblem, the flag and the scarf.
14. The main goal of the BRPO is to help each member become a worthy citizen of Belarus, be of benefit for themselves, their family and the country.
15. The members of the pioneer organization celebrate the Day of the BRPO on June, 20.

Exercise 7. Fill in the gaps with prepositions if necessary:

1. Youth organizations take an active part ... realization of the state policy ... respect of youth.
2. In order to join ... the BRUY, the applicant must be ... the ages of 14 and 31 which helps to pass ... experience from generation to generation.
3. A person must pay a one-time fee ... admission and a mid-year fee to continue membership ... the BRUY.
4. The emblem of the BRUY, which is modelled ... the Belarusian flag, has a red bar bearing the initials of the BRUY ... gold ... a green bar bearing a golden olive branch.
5. The scarf is worn ... the neck and tied ... a knot ... the front to stay in place.
6. The goal of the BRUY is to unite ... patriotically thinking young people ... active participation in the construction of a society ... social justice and progress and to create conditions ... all-round development of young people.

7. The Belarusian Republican Union of Youth and its members participate ... the formation of youth policy and put it ... practice.
8. The BRUY renders assistance ... finding employment ... its members.
9. The flag of the BRPO is ... red colour ... the emblem and the motto of the BRPO ... it.
10. The emblem of the BRPO consists ... three united bodies of flame as the symbol ... unanimity, equality, mutual aid and respect ... each other in the organization.

Exercise 8. Complete the sentences according to the text:

1. The most ____ youth organizations in Belarus are: ____ (the BRUY), the Belarusian ____ (the BRPO), the Association of Belarusian ____, the Belarusian ____ of Falcons, the Belarusian ____ Scout Organization, the Association of Belarusian ____, etc.
2. The above-mentioned organizations ____ in the realization of the state policy in respect of ____.
3. The activities of Belarusian youth organization are ____ and ____ by the State Committee on ____.
4. The most numerous youth organizations are ____ and ____.
5. In order to join the BRUY, the ____ must be between the ages of ____ and 31, which helps to ____ from generation to generation.
6. If the applicant is between the ages of ____ and ____ written permission from a parent or legal ____ must be granted.
7. A person must also pay a ____ for admission and a mid-year fee to continue ____ in the BRUY.
8. The goal of the BRUY is to unite ____ for active participation in the construction of a society of ____ and progress and to create conditions for ____ of young people.
9. The Belarusian Republican Union of Youth and its members ____ their goals and objectives by participating in the formation of youth ____ and putting it into ____; by supporting the ____ of the youth, directed at ____ and ____ of their individual abilities.
10. The Belarusian Republican Pioneer Organization ____ schoolchildren from ____ to ____ years old.
11. The main goal of the BRPO is to help each member become a ____ of Belarus, be ____ for themselves, their family and the country.
12. The emblem of the BRPO consists of three united ____ as the symbol of ____, ____, ____ and ____ to each other in the organization.
13. The white square with ____ at the bottom of the flame symbolizes the ____ and ____ of the organization.

14. On ____ the members of the pioneer organization ____ the Day of the BRPO because on this day in ____ the decision was taken to become ____, the BRPO.

Exercise 9. Match the columns to get collocations from the text. Give the sentences they were used in or provide your own examples:

- | | |
|---------------|--------------------------------------------|
| 1. support | a) their friends' opinion |
| 2. take | b) the value of money |
| 3. respect | c) acts with words |
| 4. know | d) the organization |
| 5. pay | e) international youth co-operation |
| 6. unite | f) educational and social youth programmes |
| 7. couple | g) the initiatives |
| 8. leave | h) assistance |
| 9. realize | i) patriotism |
| 10. form | j) the world outlook |
| 11. promote | k) abilities and creative potential |
| 12. foster | l) young people |
| 13. render | m) a one-time fee |
| 14. elaborate | n) an active part in smth |

Exercise 10. Answer the following questions:

1. Are there many youth organizations in Belarus?
2. When was the Belarusian Republican Union of Youth created? Under what circumstances?
3. What is the goal of the BRUY?
4. What are the main objectives of the BRUY?
5. How does the BRUY accomplish its goals and objectives?
6. What are the symbols of the BRUY?
7. Who can become a member of the BRPO?
8. What are the main goals of the BRPO?
9. What does each member of the BRPO strive for?
10. What are the symbols of the BRPO?
11. What holidays do the members of the BRPO celebrate?

Exercise 11.

A. Without looking back into the text complete the table. Check your answers with the text:

	The Belarusian Republican Union of Youth	The Belarusian Republican Pioneer Organization
Date of foundation		
Membership		
Symbols		
Goals and objectives		
Activities		

B. Speak about the organizations using the information from the table.

Exercise 12. Complete the table:

	Have already known	New information	Thought differently. Have questions	In my educational establishment
The BRUY				
The BRPO				

Exercise 13. Work in pairs. Find out from your partner:

- what youth organizations they know in Belarus;
- whether they belong/belonged to any of them;
- if it is necessary to have such organizations;
- what activities of these organizations they took part in.

Exercise 14. Imagine that:

- your English pen-friend knows nothing about youth organizations in Belarus. What are you going to write to him?

- You are going to join the BRUY. Give reasons why you've made up your mind to do so.
- Your little brother / sister is to become a member of the BRPO. Tell him / her about what qualities they are expected to possess, what activities they are going to take part in, etc.

III. Speech practice

Exercise 1. Below are some reasons why teenagers and young people join different clubs and organizations. Extend the list of their reasons:

- They want to make new friends or practise a sport or hobby.
- It's quite natural that young people want to socialize with their equals.
- They want to share their interests or express their views on various social, political or cultural issues.

Your suggestions:

-
-
-

Exercise 2. Answer the following questions:

a) What are the main aims of youth organizations? Extend the list of suggested variants:

- to train youth in responsible citizenship;
- to encourage participation in a wide range of outdoor activities, educational programmes, career-oriented programmes;
- to teach patriotism, courage, self-reliance;
- to prepare young people to make ethical and moral choices over their lifetimes;
- to provide positive experiences to help youth mature and to prepare them to become responsible adults;
- to unite young people from all social classes and sections of the population;

Your suggestions:

-
-
-

b) Do you want to be a member of any youth organization? (Why? Why not?)

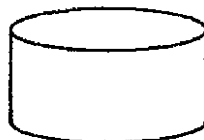
Exercise 3. Interview your friends, classmates, acquaintances and make up a diagram according to their answers.

Would you like to become a member of a youth organization?

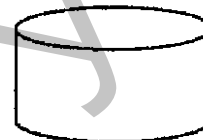
- a) I am a member of a youth organization
- b) I am going to join a youth organization
- c) I don't want to become a member of a youth organization



a) ? %



b) ? %



c) ? %

Comment on the statistics. Express your personal attitude towards the necessity of youth organizations.

Exercise 4. Work in groups.

a) Imagine that you are a group of representatives of a youth organization (choose any organization from those that you know or suggest your own organization). You are participants of an annual contest "The Best Youth Organization". Your task is to represent your organization to the best advantage. Your program should illustrate:

- symbols of your organization (oath, motto, slogan, emblem);
- aims and objectives;
- activities;
- rights and duties;
- advantages of being a member of your organization.

b) Imagine that you are the leaders of youth organizations from different countries present at the conference "The Youth is Our Future". Your task is to question your colleagues about their organizations, peculiarities of these organizations and their main activities.

Unit 7. THE PANORAMA OF THE UK

(A) GEOGRAPHY OF THE UK

I. Topical vocabulary

A. Nouns

- area [ˈɛəriə] – область, район
- citizen [ˈsɪtɪzn] – гражданин
- current [ˈkʌrənt] – течение
- drizzle [ˈdrɪzl] – моросящий дождь
- east [iːst] – восток
- field [fiːld] – поле
- fog [fɒɡ] – туман
- inhabitant [ɪnˈhæbɪtənt] – житель
- island [ˈaɪlənd] / isle [aɪl] – остров
- landscape [ˈlændskeɪp] – ландшафт
- majority [məˈdʒɔrəti] – большинство
- meadow [ˈmedəʊ] – луг
- minority [maɪˈnɔrɪti] – меньшинство
- north [nɔːθ] – север
- peak [piːk] – вершина
- plain [pleɪn] – равнина
- relief [rɪˈliːf] – рельеф
- scenery [ˈsiːnəri] – пейзаж
- shore [ʃɔː] – берег
- south [saʊθ] – юг
- valley [ˈvæli] – долина
- west [west] – запад
- woodland [ˈwʊdlənd] – лесистая местность

B. Adjectives

- bilingual [baɪˈlɪŋgwəl] – двуязычный
- changeable [ˈtʃeɪndʒəbl] – переменчивый
- delightful [dɪˈlaɪtful] – восхитительный
- extensive [ɪkˈstensɪv] – обширный
- flat [flæt] – плоский
- grassy [ˈɡrɑːsi] – травянистый
- humid [ˈhjuːmɪd] – влажный

- independent [ˌɪndɪˈpendənt] – независимый
- mild [maɪld] – мягкий
- mountainous [ˈmaʊntɪnəs] – гористый
- navigable [ˈnævɪɡəbl̩] – судоходный
- picturesque [ˌpɪktʃəˈresk] – живописный
- predominant [prɪˈdɒmɪnənt] – преобладающий
- steady [ˈstedɪ] – постоянный, неизменный
- temperate [ˈtempərɪt] – умеренный
- varied [ˈveəriəd] – разнообразный
- vast [vɑːst] – просторный, обширный

Word combinations

- mean temperature – средняя температура
- natural borderland [ˈbɜːdələnd] – естественная граница
- network of rivers – сеть рек
- plentiful rains – многочисленные дожди
- political division [dɪˈvɪʒn] – политическое деление
- political name – политическое название
- population density [ˈdensɪti] – плотность населения
- range [reɪndʒ] of mountains – горная гряда
- refreshing breeze – освежающий ветер
- surface [ˈsəːfɪs] area – площадь поверхности
- tourist resort [tʊrɪstˈzɔːt] – туристический курорт

C. Verbs and phrases

- to be based on – основываться на
- to be divided into / by – делиться на что-либо / чем-либо
- to be influenced by – находиться под влиянием
- to be located in / on – располагаться в / на
- to be separated from / by – отделяться от / чем-либо
- to be surrounded by – быть окруженным чем-либо
- to be washed by – омываться чем-либо
- to border on [ˈbɜːdə] – граничить с
- to bring warmth [wɜːmθ] / rain – приносить тепло / дождь
- to comprise [kəmˈpraɪz] – включать, содержать
- to consist of [kənˈsɪst] – состоять из
- to contain [kənˈteɪn] – содержать
- to cover [ˈkʌvə] – покрывать, охватывать
- to drop as low as – падать до
- to fall – выпадать (об осадках)

- to flow into – впадать в
- to lie – находиться / располагаться
- to occupy [ˈɒkjupaɪ] – занимать (территорию, площадь)
- to refer to [rɪˈfəː] – относиться к, говорить о
- to represent [ˌrepriˈzent] – представлять
- to rise above – подниматься выше
- to stand on – стоять на (реке)
- to stretch for / from... to – простираться на / с ... до

Vocabulary exercises

Exercise 1. Match the nouns with the adjectives to form word combinations and translate them into Russian:

- | | |
|----------------|---------------|
| 1. borderland | a) mean |
| 2. rains | b) tourist |
| 3. division | c) refreshing |
| 4. breeze | d) official |
| 5. density | e) political |
| 6. resort | f) plentiful |
| 7. current | g) natural |
| 8. temperature | h) warm |
| 9. language | i) population |
| 10. area | j) surface |

**Exercise 2. Which of the following nouns are used when talking about:
a) landscape; b) climate; c) population?**

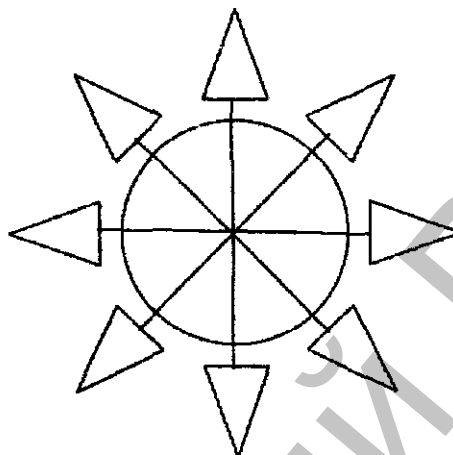
relief	peak	woodland	inhabitant
drizzle	warmth	plain	majority
fog	mountains	density	minority

Exercise 3. Which of the following adjectives are used when describing: a) landscape; b) climate; c) population?

picturesque	temperate	varied	extensive	bilingual
steady	vast	navigable	humid	mild

Exercise 4. Mark the following directions properly:

north – northern	north-west – north-western
south – southern	north-east – north-eastern
west – western	south-west – south-western
east – eastern	south-east – south-eastern



Mind the prepositions:

in / to the north / south / west / east (of);

in the northern / southern / western / eastern part (of).

Exercise 5. Insert prepositions where necessary and translate the sentences into Russian:

1. New Zealand's economy is based agriculture.
2. In the west the Russian Federation borders Norway, Finland, the Baltic States, Belarus, and the Ukraine.
3. Canada is a federal state that consists ten provinces and two territories.
4. Belarus contains six regions.
5. Tundra and taiga cover the northern part of Russia.
6. The USA is divided the West and the East the Rocky Mountains.
7. The Volga, Europe's biggest river, flows the Caspian Sea.
8. Do you know what the climate of this country is influenced?
9. Russia lies the eastern part of Europe and the northern part of Asia.
10. Russia is located two vast plains: the Great Russian Plain and the West Siberian Lowland.
11. The 50 stars on the American flag represent the number of states.
12. St. Petersburg stands the Neva River.
13. We say that the Urals separate Europe Asia.
14. New Zealand stretches 1600 km long.
15. Australia is washed the waters of the Indian and the Pacific oceans.

II. Reading

Exercise 1. Read the words paying attention to their pronunciation:

Islands

the Hebrides ['hebrɪdɪz]

the Orkney Islands ['ɔ:kni]

the Isle of Wight [waɪt]

the Isles of Scilly ['sɪli]

the Channel Islands ['tʃænəl]

the Shetland Islands ['ʃetlənd]

Mountains

the Pennine range ['pənain]

the Cheviot Hills ['tʃevɪət]

the Cumbrian Mountains ['kʌmbriən]

the Cambrian Mountains ['kæmbriən]

the Macgillycuddy Reeks [ˌmæk'dʒɪlɪkədɪ]

the Antrim Mountains ['æntri:m]

the Sperrin Mountains ['sperɪn]

the Mourne Mountains [mɔ:n]

Snowdon ['snəʊdən]

Ben Nevis ['ben 'nevis]

Ben Macdhui ['benmæk 'du:]

Scafell ['sko: 'fel]

Water bodies

Rivers

the Severn ['sevə:n]

the Thames [temz]

the Humber ['hʌmbə]

the Mersey ['mæ:zi]

the Tweed [twi:d]

the Clyde [klaɪd]

the Shannon ['ʃænən]

the Tyne [taɪn]

the Ouse [u:z]

the Eden ['i:dn]

the Dee [di:]

the Tay [teɪ]

the Forth [fɔ:θ]

the Spey [speɪ]

Lakes

Lough Neagh [ˌlɒk 'nei]

Loch Lomond ['lɒk 'ləʊmənd]

Loch Ness ['lɒk 'nes]

Lake Windermere [ˌwɪndə'mɪə]

the Atlantic Ocean [ə 'tlæntɪk]

the Irish Sea ['aɪrɪʃ]

the Strait of Dover ['dəʊvə]

the Gulf Stream ['gʌlf 'stri:m]

Countries

the United Kingdom [ju: 'naɪtɪd 'kɪŋdəm] of Great Britain ['greɪt 'brɪtən]
and Northern Ireland ['nɔ:ðən 'aɪələnd]

Europe ['juərəp]

England ['ɪŋɡlənd]

Scotland ['skɒtlənd]

Wales [weɪlz]

Cities

Edinburgh ['edɪnbərə]

Cardiff ['kɑ:dɪf]

Belfast ['belfɑ:st]

Birmingham ['bæ:mɪŋəm]

Liverpool ['lɪvəpu:l]

Manchester ['mæntʃɪstə]

Nottingham ['nɒtɪŋəm]

Sheffield ['ʃefi:ld]

Bristol ['brɪstl]

Glasgow ['glɑ:sgəʊ]

Aberdeen [ˌæbəˈdiːn]

Dundee [dʌnˈdiː]

Milford Haven [ˈmɪlfəd ˈheɪən]

Swansea [ˈswɒnziː]

Caerphilly [kɑːˈfɪli]

Londonderry [ˌlʌndənˈderi]

▼ Gaelic [ˈgeɪlɪk], Roman Catholic [ˈrəʊmən ˈkæθlɪk]

Exercise 2. Read the text:

GEOGRAPHY OF THE UK

The United Kingdom of Great Britain and Northern Ireland is a country in north-western Europe. It is situated on the **British Isles** which comprise two large islands: Great Britain and Ireland, and about 5 thousand small islands (the Hebrides, the Orkney Islands, the Isle of Man, the Isle of Wight, the Isles of Scilly, the Channel Islands, the Shetland Islands are among them). Politically the British Isles are divided into two countries: the United Kingdom of Great Britain and Northern Ireland and the Irish Republic. The United Kingdom's area is about 244,100 square km. The United Kingdom of Great Britain and Northern Ireland is the political name of the country which is made up of England, Scotland, Wales and Northern Ireland. Their capitals are London, Edinburgh, Cardiff and Belfast respectively. London is the capital of the UK, its political, economic, commercial and cultural centre and an important sea port. When people refer to the country, they often shorten its name to 1) the United Kingdom / the UK, 2) the British Isles, 3) Great Britain, 4) Britain, or 5) England.

Politically, **the largest island Great Britain**, consists of three main political divisions of the country: England (which covers most of the southern two-thirds of the island), Wales (a small division in the south-west) and Scotland (which covers the northern third). The fourth political division of the United Kingdom – Northern Ireland – lies in the north-east of the island of Ireland. Great Britain is the largest island in Europe and the eighth largest island in the world. It covers about 218,980 square km. Great Britain stretches for over 900 km from south to north and from east to west for 500 km in the widest part and 60 km in the narrowest part.

The second in size is **the island of Ireland** with an area of 84, 000 square kilometres in which Northern Ireland occupies one third of the territory. In the south it borders on the independent Republic of Ireland which occupies the largest part of the island.

The British Isles are separated from the European Continent by the North Sea and the English Channel. The English Channel is 220 km in the widest part and in the narrowest part, which is called the Strait of Dover, it is 32 km wide. The western coast of Great Britain is washed by the Atlantic

Ocean and the Irish Sea. No place in Britain is more than 120 km from the sea.

The population of Great Britain is about 60 million people. The overall population density is 242 people per square km. The population density is the highest in England and the lowest in Scotland. Four out of every five people (about 80 %) live in towns and cities. The largest cities are London, Birmingham, Liverpool, Manchester, Nottingham, Sheffield, Bristol (in England); Glasgow, Edinburgh, Aberdeen, Dundee (in Scotland); Cardiff, Newport, Milford Hayen, Swansea, Caerphilly (in Wales); and Belfast, Londonderry (in Northern Ireland). We should refer to the inhabitants of the United Kingdom as "the British", because they include not only Englishmen, but the Irish, the Scots and the Welsh. A man from Scotland, for example, considers himself a Scot / a Scotsman; he has British nationality, but he is not an Englishman.

English is the **official language** of the United Kingdom and is the first language of the vast majority of its citizens. But English is not the only language of the country. Some people living in western and northern Scotland speak Gaelic; others, living in northern and central Wales, speak Welsh. Wales is officially bilingual. English is the predominant language in Northern Ireland, although the Roman Catholic minority speaks Irish, another Gaelic dialect, as a second language.

The climate of Great Britain is influenced by the Gulf Stream, a warm current of the Atlantic Ocean. The climate is generally mild, temperate, humid and changeable. Winter temperatures rarely drop as low as -12° (degrees) C, and summer temperatures seldom rise above $+32^{\circ}$ C. The coldest months are usually January and February, the warmest – July and August. The mean January temperature for London is -4° C and the mean July temperature is $+17^{\circ}$ C. Steady winds blow across the Gulf Stream and come to Britain as refreshing breezes. The winds bring warmth in winter and plentiful rains throughout the year. Much of the rain comes in light steady drizzles. The driest months of the year are March to June and the wettest – October to January. Mild fogs hang over parts of the country from time to time. Snow seldom falls in Great Britain, mostly it happens in northern Britain during late October and November. So men can ride to work on bicycles all year round

The landscape is rich and varied, sometimes showing marked contrast between the generally high relief of western and northern Britain and the lowland areas of the south and east. The charm of the country lies in the variety of scenery: the finest combination of sea, high mountainous areas and flat valleys, forests and lake areas, fields and meadows. Woodlands cover about 8 per cent of the country.

The most important range of mountains in England is the Pennine range with the highest point Cross Fell (983 m). The Cheviot Hills with the

highest point Cheviot (816 m) serve as a natural borderland between England and Scotland. In northwest England lie the Cumbrian Mountains, with the highest peak of Scafell (978 m). The most extensive plains in the British Isles, the Midland Plain and the London Basin, are in England.

The Cambrian Mountains with the highest peak of Snowdon (1085 m) are located in Wales. They cover practically all the territory of Wales.

Scotland can be divided into three physical regions: the Highlands, the Southern Uplands and the Central Lowlands. The Highlands include the highest peaks in the British Isles: Ben Nevis (1347 m) and Ben Macdhui (1309 m). There is an observatory at the very top of Ben Nevis.

The Central Plain of Ireland stretches west-east across the country from coast to coast. The highest in Ireland are the Macgillicuddy Reeks in the south-west, about 1104 metres. In Northern Ireland the main mountains are the Antrim Mountains, the Sperrin Mountains and the Mourne Mountains which include the highest peak Slieve Donard (852 m).

There is a wide network of rivers in the British Isles. The largest river of Great Britain, the Severn (350 km) in England, flows into the Bristol Channel. England's rivers the Trent (274 km) and the Thames (346 km), the rivers Tyne, Tees, Humber and Ouse flow into the North Sea. The Thames is the busiest and the most important river in Great Britain. The capital of the UK, London, stands on the Thames. The rivers Mersey and Eden flow into the Irish Sea.

The largest rivers of Scotland, the Tweed, Forth, Dee, Spey and the longest river, the river Tay (170 km), flow directly into the North Sea. The Clyde, on which Glasgow stands, flows into the Irish Sea.

There are many rivers in Ireland. They are short but navigable, the longest being the River Shannon (384 km), flows from north to south of Ireland.

There are a lot of picturesque lakes with wooded and grassy shores in the UK. The largest fresh water lake in the British Isles is Lough Neagh in Northern Ireland (391 square km). The largest lake in Great Britain and the biggest one in Scotland is Loch Lomond (70 square km), although the longest lake is Loch Ness (56 square km). In England the largest lake is Lake Windermere in the Lake District with a surface area of 15 square km. The celebrated Lake District contains some other very beautiful lakes and is a most popular tourist resort.

There are so many wonderful places to visit in the UK and to enjoy delightful scenery. This is a country of strong attraction for tourists.

Exercise 3. Distribute the geographical names from the text into the following columns. Read them properly. Find as many of these objects as you can on the map:

a)

countries	cities	islands	mountains	rivers	lakes

b)

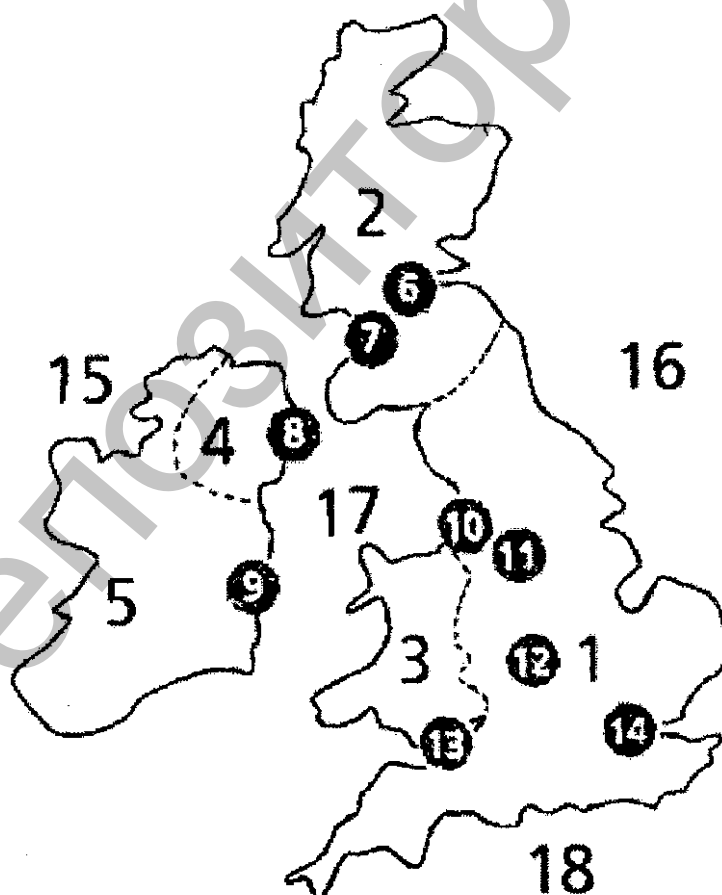
England	Scotland	Wales	Northern Ireland

Exercise 4. Can you identify the countries, cities and seas below on the map (1-18)?

Belfast
Birmingham
Cardiff
Channel
Dublin
Edinburgh

England
Glasgow
Liverpool
London
Manchester
Northern Ireland

Scotland
the Atlantic Ocean
the Irish Sea
the North Sea
the Republic of Ireland
Wales



Exercise 5. Explain the difference between the two names in each of the following pairs:

- a) England and Great Britain;
- b) Great Britain and the United Kingdom;
- c) Great Britain and the British Isles;
- d) Europe and Continental Europe.

Exercise 6. Match the following geographical names with the correct part of the United Kingdom:

England	Scotland	Wales	Northern Ireland

Model: The Highlands are the mountains in Scotland.

the Highlands	Edinburgh	Lake Windermere
Belfast	the Lake District	the River Shannon
the Thames	Snowdon	Glasgow
Cardiff	Loch Ness	the River Tay
Ben Nevis	the Cheviot Hills	the Cambrian Mountains

Exercise 7. Find the odd word in each group and explain your choice:

Model: England, Great Britain, Wales, Northern Ireland
Great Britain – it's the whole country, not part of it.

- the Thames, the Hebrides, the Shannon, the Severn;
- Belfast, Edinburgh, Cardiff, Manchester;
- Loch Lomond, Lough Neagh, Snowdon, Loch Ness;
- the Isle of Man, the British Isles, the Highlands, the Shetland Islands;
- Ben Nevis, the Cheviot Hills, the Lake District, Snowdon;
- the English Channel, the North Sea, the British Isles, the Strait of Dover.

Exercise 8. Match the nouns with the adjectives to form word combinations. Reproduce and translate the sentences from the text containing these phrases:

- | | |
|--------------|----------------|
| 1) area | a) mountainous |
| 2) climate | b) humid |
| 3) current | c) warm |
| 4) fog | d) mild |
| 5) winds | e) fresh water |
| 6) lake | f) picturesque |
| 7) landscape | g) predominant |
| 8) language | h) steady |

- 9) month
- 10) name
- 11) plain
- 12) region
- 13) river
- 14) shore
- 15) lake

- i) dry
- j) varied
- k) navigable
- l) political
- m) physical
- n) grassy
- o) extensive

Exercise 9. Say whether the sentences are true or false according to the text:

1. The United Kingdom of Great Britain and Northern Ireland is the political name of the country which is made up of England, Scotland, Wales and Ireland.
2. The United Kingdom is situated on the British Isles which comprise two large islands, Great Britain and Ireland and some small and large islands.
3. The British Isles are separated from the European Continent by the North Sea, the English Channel and the Strait of Dover.
4. The eastern coast of Great Britain is washed by the Indian Ocean and the Irish Sea.
5. The warm currents of the Pacific Ocean influence the climate of Great Britain.
6. No place in Britain is more than 20 km from the sea.
7. Woodlands cover about 50 per cent of the country.
8. There is a wide network of rivers in the British Isles.
9. The Highlands include the highest peaks in the British Isles: Ben Nevis and Snowdon.
10. Snow often falls in Great Britain, especially in northern Britain during late October and November.

Exercise 10. Insert the missing prepositions:

1. The United Kingdom of Great Britain and Northern Ireland is the political name of the country which is made of England, Scotland, Wales and Northern Ireland.
2. The United Kingdom is situated the British Isles which consist of two large islands, Great Britain and Ireland and some small and large islands.
3. The largest island, Great Britain, consists three main parts: England, Wales and Scotland.
4. Most of the rivers flow the North Sea.
5. In the south the United Kingdom borders the independent Republic of Ireland.

6. The United Kingdom is separated the continent the English Channel the south and the North Sea the east.
7. The western coast of Great Britain is washed the Atlantic Ocean and the Irish Sea.
8. The United Kingdom has rain the year. Mild fogs hang parts of the country from time to time.
9. Scotland can be divided three physical regions.
10. The Central Plain of Ireland stretches west-east the country coast coast.

Exercise 11. Complete the sentences according to the text:

1. The United Kingdom of Great Britain and Northern Ireland is the political name of the country which is made up of , Scotland, and Northern Ireland.
2. The United Kingdom is situated on which comprise two large islands.
3. The British Isles are separated from the European Continent by the North Sea and
4. The western coast of Great Britain is washed by and the Irish Sea.
5. The warm currents of influence the climate of Great Britain.
6. Most of the rivers flow into
7. The busiest and the most important river in the country is
8. The capital city of the United Kingdom and England is
9. The biggest lake in Scotland is , although the longest lake is
10. Some people living in western and northern Scotland speak

Exercise 12. Translate the following sentences from Russian into English:

1. Соединенное Королевство расположено на Британских островах: Великобритании и Ирландии.
2. Самый большой остров, Великобритания, состоит из трех главных областей: Англии, Уэльса и Шотландии.
3. Соединенное Королевство Великобритании и Северной Ирландии – политическое название страны, которая состоит из Англии, Шотландии, Уэльса и Северной Ирландии.
4. Английский – официальный язык Объединенного Королевства.
5. Британские острова отделены от Европейского континента Северным морем и Ла-Маншем.
6. Западное побережье Великобритании омывается Атлантическим океаном и Ирландским морем.

7. Теплое течение Атлантического океана влияет на климат Великобритании.
8. Большинство рек впадают в Северное море.
9. Снег в Великобритании выпадает редко, в основном, в северной части страны.
10. Когда мы говорим о Соединенном Королевстве Великобритании и Северной Ирландии, мы часто сокращаем название страны.

Exercise 13. Answer the following questions:

1. What is the United Kingdom? What countries does it consist of?
2. What is Great Britain? What countries is Great Britain made up of?
3. What people are called the British? Can those living in Wales be called the British?
4. What other languages besides English are spoken in the United Kingdom?
5. What waters are the British Isles washed by?
6. What rivers and lakes are the most important in Britain?
7. What are the capital cities of the UK?
8. What influences the climate of Great Britain?
9. Is Great Britain a densely populated area?
10. Do you agree that the UK's scenery is really delightful?

Exercise 14. Speak about each of the four parts of the United Kingdom, mentioning the information concerning:

- 1) the name;
- 2) the geographical situation;
- 3) the capital and large cities;
- 4) the official language;
- 5) mountains, rivers and lakes.

Exercise 15. Speak about the geographical position of the United Kingdom of Great Britain and Northern Ireland according to the following outline:

- | | |
|-----------------------|-----------------------|
| 1) the British Isles; | 6) official language; |
| 2) the UK; | 7) climate; |
| 3) territory; | 8) landscape; |
| 4) population; | 9) rivers and lakes; |
| 5) largest cities; | 10) scenery. |

Exercise 16. Do the test:

1. The total area of the British Isles is about: 322, 244 or 344 thousand square km.
2. How many islands are there in the system of the British Isles?
3. The total area of the United Kingdom is about: 344, 244 or 234 thousand square km.
4. From south to north Great Britain stretches for over 700, 800, 900 km.
5. Great Britain stretches under 300, 400, 500 km in the widest part.
6. From east to west Great Britain stretches for 40, 60, 120 km in its narrowest part.
7. Where are the Cambrian Mountains?
8. The highest peak in Wales is...
9. Snowdon is 1,085; 1,185; 1,285 m high.
10. The highest peak in England is ...
11. Cross Fell is in the ... range and it is about 783, 883, 983 m high.
12. Where are the Central Lowlands?
13. Where are the Grampians?
14. The highest peak in Wales is ...
15. The driest season in Great Britain is ...
16. The highest peak in Scotland is ...
17. What is the highest peak in the British Isles?
18. Ben Nevis is 1,347; 1,437; 1,357 m high.
19. Where are the Southern Uplands?
20. Where are the Cheviot Hills?
21. Where is the Central Plain?
22. What are the highest mountains in Ireland?
23. The Midland Plain is in ...
24. The longest river in Great Britain is ...
25. The Severn is 290, 390, 490 km long.
26. Scotland's longest river is ...
27. The longest river in Ireland is ...
28. The largest lake in England is ...
29. The largest lake in the British Isles is ...
30. The annual mean temperature in Great Britain is 5°, 10°, 15°C.

III. Speech practice

Exercise 1. Comment on the following quotation:

“He who loves not his country, can love nothing”

(George Gordon Byron).

Exercise 2. Say what season in Great Britain is the best to visit the country. Why? Give your grounds.

Exercise 3. Which part (England, Scotland, Wales or Northern Ireland) would you prefer to live in or visit first? Why? Give your arguments.

Exercise 4. Comment on the following chart:

	England	Wales	Scotland	Northern Ireland	United Kingdom
Population (mln. people)	48.9	2.9	5.1	1.6	58.6
Area (sq.km)	130.439	20.768	78.772	14.121	244.100
Density (per sq. km)	361	135	65	110	204

Exercise 5. Draw a rough sketch-map of the British Isles and mark in the following:

- the Welsh, Scottish and Irish borders;
- the capital cities of England, Scotland, Wales, and Northern Ireland;
- the North Sea, the Irish Sea, the English Channel and the Atlantic Ocean.

(B) POLITICAL SYSTEM OF THE UK

I. Topical vocabulary

A. Nouns

- amendment [ə'mendmənt] – поправка (в конституции)
- appeal [ə'pi:l] – апелляция
- appointment [ə'pɔɪntmənt] – назначение
- assent [ə'sent] – согласие
- authority [ɔ:'θɒrɪti] – власть
- bill [bɪl] – законопроект
- body ['bɒdi] – орган
- chamber ['tʃeɪmbə] – палата (правительства)
- constituency [kən'stɪtjuənsɪ] – избирательный округ
- constitution [ˌkɒnstɪ'tju:ʃn] – конституция
- council ['kaʊnsɪl] – совет
- court [kɔ:t] – суд
- crown [kraʊn] – корона, королевская власть, верховная власть, государство
- democracy [di'mɒkrəsi] – демократия
- election [ɪ'lekʃn] – выборы
- government ['gʌvnmənt] – правительство
- head of state ['hed əv 'steɪt] – глава государства
- independence [ˌɪndɪ'pendəns] – независимость
- law [lɔ:] – закон
- leader ['li:də] – лидер
- member ['membə] – член (группы, организации)
- minister ['mɪnɪstə] – министр
- monarch ['mɒnək] – монарх
- monarchy ['mɒnəki] – монархия
- opposition [ˌɒpə'zɪʃn] – оппозиция
- pageantry ['pædʒəntri] – роскошь, великолепие
- parliament ['pɑ:ləmənt] – парламент
- policy ['pɒlɪsi] – политика
- politician [ˌpɒlɪ'tɪʃn] – политик
- power ['paʊə] – власть, полномочие
- reign [reɪn] – правление, власть
- representative [ˌreprɪ'zentətɪv] – представитель
- retirement [rɪ'taɪəmənt] – выход на пенсию, отставка

- royalty [ˈrɒləlti] – королевская власть, королевская семья
- sovereign [ˈsɒvrɪn] – монарх
- state [steɪt] – государство
- support [səˈpɔ:t] – поддержка
- trade union [ˈtreɪd ˈjuːniən] – профсоюз
- vote [vəʊt] – голосование
- voter [ˈvəʊtə] – избиратель

B. Adjectives

- absolute [ˈæbsəlu:t] – абсолютный
- chief [tʃi:f] – главный
- constitutional [ˌkɒnstɪˈtju:ʃənl] – конституционный
- democratic [ˌdeməˈkrætɪk] – демократический
- exact [ɪgˈzækt] – точный
- executive [ɪgˈzekjʊtɪv] – исполнительный
- financial [faɪˈnænsɪəl] – финансовый
- formal [ˈfɔ:məl] – формальный
- judicial [dʒʊˈdɪʃl] – судебный
- independent [ˌɪndɪˈpendənt] – независимый
- legislative [ˈledʒɪslətɪv] – законодательный
- limited [ˈlɪmɪtɪd] – ограниченный (о власти)
- local [ˈləʊkl] – местный
- main [meɪn] – главный, основной
- major [ˈmeɪdʒə] – главный
- national [ˈnæʃənl] – национальный
- official [əˈfɪʃl] – официальный
- parliamentary [ˌpɑ:ləˈmentəri] – парламентский, парламентарный
- political [pəˈlɪtɪkl] – политический
- powerful [ˈpaʊəfʊl] – влиятельный
- prosperous [ˈprɒspərəs] – процветающий
- royal [ˈrɔɪəl] – королевский
- sovereign [ˈsɒvrɪn] – суверенный
- various [ˈveəriəs] – разнообразный

Word combinations

- constitutional monarchy – конституционная монархия
- executive / judicial / legislative power
- lawmaking body – законодательный орган

- limited / absolute / real power – ограниченная / абсолютная / действительная власть
- living standard – уровень жизни
- local government – местные органы власти
- minimum voting age – минимальный возраст голосования
- parliamentary democracy – парламентская демократия
- political scene [si:n] – политическая арена
- ruling party – правящая партия
- social services – социальные службы

C. Verbs and phrases

- to abolish [ə'bdɪʃ] – упразднить, отменять
- to approve of [ə'pru:v] – одобрять что-либо
- to be composed of [kəm'pəʊzd] – состоять из
- to be in charge of [tʃɑ:dʒ] – отвечать за
- to be in favour of ['feɪvə] – быть сторонником
- to be responsible for / to [rɪs'pɒnsəbl] – быть ответственным за / перед
- to belong to [bɪ'lɒŋ] – принадлежать
- to deal with [di:l] – иметь дело с, рассматривать вопрос о
- to dominate ['dɒmɪneɪt] – преобладать
- to elect [ɪ'lekt] – избирать на выборах
- to govern ['gʌvən] – управлять
- to head – возглавлять
- to preside over [prɪ'zaid] – председательствовать
- to rule [ru:l] – править
- to sign [saɪn] – подписывать
- to be involved in charity ['tʃæɪtɪ] work – быть вовлеченным в благотворительную деятельность
- to call / hold elections – созывать / проводить выборы
- to carry out duties – выполнять обязанности
- to choose candidates ['kændɪdɪts] in elections – выбирать кандидатов на выборах
- to delay [dɪ'leɪ] bills – откладывать принятие законопроектов
- to elect at a general election / by-election – избирать на всеобщих / дополнительных выборах
- to give formal assent to – давать формальное согласие на
- to undergo a reform – пройти через реформу
- to govern in the Queen's name – управлять от имени королевы

- to introduce [ˌɪntrəˈdjuːs] / debate [dɪˈbeɪt] bills – вносить / обсуждать законопроекты
- to offer amendments – вносить поправки
- to pass bills – принимать законопроекты
- to perform [prəˈfɔːm] on the advice of – действовать по совету кого-либо
- to perform ceremonial functions [ˌserɪˈməʊnjəl ˈfʌŋkʃənz] – выполнять церемониальные функции
- to provide [prəˈvaɪd] political stability [stəˈbɪlɪtɪ] – обеспечивать политическую стабильность
- to succeed [səkˈsiːd] to the throne [θrəʊn] – взойти на престол
- to summon [ˈsʌmən] / dismiss [dɪsˈmɪs] Parliament – созывать / распускать парламент
- to vote by secret ballot [ˈsiːkrɪt ˈbælət] – избирать путем тайного голосования
- to win the majority of seats – завоевать большинство мест

Vocabulary exercises

Exercise 1. Split the word-chain. Say what parts of speech these words are:

vote power full opposition ministers summon ballots sign amendment elect

Exercise 2. Correct the mistakes in the following words:

majourity	to sihgn	limeted
royality	to sumon	powerfull
parlament	to introduse	abcolute
constittuensy	to prizide	konstitutinal

Exercise 3. Find the odd word or word combination:

elections, pollution, a voter, secret ballot;
 monarchy, a cartoon, to reign, power;
 entertainment, a party, to win seats, candidates;
 government, policy, tabloid, a minister.

Exercise 4. Make adjectives corresponding to the following nouns:

democracy
office
nation
parliament
locality

independence
policy
power
ceremony
constitution

Exercise 5. Give one word from the topical vocabulary list that means the same:

- to choose by voting;
- to suggest or name somebody officially for a position;
- to express an opinion by choosing in an election;
- a person belonging to a club, group;
- a person who has a right to vote;
- a rule of conduct or action, recognized by custom;
- fundamental laws that govern a nation;
- to discharge or allow to leave;
- to guide, rule or control by right or authority;
- a senior officer of state in a government department, especially in the parliamentary system of government;
- a written proposal for a new law, discussed and voted upon by the members of a legislative body;
- to be responsible for.

Exercise 6. Translate into English using the topical words:

1. Тебе только 17 лет, ты слишком молод, чтобы *участвовать в голосовании*.
2. *Парламент был распущен*.
3. Это *государство* получило свою *независимость* в 1947 году.
4. Королева Виктория *правила* страной продолжительное время.
5. Местные власти не подписали этот документ.
6. *Правящая политическая партия* получила *поддержку избирателей*.
7. *Большинство одобрило законопроект*.
8. Важно добросовестно *выполнять свои обязанности*.
9. Королева Великобритании *назначает премьер-министра и министров*.
10. Какой орган является *законодательным* в вашем *государстве*?

II. Reading

Exercise 1. Read the following words and pay attention to their meanings:

Commander-in-Chief [kə'mɑ:ndərɪn'tʃi:f] of the armed forces – главнокомандующий вооруженными силами
the EU ['i:ju:] (the European Union) – ЕС (Европейский Союз)
Her Majesty's Loyal Opposition – оппозиция ее Величества
Leader of the Opposition – лидер оппозиции
Lord Chancellor ['tʃænsələ] – лорд-канцлер
Magna Carta ['mægnə'kɑ:tə] – Великая Хартия Вольностей
MP ['em'pi:] (Member of Parliament) – член парламента
NATO ['neɪtəʊ] (the North Atlantic Treaty Organization) – НАТО (Североатлантический союз)
the OSCE ['əv'es'si:i:] (the Organization for Security and Cooperation in Europe) – ОБСЕ (Организация по безопасности и сотрудничеству в Европе)
Queen Elizabeth II ['kwɪ:nə'lɪzəbəθ ðə'sekənd] – Королева Елизавета II
the British Parliament – британский парламент
the Cabinet ['kæbɪnɪt] – кабинет министров
the Commonwealth ['kɒmənwelθ] – Британское Содружество Наций
the Conservative [kən'sə:vətɪv] Party – консервативная партия
the Council of Europe – Совет Европы
the Court of Appeal – апелляционный суд
the Crown – корона, престол, королевская власть
the Crown Court – королевский суд
the Government – правительство
the High Court – высокий суд правосудия
the House of Commons ['kɒmənɪz] – палата общин
the House of Lords [lɔ:dz] – палата лордов
the Labour ['leɪbə] Party – лейбористская партия
the Ministry of Defense – министерство обороны
the Prime Minister – премьер-министр
"Shadow Cabinet" – «теневой кабинет» министров
the Speaker of the House of Lords / the House of Commons – спикер палаты лордов / палаты общин
the Supreme Governor of the Church – верховный глава церкви
the UNO ['ju:'en'əʊ] (the United Nations Organization) – ООН (Организация Объединенных Наций)

Exercise 2. Read the text:

POLITICAL SYSTEM OF THE UK

The United Kingdom is a **constitutional monarchy**. This means that the country is governed by a sovereign, who is Head of State but accepts the advice of a parliament. It is also a **parliamentary democracy**, a country whose government is controlled by a parliament which has been elected by the people. British monarchy is over a thousand years old. Queen Elizabeth II succeeded to the throne in 1952. She is a monarch with limited powers and an important symbol of national unity. The Queen reigns but does not rule. The country is governed in the Queen's name by the government.

As the official Head of State, **the monarch** formally summons and dismisses Parliament and the ministers of the Cabinet. The monarch also serves as head of the judiciary, Commander-in-Chief of the armed forces, and Supreme Governor of the Church of England and the Church of Scotland. In reality, the government carries out the duties associated with these functions. Due to a long process of evolution the monarchy's absolute power has been reduced and now the Queen has little real power. She performs certain important acts of government on the advice of her ministers. The real work of the monarch consists largely of signing papers. She also gives formal assent to laws passed by Parliament.

The royal family performs such ceremonial functions as cutting ribbons, opening businesses, launching ships. Many members of the royal family are involved in charity work and maintain a public presence by visiting shelters, hospitals and clinics. As foreigners are attracted to the pageantry of royalty, tourism related to the royal family brings a lot of money into the country.

Parliament is the chief lawmaking body. Parliament consists of two chambers known as the House of Commons and the House of Lords which are situated in the same building, the Palace of Westminster. It is dissolved by the Crown on the advice of the Prime Minister, who then calls a general election. Parliamentary elections must be held every five years, but the Prime Minister can decide on the exact date within those five years. The minimum voting age is 18, and the voting is taken by secret ballot.

The House of Lords is the upper house of the British Parliament but the less powerful part of it. The House of Lords underwent a major reform in 1999. Today it comprises the Lords Spiritual, the law lords and life peers. For a long time the members of the House of Lords were not elected but had their positions because of their rank or title of honour. It consisted of hereditary peers, the lords spiritual, and life peers. In October 1999 the right of hereditary peers to sit in the House of Lords was abolished. At present the House of Lords consists of 675 members, but their number will

be reduced in the future to 550. They will be elected by an independent committee for a term of 15 years but not for life. The House of Lords has the power to introduce bills except bills dealing with financial matters. The Lords can offer amendments to bills passed by the House of Commons. They have the right to delay bills for up to about a year. The Speaker of the House of Lords is the Lord Chancellor who by tradition sits on the Woolsack. This tradition comes from the old times when sheep wool made England rich and powerful.

The House of Commons is the source of real political power in the United Kingdom and it plays the major part in law-making. It consists of 651 Members of Parliament (MPs), each of whom represents an electoral district in England, Scotland, Wales or Northern Ireland, which is called a constituency. MPs are elected either at a general election or at a by-election after the death or retirement of an MP. Each constituency elects one member to the House of Commons. It is in the House of Commons that new bills are introduced and debated. If the majority of the members are in favour of a bill, it goes to the House of Lords to be debated and finally to the monarch to be signed. Only then it becomes law. The House of Commons is presided over by the Speaker.

The government is composed of ministers in the Cabinet headed by the Prime Minister. Gordon Brown has become the UK's Prime Minister, succeeding Tony Blair in June 2007 after a decade in office. He became the 11th Prime Minister of the Queen's reign. Mr. Brown is the leader of the Labour Party.

The chief executive of the government is **Prime Minister**. He is the leader of the party that wins the majority of seats in the House of Commons. The monarch approves of the appointment of the Prime Minister. The Prime Minister presides over the Cabinet and selects other Cabinet members.

The Cabinet has about 20 members, or ministers, all of whom must be members of Parliament (MPs). Members of the Cabinet are leaders of the majority party in the House of Commons or, more rarely, members of the House of Lords. Each minister who is responsible for a particular area of government and for a Civil Service Department (ministry) is called a secretary of state. They are individually and collectively responsible to the Crown and Parliament. For example, the Minister of Defense (the Ministry of Defense) is responsible for defense policy and the armed forces; the Chancellor of the Exchequer (the Treasury) is in charge of the financial policy of the country. The Cabinet proposes bills and arranges business of Parliament. The second largest party becomes the official opposition with its own leader and "**Shadow Cabinet**". The leader of the Opposition is a recognized post in the House of Commons. The official title of the Opposition is Her or His Majesty's Loyal Opposition.

The British political scene is dominated by a two-party system: one party in power, the other in opposition. There are two main **political parties** in Great Britain: the Conservative Party (right-wing) and the Labour Party (left-wing). The Labour Party is the ruling party nowadays. The Labour Party began in 1900. Much of its support comes from trade unions and among its voters are middle class and intellectuals from industrial areas. The Conservative Party developed from the Tory Party, which began in the late 1600's. The Conservative Party is the party of the middle and upper classes from rural areas, small towns and the suburbs of large cities.

The United Kingdom is divided into administrative areas or 'counties'. Each county has its own office of **local government** in a 'county town'. Local government is represented by democratically elected councils (local authorities) which are responsible for education, social services, police, fire brigades, housing, road-building, libraries and other services in their areas.

Britain does not have a **Supreme Court**. The final court of appeal for both civil and criminal cases is the House of Lords where appeals are heard by the law lords. More serious offences, such as murder, rape, and robbery are sent to a Crown Court, where they are tried before a High Court or a circuit judge and a jury of local citizens. The Crown Court also hears appeals from the magistrate's court.

Britain's democratic government is based on a **constitution** composed of various historical documents, laws, and formal customs adopted over the years. The Constitution of the United Kingdom is not one document. Much of it is not even in writing, so we often say that the country has no written constitution. Some of the written parts of the country's constitution are laws passed by Parliament. Some written parts come from such historic documents as Magna Carta, which dates from 1215. Other written parts come from common law based on people's customs and beliefs and on ancient royal practice.

Britain enjoys a long established democratic system of government which helps to provide political stability. The United Kingdom is one of the **members** of the United Nations, the North Atlantic Treaty Organization, the Western European Union and the Commonwealth. It plays an important part in the European Union. Britain also belongs to the Organization for Security and Cooperation in Europe and it is an original member of the Council of Europe.

Nowadays the United Kingdom of Great Britain and Northern Ireland is a prosperous country with high living standards.

Exercise 3. Match the nouns with the adjectives to form the word combinations from the text and translate them into Russian:

- | | |
|----------------|-------------------|
| 1) assent | a) ceremonial |
| 2) ballot | b) charity |
| 3) body | c) constitutional |
| 4) election | d) financial |
| 5) family | e) formal |
| 6) functions | f) general |
| 7) government | g) lawmaking |
| 8) house | h) limited |
| 9) monarchy | i) local |
| 10) party | j) national |
| 11) policy | k) political |
| 12) power | l) official |
| 13) scene | m) voting |
| 14) stability | n) royal |
| 15) system | o) ruling |
| 16) unions | p) secret |
| 17) unity | q) trade |
| 18) work | r) two-party |
| 19) age | s) upper |
| 20) opposition | t) political |

Exercise 4. Give the Russian equivalents from the text to the following word combinations:

to be based on customs and beliefs;
to be headed by the Prime Minister;
to be in charge of the financial policy;
to be involved in charity work;
to be presided over by the Speaker;
to call a general election;
to carry out duties;
to give formal assent to;
to introduce bills;
to offer amendments;
to provide political stability;
to succeed to the throne;
to summon and dismiss Parliament;
to win the majority of seats.

Exercise 5. Find in the text the English equivalents to the following word combinations:

быть членом организации;
великолепие королевской семьи;
выполнять церемониальные функции;
глава исполнительной власти;
действовать по совету кого-либо;
избирать на всеобщих выборах;
издавать законы;
лидер оппозиции;
одобрять назначение;
отставка члена парламента;
подписывать документы;
приносить деньги;
состоять из министров;
управлять от имени королевы.

Exercise 6. a) Put each of the following words or phrases in its correct place in the text below.

The House of Commons

backbenchers

benches

budget

Cabinet

Chancellor of the Exchequer

debates

Foreign Secretary

front bench

Home Secretary

Leader of the Opposition

ministers

Opposition

Prime Minister

Shadow Cabinet

Speaker

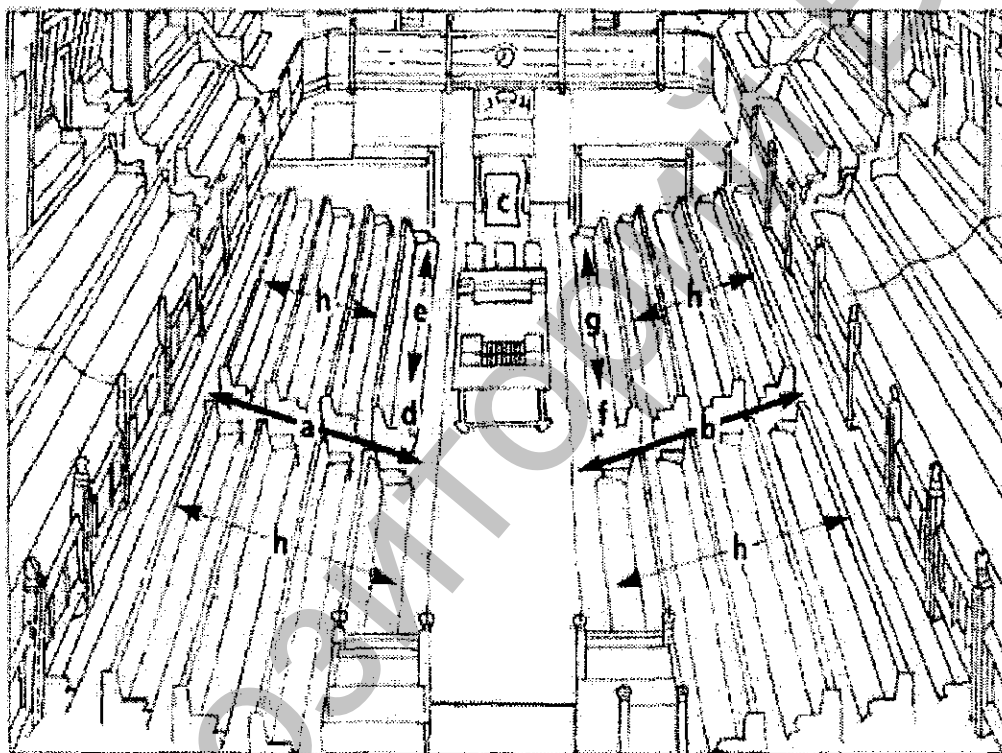
This is the House of Commons, where Members of Parliament take their seats on the green leather according to their party and position. One of them is chosen to be the, who acts as a kind of chairperson of the which take place in the House. In front of and on the right of this person sit the MPs of the biggest party, which forms the government, and facing them sit the MPs of the parties who oppose them, the The leaders of these two groups sit at the front on each side. MPs without special positions in their parties sit behind their leaders at the back. They are called The leader of the government, the , sits on the government, of course, next to his or her The most important of them form the The minister responsible for relations with other countries is called the The one who deals with financial matters and prepares the annual speech on the economic state of the country is called the Opposite this group sits

the (the main person in the largest party opposing the government) and the, each member of which specialises in a particular area of government.

b) The picture below shows a view of the House of Commons. Match each of the following people or groups of people with a letter on the picture (a-h).

Backbenchers
Cabinet
Opposition
Prime Minister

Speaker
Leader of the Opposition
Shadow Cabinet
Government



Exercise 7. Say whether the sentences are true or false according to the text:

1. The United Kingdom is a federation with the Constitutional monarch.
2. The House of Lords plays the major part in law-making.
3. The House of Commons is the upper house of the British Parliament but the less powerful part of it.
4. The Speaker of the House of Lords who is usually a member of the Cabinet is the Lord Chancellor.
5. The British parliamentary system depends on political parties.
6. The party which wins the majority of seats forms the Government and its leader usually becomes the Prime Minister.

7. The Prime Minister chooses about 10 MPs from his or her party to form the Cabinet of Ministers.
8. Parliamentary elections must be held every three years.
9. The third largest party becomes the official opposition with its own leader and "Shadow Cabinet".
10. The United Kingdom is a member of the European Community, the United Nations Organization, the North Atlantic Treaty Organization and the Commonwealth.

Exercise 8. Insert the missing prepositions

1. The country is governed the Queen's name the government.
2. She also gives formal assent laws passed Parliament.
3. The Queen performs certain important acts the advice of her ministers.
4. The House of Commons plays the major part law-making.
5. MPs are elected either ... a general election, or ... a by-election following the death or retirement of an MP.
6. The House of Commons is presided ... by the Speaker.
7. The British parliamentary system depends ... political parties.
8. Each minister is responsible ... a particular area of the government.
9. The Prime Minister can decide the exact date of the elections.
10. The minimum voting age is 18, and the voting is taken secret ballot.

Exercise 9. What do these figures stand for in the text?

651; 2007; 20; 1999; 1952; 18; 675; 1215.

Exercise 10. Fill in the table using the information from the text:

A person / a body	Functions
the Queen	
The Royal family	
the House of Lords	
the House of Commons	
the Prime Minister	
The Cabinet	
Shadow Cabinet	
local government	

Exercise 11. Answer the following questions:

1. What is a constitutional monarchy?
2. What does the monarch do? Speak on the functions of the Queen and the royal family.
3. What body does the real power in the United Kingdom belong to?
4. What is the chief lawmaking body? What does it consist of?
5. What are the roles of the House of Commons and the House of Lords in the British Parliament?
6. Who is the government composed of?
7. Who is Prime Minister of the United Kingdom at the moment? What political party does he belong to?
8. The Constitution of the United Kingdom is one document, isn't it?
9. What are the main political parties in the United Kingdom?
10. Is the United Kingdom a member of any international organization?

Exercise 12. Translate the following sentences from Russian into English:

1. Соединенное Королевство является конституционной монархией.
2. По закону королева является главой исполнительной, законодательной и судебной власти.
3. Официально королева созывает и распускает Парламент.
4. Палата Общин играет главную роль в издании законов.
5. Спикер занимает председательское место в Палате Общин.
6. Палата Лордов является верхней палатой Парламента, но она менее влиятельная по сравнению с Палатой Общин.
7. Спикером Палаты Лордов является лорд-канцлер.
8. Политическая партия, которая обладает поддержкой большинства, образует правительство Великобритании.
9. Премьер Министр выбирает приблизительно 20 членов парламента из своей партии для того, чтобы сформировать Кабинет Министров.
10. Соединенное Королевство является членом Европейского Союза, ООН, НАТО.

Exercise 13. Retell the text according to the following outline:

- constitutional monarchy
- the monarch
- Parliament
- the House of Lords
- the House of Commons
- the Government
- the Prime Minister

- the Cabinet / “Shadow Cabinet”
- political parties
- local government
- constitution
- membership

Exercise 14. Check yourself:

1. What political system does Great Britain have?
2. What is a monarchy?
3. What kind of monarchy does Great Britain have?
4. What is a constitutional monarchy?
5. What is parliamentary democracy?
6. Who is a constitutional monarch?
7. What is there peculiar about the British Constitution?
8. What is the role of the monarch?
9. What's the attitude of the British to the monarchy?
10. What documents replace a constitution in Britain?
11. Who is officially head of state?
12. Who actually rules the country?
13. Who comprises the Cabinet?
14. Who is usually the Prime Minister?
15. How many parties usually form the government in Britain?
16. What are the responsibilities of local governments?
17. Which of the two has more power: the monarch or the Prime Minister?
18. What does the British Parliament consist of?
19. What is the legislative branch of the government?
20. What's the main difference between the two houses?
21. Which House is more important?
22. Who sits in the House of Lords?
23. Who is the leader of the Lords?
24. How many lords are there in the House of Lords?
25. What's the future of the House of Lords?
26. What is the voting age for British subjects?
27. What is the total membership of the Commons now?
28. Who is the leader of the Commons?
29. How often are elections held?
30. What are the major political parties in Britain?

III. Speech practice

Exercise 1. Agree or disagree to the following:

1. The political system of the UK is undemocratic and conservative.
2. Monarchy is the rudiment of the old political system which can be easily given up nowadays.
3. There are many undemocratic features in the British electoral system.
4. The powers of the House of Lords are absolutely symbolic.
5. The powers of local authorities should be substantially enlarged.

Exercise 2. In most parliaments in the western world, the place where representatives debate is in the form of a semi-circle. But in Britain there are two sets of rows facing each other. Why is the British parliament different?

Exercise 3. The reform of the House of Lords, initiated by the Labour government in 1999, was intended to bring it closer to the principles of democratic society. Why? Support your answer.

Exercise 4. Would you advise the British to get rid of their monarchy? Why?

IV. Supplement

Text 1

Exercise 1. Read the words and word combinations, practise their pronunciation and pay attention to their meaning:

- anthem [ˈænthəm] – гимн
- cliff [klɪf] – скала
- coat of arms [ˈkəʊt əv ˈɑ:mz] – герб
- cross [krɒs] – крест
- diagonal [daɪˈæɡənəl] – диагональный
- garter [ˈɡɑ:tə] – подвязка
- harp [hɑ:p] – арфа
- purity [ˈpjʊərɪti] – чистота
- shield [ʃi:ld] – щит
- unicorn [ˈju:nɪkɔ:n] – единорог
- verse [və:s] – куплет
- virtue [ˈvɜ:tju:] – добродетель
- bear a motto [ˈmɒtəʊ] – иметь девиз
- female embodiment – воплощение в женском образе
- fictional character – вымышленный персонаж
- floral emblem – цветочная эмблема

- hold a trident [ˈtraɪdnt] – держать трезубец
- idyllic [aɪˈdɪlɪk] past – идиллическое прошлое
- official occasions [əˈkeɪzənz] – официальные поводы
- on the ground – на фоне
- reverse side – обратная сторона
- wear a helmet [ˈhelmit] – носить шлем

Exercise 2. Read the following text:

BRITISH NATIONAL SYMBOLS AND EMBLEMS

The national flag of the United Kingdom is known as the Union Jack. It is made up of the individual flags of the Kingdom's three countries: England, Scotland and Northern Ireland. Although Wales is part of the United Kingdom it has its own national flag (the red dragon on the white and green ground) which doesn't appear on the Union Flag. The flags that appear on the Union Flag are the crosses of three patron saints. England's Flag is called the St. George's Flag (the red cross on the white ground). Scotland's Flag is called the St. Andrew's Flag (the white diagonal cross on the blue ground). Northern Ireland is represented by the flag of St. Patrick (the red diagonal cross on the white ground).

Each country has its own floral emblem. The national flower of England is the red rose. The thistle is the national emblem of Scotland. Wales has got the daffodil or the vegetable called leek as a national emblem. The national flower of Northern Ireland is the shamrock, a three-leaved plant similar to clover. People wear national flowers on their feast-days.

The British National Anthem *God Save the Queen* is the oldest in the world, established in 1745 and based on a patriotic song of the 17th century. It became known as the National Anthem from the beginning of the nineteenth century. The British National Anthem represents the whole of the UK. However, Wales and Scotland have other songs which they sing, especially when playing against England in sport matches. England too has its own songs. On official occasions, only the first verse of the National Anthem is usually sung:

God save our gracious Queen!
Long live our noble Queen!
God save the Queen!
Send her victorious,
Happy and glorious,
Long to reign over us,
God save the Queen.

Thy choicest gifts in store
On her be pleased to pour,
Long may she reign,
May she defend our laws,
And give us ever cause,
To sing with heart and voice,
God save the Queen.

In the **Royal Coat of Arms** the shield shows the various royal emblems representing different parts of Britain: the three lions of England in the first and fourth quarters; the lion of Scotland in the second and the harp of Ireland in the third. It is surrounded by a garter bearing the motto *Honi soit jui mal y pense* ('Evil be to him who evil thinks'). The shield is supported by the English lion and Scottish unicorn and is surrounded by the Royal Crown. The lion has been used as a symbol of national strength and of the British monarchy for many centuries. A unicorn, a mythical animal with a long straight horn, is represented on the Scottish and British royal coats of arms as a symbol of purity. Below it appears the motto of Sovereign *Dieu et mon droit* ('God and my right'). The plant badges of the United Kingdom – rose, thistle and shamrock – are often displayed beneath the shield.

John Bull is a fictional character who is supposed to personify Englishness and certain English virtues. (He can be compared to Uncle Sam in the USA.) He features in hundreds of nineteenth century cartoons. His appearance is typical of a country gentleman from the eighteenth century, evoking an idyllic rural past.

Britannia [bri'tænjə] is the name that the Romans gave to their southern British province (which almost covered the area of present-day England). It is also the name given to the female embodiment of Britain that is always shown wearing a helmet and holding a trident (the symbol of power over the sea). There is a famous patriotic song which begins 'Rule Britannia, Britannia rule the waves'. The figure of Britannia has been on the reverse side of many British coins for more than 300 years.

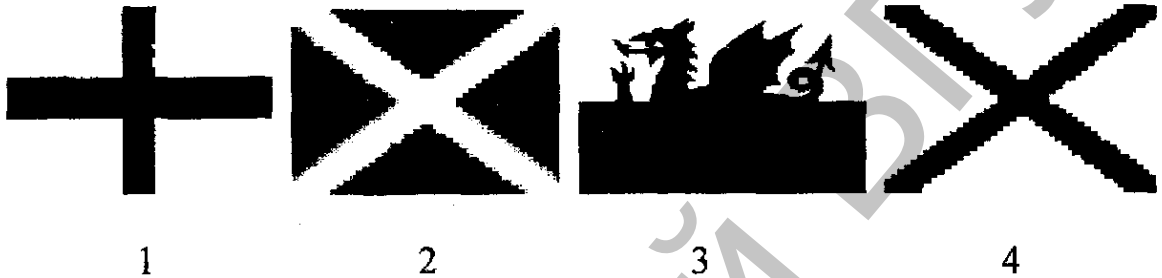
Albion ['ælbɪən] is a word used in some poetic contexts to refer to England. Two thousand years ago Julius Caesar ['dʒu:lɪəs 'si:zə] was approaching the unknown land and saw the white cliffs. "The land behind the white cliffs must be white, too. We shall call it Albion," said he. So Albion was the original Roman name for Britain. It may come from the Latin word *albus*, meaning 'white land', because the first view of Great Britain for most visitors from the European mainland was the white cliffs around Dover.

Exercise 3. a) Arrange the sentences into a logical order to make a paragraph about the Union Jack:

1. The flag of Wales did not form part of the Union Jack because Wales became part of England much earlier.
2. This was to combine the St. George's flag of England (a square red cross on a white background) with the St. Andrew's flag of Scotland (a diagonal white cross on a blue background).

3. In 1603, when King James VI of Scotland became James I of England, he ordered a flag to be designed.
4. However the Welsh have their own flag which was officially recognised in 1959: a red dragon on a white and green background.
5. Almost two hundred years later, in 1801 when Ireland was united with Britain, the red diagonal cross of St. Patrick was added.

b) Identify the individual flags and explain what appears on them:



Exercise 4. The national floral emblems of the four parts of the UK are: the red rose, the thistle, the daffodil / the leek and the shamrock. Why do you think these flowers have been chosen as the emblems? Find extra information to answer this question.

Exercise 5. Try your hand at translating the British National Anthem.

Exercise 6. Describe the Royal Coat of Arms, making use of the following words and word combinations:

A garter, a shield, a symbol of national strength, a symbol of purity, in the first/second/third/fourth quarter, plant badges, Scottish unicorn, the harp of Ireland, the lion of Scotland, the Royal Crown, the three lions of England, to be supported by, to be surrounded by, to bear a motto, to display, to represent different parts, to show royal emblems.



Exercise 7. What names do we use to refer to Great Britain? Why?

Useful words and word combinations: to give a name, female embodiment, to wear a helmet, to hold a trident, a reverse side; to use in poetic contexts, to come from, the first view, white cliffs.

Exercise 8. What do you think John Bull looks like? Describe this fictional character, then try to obtain a picture of him and compare.

Text 2

Exercise 1. Read the words and word combinations, practise their pronunciation and pay attention to their meaning:

aloof [ə'lu:f] – надменный, равнодушный
amiable ['eɪmjəbl] – дружелюбный, добродушный
amorous ['æməɹəs] – влюбчивый
cautious ['kɔ:ʃəs] – осторожный, предусмотрительный
contempt [kən'tempt] – презрение
courtesy ['kə:tɪsɪ] – учтивость, вежливость
gregarious [grɪ'ɡeəriəs] – общительный
haughty ['hɔ:ti] – надменный, высокомерный
prudent ['pru:dnt] – благоразумный, предусмотрительный
queue [kju:] – очередь
reserve [rɪ'zə:v] – сдержанность, скрытность
stingy ['stɪndʒɪ] – скупой
vivacity [vɪ'væsɪtɪ] – живость

Exercise 2. Read the text and do the tasks that follow:

THE BRITISH PEOPLE

Almost every nation has a reputation of some kind. The French are supposed to be amorous, gay, fond of champagne; the Germans dull, formal, efficient, fond of military uniforms, and parades; the Americans boastful, energetic, gregarious and vulgar.

Great Britain is an island separated from the European continent and its geographical situation and climate influence its inhabitants. There is one more important fact: for centuries the English had lived in a privileged situation, when Great Britain ruled the seas and continents. They felt superior to the native people. They felt and acted as “masters” in their numerous colonies in Africa, India, Malaya and Australia. This might have left a certain imprint on their character, too.

Britain is known as the land of law and order. The British people are prudent and careful about almost everything. Their lawns are closely cropped, their flowerbeds primly cultivated, and their trees neatly pruned. Everything is orderly.

The most striking features of English life are self-discipline and courtesy of people of all classes. The British people have also been known as superior, snobbish, aloof, hypocritical and unsociable. The advertisers are very clever in their use of the snobbery of the British. Motorcar manufacturers, for example, advertise the colour of their cars as "Embassy Black".

The Britons are practical and realistic; they are infatuated with common sense and not misled by romantic delusions.

The best-known quality of the British is reserve. A reserved person does not talk very much to strangers, does not show much emotion. English people don't like displaying their emotions even in dangerous and tragic situations.

The British are said to be very conservative, they love familiar things. They keep old traditions. They stick to their own measurement system (miles and yards, pounds and ounces, pints and gallons). Everybody knows that traffic in London and other large cities in Britain keeps to the left. English people say, "If you go left, you'll go right. If you go right, you'll go wrong".

Queuing is a national habit and it is considered polite to wait your turn. They will become angry or even rude, if you "jump" the queue.

The British are the world's greatest tea drinkers. They drink a quarter of all the tea grown in the world each year. Another national drink in England is beer, and the "pub", where Englishmen go to drink to, is a peculiarly English institution.

British people are also known to have sense of humour which they praise highly. They often laugh at themselves.

Much leisure time is spent in individualistic pursuits, of which the most popular is gardening. Most English people love gardens, and this is probably one reason why so many people prefer to live in houses rather than flats.

English people show great love for animals. They are so devoted to pet dogs, cats, hens, canaries and many other animals which have a good life in Britain and protected by law.

The British have a reputation for being mad about sports. Various sports and games (rugby, soccer, cricket, lawn tennis, golf, all kinds of racing, walking, swimming, cycling) are very popular among the British. They regard sport as one of the most popular spare time activities.

There are certain national stereotypes we have about the English, the Scottish, the Welsh and the Irish character.

The English The national character of the English has been very differently described. Most commentators agree over one quality, which they describe as self-satisfaction, sense of superiority or pride. The English are also known for their patriotism, strong sense for public order, conformity, conservatism and their extraordinary toleration of individual eccentricities. The English are reputed to be cold, reserved, rather haughty people. They are steady, easy-going, and fond of sport.

The Scottish There are many symbols of Scottishness which are well-known. Every Scotsman belongs to a clan, or a family group. Each clan has its own special tartan which is used for clothes. A Scotsman's traditional clothes are socks, shoes, a kilt, a tie, a jacket and a bonnet. Some people in the north of Scotland wear a kilt every day. But in other parts of the country most Scottish people put on their traditional clothes only on holidays and wear them with pleasure.

The Scottish have a reputation of the stingiest or at least thrifty people. The Scottish people are very clever and simple, and they also have a natural sense of humour. The Scots are proverbially kindly, but at a glance not so amiable. They detest compromise, lean much upon logic and run much to extremes. They may be extravagant in gesture and manner. The Scots are reputed to be a serious, cautious, and hard-working, rather inventive and somewhat mystical people (народ).

The Welsh The Welsh call their country "Cymru" and themselves "Cymry" ['kɪmri]. Wales is part of the UK where national spirit is very strong and national pride is very much intense. The Welsh still proudly wear their national clothes on festive occasions. They have preserved their language to a remarkable extent. The foreigners generally look upon the Welsh as an emotional people who is, however, difficult to get to know easily. They are hard-working people as well. The Welsh people are renowned for their good voices and highly developed artistic sense. They are distinguished in poetry, song and drama.

The Irish The Isle of Ireland is politically divided into two parts: Northern Ireland (which is called Ulster ['ʌlstə]) and the Republic of Ireland (which is called Eire ['ɛərə]). Most of the population of Northern Ireland regard themselves as Protestants, others are Roman Catholics. The Protestants are British by culture and tradition. They are for the union with Great Britain. The Roman Catholic population is mainly Irish by culture and history, and the majority supports a united Ireland. Both the Protestant and the Catholic communities have illegal secret armies fighting a bloody war. The "Irish question" has remained in the centre of British politics for many years but the problem is still too difficult to solve.

The first thing you notice when you come to Ireland is the slightly easier tempo at which everything moves. People are not much of a hurry. There is a national habit of politeness, a desire to say what will please and avoid saying what will distress. The Irish are known for their charm and vivacity, as well as for the beauty of their girls. They are also supposed to be great talkers.

All in all the British like to think of their private customs as differentiating them from the rest of the world. They are so proud of being different! They look on foreigners in general with contempt and think that nothing is as well done elsewhere as in their own country.

Exercise 3. There are stereotypical features of the British, as you have read. Complete the chart using the information from the text above and some extra information:

The English	The Scots	The Welsh	The Irish

Exercise 4. Answer the following questions:

1. What nationalities live in Britain?
2. What do you think influenced the formation of British character?
3. What surprises you most in the way the British people live?
4. Can you give any proofs of British conservatism?
5. What are the English as viewed by foreigners?
6. Who are the Scots? What language do the Scots speak? What are the signs of Scottishness?
7. Who are the Welsh? What language do the Welsh speak? What are the national features of the Welsh?
8. Who are the Irish? What language do the Irish speak? What are the distinct features of the Irish?
9. The English are Anglo-Saxon in origin, but the Welsh, the Scots and the Irish are Celts, who were conquered by the Anglo-Saxons in the 5th-6th centuries A.D. Do you think this fact has influenced somehow the relations among the British?
10. Do you know any anecdotes concerning national stereotypes of the British?

Exercise 5. Give a character sketch of a typical British man. Make use of the following words and word combinations:

to be careful about;
to be devoted to;
to be different from;
to be distinguished in;
to be extravagant in;
to be infatuated with;
to be known for;
to be mad about;
to be popular with smb.;
to be proud of;
to be renowned for;
to be reputed to be;

to detest;
to display emotions;
to have a common sense;
to have a reputation of;
to have a sense of humour;
to lean upon;
to look upon smb. as;
to prefer;
to praise highly;
to regard;
to run to extremes;
to show love for.

Unit 8. THE PANORAMA OF BELARUS

(A) GEOGRAPHY OF BELARUS

I. Topical vocabulary

A. Nouns

- bog [bɒg] – болото, трясина
borderline ['bɔ:dəlaɪn] – граница
bush [bʊʃ] – куст, кустарник; чаша, чащоба
district ['dɪstrɪkt] – район
diversity [daɪ'vɜ:sɪti] – разнообразие, многообразие
faith [feɪθ] – вера, вероисповедание
flora and fauna ['flɔ:rə ənd 'fɔ:nə] – флора и фауна
grove [grəʊv] – роща
height [haɪt] – высота, вышина; возвышенность
heritage ['herɪtɪdʒ] – наследие
legend ['ledʒənd] – легенда
lowland ['ləʊləndz] – низкая местность, низина
marshland ['mɑ:ʃlənd] – болотистая местность
nature ['neɪtʃə] – природа
oxygen ['ɒksɪdʒən] – кислород
pride [praɪd] – гордость
referendum [ˌrefə'rendəm] – референдум
region ['ri:ʒən] – область, регион
religion [rɪ'liʒən] – религия
reserve [rɪ'zɜ:v] – заповедник
size [saɪz] – размер, величина
stream [stri:m] – река, ручей
swamp [swɒmp] – болото, топь
treasure ['treʒə] – сокровище
wisent ['wi:zənt] / aurochs ['ɔ:roks] – зубр

B. Adjectives

- administrative [əd'mɪnɪstrətɪv] – административный
average ['ævərɪdʒ] – средний
broad [brɔ:d] – широкий, обширный, просторный
crystal-clear ['krɪstl 'kliə] – кристально-чистый
dense [dens] – густой, плотный, частый
fascinating ['fæsɪneɪtɪŋ] – обворожительный, очаровательный
industrial [ɪn'dʌstriəl] – промышленный, индустриальный

marshy [ˈmɑːʃɪ] – болотистый
 marvellous [ˈmɑːvələs] – изумительный, удивительный
 moderately continental [ˈmɒdərɪtli ˌkɒntɪnəntl] – умеренно-континентальный
 natural [ˈnætʃrəl] – природный, естественный, натуральный
 numerous [ˈnjuːmərəs] – многочисленный
 rural [ˈruərəl] – сельский, деревенский
 territorial [ˌterɪˈtɔːriəl] – территориальный
 transparent [trænsˈpeərənt] – прозрачный
 unique [juːˈniːk] – уникальный
 urban [ˈɜːbən] – городской
 velvety [ˈvelvɪti] – бархатистый
 widespread [ˈwaɪdspred] – широко распространенный
 youthful-looking [ˌjuːθfʊl ˈlʊkɪŋ] – выглядящий молодым, юным

Word combinations

animal and plant kingdom – царство растений и животных
 birch [bɜːtʃ] / oak [əʊk] / pine [paɪn] grove – березовая роща / дубрава / сосновый бор
 cultural heritage – культурное наследие
 ecological tourism – экотуризм
 enormous amount [ɪˈnɔːməs əˈmaʊnt] – огромное количество
 ethnic [ˈeθnɪk] / religious [rɪˈlɪdʒəs] groups – этнические / религиозные группы населения
 glacial [ˈgleɪsjəl] times – ледниковый период
 in good neighbourhood [ˈneɪbəhʊd] – в добрососедстве
 national park – национальный парк
 natural habitat [ˈhæbɪtæt] – естественная среда обитания
 nesting place – место гнездования
 at the crossroads of trade ways – на пересечении торговых путей
 rare plants / animals / species – редкие растения / животные / виды
 recreation [ˌrekriˈeɪʃn] area – зона отдыха
 ribbons [ˈrɪbənz] of rivers – ленты рек
 sea level – уровень моря
 sea-basin – морской бассейн

C. Verbs and phrases

to adopt [əˈdɒpt] – принимать
 to alternate with [ˈɔːltəneɪt] – чередовать(ся)
 to be edged with [ˈedʒd] – быть окаймленным
 to be entered in [ˈentəd] – быть внесенным в
 to be rich in – быть богатым чем-либо

to be typical of [ˈtɪpɪkl] – быть типичным, характерным для
 to belong to [bɪˈlɒŋ] – принадлежать кому-либо
 to charm [tʃɑ:m] – очаровывать
 to constitute [ˈkɒnstɪtju:t] – составлять
 to follow [ˈfɒləʊ] a religion – быть последователем религии
 to include [ɪnˈklu:d] – включать, содержать в себе
 to increase [ɪnˈkri:s] – возрастать, увеличиваться
 to inhabit [ɪnˈhæbɪt] – жить, обитать, населять
 to preserve [prɪˈzɜ:v] – сохранять, оберегать
 to produce [prəˈdju:s] oxygen – вырабатывать кислород
 to range [reɪndʒ] – варьироваться; простираться; бродить
 to revive [rɪˈvaɪv] – возрождать
 to serve as [sɜ:v] – служить в качестве
 to survive [səˈvaɪv] – выжить, продолжать существовать
 to take up – занимать (место)
 to tower to [ˈtaʊə] – достигать высоты

Vocabulary exercises

Exercise 1. Match the nouns with the adjectives to form word combinations and translate them into Russian:

- | | |
|-----------------|---------------------|
| 1) area | a) average |
| 2) tourism | b) crystal-clear |
| 3) city | c) dense |
| 4) forests | d) ecological |
| 5) groups | e) ethnic |
| 6) groves | f) marshy |
| 7) habitat | g) natural |
| 8) languages | h) nesting |
| 9) lowlands | i) pine |
| 10) meadows | j) recreation |
| 11) places | k) urban |
| 12) resources | l) velvety |
| 13) temperature | m) water |
| 14) areas | n) widespread |
| 15) waters | o) youthful-looking |

Exercise 2. Which of the following words are used when talking about:

a) landscape and nature; b) climate; c) population?

average	bush	urban
dense	religion	velvety
swamp	habitat	lowland
reserve	continental	diversity
marshland	rural	wisent

Exercise 3. Arrange the words in pairs of synonyms. Say what parts of speech these words are:

average	crystal-clear
bog	endless
broad	marvellous
dense	mean
fascinating	river
numerous	swamp
stream	thick
to include	to constitute
to take up	to occupy
transparent	vast

Exercise 4. Replace the words and word combinations by their Russian equivalents:

At the crossroads of trade ways; to be tensely inhabited; in good neighbourhood; to adopt as official languages; to charm visitors; to be edged with thick forests; dense forests of pines; the pride of the reservation; to organize the monitoring of the nature changes; to be entered in the Guinness Book of Records; to produce an enormous amount of oxygen; to be rich in water resources; a very popular recreation area; a monthly temperature; to take up a quarter of the country.

Exercise 5. Replace the words in Russian by their English equivalents and translate the sentences:

1. The committee (включать) people of different views.
2. He made a report on the cultural (разнообразие) of modern art.
3. Woodpeckers (жить, населять) trees with holes in them.
4. Language schools are particularly (многочисленный) in the south of England.
5. It's dangerous to walk across (болота) without a stick.
6. I like to swim in lakes with (прозрачный, кристально-чистый) water.
7. What kind of landscape is (типичный) the place you live in?
8. What a (изумительный) person he was!

9. Each of the **Braslav Lakes** is (уникальный).
 10. The vast (сосновый бор) is the **main** (сокровище) of the district.

II. Reading

Exercise 1. Read the words and word combinations and practise their pronunciation:

Countries

Belarus [ˌbeləˈrus]
 Europe [ˈjuərəp]
 Latvia [ˈlætviə]
 Lithuania [ˌlɪθjʊˈeɪniə]
 Russia [ˈrʌʃə]
 the Ukraine [juːˈkreɪn]
 Poland [ˈpəʊlənd]
 Greece [ɡriːs]
 Belgium [ˈbeldʒəm]
 Denmark [ˈdenmɑːk]

Religion

Catholic [ˈkæθəlɪk]
 Orthodox [ˈɔːθədɒks]
 Roman Catholic
 [ˈrəʊmənˈkæθəlɪk]
 Protestant [ˈprɒtɪstənt]
 Judaism [ˈdʒuːdɪzəm]

Nationalities

Russian [ˈrʌʃən]
 Ukrainian [juːˈkreɪnjən]
 Belarusian [ˌbeləˈrusiən]
 Pole [pəʊl]
 Tatar [ˈtɑːtə]
 Jew [dʒuː]
 Gypsy [ˈdʒɪpsɪ]

Water Bodies

the Baltic [ˈbɔːltɪk] Sea
 the Dnieper [ˈdniːpə]

the Guinness [ˈɡɪnɪs] Book of Records
 the CIS [ˈsiːˈaɪˈes]
 UNESCO [juːˈneskəʊ]

Exercise 2. Read the following text:

GEOGRAPHY OF BELARUS

The Republic of Belarus is a small, beautiful country with the heroic past. Belarus is very well geopolitically located. It is situated in the heart of Europe, at the crossroads of trade ways between west and east, north and south. The Republic borders on Latvia and Lithuania in the north-west, on Russia in the north and east, on the Ukraine in the south and south-east and on Poland in the west. The territory of the Republic of Belarus covers 207,6 thousand square kilometers. Its area is more than the combined size of Greece, Belgium and Denmark. By the size of the territory, it is the 13th among the European countries and the 6th among the CIS. The area of Belarus is slightly smaller than that of Great Britain. Belarus stretches for 650 kilometers from west to east and for 560

kilometers from north to south. The length of the state borderline is 2,969 kilometers. The Republic of Belarus consists of six regions with centres in the cities of Minsk, Brest, Vitebsk, Gomel, Grodno, and Mogilev. They are not only administrative, but also industrial and cultural centres. The territorial regions of Belarus are further divided into 118 rural districts. Minsk has been the capital of our country since 1919. It is the largest, the most beautiful and modern youthful-looking city of Belarus with the population of about 2 million people.

The **population** of the country is about 10 million people. The population density is about 50 people per square kilometre. About 70 per cent of Belarusians are urban and only 30 per cent are rural. So cities and towns are the most tensely inhabited. Belarusians constitute about 80 per cent of the country's population. Among other 120 nationalities inhabiting the country are Russians, Ukrainians, Poles, Tatars, Jews, Gypsies and others. All these ethnic groups live here in good neighbourhood and peace. Belarusians are rather a friendly, intelligent, tactful, imaginative and hard-working people. Tolerance and hospitality are the main features that are typical of Belarusian national character.

Most Belarusians follow either Catholic **religion** or Eastern Orthodox faith. Other religious groups in Belarus include Roman Catholics, Protestants and Jews.

Interest in the Belarusian language was revived at the end of the 1980s, during perestroika. In 1996 there was a referendum which, among other aspects, had Belarusian and Russian adopted as the two **official state languages** of the country. Russian is spoken in urban areas, and Belarusian – in the countryside and among some of the intellectual elite in the cities. The most widespread languages of business use are Russian, English and German.

The beauty of Belarus's natural **landscape** charms its inhabitants and visitors. Our native land is remarkably beautiful with its deep blue lakes and ribbons of rivers edged with thick forests, with its endless expanses of fields, green meadows and swamp, vast broad plains and picturesque hills with its varied and plentiful animal and plant kingdom.

The larger part of the territory of Belarus represents lowlands with heights ranging from 80 up to 345 metres above sea level. The highest point is called Dzerzhinskaya Gora that rises only 346 metres above sea level. Broad plains and marshy lowlands occupy nearly three quarters of the territory. They are called Belarusian Polesye.

The real treasure of Belarus lies in its **forests**. Forests and bushes cover mainly the northern part, a third of the republic's territory. The large forests are called "**pushchas**". The most beautiful of them are the Belovezhskaya, the Grodnenskaya and the Nalibokskaya which have rich flora and fauna. The Belovezhskaya Pushcha is a famous state reserve.

Dense forests of pines towering to over 50 metres alternate with birch and oak groves. Velvety meadows border on many rivers and streams. The pride of the reservation is the wizenok – a rare animal that has survived since the glacial times. With the exception of a few these animals range freely within the reservation. In 1992, the Reserve was inscribed on the UNESCO World Heritage List. A new attraction of the Reserve is a museum of the New Year and the residence of Father Frost.

There are several other **national parks and reserves**: Braslavsky, Pripiatsky and Narochansky National Parks, Berezinsky Biosphere Reserve, Polesye Radiation Ecological Reserve and others. They have been created to preserve and increase the number of rare and disappearing species of flora and fauna, to organize the monitoring of the nature changes. Here one can enjoy a great diversity of flora and fauna, some of which have survived only in Belarus. The territory to preserve is about 7% of the whole territory of the Republic. Nowadays ecological tourism develops successfully here.

Belarus used to be called a land of bogs. The **swamps** of Belarus are even entered in the Guinness Book of Records. These unique natural ecosystems take up nearly a quarter of the country. The Belarusian marshlands are called “the lungs of Europe”, since they produce an enormous amount of oxygen. Besides, they serve as nesting places for rare species of birds and as a natural habitat for rare plants. In scale and diversity of life there are no equal places to them in Europe.

The country is rich in water resources. There are some 3000 **rivers** flowing over the territory of Belarus. The total length of the rivers flowing through Belarus is 90,600 kilometres. All rivers of the republic belong to two sea-basins of the Black and Baltic seas. Seven rivers are more than 500 kilometres in length each. They are the Dnieper, the Pripyat, the Berezina, the Vilia, the Sozh, the Western Dvina, and the Neman.

Belarus is a lake country and is often called “a blue-eyed country”. There are about 10,800 **lakes** in the republic. Lake Naroch, Lake Svitsiaz, the Braslav Lakes, the Osveyskoye are among the most famous. The biggest is Lake Naroch. Its surface is 80 square kilometres and it stretches for 13 kilometers from west to east. It is the pride of our republic and a very popular recreation area in the country. The lakes are particularly numerous in the north-west of the republic, in the so-called Belarusian Polesye. If you go north, you will see the land of the Braslav Lakes with crystal-clear transparent blue waters surrounded by pine groves. Lake Svitsiaz is famous for its marvellous beauty and fascinating legends.

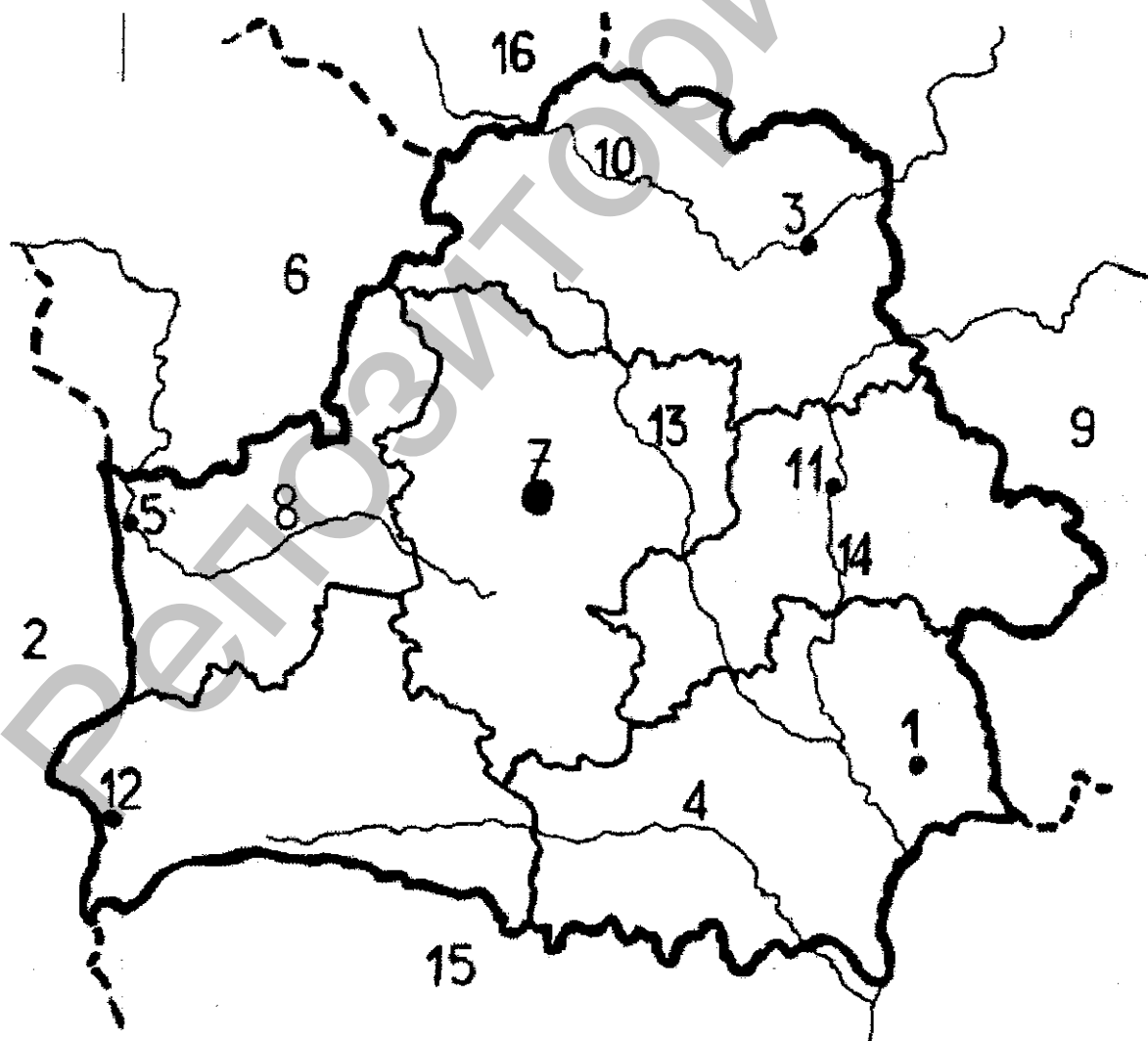
The **climate** of the country is moderately continental with a comparatively mild winter and warm summer. The breathing of the Baltic Sea is constantly felt here and even during the coldest winter months the temperature may rise well above zero. The average monthly temperature in

our republic is rarely lower than $+18^{\circ}$ or $+20^{\circ}$ C in summer and -8° C in winter. Though on some winter days, however, it can be as cold as -20° C or -25° C. The coldest month is January (with an average temperature of about -9° C) and the warmest month is July (with an average temperature of about $+18^{\circ}$ C).

Today Belarus is a developed industrial state and a very attracting territory from the tourist point of view. It is a country with unique history and rich cultural heritage.

Exercise 3. Can you identify the countries, cities and rivers below on the map (1-16)?

Brest	Lithuania	Russia	the Pripyat
Gomel	Minsk	the Berezina	the Ukraine
Grodno	Mogilev	the Dnieper	the Western Dvina
Latvia	Poland	the Neman	Vitebsk



Exercise 4. Say in which Belarusian regions:

- a) **these rivers flow:** the Dnieper, the Pripyat, the Berezina, the Vilia, the Sozh, the Western Dvina, the Neman, the Bug, the Svisloch;
- b) **these lakes are located:** Lake Svitsiaz, the Braslav Lakes, Lake Naroch, the Osveyskoye.

Which of them is the nearest to the place you live?

Exercise 5. Match the nouns with the adjectives to form word combinations. Reproduce and translate the sentences from the text containing these phrases:

- | | |
|-----------------|---------------------|
| 1) amount | a) average |
| 2) animal | b) blue-eyed |
| 3) area | c) Catholic |
| 4) city | d) enormous |
| 5) country | e) ethnic |
| 6) districts | f) glacial |
| 7) faith | g) hard-working |
| 8) groups | h) heroic |
| 9) groves | i) national |
| 10) habitat | j) natural |
| 11) hills | k) Orthodox |
| 12) language | l) picturesque |
| 13) parks | m) pine |
| 14) past | n) rare |
| 15) people | o) real |
| 16) regions | p) recreation |
| 17) religion | q) rural |
| 18) temperature | r) territorial |
| 19) times | s) widespread |
| 20) treasure | t) youthful-looking |

Exercise 6. Say whether the sentences are true or false according to the text:

1. The area of Belarus is much bigger than that of Great Britain.
2. The Republic of Belarus consists of eight territorial regions.
3. Belarusians constitute about 90 per cent of the country's population.
4. Belarusian and Russian are the two official state languages of the country.
5. The larger part of the territory of Belarus represents mountains.

6. The pride of the Belovezhskaya Pushcha is the wisent – a rare animal that has survived since the glacial times.
7. The pushchas of Belarus are entered in the Guinness Book of Records.
8. The country is rich in water resources.
9. The lakes are particularly numerous in the south of the republic.
10. The climate of the country is subtropical.

Exercise 7. Insert the missing prepositions:

1. It is situated ... the heart of Europe, ... the crossroads of trade ways ... west and east, north and south.
2. The Republic borders ... Russia ... the east.
3. Belarus stretches ... 650 kilometers ... west to east.
4. The Republic of Belarus consists ... six territorial regions.
5. The territorial regions of Belarus are divided ... rural districts.
6. Belarusians constitute ... 80 per cent of the country's population.
7. Tolerance and hospitality are the main features that are typical ... Belarusian national character.
8. The highest peak, Dzerzhinskaya Gora, rises 346 metres ... sea level.
9. Dense forests of pines tower ... 50 metres.
10. The Belovezhskaya Pushcha was inscribed ... the UNESCO World Heritage List.
11. The swamps of Belarus are entered ... the Guinness Book of Records.
12. The country is rich ... water resources.
13. There are some 3000 rivers flowing ... the territory of Belarus.
14. All rivers of the republic belong ... two sea-basins.
15. The Braslav Lakes ... crystal-clear transparent waters are surrounded ... pine groves.

Exercise 8. Complete the sentences according to the text:

1. Belarus is situated in
2. Belarus stretches for
3. The population density is
4. Among 120 nationalities inhabiting the country are
5. Belarusians are rather a ... people.
6. Most Belarusians follow
7. The Belarusian language was revived
8. The highest point is
9. The real treasure of Belarus is
10. A new attraction of the Belovezhskaya Pushcha is
11. National parks and reserves have been created to
12. The Belarusian marshlands are called

13. All rivers of the republic belong to
14. Lake Svitsiaz is famous for
15. The climate of the country is

Exercise 9. What do these figures stand for in the text?

+18 ° C	1992	560 km
2,000,000	1996	6
10,000,000	2,969 km	650 km
10,800	30%	70%
118	3000	80 sq. km
120	346 m	80%
13 km	50%	-9° C
1919	500 km	90,600 km

Exercise 10. Answer the following questions on the text:

1. Where is Belarus situated?
2. What countries does it border on?
3. What are the advantages of the geographical position of Belarus?
4. What parts is the country divided into?
5. What is the territory and the population of the republic?
6. Where do most Belarusian people live?
7. What are the largest cities in Belarus?
8. What are the characteristic features of the landscape in Belarus?
9. What Belarusian national parks and reserves do you know? What have they been created for?
10. The climate in the republic is moderately continental, isn't it?

Exercise 11. Translate the following sentences from Russian into English:

1. Территория Республики Беларусь больше, чем Дания, Греция и Бельгия вместе взятые.
2. Белорусы известны как интеллигентный, тактичный, гостеприимный и трудолюбивый народ.
3. Люди более 120 национальностей живут на территории Республики Беларусь в мире и добрососедстве.
4. Третья часть территории покрыта лесами.
5. На белорусском языке разговаривают жители сельской местности и интеллектуальная элита в крупных городах.
6. зубры свободно бродят по заповеднику.

7. Белорусские болота называют «легкими Европы», поскольку они вырабатывают большое количество кислорода.
8. Озеро Нарочь – популярное место отдыха – это предмет гордости белорусов.
9. Семь рек в Беларуси имеют длину более 500 километров каждая.
10. На климат Беларуси оказывает влияние Балтийское море.

Exercise 12. Speak about the geographical position of the Republic of Belarus according to the following outline:

- | | |
|-----------------------|---------------------------------|
| 1) location; | 6) official languages; |
| 2) territory; | 7) landscape (forests, swamps); |
| 3) regions/districts; | 8) national parks and reserves; |
| 4) population; | 9) rivers/lakes; |
| 5) religion; | 10) climate. |

III. Speech practice

Exercise 1. Fill in the table and compare the geographical position, population, landscape and climate of the Republic of Belarus and the UK.

	The United Kingdom	The Republic of Belarus
Geographical position		
Population		
Landscape: <ul style="list-style-type: none"> • mountains • plains • lowlands • forests • swamps • rivers • lakes 		
Climate		
People		

Exercise 2. Read the quotation:

“Have you ever tried asking yourself a seemingly simple question: Why and what for do I love my country? I am sure you will find enormous difficulty trying to answer this question...”

There is hardly anyone who will be able to describe the blue of the sky or the peculiar flavour of the home wind, or the particular softness of the native soil, or the striking beauty of the people around us. What we shall probably be able to say is that it all belongs to us and that it is where we belong. And that it was given to us by God, and God alone can take it away from us.”

M. Gilevich

Express your attitude to Gilevich's ideas. What would you answer the question: Why and what for do I love my country? Discuss it with your partner.

Exercise 3. Here are some of the things that people from abroad often say about us. Do you think they are true? Support what you say.

1. The memory of World War II is deeply felt in Belarus.
2. The Belarusians are much interested in the rest of the world.
3. Belarusian people are very hospitable.
4. The key symbol of Belarus is the wisent.
5. The Belarusians love to sit down for a nice long chat.
6. The Belarusians have a habit of lying.
7. Religion is important to most Belarusians.
8. Pollution is high in Belarus.
9. Childhood is the best time in a Belarusian's life.
10. The Belarusians love animals, especially horses and dogs.
11. At the table the Belarusians help themselves without asking.
12. The Belarusians never do anything by halves.
13. The Belarusians shake hands with strangers.
14. Before leaving on a journey, the Belarusians sit down quietly together for a few moments.
15. The Belarusians talk non-stop.

(B) POLITICAL SYSTEM OF BELARUS

I. Topical vocabulary

A. Nouns

- branch [brɑ:ntʃ] – ветвь (власти)
- budget [ˈbʌdʒɪt] – бюджет, запас
- conviction [kənˈvɪkʃn] – убеждение
- cooperation [kəʊˌpɹəˈreɪʃn] – сотрудничество
- deputy [ˈdepjʊtɪ] – депутат, делегат, представитель
- execution [ˌeksɪˈkju:ʃn] – выполнение, исполнение
- fulfilment [fʊlˈfɪlmənt] – выполнение, осуществление
- guarantor [ˌgærənˈtɔ:] – поручитель, гарант
- management [ˈmænɪdʒmənt] – управление
- partnership [ˈpɑ:tənəʃɪp] – участие, партнерство, сотрудничество
- president [ˈprezɪdənt] – президент
- representation [ˌreprɪzenˈteɪʃən] – представительство
- republic [rɪˈpʌblɪk] – республика
- responsibility [rɪsˌpɒnsəˈbɪlɪtɪ] – ответственность, обязательство
- sovereignty [ˈsɒvrənɪtɪ] – суверенитет, суверенное государство
- stage [steɪdʒ] – этап, ступень, стадия
- statehood [ˈsteɪthʊd] – государственность
- supervision [ˌsu:pəˈvɪʒn] – надзор
- term [tɜ:m] – срок (правления)
- utilization [ˌju:tɪlaɪˈzeɪʃn] – использование

B. Adjectives

- adequate [ˈædɪkwɪt] – соответствующий, адекватный
- democratic [ˌdeməˈkrætɪk] – демократический
- equal [ˈi:kwəl] – равный, одинаковый, равноправный
- executive [ɪgˈzekjʊtɪv] – исполнительный
- independent [ˌɪndɪˈpendənt] – независимый
- intensive [ɪnˈtensɪv] – интенсивный
- judicial [dʒʊˈdɪʃl] – судебный
- legislative [ˈledʒɪslətɪv] – законодательный
- presidential [ˌprezɪˈdenʃl] – президентский
- sovereign [ˈsɒvrɪn] – суверенный
- territorial [ˌterɪˈtɔ:riəl] – территориальный
- unified [ˈju:nɪfaɪd] – целостный

Word combinations

- equal protection – равная защита
- free expression – свободное выражение (мыслей и т.п.)
- in accordance with – в соответствии с
- legal ['li:gl] and physical ['fɪzɪkl] persons – юридические и физические лица
- legal assistance – юридическая помощь
- legitimate [lɪ'dʒɪtɪmɪt] interests – законные интересы
- provision [prə'vɪʒən] of personal rights and freedom – обеспечение личных прав и свободы
- social security – социальная защищенность, безопасность
- state property – государственная собственность
- the creation of conditions – создание условий
- the principle of the supremacy [sɜ'preməsi] of law – принцип верховенства закона
- ultimate goal ['ʌltɪmɪt 'gəʊl] – высшая цель
- within the framework – в рамках
- within the limits of the Constitution – в рамках конституции

C. Verbs and phrases

- to act [ækt] – действовать
- to appoint [ə'pɔɪnt] – назначать
- to charge with [tʃɑ:dʒ] – поручать, вверять
- to be subordinated to [sə'bɔ:dɪneɪtɪd] – подчиняться
- to carry out ['kæri] – выполнять, исполнять
- to contact [kən'tækt] – контактировать
- to contribute to [kən'trɪbjʊ:t] – содействовать, вносить вклад в
- to cooperate [kəʊ'pəreɪt] – сотрудничать
- to establish [ɪs'tæblɪʃ] – создавать, устанавливать
- to exercise ['eksəsaɪz] – выполнять
- to fulfil [fʊl'fɪl] – выполнять, исполнять, осуществлять
- to guarantee [ˌgærən'ti:] – гарантировать, обеспечивать
- to participate in [pɑ:'tɪsɪpeɪt] – участвовать в
- to proclaim [prə'kleɪm] – провозглашать
- to recognize ['rekəɡnaɪz] – признавать
- to regulate ['regjuleɪt] – регулировать
- to report to [rɪ'pɔ:t] – докладывать, отчитываться перед

Vocabulary exercises

Exercise 1. Split the word-chain. Say what parts of speech these words are:

guarantee equal deputy branch supervision democratic proclaim establish

Exercise 2. Correct the mistakes in the following words:

responsibility	presidencial	to apoint
garantor	teritorial	to coopirate
supervizion	soverein	to regulat
managment	equal	to charghe

Exercise 3. Make adjectives corresponding to the following nouns:

responsibility	property
president	security
execution	territory
sovereignty	democracy
state	person

Exercise 4. Give one word from the box that means the same.

elect	legislation	supremacy	prohibit
court	protection	constitution	legitimate

- to select by vote for an office or for membership;
- laws and principles according to which a state is governed;
- to forbid by authority;
- a place where civil, criminal and other cases are tried;
- a position of superiority or authority over all others;
- the process of writing and passing laws;
- something that prevents somebody or something from being harmed or damaged;
- legal or having official status defined by law.

II. Reading

Exercise 1. Read the following words and pay attention to their meanings:

the International Labour Organization – Международная организация труда
Local executive councils of deputies – местные советы депутатов
the Organization on Security and Cooperation in Europe (the OSCE) – Организация по безопасности и сотрудничеству в Европе (ОБСЕ)
the Supreme Soviet – Верховный Совет
the BSSR – БССР
the Constitutional Court – Конституционный Суд
the Council of Ministers – Совет Министров
the Council of the Republic – Совет Республики
the European Union – Европейский союз
the USSR – СССР
the Fundamental Law – Основной закон, право
the General Public Prosecutor of the Republic of Belarus – Генеральный прокурор Республики Беларусь
the House of Representatives – Палата Представителей
the International Covenants on Civil and Political Rights and on Economic, Social and Cultural rights – Международные пакты о гражданских и политических правах и об экономических, социальных и культурных правах
the National Assembly of the Republic of Belarus – Национальное Собрание Республики Беларусь
the State Control Committee – Государственный комитет по контролю
the Supreme Court – Верховный Суд
the Supreme Economic Court – Высший Хозяйственный Суд
the UN Charter – Устав ООН
the Universal Declaration of Human Rights – Всеобщая декларация прав человека
UNESCO – ЮНЕСКО
the World Bank – Всемирный банк
the World Health Organization – Всемирная организация здравоохранения

Exercise 2. Read the following text:

POLITICAL SYSTEM OF THE REPUBLIC OF BELARUS

Belarus used to be one of the republics of the former USSR and wasn't represented in the world as an independent political and economic formation. A new stage in the history of Belarusian statehood began on July 27, 1990 when the BSSR Supreme Soviet adopted the Declaration "On the State Sovereignty of the BSSR". On August 25, 1991 the BSSR Supreme Soviet declared the political and economic independence of Belarus.

At present the official name of our country is **the Republic of Belarus**. It is known to be a sovereign independent state with its own government, constitution, state emblem, flag and anthem. The Republic of Belarus is a unitary democratic social state with the rule of law and unified and inalienable territory.

Belarus is a **presidential republic**, where the **President** is head of state, the guarantor of the Constitution and people's rights and freedoms. The highest executive power is vested in a President elected for a five-year term. Presidential elections are regulated by the laws of the Republic of Belarus. The President is elected by general, free, equal, direct and secret ballot. All citizens have the right to vote from the age of 18.

State power in the Republic of Belarus is exercised on the basis of its division into legislative, executive and judicial branches. These bodies are independent.

The National Assembly of the Republic of Belarus (the Parliament) is a representative and legislative body of state power in the Republic of Belarus. The Parliament consists of two Chambers – **the House of Representatives** (110 members) and **the Council of the Republic** (64 members). The elections of the deputies to the House of Representatives are direct and by secret ballot. The Council of the Republic is a chamber of territorial representation. It consists of eight deputies from every region of Belarus and the city of Minsk. Eight of its members are appointed by the President.

The executive power is exercised by **the Council of Ministers of the Republic of Belarus** (the Government), which is a central body of state management. In its activities the Government is subordinated to the President and reports to the Parliament. The Council of Ministers is headed by **the Prime Minister** who is appointed by the President of the Republic.

The local management and self-management in each of Belarusian 6 regions and 118 districts are carried out through **local executive councils of deputies**. They are also elected by direct vote. The chief "vertical" executives in each region report local affairs and are appointed by the President.

The judicial power in the Republic of Belarus belongs to three high courts: the Supreme Court, the Constitutional Court and the Supreme Economic Court. The Constitutional Court is charged with protecting the Constitution. Supervision of the exact and uniform execution of laws by all bodies of state management, local councils and other legal and physical persons is carried out by the General Public Prosecutor of the Republic of Belarus. The control over the fulfilment of the republican budget, the utilization of state property, the execution of parliamentary acts are carried out by the State Control Committee.

The Constitution of the Republic of Belarus was adopted by the Supreme Soviet on March 15, 1994 and establishes the principle of the supremacy of law.

The Constitution guarantees the citizens of the Republic of Belarus the right to health protection. The Fundamental Law also guarantees free general education and professional technical training. The citizens have the right to social security at old age. The Constitution establishes the right of everyone to legal assistance in the exercise and protection of one's rights and freedoms. Each person is guaranteed freedom of opinion, convictions and their free expression. The rights of children are strongly protected and supported by the Fundamental Law.

The Constitution of Belarus proclaims that everyone is equal before the law and has the right without any discrimination to equal protection of one's rights and legitimate interests.

The Republic of Belarus is a member of the CIS (the Commonwealth of Independent States). At present Belarus actively participates in an effective **international partnership** with the governments of different states and international organizations. As a co-founder of the United Nations Organization, Belarus contacts and cooperates with various institutions and organizations: the World Bank, the World Health Organization, the International Labour Organization, UNESCO, the European Union. It recognizes the Universal Declaration of Human Rights, the UN Charter, the International Covenants on Civil and Political Rights and on Economic, Social and Cultural Rights and participates in the agreements within the framework of the OSCE.

International economic and cultural activity of Belarus is becoming more and more intensive. It contributes to the world peace, friendship and cooperation among nations.

Exercise 3. Match the nouns with the adjectives to form word combinations from the text and translate them into Russian:

- 1) ballot
- 2) branch
- 3) Court
- 4) executive
- 5) freedom
- 6) goal
- 7) partnership
- 8) protection
- 9) state
- 10) territory

- a) "vertical"
- b) Constitutional
- c) democratic
- d) direct
- e) health
- f) international
- g) judicial
- h) personal
- i) ultimate
- j) unified

Exercise 4. Give the Russian equivalents from the text to the following word combinations:

to achieve neutrality;
to be carried out by the General Public Prosecutor;
to be exercised on the basis of;
to be performed by courts;
to be vested in a President;
to establish the principle of the supremacy of law;
to guarantee rights and freedoms;
to participate in an effective international partnership;
to recognize the priority;
to report to the Parliament.

Exercise 5. Find in the text the English equivalents to the following word combinations:

местные исполнительные власти;
территориальное представительство;
обеспечивать личные права и свободы граждан;
подчиняться президенту;
действовать в рамках конституции;
устанавливать ответственность государства перед гражданами;
осуществлять контроль над;
регулироваться законом;
назначаться президентом;
сотрудничать со странами.

Exercise 6. Say whether the sentences are true or false according to the text:

1. The Republic of Belarus is a parliamentary monarchy.
2. The highest executive power belongs to the President.
3. The Parliament is represented by the Council of Ministers.
4. The government is the executive power in the Republic of Belarus.
5. The Prime Minister is appointed by the Parliament.
6. The judicial power is exercised by general, economic and other courts.
7. The Constitution of the Republic of Belarus establishes the principle of the supremacy of personal rights and freedoms.
8. The President is elected for a four-year term.
9. Each person has the right to obtain education in state educational institutions but he has to pay for it.
10. According to the Constitution everybody is equal before the law.

Exercise 7. Insert the missing prepositions:

1. The Republic of Belarus carries ... independently its domestic and foreign policy.
2. State power is exercised ... the basis of its division ... legislative, executive and judicial branches.
3. The President is elected ... general, free, equal, direct and secret ballot.
4. The Parliament consists ... two Chambers – the House of Representatives and the Council of the Republic.
5. The Government is subordinated ... the President and reports ... the Parliament.
6. The Constitutional Court is charged ... protecting the Constitution.
7. The Council of Ministers is headed ... the Prime Minister who is appointed ... the President of the Republic.
8. The judicial power in the Republic of Belarus belongs ... courts.
9. Everybody is equal ... the law.
10. Every citizen has the right ... health protection, social security at old age, etc.

Exercise 8. Complete the following sentences according to the text:

1. A new stage in the history of Belarusian statehood began ...
2. The Republic of Belarus is a ...
3. State power in the Republic of Belarus is exercised ...
4. The President is ...
5. The National Assembly of the Republic of Belarus is a ...
6. The executive power is exercised ...
7. The local management and self-management ...
8. The judicial power in the Republic of Belarus belongs to ...
9. The Constitution guarantees the citizens ...
10. The Republic of Belarus is a member ...

Exercise 9. Answer the following questions:

1. What does the term “presidential republic” mean?
2. How often do the presidential elections take place?
3. When was the Constitution of the Republic of Belarus adopted?
4. What bodies is the state power in the Republic of Belarus exercised through?
5. What is the official name of the Belarusian Parliament?
6. How many local executive councils are there in Belarus?
7. How many “vertical” executives are there in Belarus? Who are they appointed by?

8. Do you know who represents your region in the Council of the Republic?
9. Are there any deputies to the House of Representatives among the citizens of the place you live in?
10. What are the symbols of the Republic of Belarus as a sovereign state?

Exercise 10. Translate the following sentences into English:

1. Республика Беларусь – унитарное демократическое правовое государство.
2. Государственная власть осуществляется на основе разделения власти на законодательную, исполнительную и судебную.
3. Парламент состоит из Палаты Представителей и Совета Республики.
4. Совет Министров – это орган исполнительной власти Республики Беларусь и центральный орган государственного управления.
5. Судебная власть осуществляется Верховным, Конституционным и Высшим Хозяйственным судами.
6. Выборы президента регулируются законодательством Республики Беларусь.
7. Совет Республики состоит из восьми депутатов от каждой области и от города Минска, и еще восемь его членов назначаются президентом.
8. Конституция Республики Беларусь была принята Верховным Советом 15 марта 1994 года.
9. Основной Закон гарантирует получение бесплатного среднего и среднего специального образования.
10. На современном этапе Беларусь активно участвует в международном сотрудничестве с правительствами разных стран.

Exercise 11. Make up a short outline of the text. Write down the key words to each point of your outline. Retell the text.

III. Speech practice

Exercise 1. Speak about Belarusian political system using the given words and the pictures:

1. Belarus is a presidential republic.
 - a sovereign independent state;
 - the head of the state;
 - the guarantor;
 - the presidential elections.

2. The Constitution provides personal rights and freedoms of citizens of the Republic of Belarus.

- to establish the responsibility of the state;
- conditions for development of the individual;
- the right to health protection, general education, social security.

3. The state power in the Republic of Belarus.

- the National Assembly;
- the House of Representatives;
- the Council of the Republic;
- direct and secret vote;
- territorial representation;
- to be appointed by the Council of Ministers;
- to report to;
- the Constitutional Court.

STATE POWER

legislative

THE PARLIAMENT
(THE NATIONAL ASSEMBLY)

the House
of
Representatives

the Council
of
the Republic

executive

THE GOVERNMENT
(THE COUNCIL OF MINISTERS)

Judicial

the Constitutional Court
economic courts
courts of general jurisdiction

Exercise 2. When do the Belarusians celebrate their Independence Day? Why?

Exercise 3. Choose the right variant:

1. The Constitution of the Republic of Belarus was adopted in
- a) 1990 b) 1992 c) 1994

2. The state power in the Republic of Belarus is divided into
 - a) legislative b) representative c) constitutional
 - d) judicial e) administrative
3.is elected by general, free, equal, direct and secret ballot.
 - a) The Parliament b) The President c) The Prime Minister
4.consists of two Chambers
 - a) The Constitutional Court b) The Council of Ministers c) The Parliament
5. The judicial power in the Republic of Belarus belongs to
 - a) courts b) the President c) the Government

Exercise 4. Compare the political systems in the UK and the Republic of Belarus.

	The United Kingdom	The Republic of Belarus
<ul style="list-style-type: none"> • type • the head of state • state power • parliament • government • local authority • constitution • membership 		

Exercise 5. What political systems do you know? Match the definitions and explain the differences in the ways of running a country. What are the advantages and disadvantages of each of them?

monarchy communism socialism democracy republic dictatorship

1. A system of government based on the principle of majority decision-making.
2. The political theory or system in which all property and wealth is owned in a classless society by all the members of that society.
3. Government by a dictator, usually by force.
4. A political system in which a state is ruled by a monarch.
5. Political system or form of government in which people elect representatives to exercise power for them.
6. A political theory or system in which the means of production and distribution are controlled by the people and operated according to equity and fairness rather than market principles.

IV. Supplement

Text 1

BELARUSIAN NATIONAL SYMBOLS

Exercise 1. Read the words and word combinations, practise their pronunciation and pay attention to their meaning:

- anthem [ˈænthəm] – гимн
- clover [ˈkləʊvə] – клевер
- contour [ˈkɒntʊə] – очертание, контур
- decorative pattern [ˈdekəreɪtɪv ˈpætən] – декоративный орнамент
- diamond-shaped edge [ˈdaɪəmənd ˈfeɪpt ˈedʒ] – ромбовидный край, остриё
- emblem [ˈembləm] – герб
- five-pointed red star – пятиконечная красная звезда
- flagstaff [ˈflægstɑːf] – флагшток
- flax [flæks] – лен
- frame [freɪm] – каркас, рамка
- globe [gləʊb] – шар, земной шар
- golden rays [ˈgəʊldən ˈreɪz] – золотые лучи
- inscription [ɪnˈskrɪpʃən] – надпись
- length [lenθ] – длина
- longitudinal stripe [ˌlɒndʒɪˈtʃuːdɪnl straɪp] – продольная полоса
- lyrics [ˈlɪrɪks] – слова песни
- ratio [ˈreɪʃiəʊ] – пропорция, соотношение
- rectangular cloth [rekˈtæŋɡjʊlə kloth] – прямоугольное полотно
- respectively [rɪsˈpektɪvlɪ] – соответственно
- ribbon [ˈrɪbən] – лента, тесьма
- solemn events [ˈsɒləm ɪˈvents] – торжественные события
- stork [stɔːk] – аист
- to be analogous to [əˈnæləɡəs] – быть аналогичным чему-либо
- to interlace [ˌɪntəˈleɪs] – переплетать(ся)
- to radiate [ˈreɪdɪeɪt] – расходиться лучами, испускать, распространять
- vertical [ˈvɜːtɪkl] – вертикальный
- wheat-ear [ˈwiːtiə] – пшеничный колос
- width [wɪdθ] – ширина
- wreath [riːθ] – венок

Exercise 2. Read the following text:

BELARUSIAN NATIONAL SYMBOLS

The symbols of the Republic of Belarus as a sovereign state are its national flag, national emblem and national anthem.

The National Flag of the Republic of Belarus



The National Flag of the Republic of Belarus, which is a symbol of state sovereignty of the Republic of Belarus, is a rectangular cloth consisting of two longitudinal stripes: red upper stripe and green lower stripe that are two-thirds and one-third of the flag width respectively. A vertical red-on-white Belarusian decorative pattern, which occupies one-ninth of the flag's length, is placed against the flagstaff. The flag's ratio of width to length is 1:2. The flag is fixed on a flagstaff painted golden.

During ceremonies and other solemn events, the National Flag of the Republic of Belarus is used with a diamond-shaped top edge containing a five-point star. The star is analogous to the one depicted on the national Emblem of the Republic of Belarus. The top edges are made of yellow metal.

The National Emblem of the Republic of Belarus



The National Emblem of the Republic of Belarus, which is a symbol of state sovereignty of the Republic of Belarus, represents a green-coloured contour of the Republic of Belarus in golden rays radiated by the sun over the globe. On the top of the contour is a five-pointed red star. The emblem is set in a frame of wreath of golden wheat-ears interlaced with clover flowers on the right and flax flowers on the left. Wheat-ears are interlaced with a red-green ribbon carrying a golden inscription "The Republic of Belarus" at the bottom.

The National Anthem of the Republic of Belarus

The national Anthem of independent Belarus was composed to the music by N. Sokolovsky, and it symbolizes Belarusian historical musical traditions. The lyrics were written by M. Klimkovich and V. Karizna and they emphasize patriotism and industriousness of the country's citizens, friendly relations among people of different nationalities living in our republic.

Мы, беларусы, – мірныя людзі,
Сэрцам адданыя роднай зямлі,
Шчыра сябруем, сілы гартуем
Мы ў працавітай, вольнай сям'і.

Слаўся, зямлі нашай светлае імя,
Слаўся, народаў братэрскі саюз!
Наша любімая маці-Радзіма,
Вечна жыві і квітней, Беларусь!

Разам з братамі можна вякамі
Мы баранілі родны парог,
У бітвах за волю, бітвах за долю
Свой здабывалі сцяг перамог!

Слаўся, зямлі нашай светлае імя,
Слаўся, народаў братэрскі саюз!
Наша любімая маці-Радзіма,
Вечна жыві і квітней, Беларусь!

Дружба народаў – сіла народаў –
Наш заповітны, сонечны шлях.
Горда ж узвіся ў ясныя высі,
Сцяг пераможны – радасці сцяг!

Слаўся, зямлі нашай светлае імя,
Слаўся, народаў братэрскі саюз!
Наша любімая маці-Радзіма,
Вечна жыві і квітней, Беларусь!

Exercise 3. Summarize the following information and say what each colour of the National Flag means.

При создании государства люди придумывают для своей страны символы с учетом уже имеющихся флагов других стран и выбирают те цвета, которые могут рассказать о стране, о ее достоинствах.

Красный цвет – это знак отваги. Кровь проливается в борьбе за счастливую жизнь. Кроме того, красный цвет обозначает радость, счастье, это символ солнца.

Что символизирует на нашем флаге зеленый цвет? Это символ нашей богатой природы, которую мы очень ценим и бережем. Это леса, луга; они занимают большую часть территории нашей страны.

Белый цвет – это символ свободы, уважения к своему Отечеству, символ нравственной чистоты, которую ценят наши люди и стараются воспитывать у своих детей.

На нашем флаге изображен необычный рисунок. Это фрагмент наиболее типичного древнего орнамента, распространенного в народном творчестве на территории нашей страны.

Орнамент выполнен из комбинации геометрических фигур. Ромб – это символ зерна, плодородия. Этот символ обозначает, что наша страна сельскохозяйственная. Наш народ трудолюбивый, обрабатывает землю, выращивает много культурных растений.

Exercise 4. Summarize the following information and say what each element of the National Emblem means.

Зеленый контур в лучах восходящего солнца изображает границы нашего государства. Лучи восходящего солнца символизируют счастливую жизнь и говорят о том, что белорусы принадлежат к этнической группе славян. Издревле славяне поклонялись солнцу, так как оно дает тепло, свет и жизнь всему живому. Земной шар на гербе говорит о том, что наш народ ценит равенство всех народов на Земле.

Герб с обеих сторон оплетают снопы колосьев, в которые вплетены голубые цветочки льна и розового клевера. Это обозначения главных природных богатств нашей страны.

Лен – это растение, из которого люди уже давно научились делать

одежду, скатерти, рушники и постельное белье. Изделия из льна прочнее хлопковых и теплее шелковых.

Клевер – это лучший корм для животных, которых белорусы с древнейших времен научились разводить и выращивать.

Венок из колосьев – это символ главного богатства наших людей – хлеба. Кроме того, это способ обращения наших предков к божественным силам с просьбой об урожае. Белорусы каждую осень отмечают праздник «Дожинки», на котором награждают лучших хлеборобов и плетут венки из последних колосьев. Такие венки оставляют в доме до следующей осени, как символ богатства.

Колосья хлеба на гербе Беларуси обвиты красно-зеленой лентой с надписью «Республика Беларусь».

В верхней части герба горит красная звездочка. Это символ мужества нашего народа, которое люди проявляли во время многочисленных войн с различными чужеземными захватчиками. Великая Отечественная война была самой страшной и разрушительной для нашей страны.

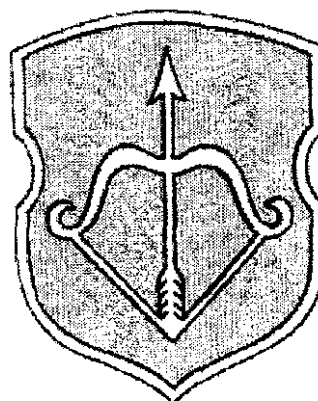
Exercise 5. Look at the coats of arms of the six regional centres of the Republic of Belarus. Try to identify them. Say if these emblems tell much about the country's past. Make use of the following phrases and additional information if necessary.

This coat of arms

- indicates ...
- points to ...
- underlines ...
- represents ...
- conveys the idea of ...
- commemorates ...
- bears evidence ...
- speaks volumes about ...
- keeps the memory of ...
- testifies to the fact that ...



1067

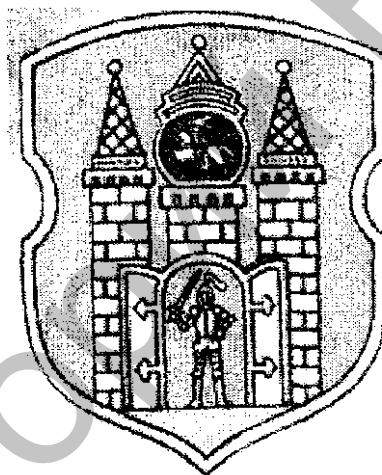


1019



974

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1267

Exercise 6. a) Vladimir Korotkevich, the famous Belarusian author, is known to have written many books. The title of one of them was explained by the author in the preface. Scan an important extract and guess how the book was entitled. Do you agree with the title?

“It is spring now. Spreading the white sails of their wings, the storks are flying over our motherland. There are thousands upon thousands of them – who can tell how many? One can see them on roof-tops of farmers’ huts and trees, on the columns of old ruined palaces and pillars of chapels standing amidst freshly green fields of rye. Their nests are everywhere.

Therefore it seems to me that on such days – and not only these – our land may be called the land beneath the white wings. So, dear reader, don't be surprised at the strange-sounding title of the book you are holding in your hands. In a way, the stork is a symbol of *our* country. There are storks elsewhere in other lands, of course, like Danish storks glorified by Andersen. However, storks are very rare to the east of Byelorussia, except for Central Asia. One may even wonder who brings babies to people's homes there ...”

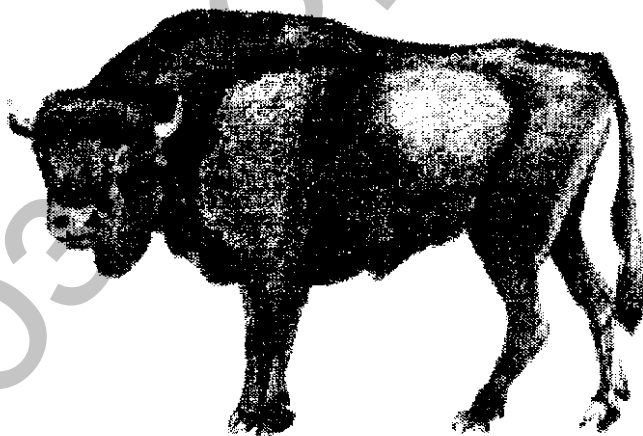
b) Belarus was named the “white stork shore” by the poet R. Borodulin. One cannot agree more with this poetic description. The white stork is considered to be a symbol of peace and happy household. What else do you think it means to us, citizens of Belarus?



The stork

- symbolizes ...
- typifies ...
- represents ...
- tells of...
- portrays ...
- conveys the idea of ...

Exercise 7. Wisents (European bison) are other native Belarusian symbols. Do you think the wisent can be described as any of the following?



- | | | | | |
|------------|----------|---------|------------|-----------------|
| • metaphor | • emblem | • token | • sign | • coat of arms |
| • hallmark | • symbol | • image | • portrait | • visiting card |

Model: The wisent is known as a symbol of great strength and power. In the animal kingdom, the wisent is king, no less. That's why...

Exercise 8. Answer the following questions:

1. What are the Belarusian national symbols?
2. What is represented on the national emblem?
3. Describe the national flag.

4. Do you know the words of the national anthem?
5. Describe the national costume.
6. Do you know any other national symbols of Belarus?
7. What are the Belarusian national holidays? When do we celebrate them?

Text 2

Exercise 1. Read the words and word combinations, practise their pronunciation and pay attention to their meaning:

Proper Names

Napoleon [nə'pəʊliən]
 the Art Museum – художественный музей
 the Exhibition Hall – выставочный зал
 the Grand Duchy ['grænd 'dʌtʃɪ] of Lithuania (GDL) – Великое княжество Литовское
 the Local Lore [lɔ:] Museum – местный краеведческий музей
 the Magdeburg Code of Law – магдебургское право
 the Museum of Applied Arts – музей прикладного искусства
 the Polatsk Principality [ˌprɪnsɪ'pælɪtɪ] – Полоцкое княжество
 the Regional Executive Committee [kə'mɪtɪ] – областной исполнительный комитет
 the Varangians [və'rændʒɪənz] – варяги
 the Town hall – ратуша

Words and Word Combinations

aura ['ɔ:rə] – аура, атмосфера
 beneficial [ˌbenɪ'fɪʃl] – благотворный
 cornflower ['kɔ:nflaʊə] – синий василек
 cradle ['kreɪdl] – колыбель, истоки
 detachment [dɪ'tætʃmənt] – отряд войск
 fortress ['fɔ:trɪs] – крепость
 inscription [ɪn'skrɪpʃən] – надпись, посвящение
 joint venture ['dʒɔɪnt 'ventʃə] – совместное предприятие
 joint-stock ['dʒɔɪntstɒk] company – акционерное общество
 merchant ['mæ:tʃənt] – купец; коммерческий
 partisan [ˌpɑ:tɪ'zæn] – партизан
 repertoire ['repətwa:] – репертуар
 snow-flake ['snəʊfleɪk] – снежинка
 spear [spɪə] – копье
 to subdue [səb'dju:] – подчинять, покорять
 troops [tru:ps] – войска
 warrior ['wɒrɪə] – воин, боец

Exercise 2. Read the following text:

MY NATIVE TOWN

A native place is the only place of all the cities and towns where we feel peaceful and comfortable. Vitebsk is a Belarusian city situated in the north-east of Belarus in the land of glacier lakes on the picturesque banks of the three rivers: the Zapadnaya Dvina River, the Vitba and the Luchesa River. Vitebsk is not very large, with the population of about 341,000 people. Vitebsk has taken its name from the river Vitba as it was founded on the high banks of the Vitba where it flows into the Dvina River. Vitebsk is an ancient city though it looks rather modern nowadays. It is considered to be an important cultural centre. Some people even call it the Northern Star of Belarus.

Vitebsk is one of the oldest settlements in Europe. According to ancient scripts Vitebsk was founded in 974 by Princess Olga of Kiev after a successful campaign against the Baltic tribe. But the first information about the town in chronicles was in 1021, when Yaroslav the Wise of Kiev gave it to Bryachislav Ezyaslavovitch, Duke of Polotsk.

It had sprung up on a busy road "from Varangians to Greeks" and stood witness to a great number of glorious events and heroic deeds. Since early times the town had been known as a "warrior". So it is not by chance that its ancient emblem featured a horseman holding a spear and a shield.

Vitebsk was an important fortress and merchant center at the north-eastern border of the Polatsk Principality and later of the Grand Duchy of Lithuania (GDL); a famous medieval state which became the cradle of Belarusians and Lithuanians. Vitebsk was included into the GDL in 1320 and its citizens obtained some merchant privileges and self-government. In 1597 Vitebsk was granted the Magdeburg Code of Law.

During the Napoleon campaign in Russia (1812) Vitebsk noblemen supported Frenchmen because the latter promised to restore self-government in the former Polish-Lithuanian Kingdom, but Belarusian peasants were mobilized by the Russian army. In 1812 Vitebsk was burned down again. After the war the citizens of Vitebsk erected the monument on the Uspensky Hill to honour the memory of the victory in 1812 battles.

The World War II was a very serious trial for Vitebsk people. The Soviet Army soldiers and people's voluntary detachments did their best to save the town. It was captured by Hitler's invaders but never subdued. On June 26, 1944 the Red Army troops cleared the town of fascist occupants. It was completely ruined and only 118 residents survived from about 170 000 of the population before the war. Since then every year Vitebsk people have celebrated this date. Only at the end of the 60s the population of Vitebsk achieved the level of 1939.

Throughout centuries Vitebsk suffered much from aggressive wars. During its long history the town faced many defeats and victories, many times it was entirely burnt down, but it preserved its rich traditions and irresistible charm.

Today it is a modern town with many tourist attractions, wide streets and avenues lined with trees, comfortable residential quarters and up-to-date administrative buildings, with the Regional Library and its new Palace of Sports.

Vitebsk is really a place of cultural interest. Many outstanding people and men of achievements were born and began their creative activity here. Among them there are such world famous artists as M. Chagall, K. Malevich, Y. Pen, the prominent musician I. Sollertinsky and many others. The famous Russian painter I. Repin lived and worked near Vitebsk during some years at the end of the 19th century. Some of his works are displayed at the Vitebsk Art Museum.

The cultural traditions of the town are in constant progress. Vitebsk has become a place of different international festivals. Every summer since July, 15, 1992 the town has been the host of the Slavyansky Bazar International Art Festival (Slavonic Bazaar). For 5–6 days it gathers hundreds of musicians from all around the world who sing songs in Slavic languages. It is popular with singers and pop music groups, to say nothing of the audience. And its popularity is constantly growing – more and more countries are represented at the festival every year. The main concert ground of the festival is the Summer Amphitheatre of Vitebsk. The programme of the festival is rather diverse. It includes concerts of pop stars, a film festival, a children's musical contest, art and photo exhibitions, the holiday of fashion, crafts events and the International contest of beauty "Miss Slavyanka". The programme is getting more extensive every year. The festival, which attracts thousands of tourists, is a major event in the city's life and a special pride of its inhabitants. It is widely broadcast on TV. Belarusian, Russian and foreign television channels and journalists cover this event regularly. The Festival was recognized as a member of the International Federation of Festival Organizations. Its emblem, the cornflower, is easily recognized by millions of people.

In winter we have the annual Ivan Sollertinsky International Music Festival. The lovers of classic music have a wonderful opportunity to enjoy it. Then, for some years running, Vitebsk is the host of International Festival of Modern Choreography. The festival grows in popularity and a lot of famous dance groups come to Vitebsk to participate in it. Every year we have the "Vitebsk Snow-flake" Championship of Sport Dances. Vitebsk dance clubs Mozaika and Fest are usual participants. There are also festivals of Bard Songs and "Students' Spring" Festivals that are held every year.

Vitebsk is the native land of Mark Chagall, the world famous artist, who died in Paris but always dreamed about Vitebsk. He was inspired by his native town, which he often depicted in his works. By his pictures Mark Chagall made Vitebsk world-famous. We have the Mark Chagall Museum and the Mark Chagall Centre here. In January 1991, Vitebsk celebrated the first Marc Chagall Festival. In June 1992, a monument to Chagall was erected in his native Pokrovskaya Street and a memorial inscription placed on the wall of his house.

Actually people can amuse themselves all the year round in the city of Vitebsk. Our guests may be recommended to visit the National Academic Drama Theatre named after Yakub Kolas. It has gained its popularity not only here but in other cities and countries as well. The repertoire of the theatre contains plays of modern and classical authors; the actors are highly appreciated as well, too. You can enjoy a concert at our Philharmonic. The performances at the Lyalka Puppet Theatre are enjoyed by both children and their parents.

If you have decided to go on sightseeing, you can start with architectural monuments of the 19th century – the building of the present Regional Executive Committee in Gogol Street and of the Art Museum in Freedom Square. The building of the Town hall with a clock-tower is an architectural monument of the end of the 18th century. It has been restored and looks nice. It houses our Local Lore Museum, the exhibits of which are connected with the history of this region. The historical and cultural heritage of Vitebsk is immensely rich in names and events. In Freedom Square you will find the Museum of Applied Arts rich in very interesting exhibits. We also have the Museum of Minay Shmiryov, one of the organizers of the heroic struggle of Belarusian partisans during the Great Patriotic War.

Vitebsk can be justly called a town of students. We have four state higher schools here – one academy and three universities. Vitebsk State University trains schoolteachers of all subjects, lawyers, psychologists, sociologists, museum specialists and tourist guides. Vitebsk Technology University trains technologists, economists, designers and engineer-mechanics. The Academy of Veterinary Medicine trains future vets and zoo technicians. The graduates of the Medical State University are pharmacutists and doctors of all specialities. The teaching staff of this University is highly qualified and international conferences are often held there. There are also branches of some non-state higher schools in Vitebsk.

Vitebsk is a large industrial centre. There are over 60 enterprises that produce furniture, TV-sets, radio-sets, watches, machine-tools, carpets, textiles, knitwear, footwear, clothes, food and a lot of other goods. Most of the enterprises are state-owned. But there are a lot of joint-stock companies and joint ventures.

At present Vitebsk is a typical modern town with numerous educational establishments and offices, high buildings and crowded streets. Vitebsk is said to have some specific aura that is supposed to be very beneficial for arts. Maybe it is thanks to the fact that there are so many artists in our town. The inhabitants of the town are friendly and hospitable and they are always eager to show respect for people who come to visit it.

Exercise 3. Match the words that have the same meaning:

- | | |
|-----------------|--------------------|
| 1. ancient | a) picture |
| 2. numerous | b) glamour |
| 3. charm | c) development |
| 4. progress | d) very old |
| 5. crowded | e) large in number |
| 6. inhabitant | f) resident |
| 7. to spring up | g) full of people |
| 8. creative | h) appear |
| 9. picturesque | i) productive |
| 10. glorious | j) colourful |
| 11. cradle | k) magnificent |
| 12. be known as | l) beginning |
| 13. to depict | m) be famous for |

Exercise 4. Find a suitable definition for each word:

- | | |
|----------------|---------------------------------------------------------|
| 1. fortress | • failure to win a war; |
| 2. nobleman | • a building that has been strengthened against attack; |
| 3. victory | • success in a war; |
| 4. cradle | • a farmer who owns or rents a small piece of land; |
| 5. repertoire | • a person belonging to a high social class; |
| 6. inscription | • words written or cut in metal or stone; |
| 7. peasant | • the place where something began; |
| 8. defeat | • all the plays that are performed in a theatre. |

Exercise 5. Match the nouns with the adjectives to form word combinations from the text and translate them into Russian:

- | | |
|----------------|-------------------|
| 1) activity | a) administrative |
| 2) attractions | b) aggressive |
| 3) banks | c) ancient |
| 4) buildings | d) architectural |

- 5) campaign
- 6) city
- 7) conferences
- 8) establishments
- 9) lakes
- 10) monuments
- 11) musician
- 12) occupants
- 13) people
- 14) progress
- 15) wars

- e) constant
- f) creative
- g) educational
- h) fascist
- i) glacier
- j) international
- k) outstanding
- l) picturesque
- m) prominent
- n) successful
- o) tourist

Exercise 6. Give the English equivalents from the text to the following word combinations:

родной город;
неотразимое очарование;
серьезное испытание;
освободить город от;
достичь уровня;
в постоянном развитии;

международный фестиваль;
классическая музыка;
промышленные предприятия;
образовательные учреждения;
гостеприимные жители;
высоко ценить, оценивать.

Exercise 7. Give the Russian equivalents to the following word combinations from the text. Reproduce the context:

ancient scripts;
crowded streets;
cultural heritage;
extensive programme;
glorious event;
heroic struggle;
joint-stock company;

memorial inscription;
modern choreography;
oldest settlement;
residential quarters;
specific aura;
state-owned enterprise;
voluntary detachment.

Exercise 8. Complete the sentences according to the text:

1. Vitebsk was founded in ... by
2. Vitebsk had sprung up on a busy road "from Varangians to ...".
3. It was included in the ... in 1320.
4. ..., the world famous artist who depicted Vitebsk in his works, died in ... in Paris.
5. Vitebsk is often called a cultural ... of the republic, as different international festivals and events are held there.
6. It gave ... to many talented people.

7. Vitebsk has many tourist
8. During its long history the town faced many ... and
9. The inhabitants of the town are ... and
10. Vitebsk has a industry.
11. The National Academic Drama Theatre named after is also worth mentioning.
12. Vitebsk has become a place of different ... festivals.
13. Throughout centuries Vitebsk suffered much from
14. The cultural traditions of the town are in constant
15. ... is a major event in the city's life.

Exercise 9. Say whether the statements are true or false according to the text:

1. Our city is old because it was founded more than 1000 years ago.
2. The Svisloch River with its wide banks adds to the beauty of the town.
3. Tourists can see famous places of interest here: cinemas, concert halls, museums and, of course, the National Academic Drama Theatre named after Y. Kupala.
4. There are many industrial enterprises in Vitebsk which produce: tractors, electric motors, refrigerators and other goods.
5. Vitebsk is a town where you can find hospitable and friendly inhabitants.
6. Vitebsk was founded in 1021 by Yaroslav the Wise.
7. Its ancient emblem featured a warrior holding a sword.
8. During the Napoleon campaign Vitebsk noblemen supported Frenchmen.
9. On the June 26, 1944 Hitler's invaders subdued Vitebsk.
10. Chagall, Malevich, Pen are world famous artists who were born and began their creative activity here.
11. K. Malevich lived and worked near Vitebsk during some years at the end of the 19th century.
12. In June 1992, a monument to Y. Pen was erected in his native Smolenskaya Street.
13. Vitebsk holds the Slavyansky Bazar International Art Festival.
14. When the war ended only 1118 people survived.
15. At the end of the 60s the population of Vitebsk achieved the level of 1939.

Exercise 10. Fill in the necessary prepositions:

1. Vitebsk has taken its name ... the river Vitba as it was founded ... the high banks ... the Vitba where it flows ... the Dvina River.

2. ... the war the citizens of Vitebsk erected the monument ... the Uspensky Hill to honour the memory ... the victory ... 1812 battles.
3. The National Academic Drama Theatre named ... Yakub Kolas is also worth mentioning.
4. Vitebsk is a Belarusian city situated the north-east of Belarus ... the land of glacier lakes the picturesque banks of the 3 rivers.
5. Chagall was inspired his native town of Vitebsk, which he often depicted ... his works. ... June 1992, a monument ... Chagall was erected ... his native Pokrovskaya Street and a memorial inscription placed ... the wall of his house.
6. The old centre of the town the clock tower and narrow streets appeal ... tourists most of all.
7. The Slavyansky Bazar gathers hundreds of musicians all the world who sing songs ... Slavic languages. It is popular ... singers and pop music groups, to say nothing ... the audience.
8. The famous Russian painter Iliya Repin lived and worked ... Vitebsk ... some years ... the end of the 19th century.
9. Vitebsk was completely ruined and only 118 residents survived ... about 170,000 ... the population ... the war.
10. The International Festival of Modern Choreography grows ... popularity and a lot of famous dance groups come ... Vitebsk to participate ... it.

Exercise 11. Make up sentences out of the following words:

1. Was / Mark / the / land / Vitebsk / native / Chagall / the / of / world / artist / famous /
2. Up / Vitebsk / had / on / busy / sprung / a / to / Varangians / Greeks / from /
3. Began / were born / many talented people / and / their / men of achievements / here / creative / and / activity.
4. In / the / are / constant / the / of / town / progress / traditions / cultural.
5. Banks / the / river / beauty / the / of / the town / the / its / Dvina / adds / with / picturesque.
6. Contains / the / modern / the / authors / repertoire / classical / and / the / plays / of / theatre / of.
7. Vitebsk / tourist / has / the / clock / tower / many / narrow / Hill / Uspenskaya / attractions / streets /

Exercise 12. Speak on the past of Vitebsk using the following phrases:

to achieve the level;
to be captured by;

to face defeats and victories;
to preserve traditions;

to be completely ruined;
to be entirely burnt down;
to be founded;
to be granted;
to clear the town of;
to do best;

to spring up;
to stand witness to;
to suffer from;
to survive;
to take a name from;
to subdue.

Exercise 13. Answer the questions:

1. When and by whom was Vitebsk founded?
2. Where is Vitebsk situated?
3. When was Vitebsk included into the GDL?
4. What wars from which Vitebsk suffered can you name?
5. What tourist attractions do you know?
6. Vitebsk is a place of cultural interest, isn't it?
7. What talented people were born in Vitebsk?
8. Do you agree that Vitebsk has a highly developed industry?
9. What is a major event in the city's life?
10. Do you agree that Vitebsk is a typical modern town with cultural traditions that are in constant progress?

Exercise 14. Translate the sentences into English:

1. Город Витебск получил свое название от реки Витьбы, на берегах которой он был основан.
2. Витебск расположен на северо-востоке Беларуси на живописных берегах трех рек: Западной Двины, Витьбы и Лучесы.
3. Согласно древним рукописям Витебск был основан в 974 году княгиней Ольгой и является одним из самых старых поселений в Европе.
4. На древнем гербе Витебска изображен всадник, держащий копье и щит.
5. Многие талантливые люди и такие известные художники как Шагал, Малевич и Пен родились и начали свою творческую деятельность здесь.
6. Витебск является высокоразвитым центром с многочисленными индустриальными предприятиями, которые производят телевизоры, часы и другие товары.
7. В Витебске проводится «Славянский базар» – музыкальный фестиваль, который собирает сотни артистов и туристов со всего мира.
8. Символ «Славянского базара» – голубой василек – легко узнается миллионами людей.

9. Жители города – дружелюбные и гостеприимные люди, которые всегда стремятся показать уважение к гостям.
10. Витебский драматический театр имени Я. Коласа стал популярным не только здесь, но и в других странах мира.

Exercise 15. Make up a booklet entitled “My Native Place”.

- In groups work out a design of the booklet.
- Make a discussion on the format of the edition.
- Find necessary artifacts reflecting various aspects of the city’s life and its cultural heritage (reproductions, photos, etc.).
- Compile all the information and organize it properly.
- Present the booklet effectively.

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