

АНГЛИЙСКИЙ ЯЗЫК

*Пособие для факультативных
занятий по развитию устной
и письменной речи. 10 класс*

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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 10-м классе общеобразовательной школы.

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.

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ПРЕДИСЛОВИЕ

Изучение иностранного языка как средства общения в контексте диалога национальных культур и в сочетании с овладением иноязычными навыками и умениями в процессе самообразовательной и познавательной деятельности обуславливает высокую академическую, культурологическую и практическую значимость предмета.

Основные задачи обучения иностранному языку в средней школе состоят в создании условий для формирования у учащихся готовности пользоваться изучаемым языком в последующей образовательной и трудовой деятельности, в создании возможностей для преемственности и взаимосвязи этапов процесса овладения иностранным языком с учетом образовательных запросов, потребностей и профессиональных намерений учащихся.

В этой связи данное учебное пособие предназначено для факультативного курса изучения английского языка, направленного на развитие умений изучающего и ознакомительного чтения, а также монологической и диалогической речи в 10-ом классе общеобразовательной школы. Пособие 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 методологических ориентиров:

- всесторонний учет взаимосвязей *языка – мышления – культуры*;
- 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) уметь 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 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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Unit 1. ABOUT MYSELF AND MY FAMILY

(A) ABOUT MYSELF

I. Topical Vocabulary

A. Nouns

- complexion [kəm 'plekS(ə)n] – цвет лица
- delight [dɪ 'laɪt] – удовольствие, наслаждение
- dimples ['dɪmplz] – ямочки на щеках
- eyelashes ['aɪləʃɪz] – ресницы
- feature ['fi:tʃə] – черта, свойство
- freckles ['freklz] – веснушки
- hairstyle ['hɛstɑɪl] – причёска
- height [haɪt] – рост
- wrinkles ['rɪŋklz] – морщины

B. Adjectives

- attractive [ə 'træktɪv] – привлекательный
- average ['æv(ə)rɪdʒ] – средний, среднестатистический
- awful ['ʌfʊl] – ужасный
- broad-shouldered ['brɒd 'ʃəʊldəd] – широкоплечий
- cheerful ['tʃɪəfʊl] – весёлый, радостный
- close [kləʊs] – близкий
- elderly ['eld(ə)li] – пожилой
- fat [fæt] – толстый, упитанный
- helpful ['helpfʊl] – готовый помочь
- just [dʒʌst] – справедливый
- loving ['lʌvɪŋ] – любящий
- middle-aged ['mɪdl 'eɪdʒd] – средних лет
- plain [pleɪn] – непривлекательный, неброский
- plump [plʌmp] – полный, пухлый
- reliable [rɪ 'laɪəbl̩] – надёжный
- rude [ru:d] – грубый
- self-possessed ['self pə 'zest] – сдержанный, спокойный
- short [ʃɔ:t] – низкий, невысокий
- shortish ['ʃɔ:tɪʃ] – довольно низкий
- slender ['slendə] – стройный
- slim [slɪm] – стройный, тонкий, худой

- sociable ['səʊsəbl] – общительный
- stubborn ['stʌbən] – упрямый
- tall [tɒl] – высокий
- tallish ['tɒlɪʃ] – довольно высокий
- thin [tɪn] – худой, худощавый
- well-built ['wel 'bɪlt] – крепкий; хорошо сложенный (о человеке)

Word Combinations

dark [dɜ:k]	}	hair	тёмные
fair [fɛə]			светлые
died [daɪd]			окрашенные волосы
curly ['kɜ:li]			кудрявые
straight [streɪt]			прямые
neat [ni:t]	}	hairstyle	аккуратная причёска
untidy [ʌn 'taɪdi]			растрёпанная причёска
thin [tɪn]	}	lips	тонкие губы
full [fʊl]			полные губы
thin [tɪn]	}	face	узкое
long [lɒŋ]			продолговатое
round [raʊnd]			круглое лицо
oval ['əʊv(ə)l]			овальное
square [skwɛə]			прямоугольное
heart-shaped ['hɜ:t 'seɪpt]			сердцевидное
straight [streɪt]	}	nose	прямой
turned-up ['tɜ:ndʌp]			вздёрнутый нос
long [lɒŋ]			длинный
long [lɒŋ]	}	eyelashes	длинные
short [sɔ:t]			короткие ресницы
bushy ['bʊʃi]			пушистые
curving ['kɜ:vɪŋ]			изогнутые
pale [peɪl]	}	complexion	бледный
fair [fɛə]			светлый цвет лица
tanned [tænd]			смуглый, загорелый

regular ['regjʊlə]

правильные черты лица

irregular [ɪ'regjʊlə]

features

неправильные черты лица

C. Verbs and expressions

- to have a look at something / somebody from aside – смотреть на что-либо / кого-либо со стороны
- to be of a very powerful build – быть крепкого телосложения
- to deal [dɪl] with something / somebody – иметь дело с чем-либо / кем-либо
- to broaden ['brɔːdn] one's outlook ['aʊtlʊk] – расширять свой кругозор
- to be keen [ki:n] on something – увлекаться чем-либо
- to lose one's temper ['tempə] – терять самообладание, выходить из себя
- to have a grudge [grʌdʒ] against somebody – иметь зуб против кого-л, неприязнь к кому-либо
- to envy ['envɪ] – завидовать
- to be good at something – быть способным к чему-либо, уметь хорошо делать что-либо
- to be of a medium ['mɪdɪəm] height [haɪt] – быть среднего роста

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

slenderstubbornsquarecomplexioneyelashesfrecklesenvyheightwrinklesbushyoval

Exercise 2. Correct the mistakes in the following words:

broad-sholdered, stubborn, cherful, died hair, hard-shaped face, taned complecion, frekles, to be of a medium hight, to brooden one's outlook, to envi, medium-aged, relayable, turned off nose.

Exercise 3. Fill in the blanks with the proper words from the box:

<i>eyelashes</i>	<i>fair</i>	<i>fat</i>	<i>features</i>	<i>make-up</i>
<i>age</i>	<i>plain</i>	<i>plump</i>	<i>complexion</i>	
<i>slender</i>				

She was a woman of thirty-seven, looking her (1) ____, rather tall, and (2) ____ without being (3) _____. She liked to tell everybody how (4) ____ she was at the age of seventeen. She was not pretty. Though she had irregular (5) ____, her face was attractive because of her kind blue eyes with long curving (6) _____. Her (7) ____ was very pale and her nose was turned up. Her (8) ____ hair was elaborately dressed. She was the only woman out of three whose face was free of (9) ____ and by contrast with the others she

seemed quite (10) ____.

Exercise 4. Combine the words from two columns to make up sentences:

My elder brother is	a grudge against anybody.
Mike's father is reserved and he never loses	their outlook.
I am	good at English.
My mother is very kind and she never has	of a very powerful build.
His brothers are	his temper.
Pupils read a lot because it helps to broaden	of a medium height.

Exercise 5. Distribute the following adjectives and verbs into appropriate columns. Explain your choice.

I'd like to be...	I wouldn't like to be...
Thin, awful, cheerful, diligent, frank, helpful, loving, reliable, reserved, self-possessed, sociable, stubborn, rude, just, plain, fat, slender, neat, untidy, well-built, broad-shouldered, plump, slim.	

II. Reading

Exercise 1. Read the words and try to guess what they mean:

shortsighted [ˈʃɔːtˈsaɪtɪd]
delicate [ˈdelɪkət]
hardworking [ˈhɑːdˈweɪkɪŋ]
honesty [ˈɒnəstɪ]
kindness [ˈkaɪndnəs]
justice [ˈdʒʌstɪs]
aggressive [əˈɡresɪv]
teenager [ˈtiːneɪɡə]

About Myself

Read the pupils' stories about themselves and say which of them you like most. Explain your choice.

A. From the very start I should say that it's not an easy thing to speak about yourself as it's hard to have a look at yourself from aside, but at the same time who knows you better than you yourself do? So to begin, with I should say that my name is Michael. I am a boy of sixteen with dark hair and blue eyes. I am fairly tall, about 180 centimeters tall, but not of a very powerful build. I am shortsighted and I have to wear glasses most of the time.

I was born on the 25th of April 1986 in Minsk where I live now together with my parents and my younger sister. My early years, which I don't remember well, were typical of a child living in a city, but unlike most other small children I was not sent to a kindergarten because of my delicate health. So I stayed at home with my mother.

At the age of 7 I went to school. I studied at the same school for 11 years. In senior classes my favourite subjects were Russian literature, English, Biology, Art and Music. And I think I was rather good at those subjects. Besides learning school subjects I did karate, attended a sports club and did a bit of photography. I was also a member of the school literary club and wrote stories and poems for our school newspaper. All these things were interesting to me.

About a month ago I passed my final exams at school. My marks were excellent in all the subjects and I got a golden medal. We had a wonderful farewell party at the end of June and I said good-bye to my teachers and classmates. I faced a new life without school with a mixed feeling of sadness and joy. School meant a lot to me as it wasn't just learning and studying. I made good friends there and met many interesting people.

I asked myself a lot of times what I wanted to do when I left school. A few years ago it was difficult for me to give a definite answer. As the years passed I changed my mind several times. It was only in my last year at school that I finally made up my mind as to what profession I would most like to have in the future. I realized that my strongest desire was to continue specializing in humanities and learn foreign languages in particular.

Now a few words about my character and interests. My friends say that I'm a sociable and honest kind of a person, helpful and cheerful. But my parents and my teachers sometimes say that I am not hard-working enough, and that sometimes I am stubborn and hard to deal with, but I don't think I am. I often lose my temper but never have a grudge against anybody. My favourite occupation is playing the guitar, reading and going to the theatre. I am fond of sport as well. Of late I have hardly had any time to do it since I have been extremely busy preparing for the entrance exams to the university. Of course I would be more than happy if I did well and my dream came true. That's all I can say about myself.

B. My name is Kate. I have turned 17 this year and I am a school leaver, which is both sad and exciting. I have said goodbye to my classmates and teachers and now I am trying my luck to enter the university...

When I look at myself in the mirror I see a blond teenager with short straight hair, dark eyes and a slender figure. I have a turned-up nose and bushy eyelashes. I have to wear high-heeled shoes all the time as I am shortish, slightly over 160 centimeters in height. I always envy tall girls, to say nothing of top models.

I am not an only child in the family. I have an elder sister, Lena by name, who is a university graduate. I was born in a family of a military man and a doctor. My family had to move from one place to another several times and I was sent to a kindergarten at the age of three as both parents were working. I changed three schools in different places. I had a lucky chance to study for six years at an English specialized school in Vitebsk. It turned out to be the best school I had attended. There I got a proper training in such subjects as English, German, Russian and Belarusian literature and world culture. I usually did a lot of home preparation for them and I liked everything I was doing. I really tried hard at school. But despite my efforts I was not good at Maths and Chemistry.

For me school was not only lessons and learning. I had a lot of friends there. We organized out-of-class activities such as, for example, debate clubs. We worked out our own inter-school regulations of behaviour at school, held parties and friendly get-togethers. I actively participated in all social activities.

I am a sociable person, so I've got a lot of friends among my schoolmates. I appreciate people's honesty, kindness, sense of justice and intelligence. I don't like it when people are rude and aggressive. I'm stubborn at times. But, to my mind, being persistent and stubborn is not always a bad thing. It also means that I do everything possible to achieve my aim; I never leave things half-done.

At times I feel dissatisfied with myself, especially when I fail to do something or can't do things the way they should be done. At the same time I think I am hard-working and diligent. My greatest problem at school was talking in front of the class. I always blushed and went red.

I haven't got any special hobby, like collecting something, but I'm fond of reading books. They give me more knowledge of other people's lives and feelings and broaden my outlook.

And of course, I like music! I am fond of the music of the 60-s, like the Beatles, the Rolling Stones and Elvis Presley. The songs of the Beatles give me much delight and pleasure. Besides I'm a great theatre-goer. Whenever I have some time to spare, I go to the theatre. I am not keen on television, I don't watch it much. That's all I can say about myself.

Exercise 2. Mark the sentences as true or false:

1. Michael supposes that it's an easy thing to speak about oneself.
2. Michael is tall and of a very powerful build.
3. He was also a member of the school literary club and wrote stories and poems for a school newspaper.

4. His favourite occupation is playing the guitar, reading and going to the theatre.
5. Kate is a blond teenager with long curly hair, green eyes and a slender figure.
6. She has a turned-up nose and bushy eyelashes.
7. She appreciates people's honesty, kindness, sense of justice and intelligence.
8. Kate believes it's a good thing to be persistent and stubborn.
9. Her greatest problem at school was talking in front of the class.

Exercise 3. Fill in the gaps with suitable prepositions if necessary:

1. It's not an easy thing to speak about oneself as it's hard to have a look ___ yourself from aside.
2. I am fairly tall, about 180 centimeters tall, but not ___ a very powerful build.
3. I was also a member ___ the school literary club and wrote stories and poems ___ our school newspaper.
4. Sometimes I am stubborn and hard to deal ___.
5. I often lose my temper but never have a grudge ___ anybody.
6. I am a sociable person, so I've got a lot of friends ___ my schoolmates.
7. I'm stubborn ___ times.
8. I feel dissatisfied ___ myself, especially when I fail to do something or can't do things the way they should be done.
9. I haven't got any special hobby, I am not keen ___ television, but I'm fond ___ reading books.
10. Books give me more knowledge ___ other people's lives and feelings and broaden ___ my outlook.

Exercise 4. Replace the words in Russian by their English equivalents:

1. I am *близорукий* and I have to wear glasses most of the time.
2. Besides learning school subjects I did karate, *посещал* a sports club and did a bit of photography.
3. It was only in my last year at school that I finally *решил* as to what profession I would most like to have in the future.
4. My friends say that I'm a *общительный* and *честный* kind of a person, helpful and *весёлый*.
5. I often *выхожу из себя* but never *не держу зла на кого-либо*.
6. When I look at myself in the mirror I see a blond teenager with *короткими прямыми* hair, dark eyes and a *стройной* figure.
7. I don't like it when people are *грубы* and *агрессивны*.
8. It also means that I do everything possible to *достичь своей цели* and I never leave things half-done.

9. At the same time I think I am *трудолюбивый* and *прилежный*.

Exercise 5. Answer the following questions:

1. What are your good habits?
2. What bad habits do you want to get rid of?
3. How do you behave if you are sure that you are right and your partner is wrong?
4. On what occasions do you cry or lose your temper?
5. Do you think that one's appearance (for example the way one wears his/her hair or clothes) speaks for his/her personality?
6. What things make you angry with somebody or sorry for somebody?
7. Are you more keen on sports or music (reading, dancing)?
8. Do you make friends easily?
9. Are you on friendly terms with all your classmates?
10. What qualities do you value in people most of all?
11. What talents do you have?
12. Is it necessary for a person to have a hobby?
13. What do your parents usually praise you for?
14. What is more important for you in the future: a good career or a quiet family life?
15. What things make people happy?

III. Speech Practice

Exercise 1. Imagine that you have won a special program and in summer you are going to spend 3 weeks in London in the family of a British schoolboy/schoolgirl. Prepare a short voice message to describe your appearance, character and interests.

Exercise 2. Describe your group mate (both his/her appearance and character) and let the group guess who this person is.

Exercise 3. Complete the dialogue:

Mike: Hello! Haven't seen you for ages! How are you?

Paul: And how are you?

Mike:

Paul: You know, we are planning to go hiking next Sunday. Would you like to join us?

Mike: It's an excellent idea! May I take my friend Peter with us? He's keen on hiking.

Paul: That would be great! But is he reliable? What are his traits of character?

Mike:.....

Paul: He seems to be good company! Is Peter the tallish boy with dark curly hair, a turned-up nose and freckles that you told me about?

Mike: No,..... Peter is

Paul: So, it'll be four of us: you, your friend Peter, my cousin and me.

Mike: Oh! I didn't know that your cousin is fond of hiking!

Paul: Yes, he is. And he is also fond of

Mike: As far as I remember your cousin loses his temper very quickly.

Paul: No, it's about my cousin Bob, and John is

Mike: Then I'm sure we'll have a great time! See you on Sunday.

IV. Supplement

Useful Vocabulary

to apply [ə 'plai] for a job – подавать заявление о приеме на работу

cautious ['kLSəs] – осторожный, осмотрительный

crafts [krRfts] – ремесла

to flatter ['flætə] – льстить

fussy ['fAsI] – суетливый, привередливый

to get along with smb – ладить с кем-либо

to get irritated – раздражаться

ornament ['Lnəmənt] – украшение, аксессуар

Quiz “What is your character?”

Self-value depends not only on one's appearance, but also on one's character. Answer the following questions and then read about your type. Discuss the results with the group.

1. You have your own point of view.

Yes..... go to number 2

No..... go to number 8

2. You prefer a star-shaped to a heart-shaped necklace.

Yes..... go to number 3

No..... go to number 9

3. You are not interested in dolls or robots.

Yes.....go to number 4

No..... go to number 11

4. You have little interest in Chinese traditional clothes.

Yes..... go to number 5

No..... go to number 11

5. You have red clothes in your wardrobe.

Yes..... go to number 6
No..... go to number 12
6. You would like to apply for a job which requires experience.
Yes..... go to number 7
No..... go to number 13
7. Your friends like to get along with you because you are a reliable person.
Yes..... [Type A](#)
No..... [Type B](#)
8. You have short hair.
Yes.....go to number 2
No.....go to number 15
9. You think your complexion is not fair enough.
Yes..... go to number 3
No.....go to number 16
10. Which kind of flowers do you like most?
A. sunflower go to number 14
B. wild chrysanthemum..... go to number 11
11. You are a diligent student.
Yes.....go to number 5
No.....go to number 17
12. You have no interest in crafts.
Yes..... go to number 6
No.....go to number 18
13. You are a sociable and friendly person.
Yes..... go to number 7
No.....go to number 19
14. You don't mind spending a lot of time with a group of people of the opposite sex.
Yes..... [Type A](#)
No.....go to number 20
15. You would choose sports as your major extra-curricular activities.
Yes.....go to number 9
No.....go to number 21
16. You are fond of maths and science subjects.
Yes..... go to number 10
No.....go to number 22
17. You like orange more than red.
Yes..... go to number 12
No.....go to number 24
18. You like mountains more than oceans.
Yes.....go to number 13
No.....go to number 25
19. Whenever someone is better than you at something, you get irritated

and uncomfortable.

Yes.....go to number 14

No.....go to number 26

20. You don't mind talking and laughing loudly in public.

Yes.....[Type B](#)

No.....[Type C](#)

21. You always tidy up your own room.

Yes.....go to number 16

No.....go to number 28

22. You like watching TV programs related to sports.

Yes..... go to number 23

No.....go to number 29

23. You think pure friendship can't exist between opposite sexes.

Yes..... go to number 10

No.....go to number 17

24. You would like to learn cooking.

Yes..... go to number 18

No.....go to number 31

25. You have a lot of interest in the Internet.

Yes..... go to number 19

No.....go to number 32

26. What kind of persons do you value most?

A. Sporty.....go to number 20

B. Serious.....go to number 39

27. You would like to wear clothes which are specially designed to impress others.

Yes.....[Type B](#)

No.....[Type D](#)

28. You like dogs more than cats.

Yes.....go to number 22

No.....go to number 34

29. You usually carry perfume when you go out.

Yes.....go to number 30

No.....go to number 35

30. You like the moon more than the sun.

Yes..... go to number 23

No.....go to number 24

31. You change your hairstyle frequently.

Yes..... go to number 25

No.....go to number 37

32. Serving others makes you busy.

Yes.....go to number 26

No.....go to number 38

33. Your hair is always untidy.

Yes..... [Type C](#)

No.....go to number 27

34. You are afraid of cooking.

Yes.....go to number 29

No.....go to number 35

35. You have quite a lot of ornaments.

Yes.....go to number 36

No.....go to number 37

36. You like shopping during holidays.

Yes..... go to number 37

No.....go to number 31

37. You will go and take a portrait in the future.

Yes.....go to number 32

No.....go to number 38

38. You are not fussy about your clothes.

Yes..... go to number 39

No.....go to number 40

39. You have no interest in crafts making.

Yes..... go to number 27

No.....go to number 33

40. You follow the fashion trend on clothes.

Yes.....[Type C](#)

No.....[Type D](#)

Analysis

Type A: Sociable (outgoing) type.

You are an outgoing and cheerful person. You can sometimes lose your temper when get disappointed. But you are sure to overcome all difficulties and get through hard times easily. Your friendly personality is your strong point. You are good company. It's easy and pleasant to deal with you.

Type B: Artistic type.

You love caring for others. People find it comfortable talking to you and this helps you to gain their trust. Your personality usually leaves a good impression on those of the opposite sex who are sentimental.

Type C: Lovable type.

You are regarded as a little sister/brother in the eyes of the opposite sex. You are usually dependent on others and tend to rely on the opinions of other people. The first impression you give to the opposite sex is your sympathetic appearance and character. That is why others are eager to offer you protection and security.

Type D: Charming type.

Among the 4 types, your type possesses the most charming beauty. The charm that you possess attracts other people's attention and helps you gain popularity. You are advised to be cautious when other people flatter you too much.

(B) MY FAMILY

I. Topical Vocabulary

A. Nouns

- aunt [Rnt] – тетя
- betrayal [bɪ 'treɪəl] – измена, предательство
- cousin ['kʌz(ə)n] – двоюродный брат (сестра)
- devotion [dɪ 'vəʊs(ə)n] to somebody / something – преданность кому-либо / чему-либо
- grandfather ['græn(d) 'fRðə] – дедушка
- grandmother ['græn(d) 'mʌðə] – бабушка
- grandparents ['græn(d) 'pFər(ə)nts] – дедушка и бабушка
- grandson (daughter) ['græn(d)sʌn / 'græn(d) 'dLtə] – внук (внучка)
- nephew ['nevju:] – племянник
- niece [ni:s] – племянница
- parents ['pFərənts] – родители
- relatives (relations) ['relətɪvz / rɪ'leɪsənz] – родственники
- sorrow ['sLrəu] – горе, печаль
- stepdaughter ['step 'dLtə] – падчерица
- stepfather ['step 'fRðə] – отчим
- stepmother ['step 'mʌðə] – мачеха
- stepson ['stepsʌn] – пасынок
- twins [twɪnz] – близнецы
- uncle ['ʌŋkl] – дядя

B. Adjectives

- average [' æv(ə)rɪɡ] (small, large) family – средняя (маленькая, большая) семья
- caring [' kʰərɪŋ] – заботливый
- cordial [' kɒdɪəl] – сердечный, радушный
- determined [dɪ ' tɛ:mɪnd] – решительный, твёрдый
- diligent [' dɪlɪɡ(ə)nt] – прилежный, старательный
- distant [' dɪst(ə)nt] – далёкий
- feeble [' fi:bl] – слабый; слабохарактерный
- frank [fræŋk] – откровенный, искренний
- friendly [' frendli] – дружеский
- hostile [' hɒstaɪl] – враждебный
- impartial [ɪm ' pɜ:səl] – безразличный, беспристрастный
- intolerant [ɪn ' tɒlərənt] – нетерпимый
- persistent [pə ' sɪstənt] – настойчивый, упорный
- remote [rɪ ' məʊt] – отдалённый, далёкий
- reserved [rɪ ' zɛ:vd] – сдержанный
- respectful [rɪs ' pektfʊl] – уважительный
- restless [' restləs] – неугомонный
- strong-willed [' strɒŋ ' wɪld] – решительный
- thoughtful [' θɒtʃfʊl] – заботливый, чуткий
- tolerant of smth [' tɒlərənt] – терпимый к чему-л.
- united [ju: ' naɪtɪd] – сплочённый
- warm [wɜ:m] – тёплый
- wonderful [' wʌndəfʊl] – чудесный, прекрасный

C. Verbs and expressions

- to admire [əd ' maɪə] somebody – восхищаться кем-либо
- to be attached [ə ' tæʃt] to somebody – быть привязанным к кому-либо
- to be devoted [dɪ ' vəʊtɪd] to somebody – быть преданным кому-либо
- to be helpful – помогать, быть полезным
- to blame [bleɪm] somebody – винить, обвинять кого-либо
- to bring up – воспитывать
- by modern standards [' stændədz] – по современным меркам
- to consist [kən ' sɪst] of – состоять из
- to feel secure [sɪ ' kjuə] – чувствовать себя защищенным
- to find consolation [' kɒnsə ' leɪs(ə)n] – находить утешение

- to find support [sə 'pʌt] and understanding – находить поддержку и понимание
- to go in for trade [treɪd] – заняться торговлей, коммерческой деятельностью
- hours on end – без конца, часами напролёт
- to make a hell of the house – переворачивать дом вверх дном
- to provide [prə 'vaɪd] for the family – обеспечивать семью
- to rely [rɪ 'laɪ] on somebody – полагаться на кого-либо
- to respect [rɪ 'spekt] somebody – уважать кого-либо
- to sacrifice ['sækrɪfaɪs] something to somebody – пожертвовать чем-либо ради кого-либо
- to share the domestic chores [CLz] – делить, разделять домашние обязанности
- to support [sə 'pʌt] the family – содержать семью
- to take after somebody – походить на кого-либо
- to take care [kʰə] of somebody – заботиться о ком-либо
- to take somebody for a grown-up person – принимать кого-либо за взрослого
- to trust [trʌst] somebody – доверять кому-либо
- to value ['vælju:] – ценить
- to worry ['wʌrɪ] about somebody – беспокоиться о ком-либо

Exercise 1. Put in suitable prepositions if necessary:

1. ___ modern standards our family can't be called large.
2. She has always been attached ___ her mother.
3. To be a patriot means to be devoted ___ the Motherland.
4. She has never blamed her mother ___ anything.
5. Responsibility of a man is to provide ___ the family.
6. I know I can always rely ___ my parents.
7. She has been taking care ___ her niece and nephew for a long time.
8. Their family consists ___ a mother, a father and twins.
9. In appearance he takes ___ his father.
10. My parents take me ___ a grown-up person.

Exercise 2. Arrange the words in pairs of antonyms and translate them:

Close	unreliable
Hostile	disrespectful

Tolerant	wonderful
Reliable	remote, distant
Awful	intolerant
Respectful	friendly, cordial , loving

Exercise 3. Give one word from the box which means the same:

stepdaughter	relative	aunt
niece	cousin	stepmother

- a woman who is married to one's father after the divorce of one's parents or the death of one's mother
- a daughter of your brother or sister
- a daughter of one's husband or wife by a previous marriage
- a member of your family/a person connected by blood or marriage
- a child of your uncle or aunt
- a sister of one's father or mother or the wife of one's uncle

Exercise 4. Find the odd word:

Cheerful, cordial, sociable, united, hostile

Reliable, restless, persistent, reserved, respectful

Hostile, self-possessed, awful, intolerant, unreliable

Impartial, thoughtful, betrayal, united, average

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

1. Every person should *ценить* his parents.
2. Mr. Smith *содержит* the family and Mrs. Smith *заботится о* children.
3. It is good when family members *разделяют домашние обязанности*.
4. I'm very much *предан* to my father and I can always *положиться на* him.
5. Jane *похожа на* her mother. She is a *общительная* and *заботливая* girl.
6. I admire John for his *преданность* to the family.
7. She *воспитала* five *неугомонных* children.
8. I have never met such a *решительного* person in my life.

Exercise 6. Say what qualities the following people have:

Example: My nephew is a diligent and cordial boy, persistent and strong-willed.

- you
- your mother
- your father
- your brother/sister
- your aunt/uncle
- your grandfather
- your grandmother
- your best friend

Exercise 7. Make up dialogues according to the model and act them out.

A.

- What's your mother like?
- She is cheerful and loving/ she is sociable/ she is a woman of strong character.

B.

- What's your elder brother like? Is he a reliable/ self-possessed boy?
- He's a nice/ reserved sort of a boy. I can always rely on him. He is always trying to be helpful.

C.

- Are you fond of your cousin?
- Yes, very much. I admire him for his devotion to the family/ honesty/ knowledge of history.

D.

- Does your sister have a lot of friends?
- Yes, she is sociable and makes friends easily/ she is quite reserved but she has two close girl-friends who are diligent and frank.

II. Reading

Exercise 1. Read the text and say what Mary's relations with her family are.

45 Chkalov Street
Minsk
210037
15th January, 2010

My dear Lucy,

Thank you for your letter. I'm glad to hear that your holidays in the mountains were wonderful and I hope that you'll show me some photos when you come to visit me.

So, you asked me to write about my family. I'd like to give a brief description of each of us. Firstly, my father is the head and the main supporter of our family. At present he is a businessman who is trying his luck in several trade aspects.

Generally speaking, my father and I are very similar in character though in appearance I take after my mother. He is determined, strong-willed, energetic, but at the same time he is reserved and thoughtful. He always achieves the aims he sets. He looks very businesslike and at the same time he tries not to lose a sense of humour. And though he is very busy, he always devotes his free time to the children, mainly, to my younger brother and sister because he takes me for a grown-up person, he trusts me and can always rely on me. He is even sure that I can be his partner in business translating some business papers and documents for him. In my turn I try to be most helpful and it makes me feel important and grown-up.

My mother has turned 40 this year. But if you look at her you won't give her a year older than 30. My mother is a programmer by profession. But as I was a very feeble child almost until the age of 9 my mother stayed out of work. It happened so that she didn't have a chance to start working again as the two younger children came. So she had to sacrifice her career to the upbringing of the three of us. But while she was looking after the smaller ones she took interest in psychology. And when the children got a little older, she became a student of the University. There is an English proverb «It's never too late to learn» and my mother fully agrees with it. She is a very attractive, self-possessed, sociable and persistent woman. She is concerned about her appearance, tries to be in good shape, elegant and dressed according to the latest vogue, that's why she looks so good for her age.

In fact I'm more attached to my mother than to my father. We understand each other better, which I think is quite natural. We can spend hours and hours on end talking about our family problems, fashion, views on education, people's relations, their ambitions and the like.

My younger brother is only 7 years old. He studies at the same school as I do. He does well at school which makes all of us happy. He is a diligent and kind sort of a boy. Moreover, he is tall for his age and very sporty and we hope he'll make a good basketball player one day.

As for my younger sister Ann, she is only 4 years of age. She is a very pretty and lively little thing, always cheerful and energetic. Anny is

restless and it's hard for her to stay in one place for more than a minute, so when the two of them are playing they make a hell of the house.

I have two grandmothers and a grandfather. But only my grandfather and grandmother on the mother's side of the family live in Minsk. Though my grandma is already an elderly woman, she often visits us, helps my mother to look after the children and always brings something delicious to eat. We all enjoy her visits. Of course, I have many remote relations: aunts, uncles and cousins.

I think that family is one of the most important things that a person should value and make his or her priority. It's the family that gives you support and stability, a consolation in sorrow and where you can find understanding even if you do things wrong. It's the idea of devotion and absence of betrayal that makes you feel secure. The importance of family bonds has been portrayed in proverbs and sayings by all nations. Here we say «East or West, home is best», the English say «My home is my castle». It seems a bit sad that families are getting so small these days. A family with three or four children is not a common thing. More often you will find many families where there is just a mother, a father, one kid and may be a dog. I don't know what it feels like being an only child in the family. By modern standards we are considered to be a fairly large family.

Here I should say as well that I am lucky to have been brought up in a two-parent family. This is not always the case. The number of problem families has grown lately due to many reasons: material, economic, housing difficulties and heavy drinking.

So, that's what I wanted to tell you today. I'm sure that your family also means much to you. Could you write me more about it? Hope to receive your answer soon.

Yours sincerely,
Mary

Exercise 2. Give English equivalents:

утешение в печали
отсутствие предательства
проблемы с жильём
хорошо успевать в школе
заняться торговлей
попытать счастья в чём-либо
по профессии
по современным меркам
достигать целей

Exercise 3. Give the Russian equivalents to the following proverbs:

East or West, home is best.

My home is my castle.

It's never too late to learn.

Exercise 4. Read the statements and say whether they are true or false:

1. It's the career that gives you support and stability, a consolation in sorrow and where you can find understanding even if you do things wrong.

2. It seems a bit sad that families are getting so big these days.

3. The number of problem families has grown lately due to many reasons: material, economic, housing difficulties and heavy drinking.

4. Mary's father is a research worker by profession.

5. Mary's mother is the head and the main supporter of the family.

6. Mary's mother is concerned about her appearance, tries to be in good shape, elegant and dressed according to the latest vogue, that's why she looks so good for her age.

Exercise 5. Fill in the gaps according to the text:

1. It's the family that gives you _____ and stability.

2. It's the idea of devotion and absence of betrayal that makes you feel _____.

3. The number of problem families has grown lately _____ many reasons: material, economic, housing difficulties and heavy drinking.

4. In appearance I _____ my mother.

5. My father takes me for a grown-up person, he _____ me and _____ on me.

6. My mother had to _____ her career to the upbringing of the three of us.

7. In fact I'm more _____ to my mother than to my father.

8. My grandmother often visits us and helps my mother to _____ the children.

Exercise 6. Arrange the sentences in the right order. Use them as an

outline for retelling the text.

1. I think that family is one of the most important things that a person should value and make his or her priority.
2. The importance of family bonds has been portrayed in proverbs and sayings by all nations.
3. It seems a bit sad that families are getting so small these days.
4. The number of problem families has grown lately due to many reasons: material, economic, housing difficulties and heavy drinking.
5. I'd like to give a brief description of my family.
6. My father is the head and the main supporter of our family.
7. He is determined, strong-willed, energetic but at the same time he is reserved and thoughtful.
8. My mother is a very attractive, self-possessed, sociable and persistent woman.
9. We can spend hours and hours on end talking about our family problems, fashions, views on education, people's relations, their ambitions and the like.
10. My younger brother is only 7 years old.
11. My grandma often visits us, helps my mother to look after the children and always brings something delicious to eat.
12. Of course, I have many remote relations.

III. Speech Practice

Exercise 1. Answer the questions:

1. What do your parents make you do that you don't like doing?
2. What do your parents praise you for?
3. What do you do if your parents are not right?
4. Which of your actions upset your parents most of all?
5. What is your parents' attitude to your friends?
6. Why does the generation gap problem always exist?
7. Do you think your parents are always right when they tell you what to do and what not to do?
8. At what age should children be given more freedom and independence?
9. How much pocket money should teenagers be given?
10. What is the right age for young people to get married?
11. Are you for small or large families? Why?
12. Why do some young families break up?
13. What does family happiness depend on?

Exercise 2. Comment on the following quotations:

- I don't care how poor a man is; if he has a family, he's rich.
~Dan Wilcox and Thad Mumford
- It is not flesh and blood but the heart which makes us fathers and sons.

~Johann Schiller

- The family is a haven in a heartless world.
~Attributed to Christopher Lasch
- You don't choose your family. They are God's gift to you, as you are to them.

~Desmond Tutu

- In time of test, family is best. ~Burmese Proverb
- Home is not where you live but where they understand you.
~Christian Morgenstern
- Where we love is home. Home is that our feet may leave, but not our hearts.

~Oliver Wendell Holmes, Sr.

- We worry about what a child will become tomorrow, yet we forget that he is someone today.

~Stacia Tauscher

Haven ['heɪvən] – гавань, убежище

IV. Supplement

Exercise 1. Read the joke and say whether these statements are close to reality:

A teenager is...

- A person who can't remember to walk his dog but never forgets a phone number.
- A weight watcher who goes on a diet by giving up candy bars before breakfast.
- A youngster who receives her/his allowance on Monday, spends it on Tuesday, and borrows it from her/his best friend on Wednesday.
- Someone who can hear her/his favourite singer 3 flats away but not her/his mother calling from the next room.
- A person who can operate the latest computer without a lesson but can't make his bed.
- A student who spends 12 minutes studying history and 12 hours studying for the driver's license.
- An enthusiast who has the energy to bike for miles but is usually too tired to dry dishes.
- A romantic who never falls in love more than once a week.

- An original thinker who is sure that her/his mother was never a teenager.

Exercise 2. Read the text and say if you agree that your parents can be your best friends.

Believe it or not, your parents can be your best friends

Mother, father, brothers and sisters - they can get on your nerves, just as you can get on theirs. Have you ever felt that you don't want your father to pick you up from a party because you think your friends might laugh at him? Does your mother's loud voice annoy you?

And what about you? Have you ever asked your parents personal questions in public? Or disclosed a family secret? The members of the family can embarrass one another, even without meaning to. But if you're sensitive to one another's feelings you'll be able to avoid upsetting one another.

Understanding a parent is a two-way process. If your parents are open and reasonable with you, you owe it to them to be open and reasonable with them. That means telling them where you're going; who you're going with and when you'll be back.

Believe it or not, your parents can be your best friends, and they'll be pleased that you're growing up. They'll enjoy being able to hold adult conversations with you, as well as going out with you in the evening.

However, as you grow up, relationships within your family will change. The adults will continue to love and look after you, but the relationship will become much more like one between equals. Unfortunately, there are parents who don't seem able to relate to their children at all. You may find one parent easier to get on with than the other.

The difference between your philosophy and way of life and your parents' is often referred to as the generation gap. You may think your parents are really old. But try to think about them as ordinary people. They have good days and bad days, too.

Sometimes parents are under all sorts of pressures. They may worry about money, or if they're a single parent, they may be lonely. There may be a sick relative who needs to be taken care of. Or they may be worried about getting old themselves and what that will mean to you. Your parents also have to deal with a world that is changing faster than it did when they were young.

What's the best action to take if you want to do something that you think a parent will disapprove of? First, work out why you think they'll disapprove. Why should you be allowed to do whatever it is? If you can present a carefully worked out argument, you're doing well. Talk things

over with friends or brothers and sisters. Has any of them been in a similar situation? If you treat your parents in an honest way, their response will be more reasonable.

A parent often worries that his or her children are the only ones who want to do things they don't approve of. Help your parent to see that it isn't true. Introduce them to your friends and show them that you all want similar things. Talk to other people's parents and see how they react. In some ways, you will find life easier than those young people who are allowed to do anything — at least you know where the boundaries are. And remember, if you want to change things, think before you act. Never lie to or deceive your parents. They would far rather hear the truth from you than not know what is going on.

to owe [əu] – быть должным, быть обязанным

to disapprove of – не одобрять, осуждать (что-л.)

a carefully worked out argument – тщательно продуманный довод

to deceive – обманывать

Exercise 3. Complete the sentences:

1. If you're _____ to each other's feelings you'll be able to _____ upsetting each other too badly.
2. They'll enjoy being able to _____ adult conversations with you, as well as _____ with you in the evening.
3. The difference between your philosophy and way of life and your parents' is often _____ to as the _____ gap.
4. What's the best action to take if you want to do something that you think a parent will _____ of?
5. If you can present a carefully _____ argument, you're doing well.
6. Talk things _____ with friends or brothers and sisters.
7. If you _____ your parents in an honest way, their _____ will be more reasonable.
8. Never lie to or _____ your parents.

Exercise 4. Answer the following questions:

1. What is the generation gap?
2. Do you have the same problems with your parents?
3. Have you noticed the change in the relationship with your parents? What is it like?
4. Have your parents managed to treat you like an adult? What have they done?
5. Can you prove that being a parent is a hard job?

6. What methods do you use to get along well with your parents?

Репозиторий ВГУ

Unit 2. FRIENDS AND FRIENDSHIP

I. Topical Vocabulary

A. Nouns

- allowances [ə 'lauənsɪz] – допущения, принятие во внимание
- companionship [kəm 'pæniənʃɪp] – дружеское общение, товарищеские отношения
- conversation [ˈkɒnvə 'seɪʃ(ə)n] – разговор, беседа
- fault [fɔ:lt] – ошибка, недостаток
- hobby [ˈhɒbi] – хобби, увлечение
- loyalty [ˈlɔɪəltɪ] – верность, преданность
- reliability [rɪ 'laɪə 'bɪlɪtɪ] – надежность
- sympathy [ˈsɪmpətɪ] – сочувствие, взаимное понимание, симпатия

B. Adjectives

- close [kləʊs] – близкий
- considerate [kən 'sɪd(ə)rət] – внимательный к другим, тактичный
- disgusting [dɪs 'gʌstɪŋ] – отвратительный, противный
- handsome [ˈhæn(d)səm] – красивый, статный (о мужчине)
- industrious [ɪn 'dʌstriəs] – прилежный, старательный, трудолюбивый
- innermost [ˈɪnəməʊst] – сокровенный
- irritating [ˈɪrɪteɪtɪŋ] – раздражающий
- loyal [ˈlɔɪəl] – верный, преданный
- responsible [rɪ 'spɒnsəbl] – ответственный
- self-centered [ˈself 'sentəd] – эгоистичный
- sociable [ˈsəʊsəbl] – общительный, компанейский
- supportive [sə 'pɔ:tɪv] – поддерживающий
- talkative [ˈtɔ:kətɪv] – разговорчивый
- tolerant [ˈtɒl(ə)r(ə)nt] – терпимый, учтивый

C. Verbs and phrases

- to be around people [ə 'raʊnd] – быть среди людей
- to be in a good (bad) mood [mu:d] – быть в хорошем (плохом) настроении
- to be on good terms with smb. [tɛ:mz] – быть в хороших отношениях с кем-либо
- to care for / about smb. [keə] – заботиться о ком-либо

- to come into contact with smb. ['kʌm "ɪntə 'kɒntækt] – входить в контакт с кем-либо
- to cooperate with smb. [kəu 'ɒpəreɪt] – сотрудничать с кем-либо
- to cover up one's real feelings ['kʌvə] – скрывать свои настоящие чувства
- to do one's best to do smth. – делать все от себя зависящее
- to get on well with smb. – хорошо ладить с кем-либо
- to get upset [ʌp 'set] – расстраиваться
- to have a good time – хорошо проводить время
- to have much in common ['kɒm(ə)n] – иметь много общего
- to help each other out – помогать друг другу в затруднении, выручать
- to hurt smb. [hɜ:t] – задевать кого-либо, обижать
- to influence smb. ['ɪnfluəns] – влиять на кого-либо
- to keep promises ['ki:p 'prɒmɪsɪz] – сдерживать обещания
- to make friends – заводить друзей
- to provide smb. with smth. [prə 'vaɪd] – предоставить кому-то что-либо
- to quarrel ['kwɒrəl] – ссориться
- to share smth. ['ʃeə] – разделять что-либо
- to stand smb. [stænd] – выносить кого-либо, терпеть
- to trust smb. [trʌst] – доверять кому-либо
- to value feelings ['vælju: 'fi:lɪŋs] – ценить чувства

Vocabulary exercises

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

Responsible handsomereliabilitysupportivetolerantsociabledisgustingcompanionshipirritating

Exercise 2. Correct mistakes in the following words.

To qarrel, tokative, sepportiv, inermost, campanionship, soshiable, to sheare, simpathy, iritating, to influanse, loal, conciderate.

Exercise 3. Look at the words given below and find

- synonyms,
- antonyms among them.

To care for smb., to quarrel., to hurt smb., considerate, to be in a good mood, disgusting, to be in a bad mood, sociable, to alienate people, to be around people, self-centered, to be on good terms with smb., handsome, talkative.

Exercise 4. Distribute the following adjectives and verbs into appropriate columns:

An ideal friend	A false friend

Loyal, to quarrel, to provide with smth, to cooperate with smb, handsome, to share smth, irritating, disgusting, to do one's best to do smth, tolerant, self-centered, to trust smb, talkative, to keep promises, responsible, supportive, to value feelings, considerate.

Exercise 5.

a) Arrange the qualities in the order of their importance to you, beginning with the most important:

- considerate;
- handsome / beautiful;
- industrious;
- loyal;
- sociable;
- supportive;
- responsible.

b) Share your opinion with your classmates beginning the answer with the phrase given below:

- I think/ suppose/ guess, that the most/ the least important quality for me is.....

Exercise 6. Match the words to build phrases.

<i>to do</i> <i>to value</i> <i>to be</i> <i>to have</i> <i>to keep</i>	<i>friends</i> <i>in a bad mood</i> <i>upset</i> <i>feelings</i> <i>one's best</i>
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<i>to get</i> <i>to be</i> <i>to make</i> <i>to come</i>	<i>promises</i> <i>on good terms with smb.</i> <i>a good time</i> <i>into contact</i>
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Exercise 7. What is special about friends? Use the words given below.

A. brainy, loyal, responsible, supportive, considerate

- 1) A friend who you can always rely on is.....
- 2) A friend who worries about you is.....
- 3) A friend who cheers you up in trouble is.....
- 4) A friend who studies well is
- 5) A friend who always keeps his promises is

B. care, cooperate, share, trust

- 1) When you can tell your secrets to your friend you..... him.
- 2) When you do your homework together with your friend you with him.
- 3) When you and your friend like dancing you..... the same interest.
- 4) When your friend asks about your health hes about you.

Exercise 8. What is real friendship? Develop your ideas using the table:

Use the following expressions:

It's true that... I believe that...

I can fully agree...

Needless to say...

From my point of view...

when people are...	they always share...	it's easy...	they do their best...
loyal	interests and hobbies	to deal with...	to care for...
respectful	happy and bad times	to communicate in a relaxed way...	to keep promises
reliable	views and opinions	to enjoy each other's company	to value each other's feelings
supportive	secrets and	to be aware of the	to help each other out
attentive			

sociable	worries	need to...	
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Exercise 9. Transform the following sentences changing the characteristics of a good friendship to those of a bad one:

Example: A good friend tries to do his best to keep a promise. –
A bad friend doesn't care about his promises.

- 1) Real friends always value the feelings of each other.
- 2) When you have a supportive friend you are always in a good mood.
- 3) You can share your secrets with your friend, if he is responsible and considerate.
- 4) It's easy to make friends with someone who is sociable and open-hearted.
- 5) A good friend is always tolerant of your weaknesses.

II. Reading

Text 1

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

- 1) It was quite a **desperate** situation, Jane didn't know, what to do.
- 2) He could not hide his disappointment. It was **obvious**.
- 3) Nick's smile was not natural. He certainly **pretended**.
- 4) The student got an unsatisfactory mark for his **faulty** test.
- 5) Don't **switch off** the computer, I still need it.

How to lose friends and alienate people

Have you ever been offended at not being invited to a party which everyone else you know seems to have been to and had a good time at? Have you ever told a joke that no one found very amusing? 1___ Making friends and influencing people is a gift that a select few seem to be born with, while for the rest of us it is a skill that needs to be practised; and it can be learned. After all, everyone likes to be popular – we all like to be invited to parties and to be in the centre of attention, at least some of the time. Although experts have written many books on how to make friends and influence people, for me, the first lessons I received in how to be social go back to the time when we were at primary school. 2___

In our class there was a boy no one liked. It wasn't because he was very disgusting. 3___ he was so desperate to be liked by the rest of us that eventually even the most tolerant amongst us couldn't stand him. The irony was that on the surface Edgar Price should have been the most popular kid in class. He shared his sweets, he gave you the answers in tests and he gave great birthday parties. 4___

But underneath, it gradually became obvious that Edgar cared only for one person – for himself. He was totally self-centered, but made it worse by pretending he cared about others. 5___ You could tell from his voice that his mind was on other things. And he always managed to twist every topic of conversation back round to his favourite subject – the life and times of Edgar Price. It was rather a dull story anyway.

I think it was an American president, who once said: "When you are talking you ain't listening", and, in spite of the faulty grammar, there is an important lesson here. 6___ The conclusion of all this is that one should not try too hard to be liked and, on the practical side, if you want to be on good terms with people, talking less and listening more is the golden rule for becoming someone it is good to be with.

Exercise 2. Six sentences have been removed from the text. Choose from the sentences A-F the one which fits each gap (1-6).

- A. He would even ask to carry your bag if it seemed stuffed with books.
- B. He wasn't even very good at covering up his real feelings.
- C. No, Edgar's problem was far more irritating: he tried so hard to be a "good guy".
- D. Do people "switch off" when you are talking to them?
- E. Though it was a long time ago, I remember some of the kids as if it were yesterday.
- F. We like the sound of our own voice, but the person we are speaking to probably feels the same about his own voice too.

Exercise 3. Put the following sentences in the correct order according to the text:

- 1) In our class there was a boy no one liked.
- 2) "When you are talking you ain't listening".
- 3) Making friends and influencing people is a gift that a select few seem to be born with, while for the rest of us it is a skill that needs to be practised; and it can be learned.
- 4) But underneath, it gradually became obvious that Edgar cared only for one person – for himself.

- 5) You could tell from his voice that his mind was on other things.

Exercise 4. Mark the sentences as true or false:

- 1) The skill of making friends is impossible to learn.
- 2) Edgar tried to be liked by everyone.
- 3) Edgar was the most popular kid in class.
- 4) Edgar's favourite subject was History.
- 5) It is not necessary to try hard to be liked by other people.

Exercise 5. Read the text and say which of the following adjectives describe Edgar.

Sociable self-centered miserable disgusting popular irritating

Exercise 6. Answer the questions:

- 1) What kind of gift is the skill of making friends and influencing people?
- 2) Where did the author receive the first lesson in how to be social?
- 3) How did Edgar try to be liked by other children?
- 4) In what way was Edgar self-centered?
- 5) What do the words of an American president mean?

Exercise 7. Fill in the gaps with suitable prepositions:

- 1) Have you ever been offended ____ not being invited ____ a party which everyone else you know seems to have been ____ and had a good time ____?
- 2) Although experts have written books ____ how to make friends and influence ____ people, for me, the first lessons I received in how to be social go back ____ the times when we were ____ primary school.
- 3) He wasn't even very good ____ covering ____ his real feelings. You could tell ____ his voice that his mind was ____ other things.

Exercise 8. Think over some pieces of advice for Edgar Price to be more successful in making friends.

Text 2

Values of Friendship

Exercise 1. Learn the meaning of the following verbs. Suggest in what

context they can be used:

to cooperate with smb. – сотрудничать с кем-либо

to take on – приобретать

to stick by smb. – оставаться верным кому-либо

to find out about smth. – разузнать о чем-либо

to take smth. for granted – считать само собой разумеющимся

Exercise 2. Read the sentences and try to guess the meaning of the words in italics using the given context. Check yourself consulting a dictionary.

- 1) Friends provide us with *companionship*.
- 2) You may see others only once in *a great while*.
- 3) Really good friends should *possess* the following qualities.
- 4) They can accept the other's *weaknesses* as well as *strengths*.
- 5) I can tell her my *innermost* secrets.

Exercise 3. Read the title of the text and express your ideas what it is about. What values of friendship can you name?

Values of friendship

Everyone needs friends. Friends provide us with companionship, and they can be a source of help when we have a problem. Friends are people with whom we can share a common interest or hobby. We cooperate with our friends to get work done better and faster. In short, good friendships are important to our social health.

During your teen years, your friendships take on a special role. Think of all the people you consider to be your friends. You may have known some of your friends for as long as you can remember. Others may have entered your life just this year. You see some of your friends every day. You may see others only once in a great while. No matter how you met your friends or how long you have known them, really good friends should possess the following qualities: loyalty (good friends stick by you, they like you for who you are, not for what you have, they are there when you need them), reliability (a good friend will do his or her best to keep promises), sympathy (any friend will share your happy times, but only a good friend will share your bad ones), care (good friends care for each other, they can accept the other's weaknesses as well as strengths, caring friends will value each other's feelings as much as they do their own).

Here is a letter of a 15-year-old girl about her friend.

"My best friend is nice. She is honest, and I can trust her. I can tell

her my innermost secrets and know that nobody else will find out about them. We consider each other's feelings and don't want to hurt each other. We help each other when we have problems. We have most of our classes together at school and we often do our homework together. We make lists of which boys are the most handsome and which are the ugliest. My best friend means a lot to me. I don't know what I would do without her."

Finally, some friendships are easy to form, others take work to develop. The important thing to remember is that once a friendship starts, it needs to be looked after and cared for like any living thing. Protect your friendships. Never take your friends for granted.

Exercise 4. Find the endings of the following sentences, read them and translate.

- 1) Friends are people with whom...
- 2) Others may have entered...
- 3) She is honest...
- 4) We consider each other's feelings...
- 5) The important thing to remember is...

Exercise 5. Replace the words in Russian for their English equivalents in the following sentences from the text:

- 1) Friends are people with whom we can *разделять* a common interest or hobby.
- 2) We *объединяемся* with our friends *чтобы выполнить работу* better and faster.
- 3) Think of all the people you *считаешь* to be your friends.
- 4) Good friends *остаются верными тебе*, they like you for who you are, not for what you have.
- 5) Good friends can *принимать/относиться благосклонно* the other's weaknesses as well as strengths, caring friends will *ценить* each other's feelings.
- 6) I can tell her my innermost secrets and know that nobody else will *разузнает* about them.

Exercise 6. Say which sentences are true and correct the wrong ones:

- 1) Friends provide us with companionship, but they can be a source of trouble.
- 2) Friends are people with whom we can share a common interest or hobby.

3) You may have known some of your friends for as long as you can remember.

4) Good friends stick by you, they like you for what you have, they are there when you need them.

5) We consider each other's feelings and don't want to share each other's problems.

6) Some friendships are easy to form, others take work to develop.

7) Take your friends for granted, you can change them at any time.

Exercise 7. Arrange the following sentences according to their position in the text:

1) Here is a letter of a 15-year-old girl about her friend.

2) In short, good friendships are important to our social health.

3) We help each other when we have problems.

4) No matter how you met your friends or how long you have known them, really good friends should possess the following qualities.

5) Protect your friendships.

6) Everyone needs friends.

Exercise 8. Answer the following questions:

1) What do our friends provide us with?

2) What can we share with our friends?

3) When does your friendship take on a special role?

4) Do you trust your friend? Can you tell him/her your innermost secrets?

5) What does it mean "to consider each other's feelings"?

6) What is an important thing about friendship to remember?

Exercise 9. Describe the main qualities of good friends that are given in the text.

Exercise 10. Think for a moment about your best friend. Then answer the following questions:

1) What positive qualities does your best friend possess?

2) What do you share with your friend?

3) Why do you consider him / her to be your best friend?

III. Speech practice

Exercise 1. There is a dialogue between Charles and an interviewer about Charles's best friend. The lines of the dialogue are mixed. Restore the dialogue.

a) I believe I can. I'm happy to have a close friend with whom I can share my bad and good times and who can help me out.

b) My closest friend is someone I've known since I was a baby. Our parents were friends and we've always lived in the same sort of neighbourhood.

c) How do you manage to get on well with each other?

d) Well, Charles, can you say that you really have a true friend?

e) Sometimes it is not. You have to be tolerant of each other's moods. I think being friends means making allowances for the other person's faults.

f) We see each other every day, usually in the evening.

g) How did you make friends?

h) Well, we have the same interests... I think to be friends means to have much in common.

i) How often do you see each other?

j) Is it always easy to stay friends?

Exercise 2. Make up dialogues of your own. Use the outline of the dialogue.

Student A	Student B
1) Student B is reading a postcard.	1) Tell Student A the postcard is

Ask him who it is from.	from your best friend who is on holiday.
2) Ask Student B how long they have been friends. 3) Express a surprise. Display interest in the way they get on with each other so well. 4) Say some words about your best friend and add what you have in common. 5) Enumerate the allowances you make to keep your friendship.	2) Tell St. A you have been friends since childhood. 3) Describe your friend's best qualities to St. A. Find out if he has a friend. 4) Ask St. A if there are any difficulties in their relationship. 5) Agree with St. A. Make a conclusion about the values of friendship.

Exercise 3. Split the word-chains and get sayings. Read the sayings and comment on them.

- The only way to have a friend is to be one.
- Friendships multiply joy and divide sorrow.
- There is no better looking-glass than an old friend.
- Be slow in choosing a friend, slower in changing him.
- Between friends all is common.

Exercise 4. Read and discuss the text.

Learning to relax and make friends

Many teenagers feel nervous or uncomfortable when meeting new people. Much of this nervousness has to do with self-doubts. The teen imagines that the new person is finding him or her too short or too tall, too thin or too fat. It might help to remember that the other person may be feeling the same way you are. Try to relax and put the other person at ease. This will help both of you feel more comfortable.

Making new friends is sometimes hard. But it is not impossible – not as long as you remember that making friends is a skill that gets better with practice. To make friends, first be around people. Then try the following tips.

- Start a conversation with someone in your class. At the very least, you'll have class work to talk about.
- Join a club. Meeting someone with similar interests is a good start toward making a new friend. If you like to collect things, join a stamp-collecting club. If you like singing, join a chorus.

Useful vocabulary

self-doubt – неуверенность в себе

to feel the same way as smb. – чувствовать себя точно так же, как кто-либо

to put smb. at ease – помочь кому-либо чувствовать себя свободно, непринужденно

at the very least – по крайней мере, в крайнем случае

Tasks for discussion

a) Why do many teenagers feel nervous when they meet new people?

b) What do you feel when you talk with a new person?

c) What tips can you offer to those who want to make new friends?

d) Name the places where you can make new friends.

e) What topics would you choose to start a conversation with a new person?

Exercise 5. Here are the materials from British magazines – readers' letters and their responses.

A. Divide into two groups, boys and girls. Read the letters. Think over pieces of advice for the teenagers' problems. Share your ideas.

• 1. Shy and spotty

I'm a 15 –year-old girl and I have a very serious problem. At my age I should have had a boyfriend by now, but I haven't. I feel no one is attracted to me. I don't know if it's because I'm very shy around boys, but I think it's to do with how I look. I'm quite spotty and quiet. I wish I could have plastic surgery, but I can't afford it. Please could you help me?

• 2. Dumped for a new boyfriend (to dump – жарг. бросать кого-либо)

I am feeling really angry at the moment and I just don't know what to do. Ever since I was about three I've been on friendly terms with this girl, we've been through everything together. And now she has dumped me for a new boyfriend. I'm really sick of it, she has totally ignored me all this week and has gone off with her boyfriend. I do have other friends, but I'm just so upset she's just thrown away our friendship after all these years. I don't know what to do about it now. What do you suggest?

B. Read the pieces of advice of an expert. Compare your ideas with those of the expert.

Advice 1: A recent survey shows that boys prefer personality and a sense of humour above looks when it comes to picking a girlfriend. I'm sure if you asked girls they would say the same thing. Most people are shy in certain situations, and no one will think any less of you for being this way. And if a person has spots, so what? You don't need plastic surgery – you need a serious dose of self-confidence. In time your spots will go. Remember, it's not what you look like, it's who you are that matters.

Advice 2: Try talking to your friend, perhaps she is so caught up with her new boyfriend that she really doesn't realize she's excluding you.

Unfortunately, if your friend purposely chose to dump you for her new boyfriend then there's nothing you can do but review your friendship. Ask yourself – is your friendship real? And remember, friendship changes with time. Often the best friends we have from childhood grow up and away from us, but this is natural and normal. Other best friends will take their place.

IV. Developing language skills and creative tasks

Exercise 1. Write a note to a special friend or family member, thanking the person for his or her friendship or describing what his/her friendship means to you.

Exercise 2. Set up an experiment involving people of different ages, including your classmates, of course. Interview them asking “Why is friendship necessary?” Note down the answers and comment on them.

Exercise 3. Make your class friendship diagram or scheme (with photos, if possible) using a large piece of poster.

Exercise 4. Write a short essay with your recommendations to those who suffer from loneliness.

V. Supplement

ARE YOU A GOOD FRIEND?

Do the quiz and find it out!

	Yes	No
1) <i>Do you remember your friend's birthday?</i>	2	1
2) <i>Are you the first to apologize if you are wrong?</i>	2	1
3) <i>Can you keep your friend's secrets?</i>	2	1
4) <i>Do you sometimes laugh at your friends?</i>	1	2
5) <i>Do you often criticize your friends?</i>	1	2
6) <i>Do you give all the pocket money you have to your friends if they ask you?</i>	2	1
7) <i>Do you think your friend should follow you everywhere?</i>	1	2
8) <i>Is it important for a good friend to be good at school?</i>	1	2

Results

0-8 points: Many people think you are unfriendly. Sometimes you can be not very helpful and confident. You are a little bossy too.

9-16: You are a good friend. You are patient and reliable. You can give a helping hand and do not demand much.

HOW TO COMMUNICATE WITH FOREIGN FRIENDS

How to write a letter

Your address usually goes in the right hand corner.

4 Longton Avenue
Exeter
Devon EX3 8NS

28 June 2010

Use **Dear** + your Friend's first Name.

Dear Lucy

I was so happy to get a letter from you, I haven't heard from you for ages! How's your mum and dad? How is your little sister doing? Hope that everything's OK in your family.

You can use informal language, contractions (I'll, we're, etc).

I'm sorry that you'd quarrelled with your best friend. Wish you make up soon.

End your letter with **Love, Love from, Lots of love** for a close friend or a relation. Use **Best wishes, All the best, Take Care** for others.

As for me, I've got two close friends, but they don't get on with each other, which means, of course, that I have to see them separately. Well, sometimes, as you can imagine, that's a problem. For example, if there's a new film I want to see, I have to decide which one I want to go with. And sometimes that means missing the film altogether, so neither of them gets upset. But, well, actually, it's all right most of the time.

By the way, where are you going to spend your summer holidays?

Hope to hear from you soon,

If you want to introduce some more information or something that you have forgotten you can put **PS** (postscript) after your name.

*Take care,
Ellie*

*PS I've bought the CD you told me about. It's really great!
Thanks!*

Exercise 1. Write a letter of your own to your foreign pen-friend.

How to use electronic messaging

Text messages (SMS), chat room messages and sometimes e-mails can be written using the smallest number of letters possible. Pronouns, prepositions and articles may be omitted and abbreviations are widely used. There are some examples of how words might be shown in a message:

2DAY – today

2MORO – tomorrow

2NITE – tonight

ASAP – as soon as possible

ATB – all the best

B4 – before

B4N – bye for now

BBL – be back later

BTW – by the way

CUL8R – see you later

F2F – face to face

FYI – for your information

GR8 – great

HAND – have a nice day

ILU – I love you

KIT – keep in touch

LOL – lots of love/luck/laughing
out loud

MSG – message

MYOB – mind your own business

NO1 – no one

PCM – please call me

PLS – please

SOM1 – someone

SPK – speak

THX – thanks

WAN2 – want to

WKND – weekend

X – kiss

XLNT – excellent

XOXO – hugs and kisses

YR – your/you're

You can show how you are feeling by using symbols to represent a face. These are called emoticons:

: -) happy (a “smiley”)

: - (unhappy

; -) winking

: - D laughing

: - Q I don't understand

: ' - (crying

: - | bored

: - * kiss

: - O surprised

: - X my lips are sealed (I won't tell anyone)

Exercise 2. Try to guess the meaning of these messages:

1. Hope 2 CU at party 2NITE :-)
2. THX 4 GR8 evening! XOXOXOXOXO
3. I don't WAN2 SPK about it with U. MYOB.

Exercise 3. Write a) an electronic message (SMS); b) a mini-talk in a chat, using message language.

Репозиторий ВГУ

Unit 3. SPORTS AND FITNESS

(A) KEEPING FIT

I. Vocabulary

A. Nouns

- athlete [' ætli:t] – спортсмен
- benefit [' benɪfɪt] – польза
- blood pressure [' blʌd ' preʃə] – кровяное давление
- cholesterol level [kə ' lestərɒl] – уровень холестерина
- crash diet – строгая диета
- diet – режим питания
- fiber [' faɪbər] – клетчатка
- flexibility – гибкость
- muscles [mʌslz] – мускулы
- posture [' pɒstʃə] – осанка

B. Adjectives

- sensible – разумный

C. Verbs and phrases

- become breathless – задохнуться, задыхаться
- benefit from smth – получить пользу от чего-либо
- be overweight – иметь лишний вес
- cut down on smth – сократить (потребление чего-либо)
- decrease – уменьшать
- get rid of tension – избавиться от напряжения
- increase – увеличивать
- improve [ɪm ' pru:v] – улучшать
- keep a walking pace – идти прогулочным шагом
- keep feet – быть в хорошей физической форме
- keep to a diet – придерживаться диеты
- let off steam – выпустить пар
- reduce fat – уменьшать жировые отложения
- stay away from smth – не заниматься чем-либо
- stick to = keep to

Vocabulary exercises

Exercise 1. Pronounce these words after the teacher and guess their meaning:

Sprint, high jump, long jump, figure skating, aquatic sport, diving, yachting, aerobics, yoga, stretching, arteries.

Exercise 2. Say which of these sports can be practised indoors, outdoors or both indoors and outdoors:

Golf, skiing, javelin throw, football, figure skating, table tennis, windsurfing, gymnastics, volleyball, horse riding, swimming, hiking, skateboarding, track-and-field athletics.

Exercise 3. Match the words with the definitions:

track-and-field athletics	stretching	yachting	rowing
aerobics	hiking	yoga	diving
		figure skating	jogging

1. an active exercise program done to music, often in a class
2. a system or set of breathing exercises and postures that promotes the unity of the individual with a supreme being
3. a set of exercises to straighten or extend the body or part of it, for example, limbs, to full length, to strain a part of the body such as a muscle
4. a fitness or recreational activity that involves running at a moderate speed, often over long distances
5. to go for a long walk in the countryside, usually for pleasure
6. a form of competitive skating in which skaters trace patterns on the ice and perform spins, jumps, and other manoeuvres
7. a jump into water, usually head first, especially with your arms stretched out above your head or a swim below the surface of a stretch of water, often with special breathing apparatus sometimes in search of something
8. the sport or pastime of sailing a yacht
9. the propelling of a small boat through the water using oars, especially the sport of racing in specially designed lightweight boats
10. athletic sports carried out on a running track and a field, for example, high jump or javelin throwing

Exercise 4. Work with a dictionary and fill in the table:

Adjective	Noun	Verb
<i>strong</i>	<i>strength</i>	<i>strengthen</i>
long		
short		
wide		
high		
broad		

Exercise 5. Combine the words on the left with those on the right with the help of the preposition “of”. Translate the word combinations:

1. types	of	healthy food
2. get rid		stress
3. health benefits		basic food groups
4. level		sport
5. palace		tension
6. daily servings		cholesterol
7. overproduction		sports and games
8. consumption		aerobic exercise

Exercise 6. Translate the following combinations into English:

- | | |
|--|---|
| 1. повышать гибкость | 6. укреплять мышцы |
| 2. переживать своего рода фитнес-бум | 7. уменьшить потребление сладостей и животного жира |
| 3. помогает избавиться от напряжения и выпустить пар | 8. придерживаться диеты с высоким содержанием клетчатки |
| 4. иметь тенденцию набирать лишний вес | 9. избегать строгих диет |
| 5. уменьшать уровень холестерина и снижать кровяное давление | 10. приводить к сердечному приступу |

Exercise 7. Use the expressions from exercise 6 to complete the sentences:

1. Nowadays more and more people are trying to improve their health by eating sensible, low-fat food, they ... which means they eat more fruit and vegetables.
2. People who regularly attend fitness classes or a gym can really ...

3. You can't but agree that our country ... So many people go to keep-fit classes or take part in aerobics, yoga and water fitness, some do a kind of weight training in a gym.
4. The health benefits of aerobic exercise are numerous. People who regularly attend classes can improve their cardiovascular health, ...
5. Cholesterol builds up in our arteries causing them to get narrower which ...
6. Dancing classes, yoga and stretching help to improve your posture and ...
7. Many people turn to sport nowadays because besides its health benefits it also ...
8. If you want to stay healthy and fit do not exhaust yourself with hunger, ..., but eat sensible food.
9. Those who stay away from fitness and sport ... which in turn leads to health problems.
10. You will lose some weight if you ... and eat fruit and vegetables instead.

II. Reading

Read the text and do the tasks below:

SPORTS AND FITNESS

Sport has played an important part in our lives for many centuries. For some it seems as necessary and natural an activity as eating and sleeping, for others it's just entertainment.

Sport is very good for active relaxation and is important for our physical and mental health.

There are lots of types of sports and games. We can practise outdoor and indoor sports, in water or anywhere we want. Outdoor sports are as follows: golf, skiing, windsurfing, marathon-running, fishing, climbing, hiking or tourism, horse riding etc.

Indoor sports include table tennis, gymnastics, and chess. Athletics (sprint, high jump, long jump, javelin throw etc), ball games, shooting, skate-boarding, skating (figure skating, speed skating or roller skating) may be practised both outdoors and indoors.

There are also aquatic sports – water skiing, swimming, diving, water polo, yachting and rowing. People all around the world go in for sports. Ball games are very popular with lots of people.

At school we have our physical training (PT) lessons two or three times a week. When the weather is good pupils can go to the stadium where they play football, softball, volleyball or practise track-and-field athletics.

During the winter we usually go to a sports hall or gym where we practise gymnastics and some other sports and games.

Each of us can be a sportsman but not everyone can be a good one. A good athlete must be healthy and a non-smoker. He must train very hard, listen to his coach and devote all his leisure time to his sport.

Many people nowadays work in offices and have to sit at their desks for hours. For this reason we feel the need for exercise at the end of the day and turn to sport. It helps to get rid of tension or let off steam. Sport also provides an opportunity for people to express themselves that is not always possible in work life.

The latest survey shows that people who do not take enough exercise to keep themselves healthy find it difficult to continue walking at 5 kilometers an hour up a hill without becoming breathless and having to stop. Some people can't even keep a walking pace on level ground for several minutes. Those who stay away from fitness and sport tend to be overweight which in its turn leads to health problems.

Our country is experiencing a kind of a fitness boom nowadays. Many people go in for figure skating which is largely cultivated and popularized on TV, millions of people go to keep-fit classes or take part in aerobics or yoga, stretching and water fitness, some do a kind of weight training in a gym.

The health benefits of aerobic exercise are numerous. People who regularly attend classes can improve their cardiovascular health, reduce their body fat, increase their flexibility, and strengthen their muscles. Other benefits include increased energy levels throughout the day, decreased blood pressure and cholesterol levels, a strengthening of bones, improved posture, and a lower level of stress.

Modern health and fitness centers, palaces of sport with their swimming pools, indoor courts and gyms are competing with clubs, pubs and cinemas as places for people to go and spend their leisure time as well as their money.

Even if you haven't got enough time, money or desire to go somewhere to keep fit, you can still benefit from being a little more active. Just make small changes in your life style like using stairs instead of the lift or walking and cycling instead of using the car. This will help you to begin to feel benefits of living a more active, healthier and enjoyable life.

Next to this learn to educate your stomach by eating sensible food, which means avoiding crash diets, but stick to a low-fat, high fiber intake. Keep to a diet that contains daily servings from each of the basic food groups: meat, fruit and vegetables, milk, bread and cereals. Cut down on sweets and animal fat because they lead to the overproduction of cholesterol. It builds up in our arteries causing them to get narrower. This ends in a heart attack or stroke.

Exercise 1. Find in the text the expressions which mean the same:

- | | |
|-------------------|---|
| 1. may be done | 6. don't attend fitness classes or do sports |
| 2. are keen on | 7. lose weight |
| 3. free time | 8. low blood pressure |
| 4. that's why | 9. keep to a low-fat, high fiber intake |
| 5. gives a chance | 10. reduce the consumption of sweets and animal fat |

Exercise 2. Say which word doesn't belong to the group according to the text. Account for your choice.

1. meat, sweets, cereals, vegetables
2. yoga, water fitness, stretching, windsurfing
3. golf, hiking, roller-skating, climbing
4. decreased blood pressure, being overweight, becoming breathless, high level of stress
5. increased flexibility, low cholesterol level, improved posture, increased blood pressure
6. walking, cycling, using the car, using stairs

Exercise 3. Say if the statements are true or false. Correct the false statements:

1. Golf, skiing, windsurfing, marathon-running, fishing, climbing, hiking or tourism, horse riding etc. may be practised both indoors and outdoors.
2. Water polo, yachting, diving and rowing are ball games.
3. In winter pupils usually practise sports indoors.
4. A good sportsman must stay away from smoking.
5. Work in offices helps to let off steam and get rid of tension.
6. It's difficult for people to continue walking at 5 km an hour without becoming breathless and having to stop.
7. Being overweight leads to health problems.
8. Aerobic exercises help reduce the body flexibility, strengthen cholesterol levels and increase the level of stress.
9. Even if you do not attend any fitness classes you can stay fit by using the lift instead of stairs or driving your car instead of cycling.
10. Crash diets are rather healthy and will help you feel benefits of living an enjoyable life.

Exercise 4. Complete the sentences with words from the text:

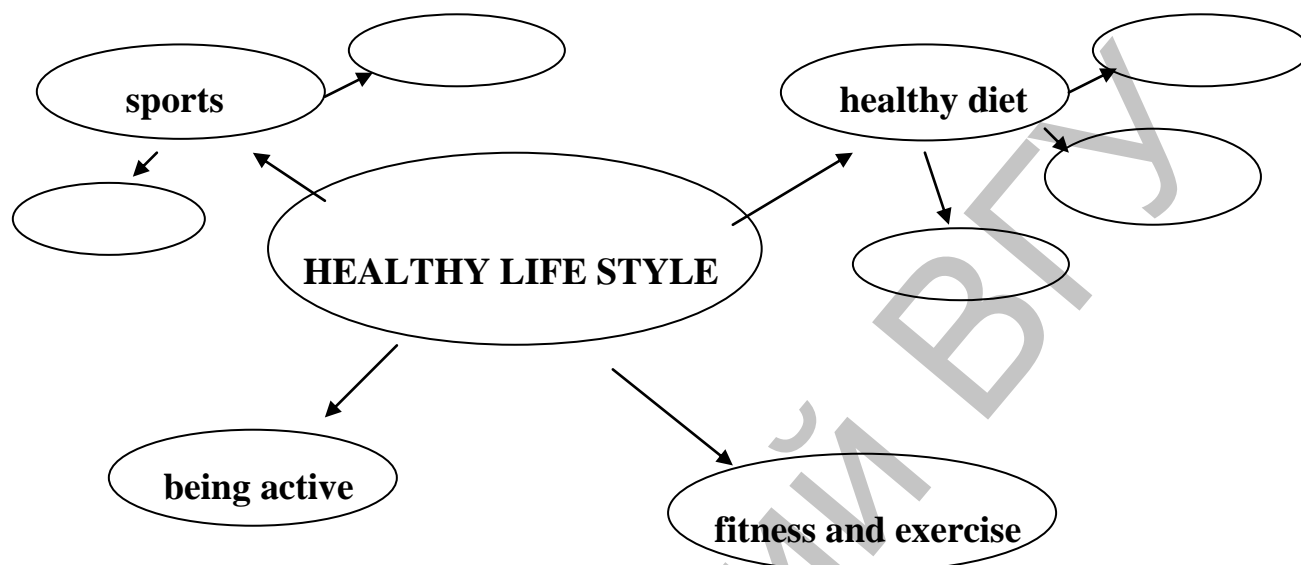
1. For some it seems as necessary and natural an activity as ...and ..., for others it's just entertainment.
2. We can practise ... and ... sports, in water or anywhere we want.
3. People all around the world sports; ball games are very lots of people.
4. Many people who have to sit at their desks during the day feel exercise at the end of the day and sport.
5. Sport helps to tension and steam.
6. People who do not ... enough exercise to ... themselves healthy find it difficult to continue ... at 5 kilometers an hour up a hill without and having to stop.
7. Those who from fitness and sport tend to be ... which in its turn leads to
8. Nowadays many people figure skating which is largely ... and ... on TV, millions of people go to or take part in ... or yoga, ... and water fitness, some do a kind of weight training in a
9. People who regularly ... classes can ... their cardiovascular health, reduce their, increase their ..., and strengthen their
10. Other health benefits include increased throughout the day, decreased and ... levels, a strengthening of bones, improved ..., and a ... level of stress.
11. Even if you haven't got enough time, money or desire to go somewhere to, you can still ... from being a little more active.
12. Make small changes in your life style like using ... instead of the ... or walking and ... instead of using the ... and enjoy living a more active and healthier life.
13. Keep to a ... that contains daily servings from each of the basic food groups: ..., ... and vegetables, ..., bread and ...
14. Cut sweets and because they lead to the overproduction of ...

Exercise 5. Answer the questions:

1. What is sport important for?
2. In what way does sport help people to cope with their everyday life?
3. What are the consequences of staying away from sport and fitness?
4. What do people usually do to keep fit?
5. What are the health benefits of aerobic exercise?
6. What else can people do to stay fit but for taking up fitness classes?
7. What does "eating sensible food" mean?
8. Why are sweets and animal fat harmful for people's health?

III. Speech practice

Exercise 1. Complete the cluster with key-words. Speak about each of the points using these key-words:



Exercise 2. Develop the ideas (Give more information from the text):

1. Sport plays an important part in our lives.
2. Staying away from fitness won't do you any good.
3. The health benefits of aerobic exercise are numerous.
4. It's important to eat sensible food.

Exercise 3. Discuss it with your classmates. (Provide arguments for each point.):

- a) how you keep fit
- b) whether you go in for sport
- c) whether you lead an active life
- d) whether you eat the right food

(B) ADDICTIONS

I. Vocabulary

A. Nouns

- bone density [bəʊn 'densɪtɪ] – плотность костей
- brain damage [breɪn 'dæmɪdʒ] – повреждение мозга
- bronchitis [brɒŋ 'kaɪtɪs] – бронхит
- censure ['senʃər] – порицание, осуждение
- confusion [kən 'fju:ʒn] – помутнение рассудка
- consequence ['kɒnsɪkwəns] – последствие

- drug abuse [drAg ɔ 'bjʊ:s] – употребление наркотиков
- drug abuser / drug addict [drAg 'ædɪkt] – наркоман
- drug taking – употребление наркотиков
- emphysema [emfi 'si:mɔ] – эмфизема
- hazard ['hæzɔd] - угроза
- heart disease [dɪ 'zi:z] – порок сердца
- lung / throat/ stomach['stAmɔk] cancer ['kænsɔ] – рак легких, горла, желудка
- mental disorder [dɪ 'sO:dɔ] – психическое расстройство
- pneumonia [nju(:) 'mɔunjɔ] – пневмония
- side effect [ɪ 'fekt] – побочный эффект
- stroke [strəʊk] – удар
- wrinkle [rɪŋkl] – морщина

B. Adjectives

- available [ɔ 'veɪləbl] – доступный
- addictive [æ 'dɪktɪv] – вызывающий привыкание
- hard to break – тяжело бросить

C. Verbs and phrases

- acquire [ɔ 'kwaɪɔ] – приобретать
- affect [ɔ 'fekt] – оказывать влияние (часто негативное)
- avoid [ɔ 'vOɪd] – избегать
- bear [beɔ] – выносить
- beat the habit – побороть привычку
- bring on – вызывать
- launch [l lɪnɔ] – начинать
- light up (a cigarette) – прикуривать
- suck [sʌk] – сосать
- take drugs – принимать наркотики

Vocabulary exercises

Exercise 1. Pronounce the words after the teacher and guess the meaning of the words:

Hallucinations, nicotine, heroin, fatal, toxin, alcoholic, tobacco, statistics, cyanide, infection.

Exercise 2. Decide which of these problems is the result of a) continuous smoking b) drinking c) drug abuse:

Bronchitis, mental disorder, early wrinkles, unbalanced emotions, bad complexion, AIDS, nervousness, death, heart attack, reduced athletic performance, throat cancer, frightening hallucinations, aggressive behaviour, bad breath, confusion, brain damage.

Exercise 3. Match the words into pairs of synonyms:

- | | |
|-----------------|--------------|
| 1. acquire | a) cause |
| 2. avoid | b) criticism |
| 3. bring on | c) drink |
| 4. launch | d) influence |
| 5. affect | e) start |
| 6. bear | f) danger |
| 7. suck | g) result |
| 8. take | h) use |
| 9. censure | i) stand |
| 10. hazard | j) stay away |
| 11. consequence | k) get |

Exercise 4. Match the words on the left with their opposites on the right:

- | | |
|-------------|-------------|
| 1. hazard | a) finish |
| 2. censure | b) lose |
| 3. take | c) reject |
| 4. acquire | d) put out |
| 5. light up | e) safety |
| 6. launch | f) approval |

Exercise 5. Match the words on the left with the definitions on the right:

- | | |
|-----------------|---|
| 1. side-effect | a) a line on your skin that forms on the face as a result of getting old |
| 2. drug abuse | b) a psychological state in which somebody is disoriented and unable to think clearly |
| 3. drug addict | c) use of illegal drugs such as heroine, LCD, ecstasy etc |
| 4. confusion | d) expression of strong disapproval and criticism |
| 5. brain damage | e) something that is potentially very dangerous |
| 6. wrinkle | f) an undesirable secondary effect of a drug or other form of medical treatment |
| 7. hazard | g) somebody who is physiologically or mentally dependent on a drug |
| 8. censure | h) injury to the brain that can affect its normal |

| functioning

Exercise 6. Choose the word which is odd here. Account for your choice:

1. Drug abuse, smoking, drinking, drug addict.
2. Public censure, confusion, heart disease, lung cancer.
3. Addictive, healthy, hard to break, harmful.
4. Addict, abuse, taking, disease.

Exercise 7. Fill in affect or effect. Mind the difference between these words:

affect - *have an effect on somebody or something, damage somebody or something with disease*

effect - *carry something out, or succeed in making or doing something (formal)*

1. You really should stop smoking. It ____ your health badly.
2. They ____ their escape through the window.
3. Who is going to ____ this experiment?
4. Shouting ____ your vocal cords.
5. Unhealthy lifestyle ____ her badly. She looked terrible.
6. They promise to pay the money as soon as you ____ the contract.
7. Bad weather ____ our plans for a picnic at the seaside.

Exercise 8. Translate these word collocations from Russian into English. Use them in sentences of your own:

- | | |
|---------------------------------|----------------------------------|
| 1. вредить здоровью | 6. иметь серьезные последствия |
| 2. вызывать помутнение рассудка | и побочные эффекты |
| и неспособность ясно мыслить | 7. умереть от рака легких |
| 3. избегать употребления | 8. приводить к пороку сердца и |
| наркотиков | повреждению мозга |
| 4. попивать алкогольные напитки | 9. общественное порицание |
| 5. запрещать курение, | 10. начать программу по борьбе с |
| употребление наркотиков и | курением |
| спиртных напитков | |

Exercise 9. Read the sentences and choose the best translation to the expressions in italics:

1. *Staying smoke and alcohol free* will give you a whole lot more of everything — more energy, *better performance*, *better looks*, more money in your pocket, and, *in the long run*, more life to live!

Staying smoke and alcohol free

- a) стоящий дым и бесплатный алкоголь
- b) остающийся дым и свободная продажа алкоголя
- c) отказ от курения и алкоголя

better performance

- a) лучшее представление
- b) лучшая игра
- c) лучшие показатели

better looks

- a) лучше внешний вид
- b) лучше смотрит
- c) лучше видит

in the long run

- a) в длинном забеге
- b) в конечном счете
- c) долго может бегать

2. Thousands of drug addicts die from AIDS every year because they use dirty needles or ***share needles***.

- a) делятся иглами
- b) разделяют иглы
- c) пользуются одной иглой

3. The body doesn't need tobacco ***the way*** it needs food, water, sleep, and exercise.

- a) той дорогой, которой
- b) таким образом
- c) как

4. The consequences of smoking may seem very ***far off***, but long-term health problems aren't the only hazard of smoking.

- a) отдаленный
- b) вдалеке
- c) за пределами

Exercise 10. Fill in the sentences with the words from the box:

drug-taking	affect	lights up	smoking
addictive	alcoholic	take drugs	drug abuse

1. Young people are often introduced to ____ by their friends.
2. Many young people die from continued ____ each year.
3. Many abusers ____ to escape from their life problems.
4. When the effect of a drink is over an ____ gets nervous and aggressive until he drinks again.
5. ____ is a hard habit to break because tobacco contains nicotine, which is highly ____.

6. Each time a smoker ____, that single cigarette takes about 5 to 20 minutes off the person's life.
7. Nicotine and the other toxins can ____ a person's body quickly.

Exercise 11. Before reading the text answer the questions:

1. Do you approve of people who smoke or use alcohol?
2. Have you or your friends ever been tempted to take drugs?
3. What harmful effects can smoking have on one's health?
4. Do you know any famous people who are drug abusers?
5. What are the consequences of drug abuse?
6. Do you think it is harmful to drink beer?
7. What measures are taken by the government to combat smoking and alcohol abuse?
8. Is drug taking legal?
9. Is it easy to break the habit of smoking/ drinking?
10. What are the effects of alcohol on a person?

II. Reading

Read the text and do the tasks below:

TAKING DRUGS

Everybody knows that drugs are illegal, but still people start taking drugs because they think they make them feel better. Young people are often introduced to drug-taking by their friends. Your friends may be full of stories as to how wonderful the drugs will make you feel. What they won't be telling you is how addictive the drugs are, and how many young people do lasting damage to their bodies, or die from continued drug abuse each year.

Many users take drugs to escape from a life that may seem too hard to bear. But drugs are no answer to your problems at all; they simply make the problems worse.

Depending on the type and strength of the drug, all drug-abusers are in danger of developing side effects. Drugs can bring on confusion and frightening hallucinations and cause unbalanced emotions or more serious mental disorders. Next to this, drugs are expensive and very few drug users can afford to buy them. Most often the need for money to pay for drugs leads to crime. Drug addicts start stealing money; they lose their friends, hurt their families and destroy their health.

Thousands of drug addicts die every year. Some die from drugs themselves, others die from AIDS. This is because they use dirty needles or share needles.

ALCOHOL

Why is alcohol so attractive to teenagers? Alcohol is a magic drug. It takes away problems. Teenage drinkers are no longer worried about their pimples or sexuality. It seems almost normal for people to turn to the bottle in a stress situation: alcohol is available everywhere. The media make you believe that ours is a culture in which drinking is a grown-up thing to do. Numerous films often show a hero with a drink and drinking becomes a sign of strength and cool behaviour. The advertisements always show cheerful, clean-shaven young men having a great time sucking beer merrily. Such advertisements suggest that it's positively healthy to drink beer. Although it's common knowledge that beer is a sure but veiled way to alcoholism. Drinking is associated with the great open air life, with beautiful girls, true love and togetherness. What utter nonsense!

Teenage drinking is very dangerous. What happens to the grown-up in ten years will happen to the teenager in two. Within a short period of time he will become a hopeless alcoholic. It's known that an alcoholic's life is shortened on the average by ten to twelve years. Alcohol causes heart disease and finally brain damage. When the effect of a drink is over an alcoholic gets nervous and aggressive until he drinks again. He often fails to recognize the problem. By the time he realizes he has got a drinking problem he has already reached the point of no return. He begins losing friends and is soon unable to carry on with school or work.

SMOKING

Almost everyone knows that smoking causes cancer, emphysema, and heart disease; that it can shorten your life by 10 years or more; and that the habit can cost a smoker about one million roubles a year (provided he smokes a packet of cigarettes a day).

Smoking is a hard habit to break because tobacco contains nicotine, which is highly addictive. Like heroin or other addictive drugs, the body and mind quickly become so used to the nicotine in cigarettes that a person needs to have it just to feel normal.

People start smoking for a variety of different reasons. Some think it looks cool. Others start because their family members or friends smoke. Statistics show that about 9 out of 10 tobacco users start before they're 18 years old. Most adults who started smoking in their teens never expected to become addicted. That's why people say it's just so much easier not to start smoking at all.

There are no physical reasons to start smoking. The body doesn't need tobacco the way it needs food, water, sleep, and exercise. In fact, many of the chemicals in cigarettes, like nicotine and cyanide, are actually poisons that can kill in high enough doses.

The consequences of this poisoning surface gradually. Over the long

term, smoking leads people to health problems like heart disease, stroke, emphysema, and many types of cancer — including lung, throat, stomach cancer. People who smoke also have an increased risk of infections like bronchitis and pneumonia.

These diseases limit a person's ability to be normally active, and they can be fatal. Each time a smoker lights up, that single cigarette takes about 5 to 20 minutes off the person's life.

Smokers not only develop wrinkles and yellow teeth, they also lose bone density and tend to be less active than nonsmokers because smoking affects lung power. The consequences of smoking may seem very far off, but long-term health problems aren't the only hazard of smoking. Nicotine and other toxins can affect a person's body quickly, which means that teen smokers experience such problems as bad skin, bad breath, bad-smelling clothes and hair, reduced athletic performance, greater risk of injury and slower healing time, increased risk of illness.

THE WAYS TO COMBAT THE ADDICTIONS

The only thing that really helps a person avoid the problems associated with smoking and using alcohol is staying smoke and alcohol free. This isn't always easy, especially if everyone around you is smoking or offering you cigarettes or drinks. It may help to have your reasons for not smoking or drinking alcohol ready for times you may feel the pressure, such as "I just don't like it" or "I want to stay in shape for soccer" (or football, basketball, or other sport).

Staying smoke and alcohol free will give you a whole lot more of everything — more energy, better performance, better looks, more money in your pocket, and, in the long run, more life to live!

In the past few years some measures have been taken to reduce smoking and drinking in public places. The anti-smoking campaigns launched in a number of countries have brought about extensive public censure of this harmful habit.

In our country the campaign to beat the cigarette habit has acquired a purposeful nature. Special legislative, medical and educational measures are being worked out.

Instructions forbid smoking among schoolchildren. Lessons on the harm of smoking, drug and alcohol abuse have been included in the school curriculum; the sale of cigarettes and drinks to people under 18 is illegal. Warnings against the harm of smoking are printed on packets of cigarette brands.

Exercise 1. Decide which negative effects and consequences of smoking, alcohol drinking and drug taking are mentioned here:

1. Pale and unhealthy looks. An increased risk of getting a type of skin rash called psoriasis.

2. Seeing somebody or something that is not really there, often as a symptom of a psychiatric disorder or as a response to certain drugs
3. A sudden, serious, painful, and sometimes fatal interruption of the heart's normal functioning
4. Readiness to attack or do harm to others
5. Persistent unpleasant smell from your mouth.
6. The smell of stale smoke on people's clothing, their hair, furniture, and cars. And it's often hard to get the smell of smoke out.
7. A psychological state in which somebody is disoriented and unable to think clearly
8. People who smoke usually can't compete with nonsmoking peers because the physical effects of smoking (like rapid heartbeat, and shortness of breath) affect their general fitness.
9. Injury to the brain that affects its normal functioning
10. An illness caused by uncontrollable growth of cells which destroy the lungs
11. Smoking affects the body's ability to produce collagen, so common sports injuries will heal more slowly in smokers than nonsmokers.
12. A disease of the immune system caused by infection with the retrovirus HIV, which destroys white blood cells and is transmitted through blood. Patients lose the ability to fight infections, often dying from secondary causes such as pneumonia.
13. Smokers get more colds, flu, bronchitis, and pneumonia than nonsmokers. And people with certain health conditions, like asthma, become much sicker if they smoke. Because teens who smoke as a way to manage weight often light up instead of eating, their bodies lack the nutrients they need to grow, develop, and fight off illness properly.
14. Inflammation of the bronchial tubes of the lungs, resulting from infection or irritation and causing breathing problems and bad coughing.

Exercise 2. Give sentences from the text, which mean the same:

1. People start taking drugs because there are too many problems in their lives.
2. Drug taking may cost you a lot of money which people do not usually have.
3. Drug taking is a fatal habit.
4. People start drinking because they are depressed.
5. Mass media popularize drinking as an adult way of behaviour.
6. Non-drinkers live longer than alcoholics.
7. It's difficult to give up smoking because of the addictive components of tobacco.
8. Tobacco is not what our body needs for normal functioning.

9. It takes time for the consequences of smoking to appear.
10. Each cigarette shortens a smoker's life by 5 to 20 minutes.
11. You'll have a lot of advantages and benefits if you do not smoke or use alcohol.

Exercise 3. Fill in the gaps with the correct prepositions and conjunctions if necessary:

1. Young people are often introduced ... drug-taking by their friends.
2. Many young people do lasting damage ... their bodies, or die ... continued drug abuse each year.
3. Drugs are no answer ... your problems at all.
4. Depending ... the type and strength ... the drug, all drug-abusers are ... danger of developing ... side effects.
5. Drugs can bring ... serious mental disorders.
6. The need ... money to pay ... drugs leads ... crime.
7. Teenagers think that alcohol takes ... problems as they are no longer worried ... their pimples or sexuality.
8. It seems almost normal ... people to turn ... the bottle ... a stress situation.
9. Numerous films often show a hero ... a drink and drinking becomes a sign ... strength and cool behaviour.
10. What happens ... the grown-up ... ten years will happen ... the teenager ... two.
11. It's known ... that an alcoholic's life is shortened ... the average ... ten ... twelve years.
12. When the effect of a drink is ... an alcoholic gets nervous and aggressive ... he drinks again.
13. Smoking can shorten your life ... 10 years or more.
14. Statistics show that about 9 ... 10 tobacco users start ... they're 18 years old.
15. Each time a smoker lights ..., that single cigarette takes ... 5 to 20 minutes ... the person's life.
16. Instructions forbid smoking ... schoolchildren.
17. Lessons ... the harm of smoking, drug and alcohol abuse have been included ... the school curriculum, the sale ... cigarettes and drinks to people ... 18 is illegal.

Exercise 4. Correct the statements according to the text:

1. Many young people do good to their health and live longer because of continued drug abuse.
2. Drugs help young people to solve their problems.

3. Drugs can bring on heart disease and brain damage, cause bad smell or poor athletic performance.
4. Drugs are quite cheap and everybody can afford to buy them, so drug abusers never steal money or commit crimes.
5. Drug abusers never die from the drugs themselves, they die from AIDS.
6. The media makes you believe that ours is a culture in which drinking is absolutely abnormal.
7. Drinking beer does not lead to alcoholism.
8. What happens to the grown-up in ten years will never happen to a teenage drinker.
9. Within a short period of time a teenage drinker becomes a hopeless shopaholic.
10. Alcohol causes bronchitis and finally pneumonia.
11. When the effect of the drink is over an alcoholic gets helpful and friendly until he drinks again.
12. One can easily give up smoking because nicotine is not addictive at all.
13. The body doesn't need tobacco the way it needs alcohol, heroin, and exercise.
14. People who smoke have a decreased risk of infections like bronchitis and pneumonia.
15. Staying smoke and alcohol free will give you a whole lot more of everything – more bronchitis, better lung cancer, more wrinkles and in the long run, more chances to die.

Exercise 5. Match the words on the left with those on the right to get combinations from the text. Recall the context in which these combinations were used or give your own examples with these collocations:

- | | |
|------------------|------------------------------|
| 1. be introduced | a) from continued drug abuse |
| 2. die | b) from hard life |
| 3. escape | c) a person's body |
| 4. bring on | d) a sign of strength |
| 5. lead | e) to drug taking |
| 6. turn | f) to crime |
| 7. become | g) to the bottle |
| 8. be associated | h) confusion |
| 9. cause | i) emphysema |
| 10. recognize | j) wrinkles and yellow teeth |
| 11. shorten | k) smoking |
| 12. start | l) your life |
| 13. surface | m) gradually |

- | | |
|-------------|---------------------------------|
| 14. develop | n) the problem |
| 15. affect | o) with the great open-air life |

III. Speech practice

Exercise 1. Fill in the table. Use it when speaking about smoking, drinking and drug abuse:

Bad habits	Reasons to start	The effects and the consequences	The ways to combat
Smoking			
Alcohol drinking			
Drug abuse			

Exercise 2. Split up into three groups (each group has its own bad habit: smoking, alcohol abuse, drug taking) and prove that your bad habit is the most:

- a) unattractive*
- b) frequent to occur*
- c) dangerous*
- d) typical of boys/ girls*
- e) popular with teenagers*

Exercise 3. Develop these situations:

1. Your friend tries to talk you into trying some ecstasy at the party. React to his proposal or act out a conversation.
2. A friend of yours is going to try an injection of heroin for the first time. Tell him about the possible effects and consequences of such an action.
3. Most of your classmates smoke but you prefer not to start. Account for your decision.
4. A friend of yours has become rather nervous and aggressive; he borrows money from you and your friends. What are the possible reasons for such behaviour and what are the ways to help him?
5. Your friends think that drinking beer is absolutely natural and healthy. Try to talk them out of drinking beer each time you meet.
6. There is too much advertising of beer on TV. Write a letter to the authorities of the TV channel, asking to stop advertising soft alcoholic beverages.
7. A sales-girl in a shop has just sold a packet of cigarettes to a girl who is obviously under 18. Explain it to the sales-girl why you are so furious about the fact.

Unit 4. LEISURE

I. Topical vocabulary

A. Nouns

- entertainment [ˈentəˈteɪnmənt] – развлечение
- exhibition [ˈeksɪˈbɪʃ(ə)n] – выставка
- leisure [ˈleɪə] – досуг
- leisure time (hours) [ˈleɪə taɪm] – свободное время
- pastime [ˈpɑːstaɪm] – времяпрепровождение
- recreation [ˈrekrɪˈeɪʃ(ə)n] – отдых, развлечение; хобби, приятное времяпровождение
- recreation park [ˈrekrɪˈeɪʃ(ə)n pɑːk] – парк развлечений
- relaxation [ˈrɪləkˈseɪʃ(ə)n] – восстановление сил; отдых
- refreshment [rɪˈfreʃmənt] – восстановление сил; отдых
- rest [rest] – отдых
- to have a rest [hæv ə rest] – отдыхать
- safety-valve [ˈseɪftɪ-vælv] – отдушина
- a theatre-(cinema-)goer [ˈθiətə (ˈsɪnəmə ˈɡəʊə] – театрал (киноман)

Hobbies:

- acting [ˈæktɪŋ] – игра на сцене
- arranging flowers [əˈreɪnɪŋ ˈflaʊəz] – составление букетов
- bird-watching [ˈbɜːdwɒtʃɪŋ] – наблюдение за птицами
- building miniature homes [ˈbɪldɪŋ ˈmɪniətʃə ˈhəʊmz] – изготовление макетов
- camping [ˈkæmpɪŋ] – отдых в лагере
- climbing rocks [ˈklaɪmɪŋ rɒks] – скалолазание
- collecting (stamps / coins / antiques / stickers / badges) [kəˈlektɪŋ stæmps / kɔɪnz / ænˈtiːks / ˈstɪkəz / bædʒɪz] – собирание (марок, монет, антиквариата, наклеек, значков)
- cycling [ˈsaɪklɪŋ] – езда на велосипеде, велоспорт
- dancing [ˈdɑːnsɪŋ] – танцы
- DIY (do-it-yourself) [diː aɪ waɪ] – «сделай сам», изготовление вещей собственными руками
- drawing [ˈdrɔːɪŋ] – рисование
- gardening [ˈɡɑːdnɪŋ] – садоводство
- growing plants / flowers / vegetables [ˈɡrəʊɪŋ plɑːnts / ˈflaʊəz / ˈveɡɪtəblz] – выращивание растений / цветов / овощей

- hiking ['haɪkɪŋ] – туризм
- hunting ['hʌntɪŋ] – охота
- jogging ['dʒɒɡɪŋ] – бег трусцой, пробежка
- jumping from a plane ['dʒʌmpɪŋ frəm ə 'pleɪn] – прыжки с парашютом
- keeping pets ['ki:pɪŋ pets] – содержание животных
- making model planes ['meɪkɪŋ 'mɒd(ə)l 'pleɪnz] – моделирование самолётов
- making sculptures (models) ['meɪkɪŋ 'skʌlpʃəz ('mɒd(ə)lz)] – лепка, моделирование
- mountaineering ['maʊntɪ 'niəriŋ] – альпинизм
- needlework ['ni:dlwɜ:k] – работа, выполняемая иглой (шитье; вышивание, рукоделие)
- painting ['peɪntɪŋ] – живопись
- photography [f(ə) 'tɒgrəfi] – фотографирование
- playing chess / cards / board games ['pleɪŋ 'tʃes / 'kɑ:dz / 'bɔ:rd geɪmz] – игра в шахматы, карты, настольные игры
- playing musical instruments [pleɪŋ 'mju:zɪk(ə)l 'ɪnstɾəmənts] – игра на музыкальных инструментах
- pottery ['pɒtəri] – гончарное дело
- reading ['ri:dɪŋ] – чтение
- sightseeing ['saɪt 'si:ɪŋ] – осмотр достопримечательностей
- singing ['sɪŋɪŋ] – пение
- skiing ['ski:ɪŋ] – катание на лыжах
- tapestry ['tæpɪstri] – ткачество, изготовление гобелена
- weaving baskets ['wi:vɪŋ 'bʌskɪts] – плетение корзин
- working with wood/stone ['wɜ:kɪŋ wɪð wud ənd stəʊn] – работа с деревом / камнем

B. Adjectives

- active ['æktɪv] – активный; деятельный, инициативный
- amusing [ə 'mju:zɪŋ] – забавный, занимательный
- boring ['bɔ:ɪŋ] – скучный, неинтересный
- creative [kri'eɪtɪv] – творческий
- dangerous ['deɪŋdʒ(ə)rəs] – опасный
- enjoyable [ɪn 'dʒɔɪəbl] – приятный, доставляющий удовольствие
- entertaining ['entə 'teɪnɪŋ] – забавный, занимательный, развлекательный
- exciting [ɪk 'saɪtɪŋ] – волнующий, захватывающий

- ideal [aɪ 'diəl] – идеальный, совершенный
- indoor [ˈɪn 'dɔːl] – находящийся/происходящий в помещении
- inventive [ɪn 'ventɪv] – изобретательный
- outdoor [ˈaʊt 'dɔːl] – находящийся или совершающийся вне помещения, на открытом воздухе
- passive [ˈpæsɪv] – пассивный, инертный; бездеятельный
- popular [ˈpɒpjulə] – популярный

C. Verbs and phrases

- to be addicted to something / doing something – иметь пристрастие к чему-либо
- to be an avid / great / keen (gardener) – быть ярым, сильно увлеченным (садоводом)
- to be a follower of – быть последователем, поклонником, сторонником чего-либо
- to be a member of something – быть членом (какой-либо организации, объединения)
- to be a Mozart / theatre lover – быть любителем Моцарта / театра
- to be hooked on something / doing something – сильно увлекаться чем-либо
- to be interested in something / doing something – быть заинтересованным в чем-либо
- to be keen on something / doing something – увлекаться чем-либо
- to be mad about something – быть помешанным на чем-либо
- to be obsessed with something / doing something – помешаться на чем-либо
- to be popular with somebody – быть популярным у кого-либо
- to be worth seeing (reading / visiting) – стоит посмотреть (прочитать / посетить)
- to contemplate nature – созерцать природу
- to create something – создавать что-либо
- to do something at leisure – делать на досуге
- to do something for one's own enjoyment – делать что-либо ради собственного удовольствия
- to enjoy something / doing something – любить (что-либо, получать удовольствие (от чего-либо), наслаждаться)
- to enrich somebody's experience – обогатить опыт
- to give up something / doing something – перестать заниматься чем-либо
- to join something – присоединяться, вступать в члены (клуба, общества); записываться (в библиотеку и т. п.)

- to participate – участвовать
- to ride a hobby-horse – заниматься любимым увлечением
- to spend one's free time on something – тратить свободное время на что-либо
- to take part in something – принимать участие, участвовать в чем-либо
- to take to something / doing something – пристраститься, увлечься (чем-либо), начинать заниматься чем-либо
- to take up (a hobby) / doing something – браться за что-либо, начать заниматься чем-либо

Vocabulary exercises

Exercise 1. Match the word with the definition:

- | | |
|----------------|---|
| 1. Leisure | a. a subject that somebody feels strongly about and likes to talk about |
| 2. Hobby | b. a person who is very interested in a particular hobby |
| 3. Rest | c. an activity that you do for pleasure when you are not working |
| 4. Recreation | d. doing things for enjoyment |
| 5. Hobbyist | e. a period of relaxing or doing nothing after some activity |
| 6. Hobby-horse | f. time that is spent doing what you enjoy when you are not working or studying |

Exercise 2. Arrange the words into pairs of synonyms:

- | | |
|----------------------|-----------------------------|
| 1. free time | a. rest, relaxation |
| 2. recreation | b. to be fond of, to prefer |
| 3. to observe nature | c. leisure time, pastime |
| 4. to like | d. to make richer |
| 5. to enrich | e. to contemplate nature |

Exercise 3. Match the opposites:

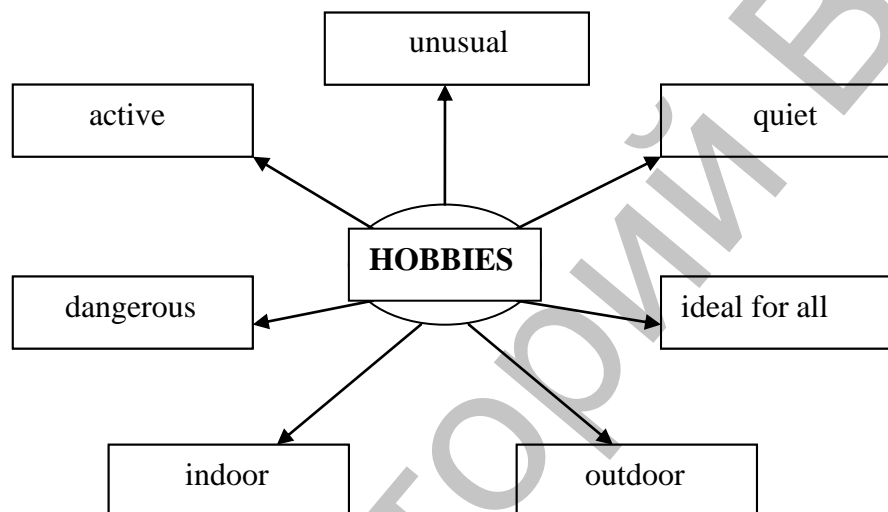
- | | |
|------------------|----------------------------------|
| 1. to work | a. passive |
| 2. to spend time | b. to go out |
| 3. active | c. to give up something. / doing |

4. to stay at home
5. indoor activities
6. interesting
7. to take up something/ doing something

- something
- d. to rest
 - e. boring, dull
 - f. outdoor activities
 - g. to waste time

Exercise 4.

A) Arrange all the hobbies from the topical vocabulary into groups:



B) Which hobby is:

- a) the most (least) suitable for young people?
- b) the most (least) suitable for old people?
- c) the most suitable for children?
- d) the most (least) suitable for men?
- e) the most (least) suitable for women?
- f) the most satisfying for everybody?
- g) the most active?
- h) the most dangerous?
- i) the most expensive?
- j) the funniest?
- k) the most time-consuming?
- l) the most interesting?
- m) the most boring?
- n) the noisiest?

o) the cheapest?

Exercise 5. What do we call them?

1) The person who collects stamps	is called	an amateur actor
2) The man who is fond of books		a bibliophile
3) The person who often goes to the theatre		a fisherman
4) The person who is fond of travelling		a motorist
5) The man who goes in for sports		a numismatist
6) The person who is fond of cars		a philatelist
7) The man who is fond of angling		a sportsman
8) The man who takes part in amateur performances		a theatre-goer
9) The person who collects coins of different countries		a tourist

Exercise 6. Guess what his (her) hobby is:

1) Alice is very energetic. After classes she takes her racket and hurries to the court. She is a very good player.

2) Dick seems to know everything about the history of post. It's like travelling about the world when he shows his albums to you. Wherever he comes he goes to the post office first of all.

3) Gloria was superb as Ophelia. When I first saw her on the stage, I couldn't believe she was not a professional actress.

4) Jack's picture of St. Paul's Cathedral at noon is very nice. He has a very good sense of colour.

5) Nick travels a lot and always has his camera with him. I like his photos. They are full of expression.

6) Mike speaks six languages. Now he is learning Chinese. His favourite books are dictionaries.

7) Ann has three dogs and five cats. Last time I was at her place, I saw a snake! And Ann seemed to be fond of it.

8) Bert is a very reliable goalkeeper. When he plays for the school, our team always wins.

9) Mary knows all film stars. I think she doesn't miss a single film that is on.

10) Frank travels a lot. He wants to see all the countries in the world.

Key: amateur drama, cinema, gardening, football, learning languages,

painting, pets, photography, stamp collecting, tennis, tourism, drawing.

II. Reading

Text 1

Read the text and do the tasks below:

The English say: "He who knows how to work, knows how to rest". Leisure should be refreshment; it should send a man out with fresh spirits to battle with the problems of life. All people are different and so they prefer spending their free time in different ways. Many people get full value from leisure by contemplating nature, listening to music, or reading books.

A hobby is a favourite pastime of a person. Hobbies differ like tastes. If you have chosen a hobby to your character and liking, lucky you are: you have made your life more interesting.

Numerous hobbies can be subdivided into four large classes: doing things, making things, collecting things, and learning things.

The most popular of all hobby groups is doing things. It includes a wide variety of activities, everything from gardening to travelling and from chess to volleyball. Gardening is one of the oldest man's hobbies, especially in some countries (Britain, for example).

Making things includes drawing, painting, making sculptures, designing costumes, and handicrafts. Some hobbyists write music or play musical instruments.

Almost everyone collects something at a certain period in his life: stamps, coins, matchboxes, books, records, postcards, toys, etc. Some collections have no real value. Others become so large and so valuable that they are housed in museums and galleries. Many world-famous collections started in a small way with one or two items. People with a good deal of money often collect paintings, rare books or other art objects. Often such private collections are given to museums, libraries and public galleries so that others might take pleasure in seeing them.

No matter what kind of hobby a person has, he always has the opportunity of learning from it. By reading about the things he is interested in, he is adding to what he knows. Learning things can be the most exciting aspect of a hobby.

By the way in which a man uses his leisure his character can be told. Some people are completely passive during leisure hours. Such people like to stay at home watching TV. If such people go out they go to some place of entertainment where no effort is required by them, a cinema or a dance-hall, and if the latter, they do not dance but simply sit and watch others dancing.

A different type of person hurries home full of eagerness to begin on

some scheme which he has been planning for his leisure time. Perhaps his hobby is carpentry or model engineering or gardening; or he might wish to study some subject in which he is interested. This is a creative type of character. For him, his leisure hours are full of promise and he can look back on them with satisfaction.

In Belarus there's almost every kind of entertainment you can imagine. There are numerous places of interest where people can spend their leisure hours. There are many theatres, museums, concert halls, cinemas, palaces of culture, libraries. For those who are fond of sport there are a lot of sport centers, stadiums, sport clubs, etc. Parks and gardens are the most popular places for recreation among nature lovers. They attract both children and adults.

There are a lot of clubs and sections. Those who like to dance, join a dancing section. Those who are interested in music join a musical section where they are taught to play different musical instruments. People who are fond of sports can join sport sections, such as football, skiing, chess and others. The art section is one of the most popular with people, because they can learn to create beautiful things there. Some members are taught to paint, and they organize local exhibitions of their paintings. Some do cutting work, others grow flowers.

As for me, I prefer to spend my free time in different ways. I like to go in for sports, to play football, basketball or volleyball with my friends. I like to watch TV, to listen to music and play computer games. Also I like to go for a walk in the country and enjoy the beauty of nature.

And my hobby is reading books. I'd like to say that it's hard to imagine our life without books. In my opinion, a book is one of the greatest wonders of the world. It gives us a unique chance to link up with authors who lived hundreds of years ago. Books play a great role in the development of personality. Books enrich our experience and continue our education. I'm sure that a reader lives a richer life than a non-reader. Books help us to forget our daily problems. We can travel to the past, future and to many different, wonderful places that we can't visit in reality. I am also sure that books are our good friends and teachers. From them we get to know life better, they teach us how to tell the right from the wrong, to love our Motherland, to understand friendship, people's feelings. So, they teach us how to live. The time spent on a good book is never wasted. As for me I like to read different kinds of books: adventure stories, detective stories, historical novels, etc.

Besides reading books I really enjoy going to the cinema: it's one of my favourite pastimes. I'm a great cinema-goer. I think that watching a good film is the best relaxation. There's a wide variety of films available nowadays. They are wonderful comedies, thrillers, westerns, love stories, science fiction, horror films, detective stories, historical films.

When I want to go to the cinema I usually phone my friends and we

discuss what films to see. I prefer feature films but also enjoy popular science films.

My favourite film is “Emma” with Gwyneth Paltrow as a leading actress. It is a screen version of the book written by Jane Austene. I think that this film is very amusing, entertaining and it is worth seeing. I enjoy not only the film, but the scenery, costumes, music and the actors’ playing.

In my opinion, hobby gives us a wonderful chance to meet new friends, to broaden our outlook and to enrich our inner world.

Exercise 1. Find in the text the English equivalents to the following Russian words and phrases:

1. досуг
2. получать пользу от отдыха
3. созерцать природу
4. любимое времяпрепровождение
5. по своему вкусу
6. подразделяться на (какие-либо классы, подгруппы)
7. включать что-либо (в состав)
8. широкий круг занятий
9. заниматься скульптурой
10. рукоделие, ручная работа
11. человек, имеющий хобби
12. собирать, коллекционировать
13. получать удовольствие от занятия чем-либо
14. интересоваться музыкой
15. вступить в спортивную секцию
16. создавать красивые вещи
17. обогащать опыт
18. идти (о фильме, спектакле)
19. фильм (спектакль) стоит посмотреть
20. наслаждаться музыкой, костюмами, декорациями, актёрской игрой
21. многочисленные развлекательные центры

Exercise 2. Say if the statements are true or false according to the text:

1. He who knows how to work, knows how to rest.
2. People spend their leisure time in the same way.
3. All people are active during their leisure hours.
4. Hobbies differ like tastes.
5. There are few places where you can spend your free time.
6. Books enrich our experience and continue our education.
7. Watching a good film is the best relaxation.

8. There are few places of interest in Belarus where people can spend their leisure hours.

Exercise 3. Complete the sentences:

1. The English say: "He who knows how to ..., knows how to ..."
2. Leisure should be a ...; it should send a man out with fresh spirits to ...with the problems of life.
3. Many people get full ... from leisure by ... nature, listening to ..., or reading books.
4. Numerous hobbies can be ... into four large classes: ... things, things, ... things, and ... things.
5. Making things includes...
6. Almost everyone ... something at some period in his life: stamps, ...
7. ... things can be the most exciting aspect of a hobby.
8. Books ... our experience and continue our ...
9. There's a wide variety of films available nowadays. They are ...
10. In Belarus there's almost every kind of ... you can imagine.

Exercise 4. Answer the questions:

1. What is leisure?
2. Why should leisure be refreshment?
3. What types of men are there by the way they spend their leisure?
4. What is a hobby?
5. Tastes differ. Can you say the same about hobbies?
6. What classes can hobbies be divided into?
7. The most popular hobby group is doing things, isn't it?
8. What activities does doing things include?
9. What do hobbyists who prefer making things do?
10. Do you enjoy making things?
11. What do people collect?
12. Have you ever collected anything?
13. Do you know any private collection that was given to a museum or a gallery?
14. Do you agree that learning is the most exciting aspect of a hobby? Why?
15. How do people learn from his or her hobby?
16. Have you chosen a hobby according to your character and taste?

Exercise 5. Translate into English:

1. Люди проводят своё свободное время по-разному: слушают музыку, смотрят телевизор, читают книги, занимаются спортом или созерцают природу.
2. Хобби – это времяпрепровождение, которое человек выбирает по своему вкусу.
3. Четыре класса, на которые подразделяются хобби - это делать что-либо, создавать что-либо, собирать что-либо и узнавать что-либо новое.
4. Почти каждый собирает что-нибудь в какой-то период своей жизни: марки, монеты, спичечные коробки, книги, открытки, игрушки и т.д.
5. Возможность узнавать новое – это самая увлекательная сторона хобби.
6. По тому, как человек проводит своё свободное время, можно сказать о его характере.
7. Творческие люди спешат домой, чтобы начать то, что они запланировали для своего досуга.
8. Книги играют большую роль в развитии личности. Книги обогащают наш опыт и продолжают образование.
9. Просмотр хорошего фильма – это лучший отдых.
10. В Беларуси есть множество мест, где можно провести свободное время. Есть много театров, музеев, концертных залов, кинотеатров, библиотек и т.д.

Exercise 6. Give a summary of the text according to the following outline:

1. Leisure should be refreshment.
2. All people spend their free time in different ways.
3. Hobbies differ like tastes.
4. By the way in which a man uses his leisure his character can be told.
5. There are numerous places of interest in Belarus.
6. The time spent on a good book is never wasted.
7. Watching a film is the best relaxation.

III. Speech practice

Exercise 1. Examine the chart and describe the most popular entertainments for men and women:

	% Percentage	
	Men	Women
Out and about		

Seaside	7	8
Country	3	3
Parks	3	4
Visiting historic buildings	8	8
Going to museums and art galleries	3	3
In the evening		
Going to the cinema	4	58
Going to the theatre, opera and ballet	3	3
Playing amateur music and drama	1	2
Dancing	10	12
At home		
Watching TV, listening to records	65	62
Gardening	50	39
Sewing and knitting	2	48
House repairs	51	24
Reading books	50	61

Model: Women prefer going to the cinema.

Men enjoy watching TV or listening to records at home.

Exercise 2.

A. Fill in the questionnaire:

How much leisure time (or spare time) do you have:

- every working day? _____ hours
- every weekend or holiday? _____ hours

B. Put your top four of the following leisure time activities in order of preference (1 - favourite, 2 - next to favourite, etc.):

- participating in some kind of sport or physical exercise;
- watching sport at a stadium or on TV;
- reading;
- some kind of hobby;
- listening to music at home or in a concert hall;
- playing a musical instrument;
- going to the cinema or watching videos;
- going to the theatre or opera;
- watching TV;
- dancing;
- going to cafes with friends;

- visiting new places;
- others

C. Compare your answers with your partner's. What are the main similarities and differences between the ways in which you like to spend your leisure time?

D. Make up dialogues to discuss pros and cons of different pastimes and hobbies for teenagers and adults.

Exercise 3. Comment on the following proverbs:

1. All work and no play make Jack a dull boy.
2. Work done, have your fun.
3. It is the busiest man who has time to spare.

Exercise 4. Develop the following situations:

1. Speak about the way you spend your spare time on your days off and holidays.
2. Try to persuade your friend to go out of town with you instead of staying in town and going to a concert of a rock group.
3. Turn down your friend's suggestion to go out of town since you prefer to spend your time at a disco.
4. How did you spend your last Sunday?
5. How are you going to spend your next Sunday (weekend)?

IV Supplement

Text 1

Read the text and make a list of entertainments and hobbies mentioned here.

Classify them into the following categories:

- a) entertainments intended for men;
- b) entertainments intended for women;
- c) entertainments intended for children;
- d) entertainments intended for the whole family.

Enjoying Yourself in Britain

Typical popular pastimes in Great Britain include listening to pop music, having or watching sport, going on holidays, doing outdoor activities and watching TV. There's almost every kind of entertainment you

can imagine; there are parks and gardens to visit. You can go sightseeing, either on your own or in a group, or on an open bus, or by horse and cart, and if you like walking you can go on organized walks, which could include sightseeing too. You may simply find a seat outdoor – sit and watch people hurrying past.

If the weather is cold and wet, it won't be a big problem because there's plenty going on indoors. You may go to different entertainment centers such as disco, clubs, art centers including exhibitions, cinema, theatre, music, etc. You can meet your friends at your place and have a nice time together.

If you haven't got much money to spend on entertainment, you can do much of what is cheap or even costs nothing. To begin with, lots of events that are organized outside or in the street are free. There are street festivities and public processions. Some people play modern music and instruments in the street and you can see modern theatre and dancing too.

Parks are another place where you'll often find things going on, from hot-air balloon festivals to musical entertainments of various kinds. You may simply relax on the grass, listening to a band perhaps. You can visit many museums and art galleries without having to pay, and some also show films. Some churches have free concerts, particularly at lunch-time. Other places that offer entertainment in the evening are clubs.

There are a lot of entertainments organized specially for children:

- a) children's shows and family shows which may include singing, dancing, games, jokes, puppets, etc.;
- b) theatre, music and dance with special plays, concerts, etc. for children;
- c) cinema, there is lots to choose from – especially during the holiday;
- d) museums, animals (zoos and safari parks), fun fairs (games, machines to ride, noisy fun, etc.), parks, sports centers, entertainment centers, etc.

Many people entertain themselves by taking up hobbies, such as television, cinema, music and reading. In Britain watching television is one of the most popular leisure activities. Despite the increase of TV watching, reading is still an important leisure activity in Britain and there are a very large number of magazines and books published on a wide variety of subjects.

In most places local education authorities organize classes connected with your hobbies, such as photography, painting, folk dancing, dog training, cake decoration, local history, car maintenance, and other subjects. Other groups meet regularly for a mixture of social and religious purposes. For young people there are youth clubs, some, but not all, of them are connected with churches.

Young and old spend leisure time working together for good causes, raising money for the benefit of victims of famine, flood or misfortune.

England is famous for its gardens, and most people like gardening. This is probably one reason why so many prefer to live in houses rather than in flats. Enthusiasts of gardening – or do-it-yourself activities – get ever-growing help from radio programmes, magazines and patient shopkeepers. Although the task of keeping a garden is essentially individual, gardening can well become the foundation of social and competitive relationships. Flower and vegetable shows, with prizes for the best exhibits, are popular, and to many gardeners the process of growing plants seems more important than the merely aesthetic pleasure of looking at flowers or eating vegetables.

Exercise 1. Fill in the prepositions:

1. Typical popular pastimes ... Great Britain include listening ... pop music, having or watching sport, going ... holidays, doing outdoor activities and watching TV.
2. You can go sightseeing, either ... your own or ... a group, or ... an open bus, or ... horse and cart, and if you like walking you can go ... organized walks, which could include sightseeing too.
3. If you haven't got much money to spend ... entertainment, you can do much ... what is cheap or even costs nothing.
4. Parks are another place where you'll often find things going ..., ... hot-air balloon festivals ... musical entertainments ... various kinds.
5. You may simply relax ... the grass, listening ... a band perhaps.
6. Many people entertain themselves ... taking ... hobbies, such ... television, cinema, music and reading.
7. Despite the increase ... TV watching, reading is still an important leisure activity ... Britain and there are a very large number ... magazines and books published ... a wide variety ... subjects.
8. Young and old spend leisure time working together ... good causes, raising money ... the benefit ... victims ... famine, flood or misfortune.
9. England is famous ... its gardens, and most people like gardening.
10. Flower and vegetable shows, with prizes ... the best exhibits, are popular, and ... many gardeners the process ... growing plants seems more important than the merely aesthetic pleasure of looking ... flowers or eating vegetables.

Exercise 2. Complete the sentences:

1. There's almost every kind of ... you can imagine; there are parks and gardens to visit.
2. Typical popular ... in Great Britain include ... to pop music, having or ... sport, going on ..., doing ... activities and watching TV.
3. You can go ..., either on your own or in a group.
4. There are street ... and public...
5. Children's ... and family shows which may include singing, ..., games, jokes, puppets, etc.
6. Many people entertain themselves by taking up
7. In Britain watching ... is one of the most popular ... activities.
8. Young and old spend working together for good causes.
9. Enthusiasts of ... – or do-it-yourself activities – get ever-growing help from radio programmes, magazines and patient shopkeepers.
10. To many ... the process of growing plants seems more important than the merely ... pleasure of looking at flowers or eating vegetables.

Exercise 3. Complete the following sentences:

1. Typical popular pastimes in Great Britain include ...
2. You may go to different entertainment centers such as ...
3. You can go sightseeing, either on your own or ...
4. There are a lot of entertainments organized specially for children: ...
5. Many people entertain themselves by...
6. In most places local education authorities organize classes connected with your hobbies, such as ...
7. England is famous for...

Text 2

Read the text and answer the question which follows it.

The fascination of reading

*The most important thing we've
learned,*

*So far as children are concerned,
Is never, never, never let*

Them near your television set.

Roald Dahl

Crispin is 16. He likes sport and he's good at school. He likes studying languages but... he's never read a whole book.

Is it possible? Certainly! Crispin is only one of the young people,

who, according to surveys by educational experts, have never managed to go through a book from beginning to end.

Let's get this clear: Crispin and his friends aren't stupid or ignorant. They know how to read perfectly well and they've read a good number of short pieces: stories, fables, cartoons and teenage magazine articles. But the pleasure of reading has never motivated them to choose a book and read the whole of it.

Crispin's case worries a lot of adults: parents and teachers, but also children's writers and editors. The number of young people who aren't reading is increasing, even though they've got interesting books at home suitable for their age group and school libraries are full of possibilities.

Why do children read so little today?

There are a lot of reasons. Some say television is to blame as it offers attractive programmes which don't require the "effort" of reading. For others it's the fault of schools which don't teach children to appreciate literature and its wonders.

It's becoming easier all the time to meet children who know how to use computers or consult video encyclopedias, but who don't know how to appreciate the fascination of reading.

One children's writer says: "At the age of 7, I read a whole book alone for the first time. For me it was a great victory. I discovered that the words and signs on the pages became a real, exciting story in my head. For me it was as good as winning a hard basketball match."

Perhaps Crispin and his friends read so little because they've never really tried hard to do it.

Why do you think young people read so little today?

fascination - [ˈfæsiˈneɪʃ(ə)n] - обаяние, прелесть, чары, колдовство

survey - [ˈseɪveɪ] - исследование

ignorant - [ˈɪɡn(ə)r(ə)nt] - невежественный, необразованный

fable - [ˈfeɪbl] - басня

case - [keɪs] - случай

editor - [ˈeditə] - редактор

suitable - [ˈsju:təbl] - подходящий

reason - [ˈriːzn] - причина

to blame - [bleɪm] - винить

attractive - [əˈtræktɪv] - привлекательный, заманчивой

to require - [rɪˈkwaɪə] - требовать

effort - [ˈefət] - усилие

fault - [fɔ:lt] - вина

to appreciate - [ə'prɪʃiɪt] - ценить

encyclopedia - [en'saɪklə'pɪdiə] - энциклопедия

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Unit 5. EDUCATION

I. Topical vocabulary

A. Nouns

- curriculum [kə 'rɪkjələm] – курс обучения, учебный план, программа
- education ['edju 'keɪs(ə)n] – образование

Educational Institutions

- academy [ə 'kædəmɪ] – академия
- boarding school ['bɔːdɪŋ sku:l] – школа-интернат
- college ['kɒlɪdʒ] – колледж
- comprehensive school ['kɒmprɪ 'hensɪv sku:l] – общеобразовательная школа
- gymnasium [dʒɪm 'neɪzɪəm] – гимназия
- high school ['haɪ sku:l] – старшие классы средней школы
- institute ['ɪnstɪtju:t] – институт
- kindergarten ['kɪndə 'ɡɜːrt(ə)n] – детский сад
- lyceum [laɪ 'si:əm] – лицей
- music school ['mju:zɪk sku:l] – музыкальная школа
- nursery school ['nɜːs(ə)rɪ sku:l] – детский сад
- primary school ['praɪm(ə)rɪ sku:l] – начальная школа
- secondary school ['sek(ə)nd(ə)rɪ sku:l] – средняя школа
- specialized school ['speʃəlaɪzd sku:l] – специализированная школа
- university ['ju:nɪ 'vɜːsɪtɪ] – университет
- vocational school [vəʊ 'keɪs(ə)nəl sku:l] – профтехучилище

Subjects

- Belarusian ['belə 'rʊsjən] – белорусский язык
- Belarusian \ Russian Literature ['belə 'rʊsjən \ 'rʌʃn 'lɪtrəʃə] – белорусская \ русская литература
- Biology [baɪ 'ɒlədʒɪ] – биология
- Chemistry ['kemɪstrɪ] – химия
- Computer Science [kəm 'pjʊ:tə 'saɪəns] – информатика
- English ['ɪŋɡlɪʃ] – английский язык
- Handicraft ['hændɪkrʌft] – труд
- History ['hɪstəri] – история

- Maths [mæTs] – математика
- Physics ['fɪzɪks] – физика
- PT (Physical Training) ['pi: 'ti:] – физическая культура
- Russian ['rʌʃn] – русский язык
- Social Studies ['səʊS(ə)l 'stʌdɪz] – обществоведение

B. Adjectives

- additional [ə 'dɪS(ə)nəl] – дополнительный
- instructive [ɪn 'strʌktɪv] – познавательный
- obligatory [ə 'blɪɡətərɪ] – обязательный
- optional ['ɒpS(ə)n(ə)l] – факультативный
- senior ['si:njə] – старший
- useful ['ju:sfʊl] – полезный
- useless ['ju:slɪs] – бесполезный
- valuable ['væljuəbl] – ценный

Education

- accessible [æk 'sesəbl] – доступное
- complete [kəm 'pli:t] – полное, законченное
- compulsory [kəm 'pʌls(ə)rɪ] – обязательное
- continuous [kən 'tɪnjuəs] – непрерывное
- free [fri:] – бесплатное
- full-time ['fʊl 'taɪm] – полное
- further ['fɜ:ðə] – дальнейшее
- general ['Gen(ə)r(ə)l] – всеобщее
- part-time ['pɑ:taɪm] – неполное (частичное)
- preschool ['pri:sku:l] – дошкольное
- primary (elementary) ['praɪməri ('elɪ 'ment(ə)rɪ)] – начальное
- private ['praɪvɪt] – частное
- secondary ['sek(ə)nd(ə)rɪ] – среднее
- special ['speS(ə)l] – специальное
- state [steɪt] – государственное
- uniform ['ju:nɪfɔ:m] – единое
- universal ['ju:nɪ 'vɜ:s(ə)l] – всеобщее
- university-level ['ju:nɪ 'vɜ:sɪtɪ - 'lev(ə)l] – на уровне университета
- vocational [vəʊ 'keɪS(ə)nəl] – профессиональное

C. Verbs and phrases

- to be ensured by something – обеспечиваться чем-либо
- to continue one's education – продолжать образование
- to develop something – развивать что-либо
- to enter a university – поступить в университет
- to give a general \ profound knowledge – давать общие \ углубленные знания
- to improve something – улучшать что-либо
- to instruct somebody – обучать кого-либо
- to obtain something – получить что-либо
- to pass examinations – сдать экзамены
- to pay for one's education – платить за образование
- to show a great concern for education – придавать большое значение образованию
- to take examinations – сдавать экзамены

Vocabulary exercises

Exercise 1. Match the word with the definition:

- | | |
|---------------------|---|
| 1. Education | a. the subjects that are included in a course of study or taught in a school, college, etc. |
| 2. Curriculum | b. a school for young people between the ages of 11 and 16 or 18 |
| 3. Boarding school | c. a school for children between the ages of 2 and 5 |
| 4. Secondary school | d. a process of teaching, training and learning |
| 5. Nursery school | e. a school where children can live during the term |

Exercise 2. Arrange the words into pairs of synonyms:

- | | |
|----------------|-----------------------------------|
| 1. obligatory | a. to teach, to educate, to train |
| 2. to improve | b. elementary |
| 3. to instruct | c. compulsory |
| 4. primary | d. to make better |
| 5. to obtain | e. to get, to acquire |

Exercise 3. Match the opposites:

- | | |
|---------------|-------------|
| 1. obligatory | a. profound |
|---------------|-------------|

2. state
3. free
4. general
5. full-time

- b. part-time
- c. private
- d. optional
- e. payable

Exercise 4. Match the verbs with the suitable nouns. Use the word combinations in your own sentences:

to continue
to develop
to enter
to instruct
to obtain
to take

examinations
pupils
skills
education
knowledge
a university

II. Reading

Text 1

Read the text and say which title will be more suitable:

1. School education in Belarus
2. University education in this country
3. The system of education in Belarus

Belarusians have always shown a great concern for education. Every citizen of our country has the right to education. This right is guaranteed by the Constitution of the Republic of Belarus. It is ensured by compulsory secondary schools, vocational schools, and higher educational establishments. It is also ensured by the development of extramural and evening courses and the system of state scholarships and grants.

It is not only a right but a duty, too. Every boy or girl must get secondary education. Education in Belarus is compulsory up to the 9th form. The stages of compulsory schooling in Belarus are: primary education for ages 6-7 to 9-10; secondary education including intermediate school for ages 10-11 to 12-13, and senior school for ages 13-14 to 14-15. So children go to school at the age of six or seven and must stay there until they are 14-17 years old. At school pupils study academic subjects such as Belarusian, Russian, Literature, Mathematics, History, Biology, a foreign language and others. Lyceums and gymnasiums offer programmes giving a profound knowledge in some field of study.

After finishing the 9th form young people can continue their education in the 10th and the 11th forms. They can also go to a vocational or technical school, where they study academic subjects and receive some profession. A college gives general knowledge in academic subjects and a

profound knowledge in one or several subjects.

After finishing the 11th form of a secondary school, a lyceum or a gymnasium one can go on in higher education. All applicants for entry must take competitive examinations. Higher educational institutions, that is, institutes or universities, offer a 5-year course of academic subjects in a variety of fields, as well as a post-graduate course. Many universities have evening and extramural departments. They give their students an opportunity to study without leaving their jobs.

An institute or a university has a number of faculties, each specializing in a field of study. Faculties may have specialized councils which confer candidate or doctoral degrees. If one finishes a post-graduate course and writes a thesis, he or she receives a candidate's or a doctoral degree.

Education in this country is free at schools and most universities. Students get scholarships but some students have to pay for their education.

The entire system of public education in our country has a role to play in developing and satisfying the intellectual and moral requirements of people.

Exercise 1. Find in the text the English equivalents to the following Russian words and phrases:

- 1) придавать большое значение образованию, 2) право на образование,
- 3) гарантироваться Конституцией, 4) обязательный, 5) училище, ПТУ,
- 6) высшее учебное заведение, 7) получить среднее образование,
- 8) общеобразовательный предмет, 9) лицей, 10) гимназия,
- 11) техникум, 12) давать углубленные знания в какой-либо области,
- 13) дать общие знания в какой-либо области, 14) абитуриент,
- 15) сдавать конкурсные экзамены, 16) поступать в институт или университет, 17) подготовить специалиста в определённой области,
- 18) курс обучения, 19) вечернее отделение, 20) заочное отделение,
- 21) получать стипендию

Exercise 2. Complete the sentences:

1. Every citizen of our country has the right to ...
2. This right is guaranteed by ...
3. Every boy or girl must get ...
4. Education in Belarus is compulsory up to ...
5. The stages of compulsory schooling in Belarus are: ...
6. At school pupils study academic subjects such as ...
7. ... and ...offer programmes giving a profound knowledge in some field of study.

8. After finishing the 9th form of a secondary school young people can ...
9. A college gives general knowledge in ...
10. After finishing the 11th form of a secondary school, a lyceum or a gymnasium one can ...
11. All applicants for entry must take ...
12. Higher educational institutions offer ...
13. Many universities have ...and ... departments.
14. If one finishes a post-graduate course and writes a thesis, he or she receives...
15. Education in this country is ... at most schools.
16. Students of institutes and universities get ...

Exercise 3. Answer the questions:

1. What does the phrase “the right to education” mean?
2. What is the right to education in Belarus ensured by?
3. Why is education a duty?
4. What are the stages of compulsory schooling in Belarus?
5. What subjects do pupils study at school?
6. What can young people do after finishing the 9th form?
7. What is a vocational school?
8. What subjects do young people study at technical schools and colleges?
9. What can young people do after leaving school?
10. What is necessary for entering a higher educational establishment?
11. What departments are there at institutes and colleges?
12. What degrees can one get at a higher educational establishment?
13. What is the structure of an institute or a university?
14. Do children and students in this country have to pay for education?

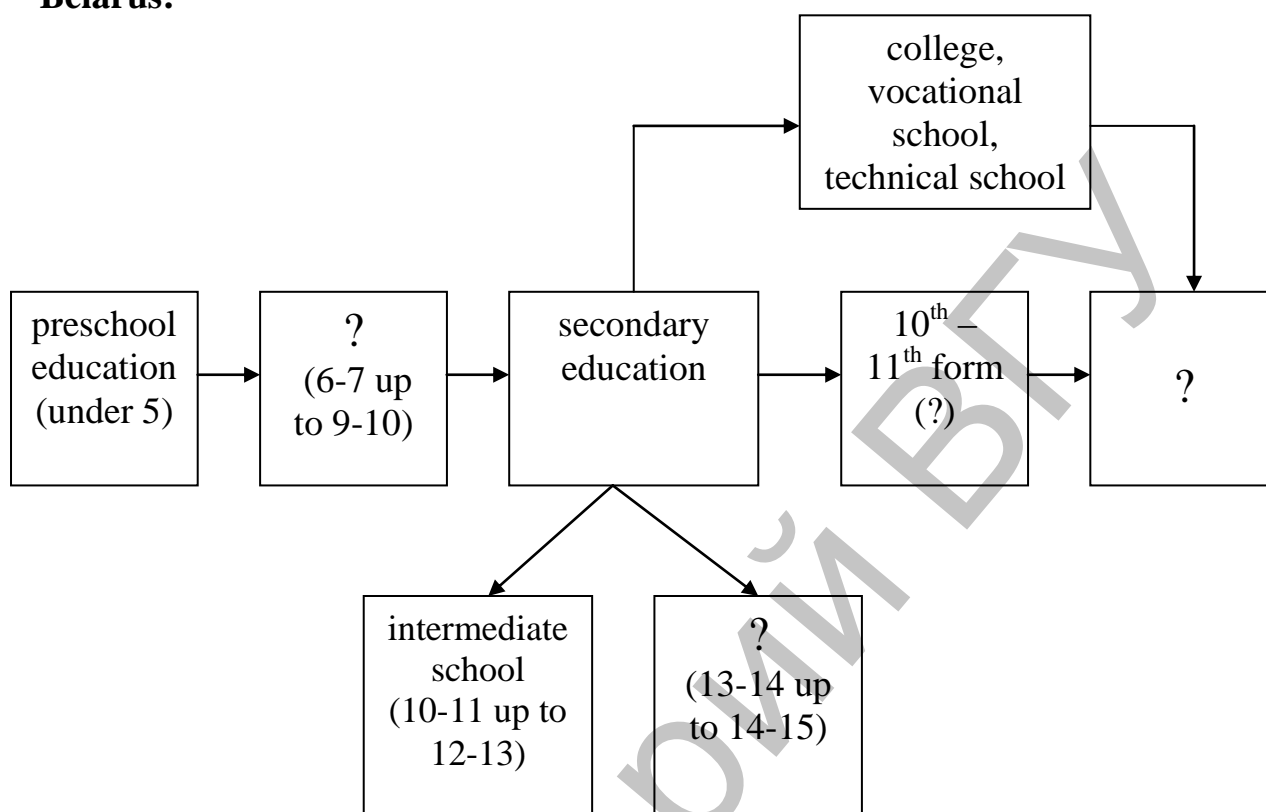
Exercise 4. Translate into English:

1. Право на образование в Беларуси гарантируется Конституцией.
2. В средней школе ученики изучают академические предметы.
3. После окончания 9 класса средней школы молодые люди могут пойти в техникум или ПТУ, где они получают специальное образование.
4. Молодые люди могут продолжить образование в 10 и 11 классе или колледже, которые дают углублённые знания по одному или нескольким предметам.
5. Молодые люди, поступившие в институт или университет, учатся там 5 лет.
6. Студенты вечернего и заочного отделений могут получить образование, одновременно работая.

7. Начальное и среднее образование в нашей стране бесплатно.
8. Студенты в институтах и университетах получают стипендии.

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Exercise 5. Complete the chart and speak on the system of education in Belarus:



Text 2

Read the text and do the tasks below.

Mind the following words:

streaming – деление на потоки;

term – четверть;

cane – трость;

The General Certificate of Secondary Education – свидетельство о среднем образовании;

Advanced level (A-level) – повышенный уровень

The System of Primary and Secondary Education in Britain

The educational system of Great Britain has developed for over a hundred years. It is a complicated system with wide variations between one part of the country and another. Three partners are responsible for the education service: central government – the Department of Education and Science (DES), local education authorities (LEAs) and schools themselves. The Department of Education and Science is concerned about the formation of national policy for education. Local education authorities are charged with the provision and day-to-day running of the schools and colleges in their areas.

Education for the under-fives, mainly from 3 to 5, is not compulsory and can be provided in nursery schools and nursery classes attached to primary schools. Although they are called schools, they give a less formal education. Children spend most of their time in sort of play activity. Many children attend pre-school playgroups, mostly organized by parents, where children can go for a morning or afternoon a couple of times a week.

Compulsory education begins at the age of 5 in England, Wales and Scotland, and 4 in Northern Ireland. All pupils must stay at school until the age of 16. Education within the state school system comprises two stages – primary and secondary.

At first children go to primary schools. At the age of 5 they go to infant schools until they are seven and then to junior schools until the age of 11.

Over 80 % of all primary schools are mixed. Some junior schools carry out a policy of streaming. Pupils are streamed according to their abilities to learn into A, B, C and D streams – the brightest children go to the A stream and the least gifted to the D stream.

At 11 or 12 children move to secondary schools. Secondary education is compulsory up to the age of 16, but pupils may continue their education at school until they are 18. Secondary schools are much larger than primary schools and most children go to comprehensive schools. Comprehensive schools admit children of all abilities and provide a wide range of secondary education for all children in the district.

In some areas children moving from state primary to secondary education are selected for certain types of schools according to their current level of academic attainment. These are grammar and secondary modern schools. Grammar schools mainly provide an academic education for the 11 to 18 age group. Children who go to grammar schools are usually those who show a preference for academic subjects, although many grammar schools also have some technical courses today.

Secondary modern schools offer a more general education with a practical bias up to the minimum school-leaving age of 16. Boys and girls who are interested in working with their hands and learning in a practical way can go to a technical school and learn some trade. There are technical schools that provide a general academic education, but place a particular emphasis on technical subjects.

The majority of children attend Britain's state schools. No fees are payable in any of them. In private schools parents have to pay for their children. In most primary and secondary state schools boys and girls are taught together. Most independent schools for younger children are also mixed, while the majority of private secondary schools are single-sex.

State schools are almost all day schools, holding classes between Mondays and Fridays. The school year normally begins in early September

and continues up to July. The academic year is divided into three terms of about 13 weeks each. Every state school has its governing body, consisting of teachers, parents, local politicians, businessmen and members of the local community.

There are also many schools which the state does not control. They are private schools. They charge fees for educating children, and many of them are boarding schools, at which pupils live during the term time. About 5 per cent of Britain's children attend independent or private schools. 550 most privileged and expensive independent schools are commonly known as public schools.

Harrow School or "Harrow" is an English independent school for boys. It is situated in the town of Harrow. Harrow has educated boys since 1243 but was officially founded by John Lyon under the Royal Charter of Elizabeth I in 1572. Harrow is world-famous for its many traditions and rich history, which include morning suits, top hats and canes as a uniform as well as a very long line of famous people, such as eight former Prime Ministers (Winston Churchill, Jawaharlal Nehru, Henry John Temple, etc.), numerous foreign statesmen, former and current British Lords and members of Parliament, two Kings and several other members of various royal families, 19 Victoria Cross holders, and a great many notable figures in both art and science.

The principal examinations taken by secondary school pupils at the age of 16 are those leading to the General Certificate of Secondary Education (GCSE). It aims to assess pupils' ability to apply their knowledge to solving practical problems. It is a minimum school leaving age, the level which does not allow school-leavers to enter a university but to start working or doing some vocational training.

The chief examinations at the age of 18 are leading to the General Certificate of Education Advanced level (GCE A-level). They enable sixth-formers to widen their subject areas and move to higher education.

Exercise 1. Complete the sentences with the appropriate answer (a, b or c):

1. Compulsory education begins at the age of...
 - a) 3
 - b) 5
 - c) 6
2. Education for the under-fives, mainly from 3 to 5, is not compulsory and can be provided in...
 - a) nursery classes
 - b) nursery schools and nursery classes
 - c) playgroups
3. At first children go to...
 - a) secondary schools

- b) grammar schools
- c) primary schools
- 4. At 11 or 12 children move to...
 - a) technical schools
 - b) universities
 - c) secondary schools
- 5. Secondary education is compulsory up to the age of...
 - a) 16
 - b) 18
 - c) 21
- 6. In some areas children moving from state primary to secondary education are selected for certain types of schools. They are...
 - a) grammar schools and secondary modern schools
 - b) comprehensive schools
 - c) secondary modern schools

Exercise 2. State if the sentences are true or false. Correct the false statements:

1. The Department of Education and Science is concerned about the choice of textbooks and timetable.
2. Education for the under-fives is compulsory.
3. Many children attend pre-school playgroups, mostly organized by parents.
4. Compulsory education begins at the age of 4 in England, Wales and Scotland, and 7 in Northern Ireland.
5. Education within the state school system comprises four stages.
6. Over 80 % of all primary schools are mixed.
7. In private schools parents don't have to pay for their children.
8. State schools are almost all day schools, holding classes between Mondays and Fridays.
9. The academic year is divided into four terms of about 8 weeks each.
10. 550 most privileged and expensive independent schools are commonly known as modern schools.
11. The principal examinations taken by secondary school pupils at the age of 16 are those leading to the General Certificate of Secondary Education (GCSE).

Exercise 3. Answer the questions:

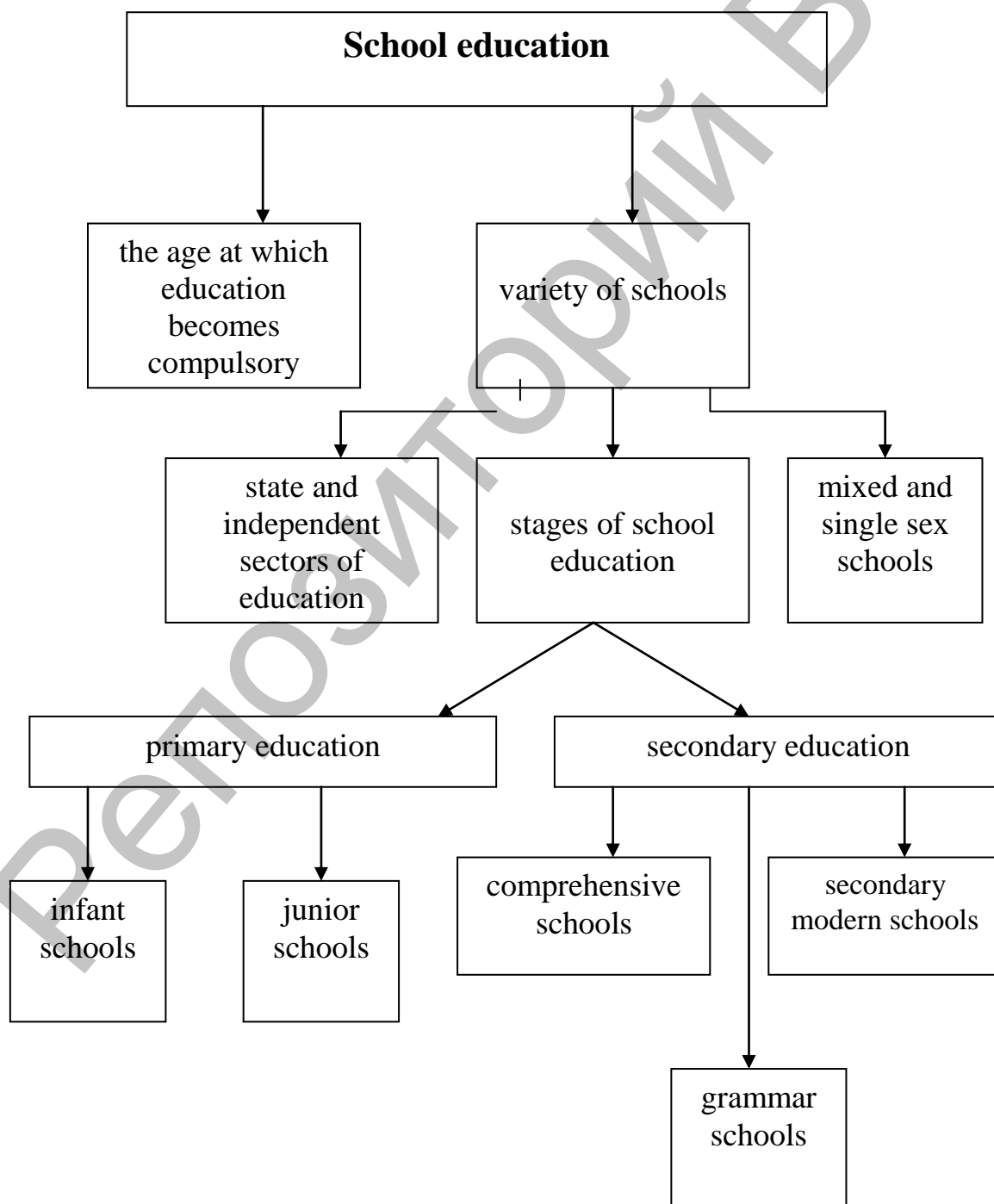
1. Who is responsible for the education service in Great Britain?
2. At what age does education become compulsory?
3. What types of schools are there in Great Britain?
4. Is secondary education free of charge in Great Britain?

5. What is a private school?
6. What are the principal examinations taken by secondary school pupils?

Exercise 4. Arrange the outline in the logical order:

1. Exams.
2. Secondary education and comprehensive schools.
3. Primary education.
4. Nursery education.

Exercise 5. Speak on the primary and secondary education in Great Britain. Use the scheme below:



III. Supplement

Text 1

Read the letter and do the tasks below:

Dear Emily,

Thank you for your letter. I was very pleased to learn that you spent your Christmas holidays in Paris and were able to visit its museums and the Disneyland. You ask me to write about my school and its traditions. I'll try to do my best.

The history of our school is rich in traditions. For example, the Day of Knowledge, our New Year's Party, St. Valentine's Day, and others.

On the 1st of September we celebrate the Day of Knowledge. The headmaster of our school congratulates pupils, parents and teachers on the beginning of the new academic year. First-formers meet their first teacher and the bell rings for them for the first time. In a word, this day is charged with colours, smiles, good mood, and hope for cheerful and interesting days in the new academic year.

The New Year's party in our school is held in the following way: a performance for junior pupils and a dancing party for senior pupils. Our teachers and senior pupils create a wonderful performance for the kids of the primary school. After the performance they take part in a mask parade. The children put on beautiful costumes and sing, dance and have fun with Daddy Frost and Snegurochka.

We also celebrate different English and American holidays: Halloween, Christmas, etc. St. Valentine's Day is very popular in our school. Pupils write their valentine cards in advance and put them into a special mail-box.

Every year on the first Saturday of February a school-leavers' meeting is held where you can see school-leavers of different ages who are very glad to visit their native school and see their old friends.

One of the most important school traditions is our careful and considerate attitude towards the veterans of World War II. Every year veterans come to our school to tell us about their feats of arms, war merits, to describe the hardships of the wartime. Their stories are very instructive for us, young people, who live in the 21st century. Nearly every fourth citizen of the Republic of Belarus fell in the fight against fascism. On the 9th of May, pupils of our school greet these people on Victory Day and perform holiday concerts. Another important event is a victory parade of the veterans of World War II. On this day a lot of flowers are presented to the participants of the war. We also put flowers at the Eternal Flame of the monument in Victory square.

I would like to know a bit more about your school. Do you have any traditions at your school? You are sure to have, because England is a country of old traditions and customs. I'll be glad if you write about some of them.

Sincerely yours,
Anna

Exercise 1. Complete the sentences using the English words instead of their Russian equivalents.

1. The history of our school is (богата традициями).
2. The (директор) of our school congratulates pupils, parents and teachers on the beginning of the new academic year.
3. Our teachers and senior pupils create a wonderful performance for the kids from the (начальной школы).
4. Pupils write their valentine cards (заранее) and put them into a special mail-box.
5. Every year on the first Saturday of February a (встреча выпускников) meeting is held where you can see school-leavers of different ages, who are very glad to visit their native school and see their old friends.
6. One of the most important school traditions is our careful and (внимательное отношение) towards the veterans of World War II.

Exercise 2. Answer the questions:

1. Is your school rich in traditions?
2. What holidays are traditionally celebrated at your school?
3. How is the Day of Knowledge celebrated?
4. How is the New Year's party held at your school?
5. When does a school-leavers' meeting take place?
6. In what way do the pupils of your school greet veterans of World War II?

Exercise 3. Write a letter to your foreign pen-friend about your school traditions.

Text 2

Study the words:

polytechnic – [ˈpɒlɪˈteknɪk] - политехнический институт;

satellite communications – [ˈsætələɪt kəˈmjuːnɪkeɪʃ(ə)nz] - спутниковые коммуникации;

theology – [тѣ'олѡгѣ] - теология, богословие;

Bachelor's degree in Arts or Science – степень бакалавра гуманитарных или естественных наук;

The Council for National Academic Awards – Национальный совет по присуждению ученых степеней

Higher education in Britain

The term “higher education” in Great Britain includes educational programmes which are given to the students after 12 years of elementary and secondary schooling.

The most common types of higher educational establishments are colleges, universities and polytechnics. There are about 90 universities in Britain, over 700 technical colleges teaching everything from engineering to satellite communications; many other types of training colleges include art schools, colleges of education for training teachers and commercial colleges.

Polytechnics offer both degrees and advanced courses, mainly in science and technological subjects. After graduating from a polytechnic a student gets a degree, but it is not a university degree. There are some higher technical educational institutions: Regional Colleges, National Colleges and Colleges of Advanced Technology.

The college is an educational institution giving instruction in certain subjects. Colleges offer courses in teacher training, technology and some professions.

The university gives the highest type of education. Pupils going on to higher education or professional training usually take “A” level examinations in two or three subjects. Universities accept students mainly on the basis of their “A” level results, although they may interview them as well.

A university usually has both faculties and departments. The faculties deal with arts, law, medicine, science and theology. The departments include engineering, economics, commerce, agriculture, music and technology. There is a professor at the head of the faculty. A staff of teachers called lecturers help him.

The curriculum is wider than in colleges, and the course of studies is longer. Undergraduate courses normally take three years of full-time study, although a number of subjects take more time, including medicine, architecture and foreign languages (where courses include a year abroad). They lead in most cases to a Bachelor's degree in Arts or Science. There are various postgraduate degrees, including Master and Doctor of Philosophy. The last two are awarded for research in arts or sciences.

All universities admit men and women, but within some universities

there are colleges for one sex. Most of the universities provide hostels for their students. At present, students who have been accepted by universities or other institutions of higher education receive a grant from their local authority, which covers the cost of the course, and may cover living expenses. Parents with higher incomes are expected to make a contribution.

British universities are divided into three types: old universities (Oxford, Cambridge and Edinburgh Universities), the 19th century universities such as London and Manchester universities, and new universities.

The most ancient and the most famous English Universities are Oxford and Cambridge. They date back to the Middle Ages and have always been universities for gentlemen. They are famous for their academic excellence. Each consists of a number of residential colleges. The teaching is based on the tutorial system as well as lectures. Every student has a tutor who plans his work. The tutor requires the student to write essays and papers on the subjects he is studying and to submit them to him regularly about once a fortnight for correction and discussion. The tutor gives advice and helps his students in time of need.

Selection of students is mainly in the hands of colleges having special ties with public schools. A child of wealthy parents or with the right connections goes from a private preparatory school to a public school, from which a royal road leads to universities, particularly Oxford and Cambridge.

No exact date can be offered for Oxford University founding, but it is believed by some historians that its beginning is related to 1167 or 1168.

The present faculties at Oxford include theology and oriental studies, law, English and literature, medieval and modern history, social studies, medicine, physical and chemical science, biological science, anthropology, geology, agriculture, forestry and music.

The University of Cambridge was founded at the beginning of the 12th century, and before the beginning of the 13th was a recognized centre of study. In medieval times it taught all who could live in the town and pay their lecture fees. Lectures were delivered by licensed teachers of the university, and oral examinations for degrees were conducted in Latin.

A number of well-known scientists and writers, among them Newton, Darwin and Byron were educated at Cambridge. The University is situated on the river Cam as far as 70 miles from London. It consists of more than 20 colleges. Each of the colleges is a self-governing body. The supreme governing body of the University is the senate.

Exercise 1. Choose the right variant:

1. The most common types of higher educational establishments are ...
 - a) colleges
 - b) universities
 - c) colleges, universities and polytechnics

2. Polytechnics offer...
 - a) degrees in science and technological subjects
 - b) degrees and advanced courses in science and technological subjects
 - c) advanced courses in science and technological subjects

3. Pupils going on to higher education or professional training usually take ...
 - a) "A" level examinations
 - b) GCSE
 - c) GCE

4. The most ancient and most famous English Universities are
 - a) Oxford and Cambridge
 - b) London
 - c) Manchester

5. Oxford University was founded in ...
 - a) 1267 or 1268
 - b) 1167 or 1168
 - c) 1367 or 1368

6. The University of Cambridge was founded ...
 - a) at the end of the 12th century
 - b) at the beginning of the 12th century
 - c) at the beginning of the 13th century

Unit 6. MASS MEDIA

I. Vocabulary

A. Nouns

- advertisement [əd 'vɛ:tɪsmənt] – реклама
- article ['ɑ:tɪkl] – статья
- cable TV ['keɪblɪ: 'vi:] – кабельное телевидение
- caption ['kæpʃn] – заголовок
- celebrity[sə 'leɪbrəti] – знаменитость
- channel ['ʧænl] – телевизионный канал
- circulation ['sɛ:kjə 'leɪʃn] – тираж
- commercial [kə 'mɛ:ʃl] – реклама
- disaster [dɪ 'zRstə] – катастрофа, несчастный случай
- editorial [edɪ 'tɔ:riəl] – передовая статья; редакционная статья
- forecast ['fɪlkRst] – прогноз
- fortnightly ['fɪltnaɪli] – двухнедельное издание
- freebie ['fri:bi:] – что-либо, полученное бесплатно, даром
- gossip ['gɒsɪp] – сплетня, слухи
- headline ['hedlɪn] – газетный заголовок
- issue ['ɪʃju:] – спорный вопрос, предмет обсуждения
- mass media [mæs 'mi: diə] – средства массовой информации
- medium ['mi: diəm] – средство
- news bulletin ['nju:z 'bulɪtɪn] – сводка новостей
- news coverage ['nju:z 'kʌvrɪdʒ] – освещение новостей
- notice-board ['nəʊtɪsbɔ:d] – доска объявлений
- periodical ['piəri 'ɒdɪkl] – периодика, периодические издания
- presenter [pri 'zentə], newsreader– диктор, ведущий
- prime time ['praɪm taɪm] – прайм-тайм, лучшее эфирное время
- readership ['ri:dəʃɪp] – читатели, читательская масса
- quiz show ['kwɪz ʃəʊ] – викторина
- satellite ['sætəlaɪt] – спутник
- screen [skri:n] – экран
- sitcom ['sɪtkɒm] – комедийный сериал
- showman ['ʃəʊmæn] – шоумен, специалист по организации публичных зрелищ
- soap opera ['səʊp 'ɒprə] – мыльная опера
- viewer ['vju:ə] – зритель
- violence ['vaɪələns] – насилие

- wave [weɪv] – волна (частота)
- witness [ˈwɪtnəs] – свидетель

B. Verbs and phrases

- annoy [əˈnɔɪ] – раздражать
- appeal to [əˈpi:l] – привлекать, нравиться, импонировать
- be on – идти (быть показанным на экране)
- broadcast [ˈbrɒdkɑːst] – передавать, вещать
- devastate [devəˈsteɪt] – опустошать, разорять, расхищать
- distinguish [dɪsˈtɪŋɡwɪʃ] – характеризовать, служить отличительной чертой
- do / solve crosswords [sɒlv] – разгадывать кроссворды
- expand [ɪksˈpænd] – расширять, увеличивать
- gain [geɪn] – приобретать
- shrink [srɪŋk] – сокращаться
- subscribe to [səbˈskraɪb] – подписаться
- switch on/off [swɪtʃ] – включать / выключать

C. Adverbs and phrases

- on average [ˈævərɪdʒ] – в среднем
- entirely [ɪnˈtaɪəli] – полностью
- in-depth [ˈɪndepθ] – всесторонний, доскональный, тщательный

Vocabulary exercises

Exercise 1. Which word or phrase means:

1. public announcement in the press, TV, etc. often to encourage people to buy goods ;
2. printed publication, with news, advertisements, etc.;
3. a small size newspaper with many pictures, strip cartoons, etc. and with its news presented in simplified form;
4. a number of copies of a newspaper or other periodical sold to the public;
5. paper-covered (usually weekly or monthly, and illustrated) periodical, with stories, articles, etc. by various writers;
6. a person who regularly reads news;
7. short title or heading of an article in a periodical, etc.;

Exercise 2. Choose the right answer:

1. I don't think this newspaper cartoon is very funny, but I like the _____ under it.
a) caption b) label c) message d) text
2. A _____ from the local newspaper asked for details of the accident.
a) broadcaster b) newsagent c) reporter d) salesman
3. There is a very interesting _____ about cancer in the paper.
a) article b) documentary c) news d) programme
4. Our newspaper increased its _____ by eighty thousand copies.
a) amount b) circulation c) numbers d) quantity
5. He took out a(n) _____ to "The Times".
a) conscription b) inscription c) prescription d) subscription
6. You must look in the _____ section of the newspaper to find what films are showing.
a) diversion b) entertainment c) recreation d) variety
7. He was angry because of the many _____ of his privacy by journalists.
a) infiltrations b) interferences c) interruptions d) invasions
8. Did you see that _____ about wildlife in Africa on television last week?
a) documentary b) history c) sitcom d) soap opera
9. All the three TV channels provide extensive _____ of sporting events.
a) broadcast b) coverage c) network d) vision
10. We hope to bring you further news of this in our next _____ at midnight.
a) article b) bulletin c) episode d) piece
11. There are several TV _____ in Poland, and all of them allow advertising.
a) broadcasts b) canals c) channels d) screens
12. There are many _____ on television where a team of people have to answer questions.
a) enquiries b) puzzles c) quizzes d) riddles

Exercise 3. Read the newspaper contents list. Which pages would you look at if you wanted to read about the following:

1. articles for sale
2. clothes
3. the editor's comments on the news
4. films being shown locally
5. houses for sale
6. news from abroad
7. people who have died recently
8. recently published books
9. second-hand cars
10. duties performed by the Queen yesterday

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Exercise 4. Match different types of TV programmes or newspapers with their definitions:

- a) broadsheet
- b) chat show
- c) quiz show
- d) soap opera
- e) tabloid
- f) commercial
- g) documentary
- h) sitcom
- i) news bulletin
- j) phone-in
- k) sport
- l) commercial concert

1. A television or radio programme in which the presenter, or a host, interviews well-known people.
2. A television series in which the same characters appear in different stories each week.
3. A popular newspaper with lots of pictures, often in colour, printed on a small sheet of paper.
4. A television competition in which the players can win prizes if they answer questions correctly.
5. A quality newspaper printed on a large sheet of paper.
6. A programme advertising goods and products.
7. A short film showing events that take place in reality.
8. A serial drama about domestic problems, usually sentimental and melodramatic.
9. A radio or television show in which the listeners or viewers phone and express their opinions
10. Coverage of important political and social events or issues of the present time
11. A lengthy television broadcast that combines entertainment with appeal to donate to a particular charity
12. A radio or television broadcast of sports events or of sports news

Exercise 5. Find the word which does not belong to the same group of words in the line:

- 1) newspaper, television, radio, principle, the Internet;
- 2) information, news, broadcast, function, article;
- 3) local, national, serious, international, regional;
- 4) reporter, tabloid, cameraman, photographer, journalist;
- 5) office, satellite, agency, studio, laboratory.

Exercise 6. Match the words and expressions with a suitable definition in the box:

- A. large format newspapers
- B. small format newspapers
- C people who write for newspapers or periodicals
- D. the amount of space or time given to an event in newspapers or on television
- E. the political situation as it is now

- F. radio or television programmes
- G. to enter a password and start to access a computer system
- H. journalists who write reports of events for a newspaper, periodical or television programme
- I. the millions of pages and sites which display text and images within the Internet
- J. to transfer pages from a web site onto our own computer
- K. the international network linking millions of computers
- L. a modern expression referring to the inability of a human to process everything he or she hears and sees
- M. a collection of related pages on the World Wide Web created by a company, organization or individual

- | | | | |
|--------------------|------------------|-------------------------|------------------|
| 1. current affairs | 2. reporters | 3. journalists | 4. tabloids |
| 5. broadsheets | 6. news coverage | 7. information overload | |
| 8. broadcasts | 9. web | 10. website | 11. download |
| | | | 12. the Internet |

Exercise 7. Now read this essay and complete the gaps with one of the words or expressions given above each passage. You may need to change the form of some of the words:

'The media plays a valuable role in keeping us informed and entertained. However, many people believe it has too much power and freedom.'
Discuss your views on this, giving examples and presenting a balanced argument both in favour of, and against, the power and freedom of the media.'

Barely a hundred years ago, if we wanted to stay informed about what was going on in the world, we had to rely on word of mouth or, at best, newspapers. But as communication technology was very basic, the news we received was often days or weeks old.

- 1) **journalists** 2) **coverage** 3) **broadsheets** 4) **tabloids**
 5) **current affairs** 6) **reporters** 7) **the Internet**
 8) **website** 9) **broadcasts** 10) **download**

We still have newspapers, of course, but they have changed almost beyond recognition. Whether we choose to read the 1_____, with their quality 2_____ of news and other 3_____ by top 4_____ and articles by acclaimed 5_____, or if we prefer the popular 6_____, with their lively gossip and colourful stories, we are exposed to a wealth of

information barely conceivable at the beginning of the last century.

We also have television and radio. News 7_____ let us know about world events practically as they happen, while sitcoms, chat shows and documentaries, etc. keep us entertained and informed. And there is also 8_____, where we can access information from millions of 9_____ around the world which we can then 10 _____ onto our own computers.

11) gutter press 12) entertainment 13) paparazzi 14) chequebook journalism 15) information 16) unscrupulous 17) libel 18) invasion of privacy

However, these forms of 11_____ and 12 _____ (or 'infotainment' as they are now sometimes collectively called) have their negative side. Famous personalities frequently accuse the 13_____ (and sometimes even respectable papers) of 14_____ by the 15_____ who are determined to get a story at any cost. Newspapers are often accused of 16_____ by angry politicians who dislike reading lies about themselves, and there are frequent accusations of 17_____, with 18_____ reporters paying people to create stories for their newspapers or television programmes.

19) information overload 20) log on/in 21) censorship 22) freedom of the press 23) web

Of course, it is not just the papers which are to blame. Sex and violence are increasing on television. Undesirable people fill the 19_____ with equally undesirable material which can be accessed by anyone with a home computer. And the fear of 20 _____ prevents many from 21 _____ to the Internet.

Many argue that the government should impose stricter 22 _____ to prevent such things happening. But others argue that 23 _____ is the keystone of a free country.

Personally I take the view that while the media may occasionally abuse its position of power, the benefits greatly outweigh the disadvantages. Our lives would be much emptier without the wealth of information available to us today, and we are better people as a result.

II. Reading

Read the text and do the tasks below:

Mass Media

It's impossible to imagine our life without mass media today. Mass media include TV, radio and newspapers, of course. Our century is called "the century of information" and it's obvious that we can't live without

information today. So, mass media help us to get information we need. Every day different newspapers and magazines are delivered to our house. Newspapers and magazines give us a lot of information about current events in our country and abroad.

The main function of the media is to communicate to society what its members do, feel and think.

Therefore, the media must be free to discuss whatever they think is important for the public welfare. At the same time they must be responsible for what they print and broadcast and be fair, accurate and objective in their coverage of events.

Technological progress has speeded up the way the information is gathered and brought to people's homes.

Computers have revolutionized the way information is processed and distributed. People are surrounded by information all day long. A local newspaper, a glimpse of breakfast show on TV, a bit of reports on the car radio on the way to work, a talk show and a Hollywood blockbuster later in the evening are the essential part of daily activities of an average person.

Newspapers

Nevertheless, newspapers are the oldest of the news media. Britain's first newspapers appeared over 300 years ago. Here, in Britain, people read more newspapers than in any other country in Europe, it is said. There are approximately 130 daily and Sunday papers, 1,800 weekly papers and over 7,000 periodical publications. On average, two out of three people over the age of fifteen read a national morning newspaper. Three out of four read a Sunday paper. National newspapers have a circulation of about 13,6 million on weekdays and 16,4 million on Sundays, but the readership is twice this figure.

The national newspapers, such as The Independent or The Times, both on weekdays and on Sundays (The Observer or The Sunday Express), fall into two broad categories: the 'popular' and 'quality' press. All the popular papers, such as The Sun, Today, or The Daily Express, with the exception of the Sunday Express, are 'tabloid' in format. The tabloids (The Mail, The Mirror) are essentially mass entertainment. They are smaller format than other papers, and are distinguished by large illustrations, bold captions and a sensational prose style. The leading opinion journals are The Economist, a political and economic weekly; New Statesman and Society, a political and social weekly; the Spectator, a political weekly, and Private Eye, a satirical fortnightly with a reputation for devastating attacks on leading personalities.

The tabloids' news content is minimal and their emphasis is on gossip, emotion and scandal. By contrast quality newspapers, known as

'broadsheets' on account of their larger, rather cumbersome format, emphasize news coverage, political and economic analysis and social and cultural issues.

All newspapers now give more attention to sports results, city finance and entertainment.

There are also local newspapers, giving partly national but mostly local news. These are often evening newspapers, which people buy in the afternoon or in the early evening on their way home from work.

Finally, there are over 900 free newspapers, popularly known as 'freebies', almost all of them weekly and financed entirely by advertising. They achieve a weekly circulation of over 40 million. They function as local noticeboards, where local events are advertised, and anyone can advertise in the 'for sale' or 'wanted' columns.

Almost every newspaper left its historic home in Fleet Street, the centre of the British press for over a century. Some went to new sites in the London Docklands redevelopment, while others moved elsewhere. The arrival of the new technology increased the profitability of the press, and this in turn allowed the creation of new newspapers. Some of these flopped.

In Belarus we have nearly the same types of periodicals, except Sunday newspapers – it's purely British invention.

A lot of people in Belarus subscribe to 2 or 3 newspapers, usually national (Belarus Today, The Republic, "Arguments and Facts", "Komsomolskaya Pravda,") and a couple of regional or local, for instance, "Vitbichi", "Vitebsky Prospect". They cater for different interests and tastes.

My favourite newspaper is "Vitebsky Prospect". It is a weekly newspaper, its circulation is more than 10,000 copies. The paper contains 24 pages and covers the most interesting national, local and international news. There are articles of political nature, economic and business news, interviews with prominent people, literary and artistic reviews, and of course sports news. You can also find weather forecast, horoscopes, crosswords and a lot of advertisement. As for me, I am not fond of political news, I prefer solving crosswords and reading articles about the latest fashion. I like to read this newspaper because there are no long and boring articles. They are short, laconic, and informative; most of them are entertaining and easy to read. I find it useful and convenient because the advertisements in this paper help me find out what's on at the theatres and concert halls and where I can buy different things.

This newspaper has no editorial. The front page usually contains some pictures and articles that catch the reader's eye. This paper appeals to readers of all age groups and interests.

Nevertheless, the circulation of newspapers is shrinking because of

the growing popularity of television. People use television as their primary source of news because it can report the news immediately with the picture of it. As a result, newspapers now concentrate on features, personality profiles and in-depth news analysis rather than fast-breaking headline stories.

Television

Television made its first public appearance just before the outbreak of WWII but it gained real importance a few years after the end of it. Watching TV became a social ritual with millions of people setting up their lifestyles around TV programme schedule. By its nature, TV has proven most effective in covering dramatic, action-filled events when TV viewers become direct witnesses of the events.

Basically, however, television is an entertainment medium. There are a lot of entertaining programmes on TV, a lot of feature, documentary films which provoke hot discussions. The advertiser buys commercials on the shows that attract the largest audiences, which include talk shows with well-known celebrities, westerns, sitcoms, movies, spy shows, quiz shows, and soap operas. On most quiz shows members of the audience are asked questions, and if they give correct answers, they receive valuable prizes. My favourite channel is ONT and my favourite show is the game "One against All". It's an amusing and educational programme at the same time. Moreover I adore G. Koldun. He is a very intelligent and smart young man. I think he is one of the best showmen on our television. The only thing I dislike about TV is that there is too much advertisement and violence on it. It's annoying and harmful especially for children.

Commercial television is totally financed by advertising.

Non-commercial, or public, television emphasizes cultural, informational, and educational programmes, approximately one-third of public television's prime time programmes are devoted to news and public affairs.

Technology continues to change the media. Cables and satellites are expanding television. Already half of homes subscribe to cable TV, which broadcasts dozens of channels providing information and entertainment of every kind.

Exercise 1. Match the words and phrases which mean the same:

- | | |
|------------------|-----------------------------|
| 1. obvious | a) bigger size |
| 2. are delivered | b) clear and certain |
| 3. current event | c) to bring about a radical |

	change in
4. speed up	d) an important piece
5. revolutionized	e) fun for many people
6. essential part	f) number of (printed) copies per 7 days
7. mass entertainment	g) rapidly occurring series of news
8. annoying	h) wholly; completely
9. larger format	i) increase one's pace, intensify, accelerate
10. entirely	j) an article in a newspaper, expressing the opinion of the editor or the publishers
11. weekly periodical	k) present-day incidents
12. editorial	l) supplying data
13. fast-breaking headline story	m) causing irritation or displeasure
14. providing information	n) are brought

Exercise 2. Complete the sentences according to the text:

1. Mass media include...
2. Our century is called... and we can't live without
3. The main function of the media is....
4. ... are the essential part of daily activities of an average person.
5. National newspapers have a circulation
6. The national newspapers fall into two broad categories:...
7. Nevertheless, the circulation of newspapers
8. Television made its first public appearance
9. TV has proven
10. Non-commercial television emphasizes

Exercise 3. Answer the following questions:

1. Are more newspapers sold in Britain than almost in any other country?
2. When did Britain's first newspapers appear?
3. What categories do the national newspapers fall into?
4. What are popular newspapers?
5. What are quality newspapers?

6. What is the newspapers' historic home in London?
7. What are the most popular periodicals in Britain?
8. What newspapers are comparable to the main British tabloids and broadsheets?
9. Why is television so popular?
10. Can you imagine your life without TV?
11. What programmes are the most popular and loved by almost all people?
12. Are you a regular TV-viewer?
13. What programmes do you like to watch on TV?
14. Do you like to watch cartoons?
15. What about sport programmes?
16. Do you sometimes watch educational programmes?
17. What music programmes do you prefer?
18. Different TV games and talk shows are very popular. Do you watch them? Why "Yes" or "No"?
19. What are the advantages and disadvantages of TV?
20. Do you like to read newspapers? What do you prefer to read?
21. Do you listen to the radio? What programmes do you prefer?

III. Speech practice

Exercise 1. In pairs discuss whether the following statements are true or false according to the article above:

1. The Independent, the Times and the Financial Times are popular tabloids.
2. There are over 900 free newspapers, known as 'freebies'.
3. "Freebies" function as local noticeboards where state events are advertised.
4. Watching TV became a social ritual just before the outbreak of the WWII.
5. Basically television is an entertainment medium.
6. Technology has nothing to do with Mass Media.

Exercise 2. Make predictions about the future.

Do you think that newspaper readership in Britain will increase or continue to decline?

Exercise 3. You and a friend of yours are trying to decide which of the two categories of Britain's newspapers is worth reading and why. Give reasons for your own decision and argue against those of your friend's.

Use as much information from the article as possible.

Exercise 4. Give your opinion of the British press and what you think its good and bad points are.

Exercise 5. Compare British newspapers and newspapers in our country.

Exercise 6. Discuss positive and negative sides of Mass Media.

The argument: key words

1. Beginning to forget what we did before television.
2. Always occupied our spare time; enjoyed civilised pleasures.
3. Hobbies, entertaining, outside amusements: theatres, etc.
4. Even used to read books, listen to music, broadcast talks.
5. Free time now regulated by television.
6. Rush home, gulp food; sandwich, glass of beer.
7. Monster demands: absolute silence and attention; daren't open your mouth.
8. Whole generations growing up addicted; neglect other things.
9. Universal pacifier: mother and children.
10. Children exposed to rubbishy commercials, violence, etc.
11. Limit to creative talent available.
12. Therefore many bad programmes; can't keep pace with demand.
13. World becomes a village; pre-literate society; dependent on pictures and words.
14. Passive enjoyment; second-hand experiences; sit in armchairs, others working.
15. Cut off from real world.
16. Become lazy, glued to sets instead of going out
17. Television totally irrelevant to real living.
18. Holiday, natural surroundings; never miss hypnotic tyranny.

The counter-argument: key words

1. Nobody imposes TV on you. If you don't like it, don't buy a set - or switch off!
2. We are free to enjoy 'civilised pleasures' and still do.
3. Only when there is lack of moderation can TV be bad - true for all things.
4. People sometimes feel guilty watching TV; absurd idea.
5. If you boast you don't watch TV, it's like boasting you don't read books.
6. Must watch to be well-informed.

7. Considerable variety of programmes; can select what we want to see.
8. Continuous cheap source of information and entertainment.
9. Enormous possibilities for education: e.g. close-circuit TV - surgery.
10. Schools broadcasts; educating adult illiterates; specialised subjects: e.g. language teaching.
11. Education in broadest sense: ideals of democracy; political argument, etc.
12. Provides outlet for creative talents.
13. Many playwrights, actors, etc., emerged from TV.
14. Vast potential still waiting to be exploited: colour TV; world network: communication via satellite.
15. TV is a unifying force in the world.

IV. Supplement

Read the text and do the tasks below:

Reading

Today almost all of the world's major newspapers have online versions. Most medium- to large-size daily newspapers are also published on the Internet. These developments have led to some media experts to predict that the printed newspaper will give way to fully electronic information services in the early decades of the 21st century. But whatever its medium - electronic or print - the newspaper will likely remain an important feature in modern society.

The Internet has revolutionized the computer and communications world like nothing else before. The appearance of newspapers, radio and television, the creation of the computer set the stage for this unprecedented integration of capabilities. The Internet is at once a world-wide broadcasting capability; a mechanism for information dissemination; and a medium for collaboration and interaction between individuals and their computers without regard for geographic location.

In the last decade the Internet has grown from a dream into the most advanced reality. You can find practically anything you want to on the world's fastest growing tool. Computers are now very advanced and affordable so the Internet is also one of the most widely used tools.

The Internet as mass media provides information in various forms.

General information can be easily found on any subject with the simple click of the mouse. Many people use the Internet in genealogy research, or track down family or friends on a people search. The Internet can also take the place of a phone book with phone number

search engines and yellow page directories. It can also be a great advantage when one is planning to travel; maps are easily accessed, and unlimited research can be done on a destination. One can easily find information on any hobby, and there is usually an Internet club for every hobby imaginable. If one is into games then there are demos for most computer games, or you could even play chess with someone overseas. Google has become recently the most popular and widely used means of Internet search or surfing. In Belarus such search engines as Russian-based Yandex and native Tut are very popular.

The emergence of Youtube and similar services together with cheap broadband web access has incorporated television into the Internet and finally made it the universal means of mass media.

Besides merely providing information to its users the Internet gives interactivity and the ability to communicate via e-mail, forums, blogs, message boards, podcasts, and video sharing. Thus it has broken the notion of mass media as a section of the media specifically designed to reach a large audience and serves also as the means of affecting the provider of news and information by the audience.

Exercise 1. Answer the questions:

1. What has made a revolutionary impact in the world of the computer and communication?
2. Did the appearance of the computer set a new stage of newspaper, radio and television existence?
3. What function does the Internet fulfill?
4. Can the Internet be regarded as a means of Mass Media?
5. What opportunities does the Internet provide for a traveller? And for a gamer?
6. What means of the Internet search can you name?
7. Are you an active Internet user?
8. What sort of information do you search on the Internet? Do you read electronic newspapers?
9. Do you prefer to communicate over the phone or over the Internet?
10. Do you think the Internet will replace all the other means of communication in a short period of time?

Unit 7. OUTSTANDING PEOPLE OF BELARUS

(A) MARC CHAGALL

I. Topical vocabulary

A. Nouns

- access ['ækses] – доступ
- destruction [dɪs 'trʌkʃn] – разрушение, уничтожение
- fame [feɪm] – слава
- fortune ['fʌCn] – 1) удача, успех, 2) богатство, состояние
- inspiration ["ɪnsprə 'reɪʃn] – вдохновение
- sincerity [sɪn 'serɪtɪ] – искренность, откровенность

B. Adjectives

- breathtaking ['breɪt "teɪkɪŋ] – захватывающий, поразительный, потрясающий
- established [ɪs 'tæblɪʃt] – авторитетный, признанный
- inexhaustible [ɪnɪg 'zʌstəbl] – неисчерпаемый, неистощимый
- innate [ɪ 'neɪt] – врожденный, природный, присущий
- large-scale ["lɜ:g 'skeɪl] – крупномасштабный, широкий
- picturesque ["pɪkCə 'resk] – живописный
- prominent ['prɒmɪnənt] – выдающийся, знаменитый, известный
- ramshackle ['ræm "ʃækl] – ветхий, разваливающийся, дряхлый
- tiny ['taɪnɪ] – крохотный, очень маленький

C. Verbs and phrases

- to accept [æk 'sept] – 1) принимать (куда-либо), 2) соглашаться
- to adopt [ə 'dɒpt] – принимать (*напр.* решение, манеру поведения, имя)
- to be called after – называть(ся) в честь кого-либо
- to convert [kən 'vɜ:t] – преобразовывать, переделывать
- to encourage [ɪn 'kʌrɪg] – поощрять, поддерживать
- to enroll [ɪn 'rəʊl] – записываться, поступать, вступать
- to give rise to smth – давать начало
- to hover ['hʌvɔ:] – реять, парить
- to provide [prə 'vaɪd] – снабжать, обеспечивать, предоставлять
- to rank [ræŋk] – ценить, занимать какое-либо место,

Vocabulary exercises

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

Unique, modernism, cubism, symbolism, fauvism, occupation, limited, technique, metropolis.

Exercise 2. Match the words on the left with their synonyms on the right:

1. encourage	a) fly
2. inspiration	b) change
3. established	c) admission
4. fortune	d) enter
5. adopt	e) inspire, reassure
6. innate	f) broad
7. ramshackle	g) old and broken down
8. large-scale	h) small
9. access	i) reputable, well-known
10. provide	j) reputation
11. tiny	k) wealth
12. hover	l) muse
13. convert	m) take, accept
14. enroll	n) inborn
15. fame	o) give, offer

Exercise 3. Match the adjectives with nouns and translate the combinations:

large-scale	house
picturesque	painter
innate	painting
established	source of inspiration
breathhtaking	city
inexhaustible	fences
ramshackle	scenery
tiny	talent

Exercise 4. Match the words on the left with their antonyms on the right:

1. fortune	a) enormous
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2. tiny	b) reject
3. picturesque	c) banal, ordinary
4. destruction	d) poverty
5. adopt	e) ugly
6. accept	f) insincerity
7. prominent	g) construction
8. breathtaking	h) refuse
9. sincerity	i) unknown, obscure
10. inexhaustible	j) limited

Exercise 5. Translate into English:

- | | |
|---|--|
| 1. парить в небесах | 6. доступ к образованию |
| 2. живописные крохотные домики | 7. принимать учащихся |
| 3. добиться славы и богатства | 8. поощрять занятия танцами и музыкой |
| 4. взять псевдоним | 9. преобразовать комнату в мастерскую |
| 5. положить начало новому направлению в искусстве | 10. захватывающий образ города, полный искренности и глубины |

Exercise 6. Use the words from the vocabulary list to complete the sentences. (Variants are possible)

1. He made a unique career in every artistic field including ___ paintings, book illustrations, stained glass, ceramics, tapestries.
2. Although he achieved ___ and ___ he wasn't happy as he had neither reliable devoted friends nor a beloved person.
3. Little of the city survived the years of Nazi occupation and ___ during World War II.
4. State schools ___ a limited number of Jewish students.
5. His mother ___ the young boy to exercise his abilities and realize his ___ talent.
6. The works of ___ painters on display at the Louvre ___ me to stay in the city for a while.
7. The image of Vitebsk ___ special among his ___ paintings.
8. "It's the village with its tiny wooden houses and ___ fences, which remains an ___ source of my creative ___", stated the artist.

Exercise 7. Decide which word is the odd one in each line. Explain your choice:

1. established, prominent, picturesque, outstanding

2. picturesque, breathtaking, marvellous, large-scale
3. ramshackle, tiny, small, large-scale, enormous
4. inspiration, muse, creativity, destruction
5. accept, innate, provide, convert, hover
6. inexhaustible, destruction, established, convert

II. Reading

Leading-in questions:

1. Do you know what Marc Chagall is famous for?
2. Where was Marc Chagall born?
3. What style did he paint in?
4. What are his most famous works and where can we see them?

Before reading the text practise the pronunciation of the following proper names:

Reims [ri:mz] г. Реймс	The Paris Opera [pɑ'ri: ɔpə'ɾR]
Metz [mets] г. Мец	Пари Опера
Jerusalem [Gɔ'ru:s(ɔ)lɔm]	The Louvre ['lu:vʁ] Лувр
г. Иерусалим	St. Paul de Vence [snt'pɔ:l də
Israel ['ɪzreɪ(ɔ)l] Израиль	'vʒns] Сент Пол де Винс

Match the notions with their definitions:

- | | |
|---------------|---|
| 1. modernism | a) an early 20th-century movement in art and literature that tried to represent the subconscious mind by creating fantastic imagery and juxtaposing elements that seem to contradict each other |
| 2. cubism | b) an artistic style, chiefly in painting and sculpture, that developed in the early 20th century and emphasized the representation of natural forms as geometric shapes seen from several angles |
| 3. symbolism | c) an early 20th-century movement in painting, begun in about 1905 by a group of French artists, including Matisse, and characterized by the use of simple forms and vivid colours |
| 4. fauvism | d) the artistic method of revealing ideas or truths through the use of symbols |
| 5. surrealism | e) the revolutionary ideas and styles in art, architecture, and literature that developed in the early 20th century as a reaction to traditional forms |

Read the text and do the tasks below:

Marc Chagall (7 July 1887 – 28 March 1985), was a Russian-French artist, one of the most successful painters of the twentieth century. He created a unique career in every artistic field, including paintings, book illustrations, stained glass, stage sets, ceramics, tapestries and fine art prints.

As a pioneer of modernism and one of the greatest figurative artists of the twentieth century, Marc Chagall achieved fame and fortune, and over the course of a long career created some of the best-known paintings of our time. He produced windows for the cathedrals of Reims and Metz, windows for the United Nations, and the Jerusalem Windows in Israel. He also did large-scale paintings, including the ceiling for the Paris Opéra.

His most important work was made on the eve of World War I, when he travelled between St. Petersburg, Paris, and Berlin. During this period he created his own mixture and style of modern art based on his visions of Eastern European Jewish folk culture. He spent his wartime years in Russia, becoming one of the country's most outstanding artists and a member of the modernist avant-garde, founding the Vitebsk School of Arts before leaving again for Paris in 1922.

He was known as a pioneer of modernism, and as a major Jewish artist. He experienced modernism's golden age in Paris, where "he synthesized the art forms of Cubism, Symbolism, and Fauvism, and the influence of Fauvism gave rise to Surrealism." "When Matisse dies," Pablo Picasso remarked in the 1950s, "Chagall will be the only painter left who understands what colour really is".

Marc Chagall, born Moisha Shagal, was born in the Belarusian city of Vitebsk in 1887. A picturesque city of churches and synagogues, it was called "Russian Toledo," after the former cultural center of the Spanish Empire. As the city was mostly built of wood, little of it survived the three years of Nazi occupation and destruction during World War II. The name "Marc Chagall," by which the painter is best known, was adopted when the painter arrived in Paris.

Chagall was the eldest of the nine children in a united Jewish family. His father Khatskl (Zakhar) Shagal worked hard selling herring but earning only 20 roubles a month and his mother sold groceries from their home. Chagall would later include fish motifs "out of respect for his father."

Access to education was very limited. State schools accepted only a small number of Jewish students. Education was provided by locally organized Jewish schools and was of quite a low level. Marc's mother was a housewife and, like the rest of the family, had no higher education. However, it was she who gave him the opportunity to realize his innate

talent. She paid the local Russian authorities to get her son into a state school, despite the limitations. She also encouraged him to exercise his abilities and he was soon taking lessons in drawing, singing and the violin.

While still in school, Chagall met the established painter Yehuda Pen. Pen recognized the young man's talent and, in 1906, after Chagall finished school, he entered Pen's studio as a pupil.

Pen himself had been educated in St. Petersburg so he planted the idea of studying art in the Russian capital in the mind of his talented pupil. In St. Petersburg, Chagall enrolled in the school run by the Society for Promotion of Artists, and his technique improved quickly.

Throughout the 19th and early 20th centuries, Paris had been considered the cultural and artistic heart of Europe. No painter's education was considered complete without a visit to the metropolis. In the first decade of the 20th century, there was growing interest within the Parisian beau-monde for the culture of Russia, which seemed to them excitingly exotic.

Marc Chagall did not like Paris at first. For the young man coming from the backwater of Vitebsk, life in the great French metropolis was too busy. He wrote later that his first impulse was to turn around and return home. Fortunately, however, he did not do this. According to the painter, it was the works of the old masters, on display at the Louvre that had the greatest effect on him and encouraged him to remain in the city that he first disliked.

Arriving in Vitebsk in the fall of 1918 he organized exhibitions and opened museums and galleries. Yehuda Pen's old art school, where the painter had attended his first drawing classes was converted into the Vitebsk School of Arts and Chagall became its head. Soon, a number of prominent artists, especially Kazimir Malevich and El Lissitzky came there to teach.

The image of Vitebsk ranks special among the number of constant images Chagall used in his creativity. The artist created a breath-taking in its depth and sincerity myth of Vitebsk turning it into an inexhaustible source of his creative inspiration at the same time. The artist's object of representation is most often not the respectable city center famous nowadays thanks to numerous photos and postcards but small wooden houses, ramshackle fences and curved streets of the suburbs. Outskirts of the city are the place where Chagall was born and grew up, where poor Jewish tradespeople and craftspeople - main characters of his works - live. Violin-players sit comfortably on steep roofs of tiny houses, animals and dreamers hover freely in the skies over the narrow streets.

Chagall's landscapes of Vitebsk are remarkable for their significant documentary character. Town objects the artist painted are always recognizable. Moreover, not only socially significant buildings (the

Governor's Palace, the Town Hall, the churches, etc.) but also ordinary buildings of Pokrovskaya and neighbouring streets have the traits of documentary preciseness.

From 1919 to 1922 Chagall was art director of the Moscow Jewish State Theater. He painted several murals in the theater lobby and executed the settings for numerous performances. In 1923, he moved to France, where he spent the rest of his life, except for a period of residence in the United States from 1941 to 1948. He died in St. Paul de Vence, France, on March 28, 1985.

In 1991 the museum named after Marc Chagall was opened in Vitebsk.¹

Exercise 1. Translate as quickly as possible from English into Russian and Russian into English:

Achieve fame and fortune – скрипачи сидят на покатых крышах домов – первопроходец в модернизме- created his own mixture and style of modern art – experienced the golden age of modernism – его техника улучшилась – положил начало сюрреализму- занимает особое место – created a breathtaking in depth and sincerity myth of Vitebsk – had the greatest effect on him – неистощимый источник творческого вдохновения- несмотря на ограничения – coming from the backwater of Vitebsk – planted the idea of studying art in St. Petersburg in the mind of his talented pupil – достичь славы и богатства – создать захватывающий по глубине и искренности образ города – парить в небесах над узкими улочками.

Exercise 2. Match the verbs on the left with the words on the right and recall the sentences in which these combinations were used:

- | | |
|--------------|-------------------------------|
| 1. achieve | a) selling herring |
| 2. give rise | b) a name |
| 3. adopt | c) fame and fortune |
| 4. work hard | d) to a new artistic movement |
| 5. accept | e) education |

¹ Chagall's distinctive use of color and form is derived partly from Russian expressionism and was influenced decisively by French cubism. His numerous works represent characteristically vivid recollections of Russian-Jewish village scenes, as in *I and the Village* (1911, Museum of Modern Art, New York City), and incidents in his private life, as in the print series *Mein Leben* (German for "My Life," 1922), in addition to treatments of Jewish subjects, of which *The Praying Jew* (1914, Art Institute of Chicago) is one. His works combine recollection with folklore and fantasy. Biblical themes characterize a series of etchings executed between 1925 and 1939, illustrating the Old Testament, and the 12 stained-glass windows in the Hadassah Hospital of the Hadassah-Hebrew University Medical Center in Jerusalem (1962). In 1973 Musée National Message Biblique Marc Chagall (National Museum of the Marc Chagall Biblical Message) was opened in Nice, France, to house hundreds of his biblical works. Chagall executed many prints illustrating literary classics. A canvas completed in 1964 covers the ceiling of the Opéra in Paris, and two large murals (1966) hanging in the lobby of the Metropolitan Opera House in New York City.

- | | |
|--------------|--|
| 6. provide | f) special |
| 7. encourage | g) a small number of students |
| 8. enroll | h) her son |
| 9. rank | i) the old art school into an Art Colledge |
| 10.convert | j) in a school |
| 11.hover | k) in the sky |

Exercise 3. Answer the questions:

1. What is Chagall famous for?
2. What artistic style did Chagall paint in?
3. Was Picasso of high opinion about Chagall?
4. When and where was Marc Chagall born?
5. How many children were there in Chagall's family?
6. What was his parents' occupation?
7. Where did Chagall study painting?
8. Why did Chagall decide to go to Paris?
9. What was Chagall's first impression of Paris?
- 10.What made the artist stay in Paris?
- 11.What was the most adored topic of his paintings?
- 12.Why are Chagall's landscapes of Vitebsk so remarkable?
- 13.How is Chagall remembered by his countrymen in his native town?

Exercise 4. Correct the statements according to the text:

1. Marc Chagall produced stained glass windows for St. Paul's Cathedral in London and St. Sophia's Cathedral in Polotsk.
2. Chagall did book illustrations and stage sets including the ceiling for the Paris Opera.
3. Chagall created his own mixture and style of modern art based on his vision of Western European Jewish pop culture during the period of his residence in Vitebsk.
4. He synthesized the art forms of cubism, symbolism and fauvism which gave rise to expressionism.
5. Chagall was the youngest of the seven children in a united Muslim family.
6. His father made a fortune selling fish.
7. Chagall was a bright talented child and was willingly accepted to a state school.
8. Chagall's stepmother encouraged the little boy to take lessons in music and dancing.
9. Chagall was lucky to become Yehuda Pen's pupil in St. Petersburg.
- 10.Chagall got deeply impressed by the works of great painters on display

- at the Louvre and fell in love with Paris at first sight.
11. Arriving in Vitebsk in the autumn of 1919 Marc Chagall founded the Vitebsk School of Arts and soon Y. Pen came to teach there.
 12. The image of Paris with its narrow streets, tiny wooden houses and ramshackle fences ranks special in Chagall's artistic legacy.

III. Speech practice

Exercise 1. Add more information to the following facts:

1. Chagall made a unique career in every artistic field.
2. Marc Chagall is known as a pioneer of modernism.
3. Chagall was born in a large united Jewish family.
4. Despite the very strict limitations Chagall was accepted to a state school.
5. Chagall studied art in Y. Pen's studio as a pupil.
6. Chagall's first impulse on arriving in Paris was to turn round and go back home.
7. Chagall founded the Vitebsk School of Arts.
8. The image of his native city of Vitebsk ranks special among the number of constant images he used in his creative work.
9. Chagall's landscapes of Vitebsk are remarkable for their documentary character.

Exercise 2. Complete the table with key words for each point and use them in your speech:

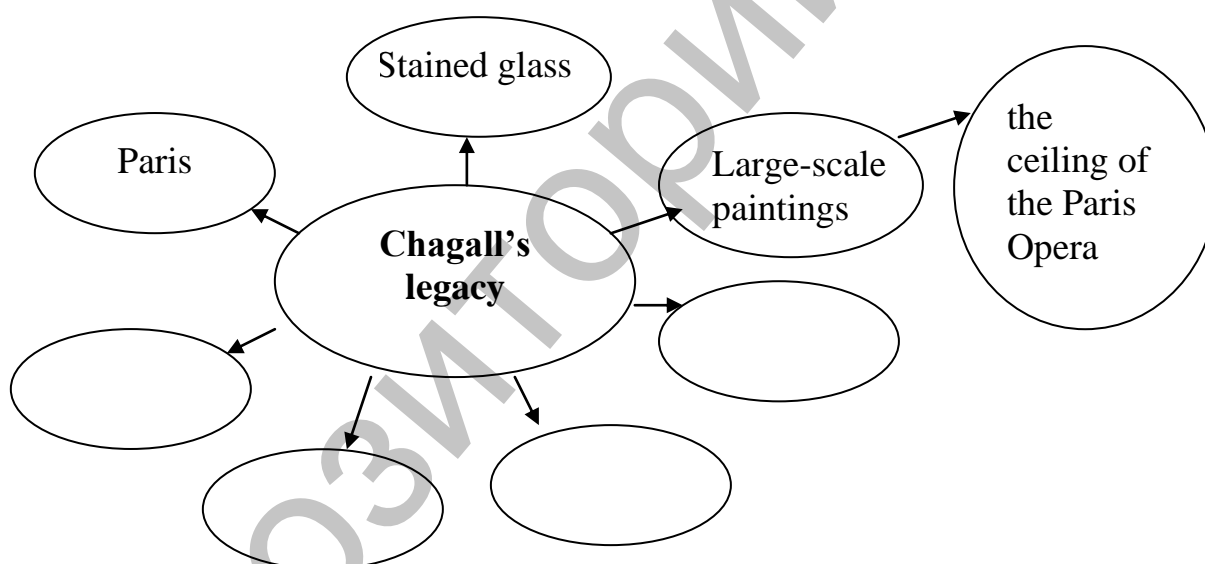
	Key words
The great artist	A successful painter, a unique career, a pioneer of modernism etc.
Childhood	
Artistic education	
In Paris	
In Vitebsk	
Vitebsk landscapes	
Other works	

Exercise 3. Work in chain. Without looking back into the text give as many true sentences about Marc Chagall as possible. Start your sentences with:

1. It goes without saying that ...

2. It should be mentioned that ...
3. We can't but admit that ..
4. In fact ...
5. To tell the truth ...
6. It's generally recognized that ...
7. I was greatly impressed by the fact that ...
8. It's curious that ...
9. It's doubtful if ...
10. I can't but agree that ...
11. It's common knowledge that ...
12. It touched me to the very bottom of my heart that ...

Exercise 4. Work with additional sources of information and complete the cluster:



(B) KAZIMIR SEMENOVICH

I. Topical vocabulary

A. Nouns

- architecture [ˈʌrkɪtekʃə]
- arithmetics [əˈrɪθməˈtɪks]
- artillery [ˈɑːtɪləri]
- engraving [ɪnˈɡreɪvɪŋ]
- geometry [dʒiˈɒmɪtri]

- hydraulics [haɪ 'drʌlɪks]
- mechanics [mɪ 'kænɪks]
- pneumatics [nju : 'mætɪks]
- pyrotechnics [ˈpaɪrəʊ 'teknɪks]
- the Renaissance [rə 'neɪsəns]

B. Adjectives

- authoritative [ˌ ˈtɒrɪtətɪv] – влиятельный, авторитетный
- encyclopedic [ɪnˈsaɪklə 'pi:dɪk] – энциклопедический
- festive [ˈfestɪv] – праздничный
- impoverished [ɪmˈpɒv(ə)rɪst] – обедневший
- significant [sɪɡˈnɪfɪkənt] – значительный, важный
- unanimous [ju(:)ˈnænɪməs] – единогласный, единодушный
- various [ˈveəriəs] – различный, разнообразный

C. Verbs and phrases

- to acquire [əˈkwaɪə] – приобретать, получать
- to attribute smth to smb – приписывать что-либо кому-либо
- to be of great importance – быть важным, значимым
- to consist of – состоять из
- to deal with – иметь дело с чем-либо
- to determine [dɪˈtɜːmɪn] – определять, обуславливать
- to make an impact on – оказать влияние на
- to take part in – принимать участие в

Vocabulary exercises

Exercise 1. Choose the right synonymous expression for the underlined words:

1. His invention made a significant impact on the development of science. (had an effect on, laid the foundation for, took part in)
2. Where did you acquire such a good knowledge of English? (took, got, bought)
3. This book consists of three chapters. (describes, comprises, deals with)
4. There's a great choice of various professions nowadays. (difficult, different, prestigious)
5. We normally throw a party on festive occasions. (week-ends, vacation, holidays)
6. Historical novels deal with events in the past and life of people in

old times. (describe, prescribe, engrave)

7. He is the most authoritative person in the company. (the biggest, the most important, the cleverest)

Exercise 2. Match the words on the left with their antonyms on the right:

- | | |
|------------------|-------------------------|
| 1. authoritative | a) be a single unit |
| 2. impoverished | b) the same |
| 3. acquire | c) sad |
| 4. festive | d) have no effect on |
| 5. determine | e) give |
| 6. unanimous | f) wealthy |
| 7. various | g) insignificant |
| 8. consist of | h) of different opinion |

Exercise 3. Complete the sentences with an appropriate derivative of the following words:

Undeterminable	acquisition	poor	variety	festival	attribution
authority	unanimity	signify	variety		

1. He comes from a (an) ... royal family. His great-grandparents used to be very rich, but he hasn't got a penny.
2. This is the most ... work by this painter.
3. On ... days such as Christmas, New Year's Day, Easter and Victory Day people normally don't work.
4. You can find ... books of different genres on that shelf.
5. They got the information from a (an) ... source, you may trust it.
6. I ... such a lovely tan in the Crimea.
7. There isn't a ... answer to this question. Everyone has their own opinion.
8. Why do you ... all those nasty qualities to him? He looks rather well-behaved.
9. Demand ... the supply as well as the price.

Exercise 4. Translate the collocations into English:

- | | |
|---|---------------------------------------|
| 1. единодушное решение | 6. состоять из нескольких частей |
| 2. получить образование | 7. приписывать высказывание Шекспиру |
| 3. авторитетное мнение | 8. определить развитие науки |
| 4. обедневшая семья | 9. иметь дело с различными проблемами |
| 5. оказать значительное влияние на развитие науки | |

Exercise 5. Make one sentence out of the two, using the following words to combine these sentences:

and	but	as well as	although	next to	after	as
-----	-----	------------	----------	---------	-------	----

1. This scientific work plays an important role in the history of technology. It determined the ways for the development of artillery in Europe.
2. I believe mathematics combines science and art. It also combines all the wisdom of the world.
3. It is the most significant work on artillery. It was widely used as a textbook.
4. The book describes various scientific aspects. It also describes the way people celebrated Kupalle in Belarus.
5. His parents wanted him to become a politician. He chose to become an inventor and a scientist.
6. There's no exact information on his date of birth. It's known that he comes from an impoverished family.

II. Reading

Read the text and do the tasks below:

Nearly 360 years ago a book published in Amsterdam made a significant impact on the development of science and engineering of the XVII-XVIII centuries. For more than a century this book remained the most authoritative scientific work on artillery and pyrotechnics in Europe and was widely used as a textbook. The author of this book was our countryman Kazimir Semenovich.

Unfortunately, the author himself, as well as his book, was nearly forgotten in his homeland. There is no exact information on Semenovich's date of birth. Presumably, he was born in 1600, but it's known that he came from an impoverished gentry family of the Semenoviches who owned some land in Vitebsk region.

As Semenovich states in the preface to his book, he had a good knowledge of arithmetics, geometry, mechanics, hydraulics, pneumatics, architecture, physics and chemistry as well as fine arts, sculpture, engraving etc. He is believed to have acquired such an encyclopedic knowledge (right in the spirit of the Renaissance) in Vilnia University.

Although his parents wanted him to become a politician, Semenovich strongly believed that it's artillery which combines science and art as well as all the wisdom of the world.

He studied artillery in Holland, took part in the war between Holland

and Spain. On returning home he took posts of engineer of the Crown artillery and then lieutenant-general. After retirement Semenovitch went back to Holland to publish in 1650 his treatise “The Great Art of Artillery”. The book was published in Latin (the language of science of the time) and described the multi-staged rocket¹, the delta wing² and the rocket system of volley fire³. Next to these scientific aspects the book describes the way people celebrate Kupalle in Belarus. Original Belarusian words such as “berkavets” and “baryla” (old units of measurement) became international scientific terms.

The book consists of several chapters and deals with various artillery aspects. The chapter on rockets is of great interest and importance for historians of science and engineering. It has been argued for a long time who is the inventor of the multi-stage rocket, and there’s still no unanimous answer. Some people attribute this invention to the Russian scientist Tsiolkovsky, while others believe that it was the Belgian scientist Bing as he patented the multi-staged rocket in 1911. But it was Semenovitch who described the structure of the multi-staged rocket much earlier (in 1650). This fact gives us the right to state that it was our countryman who invented it.

In the last chapter of his book Semenovitch gives tips and on pyrotechnical setting of various celebrations (coronations, wedding ceremonies etc). So thanks to him we can enjoy fireworks, salutes and petards on festive occasions at present.

The book by Semenovitch plays an important role in the history of science and technology as it determined the ways for the development of artillery in Europe. After Semenovitch’s death it was published in several European languages and became the most popular and significant work on artillery and pyrotechnics. This treatise laid the foundation for future space rocket production.

Exercise 1. Translate at speed:

оказала значительное влияние
использовалась в качестве
учебника
предположительно
предисловие к книге
энциклопедические знания
вся мудрость мира

сочетает в себе
вышел в отставку
международные научные
термины
представляет огромный интерес
запатентовал
торжества

¹ multi-staged rocket – многоступенчатая ракета

² delta wing – треугольное крыло

³ volley fire – залповый огонь

Exercise 2. Give sentences from the text, which mean the same:

1. The book by Semenovitch contains several parts and covers different artillery aspects.
2. After participating in the Dutch-Spanish war Semenovitch took different posts in his home country.
3. Besides the multi-staged rocket and the delta wing the book describes different Belarusian customs and traditions and contains traditionally Belarusian words and notions.
4. Kazimir Semenovitch was born in a pretty poor Belarusian family.
5. K. Semenovitch was a very well-educated person.
6. People are of different opinion as to who can be considered the inventor of the multi-staged rocket.
7. The book by Semenovitch made a significant impact on the development of science and engineering of the XVII-XVIII centuries.

Exercise 3. Match the words in the columns with the help of the preposition *of*. Recall the sentences from the text in which these combinations were used:

date		science and engineering
development		science and technology
author		science of the time
knowledge		science
post	of	the book
structure		birth
history		engineer
historians		the multi-staged rocket
language		arithmetics, mechanics, hydraulics, pneumatics

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

1. K. Semenovitch comes from a wealthy family of the Semenoviches who had some land in Vitebsk Region.
2. K. Semenovitch got his education in Lithuania.
3. Semenovitch had some knowledge in physics, astronomy and philosophy.
4. His book "The Great Art of Arithmetics" was published in 1650 and remained the most authoritative scientific work on artillery and pyrotechnics in Europe.
5. His book was published in Greek, the traditional language of science of the time.
6. The book contains traditional Belarusian terms, units of measurement.

7. The Bulgarian scientist Bing described the structure of the multi-staged rocket much earlier than Semenovitch, who patented his invention in 1911
8. In his book K. Semenovitch gives his advice on pyrotechnical setting of various battles.
9. The book by Semenovitch determined the ways for the development of artillery in Europe.
10. The book was translated into Arabic, Chinese and Japanese.

Exercise 5. Complete the sentences according to the text:

1. For more than a century the book by K. Semenovitch remained the most authoritative work on ____ in Europe and it was widely used as ____.
2. K. Semenovitch acquired his ____ in Vilnia University.
3. K. Semenovitch's parents wanted him to become a ____.
4. In his book "The Great Art of Artillery" which was published in ____ in 1650 K. Semenovitch described ____, ____ and ____.
5. The book by Semenovitch deals with ____.
6. The last chapter of the book gives tips on ____ setting of various ____.
7. The book by K. Semenovitch plays ____ in the history of ____ as it determined the ways for ____ of artillery in Europe.
8. His book was ____ into several European languages and remained ____ on pyrotechnics and artillery.
9. The book ____ for future space rocket production.

III. Speech practice

Exercise 1. Write out the key words and facts to complete the table and speak about:

K. Semenovitch	Our countryman, had an encyclopedic knowledge of ... etc
The book "The Great Art of Artillery"	Consists of several chapters, the most authoritative scientific work

Exercise 2. Work in chain. Without looking back into the text give as many true sentences about Kazimir Semenovitch as possible. Start your sentences with:

1st pupil: It goes without saying that ...

2nd pupil: I can't but agree with (1st pupil) that(repeat his phrase), but it should also be mentioned that ...
etc.

(C) ZHOES ALFEROV

I. Topical vocabulary

A. Nouns

- device [dɪ 'vaɪs] – устройство; механизм; аппарат, машина, прибор
- performance [pə 'fɪlməns] – характеристика (работы машины и т. п.); эксплуатационные качества
- satellite ['sætəlaɪt] – искусственный спутник

B. Verbs and phrases

- to award [ə 'wɜːld] – присуждать что-либо, награждать чем-либо
- to be peculiar of [pɪ 'kjuːliə] – быть свойственным, присущим для кого-либо
- to contribute (to) [kən 'trɪbjʊ:t] – 1) вносить вклад; 2) содействовать, способствовать
- create [kri 'eɪt] – 1) создавать, творить; 2) проектировать, разрабатывать
- to depend (on) – зависеть (от чего-либо / кого-либо)
- to have a gift of (V-ing) – иметь дар, талант к чему-либо
- to improve [ɪm 'pruːv] – улучшать(ся), совершенствовать(ся)
- to lay the foundation (for) [faʊn 'deɪʃn] – заложить основу
- to pioneer ['paɪə 'niə] – открывать/исследовать (новые разделы науки и т.п.)
- to place great emphasis (on) ['emfəsis] – подчеркивать важность чего-либо
- to share [ʃeə] – разделять, делить
- to support [sə 'pɒt] – 1) поддерживать, помогать, способствовать

Vocabulary exercises

Exercise 1. Form the nouns meaning people's occupation with the help of these suffixes:

Example: run - runner

-or/ -er	-ist	-cian
teach	economy	optics
act	physics	electricity
invent	astronomy	music
win	ecology	cosmetics
create	biology	academy

explore	nature	politics
---------	--------	----------

Exercise 2. Continue the chain of synonyms with a word from the list:

1. subsidize, give, sponsor, supply, provide
2. establish, found, base, set up, ground
3. divide, split, go halves
4. be talented, be good at, have a knack of doing smth.
5. give, present, grant
6. machine, tool, mechanism, gadget
7. upgrade, develop, advance, progress, better, enhance
8. working, functioning, operation
9. make, invent, design, construct
10. initiate, start, found, innovate, create
12. be influenced by smth, be determined by smth
13. stress, underline, accentuate
14. back up, assist, help, take care of, speak up for
15. be characteristic of, be typical of

Exercise 3. Match the words in the columns to make word combinations. Translate these combinations:

1. contribute	talented youngsters
2. share	a gift of teaching physics
3. lay	the prize
4. have	to the creation of modern microelectronics
5. award	the award
6. support	the performance of the device
7. depend	a new technological device
8. improve	on the state
9. pioneer	the foundation for the development of new technologies

Exercise 4. These words can be used both as nouns and as verbs. Give your own examples.

Experiment, award, design, center, try, phone, record, place, address, support

Exercise 5. Paraphrase the sentences using the topical vocabulary:

1. Bell's invention made the process of communication better.
2. The president underlined the importance of education for the future of the country.

3. Our government tries to help talented young people to realize their potential to its full.
4. The wellbeing of a country is determined by the development of science and education.
5. Do you know who created the radio?
6. The functioning of this DVD recorder is worse than we expected.
7. The TV set is an electronic mechanism for receiving and reproducing the images and sounds of a television signal.
8. Our team was given a special prize in that competition.
9. The jury had to divide the money between the winners.
10. His invention started a new era of satellite communication.
11. Our teacher is good at explaining rules to us.

II. Reading

Read the text and do the tasks below:

Zhores Ivanovich Alferov (born March 15, 1930) is a Russian physicist and academician who contributed significantly to the creation of modern heterostructure¹ physics and electronics and laid the foundation for the modern era of computers and information technology.

He is an inventor of the heterotransistor² and the cowinner of the 2000 Nobel Prize in physics. Alferov shared half of the Nobel Prize with American physicist Herbert Kroemer. Their enhanced semiconductor³ design is widely used in microelectronics. The other half of the Nobel Prize in physics was awarded to the American electrical engineer and inventor Jack S. Kilby who in 1958 designed and constructed the first integrated circuit⁴. Alferov is also a Russian politician and has been a member of the Russian State Parliament, the Duma, since 1995.

Alferov was born in Vitebsk, Belarus, in a Belarusian-Jewish mixed family. In the post-war situation he attended an only boys' school in the destroyed Minsk-city, and was lucky in having an excellent physics teacher there, Yakov Borisovich Meltseron. The teacher loved physics devotedly and had a gift of making pupils' imagination work. His explanation of different physics phenomena and talks on radar systems impressed Alferov greatly. When finishing school he took his teacher's advice which institution to choose for education and that was the celebrated Ulyanov Electrotechnical Institute in Leningrad.

When Alferov graduated in 1952 from the V. I. Ulyanov Electrotechnical Institute in Leningrad (now known as St Petersburg State

¹ heterostructure ['hetərə'strʌktʃə] - гетероструктура

² heterotransistor ['hetərə'træn/zɪstə] - гетеротранзистор

³ semiconductor ['semɪkən'dʌktə] - полупроводник

⁴ integrated circuit ['sɜ:kɪt] – интегральная схема

Technical University), he joined the staff of the A. F. Ioffe Physico-Technical Institute, also located in Saint Petersburg. Alferov earned his doctoral degree in physics and mathematics at the institute in 1970, and he became the head of the institute in 1987.

In the early 1960s Alferov's work centered on creating faster transistors, which are found in almost all electronic devices.

Alferov tried a new method: he experimented with structures made of layers of different semiconducting materials and improved transistor performance. These layered semiconductors are called heterostructures.

He has made more than 50 inventions in semiconductor technology and collected several awards, including the 1972 Lenin Prize and the 1978 Hewlett-Packard Europhysics Prize.

Hermann Grimmeiss, of the Royal Swedish Academy of Sciences, which awards Nobel prizes, said: "Without Alferov, it would not be possible to transfer all the information from satellites down to the Earth or to have so many telephone lines between cities."

Today, the heterostructures that Alferov and Kroemer pioneered are used in satellite communication systems, in the base stations for mobile-telephone networks, and in the fiber-optic technology that speeds Internet data throughout the world. Heterostructure lasers make it possible for CD players to reproduce music and for the bar-code scanners in shops to automatically record sales.

Alferov places great emphasis on education. He states that the future of the country depends on creative, talented, educated youngsters. In his autobiography he says that the country "will be the great power not because of the nuclear potential, not because of faith in God or president, or western investments but thanks to the labour of the nation, faith in Knowledge and Science and thanks to the maintenance and development of scientific potential and education." That's why Alferov has personally addressed the Russian Parliament several times with proposals to introduce educational funding programs and planned to spend some of the award money to support education and science.

When Alferov was a little boy of ten, he read a wonderful book "Two Captains" (by V. Kaverin). Throughout his life he has been following the principle that was peculiar of the main character of that book: "One should make efforts and search and having obtained whatever the purpose, make efforts again". He believes that this motto helped him achieve what he has now.

Exercise 1. Give the sentences from the text, which mean the same:

1. Zhores Alferov was awarded the Nobel Prize together with H. Kroemer.
2. Zh. Alferov studied at a school for boys only and was taught by a talented teacher of physics.

3. When Alferov left school he followed his teacher's advice and entered the University in St. Petersburg.
4. Alferov concentrated his work on creating transistors which could work more quickly.
5. Thanks to Alferov people are able to receive information from satellites.
6. The heterostructures that Alferov and Kroemer invented are used in different areas of microelectronics.
7. Alferov believes in the importance of education for any state.
8. Alferov was going to spend some of the money he got as the prize on the improvement of science and education.

Exercise 2. Match the words with their definitions:

1. semiconductor	a) an optical scanner used to read bar codes
2. CD player	b) object put into orbit around Earth or any other planet in order to relay communications signals or transmit scientific data
3. satellite	c) the technology and techniques involved in the design, development, and construction of extremely small electronic circuits, for example, computers on a single silicon chip
4. microelectronics	d) a solid such as silicon that has electrical conductivity between that of a conductor and an insulator
5. bar-code scanner	e) a device for playing recorded sound

Exercise 3. Say if the statements are true to the text. Correct the false statements.

1. Zhores Alferov is a Russian physician who laid the foundation for the modern era of computers and information technology.
2. The new method Alferov tried improved the performance of the transistor.
3. Alferov is the winner of the 2000 Nobel Prize in physics.
4. Heterostructures are used in satellite communications systems, fiber-optic technologies, bartender practice.
5. Zh. Alferov has made not less than 50 inventions and collected several awards.
6. Alferov is a member of the Cabinet of Ministers of the Russian government.

Exercise 4. What do these figures stand for in the text? Give information on Zh. Alferov using these figures:

2000	1952	1987	50
15	1970	1972	2
1995	the 1960s	1978	

Exercise 5. Complete the sentences according to the text:

1. Zh. Alferov is a Russian physicist and academician who ____ to the creation of modern heterostructure physics and ____.
2. He is an ____ of the heterotransistor and the ____ of the 2000 Nobel Prize in physics.
3. Alferov and Kroemer's enhanced semiconductor ____ is widely used in ____.
4. After the war Alferov ____ in Minsk and was lucky to have a wonderful ____ teacher.
5. After ____ from the V.I. Ulyanov Electrotechnical Institute Alferov ____ the staff of the A.E. Ioffe Physicotechnical Institute, earned his ____ in physics and mathematics there and became ____.
6. Alferov tried a new method in semiconducting technology; he ____ with different semiconducting materials and ____ transistor performance.
7. The heterostructures that Alferov and Kroemer ____ are used in ____ communications systems, in the base stations for ____, and in the fiber-optic technology that ____ Internet data throughout the world.
8. The future of the country ____ on creative, talented, ____ youngsters.
9. Heterostructure lasers make it possible for ____ to reproduce music and for the bar-code scanners in ____ to automatically record sales.

Exercise 6. Match the columns with the help of the preposition *of*. Recall the sentences from the text.

1. member	of	computers and information technology
2. inventor		semiconducting materials
3. era		different physics phenomena
4. gift		the Duma
5. explanation		scientific potential and education
6. layers		the country
7. future		the heterotransistor
8. development		making the imagination work

Exercise 7. Insert the correct preposition. Recall the sentences in which these combinations were used:

1. to contribute ____ the creation of modern heterostructure physics and electronics
2. the Nobel Prize ____ physics
3. to be used ____ microelectronics
4. to graduate ____ the University
5. a doctoral degree ____ physics and mathematics
6. to center ____ creating faster transistors
7. to place great emphasis ____ education
8. to depend ____ talented youngsters
9. to introduce ____ educational funding programs

Exercise 8. Answer the questions:

1. When and where was Alferov born?
2. What was Alferov awarded the Nobel Prize for?
3. What influenced Alferov's choice of the future occupation?
4. Where did Alferov get his higher education and his doctoral degree?
5. What did Alferov work on?
6. What other awards but for the Nobel Prize did Alferov get?
7. Where are the heterostructures pioneered by Alferov and Kilsby used?
8. What is important for the future of the country according to Zh. Alferov?

III. Speech practice

Exercise 1. Speak about:

- a) Alferov's childhood and schooling
- b) his education
- c) his scientific work and research
- d) his awards
- e) Alferov's other activities

Exercise 2. Make a cinquain. Give reasons and arguments to explain your choice of words.

Give one noun about Alferov which characterises him best of all.

Give two adjectives to develop the idea.

Give three verbs to characterize Alferov's achievements.

Give one sentence to make a conclusion.

Exercise 3. Imagine that you are to make a profile of Zhores Alferov for an Internet site. Pick out 3 key sentences from the text (do not change the structure of the sentences!) and account for your choice. Discuss your choice with your classmates.

Exercise 4. Choose one situation and develop the idea:

- a) Zh. Alferov is writing a letter to his physics teacher at school. What is he telling him in his letter?
- b) You are Alferov's teacher. You are extremely proud of your celebrated pupil's success. Tell your colleagues about your outstanding pupil and his achievements.
- c) You are Alferov's colleague from the University. Speak about your work side by side with the talented scientist.

Unit 8. OUTSTANDING PEOPLE OF GREAT BRITAIN

(A) ISAAC NEWTON

I. Topical vocabulary

A. Nouns

- fundamental principle [ˈfʌndəˈment(ə)l ˈprɪnsəpl] – фундаментальный принцип, первооснова
- rotation [rəˈteɪʃ(ə)n] – вращение

B. Adjectives

- influential [ɪnfluˈenʃ(ə)l] – влиятельный, важный, обладающий властью, влиянием
- substantial [səbˈstæn(t)ʃ(ə)l] – важный, значимый, значительный, немаловажный, существенный, большой

C. Verbs and phrases

- to apply [əˈplaɪ] – применять к (чему-л.); использовать, употреблять
- to comprise [kəmˈpraɪz] – включать; заключать в себе, содержать
- to elect [ɪˈlekt] – назначать (на должность), делать назначения; выбрать (из некоторого числа)
- to flatten [ˈflæt(ə)n] – становиться ровным, плоским, гладким, выравниваться, разглаживаться
- to govern [ˈɡʌv(ə)n] – править, управлять
- to lay the groundwork [leɪ ðə ˈɡraʊndwɜ:k] – заложить основу
- to make an effort [meɪk ən ˈefət] – сделать усилие, попытаться
- to share the credit [ˈʃeə ðə ˈkredit] – разделить славу
- to be (highly/greatly) honoured [ˈɒnəd] – быть в большом почете

Vocabulary exercises

Exercise 1. Match the words in column A with those in column B:

- | A | B |
|----------------|---|
| 1. Substantial | a) to consist of, to include, to be made up |
| 2. Influential | b) powerful, authoritative |
| 3. Comprise | c) to manage, to control |

- | | |
|--------------------------|--|
| 4. Apply | d) considerable, significant, large, great |
| 5. Govern | e) a main rule, a basis |
| 6. Achievement | f) twisting, revolution |
| 7. Rotation | g) result, progress, accomplishment, success |
| 8. Fundamental principle | h) to use, to employ |
| 9. Elect | i) to choose, to select |

Exercise 2. Derive nouns which mean a person's occupation:

Physics, maths, astronomy, philosophy, alchemy, theology, study, science

Exercise 3. Translate the sentences paying attention to the italicized word combinations:

1. Newton *is considered to be* one of the most influential scientists in history.
2. The motions of objects on the Earth and of celestial bodies *are governed by* the same set of natural laws.
3. Newton *was highly honoured by* his countrymen.
4. Newton *was elected* President of the Royal Society.

Exercise 4. Paraphrase using the active vocabulary:

1. He did *a greater part* of work.
2. This milk shake *consists of* milk and ice-cream.
3. He didn't want *anyone else to be as famous as he was*.
4. We know the names of the scholars *who formulated the fundamental principles* of this science.
5. *If you don't try hard* you'll have no success.

II. Reading

Practise the pronunciation of the following words:

- Isaac [ˈaɪzək]
- Scholar [ˈskɒlə]
- Binomial theorem [baɪˈnəʊmiəl ˈθiərəm]
- Integral calculus [ˈɪntɪgrəl ˈkælkjʊləs] интегральное исчисление
- Mechanics [mɪˈkæniks]

- Einstein [ˈaɪnstain]

Read the text and do the tasks below:

Isaac Newton (1642-1727)

Sir Isaac Newton is an English physicist, mathematician, astronomer, natural philosopher, alchemist, and theologian who is considered by a substantial number of scholars and the general public as one of the most influential men in history.

He was born in a small village in Lincolnshire in the family of a poor farmer.

Since childhood the boy was fond of science. He began his first experiments at school. After school he studied at Cambridge University, where, still a student, he formulated the binomial theorem. In mathematics, Newton shares the credit with Gottfried Leibniz for the development of the differential and integral calculus.

Newton devoted all his life to scientific experimentation. Among his discoveries was the law of decomposition of light. He proved that the white light of the sun comprises all the colours of the rainbow. He built the first practical reflecting telescope.

Newton's greatest discovery was certainly the Law of Universal Gravitation. His publication in 1687 of the *Philosophiæ Naturalis Principia Mathematica* (Mathematical Principles of Natural Philosophy - usually called the *Principia*) is considered to be among the most influential books in the history of science, laying the groundwork for most of classical mechanics. In this work, Newton described universal gravitation and the three laws of motion. The fundamental principle of the book is that "every particle of matter is attracted by every other particle of the matter with a force inversely proportional to the square of their distances apart". Applying the principle of gravitation, Newton proved that the power which guides the moon around the earth and the planets around the sun is the force of gravity. The fact that the earth is flattened at the poles because of the rotation was also explained by the law of universal gravitation. Newton showed that the motions of objects on the Earth and of celestial bodies are governed by the same set of natural laws.

Newton formulated an empirical law of cooling and studied the speed of sound.

Isaac Newton was highly honoured by his countrymen. In 1703 he was elected President of the Royal Society.

Much later, in the 20th century, another great scientist, Albert Einstein, who had a very high opinion of Newton's scientific achievements, wrote these words about him: "Nature to him was an open book, whose letters he could read without effort." Newton remains influential to scientists, as demonstrated by a 2005 survey of scientists and the general public in Britain's Royal Society asking who had the greater effect on the history of science, Newton or Albert Einstein.

Sir Isaac Newton died in 1727 and was buried in Westminster Abbey, the first scientist so greatly honoured.

Exercise 1. Answer the questions:

- 1) What was Isaac Newton?
- 2) Was he a talented student since the very childhood?
- 3) What main discoveries were made by Newton?
- 4) What is the fundamental principle of the book the *Philosophiæ Naturalis Principia Mathematica*?
- 5) What is the Law of Universal Gravitation?
- 6) In what way was Newton highly honoured by his countrymen?
- 7) Where was he buried?

Exercise 2. Identify these sentences as True, False or No Evidence:

- 1) Newton was born in London, in the family of a prosperous farmer.
- 2) He was fond of science since childhood.
- 3) He entered Oxford University.
- 4) He built the first practical telescope alone.
- 5) Newton's greatest discovery was the Law of Universal Gravitation.
- 6) Now Newton and Albert Einstein are thought to be of the same importance from the point of view of their contribution to science.
- 7) Sir Isaac Newton died in 1727 and was buried in Westminster Abbey, next to Ch. Darwin.

Exercise 3. Find synonymous sentences in the text:

1. Many scientists think that Newton is a very significant man in history.
2. He made his discoveries in mathematics together with Gottfried Leibnitz.
3. The light of the sun consists of 7 basic colours.

4. They think that his book is one of the most important books that made the basis for classical mechanics.
5. Newton used the principle of gravitation to prove the functions of the force of gravity.
6. The Earth is not so round at its poles due to its revolving.
7. Objects of the Earth and other celestial bodies move because of the identical set of natural laws.
8. Albert Einstein thought that Newton had reached a lot in science.

Exercise 4. Arrange the sentences according to their order in the text:

- 1) Applying the principle of gravitation, Newton proved that the power which guides the moon around the earth and the planets around the sun is the force of gravity.
- 2) In 1703 he was elected President of the Royal Society.
- 3) In this work, Newton described universal gravitation and the three laws of motion.
- 4) Newton devoted all his life to scientific experimentation.
- 5) Newton remains influential to scientists, as demonstrated by a 2005 survey of scientists and the general public in Britain's Royal Society asking who had the greater effect on the history of science, Newton or Albert Einstein.
- 6) After school he studied at Cambridge University, where, still a student, he formulated the binomial theorem.
- 7) Sir Isaac Newton died in 1727 and was buried in Westminster Abbey, the first scientist so greatly honoured.

III. Speech practice

Exercise 1. Find the key ideas of the text and make up your own outline for retelling it.

Exercise 2. Say what information from the text can be used in other subjects.

(B) JOANNA K. ROWLING

I. Topical vocabulary

A. Nouns

- attempt [ə 'tempt] – попытка
- celebrity [sə 'lebrəti] – знаменитый человек; знаменитость; звезда
- divorce [di: 'vʌls] – развод
- fear ['fiə] – боязнь, страх; испуг
- inspiration ['ɪns(ə) 'reɪs(ə)n] – вдохновение, воодушевление
- next door – по соседству
- runner-up ['rʌnə 'ʌp] – участник состязания или команда, занявшие второе место
- target [tʌɡɪt] audience – целевая аудитория

B. Verbs and phrases

- to attend [ə 'tend] – посещать; присутствовать
- to break records – бить рекорды
- to complete [kəm 'pli:t] – завершать, заканчивать
- to give up – оставить, отказаться; бросить
- to graduate (from) ['ɡrædjueɪt] – оканчивать (высшее учебное заведение)
- to quote [kwəʊt] – цитировать
- to rank [ræŋk] – ранжировать, располагать в определенном порядке, устанавливать очередность
- to realize [rɪə 'laɪz] – представлять себе; понимать, осознавать
- to remain [rɪ 'meɪn] – оставаться
- to reveal [rɪ 'vi:l] – открывать; разоблачать
- to spark [spɜ:k] – зажечь искру
- to take notes – делать заметки, записывать
- to be worth (+V-ing) – быть достойным чего-либо

Vocabulary exercises

Exercise 1. Extend the list giving some other words with these negative prefixes:

- 1) disorganize,...
- 2) unwilling,...

Exercise 2. Arrange the words into pairs of synonyms:

- | | |
|--------------|----------------------------------|
| 1) Request | a) to finish, to accomplish |
| 2) Reveal | b) to be afraid of, to be scared |
| 3) Complete | c) to discover |
| 4) Notable | d) a star, a famous person |
| 5) Celebrity | e) a try |

- | | |
|---------------|---|
| 6) Attend | f) to cite, to repeat in speech the words of a person |
| 7) Actually | g) to understand |
| 8) Take notes | h) to stop, to quit, refuse |
| 9) Fear | j) put down, write down |
| 10) Realize | k) aim, goal |
| 11) Give up | l) really, in fact |
| 12) Quote | m) study, to be present at |
| 13) Attempt | n) outstanding, prominent |
| 14) Target | o) ask |

Exercise 3. Give the English equivalent for the words in the brackets (mind word forms):

1. He lived (по соседству) to us.
2. You should make another (попытка).
3. Kate even didn't (понимать) what was going on.
4. It was hard to (делать записи) so fast, however we (закончили) our dictation successfully.
5. He can (побить все рекорды) of speed when he has (вдохновение).

Exercise 4. Fill in the gaps with the given words:

However, shortly after, so that, to support, rather than, while, as being, to note

1. She loved teaching English, often teaching in the afternoons and evenings ... she could be free to work on her writing during the mornings.
2. Ms. Rowling describes herself ... shy, freckly, with no natural athletic ability but a great love of literature.
3. ... her daughter and herself, Ms. Rowling began working as a French teacher.
4. ... the birth of her daughter, they divorced.
5. It is interesting ... that Ms. Rowling claims that she has actually been writing since she was 5 or 6 years old.
6. Her publisher requested that she should use two initials ... reveal her first name.
7. After graduation, ..., Ms. Rowling realised that she was not meant to be a secretary.
8. Often she wrote in restaurants, where she and her daughter could stay warm ... she created her books.

II. Reading

Practise the pronunciation of the following words:

- Chipping Sodbury ['tʃɪpɪŋ `sɒdəbəri]
- Gloucestershire ['glɒstəʃə]
- Joanne [ʤəu 'ænə]
- Kathleen ['kætlɪʃn]
- Exeter ['eksɪtə]
- Bilingual [baɪ 'lɪŋgw(ə)l]
- Edinburgh ['edɪnbərə]

Read the text and do the tasks below:

Joanna K. Rowling

Ms. J. K. Rowling was born on July 31st, 1965 in Chipping Sodbury, Gloucestershire, England. Her given name at birth was Joanne Kathleen. Ms. Rowling has one sister, Di, who was born 2 years after her.

It is interesting to note that Ms. Rowling claims that she has actually been writing since she was 5 or 6 years old. Her first story, called Rabbit, was filled with various characters, for example a large bee called Miss Bee.

Ms. Rowling, along with her parents and sister, moved twice while she was growing up. In her childhood she had friends next door, whose last name was Potter. Joanna never forgot the children, or the last name, which she liked very much.

Ms. Rowling describes herself as being shy, freckly, with no natural athletic ability but a great love of literature. Later, when she graduated from comprehensive school, she attended Exeter University. Here Ms. Rowling studied French because her parents believed it would be wonderful to become a bilingual secretary. After graduation, however, it didn't take Ms. Rowling long to realise that she was not meant to be a secretary. Self described as "the worst secretary ever, very disorganised", she found it very hard to remain attentive during meetings, actually writing story ideas instead of taking notes as she had been instructed.

When Ms. Rowling was 26 years old she moved to Portugal to be an English teacher. Ms. Rowling has been quoted many times as saying she loved teaching English, often teaching in the afternoons and evenings so

that she could be free to work on her writing during the mornings. It was during this period that she began working on a story about a 'wizard'.

Ms. Rowling met and married a journalist in Portugal (he was Portuguese), and her daughter Jessica was born in 1993. Shortly after the birth of her daughter, they divorced and Ms. Rowling, along with her little daughter, moved to Edinburgh, Scotland so that she could be near her younger sister, Di. It was during this time that Ms. Rowling decided not only to finish her Harry Potter 'wizard' novel, but to get it published. Often she wrote in restaurants, where she and her daughter could stay warm while she created her books. When the story was completed she tried to have her book published several times but only after 12 unsuccessful attempts, Ms. Rowling sold the novel, *Harry Potter and The Philosopher's Stone*, to Bloomsbury in the UK for the equivalent of about \$4,000. Her publisher Bloomsbury feared that the target audience of young boys might be unwilling to buy books written by a female author, and requested that she should use two initials, rather than reveal her first name.

To support her daughter and herself, Ms. Rowling began working as a French teacher. After several months the American rights to the first "Harry Potter" were bought, and Ms. Rowling received enough money to give up teaching and write full time. Ms. Rowling has described this moment as the happiest of her life.

After Bloomsbury Children's Books published the book in June 1997, it wasn't long before Ms. Rowling was recognized as a major discovery. The awards and praise grew quickly for both Harry Potter and Ms. Rowling. In 1997 the book won The British Book Awards Children's Book of the Year.

Ms. Rowling quickly wrote several sequels. Her books broke sales records in the USA and the UK. Rowling was named author of the year in the 2000 British Book Awards.

The 2008 Sunday Times Rich List estimated Rowling's fortune at £560 million (\$798 million), ranking her as the twelfth richest woman in Britain. Forbes ranked Rowling as the forty-eighth most powerful celebrity of 2007, and Time magazine named her as a runner-up for its 2007 Person of the Year, noting the social, moral, and political inspiration she has given her fandom. She has become a notable philanthropist, supporting such charities as Comic Relief, One Parent Families, Multiple Sclerosis Society of Great Britain, and the Children's High Level Group.

Harry Potter is now a global brand worth an estimated £7 billion and Harry Potter books have set records as the fastest-selling books in history and have been translated, in whole or in part, into 65 languages.

The Harry Potter books have also got recognition for sparking an interest in reading among the young at a time when children were thought to be forgetting books because of computers and television. Her books have

also become the basis for a popular series of films.

Exercise 1. Answer the questions:

- 1) For whom do you think Ms Rowling created her first stories about Mr. Bee?
- 2) How does she describe herself?
- 3) What education did Joanna Rowling get?
- 4) When did she begin to write stories about Harry Potter?
- 5) Was the book a success at once?
- 6) What did she do besides writing?
- 7) What prizes did she receive?
- 8) Why do you think Harry Potter is so popular?

Exercise 2. Identify these sentences as true or false:

- 1) Joanna Rowling created her first stories about Mr. Rabbit at the age of 12.
- 2) She invented the name Potter herself.
- 3) She enjoyed working as a bilingual secretary.
- 4) She created Harry Potter in Portugal.
- 5) She completed the story and published it at once.
- 6) J. K. Rowling continued working as a teacher until she received enough money to live on.
- 7) Now Harry Potter can be read in 65 languages.
- 8) Children gave up watching TV and started reading books about Harry Potter.
- 9) Ms. J. K. Rowling has a twin sister, Di.
- 10) She had no friends as the family moved very often.
- 11) She was very sociable and that was the reason for choosing the profession of the secretary.
- 12) She started her career as a teacher to earn her living.
- 13) She returned from Portugal to be closer to her sister Di.
- 14) Besides writing books and bringing up her child, she did nothing.
- 15) Her books opened a new era of children's literature.

Exercise 3. Choose the right translation:

1. In her childhood she had friends next door whose last name was Potter.

- a) С детства рядом с ней жили друзья, чье имя было Поттер.

- b) В детстве у нее по соседству были друзья, фамилия которых была Поттер.
- c) Соседи в детстве называли ее Поттер.

2. *After graduation, however, it didn't take J.K. Rowling long to realize that she was not meant to be a secretary.*

- a) После окончания, однако, Дж. Роулинг долго не брала на реализацию свои средства секретаря.
- b) По окончании курсов, Дж. Роулинг почти сразу поняла, что работа секретаря не для нее.
- c) Однако после окончания, Дж. Роулинг долго не понимала, что значит быть секретарем.

3. *Her publisher feared that the target audience of young boys might be unwilling to buy books written by a female author, and requested that she should use two initials, rather than reveal her first name.*

- a) Её издатель боялся, что целевая аудитория, которую составляли мальчики, может не захотеть покупать книги автора-женщины и потребовал использовать инициалы вместо имени.
- b) Ее издатель напугал, что молодые мальчики не захотят покупать книжки, написанные женским автором, и попросил использовать инициалы, а не открывать ее первое имя.
- c) Ее издатель испугался, что молодые люди составят целевую аудиторию и не захотят покупать женские книги, и попросил ее написать инициалы, а не открывать свое первое имя.

4. *After Bloomsbury published the book in June 1997, it wasn't long before Ms. Rowling was recognized as a major discovery.*

- a) После того как Блумбери опубликовало ее книгу в июне 1997, это было недолго перед тем, как Дж. Роулинг осознала главное открытие.
- b) Незадолго до публикации Блумбери ее книги в июне 1997, Дж. Роулинг признала её своим главным открытием.
- c) Прошло немного времени после публикации Блумбери ее книги в июне 1997 года, когда Дж. Роулинг была признана главным открытием года.

Exercise 4. Match the halves:

1. Later, when she graduated from comprehensive school,	a) that she began working on a story about a 'wizard'.
2. It was during this period	b) she moved to Portugal to be an

	English teacher.
3. Shortly after the birth of her daughter,	c) she tried to have her book published several times
4. When the story was completed	d) and Ms. Rowling received enough money to give up teaching and write full time.
5. After several months the American rights to the first "Harry Potter" were bought,	e) she attended Exeter University.
6. When Ms. Rowling was 26 years old	f) they divorced and Ms. Rowling moved to Edinburgh

III. Speech practice

Exercise 1. Divide the text into logical parts, name them and tell the class about J. K. Rowling as close to the text as possible.

Exercise 2. Your friend is not keen on reading. Try to talk him/her into reading J. K. Rowling's books.

Exercise 3. Suppose you had a chance of talking to J. K. Rowling over the Internet. What would you like to ask her about? Make up a dialogue with your classmate and act it out.

(C) MARGARET THATCHER

I. Topical vocabulary

A. Nouns

- assassination [əˈsæsiˈneɪʃ(ə)n] – убийство (политического или видного общественного деятеля)
- barrister = lawyer
- charge [CRG] – цена, плата
- commitment [kəˈmɪtmənt] – приверженность, взгляды
- general election [ˈGen(ə)r(ə)l ɪˈlekʃ(ə)n] – всеобщие выборы
- impact [ˈɪmpækt] – сильное воздействие; влияние
- revival [rɪˈvaɪvəl] – возрождение
- taxation [tækˈseɪʃn] – налогообложение
- trade union – профсоюз

- unemployment [ˈʌnɪmˈplɔɪmənt] – безработица

B. Verbs and phrases

- to abolish [əˈbɒlɪʃ] – аннулировать, отменять, упразднять
- to cut down the expenses – снизить издержки
- to decline [dɪˈklaɪn] – уменьшаться, идти на убыль; спадать
- to decrease [dɪˈkriːs] – уменьшаться, убывать, сокращать(ся)
- to defeat [dɪˈfi:t] – одержать победу (над кем-л.), наносить поражение (кому-л.), завоёвывать (что-л.)
- to drop out [ˈdrɒp ˈaʊt] – выбыть (из борьбы)
- to emphasise [ˈemfəsaɪz] – придавать особое значение; подчёркивать, акцентировать
- to entitle [ɪnˈtaɪtl] – давать право; уполномочить; предоставлять правовой титул
- to preserve [prɪˈzə:v] – сохранять
- to provoke [prəˈvəʊk] – вызывать, возбуждать, провоцировать
- to resign [rɪˈzaɪn] – уходить в отставку, подавать в отставку; оставлять пост
- to resist [rɪˈzɪst] – сопротивляться, оказывать сопротивление; противостоять
- to be in office – занимать должность
- to enter a contest – вступить в борьбу

Vocabulary exercises

Exercise 1. Make up oppositional pairs:

- | | |
|-----------------------|-------------------|
| 1) To be in office | a) abolish |
| 2) To enter a contest | b) succeed |
| 3) To charge | c) drop out |
| 4) To preserve | d) free of charge |
| 5) To be defeated | e) increase |
| 6) To decrease | f) decline |
| 7) Revival | g) resign |

Exercise 2. Make up word combinations and translate them:

- | | |
|---------------|------------------------------|
| 1) To own | a) in the army |
| 2) To succeed | b) enemy's attack |
| 3) To serve | c) old traditions |
| 4) To resist | d) smb. to sit in Parliament |

- | | |
|-----------------|----------------------|
| 5) To provoke | e) in business |
| 6) To decrease | f) of the economy |
| 7) A revival | g) on one's life |
| 8) An impact | h) taxes |
| 9) To entitle | i) a long discussion |
| 10) To preserve | j) the shop |

Exercise 3. Insert prepositions and particles in the following sentences:

1. But she only succeeded when the winning candidate dropped
2. At the same time she cut ... the expenses on the state education system.
3. She believed that few children would suffer if schools were charged ... milk.
4. She took a hard line ... trade unions.
5. Her views regarding the European Community were not shared ... others in her Cabinet.
6. And many critics blamed her economic policies ... the high unemployment level.
7. When ... office Thatcher gave priority to academic needs ... schools.
8. She qualified as a barrister in 1953 and specialized ... taxation.
9. ... a conflict ... the British overseas territories of Falkland Islands with Argentina Thatcher sent a naval task force to recapture the islands and eject the invaders.

Exercise 4. Translate the following sentences:

1. She won a seat in the 1959 general election, becoming the MP (Member of Parliament) for Finchley as a Conservative.
2. She believed that few children would suffer if schools were charged for milk; however, she agreed to give younger children a third of a pint, daily, for nutritional purposes.
3. She successfully resisted the introduction of library book charges.
4. Her political philosophy and economic policies emphasized flexible labour markets, and the privatization of companies.
5. She took a hard line against trade unions, survived the Brighton hotel bombing assassination attempt and opposed the Soviet Union.

II. Reading

Practise the pronunciation of the following words:

- Baroness ['bærənɪs] – баронесса

- Grantham ['græntəm]
- Lincolnshire ['lɪŋkənʃə] – Линкольншир (графство Англии)
- Huntingtower ['hʌntɪŋtauə]
- Kesteven ['kestɪvən]
- Chemistry ['kemɪstrɪ]
- Finchley ['fɪnɔːli] – Финчли (город в Англии, графство Мидлсекс)
- Edward Heath ['edwəd 'hɪːt] – Эдвард Хит

Read the text and do the tasks below:

Margaret Thatcher

Margaret Hilda Thatcher, Baroness Thatcher (born 13 October 1925) served as Prime Minister of the United Kingdom from 1979 to 1990 and Leader of the Conservative Party from 1975 to 1990.

Thatcher spent her childhood in the town of Grantham in Lincolnshire, where her father owned two grocery shops. He was active in local politics and religion, serving as a lay preacher.

Having attended Huntingtower Road Primary School, she won a scholarship to Kesteven and Grantham Girls' School. Her school reports showed hard work and commitment, but not brilliance. Outside the classroom she played hockey and also enjoyed swimming and walking.

Finishing school during the Second World War, she tried to enter Somerville College, Oxford. But she only succeeded when the winning candidate dropped out. She went to Oxford in 1943 and studied Natural Sciences, specializing in Chemistry and she qualified as a barrister in 1953 and specialized in taxation. While active in the Conservative Party in Kent, she met Denis Thatcher, whom she married in 1951. In 1953 her twin children Carol and Mark were born. She won a seat in the 1959 general election, becoming the MP (Member of Parliament) for Finchley as a Conservative. When Edward Heath formed a government in 1970, he appointed Thatcher Secretary of State for Education and Science. When in office Thatcher gave priority to academic needs in schools, at the same time she cut down the expenses on the state education system. For example, she abolished free milk for school-children aged seven to eleven. She believed that few children would suffer if schools were charged for milk; however, she agreed to give younger children a third of a pint, daily, for nutritional purposes. This provoked a storm of protest from the Labour party and the press. As a result, she was nicknamed "Margaret Thatcher, Milk Snatcher". She successfully resisted the introduction of library book charges. Thatcher reorganised system of education. Still she preserved

grammar schools, which prepared more students for admission to universities.

When the Conservatives were defeated in the February 1974 general election, Thatcher's portfolio was changed to Shadow Environment Secretary.

In 1975 Thatcher entered the contest to become leader of the Conservative Party. In 1976 she earned the nickname "Iron Lady" from the Soviet Defense Ministry newspaper "Krasnaya Zvezda".

At the 1979 general election she became Britain's first female Prime Minister. She entered 10 Downing Street determined to change what she perceived as a national decline (a combination of high inflation, high unemployment and slow growth). Her political philosophy and economic policies emphasized flexible labour markets, and the privatization of companies. Because of financial economic crises Thatcher's popularity decreased, but the 1982 Falklands War¹ brought a revival of support and she was re-elected in 1983. She took a hard line against trade unions, survived the Brighton hotel bombing assassination attempt and opposed the Soviet Union.

Thatcher was re-elected for an unprecedented third term in 1987. The following years were difficult, as her Poll tax² plan was very unpopular, and her views regarding the European Community were not shared by others in her Cabinet. She resigned as Prime Minister in November 1990.

Thatcher was the second person (after Lord Salisbury) to serve as Prime Minister for so long. She was the first woman to lead a major political party in the UK, and the first of only three women to hold any of the four great offices of state. She holds a life peerage as Baroness Thatcher, of Kesteven in the County of Lincolnshire, which entitles her to sit in the House of Lords. Margaret Thatcher remains a revolutionary figure who revitalised Britain's economy, impacted the trade unions, and re-established the nation as a world power. But Thatcher was also a controversial figure, as her premiership was also marked by high unemployment and social unrest, and many critics blamed her economic policies for the high unemployment level.

*Falklands War*¹ - (in a conflict over the British overseas territories of Falkland Islands and South Georgia with Argentina Thatcher sent a naval task force to recapture the islands and eject the invaders. Argentina surrendered on 14 June and the operation was hailed a great success.)

A *poll tax*² is a tax of a portioned, fixed amount per individual in accordance with the census (as opposed to a percentage of income). In the United Kingdom, poll taxes were levied by the government of Margaret Thatcher in the 20th centuries.

Exercise 1. Answer the questions:

1. What was Margaret Thatcher's family background?
2. Was she a top-pupil?
3. How did she start her political career?
4. What was her policy on the educational system?
5. Why was she nicknamed "Iron Lady"?
6. What changes did she want to introduce into the national policy?
7. Was Thatcher a controversial figure? Why?

Exercise 2. Identify the sentences as True or False. If false, give the correct variant:

1. Margaret Thatcher was born into a family of a greengrocer.
2. Her school reports showed hard work and commitment.
3. She won a seat in the 1959 general election after the winning candidate had dropped out.
4. She abolished free milk in grammar schools.
5. She was defeated in the February 1974 general election.
6. At the 1979 general election she became Britain's 1st female Prime Minister.

Exercise 3. Choose the correct variant of completing the sentences:

1. Margaret Thatcher entered Sommerville College owing to
 - a) her excellent knowledge
 - b) her sport activities
 - c) dropping out of the winning candidate.
2. She studied
 - a) Chemistry
 - b) Politics
 - c) Chemistry and specialized as a lawyer.
3. In 1959 she
 - a) became Prime Minister
 - b) became an MP as a Conservative
 - c) married Denis Thatcher and gave birth to twins Carol and Mark
4. When in office she
 - a) rearranged the public health system
 - b) became Shadow Environment Secretary

- c) was nicknamed “Margaret Thatcher, Milk Snatcher”
5. At the 1979 general election she
- earned the nickname “Iron Lady”
 - became Britain’s PM
 - became a Conservative MP
6. Margaret Thatcher was
- the only woman in the British Parliament at that time.
 - elected PM and served for 3 terms
 - the only person to serve as PM for so long.

Exercise 4. Match the halves:

1. M. Thatcher was born	a) she entered Sommerville College.
2. Having finished Grantham Girls’ School	b) she was determined to change economical decline into prosperity.
3. She qualified as a barrister in 1953	c) she met her future husband.
4. While active in the Conservative Party in Kent	d) though her further political actions were unpopular.
5. When she became Britain’s 1 st female PM	e) and specialized in taxation.
6. In 1987 she was re-elected for the 3d time	f) in the town of Grantham in Lincolnshire.

III. Speech practice

Exercise 1. Complete the table and speak about these events in M. Thatcher’s life:

Date	event
October 13, 1925	
1943	

1951	
1953	
1959	
1970	
1974	
1975	
1976	
1979	
1983	
1990	

Exercise 2. Extend the given outline and retell the text according to it:

- I. Margaret Thatcher's family background
- II. Her study
- III. The beginning of the political activity
- IV. Her policy on the educational system
- V. Advantages and disadvantages of her policy
- VI. After resignation

Round-up

Team up in groups (of 3-4 students), each choosing two outstanding people (one British, the other Belarusian) and prove that it was they who made the greatest contribution to science / culture. Give your grounds.

Unit 9. HOLIDAYS IN BELARUS

I. Topical Vocabulary

A. Nouns

- anniversary [ˈænɪˈvɜːsəri] – годовщина
- celebration [ˈselɪˈbreɪʃ(ə)n] – празднование, торжество
- coloured lights [ˈkɒlədˈlaɪts] – гирлянда
- custom [ˈkʌstəm] – обычай
- day-off [ˈdeɪˈɒf] – выходной
- entertainment [ˈentəˈteɪnmənt] – развлечение
- the dearest and nearest [ˈdiərəst ənd ˈniərəst] – самые близкие и родные
- fireworks [ˈfaɪəweɪks] – фейерверк
- gift [ɡɪft] – подарок
- greeting card [ˈɡriːtɪŋ ˈkɑːd] – поздравительная открытка
- party [ˈpɑːti] – вечеринка
- present [ˈpreznt] – подарок
- tinsel [ˈtɪnsəl] – блёстки, мишура

B. Adjectives

- charming [ˈtʃɑːmɪŋ] – очаровательный, прелестный
- favourite [ˈfeɪv(ə)rɪt] – любимый
- festive [ˈfestɪv] – праздничный
- national [ˈnæʃənəl] – национальный
- public [ˈpʌblɪk] – государственный
- religious [rɪˈlɪɡəs] – религиозный
- tasty [ˈteɪsti] – вкусный
- wonderful [ˈwʌndəfʊl] – удивительный, чудесный

C. Verbs and phrases

- to celebrate [ˈselɪbreɪt] – праздновать
- to congratulate somebody on something [ˈkɒnˈɡrætʃuleɪt] – поздравлять кого-либо с чем-либо
- to decorate [ˈdekəreɪt] – украшать
- to drink a toast [təʊst] to – поднимать тост за
- to have a good time – хорошо проводить время

- to have a lot of fun [fʌn] – веселиться
- to have a rest [rest] – отдыхать
- to make something with one's own hands – делать что-либо своими руками
- to strike [straɪk] – бить (о часах)

Vocabulary exercises

Exercise 1. Arrange the words into columns according to their part of speech:

Adjectives	Nouns	Verbs

Celebrate, anniversary, public, strike, party, decorate, festive, day-off, tasty, congratulate, entertainment, favourite, toast, charming, custom, tinsel.

Exercise 2. Read the names of holidays and arrange them into three groups: national, religious and family holidays. Say which of these holidays are observed in your family:

Independence Day [ˈɪndɪˈpendəns ˈdeɪ]

anniversary [ˈænɪˈvɜːsəri]

Christmas [ˈkrɪsməs]

Victory Day [ˈvɪktəri ˈdeɪ]

Kupalle

birthday [ˈbɜːtdeɪ]

Kalyady

New Year's Day [ˈnjuː ˈjɛːz ˈdeɪ]

Women's Day [ˈwɪmɪnz ˈdeɪ]

Easter [ˈiːstə]

wedding [ˈwedɪŋ]

Exercise 3. Give the English equivalents to the words and expressions in brackets:

1. I usually (делаю подарки своими руками) for my friends and relatives.
2. My friend never forgets to (поздравить) his mother on Women's Day.
3. Yesterday I got a (поздравительная открытка) from my aunt and uncle who live abroad.
4. On holidays we like to (веселиться) and (отдыхать).
5. We always spend Christmas with (самыми близкими и дорогими).
6. We have a (праздничный) dinner and eat a lot of (вкусные) things.
7. The clock (бьёт) twelve and the (празднование) begins.

Exercise 4. Use the following sentences in the passive voice:

Example: People buy various tasty things for New Year's Day. – Various tasty things are bought by people for New Year's Day.

1. All the members of our family decorate a New Year tree with great pleasure.
2. The President congratulated the citizens of our country on Victory Day.
3. People in our country celebrate Christmas on the 7th of January and on the 25th of December.
4. On New Year's Day shops sell various gifts, toys and coloured lights.
5. We visit our dearest and nearest on Easter.

Exercise 5.

A. Complete the dialogues:

1.

- Do you like holidays?
- I think they are
- What is your favourite holiday?
- And what holiday do you like most?
-
- How do you usually celebrate it?
- I'm very fond of it.

2.

- What family holidays do you like most of all?
- Several, to tell the truth. One of them is
- How do you usually celebrate her birthday?
-
- Do you give her presents?
- Certainly,
- What gifts are you planning to give her this year?
-
- That's nice of you! I think she'll like it.

B. Using the dialogues from part A, make up your own dialogues.

II. Reading

Text 1

Read the words and pay attention to their pronunciation. Guess their meanings:

a New Year tree ['nju: 'jE: 'tri:]

to give one's life (for) ['giv 'wAnz 'larf]

a monument ['mOnjumənt]

a parade [pə'reɪd]

a Catholic ['kæT(q)lɪk]

Orthodox ['LTqɒdɒks]

Read the text and name the holidays mentioned in the text.

Holidays in Belarus

It's hard to find a person who is not fond of holidays, as they mean having a rest and a lot of fun. Holidays make our life brighter and more colourful. Celebrating a holiday is great in many aspects. People have a day-off and can enjoy their free time in different ways.

Like other countries Belarus has its own public (national) and religious holidays. National holidays are both a public entertainment and a personal event in the family. New Year's Day, Women's Day, Victory Day and Independence Day are probably the most popular national holidays in our republic. New Year's Day is a favourite holiday in Belarus. The preparation for this day starts long before it comes. Streets are decorated with lights and shop windows display a wide choice of gifts. Most families

prefer to celebrate New Year's Day at home. One of the symbols of this day is a New Year tree decorated with lights and toys. Plenty of tasty food is cooked for a festive dinner. At midnight people drink champagne and exchange presents. It's a fantastic holiday full of good wishes and new expectations. The 8th of March is Women's Day. We congratulate our mothers, grandmothers, sisters and all other women on their holiday and express our love and respect. On this day women are traditionally presented with flowers and gifts. Every year on the 9th of May people in our country celebrate Victory Day. It's a significant day in the history of Belarus. We celebrate the victory of the Soviet people over fascism in the Great Patriotic War and pay tribute to those who gave their lives for the liberation of our Motherland. Deep respect and warm attitude are shown to war veterans. This day is made special by a military parade in the morning and fireworks at night. This holiday can hardly leave anyone unmoved. On the 1st of May the holiday of labour and spring is celebrated. It's a merry holiday with lots of music and dancing all around. On the 3rd of July Belarusian people celebrate Independence Day. This holiday is observed as an important event in the history of Belarus. On this day people have a good time in different ways. There are various concerts and performances, and in the evening one can watch fabulous fireworks.

People in our country hold religious holidays in high esteem. They observe such Christian holidays as, for example, Easter with coloured Easter eggs and an Easter cake, and Christmas. On Christmas Eve families cook traditional food and some of them go to church. It should be mentioned that Catholics celebrate Christmas on the 25th of December and members of the Orthodox Church celebrate it on the 7th of January. Consequently the days from the 25th of December to the 6th of January for Catholics and from the 7th to the 19th of January for members of the Orthodox Church are called Kalyady. Young people dressed as animals, gypsies and some fairy characters go from home to home, sing songs and dance.

One of the most prominent customs in the Belarusian culture is the celebration of Kupalle, which is an old pagan holiday of nature. At night people go to the forest and look for a fern-flower. Young people also jump over a fire and have fun.

Apart from national and religious holidays there are family holidays such as birthdays, weddings and anniversaries. They are a special event for every family. Usually people arrange parties on those days. All the relatives and friends get together, bring presents, dance and sing songs, listen to music or just chat. Everyone has a good time.

Indeed, people enjoy holidays as they add something special to their lives and create the atmosphere of happiness, joy and excitement.

Exercise 1. Find adjectives that are used with the following nouns in the text and use them in sentences of your own:

Entertainment, food, expectations, respect, parade, fireworks, wishes, attitude.

Exercise 2. Complete the sentences with the names of holidays:

1. ... is observed as an important event in the history of Belarus.
2. ... is an old pagan holiday of nature.
3. ... is made special by a military parade in the morning and fireworks at night.
4. ... is a fantastic holiday full of good wishes and new expectations.
5. On ... women are traditionally presented with flowers and gifts.
6. On the 1st of May ... is celebrated.

Exercise 3. Correct the sentences according to the text:

1. Holidays make our lives dull and less interesting.
2. The preparation for New Year's Day starts when it comes.
3. Every year on the 1st of May people in our country celebrate Victory Day.
4. Victory Day is made special by a military parade at night and fireworks in the morning.
5. On Christmas Eve families buy traditional food and some of them visit their relatives.
6. Kupalle is an old pagan holiday of beauty.
7. Apart from national and religious holidays there are holidays for children.

Exercise 4. Put the words into the correct order to make up sentences:

1. holiday / great / a / many / in / celebrating / is / aspects
2. New Year's Day / prefer / home / most / to / at / families / celebrate
3. dinner / plenty / is / of / cooked / a / tasty / for / food / festive
4. attitude / shown / veterans / warm / to / deep / war / respect / and / are
5. merry / of / dancing / around / is / holiday / music / it / all / a / with / and / lots
6. arrange / those / parties / usually / people / days / on

Exercise 5. Answer the questions:

1. Why is celebrating a holiday great in many aspects?
2. What are the most popular national holidays in our republic?
3. What is the symbol of New Year's Day?
4. How do we celebrate the 8th of March?
5. Victory Day is a significant day in the history of Belarus, isn't it?
6. How do people celebrate Independence Day?
7. What Christian holidays are observed in our country?
8. What do young people do on Kalyady?
9. Is Kupalle an old pagan holiday of nature?
10. What holidays are a special event for every family?

Exercise 6. Put the sentences into the correct order as they are used in the text and use them as an outline to retell it:

- The 8th of March is Women's Day.
- Kupalle is an old pagan holiday of nature.
- New Year's Day is a favourite holiday in Belarus.
- Apart from national and religious holidays there are family holidays.
- Independence Day is observed as an important event in the history of Belarus.
- It's hard to find a person who is not fond of holidays.
- People in our country hold religious holidays in high esteem.

Text 2

Exercise 1. Read the lines of words and mind the pronunciation:

[e] decorate, present, rest, guest, festive
[ɪ] tinsel, victory, think, visit, different
[eɪ] great, make, came, main, favourite
[d] day, dear, dad, dance, friend
[p] puppy, people, pet, play, parents

Exercise 2. Read the text and say what the author's favourite holiday is.

My Favourite Holiday

In my opinion, holidays are great because they mean rest and entertainment. A person can forget about his problems for a while. People usually visit friends and relatives or invite guests to their places. They get presents, send greeting cards and go to parties or stay at home. Everyone has a lot of fun.

My favourite holiday is New Year's Day. There is something charming about it. I'm fond of celebrating this day. It's full of hope, magic and presents. I think New Year's Day is a holiday for everyone. Children and even grown-ups look forward to this day because they believe that all their wishes will come true.

Every year we have a New Year tree and decorate it with toys, tinsel and coloured lights. We send greeting cards to our relatives who live far from us and we also buy and give presents to our dearest and nearest. I enjoy getting presents. Last year my parents gave me a new computer as a present. I'm interested in computers and, to tell the truth, I'm dreaming of becoming a programmer, so it was a wonderful present for me. Besides, I go in for sports and I hope that this year I will get a good mountain bicycle. I'm also fond of giving presents. I want to buy a recipe book for my Mum as she enjoys cooking and a collection of CD disks for my Dad, because he is a real music-lover. My sister will start learning German next year, so a dictionary will be an appropriate present for her. I also wish to make something with my own hands for the whole family. I think it will be a photo album with pictures of our family. I'm sure that my parents and my sister will appreciate it. Anyway I'll try to do my best to congratulate my relatives in an unusual way.

Most of all I enjoy the atmosphere of New Year's Day. It makes me happy and excited. All our relatives and most of the friends get together. We usually have a festive dinner and my mother cooks lots of tasty things. My mother and I lay the table and the celebration begins. When the clock strikes twelve the grown-ups drink a toast to New Year's Day and wish "Happy New Year" to one another. Then we exchange presents, dance, sing songs, watch holiday TV programmes or go for a walk and play games.

I think New Year's Day is one of the best holidays. I'm always looking forward to it. And I hope that this year, as usual, a fairy-tale will come to our house and make us all happy.

Exercise 3. Read the sentences and say which of them are true to the text:

1. In my opinion, holidays are dull because they mean boredom.
2. There is something charming about New Year's Day.

3. Every year we have a New Year tree and decorate it with balloons and candles.
4. Last year my parents gave me a mobile phone as a present.
5. Besides, I go in for sports and I hope that this year I will get a good mountain bicycle.
6. Most of all I enjoy the atmosphere of New Year's Day.
7. When the clock strikes twelve the grown-ups drink a toast to New Year's Day and wish "Merry Christmas" to one another.

Exercise 4. Fill in the missing words from the text:

1. People usually ... their friends and relatives or ... guests to their places.
2. There is something ... about this day.
3. New Year's Day is full of ..., ... and
4. We send ... to our relatives who live far from us.
5. We also buy and give presents to our ... and ...
6. I'll try to do my best to ... my relatives in an unusual way.
7. We usually have a ... dinner and my mother cooks lots of ... things.

Exercise 5. Arrange the words into phrases and use them in sentences of your own:

have	friends and relatives
invite	greeting cards
visit	a lot of fun
send	holiday TV programmes
give	games
watch	presents
play	guests

Exercise 6. Say in what context the following expressions are used:

1. to go to parties
2. my favourite holiday
3. wishes will come true
4. a New Year tree
5. to make something with one's own hands
6. to enjoy the atmosphere of New Year's Day
7. to look forward to something

Exercise 7. Answer the questions to the text:

1. Why can holidays be called great?
2. What holiday does the author like most of all?
3. Why do children and grown-ups look forward to this day?
4. What did the author get as a present last year?
5. What presents does the author want to buy for his parents and sister?
6. They usually have a festive dinner, don't they?
7. What do they do when the clock strikes twelve?

Exercise 8. Answer the following questions and tell the group about your favourite holiday:

1. Do you enjoy celebrating holidays? Why?
2. What holidays are observed in your country?
3. What is your favourite holiday?
4. Why are you fond of it?
5. What preparations do you make for the holiday?
6. How do you usually celebrate this day?
7. What is special about your favourite holiday?

III. Speech practice

Exercise 1.

A. Put your top four of the following holidays in the order of preference (1 – favourite, 2 – next to favourite, etc.):

- Independence Day
- Victory Day
- New Year's Day
- The 1st of May
- Women's Day
- Easter
- Christmas
- Kalyady
- Kupalle
- birthday

B. Compare your answers with your partner's. What are the main similarities and differences between your favourite holidays?

Exercise 2. Look at the calendar below. Different holidays are celebrated all over the world. Some holidays are observed only in this or that country, others are popular worldwide. Arrange the holidays according to the following categories and make a short report.

- holidays, which are celebrated in Belarus;
- international holidays;
- holidays, which are observed in Great Britain or the USA.

January, 1	New Year's Day
January, 7	Christmas (Orthodox)
February, 14	St. Valentine's Day
February, 23	Defenders of the Motherland Day
March, 8	Women's Day
March, 17	St. Patrick's Day
between March, 22 and April, 25	Good Friday
May, 1	Labour Day
May, 9	Victory Day
July, 3	Independence Day
October, 31	Halloween
November, 5	Guy Fawkes Night
November, 7	Day of the October Revolution
the fourth Thursday in November	Thanksgiving Day
December, 25	Christmas (Catholic)

Exercise 3. Comment on the following proverbs:

1. Youth is when you're allowed to stay up late on New Year's Eve. Middle age is when you're forced to. (Bill Vaughn)
2. If Christmas did not exist it would be necessary to invent it. (Katharine Whitehorn)
3. New Year's Day is every man's birthday. (Charles Lamb)

Exercise 4. Give extended answers to the following questions:

1. Do you like holidays?
2. Do you enjoy celebrating holidays?
3. What do you usually do on holidays?
4. What is your favourite holiday?
5. Are there many national holidays in Belarus?
6. What religious holidays do you know?
7. Do you have any family holidays?

Exercise 5. Choose any holiday and describe it so that the other pupils might guess its name.

Exercise 6. Imagine the following situation. Some of you will be journalists of British newspapers and the others will be citizens of Vitebsk. The journalists will interview the Vitebsk citizens about their holidays.

Supplement

Text 1

Exercise 1. Pay attention to these words:

Kalyady – Каляды

Christmas [ˈkrɪsməs] – Рождество

Epiphany [ɪˈpɪfəni] – Крещение

Svyatki – Святки

Kalyadnaya Kuttzua – Калядная Кутья

Bethlehem [ˈbetlɪəm] – г. Вифлеем

Christ [ˈkraɪst] – Христос

Exercise 2. Read the international words and try to guess their meaning:

calendar	[' kælɪndə]
carnival	[' kʁnɪv(ə)l]
masquerade	[" mæskə ' reɪd]
accordion	[ə ' kɔ:drən]
tambourine	[" tæmbə ' ri:n]
mask	[mʁsk]
ritual	[' rɪCuəl]
cycle	[' sark(ə)l]
optimism	[' ɒptɪmɪz(ə)m]

Exercise 3. Read the text and say what traditional suppers are cooked on Kalyady.

Kalyady

If you want to experience real joy – the joy that isn't even spoiled by falling snow or severe frost – you should come to Belarus when "Kalyady" is being celebrated. Catholics celebrate it from the 25th of December to the 6th of January. As for Orthodox Christians and the old calendar, the mysterious time of the year comes a bit later – it continues from the 7th to the 19th of January. People say that "Kalyady" is God's holiday. In Russia, all these days and nights from Christmas till Epiphany are called "Svyatki" (Sacred Evenings) and in Belarus they are called "Kalyady". It is a jolly time when people are enjoying themselves.

During Kalyady groups of merry young boys and girls in smart clothes go from house to house in Belarusian villages and towns.

Each person in the processions of "Kalyadouschchiki" (carol-singers) has a role according to his character and temperament: one of them bears a star, others sing carols, amateur musicians play the accordion or beat the tambourine, amateur actors are disguised as Goats, Bears, Storks, Horses, Gypsies and Old Men. Hosts and hostesses usually treat them to delicious things and thank them for well-wishing and carol-singing.

Kalyady is the time when three ritual suppers are cooked in every Belarusian home. They are called "Kalyadnaya Kuttzya". Our forefathers believed that "Kuttzya" (a sort of porridge) was sacred food which could save and protect people's lives. So "Kuttzya" was a symbol of immortality and eternity of life.

On Kalyady Belarusians like to visit one another, celebrate weddings and arrange fun-fairs. By the way, it was at the fun-fairs in the old days when vagrant musicians and puppetters gave their performances. Small

puppet theatres called "Batleika" were popular in Belarus. They acted out stories about Christ from the Bible. Some people think that the word "Batleika" originated from the word "Bethlehem" – the name of Christ's birth-place. So we can say that our theatre has its roots in Kalyady.

The pagan holiday of Kalyady coincided later with Christmas, which was celebrated by Christians. The main purpose of Kalyady is to get rid of everything bad in one's life and to begin a new life cycle with joy and optimism.

Exercise 4. Say if the sentences are true, false or there is no evidence:

1. In Belarus Catholics celebrate Kalyady in February.
2. During Kalyady a lot of young boys and girls dressed in rags go from house to house and beg for food and drink.
3. Each person in the processions of "Kalyadouschchiki" bears a star and is disguised as a Goat.
4. Amateur musicians play the piano.
5. In every Belarusian family three ritual breakfasts are cooked during Kalyady.
6. The ritual food is called "Kalyadny Kulesh".
7. The main purpose of Kalyady is to get rid of the old furniture.

Exercise 5. Fill in the table with the information according to the text and be ready to develop the ideas you have put into it:

Dates	
Clothes	
Masks	
Music instruments	
Food	
Purpose	

Exercise 6. Comment on the following:

1. The behaviour of young boys and girls in the streets during Kalyady;
2. The origin of the word "Batleyka";
3. The purpose of Kalyady.

Text 2

Exercise 1. Pay attention to these words:

Kupalle – Купалье

midsummer [' mɪd " sʌmə] – летнее солнцестояние

God Yarila – бог Ярила

Midsummer Day [' mɪd " sʌmə deɪ] – Иванов День

fern-flower [' fɛ:n " flauə] – цветок папоротника

wizard [' wɪzəd] – колдун

solstice [' sɒl stɪs] – солнцестояние

intended [ɪn ' tendɪd] – суженый

Exercise 2. Make sure you know all the words given below. After reading the text match the words with their definitions:

coronet, fern, downstream, search, bonfire,
solstice, dawn, young and old, weave,
wizard, herb, defeat

- Either time at which the sun is farthest north or south of the equator.
- Overcome; win a victory over somebody.
- Flowers or leaves twisted or woven together into a circle.
- A feathery, green-leaved flowerless plant.
- Magician.
- Everyone.
- Down the river.
- Make garlands.
- A plant the leaves and seeds of which are used in medicine.

- A large fire made outdoors, either to celebrate some event or to burn up dead leaves, rubbish, etc.
- The first light of the day.
- An act of looking carefully for something.

Exercise 3. Read the text and be ready to say what the culminating moment of Kupalle is.

Kupalle

As it is known, the sun in its annual cycle passes through two very important points – winter solstice and summer solstice. People used to celebrate the Midsummer Day holiday on the 25th of June. But nowadays, the holiday is celebrated on the night of the 6th of July in accordance with the Orthodox calendar and is called Kupalle. We must admit that it is one of the most mysterious holidays in Belarus.

There are a lot of legends and customs connected with this magic holiday. According to one of them there is a constant struggle between good and evil (or, symbolically, between dark and light) in our soul. And on the day when the sun achieves its highest point (as if reaching its heavenly throne to rule the world of light), the dark forces become very active, especially at night. People try to help the forces of light and themselves to defeat the evil witches and wizards. They light bonfires, dance and sing songs around them.

According to another legend God Yarila is marrying the Earth on this day. That's why a lot of customs and traditions are associated with love. Girls gather flowers and weave coronets which they wear at night and then, at dawn, they throw their coronets into the river and let them float downstream. The boy who fishes the coronet out of the water will be that girl's intended. It is the best time to gather herbs for medicine. Young and old light bonfires not far from their villages or towns and perform traditional dances, sing folk songs and jump over the fire. Jumping over the fire when it is burning low, as well as bathing in a river or lake is supposed to be the act of purification. One of the culminating moments of the event is the search for a magic fern-flower in the forest. As the old legend says, this flower blossoms only once a year, on Kupalle, and the person who is lucky to find one will master the language of grass, trees, birds and animals and be happy for the rest of his life. No wonder that a lot of young boys and girls spend hours in search of the fern-flower in blossom, which is also a symbol of love.

Dozens of splendid folk songs were composed to celebrate this jolly holiday but unfortunately a lot of them have been forgotten by now. The holiday has been widely featured in Belarusian literature and numerous works of art. It lives on the Belarusian soil as if it were a living reminder of our past and our hope for a better future.

Exercise 4. Fill in each gap with the right word:

herbs, search, to defeat, fern, medicine,
weave, blossoms, mysterious.

1. Kupalle is one of the ... holidays in Belarus.
2. People want ... the forces of evil.
3. It is the best time to gather ... for
4. Girls ... coronets.
5. On Kupalle people ... for a magic ... flower.
6. As the old legend says this flower ... only once a year, on Kupalle.

Exercise 5. Complete the sentences using the text:

1. As it is known _____.
2. According to one of the legends _____.
3. The old legend says _____.
4. We must admit that _____.
5. It's great that _____.

Exercise 6. Imagine that:

- ✓ You want to go to celebrate Kupalle but your mother doesn't allow you because it is celebrated late at night and she knows nothing about it. Try to persuade her to let you go. Role-play a dialogue with your partner;
- ✓ You and your friend are looking for a fern-flower in the forest. Role-play a dialogue with your partner;
- ✓ Your American friend has come to visit you at the beginning of July. You want to take part in the celebration of Kupalle. Tell him about this holiday and invite your friend to take part in it.

Unit 10. HOLIDAYS IN GREAT BRITAIN

I. Topical vocabulary

A. Nouns

- beggar ['begə] – попрошайка, нищий
- chime [tSaIm] – колокольный звон
- chimney ['tʃImnɪ] – дымоход
- conspirator [kən 'spɪrətə] – заговорщик
- the Gunpowder Plot ['ɡʌn "paʊdə plɒt] – «Пороховой заговор»
- custom ['kʌstəm] – обычай, традиция
- dummy ['dʌmɪ] – чучело
- firework ['faɪəwɜ:k] – салют
- gravy ['ɡreɪvɪ] – подливка (*из сока жаркого*)
- holly ['hɒlɪ] – остролист
- hook [hʊk] – крючок
- martyr ['mɜ:tə] – мученик; мученица
- the Middle Ages ["mɪdl 'eɪɡɪz] – Средневековье
- passer-by ['pɜ:sə 'baɪ] – прохожий
- resolution ["rez(ə) 'lu:S(ə)n] – намерение, решение
- roast turkey [rəʊst 'tə:kɪ] – запеченная индейка
- recipe ['resɪpɪ] – рецепт
- threshold ['Treʃəʊld] – порог

B. Adjectives

- annual ['ænjuəl] – ежегодный
- Christian ['krɪstʃən] – христианский
- old-fashioned ["əʊld 'fæʃ(ə)nd] – старомодный
- pagan ['peɪɡ(ə)n] – языческий

C. Verbs

- climb [klaɪm] – влезать, карабкаться
- commemorate [kə 'meməreɪt] – чтить память
- count [kaʊnt] – считать
- fetch [feʃ] – принести, достать
- observe [əb 'zə:v] – праздновать, соблюдать

Vocabulary Exercises

Exercise 1. Match the words from column A and column B to make word combinations:

A

annual
pagan
old-fashioned
extra
popular
frequent
rare
common
unfriendly
pleasant
usual

B

chime
custom
ancestor
goddess
roast turkey
threshold
recipe
resolution
hook
holly
beggar
chimney

Exercise 2. Choose an odd word:

1. New Year, Christmas, Fool's Day, Great Britain
2. Father Christmas, Nicholas Cage, Santa Claus
3. Roast turkey, pudding, fir-tree, gravy
4. The Middle Ages, the Renaissance, Monday

Exercise 3. Match the words with similar meanings:

resolution
recipe
chimney
custom
annual
old-fashioned

yearly
tradition
instructions
smokestack
out-of-date
decision

Exercise 4. Say it in English:

языческий праздник
старомодный автомобиль
узкий дымоход
наш предок
весёлый обычай
популярный праздник
считать книги

низкий порог
соблюдать традицию
ежегодная церемония
громкий колокольный звон
семейный рецепт
печеная индейка
принести еду

читать память предков

Exercise 5. Complete the sentences with suitable words from the box:

annual	pagan	recipe	commemorate
fetch	chimney	old-fashioned	tradition

- Modern people don't believe in ... idols.
- The ... festival of music is held in our city.
- There are many ancient ... in England.
- People ... the 9th of May as the greatest Victory in our history.
- Why should you wear that ... dress? Put on some other clothes.
- Couldn't you ... me the book! I want to read it.
- I can't cook without a It's difficult to remember it.
- People say that Father Christmas comes through a

Exercise 6. Do the chain-word:

- Something that is done by people in a particular society because it is traditional.
- Someone who dies for their religious or political beliefs and is honoured by people for this.
- A promise to yourself to do something.
- The year that follows the current one.
- A set of instructions for cooking a particular type of food.
- A Christian holy day in March or April when Christians remember the death of Christ and his return to life.
- A traditional British Christmas dish.
- The person who has just done the crossword.

1.					2.	
		5.				
					6.	
			8.			3.
4.		7.				

Key:

- custom
- martyr
- resolution
- New Year
- recipe
- Easter
- roast turkey
- you

II. READING

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

Norway ['nO:weɪ] – Норвегия

London ['lʌndən] – Лондон

Trafalgar Square [trə 'fælɡə skweə] – Трафальгарская площадь

Britain ['brɪtn] – Британия

Jesus Christ ['dʒi: zəs 'kraɪst] – Иисус Христос

Christmas Eve ['krɪsməs i:v] – Рождественский сочельник

Santa Claus ['sæntə 'klɒz] – Санта Клаус

Boxing Day ['bɒksɪŋ deɪ] – день рождественских подарков (26 декабря; официальный нерабочий день в Британском Содружестве и многих других европейских странах)

St. Valentine's Day [snt 'væləntaɪnz deɪ] – День святого Валентина

Fool's Day ['fu:lz 'deɪ] – 1 апреля

Easter ['i:stə] – Пасха

Exercise 2. Read correctly and translate into Russian:

Annual festival, nation, national, fir-tree, Christmas Eve, biscuits, Brussels sprouts, recipe, the chimes of Big Ben, Norway, Trafalgar Square, wealth, parade, to commemorate the Resurrection of Jesus Christ, threshold.

Exercise 3. Read the text and say if the British year is rich in holidays.



Holly

Holidays in Great Britain

Every nation and every country has its own traditions and customs. Traditions make a nation special. Some of them are old-fashioned, some are modern, but all of them are part of people's life. Many British customs and traditions are known all over the world.

The most traditional holiday in Britain is **Christmas**. It's an annual festival observed on December 25th, to celebrate the birth of Jesus Christ. But the traditions connected with the celebration of Christmas go back to pagan times.

All people decorate fir-trees on Christmas Eve – that's December 24th. They take down the decorations on Twelfth Night (January 5th). Children count the weeks, then the days to Christmas because Father Christmas brings them presents at night. There is another name for Father Christmas in Britain – Santa Claus. On Christmas Eve he visits every house. He climbs down the chimney and leaves lots of presents for children. They open them on the morning of the 25th. Some people leave something for him too; a glass of wine and some biscuits, for example.

Traditional British Christmas dinner includes roast turkey with carrots, potatoes, peas, Brussels sprouts, gravy. Then, after the turkey, there's a Christmas pudding. A lot of families have their own Christmas pudding recipes. Some, for example, put in a lot of fruit or add a silver coin for good luck. Real Christmas puddings always have a piece of holly on the top. Holly bushes and trees have red berries at Christmas time, and so people use holly to decorate their houses for Christmas.

December 26th is **Boxing Day**. Traditionally beggars in each town asked for money at Christmas time. They wandered along the streets, from house to house on December 26th with boxes made of wood and sang in return for money. This money was a Christmas present. So the name of December 26th doesn't come from the sport of boxing – it comes from wooden boxes. Now, this is the day when one visits friends, goes for a drive or a long walk.

New Year's Day isn't such a big holiday as Christmas. Usually people celebrate it by arranging a New Year party. At midnight the radio is turned on so that everyone can hear the chimes of Big Ben.

Every year the people of Norway give the city of London a present. It's a big Christmas tree and it stands in Trafalgar Square where crowds gather, they sing and welcome the New Year.

In Britain a lot of people make New Year Resolutions on the evening of December 31st such as "*I'll get up early every morning next year*", or "*I'll clean my shoes every day*". But there is a problem. Most people forget their New Year Resolutions on January 2nd. These are generally more talked about than put into practice.

Another tradition associated with New Year's Eve is the "first-footer", or the first person to cross the threshold of a home after midnight on New Year's Eve. If the first-footer is a dark-haired man carrying presents, the family should have good luck for the rest of the year. The first-footer was required to carry three articles: a piece of coal to wish warmth, a piece of bread to wish food, and a silver coin to wish wealth. So

this interesting tradition is called “*First Footing*”.

February 14th is **Saint Valentine’s Day** in Britain. It is not a national holiday. Banks and offices are not closed, but it is a happy little festival in honour of St. Valentine. On this day, people send Valentine cards to their husbands, wives, girlfriends and boyfriends. Traditionally a sender’s name is never written on a Valentine card. Some British newspapers have got a page for Valentine’s Day messages on February 14th.

April Fool’s Day which is observed in Britain on April 1st is a very old tradition from the Middle Ages. At that time servants became masters for one day of the year. They gave orders to their masters, and their masters had to obey.

Now April Fool’s Day is different. It is a day for jokes. So, best-loved tricks are to send a young man to fetch a pint of pigeon’s milk, to buy a pot of striped paint or a box of straight hooks.

The British pay much attention to the customs and traditions connected with the royal family. The Queen is the only person in Britain with two birthdays. Her real birthday is on April 21st, but she has an “official” birthday, too. That is on the second Saturday in June. And on the Queen’s official birthday, there is a traditional ceremony called **the Trooping of the Colour**. It is a big parade with brass bands and hundreds of soldiers in London. A regiment of the Queen’s soldiers, the Guards, march in front of her. At the front of the parade there is the regiment’s flag or “colour”. Thousands of Londoners and visitors watch the Parade, and millions of people at home watch it on TV.

The Christians in Great Britain celebrate in spring one of the greatest religious holidays – Easter. It commemorates the Resurrection of Jesus Christ. The Easter weekend falls in late March or in April, but the exact date depends on the first spring full moon. In England it is a time for giving and receiving presents which traditionally take the form of an Easter egg. Nowadays Easter eggs are usually made of chocolate, but the old custom of decorating egg-shells is still maintained in some country districts. A traditional Easter pastime is egg-rolling which consists of rolling coloured, hard-boiled eggs down a slope until they’re cracked and broken after which they’re eaten by their owners. Usually it makes a lot of fun.

Guy Fawkes Night or Bonfire Night is an annual celebration held on the evening of November 5th to mark the failure of the Gunpowder Plot of November 5th, 1605, in which a number of Catholic conspirators, including Guy Fawkes, attempted to destroy the United Kingdom’s Houses of Parliament in London.

Preparations for Bonfire Night celebrations include making a dummy of Guy Fawkes, which is called “the Guy”. The dummy is usually made of old clothes and straw. Some children even keep up the old tradition of walking in the streets, carrying “the Guy” they have just made, and beg

passers-by for “a penny for the Guy”. The kids use the money to buy fireworks for the evening festivities.

On the night itself, “the Guy” is placed on the top of the bonfire and set alight then; and firework displays fill the sky.

Exercise 4. Decide whether the statements are true or false:

1. Such a public festival as Christmas is celebrated on December 25th.
2. Traditional British Christmas dinner includes roast beef with carrots, potatoes and gravy.
3. On Boxing Day the National Boxing Championship takes place.
4. People usually make New Year Resolutions on December 31st.
5. St. Valentine’s Day is an official holiday in Great Britain.
6. The ceremony of the Trooping of the Colour is organized on May 1st.
7. Easter commemorates the Resurrection of Jesus Christ.

Exercise 5. Choose the right variant:

1. On Christmas Eve people decorate
a) a fir-tree b) a pine c) a maple
2. Santa Claus climbs down the
a) chimney b) stairs c) rope
3. Boxing Day is a holiday after
a) Christmas Day b) Christmas Eve c) St. Valentine’s Day
4. The people of ... give the city of London a big Christmas tree.
a) Norway b) Sweden c) Finland
5. According to the tradition called “First Footing” ... brings luck in the new year.
a) a dark-haired man b) a fair-haired woman c) a red-haired child
6. On February 14th people send ...
a) credit cards b) Valentine cards c) health cards
7. April Fool’s Day is a very old tradition from ...
a) the Middle Ages b) the Renaissance c) the 19th century
8. The second Saturday in June is ...
a) the Queen’s real birthday b) the Queen’s official birthday c) Prince Charles’s birthday
9. A traditional Easter pastime is ...
a) egg-rolling b) playing tricks c) sending cards
10. An annual celebration of Guy Fawkes Night is held on ...
a) December 5th b) November 5th c) December 6th

Exercise 6. Insert the appropriate articles and prepositions:

a) Some, for example, put ... a lot of fruit or add ... silver coin ... good luck. ... real Christmas puddings always have ... piece ... holly ... the top. Holly bushes and trees have red berries ... Christmas time, and so people use holly to decorate their houses ... Christmas.

b) Traditionally beggars in each town asked ... money ... Christmas time. They wandered ... the streets ... house ... house ... December 26th with boxes made ... wood and sang ... return ... money.

c) ... Queen is ... only person ... Britain ... two birthdays. Her real birthday is ... April 21st, but she has an “official” birthday, too. That is ... second Saturday ... June. And ... the Queen’s official birthday, there is ... traditional ceremony called ... Trooping of ... Colour.

Exercise 7. Replace the following Russian words and word combinations with the English equivalents:

1. Every nation and every country has its own (традиции и обычаи).

2. (В канун Рождества) Santa Claus visits every house.

3. Beggars went from house to house on December 26th and took boxes (сделанные из дерева) with them.

4. A big Christmas tree stands (на Трафальгарской площади) where crowds gather, sing and welcome the New Year.

5. In Britain a lot of people make (новогодние решения) on the evening of December 31st.

6. At the front of the parade there is (знамя полка) or “colour”.

7. Bonfire Night is an annual celebration held on the evening of November 5th to mark (провал «Порохового заговора») of November 5th, 1605.

8. Preparations for Bonfire Night celebrations include making (чучело) of Guy Fawkes, which is called “the Guy”.

Exercise 8. Try to define the following notions using the text:

Christmas Eve, Father Christmas, Boxing Day, New Year Resolutions, First Footing, Valentine Card, April Fool’s Day tricks, the Trooping of the Colour, egg-rolling, Bonfire Night, “the Guy”.

Exercise 9. Answer the questions to the text:

1. What does traditional British Christmas dinner consist of?
2. What is Santa Claus’s main job at Christmas time?

3. How did people celebrate Boxing Day in the old days?
4. What Scandinavian country gives an annual New Year present to Britain?
5. What appearance does a “lucky” first-footer have?
6. What do people usually do on St. Valentine’s Day?
7. Why was April Fool’s Day peculiar for servants?
8. How many birthdays does the Queen have? When do they fall?
9. In what way is the Trooping of the Colour organized?
10. What is the traditional British Easter present?
11. Is egg-rolling the merriest Easter pastime?
12. Who was Guy Fawkes?
13. How are Bonfire Night celebrations held?

Exercise 10. Comment upon the statements:

1. Christmas is an annual festival observed on December 25th.
2. The name of December 26th comes from wooden boxes.
3. There are two main traditions connected with the celebration of New Year’s Day.
4. Saint Valentine’s Day is a happy little festival in honour of St. Valentine.
5. A colourful ceremony organized in honour of the Queen attracts thousands of spectators.
6. Easter is the time when eggs become the most popular presents.
7. April Fool’s Day is a day for jokes and playing tricks.
8. “A penny for the Guy!” kids cry out walking along the streets.

III. Speech Practice

Exercise 1. You arrive at your pen-friend’s place in GB on Christmas Eve (New Year’s Eve, April 1st, St. Valentine’s Day, at Easter). You have read a lot about British holidays and traditions of their celebration, but you want to know more. Make up a dialogue and act it out.

Exercise 2. Match parts A and B and make up New Year Superstitions:

1. to ensure [In 'Suə] – гарантировать, обеспечивать
2. prosperity [prɒs 'perɪtɪ] – процветание
3. to reckon ['rek(ə)n] – полагать, считать
4. unimpeded ['ʌnɪm 'pi:dɪd] – беспрепятственно, свободно

A:

1. On New Year's Day if a girl, on rising, should look out of her bedroom window...
2. To dance in the open air, especially around a tree on New Year's Day, ensures ...
3. It's believed that kissing at midnight ensures¹ ...
4. Pay your bills and loans before New Year's Eve ...
5. In several societies washing dishes and doing laundry on New Year's Day is said ...
6. It's believed that cupboards stocked up with food and ...
7. At midnight all doors of a house must be ...
8. Babies born on January 1st are said to ...
9. It's said that you should avoid breaking things or crying ...

B:

- a) be the luckiest of all throughout their lives.
- b) so you don't have any debt for the new year.
- c) that affections and ties will continue throughout the new year.
- d) wallets and purses full of money bring prosperity² in the new year.
- e) to lead to a death in the family during the year. Many people don't even wash their hair on New Year's Day.
- f) luck in love and prosperity and freedom from poor health during the coming 12 months.
- g) on the first day of the year, if you don't want to continue the pattern for the entire year.
- h) and see a man passing by she may reckon³ to be married before the year is finished.
- i) open to let the old year escape unimpeded⁴.

Exercise 3. Answer the questions:

1. Which of these superstitions are known in your country?
2. Are you a superstitious person? Which of these statements, to your mind, should be taken into account?
3. Can you mention some other superstitions?
4. How do you usually spend New Year's Eve?
5. Do you think it's a good idea to make New Year Resolutions?

Exercise 4. Comment upon the following sayings:

1. "Christmas is the disneyfication of Christianity". (Don Cupitt)
2. "One of the nice things about Christmas is that you can make people forget the past with a present".
3. "It is the ability to take a joke, not make one, that proves you have a sense of humour". (Max Eastman)

4. “April 1st is the day upon which we are reminded of what we are on the other three hundred and sixty-four”. (Mark Twain)

SUPPLEMENT

Text 1

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

1. a werewolf ['weəwulf] – оборотень
2. a lantern ['læntən] – фонарь
3. the Celts [kelts] – кельты
4. to roam [rəʊm] – бродить
5. to ward off ["wɔ:d 'ɒf] – держать(ся) на расстоянии

Exercise 2. Read the following text and name the main Halloween traditions:

Halloween

Halloween is a holiday observed on the evening of October 31st in most areas of North America and in some areas of Western Europe including Great Britain. The holiday is symbolically associated with death and the supernatural. Halloween falls on the eve of All Saints' Day, also known as Allhallows or Hallowmas, a holy day in the Roman Catholic and Anglican churches, originally a pagan festival of the dead.

Halloween decorations typically feature imagery associated with supernatural beings such as witches, werewolves¹, vampires, and ghosts. The most celebrated Halloween decoration is the *jack-o'-lantern*, traditionally a hollowed-out pumpkin carved to resemble a grotesque face and illuminated by a candle placed inside. The jack-o'-lantern derives its name from a character in British folk-tales. According to these tales, the soul of a dead person named Jack O'Lantern was excluded from both heaven and hell and was destined to wander the earth with his lantern².

Dressing in costume is one of the most popular Halloween customs, especially among children. Traditional costumes usually represent witches, ghosts, and other supernatural beings. However, costumes inspired by contemporary popular culture, such as politicians or movie characters, have become increasingly common in recent years.

Trick-or-treating is another Halloween tradition, in which costumed children go from house to house asking for candy or other gifts from their neighbours. According to this custom, children greet each homeowner with the cry “Trick or Treat,” suggesting that some sort of a trick will be played

unless treats are provided.

The holiday originates from *Samhain*, a holiday observed by the ancient Celts, a tribal people who inhabited most of Western and Central Europe in the first millennium BC. Among the Celts³, Samhain marked the end of one year and the beginning of the next.

Samhain began at sundown on October 31st and extended into the following day. According to the Celtic pagan religion, the spirits of those who had died in the preceding year roamed⁴ the earth on Samhain evening. The Celts sought to ward off⁵ those spirits with offerings of food and drink.

Nowadays Halloween is a popular holiday both among children and adults.

Exercise 3. Answer the questions:

1. When is Halloween celebrated?
2. What is the most celebrated Halloween decoration? What does it look like?
3. Who is Jack O'Lantern?
4. What Celtic holiday preceded Halloween? What did it symbolize?

Exercise 4. Correct the sentences according to the text:

1. Halloween is a holiday observed on the evening of December 31 in most areas of North America and in some areas of Asia.
2. Halloween decorations typically feature imagery associated with supernatural beings such as witches, cows, vampires, and famous singers.
3. The most celebrated Halloween decoration is the *jack-o'-lantern*, traditionally a hollowed-out carrot.
4. *Trick-or-treating* is another Halloween tradition, in which costumed children go from house to house asking for a piece of advice from their neighbours.
5. The holiday originates from *Samhain*, a holiday observed by the ancient Greeks.

Exercise 5. Give sentences from the text in which the following phrases are used:

the evening of October 31 the eve of All Saints' Day supernatural beings hollowed-out pumpkin excluded from	contemporary popular culture ask for candy greet each homeowner originate from offerings of food and drink
---	--

Exercise 6. Describe Halloween. Speak about:

- the day when it is observed;
- decorations it includes;
- “Trick or Treat” custom;
- holidays it originates from;
- its popularity nowadays.

Text 2

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

1. priesthood ['pri:sthud] – священство
2. to evangelize [ɪ 'væŋG(ə)laɪz] – проповедовать Евангелие, обращать в христианство
3. shamrock ['Sæmræk] – трилистник, клевер
4. King Angus [kɪŋ 'æŋɡəs] – король Ангус, ирландский король, бог молодости
5. the Picts [pɪkts] – пикты, группа кельтских племен, населявших Шотландию и Ирландию
6. King Athelstan [kɪŋ 'ætɪlstən] – король Ательстан, король Англии с 925 г.
7. thistle [tɪsl] – чертополох
8. Cardiganshire ['kɑdɪɡənʃə] – Кардиганшир, графство на западе Уэльса
9. austere [L 'stɪɑ] – строгий, суровый
10. “Aquaticus” [ə 'kwætɪkəs] – водохлеб
11. daffodil ['dæfədɪl] – нарцисс
12. leek [li:k] – лук-порей

Exercise 2. Read about the patron saints of England, Wales, Scotland and Ireland.

St. Patrick

St. Patrick is the patron saint of Ireland. It is believed that he was enslaved by Irish pirates who raided his home, probably in South Wales. He managed to escape from the pirates and began to be trained as a priest for priesthood¹. He returned to Ireland and began to evangelize² its people.

His work was a vital factor in the spread of Christian influence there. His symbols are snakes and shamrocks³. His feast-day is March 17th. This church festival is regarded as a national day in Ireland. Shamrock was used by St. Patrick to illustrate the doctrine of Trinity. It is adopted as the national emblem of Ireland.

St. George

St. George is the patron saint of England. He was martyred at Lydda in Palestine. The legend of his having slain a dragon was very popular: he rescued a king's daughter from becoming the dragon's tribute and so managed to save her people. Saint George was proclaimed chief patron of England. His feast-day is April 23rd. On this day some patriotic Englishmen wear a rose pinned to their jackets.

St. Andrew

St. Andrew is the patron saint of Scotland. He was a New Testament apostle who was martyred on an X-shaped cross (St. Andrew's Cross). He gave the Pictish army a vision of this cross at the battle of Athenstoneford between King Angus⁴ of the Picts⁵ and King Athelstan⁶ of the Angles. His feast-day is November 30th. On this day some Scotsmen wear a thistle⁷ in the buttonhole.

St. David

St. David is the patron saint of Wales. According to the legend he was the son of a Prince of Cardiganshire⁸ and uncle of King Arthur. He was a Christian abbot and bishop and founded twelve monasteries. In these monasteries the regime was very austere⁹. He was nicknamed "Aquaticus"¹⁰ after his habit of drinking only water. His feast-day is March 1st. This day is regarded as the national holiday of Wales. On this day many Welshmen wear either a daffodil¹¹ or a leek¹² pinned to their jackets. These plants are national emblems of Wales.

Exercise 3. Complete the table according to the text:

Country	Patron Saint	Religious story	Feast-Day	Tradition
England	St. George	He was martyred at Lidda, in Palestine	April 23th	On this day some patriotic Englishmen wear a rose

				pinned to their jackets.
Ireland				
Scotland				
Wales				

Exercise 4. Complete the sentences from your memory:

1. The patron saint of Ireland is.....
2. November 30th is a feast-day of
3. The symbols of St. Patrick are
4. ...was martyred at Lydda in Palestine.
5. Shamrock was used by St. Patrick to illustrate.....
6. On March 1st many Welshmen wear either aor a pinned to their jackets.
7. ... was proclaimed chief patron of England.
8. On November 30th some Scotsmen wear a in the buttonhole.
9. ...is the patron saint of Wales.

Exercise 5. Sum up the information and tell your classmates about the patron saints of Great Britain and Ireland.